GULF MEDICAL UNIVERSITY

ACADEMIC HEALTH CENTER

Sustainable Development Goals

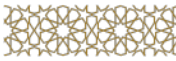## SDG 8: DECENT WORK & ECONOMIC GROWTH

Contents

SDG 8 - Decent Work and Economic Growth

GMU is committed to promoting sustained, inclusive, and sustainable economic growth, full and productive employment and decent work for all its employees. It strives to continuously improve its contribution to SDG 8-Decent Work & Economic Growth. GMU has been progressing its endeavours for achieving SDG 8, some of them include the following:

- GMU workforce
- Employee Satisfaction
- Employ our graduates
- Courses towards SDG 8
- Technological Innovation in University core activities
- Awards and Recognition as a quality Institution in all our operations

Highlights on GMU Workforce

Staff
- 363 faculty & teaching
- 141 administrative

Staff Contracts
- 96% secure contracts
- 4% part time contracts
- 2% exchange faculty

Financials
- Expenditure/employee = 0.25 Milliom AED
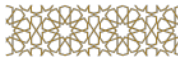- Percentage increase in institutionsl expenditure since last year=18%

Revenue from External Research Grants
1.4 times increase since last year

Policy Development
- 36 new Policies were developed, and 18 policies were revised in alignment with CAA guidelines.
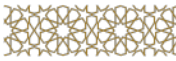- Faculty & Staff Handbook is reviewed and revised annually

Satisfaction of our Employee

GMU employees form an important asset of any academic institution. Happy and content employees contribute significantly to the overall productivity and efficiency in carrying out the strategic and operational goals and objectives of the university hence contributing towards the vision of the university. As a measure of one of its quality indicators, GMU conducts an annual online survey to assess the satisfaction of all its employees at different levels of management to assess their perception of their satisfaction with its facilities and services. The survey is conducted online and is administered anonymously in strict compliance with the evaluation policy of the university. The survey was designed by the office of the Quality Assurance & Institutional Effectiveness Unit. The survey link was made available to the participants through their official email IDs. 89 female and 99 male employees from all levels of management responded to the survey.

Employee satisfaction with GMU services and facilities

Category	Percentage
Employees satisfaction with Leadership	98%
Employee satisfaction with Facilities/Services	93%
Satisfaction with Employees Happiness and Motivation	88%

The university annually publishes the performance report on Human Resources. All policies and procedures are publicly available as follows:

1. Faculty Handbook
2. Staff Handbook
3. Policies & Procedures

We Employ our Graduates

Currently, 38-employees are working across GMU academic health system, and 15-alumni are working in various departments of the university. These departments include

- Pharmacy Practice
- Biomedical Sciences
- Pharmaceutical Sciences
- Restorative Dental Sciences
- Physiotherapy Sciences
- Thumbay Research Institute for Precision Medicine
- Medical Imaging Sciences
- Clinical Science Department

Teaching - Courses offered in Relation to SDG 8

There are 19-courses offered at both undergraduate and postgraduate levels at the University related to SDG 8.

- PML 103   Principles of Management, Leadership & Sustainability
- PRE 106   Principles of Economics
- HRH 305   Human Resource Management in Healthcare Organizations
- ENT 307   Entrepreneurship: Disruptive Innovation and New Business Models in Healthcare
- OPM 311   Operation Management in the Health Industry
- EBH 301   Evidence-Based Management in Healthcare
- INT 501   Health Economics & Policy Evaluation
- INT 501   Healthcare Policy, Managing Government & Public Health Authority
- MCH 410   Management of Change in the Healthcare Industry
- CMB 410   Claim Management and Business Relationship with Providers
- HME 601   Health Systems and Global Health
- HME 602   Managing Healthcare Organizations
- HME 604   Health Economics
- HME 614   Management Information Systems in the Health Industry
- HME 606   Operation Management in the Health Industry
- HME 607   Managing People at Work (Human Resource Management) & Leadership
- HME 608   Financial Management in Healthcare Organizations
- HME 613   Strategic Management: Social Responsibility, Ethics & Governance
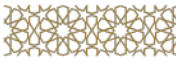
- STM 404   Strategic Management, Social Responsibility, Ethics & Governance
- EIS 101   Entrepreneurship, Innovation and Sustainability

Browse the course inventory at:
GMU PG Program Catalogue-Page 162
GMU UG Program Catalogue-Page 374

Students Work Placements

The internship provides experiential learning where the trainee is guided to acquire the knowledge, skill and competencies required to function as an independent medical (general) practitioner and to facilitate entry into postgraduate medical education. Our hospitals are recognized by the Ministry of Health and Prevention as Teaching Hospitals approved for internship training of GMU graduates. The aims of the medical internship program are to:
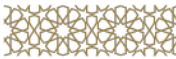
- Provide 'on-the-job' experience under close supervision
- Provide opportunities to attain appropriate higher skills and competencies before entering the workplace as a basic doctor
- Provide an insight into the practice of the chosen profession
- Serve as a strong motivating factor for the learner to continue and specialize further in any chosen field of
- Provide a crucial operation link between the educational program and postgraduate training and Continuous Professional Development in the continuum of medical education

GMU offers following internship programs:

- Medical Internship Program
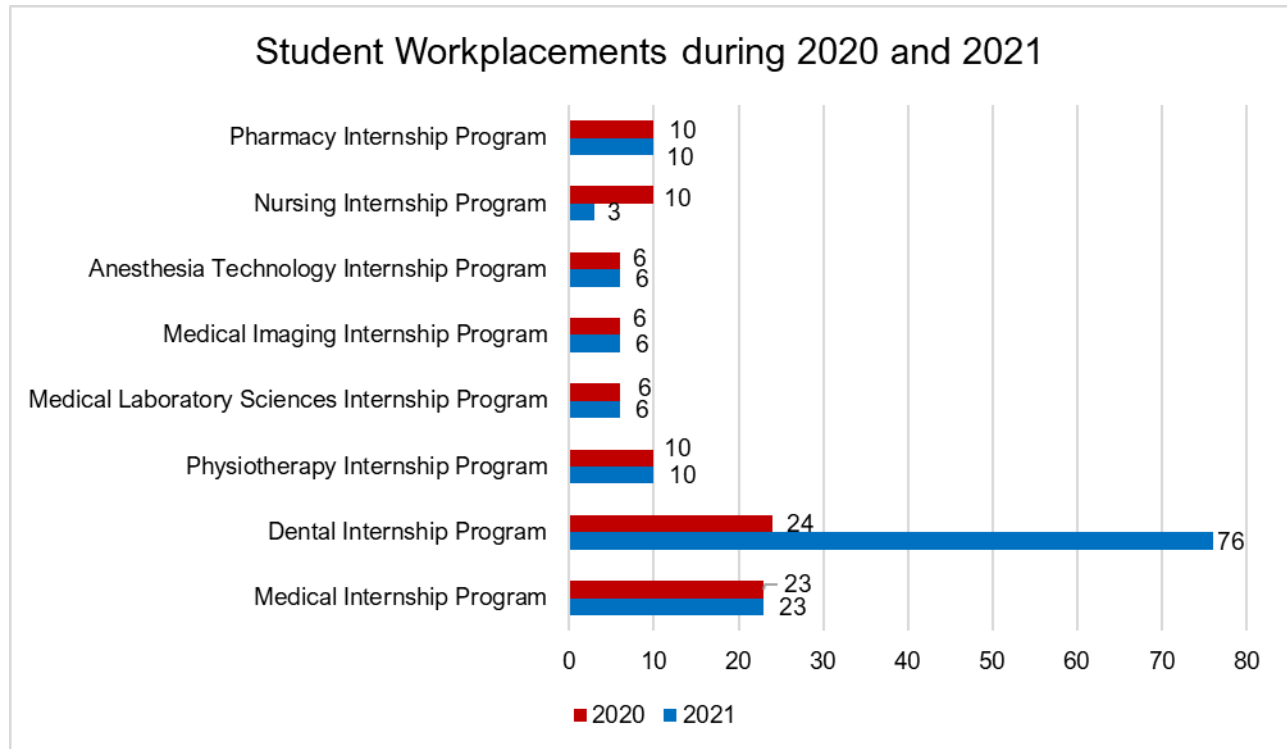- Dental Internship Program
- Physiotherapy Internship Program
- Medical Laboratory Sciences Internship Program
- Medical Imaging Internship Program
- Anaesthesia Technology Internship Program
- Nursing Internship Program
- Pharmacy Internship Program

The internships are carried out at the following hospitals:

- Mafraq Hospital
- Thumbay Hospital Ajman,
- Thumbay University Hospital,

- Sheikh Shakhbout Medical City Abu Dhabi.
- Thumbay Dental Hospital
- Thumbay Physical Therapy & Rehabilitation Hospital
- GMU, Thumbay Laboratory

Student Workplacements during 2020 and 2021

Program	2020	2021
Pharmacy Internship Program	10	10
Nursing Internship Program	10	3
Anesthesia Technology Internship Program	6	6
Medical Imaging Internship Program	6	6
Medical Laboratory Sciences Internship Program	6	6
Physiotherapy Internship Program	10	10
Dental Internship Program	24	76
Medical Internship Program	23	23

GMU Achievements Towards SDG 8

Participation in the below awards helped GMU in process review and refinements consequently improving effectiveness and efficiency. It also led to measuring the quality standards in all GMU processes and services while nurturing the organization's stated vision. It helped GMU to optimize its performance and establish a culture of achievement, driving sustained growth.

Overall, GMU has strengthened its approach of continual improvement with a focus on our current practices and stakeholder perceptions. The below achievements display a commitment from the top management to achieve excellence in all areas of university operations. The feedback provided by the awarding agencies helped GMU to benchmark against its strategic partners and is a vital input to improve.
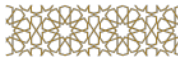
Technological Innovations in Teaching, Learning and Assessment

Virtual Patient Learning (VPL) has been developed by the medical education experts at GMU. VPL is used for the last 4-years to conduct PBL sessions, face to face and remotely. VPL is a highly authentic, high-fidelity simulator. It will replace the traditional PBL and can be adapted to any type of student-centered learning. Recent experience during the COVID lockdown was successfully implemented in running distance PBL and distance assessment of clinical competencies. We have also used PBL for assessing some aspects of clinical competencies. A study was conducted and published to investigate the feasibility, acceptability, reliability, and validity of an online Virtual Clinical Encounter Examination (VICEE) to assess non-psychomotor competencies (non-procedure or manual skills) of medical students. The patient in the scenario is played by a professional actor who is trained to simulate variable moods, attitudes, and emotional responses through verbal and non-verbal communication. Feedback is given through the simulated patient's comments. VPL can be used in two modes (1) The learning model is developed to stimulate student-centered learning and is linked to many resources such as radiological images, laboratory results, videos, and management guidelines. (2) The evaluation mode can be used to evaluate students' clinical competencies decision-making and communication skills. It is important to train future medical professionals through the VPL system, which enables medical students to diagnose, treat, and observe a patient's progress.
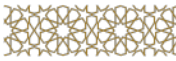
At GMU, 300 plus students have used it in the pre-clerkship and clerkship phase of the medical curriculum. Recently, it has been used to run distance PBL and distant assessment of clinical competencies.

Student satisfaction is 96% for Virtual Patient Learning and 97% with-Problem-based learning during the academic year 2020-21 for medical students.

To date, VPL has been used in Egypt, Lebanon, the UAE, Italy, and France. About 21-universities in Egypt are fully using VPL to train their Medical Students. Several Medical Colleges in Europe and the USA are evaluating VPL and adapting it to the curricula.

It has been published in the Journal of Medical Education, which is one of the high impact factor journals in Medical Education. It has been reviewed by academic peers. Also, we have published the project in various newspapers, blogs, and newsletters.

1) https://www.tandfonline.com/doi/full/10.1080/0142159X.2021.1935828

2) https://onlinelibrary.wiley.com /doi/abs/10.1111/medu.13293

3) https://www.researchgate.net/publication/315061568_Virtual_patients_in_problem-based learning

4) https://scholar.google.com/citations?user=n_COVAPAAAAJ&hl=en

5) https://www2.scopus.com/authid/detail.uri?authorId=7004886353

6) https://qswownews.com/past_issues/past-issue/Issue-30/files/assets/basic-html/page82.html

7) https://asianlite.ae/2018/uae-news/gulf-medical-university-goes-global

8) https://gmu.ac.ae/gulf-medical-universitys-virtual-patient-secures-gold-and-silver-at-usas-reimagine-education-awards/

9) https://www.reimagine-education.com/e-learning-2018-award-winners/

10) https://thumbaymoideen.com/gulf-medical-university-transforms-from-local-to-global-medical-university-launches-new-programs-and-colleges/

11) https://www.daijiworld.com/news/newsDisplay.aspx?newsID=524062

12) http://english.varthabharati.in/gulf/gulf-medical- university-celebrates-20th-anniversary

13) https://euras-edu.org/wp-content/e-bulletins /Express/2018/january/13/index.html

14) https://ehealth.eletsonline.com/2019/03/thumbay-group-building-futuristic-business-model-in-education-healthcare-research/

Awards for Innovation in Teaching, Learning and Assessment

GMU's Virtual Patient Learning has won QS Reimagine Education Gold Award for the following two categories during AY 2020-21

1. Artificial Intelligence Award: Using AI and High-fidelity Simulation (Virtual Patient Learning) in Health professions Education.
2. Learning Assessment Award: Using AI-based Virtual Patient Learning (VPL) for Distance Problem-Based Learning and Assessment of Clinical Competencies of Health Professionals
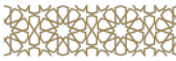
GMU's Virtual Patient Learning has won QS Reimagine Education Gold Award for the following category.

1. Middle East Regional Award: Using AI and High-fidelity Simulation (Virtual Patient Learning) in Health professions Education.
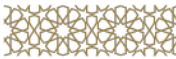
GMU's Virtual Patient Learning is shortlisted for THE Asia Awards. Winners will be announced on 14-15 December 2021 (Link). The two categories under which GMU has been shortlisted including

1. Using AI-based Virtual Patient for Distance Problem-based learning.
2. Distance Assessment of Clinical Competencies in Health Profession Education.

Gulf Medical University received the Ministry of Health and Prevention (MoHAP) Award in the Health Technology Category for the 'Virtual Patient Learning', as one of the most innovative in the Life-Science division. GMU was felicitated for its contribution towards making the UAE an innovative leader in the healthcare sector.

For 2019 **QS Reimagine Education Award** (in collaboration with Wharton School-University of Pennsylvania) Titled "Adapting Tomorrow Technology Today: Innovation in Medical Education with AI-Based Virtual Patient Learning".

1. GMU has won **SILVER** for Artificial Intelligence Category
2. GMU has won **BRONZE** for Middle East Category
3. GMU has won **BRONZE** for Life Sciences Category

Gulf Medical University receives global accreditation

Gulf Medical University (GMU) has become one of the latest international institutions to receive global accreditation from the Quality Assurance Agency for Higher Education (QAA), the UK's independent quality body and a global leader in quality assurance for higher education (Link).

GMU had passed QAA's rigorous International Quality Review (IQR) for more than a year. The review measured GMU against international quality assurance standards outlined in the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
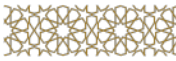
GMU has met all 10-standards of European Standards and Guidelines, based on a review conducted in April 2021. **ESG 5 was related to teaching staff** and GMU met the agency's standards successfully for all ESGs including ESG 5.

Gulf Medical University Achieved Multiple 5-Star Ratings in QS Star Ranking

The University has been awarded five-star ratings for four key categories by QS, the top international university ranking agency. The University has achieved five-star ratings in the categories of **teaching, employability**, facilities, and inclusiveness, according to the latest data published in 2019 by the agency.
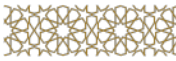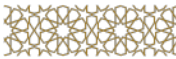
Dubai Business Excellence Awards - Dubai Quality Appreciation Award (DQAA)

GMU won the Dubai Quality Appreciation Award in 2018. It was assessed under 5 key domains of its operations which included Leadership, Strategy, People (Human Resources), Partnership and Resources and Processes, products, and services. GMU was the only University in UAE to receive this award. The award was presented at the prestigious 'Business Excellence Awards of the Department of Economic Development (DED) (Link).

Sheikh Khalifa Excellence Award (SKEA)

GMU has become the first University in the history of the prestigious Sheikh Khalifa Excellence Awards (SKEA) to win the GOLD award in a single assessment cycle.

At the 16th Sheikh Khalifah Excellence Awards (SKEA) ceremony GMU was presented the award by Sheikh Hamed bin Zayed Al Nahyan, Chairman of Abu Dhabi Crown. GMU successfully met all the criteria of Quality based on the (European Foundation for Quality Management (EFQM) model.

Dubai Business Excellence Awards - Dubai Human Development Appreciation Award (DHDAA)

The Thumbay group (Parent concern of Gulf Medical University) HR department won the Dubai Human Development Appreciation Award (DHDAA) of the Department of Economic Development (DED), Dubai during 2018 (Link). The current HR practices were evaluated under different domains of HR functions.
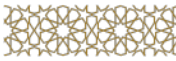
Best Talent Management Practice Award

The parent organization of Gulf Medical University, Thumbay Group has been awarded the Best Talent Management Practice Award for 2-consecutive years. The awards were presented during the MENA HR Excellence Awards held in Dubai as part of the 10th Annual Human Assets Expansion Summit MENA. It also featured the 7th Annual MENA HR Excellence Awards, which recognize outstanding achievements by individuals and organizations in advancing the HR function.
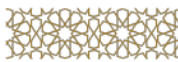
The Best Talent Management Practice award was bagged by the Group, for setting the standard for innovation and strategy in Talent Management. The precise criteria for this award category were effective employee onboarding, ongoing training and development, coaching, mentoring, assessing and developing leadership capabilities, monitoring and measuring talent management, designing effective compensation and recognition system within the organization (Link).

Research Towards SDG 8

- Singh, A. K., Bansal, P., & Haque, M. M. (2021). Should Leverage Models Employ Time-Varying or Time-Invariant Firm Factors? An Empirical Analysis of Indian Listed Firms. FIIB Business Review, 23197145211032730. Link

- Rana, S., Verma, S., Haque, M.M. and Ahmed, G. (2021), "Conceptualizing international positioning strategies for Indian higher education institutions", Review of International Business and Strategy, Vol. ahead-of-print No. ahead-of-print. https://doi.org/10.1108/RIBS-07-2021-0105, Link

- Rana, S., Singh, A. K., Singhania, S., Verma, S., & Haque, M. M. (2021). Revisiting the Factors Influencing Teaching Choice Framework: Exploring What Fits with Virtual Teaching. Global Business Review, 09721509211015369. Link

- Rana, S., & Haque, M. M. (2020). The Indian Economy: Critical Factors and Constraints of Economic Development. Vol. 9 (4). 237-238 Link
- Paul, P., Mukherjee, P. M., & Haque, M. M. (2019). COST VOLUME PROFIT ANALYSIS AND THE DANCE CLASS BUSINESS. Journal of Services Research, 19(2), 31-42.
- Maheshwari, N., & Haque, M. M. (2020). A role of competency-based recruitment screening: a case study on Indian manufacturing unit. International Journal of Indian Culture and Business Management, 20(4), 467-487. Link
- Books: Doing Business in Emerging Markets: Progress and Promises, Routledge, Taylor and Francis Rana, Sudhir and Shrivastava, Avinash Link

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