

الجامعة  
البريطانية في  
دبي



The  
British University  
*in Dubai*



# POSTGRADUATE CATALOG

## 2022-2023

### *Message from The Chancellor*

Dear Students,

It is my great pleasure to welcome you to the British University in Dubai.

The University has been formed out of a genuine collaboration between Dubai and United Kingdom institutions to provide the best of British education in Dubai.

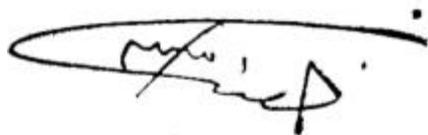
Our UK associates, the Universities of Edinburgh, Manchester and Glasgow, have been chosen because of their research standing and high standards. I am pleased that they will continue working closely with BUiD to ensure that you are offered high quality programmes which benefit from that research.

It is pleasing that worldwide interest has been shown in academic posts at the University and that our British associates have been able to apply strict criteria in selecting the best. All academic programmes offered at BUiD have been granted accreditation by the Ministry of Education, UAE and I am grateful to His Excellency Hussain Ibrahim Al Hammadi for the kind attention he and his Commissioners have given to the BUiD programmes.

The University is also grateful to its founders the Al Maktoum Foundation, Rolls-Royce, the National Bank of Dubai, the British Business Group, and the Dubai Development and Investment Authority; its contributors, The Emirates Group, DUCAB, Atkins, and Dubai Duty Free; the Dubai & UK Trade & Economic Committee and the members of the Council, Advisory Groups, and Senate; and its Vice Chancellor, Registrar and staff for the role they have played in running the University and providing a top quality higher education experience for our students.

The University was established to make a substantial and unique contribution to the United Arab Emirates and the Gulf region. However, the University can only go so far by providing tuition, a vibrant environment in which to study and the considerable benefit of access to the resources of five top quality British Universities. By far the greatest contribution to the University will come from you, as a student, both through what you put into the University and through what you take from it and return to society through your employment or profession.

I wish you every success in your studies.



Ahmed Bin Saeed Al Maktoum  
Chairman of the Council



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## How to Contact the University

<b>By Mail</b>	PO Box 345015, Dubai – UAE
<b>By Telephone</b>	+971 4 279 1400
<b>By Email</b>	info@buid.ac.ae
<b>In Person</b>	1 <sup>st</sup> and 2 <sup>nd</sup> Floor, Block 11 Dubai International Academic City (DIAC) Dubai – UAE

**IT IS THE RESPONSIBILITY OF EACH STUDENT TO READ, UNDERSTAND AND ABIDE BY THE REGULATIONS AND PROCEDURES PRINTED IN THIS BOOKLET.**

The catalogue is an official BUiD University document describing academic programme, faculty listings, policies, procedures, regulations and requirements of the University. Every effort has been made to ensure the accuracy of the information presented in this catalogue. However, no responsibility is assumed for editorial, clerical or printing errors, or errors occasioned by mistakes. The University reserves the right to make changes without prior notice to the information contained in this publication, including the alteration of various fees (as per University policies), schedules, conditions of admission and credit requirements, and the revision or cancellation of particular modules or programmes.

**Terminologies**

<b>Terminology</b>	<b>Description</b>
<b>BUiD</b>	The British University in Dubai
<b>Admissions Tutor</b>	An academic member of the Faculty who makes decisions on applicants' suitability for being offered a place on a programme
<b>Anonymous Marking</b>	A process whereby the names of students on scripts are removed or concealed, so that examiners/markers do not know their identity during the marking process
<b>Appeal</b>	A student may challenge a decision made by selected University committees which directly affects their study
<b>Assessment</b>	Any activity which is graded by academic staff and counts towards the overall module marks, including examinations
<b>Board of Examiners</b>	A formally constituted University committee charged with approving assessment decisions
<b>Core module</b>	Core modules are mandatory modules that a student must study to meet the requirements of the programme.
<b>Credit</b>	One credit represents 10 notional hours of learning. Credit is awarded once you have successfully completed a module in recognition of the amount and depth of learning which you have achieved. Credits are then accumulated towards the total credit required for a programme of study and a qualification
<b>Compensation</b>	When Board of Examiners recommends that a student's less than satisfactory performance in one component of assessment be compensated by better performance in other components within a module
<b>Concentration</b>	Concentrations are grouping of courses which represent a sub-specialization taken within the major field of study. A concentration may be specified on the diploma or in the student's academic record (transcript). A concentration module is at least 20 term credits of study, or equivalent, in the specialized field
<b>Credit Transfer</b>	A process by which a student may obtain credit for relevant modules undertaken previously at accredited/recognized institutes
<b>Dean</b>	The academic in charge of the curriculum department with overall responsibility for delivery and standards
<b>Dissertation</b>	A significant piece of individual research undertaken by a student at the end of their taught programme
<b>Dissertation Supervisor</b>	An academic staff member who will support a student during the research period
<b>Distance Learning</b>	A form of learning where the teacher may not be present with the class.
<b>Double Marking</b>	When a student's work is assessed by more than one marker. If the marks and annotation of the first marker are not available to the second marker, this is known as 'blind' double marking
<b>Electives</b>	Modules which are not compulsory for students. Electives may be free—selected by the student from any course offerings, or restricted—chosen from a pre-determined list of options.
<b>Examination</b>	A formal assessment which is invigilated and subject to BUiD Examination Regulations
<b>Exemption</b>	The status achieved by a student who obtains credit transfer for previous learning

Terminology	Description
<b>External Examiner</b>	An academic, external to BUiD, who is appointed to ensure that the standards are at the correct level
<b>External marker</b>	A person of experience who may be asked to mark specialised dissertations as a first or second marker
<b>Faculty</b>	The University internal structure with primary responsibility for delivering learning in a given discipline
<b>Full-time</b>	A study route whereby a student completes a programme in two terms & dissertation
<b>GCSE</b>	General Certificate of Secondary Education – a British school qualification normally after 11 years of study
<b>Grade Point Average (GPA)</b>	The system by which coursework grades are averaged to indicate the overall level of student performance
<b>Grading System</b>	BUiD uses an agreed grading system for all assessments
<b>HoMASS</b>	Head of Marketing, Admissions & Student Services
<b>Internal marker</b>	A member of BUiD academic staff who marks a student assignment or dissertation
<b>Internationally Accredited University</b>	Every university may obtain accredited status from their home country or through an international recognition system such as NARIC which is used in the UK
<b>Mitigating Circumstances</b>	Events which adversely affect a student's performance and which may be taken into account by the Board of Examiners
<b>Moderation</b>	Independent academic checking of assessed work of a student by more than one marker. May involve second marking, double marking or analysis of marks for the cohort
<b>Module</b>	A coherent, credit bearing, curriculum element of a programme
<b>Module Coordinator</b>	An academic staff member responsible for the delivery and assessment of a module
<b>Prerequisite</b>	A module that students must take prior to attending another module
<b>Part-time</b>	A study route whereby a student completes a programme over two or more academic years
<b>Personal Tutor</b>	An academic staff member with primary responsibility for ensuring that students' progress appropriately during their studies
<b>Programme Coordinator</b>	The academic responsible for the oversight of a programme
<b>Provisional</b>	The status of assessment and examinations grades until they are confirmed by the Board of Examiners
<b>Study Plan</b>	The initial document produced after a meeting between the Personal Tutor and student
<b>Transcript</b>	A list of modules studied and the module grades
<b>UAE</b>	United Arab Emirates
<b>Unfair Means</b>	Assistance that a student uses to gain unfair advantage in assessments or examinations
<b>University</b>	The British University in Dubai
<b>Upper Second Class Honours Degree</b>	A classification of a British Honours Bachelor Degree. This normally equates to a GPA of between 3.0 and 3.5
<b>Viva Voce</b>	An oral examination

## 1. Introduction to the University

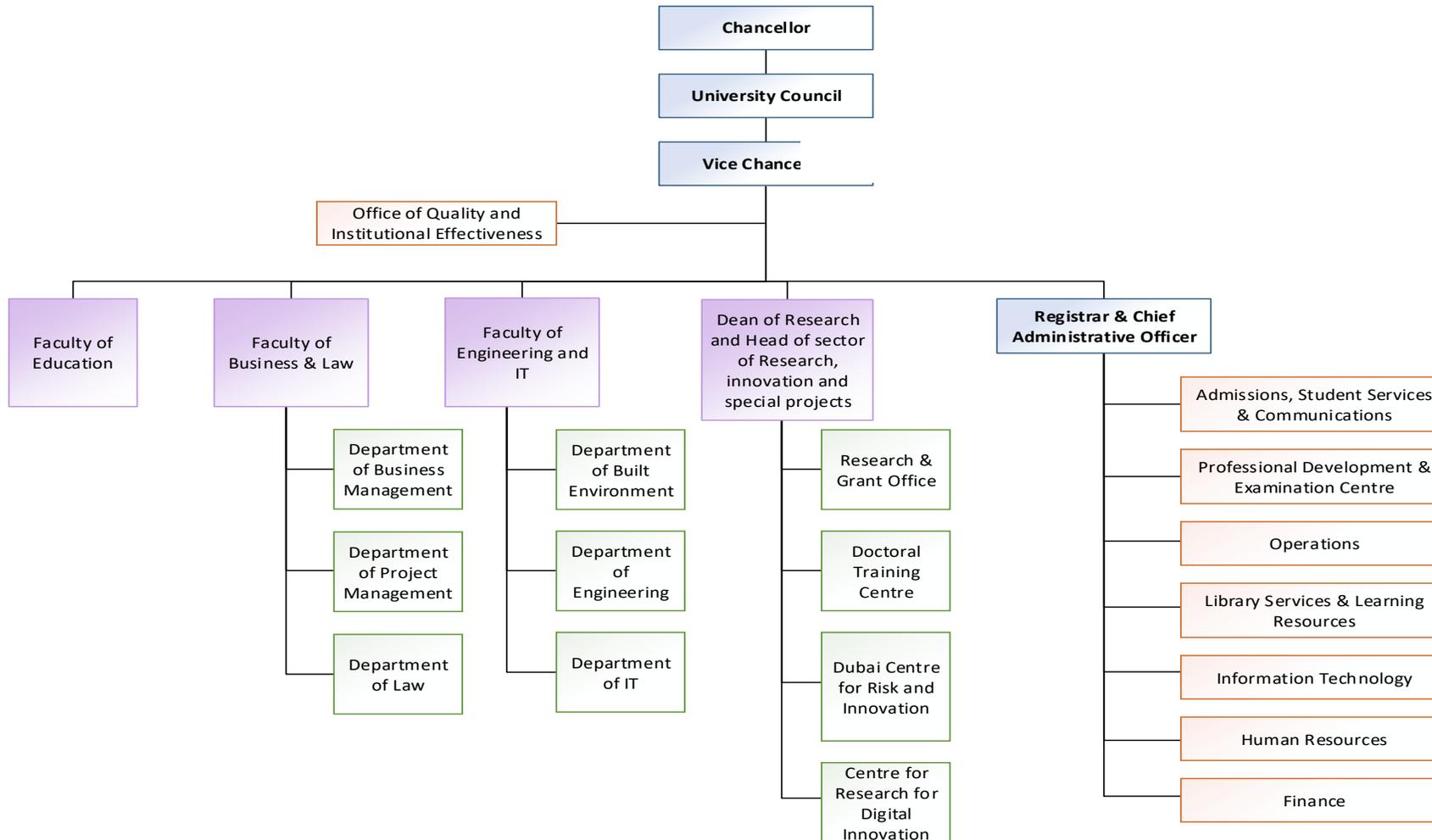
The British University in Dubai (BUID) was established in 2003 by Law #5/2003 by His Highness Sheikh Maktoum bin Rashid bin Saeed Al Maktoum, Ruler of Dubai.

The University grew out of collaborations between British and Dubai academic, government, and commercial organisations to make a unique contribution to the UAE and Gulf region. BUID was established to be the region's leading research-based university, facilitating world-class education, training and research. It provides an important and growing community and resource for young professionals, leading academics, corporate managers, and aspiring leaders of all description. The UAE Ministry of Education – Higher Education Affairs licenses BUID to award its own degrees.

BUID's internal quality assurance includes processes that ensure our programmes and students' achievements are of standards on a par with those of our UK Universities Alliance partners (the University of Edinburgh, the University of Glasgow, and the University of Manchester).

BUID is a non-profit university that has attracted academic experts to develop regionally tailored programmes in which they extend and challenge the boundaries of knowledge, understanding and research.

## 2. Organization Chart and Faculty Structure



## 2.1 Board of Trustees / Council



**HH Sheikh Ahmed Bin Saeed Al Maktoum**  
 President - Dubai Department of Civil Aviation  
 Chairman -Dubai Airports  
 Chairman & CEO -Emirates  
 Chancellor, BUd



Professor Abdullah Alshamsi  
 Vice Chancellor, The British University in Dubai



HE Mirza Al Sayegh  
 Director, Office of HH Sheikh Hamdan bin Rashid Al Maktoum



HE Ahmad Butti Al Murhaibi  
 Secretary-General, Dubai Supreme Council of Energy



Sheikha Hind Al Mualla  
 Chief of Creativity, Happiness and Innovation, KHDA



Khalid Al Malik  
 Managing Director, Dubai Holding



John Martin St Valery  
 Chairman and Chief Executive Officer, British Business Group in Dubai and the Northern Emirates



Aida Salamanca MBE  
 British Council Country Director, United Arab Emirates



Steve Thompson  
 Chief Operating Officer, Tanfeeth (an Emirates NBD Company)



Omar Ali Adib  
 Vice President, Customers, Rolls-Royce International, Middle East



Cris Dedigama  
 Chief Executive Officer Atkins – a member of the SNC-Lavalin Group

## 2.2 Academic Staff

Name	Academic Position	Credentials
<b>Faculty of Engineering and Informatics</b>		
Prof. Bassam Abu Hijleh	Dean- Faculty of Engineering & IT Head of Department Sustainable Built Environment	(1985) Bachelor of Science in Mechanical Engineering, Ohio State, University (USA) (1987) Master of Science in Mechanical Engineering, Ohio State, University (USA) (1990) Doctor of Philosophy (Ph. D) in Mechanical Engineering, Ohio State University (USA)
Prof. Hanan M Taleb	Programme coordinator – PhD SBE	(2004) BA Interior Design, Dar Al Hekma College (Saudi Arabia) (2006) MA Interior Design, Bournemouth University (UK) (2007) MArch, University of Sheffield (UK) (2011) Doctor of Philosophy (PhD) Architecture, University of Sheffield (UK)
Prof. Alaa Ameer	Head of Department of Engineering Programme coordinator – MSc Engineering Management	(1979) Bachelor of Science in Mechanical Engineering, University of Technology (Iraq) (1981) Higher Diploma in Applied Mechanics, University of Technology (Iraq) (1983) Master of Science in Tribology, University of Technology (Iraq) (2001) Doctor of Philosophy in System Modelling, University of Bradford (UK)
Prof. Khaled Shalaan	Head of Department of IT	(1982) Bachelor of Commerce (B.Comm), University of Cairo, (Egypt) (1985) Post-graduate Diploma (PGDip) in Computer Science & Information Science, University of Cairo (Egypt) (1989) Master of Science (MSc) in Computer Science, University of Cairo (Egypt) (1995) Doctor of Philosophy (PhD) Computer Science, Institute of Statistical Studies & Research, Cairo University (Egypt)
Prof. Sherief Abdallah		(1998) Bachelor of Engineering in Computer Engineering, Cairo University (Egypt) (2001) Master of Science in Computer Engineering, Cairo University (Egypt) (2006) Doctor of Philosophy in Computer Science, University of Massachusetts (USA)
Prof. Piyush Maheshwari	Programme coordinator- MSc Informatics	(1982) B.Eng. in Electronics & Communication Engineering, Indian Institute of Technology (India) (1984) M.Eng. in Computer Science & Technology, Indian Institute of Technology (India) (1990) Doctor of Philosophy (PhD). in Computer Science, The University of Manchester (UK) (1994) Graduate Certificate in Higher Education, Griffith University, (Australia)
Dr. Mostafa Al-Emran		(2012) Bachelor of Science in Computer Science, Al Buraimi University College (Oman) (2015) Master of Science in Informatics (Knowledge and Data Management), BUID (UAE) (2019) Doctor of Philosophy in Computer Science, Universiti Malaysia (Malaysia)

Name	Academic Position	Credentials
Dr. Manar Alkhatib		(2004) Bachelor Degree in Computer Science, Yarmouk University (Jordan) (2007) Master Degree in Computer Science, Middle East University (Jordan) (2019) Doctor of Philosophy in Computer Science, BUID (UAE)
Hend ElMohandes		(2013) BSc Electrical –Computer- Engineering, AinShams University (Egypt) (2018) Masters on Informatics, Nile University /Fraunhofer Research Institute (Egypt)
Dr. AOs Alaa Al Juboori	Programme coordinator- BSc Computer Science	(2004) BSc in Computer Engineering, University of Technology (Iraq) (2014) MSc in System Engineering, The British University in Dubai (UAE) (2014) Doctor of Philosophy (PhD) in Computer Engineering, Multimedia University (Malaysia)
Dr. Basem Tuqan		(1995) BSc in in Electrical Engineering, Aleppo University (Syria) (2009) M.Cs in Computer Science, University of Malaya (Malaysia) (2014) Doctor of Philosophy (PhD) The British University in Dubai (UAE)
Prof. Abid Abu-tair		(1984) B.Eng. Civil Engineering, Queen Mary College (UK) (1985) M.Sc. Civil Engineering, Imperial College; (UK) (1992) Doctor of Philosophy (PhD) Civil Engineering; Queen Mary College (UK)
Dr. Gul Ahmed	Programme coordinator- MSc Structural Engineering	(2012) PhD in Civil Engineering, Imperial College (UK) (2002) M.Engg. in Structural Engineering, NED University (Pakistan) (1999) B.E. in Civil Engineering, NED University (Pakistan)
Dr Daniel Wood		(2014) BSc in Mathematics, University of Bristol (UK) (2015) MSci in Mathematics, University of Bristol (UK) (2019) DPhil in Cyber Security, University of Oxford (UK)
<b>Faculty of Education</b>		
Prof. Eman Gaad	Dean Faculty of Education	1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt) (1999) Doctor of Philosophy (PhD) in Education, The University of East Anglia (UK).
Prof. Sufian Forawi		(1983) Bachelor of Science in Biology and Education, University of Alexandria, Egypt (1984) Higher Diploma in Education, Omdurman Islamic University, Sudan (1987) Master’s of Education, Curriculum and Instruction, Omdurman Islamic University, Sudan (1996) Educational Doctorate in Science Education, University of Massachusetts Lowell, USA
Dr. Solomon Arulraj David		(1999) B B.A., in English Literature; St. John’s College (India) (2000) B.Ed., in Education; St. Xavier’s College of Education (India) (2002) M.A in English Literature; Manonmanium Sundaranar University (India) (2004) MEd, Katholieke Universiteit Leuven, (Belgium ) (2011) Doctor of Philosophy (PhD) in Education, Katholieke Universiteit Leuven, (Belgium)

Name	Academic Position	Credentials
Dr. Emad Ahmed Abu Ayyash		(1996) B.A. Degree in English Literature and Linguistics, Yarmouk University (Jordan) (2008) Master Degree in English/ Translation, Yarmouk University (Jordan) (2009) TEFL Certificate, University of the Fraser Valley (Canada) (2016) Doctor of Philosophy (PhD) in Education – TESOL, The British University in Dubai, (UAE)
Prof. Abdulai Abukari	Programme coordinator - MEd	(1999) BEd (Hons) Social Studies Education & Art Education, University of Education/University of Cape Coast (Ghana) (2003) MPhil in Comparative and International Education, University of Oslo (Norway) (2007) Doctor of Philosophy (PhD) in Comparative and International Education, Middlesex University, (UK)
Prof. Christopher Hill	Programme coordinator – EdD/PhD in Education	(2000) Bachelor of Arts (Hons) in Classical Civilisation, University of Nottingham, UK (2001) Master of Arts in International Relations, University of Nottingham, UK (2005) Doctor of Philosophy (Ph. D) in Political Science, University of Nottingham, UK (2010) Post Graduate Certificate in Higher Education, University of Nottingham Malaysia Campus, Malaysia
Dr. Tendai Charles		(2005) BEng in Computing City University, UK (2010) MA Applied Linguistics Newcastle University, UK (2013) CELTA International House, UK (2018) Doctor of Philosophy (PhD) in Education University of York, UK
<b>Faculty of Business and Law</b>		
Prof. Aymen Masadeh	Dean, Faculty of Business and Law; Programme coordinator- PhD in Business Law	(1996) LLB, Jordan University, Jordan (1997) LLM, Aberdeen University, UK (2001) Doctor of Philosophy (PhD) (Contract Law), Bristol University, UK
Dr. Abba Kolo	Head of Department of Law; Programme coordinator- MSc in CLDR Programme coordinator- Bachelor of Law	(1984) LL.B, Ahmadu Bello University, Nigeria (1986) Bachelor of Law, Nigerian Law School. Nigeria (1988) LLM, University of Warwick, UK
Dr. Omar Hisham Alhyari		(2000) Bachelor's Degree in Law, Amman University (Jordan) (2003) Master's Degree in Private Law, Amman University (Jordan) (2008) Doctorate in Law, University of the West of England (UK)
Prof Abu Baker Suliman	Programme coordinator- MBA	(1991) BSc in Administrative Sciences, Sudan (1995) Master of Business Administration, Jordan (1198) Master of Philosophy, Liverpool Business School (UK)

Name	Academic Position	Credentials
		(2000) Doctor of Philosophy (PhD) (HRM), Liverpool Business School (UK)
Dr. Bader Yousef Obeidat		(1995) BA in Business Administration, Yarmouk University (Jordan) (2003) Master of Business Administration, Yarmouk University (Jordan) (2008) PhD in Business Studies, Durham University (UK)
Dr. Farzana Asad Mir	Director of Doctoral Training Centre	(1993) BSc, Electrical Engineering, University of Engineering and Technology (Pakistan) (2012) MSc, Project Management, BUiD (UAE) (2019) PhD in Management, University of Guelph (Canada)
Dr. Amer Alaya	Programme coordinator- BSc Business Management/ Finance and account	(2006) BA, Aleppo University (Syria) (2010) MBA, Abu Dhabi University (UAE) (2017) PhD in Business Management, The British University in Dubai (UAE)
Prof. Stephen Wilkins	Programme coordinator- PhD/DBA	(1988) Bachelor of Arts in Business Studies, Plymouth Polytechnic, UK (1995) Master of Science in Management Science, University of Southampton, UK (1995) Postgraduate Certificate in Education (PGCE), University of Greenwich, UK (2010) Master of Research (ResM) in Management, University of Bath, UK (2013) Doctor of Philosophy (PhD) in Management, University of Bath, UK
Dr. Sulafa Badi		(1996) BSc Architecture, University of Khartoum (Sudan) (2000) MSc Construction Economics and Management, Bartlett School of Graduate Studies, University College London (UK) (2012) Doctor of Philosophy (PhD) Project Management, Bartlett School of Construction and Project Management (UK)
Prof. Edward Godfrey Ochieng	Head of Department of Project Management; Programme coordinator- PhD PM	(2010) Postgraduate Certificate in Higher Education learning and Teaching, Robert Gordon University (UK) (2008) PhD Project Management, Loughborough University (UK) (2000) MSc Project Management, Leeds Beckett University (UK) (1999) BSc Technology and Management, University of Bradford (UK)
Dr. Khalid Al Maari	Dean of Research	(1984) B.Sc. Civil Engineering, University of Arizona (USA) (2000) M.Sc. Engineering Management; The Catholic University of America (USA) (2015) Doctor of Philosophy (PhD) in Project Management, the British University in Dubai (UAE)
Dr. Maria Papadaki	Director, BUiD Innovation and Risk Management Centre	(2004) BSc Business Economics, Salford University (UK) (2005) MSc Management of Projects; The University of Manchester (UK) (2013) Doctor of Philosophy (PhD) in Risk Management; The University of Manchester (UK)
Dr. Husam-Aldin Al-Malkawi		(1990) B.A. in Economics and Planning, University of Aleppo, Syria (1996) Master of Commerce in Accounting and Financial Management, Maharaja Sayajirao

Name	Academic Position	Credentials
		University of Baroda, India (2005) Doctor of Philosophy (PhD). in Finance, School of Economics and Finance, University of Western Sydney, Australia
Dr. Abdelmounaim Lahrech		(1998) Mathematics (Statistics), University Mohammed V (Morocco) (2003) Mathematics (Statistics), Southern Illinois University (USA) (2007) Economics, Southern Illinois University (USA)
Dr. Muhammad Waris Ali Khan	Programme coordinator- MSc PM	(2003) BSc Mechanical Engineering, N.E.D University of Engineering and Technology (Pakistan) (2011) MSc Civil Engineering (Project Management), Universiti Teknologi Petronas (Malaysia) (2015) Doctor of Philosophy (PhD) in Civil Engineering – Project Management, Universiti Teknologi Petronas (Malaysia)
Dr. Derar Hussein Al-Daboubi		(1998) L.L.B, Mu'tah University (Jordan) (2009) L.L.M, Mu'tah University (Jordan) (2019) International Commercial Law and Maritime Law, University of London (UK)
Dr. Mohamed Yacine Haddoud		(2008) BSc International Business, Ecole des Hautes Etudes Commerciales (Algiers) (2011) MSc International Business, University of Hertfordshire (2015) Doctor of Philosophy (PhD) in Business with Management, Plymouth University (UK)
Dr. Ashmiza Mahamed Ismail		(2001) BA (Hons) Business Management, Oxford Brookes University (UK) (2004) Masters Business Administration (MBA), University Mara Technology (Malaysia) (2012) Doctor of Philosophy (PhD) in Business Management, University of Portsmouth (UK)
Dr. Shams Al-Hajjaji		(2009) LL.M/LLB, Cairo University (Egypt) (2013) L.L.M, American University in Cairo (Egypt) (2016) JSD/LLM, University California (USA) (2020) Doctor of Philosophy (PhD) in Economics and Finance, University of Luxembourg (Luxembourg)

## 2.3 Administration

## Executives Office

**Professor Abdullah Al Shamsi**, Vice- Chancellor

**Hugh Martin**, Registrar and Chief Administrative Officer

**Salam Khoury**, Executive Administrator/PA to VC & Registrar

## Office of Quality and Institutional Effectiveness

**Maria Pinto**, Head of Institutional Effectiveness

**Dr Ghassan Dabbour**, Head of Planning and Projects

**Muna Ali**, Institutional Effectiveness Coordinator

## Marketing, Admissions &amp; Student Services

**Mira Hamzeh**, Head of Marketing, Admissions & Student Services

**Christine Salvador**, Research Programmemes Officer

**Godwin Francis**, Senior Faculty Administrator

**Ahmed Ali**, Senior Student Administrator

**Abdullah El Nokiti**, Faculty Administrator

**Maria Kopteva**, Admissions Officer

**Nadine Markiz**, Student Relations Coordinator

**Muhammad Jammal**, Admissions Officer

**Samar Alkhatib**, Communications Manager

**Tanisha Simon**, Digital Media Officer

**Nour Boustanji**, External Relations Officer

## Financial Affairs

**Mohammed Wajahatuddin Ahmed**, Head of Finance

**Haskar K**, Finance Administrator

**Lordlyn Joy Tabalus**, Finance Administrator

## Library

**Hamid Saeed**, Head of Library Services & Learning Resources

**Simia Kumar**, Assistant Librarian

**Immaculata Amarachukwu Ofurum**, Library Services Coordinator

**Mohammad Mesfer Rashed**, Library Support

## Information Technology

**Khaleelullah Ghourie**, Head of IT

**Joma Cabales**, IT Officer

**Arun KK**, IT Support Specialist

**Shobu Skaria**, IT Support Specialist

## Human Resources

**Sheila Enriquez**, Head of Human Resources

**Jouhar Ali**, Human Resources Administrator

**Marwa Elghitany**, Human Resources Administrator Operations

**Hassan Modiraprambil**, Head of Operations

## Professional Development &amp; Examinations Centre

**Jerry Joy**, Training & Examinations Administrator

**Doctoral Training Centre Rawy Abdelrahman Thabet**, Academic Associat

**Danielle Wilson – Gulston**, Teaching & Training Associate

## 3. Academic Programmes 2022-2023

Programme	Professional accreditation
<b>Faculty of Engineering &amp; IT</b>	
<b>PhD</b> – Sustainable Built Environments	
<b>PhD</b> – Computer Science	
<b>Master of Science (MSc)</b> in Sustainable Design of the Built Environment <b>Concentrations:</b> <ul style="list-style-type: none"> <li>- Architectural Design</li> <li>- Interior Design</li> <li>- Smart Buildings</li> <li>- Urban Design</li> <li>- General</li> </ul>	Chartered Institute of Building (CIOB)
<b>Postgraduate (PG) Diploma</b> in Sustainable Design of Built Environment <b>Concentrations:</b> <ul style="list-style-type: none"> <li>- Architectural Design</li> <li>- Interior Design</li> <li>- Smart Buildings</li> <li>- Urban Design</li> <li>- General</li> </ul>	Chartered Institute of Building (CIOB)
<b>Master of Science (MSc)</b> in Informatics (Knowledge and Data Management )	
<b>Postgraduate (PG) Diploma</b> in Informatics (Knowledge and Data Management )	
<b>Master of Science (MSc)</b> in Structural Engineering	
Postgraduate (PG) Diploma in Structural Engineering	
<b>Master of Science (MSc)</b> in Engineering Management <b>Concentrations:</b> <ul style="list-style-type: none"> <li>- Maintenance and Reliability</li> <li>- Total Quality Management</li> </ul>	American Society for Engineering Management (ASEM)
<b>Postgraduate (PG) Diploma</b> in Engineering Management <b>Concentrations:</b> <ul style="list-style-type: none"> <li>- Maintenance and Reliability</li> <li>- Total Quality Management</li> </ul>	American Society for Engineering Management (ASEM)
<b>Faculty of Education</b>	
<b>Doctor</b> of Education (EdD)/Doctor of Philosophy (PhD) in Education	
<b>Master</b> of Education in Teaching English to Speakers of Other Languages (TESOL)	
<b>Master</b> of Education in Special and Inclusive Education (SIE)	
<b>Master</b> of Education in Management Leadership and Policy (MLP)	
<b>Master</b> of Education in Information and Communication Technology (ICT)	
<b>Master</b> of Education in Science Education (SE)	

<b>Master of Education in Psychology (Ed. Psych)</b>	
<b>Master of Education in Learning and Teaching (LT)</b>	
<b>Postgraduate Diploma in Teaching English to Speakers of Other Languages</b>	
<b>Postgraduate Diploma in Special and Inclusive Education</b>	
<b>Postgraduate Diploma in Management Leadership and Policy</b>	
<b>Postgraduate Diploma in Information and Communication Technology</b>	
<b>Postgraduate Diploma in Science Education</b>	
<b>Postgraduate Diploma in Psychology</b>	
<b>Postgraduate Diploma in Learning and Teaching</b>	
<b>Faculty of Business and Law</b>	
<b>PhD - Business Management</b>	
<b>PhD – Project Management</b>	
<b>Professional Doctorate in Business Administration</b>	
<b>PhD - Business Law</b>	
<b>Master of Science (MSc) in Construction Law and Dispute Resolution</b>	Chartered Institute of Building (CIOB)
<b>Postgraduate Diploma in Construction Law and Dispute Resolution</b>	Chartered Institute of Building (CIOB)
<b>Master of Business Administration</b> <b>Concentrations:</b> - Human Resource Management - Finance - Marketing - Sustainability	
<b>Master of Science (MSc) in Project Management</b>	
Postgraduate Diploma in Project Management	
<b>Master of Science (MSc) in Construction Project Management</b>	
Postgraduate Diploma in Construction Project Management	
<b>Master of Science (MSc) in Enterprise Risk Management</b>	
<b>Postgraduate Diploma in Enterprise Risk Management</b>	
<b>Master of Science (MSc) in IT Project Management</b>	
<b>Postgraduate Diploma in IT Project Management</b>	
<b>Master of Science (MSc) in Infrastructure Project Management</b>	
<b>Postgraduate Diploma in Infrastructure Project Management</b>	

#### 4. Academic Calendar for 2022 – 2023

\* Islamic holidays are determined after sighting the moon. The university will officially announce any closure on a religious and/or public holiday to students and staff.

Academic calendar 2022 - 2023			
First Term	05 Sep	Start of new academic year	
	12 Sep	Induction week	
	19 Sep	Commencement of classes	Week 1
	26 Sep	Retake Exams (Sep 26 - 28)	Week 2
	3 Oct	End of Add/Drop period	Week 3
	10 Oct		Week 4
	17 – 21 Oct	ASSLC meetings/Board of Studies	Week 5
	24-28 Oct	Proposal defence	Week 6
	31 Oct		Week 7
	7 Nov		Week 8
	14 Nov	Academic board	Week 9
	21 Nov	Senate meeting	Week 10
	25 Nov	First term examinations	Week 11
	1 – 3 Dec	Commemoration Day & National Day	Week 12
	5 Dec		Week 13
	12 – 16 Dec	Board of Examiners week	Week 14
15 – Dec	Graduation ceremony		
17 Dec 2022 – 1 Jan 2023		First Term Break	
Second Term	2 Jan	Commencement of classes & induction (2/01/2023)	Week 1
	9 Jan		Week 2
	20 Jan	End of Add/Drop period	Week 3
	23 Jan		Week 4
	29 Jan – 3 Feb	ASSLC meetings/Board of Studies	Week 5
	6-Feb		Week 6
	13-Feb to 17-Feb	Proposal defence	Week 7
	20-Feb		Week 8
	27-Feb		Week 9

<b>Academic calendar 2022 - 2023</b>			
	6-Mar		Week 10
	13-Mar to 17-Mar	Second term examinations	Week 11
	20-Mar		Week 12
	27-Mar to 31 Mar	Board of Examiners week	Week 13
	<b>1-7 Apr</b>	<b>Term two break</b>	
<b>Third Term</b>	8-Apr	Commencement of classes	Week 1
	17-Apr		Week 2
	<b>20-Apr to 24-Apr</b>	<b>Eid Break (Tentative)</b>	
	28-Apr	End of Add/Drop period	Week 3
	8-May to 12 May	ASSLC meetings/Board of Studies	Week 4
	15-May	Academic board	Week 5
	22-May	Senate meeting	Week 6
	29-May		Week 7
	5-16 Jun	Proposal defence	Week 8
			Week 9
	19-Jun		Week 10
	23 to 30 Jun	Third term examinations (Adha Holiday 28 Jun to 1 Jul)	Week 11
	3-Jul		Week 12
	10-Jul	Board of Examiners week	Week 13
	<b>15 July - 30 Aug</b>	<b>Term three break</b>	

**Note: Senate Council**

Held twice a year in November and May  
Four times a year: October, Dec/Jan, March/April, June/July

## 5. BUiD Vision, Mission, and Values

### 5.1 University Mission

The Mission of the British University in Dubai (BUiD) is to provide world class scholarship, education and research that make a distinctive British contribution to supporting the aspirations of the Dubai Government to become a hub for education and research in the region.

### 5.2 University Vision

The University's vision is to be recognised and supported as Dubai's premier resource and focus for the reflective pursuit, inclusive accessibility, effective transfer and liberal application of scientific, academic and professional knowledge.

### 5.3 University Strategy

The strategy of a modern university operating in a world city within an increasingly global economy needs to have three dimensions:

- a) An offer of advanced education which meets the demands for higher skills and learning of those who are, or aspire to be professional and intellectual leaders in Dubai, UAE & the wider region.
- b) The capture, development and extension of knowledge about the complex realities of human society in the 21<sup>st</sup> Century.
- c) Promotion of reflection, debate and dissemination of learning and understanding to inform policy, practice and activity of benefit for personal, community and social development.

Such a strategy requires the following fundamental attributes in order to flourish:

- Research-based teaching;
- Evidence-based analysis;
- Student-centred learning;
- Knowledge-oriented economy;
- Morally responsible society.

Successful higher education assumes a fundamental core and foundation of skills, knowledge and competency. Over the years and through due review processes, the initial (2003-11) post-graduate focus and experiences of BUiD have prompted some questioning of these assumptions, with a consequent strategic shift to embrace relevant undergraduate provision as well, subject as always to the needs of the individual in modern society, and the support of the political economy.

### 5.4 University Goals

The goals of the University are to:

- Make a distinctive British contribution to the higher educational system in the United Arab Emirates (UAE) through the creation of a high quality research-led university.
- Develop leading-edge research capabilities in key disciplines.
- Offer the highest international competitive level of research-informed education in key modern disciplines.
- Interact with regional industry and play a leading role in stimulating a knowledge-based economy in Dubai and the Emirates.
- Provide opportunities for study and research for the purpose of gaining degrees in arts and sciences.
- Apply the systems of study and research that are used in distinguished British universities with the aim of enhancing the standard of university education in the U.A.E.
- Qualify and educate nationals who are scientifically and practically trained in all fields of knowledge, through advanced educational and training programmes.

- Serve the various sectors of society, especially the commercial and industrial sectors, by providing consultation, technical services and research in the various fields of science and technology and the other disciplines, which will be offered by BUiD.
- Consolidate educational, scientific and cultural links with distinguished British universities and institutions, and with other internationally distinguished universities.

### **5.5 Licensure and Accreditation**

BUiD, located in the Emirate of Dubai is officially licensed from 29/11/2020 to 14/10/2025 by the Ministry of Higher Education of the United Arab Emirates to award degrees/qualifications in higher education.

The University also holds the license issued by the Knowledge and Human Development Authority Dubai.

### **5.6 Strategic Operations and Plans**

The University progresses its mission, vision, strategy and operations through the focus of its three academic faculties. The Strategic Plans for each faculty are available with Office of Quality and Institutional Effectiveness. A 5-year strategic plan was developed in 2013 and it covers the period 2013-2018.

### **5.7 Why Choose British University Dubai?**

- Licensed and accredited federally and locally
- Making a not-for-profit contribution to the knowledge economy
- Very competitive pricing being a not-for-profit organization
- Research-based teaching founded upon evidence-based research

## 6. Physical and Technology Resources

The University campus is currently located at Dubai International Academic City (DIAC) and students therefore have access to the range of facilities which are available on site (e.g. shops, prayer rooms, dining and recreation facilities etc.). DIAC has also made requisite arrangements to cater for people having any physical disabilities.

### 6.1 Library Services and Learning Resources

#### 6.1.1 Mission Statement

The mission of the Library Services and Learning Resources Centre is to provide resources, services, and information discovery tools to meet the academic and research needs of the University. The University Library provides state-of-the-art facilities and infrastructure for greater student interaction and learning. In addition to traditional library services, it offers a wide range of high-quality online services to students and staff. The collaborative learning is at the core of the Library by providing the latest touchscreen panels and computer workstations. It provides access to several electronic databases which can be searched simultaneously through a federated search tool. The Library's website is the one-stop source for a wide range of digital resources and services to meet the growing academic and research needs at BUiD. Users can access the Library on and off-campus. The OCLC WorldCat platform is integrated with Google Scholar, providing the convenience of finding resources along with thousands of other libraries. The website has been redesigned to provide the required information conveniently and seamlessly.

#### 6.1.2 Collection Management

The University Library contains a growing collection of thousands of titles in various formats for study and research across all academic programmes. Comprehensive collections of e-books and e-journals are the backbone of its resources and are integrated with Google Scholar and OCLC WorldCat Discovery Services.

The print collection is catalogued and classified according to the Library of Congress Classification standards. Access to materials which the University does not have in its collection may be arranged through other libraries subject to the inter-library cooperation agreement.

A list of electronic resources is available on the University Library website. In addition, several subject guides facilitate access to resources relevant to a particular field of study or research. All registered staff and students can access these resources off-campus as well.

The University Library holds a collection of print and electronic thesis and dissertations. The print collection is organised according to programmes and can be used within library premises. Access to the full-text PDF is provided through the BSPACE. This digital platform serves as BUiD's institutional repository.

#### 6.1.3 Services

The University Library provides various online services to cater to the needs of its users, such as My Library Account, book renewals, book requests, study room bookings, off-campus access, video tutorials, reserves, virtual reference services (Chatbot), Whatsapp connectivity, and database guides.

Registered users should have a Library account to access its resources and services. A system-generated email is sent to their BUiD email account when setting a new password and/or resetting their password, which is available on the Library website. The Library patrons may also contact the Library Help Desk directly.

Document Delivery Services (DDS) or document supply service refers to the physical or electronic delivery of a document from a library collection required by library users, including book chapters. Registered users may submit a request using our online discovery platform, which may take up to 48 hours to fulfil its requests.

Computer workstations are available in the Library for students' use and connected with the multifunction self-service machine, which includes printing, scanning and copying. Users must use their University login details to use the computers and need a PIN code to use the machine for reproduction.

Access to Library facilities is open throughout the year, and its opening hours can be found on the [Library website](#) and is displayed on the notice board outside the Library.

The Library has an extensive social media presence to enhance interaction and communication with its academic and research community. The YouTube channel provides up-to-date instructional videos on information literacy, plagiarism, how-to guides, and tutorials, to name a few. In addition, LinkedIn, Facebook, Pinterest, and Instagram provide latest updates and promotional materials to keep the Library patrons engaged and informed. The Library website is highly engaging and interactive and is compatible with all kinds of mobile devices.

#### **6.1.4 Information Literacy**

All new students receive an induction to the University Library and its services during their induction week. It includes a general introduction of the collection and its services, rules and regulations on access to resources, and other essential information.

During the academic year, students receive practical training on databases and special modules such as basic library skills for the effective use of the learning management system, bibliographic and full-text discovery tools.

#### **6.1.5 Library Staff and Support**

The University Library is managed by a team of highly qualified and dedicated professional staff. The staff has extensive experience of working and supporting academic libraries and provide high-quality services. The team goes through regular training on emerging technologies and are available in-person and online.

An online Chatbot and WhatsApp are provided on the Library website to answer patron queries and may also be directed to a professional librarian. In addition, any enquiries to the Library may be emailed to [library@buid.ac.ae](mailto:library@buid.ac.ae) or by telephone at 04 279 1431.

The individual training or information session with a librarian can be arranged either in person or online via Microsoft Teams, Zoom, etc. Users can also submit requests through the library website to schedule an appointment.

## 6.2 IT Facilities

The purpose of the IT facilities in the University is to provide students (as well as academic staff) with facilities to support the programme. These technologies/facilities include: Internet (Wired and Wireless), Audio Visual facility, and accessibility to software (general and specialised).

Projectors with 3LCD technology and wireless connectivity are installed in all Classrooms in BUiD including the Auditorium. Most of the classrooms offer audio capabilities as well. BUiD has six 65” Interactive panels with OPS and 4K resolution to facilitate the learning and teaching process, this setup provides collaboration and mirroring capabilities along with wireless connection.

The professional full-time IT support staff members have extensive experience in hardware and software. The support staff members provide direct support to students in troubleshooting on the various equipment and specialist software available for student use. The IT support staff also organise the purchasing of any required software based on module requirements provided by Faculty members and help in installation and training. A shift system is employed to extend IT helpdesk services across the full University timings.

The following facilities are currently available for the students

- The IT lab is equipped with 34 latest i7 all-in-one computers. These PCs are equipped with specialised teaching, learning and research software like, SPSS, AMOS, IES, ETABS, etc.
- Students have access through Printing Management System (papercut) to laser printing at the library and student area. Students are given a free 20.00 AED print credit; additional print cards can be purchased at the library. We have implemented MFP with proximity card authentication to facilitate print, scan and copy in the BUiD campus.
- The Library is equipped with 5 computers for student and staff use, one multi-function coloured printer.
- The University encourages all students to make use of ICT services and facilities. Many students prefer to use their own laptops and gadgets. These are given access to the BUiD wireless network, the campus is well connected with 57 wave-2 access points, so that students may use them throughout the campus. BUiD provides a free, secure high performance wireless network facility for faculty, staff and students.
- Blackboard Ultra, BUiD’s eLearning platform, is used by instructors to post and distribute course content such as syllabuses and handouts, communicate with students via announcements and email messages, and assess student learning through quizzes and online assignments. Blackboard is also integrated with Turnitin, a software that prevents plagiarism and delivering comprehensive feedback on students' written work. Blackboard is also integrated with Respondus LockDown browser for conducting BB based exams. Blackboard ultra includes learn, content Management, collaborate, community engagement and ally modules.

### 6.2.1 Timings & Support

The University offers all of its postgraduate programmes in the evening and the helpdesk hours of IT personnel are maintained to support these programmes. The IT helpdesk working hours are 8am to 7pm from Monday to Friday and from 9am to 6 pm on Saturdays.

IT support can also be sought via calling the IT Services helpline and by raising support tickets on the email [itservices@buid.ac.ae](mailto:itservices@buid.ac.ae).

### 6.2.2 Servers and Bandwidth

BUID has upgraded its network & server infrastructure recently and most of its services are hosted on premises.

### 6.2.3 Reliability of IT Network

BUID has improved network perimeter and server farm security with NGFW firewall devices. In order to improve IT security and continuity for critical web applications, BUID also maintains WAF subscription and security certificates.

## 6.3 IT Facilities

Labs

1. Physics Lab
2. Architecture Lab
3. Engineering Lab

ATKINS Digital Design Studio: Funded by [ATKINS Global](#) in their continuous support for The British University in Dubai. The studio has a large variety of engineering, simulation, and graphic design software to help BUID Engineering students complete their work

## 7. Admissions

### 7.1 General Requirements

BUID has two intakes per academic year. BUID operates a competitive admissions policy, which is rigorous in order to maintain the high standards expected of a research-led institution. The admission of an individual applicant is at the discretion of the University. In exercising this discretion, the University will be guided by the following considerations:

1. The University will operate an admissions system which complies with the UAE Standards and which fulfils any specific requirements, which might have arisen through individual programme accreditation.
2. There shall be a reasonable expectation that anyone admitted to a programme of study is able to fulfil the learning objectives of the programme and to achieve the standard required for the award.
3. In considering each individual applicant for admission to a programme of study, evidence should be sought of personal, professional and educational experiences that provide indications of ability to meet the demands of the programme.
4. There shall be no discrimination against any applicant in relation to age, colour, creed, disability, ethnic origin, gender, marital status, nationality, race, sexual orientation or social class. The procedures should ensure equality of opportunity for all applicants, not only in the interest of social justice but to harness the development of the scarce supply of talent.
5. The University must satisfy itself that the applicant has sufficient command of the English language to complete satisfactorily the programme of study.
6. Applicants may not be admitted or enrolled in more than one programme concurrently.
7. Enrolled graduate students who wish to change their programme must meet the admission requirements of the new programme.
8. Each applicant has to submit an official transcript of any degrees earned and of any other credit earned from a higher education institution.
9. Applicants must satisfy both the general university requirements for admission and the Programme-specific admission criteria. Individual programmes may raise the minimum requirements stated, or they may request additional requirements such as work experience, specific skills, written essay and/or an interview, among other things depending on the nature of the programme.

The University operates a competitive admissions policy, which is rigorous in order to maintain the high standards expected of a research-led institution. There are two levels to the University Admissions Policy & Standards.

### 7.1.1 Admission To The University<sup>1</sup>

In order to be considered for admittance to the University, applicants must have the following:

#### **Postgraduate M-Level Programme (Diplomas, Masters Programmes) Requirements:**

1. A Bachelor's degree equivalent of a British Upper Second Class Honors degree or with a good GPA (3.0 on 4.0 scale or above) or its established equivalent. The degree should be in a related subject from an accredited university
2. English language proficiency equivalent to EmSAT Achieve English score of 1400 (IELTS 6.0, TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Education.

#### **Doctoral Programme Requirements:**

1. A Master's degree with a GPA of 3.0 on 4.0 scale or above or its established equivalent. The degree should be in a related subject from an accredited university.
2. Where the Master's degree is by research only, candidates will be required to demonstrate that they have a level of research competency that is deemed suitable by the faculty members of the PhD programme the candidate is applying for. The candidate will be required to give a presentation about their Masters dissertation after which they will be cross-examined by a jury from the faculty. If the faculty determines that the candidate has sufficient research competency skills, they will be accepted into the PhD programme provided the candidate satisfies all other entry requirements as well
3. Minimum English language proficiency equivalent to EMSAT Achieve English Score of 1400; (IELTS 6.0; TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Education. The University may raise this requirement for specific programmes.

### 7.2 Programme Specific Admissions Requirements

In all cases, the University and Programme Admissions Tutors will consider transcripts and syllabi of the applicant's modules prior to making any offer of a place.

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<sup>1</sup> Where the applicant is not normally resident in the UAE, admission to the University is dependent upon obtaining a DIAC Student Residence Visa.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
<b>Doctorate in Education (EdD and PhD)</b>	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1550 TOEFL iBT 92 (Minimum 6.0 or 20 on writing band)	<b>Examples of Relevant degrees:</b>  Education, Educational Management, Social Policy, Sociology, Social Work, TESOL, Linguistics, Psychology, Language Studies, Policy Studies, Management (including MBA, MPA), Mathematics (or another numerate discipline)	Satisfactory admissions interview by a panel of at least two academics will be mandatory  Evidence of training in research and research work will be considered.	Considerable experience (a minimum of 3 years) in education in one capacity or another
<b>Doctor of Philosophy (PhD) Subject: Project Management</b>	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification) in a project management or PM related subject  <b>Examples of relevant subject areas are:</b> Business, Finance, Economics, Engineering, IT, Mathematics, Applied Science and Technology, Medical Science. People with other backgrounds may also be considered on a case by case basis.	Satisfactory admissions interview by a panel of at least two academics will be mandatory  Evidence of training in research and research work will be considered.  An initial proposal for research, including motivation to study for a PhD will be considered.  Supporting references will be required	Relevant work experience will be considered. Considerable experience (3 years or more) in a project management or related environment is desirable.
<b>Doctor of Philosophy (PhD) Subject: Sustainable Built Environments</b>	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification) in SDBE or SDBE related subject  <b>Examples of relevant subject areas:</b>	Satisfactory admissions interview by a panel of at least two academics will be mandatory  Evidence of training in research and research work will be considered.	Relevant work experience will be considered. Considerable experience (3 years or more) in an SDBE or

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
			Architecture, Architectural Engineering, Interior Design, Building, Building Science, Building Services Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering, etc. People with other backgrounds may also be considered on a case by case basis.	An initial proposal for research, including motivation to study for a PhD will be considered.  Supporting references will be required	related environment is desirable
<b>Doctor of Philosophy (PhD) Subject: Computer Science</b>	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification) in CS or CS related subject  <b>The following are examples of subject areas which may be deemed relevant to the PhD in CS:</b>  Bio-informatics, natural language processing, machine learning, distributed systems, artificial intelligence, networks, software engineering, information systems, information technology, etc. People with other backgrounds may also be considered on a case by case basis. The selection of a research territory by a student will take into account the student's	Satisfactory admissions interview by a panel of at least two academics will be mandatory  Evidence of training in research and research work will be considered.  An initial proposal for research, including motivation to study for a PhD will be considered.  Supporting references will be required	Work experience: Relevant work experience will be considered. Considerable experience (3 years or more) in an SDBE or related environment is desirable

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
			background and previous academic area of study		
<b>Doctor of Philosophy (PhD) Subject: Business Management</b>	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1550 IELTS 6.5 TOEFL iBT 92	<p>A recognized Master's degree in Business Management or Business Management related subject with a cumulative grade point average of greater than 3.0 on a 4.0 point scale or its equivalent</p> <p><b>The following are examples of subject areas which may be deemed relevant to the PhD in Management:</b></p> <p>Strategic management, Corporate governance, Ethics, Sustainability, Corporate Social Responsibility, Finance, Accounting, Operations, Purchasing, Supply Chain Management, Sales, Marketing, Public Relations, Human Resource Management, Health Safety &amp; Environment, Information systems, Information technology, etc. People with other backgrounds may also be considered on a case-by-case basis. The selection of a research</p>	<p>Satisfactory admissions interview by a panel of at least two academics will be mandatory</p> <p>Evidence of training in research and research work will be considered.</p> <p>An initial proposal for research, including motivation to study for a PhD will be considered.</p> <p>Supporting references will be required</p>	<p>Relevant work experience will be considered. Considerable experience (3 years or more) in a Management/Business or related environment is desirable..</p>

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
			area by a student will take into account the student's background and previous academic area of study.		
<b>Professional Doctorate in Business Administration</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A recognised Master's degree (or equivalent or higher qualification) in the DBA disciplines' related subject		Relevant work experience will be considered. Considerable experience (3 years or more) in a management/business environment is desirable
<b>PhD in Business Law</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	Master or the Bachelor degree should be in a law related subject.		Considerable experience (3 years or more) in law practice or related environment is desirable.
<b>Master of Education/ Postgraduate Diploma in Education</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	-	-	Minimum of two years teaching experience
<b>MSc /Postgraduate Diploma in Informatics (Knowledge and Data Management )</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	Computer Science, Artificial Intelligence, Cognitive Science, Engineering, Physics or Mathematics (with a programming background).	Maths to the level required of a rigorous Science degree. Programming experience beyond introductory level, preferably in Java or similar	-

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
<b>MSc/Postgraduate Diploma/ in Project Management Programmes</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	The applicants are normally expected to hold a university degree in management, information technology, computer science, engineering, science, business or related disciplines	Applicants without background in management will be required to attend BUiD pre-masters programme to acquire basic knowledge and understanding of Project Management	
<b>Master of Business Administration</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A first degree in a business related subject  Students that have non-business related Bachelor degree will be required to complete the BUID MBA Foundation programme	For conditional admittance applicants may be required to submit a Portfolio of Evidence of their work achievements to demonstrate that they can benefit from, contribute to and succeed on the MBA programme. A Portfolio will include, for example, details of significant work projects or strategic analyses undertaken. It might also include information about other courses taken, and training and development programmes attended.	3 months or more work experience (including internships and part-time employment)
<b>MSc/ Postgraduate Diploma in Sustainable Design of the Built Environment</b>	Minimum 3.0	EMSAT Achieve English Score of 1400; IELTS 6.0 TOEFL iBT 79-80	A relevant first degree	-	-
<b>MSc/ Postgraduate Diploma in Engineering Management</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	An Industrial Engineering, Electrical Engineering, Mechanical Engineering or any other relevant discipline		

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
<b>MSc in Construction Law and Dispute Resolution (CLDR)</b>	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	First degree relating to buildings, construction and/or law	-	Applicants who have a good degree in a discipline which is not related to buildings, construction and/or law may be admitted if they can demonstrate at least two years relevant work experience and/or professional development.
<b>MSc/ Postgraduate Diploma in Structural Engineering</b>	Minimum 3.0	EMSAT Achieve English Score of 1400; IELTS 6.0 or TOEFL 213 / 550	A Civil Engineering, Mechanical Engineering or any other relevant discipline Bachelors degree		

### 7.3 Conditional Admittance for Postgraduate Diploma and Masters Programmes

The University may consider the following cases for conditional admittance:

- a. An applicant with a recognised baccalaureate degree with a GPA between 2.5 and 2.99.
- b. An applicant with a recognised baccalaureate degree with a GPA less than 2.5 and more than 2.0 on a 4.0 scale.<sup>2</sup> and having at least 1 year of relevant documented work experience after the Bachelor's degree was obtained.<sup>3</sup>
- c. An applicant with an EMSAT Achieve English Score of 1250; (IELTS score of 5.5; TOEFL 530, 197 CBT, 71 iBT), or its equivalent in a standardized English language test approved by the Ministry of Education

The students who are granted admittance in the above cases are required to meet the conditions stated below:

- a. The students can take a maximum of two modules in the first term.
- b. The students must achieve an overall grade of C according to BUiD's grading structure (3.0 on a 4.0 scale according to the grading structures that prevail within the UAE and the Gulf region), in the first three modules studied for the programme or be subject to dismissal.

For students who are granted admittance conditional to meeting English Language requirements, the following additional requirements are to be met.

- a. Students receive intensive English support during the first term
- b. The students must achieve an EMSAT Achieve English Score of 1400; (IELTS score of 6.0 TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Education by the end of the first term, or be subject to dismissal.

The Admissions Tutor will approve normal and conditional admissions based on the relevant documents except cases of conditional admittance with a GPA less than 2.5, for which approval is required from the Dean or his/her nominee.

Dismissed students may be considered for re-admission to the programme in accordance with the University re-admission policy.

### 7.4 Exceptions to The Proof of English Proficiency Requirement

#### PG Diploma and Masters

Students who have completed undergraduate education in an English-medium institution might be allowed admission into a graduate program without demonstrating TOEFL score of 550 (or equivalent). This exemption can be applicable only to those students who undertook all their schooling (K-12) plus a Bachelor's degree in English in a reference English speaking country (e.g. UK, USA, Australia, New Zealand)

#### Doctoral level programme

Applicants who have studied Master's degree programs taught in English that required for admission an EmSAT score of 1400 or equivalent

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<sup>2</sup> Applications of graduates with a GPA less than 2.0, including applications of Graduates from UAEU of old batches when minimum GPA for graduation was 1.75, may be considered on a case-to-case basis.

<sup>3</sup> In considering such applications, the applicant may be required to attend and pass a pre-masters course.

## 7.5 Admissions Procedures

To apply to a programme at BUd, applicants must:

- Meet all programme specific requirements
- Complete the online application
- Submit attested<sup>4</sup> bachelor's/master's degree certificate and transcript. Where the official transcript is not in English, a certified translation of the document into English must be supplied
- EmSAT/IELTS/TOEFL certificate
- Work experience letter for master of education and doctor of education programme and for applications under probationary admission and mature entry category
- 500-word statement of educational philosophy or why the applicant wishes to study for the doctorate. (in case of admission application for doctoral programmes only)

The Admissions department will notify the applicant of the university's final decision

A Certificate of Equivalency from the UAE Ministry of Education's Higher Education Affairs Division is also required for all degree certificates awarded by institutions outside the UAE. The Ministry provides this service at both its Abu Dhabi and Dubai offices. This necessitates that applicants prepare and attest all the required documents before leaving their home country or the country they have graduated from

### Provisional Offer

The provisional offer from the University will state that the applicant has been offered a place on a programme SUBJECT to meeting a list of requirements detailed in the letter. This may include provision of authorised documents, including attested copy of degree certificate and, for non-UAE degree, a letter of equivalency from the Ministry of Education, further details, reference letters etc. This provisional offer is intended to help overseas applicants commence the process of obtaining their DIAC Student Residence Visa. Once all of the requirements listed in the Provisional Offer have been satisfied, the University will issue a confirmed offer.

### Confirmed Offer<sup>5</sup>

The Confirmed Offer letter will state that the student has met the admissions requirements and provided appropriate evidence to support their application. This letter will also provide further details about pre-registration and registration procedures.

### Pre-Registration

The Student Services department will ensure that the applicant is kept informed of any issues, which require attention, and of planned key dates and deadlines. This includes

- Student Induction Programme date
- Diagnostic test dates
- Fee Requirements
- Probationary requirements.

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<sup>4</sup> All degree certificates issued in UAE need to be attested by MoHESR. Degrees issued from federal universities are exempted from this requirement

<sup>5</sup> A confirmed offer is subject to the overseas applicant receiving the appropriate DIAC Student Residence Visa.

## Final Admission

The applicant pays the initial fee and advises the accounts department of their selected fee payment option

The applicant submits all required documents including original degree certificates, transcript, EmSAT/IELTS/TOEFL Certificate (or Equivalent), Certificate of Equivalence (if applicable) two passport size photographs and reference letters. The original certificates, transcripts, Certificate of Equivalence and EmSAT/IELTS/TOEFL certificates are returned to the student and a copy of the same is retained by the University<sup>6</sup>.

### 7.6 Admission and Progression through Postgraduate qualifications

For a programme having options of different awards at various exit stages (i.e. Postgraduate Diploma or Masters); common entry requirements will be maintained for all awards.

Students who have successfully completed a BUiD Postgraduate (PG) Certificate or PG Diploma, may progress onto a PG Diploma or Masters subject to the following:

- a. All the credit bearing modules of the award were completed within last five years. The credit transfer will be in accordance with University policy on Internal Credit Transfer between PG Qualifications. In cases where a module of the existing award was taken more than five years earlier, academic judgment will be exercised in decision making after evaluating the student through an interview or/and an assessment for that module.
- b. The modules are deemed to have currency and relevance to the extant PGDip or Masters programme in accordance with conditions (based upon academic judgement) approved by the Board of Studies which may include:
  - Additional admission assessment to ensure currency and relevance of the prior learning;
  - Additional or specific taught modules to be taken.
  - These conditions will be in addition to the conditions as stated in the university internal credit transfer policy
- c. Progression of PG diploma to masters, will be dependent on student meeting the progression to dissertation requirements as stated in postgraduate assessment regulations
- d. Achievement of the award and issue of the transcript and certificate shall require the progressive accredited award to be relinquished and its certificate and transcript to be returned or overwritten as transferred.
- e. The students requesting progression to higher award will apply through normal university admissions procedure.

### 7.7 Credit Transfers for Post Graduate Programmes

#### 7.7.1 External Credit Transfers

Transfer of credits may be considered for Postgraduate Diplomas and Masters and Doctoral Programmes.

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<sup>6</sup> An applicant with a provisional offer can be admitted only if he has met the minimum English language requirement. For submitting original attested documents or Equivalence of certificate students will be given time till the end of first term

The University will consider credit transfer arrangements from other internationally accredited higher education institutions subject to the following conditions:

- a. Recognized prior learning is assessed on the basis of equivalent learning outcomes. Assessments will be evidence-based and the faculty will determine a variety of methods and instruments to establish equivalence
- b. BUiD does not award credit for experiential learning.
- c. BUiD does consider credit transfer arrangements towards its graduate programmes from other higher education institutions subject to the following conditions.
  - The relevant Faculty is able to determine that the coursework was taken at postgraduate level and is at least equivalent to credit points available for one module of the programme for which the credit transfer is being considered.
  - The student attained credit at an appropriate level which equates to a grade of at least 'B' according to the grading structures that prevail within the UAE and Gulf region which is equivalent to a 'C' according to BUiD's grading structure.
  - The institution at which the programme was taken is accredited within the UAE or recognised by the Ministry of Education.
  - The Faculty only allows exemptions from modules with content equivalent to that qualification providing the transferable points.
  - Credit points can only be transferred where the work done for the previous qualification would allow the student to successfully perform the assessment exercise for the exempted module.
  - The decision as to whether a previously taken qualification serves to exempt a student from a current module rests with the Board of Examiners on the recommendation of the Dean of the Faculty.
  - Credits which have already formed part of an award are not acceptable for transfer.
  - Credit transfer will not be awarded for study completed as part of any programme for continuing professional development.
  - Students applying to Masters programmes may transfer credit up to 25% of the total credit points of the degree programme. No transferred credit points can be used in lieu of graduation projects and theses.
  - Students applying to Doctoral programmes may transfer credit to exempt up to 100 credits of the taught component of a University programme. No transferred credit points can be used in lieu of the final Research Methods module (that concludes the research proposal and has 40 credits) and the doctoral thesis.
- d. Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.
- e. The modules exempted through credit transfer will be considered as normal pass (grade C at 0%) for the degree completion requirements.
- f. Students need to meet the English language requirements of the programme.
- g. Only students transferring from UAE institutions recorded in the National Register of Licensed HEIs, or other organisations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission;
- h. Students need to present valid certifications approved by the CAA demonstrating the competency scores required by the programme for full admission.
- i. As the University does not offer a GPA, credit transferred modules will not count towards any record of GPA.

#### **In case of students who are re-admitted to the BUiD programme**

Students who have successfully completed BUiD module(s) may transfer his/her credits within BUiD programmes in line with University Internal Credit Transfer Policy

### 7.7.2 Internal Credit Transfer within Postgraduate Programmes

Students who have successfully completed BUiD module(s) may transfer his/her credits within BUiD programmes subject to the following:

- a. The credit bearing module was completed within the last five years. In cases where the credit transfer is requested for a module which was taken more than five years earlier, academic judgment will be exercised in decision making after the Board of Studies has evaluated that module has currency and relevance to the extant programme and the student has been assessed by the relevant module coordinator and the Head of Programme. This internal credit transfer decision will be recommended by the Head of Programme to the Board of Examiners for approval.
- b. Normally the internal credit transfer will be done where the same credit bearing module is transferred to another award or programme (i.e. in cases where progression is required from a progressive to higher award or where a module is common to two different programmes).
- c. In cases where the same module is not being transferred, the Faculty only allows exemptions from any module with content equivalent to a module providing the transferable points are considered comparable by the Board of Studies to the assessed work for the exempted module.
- d. The decision as to whether a previously taken module serves to exempt a student from a current module rests with the Board of Examiners evaluation and recommendation.
- e. Credits which have already formed part of an award are not acceptable for transfer. BUiD students, however, can opt for progression to a higher award which will require the progressive accredited award to be relinquished and its certificate and transcript to be returned or overwritten as transferred.
- f. The fees applicable to the student for the programme in which he/she has registered shall be reduced by a percentage proportional to the weight of the modules transferred relative to the TOTAL number of credits of the taught part of the programme.
- g. In the cases of internal credit transfer the period of study for the programme will be pro-rata.

### 7.8 Student Induction

There will be an induction programme which is mandatory for all students, normally held one week before the classes begin. During this first week student will be welcomed and provided with the following:

- An overview of BUiD and of the support services available.
- Introduction to the academic staff who will be teaching and supervising them, and given an opportunity to discuss a Study Plan
- An opportunity to ask specific questions about the programme or any other matters of academic concern
- Information about BUiD's administrative structures and its teaching and research activities
- Introduction to academic support services, in particular library and computing services, including arrangements for access and training in the use of these facilities
- Opportunity to explore possibilities for further training and skills development
- Information and access to pastoral support within the Faculty
- Information concerning the expectations and entitlements of students
- Details about Programme structure, expectations and requirements Diagnostic assessments for study and other foundation skills and knowledge

## 7.9 Student Registration

### 7.9.1 New Students

The University invites its successful applicants to complete registration formalities over a period of three weeks. Students are required to submit the following documents:

- Original attested degree certificate and transcript
- Original IELTS/TOEFL certificate
- Two passport-sized photographs
- Passport copy
- UAE residence visa for non-UAE nationals
- Copy of Emirates ID card

On payment of the initial fee, they will be registered on the University system and issued an Identity Card which may also be used to borrow books from the library. These cards are non-transferable and must be returned if the student withdraws from classes, suspends registration, is dismissed, or graduates from the programme.

### 7.9.2 Returning Students

All returning students receive an email to register for the modules online. Once registered successfully to the module they will also be registered to the blackboard. Students are required to complete the 'Suspend Study' form if they do not intend to register for a term.

## 7.10 Adding or Dropping Modules

A student may add or drop module within the first 30% of scheduled classes.

### 7.11 Readmission

Readmission applies only to students who

- have voluntarily withdrawn from a programme
  - did not finish within maximum allowed programme duration
  - have failed two attempts at a module
  - did not meet their probationary entry requirements
  - want to progress to a higher award after relinquishing previously acquired progressive award
- a. A student can only be readmitted once to the same programme.
  - b. There shall normally be a minimum period of one term between the withdrawal and readmission of the student
  - c. The student needs to include a letter with the readmission application stating why s/he thinks they can perform better now than when previously at this University and must indicate their activities during the period they were away from this University. This letter will be taken into consideration by the admissions tutor whose recommendation on readmission will be referred to the Dean for his/her formal approval.
  - d. Student seeking re-admission in order to progress to a higher award after relinquishing previously acquired progressive award will be exempted from clauses "b" and "c" above.
  - e. The student will have to meet the entry requirements of the programme as they are at the time of readmission not as they were when s/he first joined this University. This includes, but not limited to, GPA, English and any pre-programme requirements.

- f. The student still at the taught module stage will have to follow the programme structure and fulfill the module requirements of the programme as they are at the time of readmission not as they were when s/he first joined this University. Exceptions may be considered by a Board of Studies and based on minuted decisions intended to apply to all similar cases.
- g. The student will be allowed to internally transfer the credit from previously completed taught modules in line with University Internal Credit Transfer Policy.
- h. In cases where a programme has undergone changes in the structure, applicants who had already completed their taught module (proceed to dissertation) requirements and seek readmission to the programme may be considered eligible to take the dissertation component or equivalent only, to meet their Masters Completion requirements provided that:
  - o All the credit bearing modules of the award were completed within the last five years.
  - o In cases where a module of the existing award was taken more than five years earlier, academic judgment will be exercised in decision making after the student has been assessed by the Head of Programme in consultation with the relevant module coordinator. This internal credit transfer decision will be recommended by the Dean of the relevant faculty for the approval of the Board of Examiners.
- i. The old structure will become obsolete after five years from the date of change to the programme structure. Any student wishing to continue after this duration will have to meet the requirements of the extant programme structure.
- j. The period of study for the re-admitted students will be pro-rated according to the elements for the programme to be completed upon readmission.
- k. The fees for the programme will be as they are at the time of readmission not as they were when s/he first joined this University. The fees can be reduced by a percentage proportional to the weight of the modules transferred relative to the TOTAL number of credits of the taught part of the programme. An additional new registration/administration fee will be charged upon readmission. A student readmitted to this University under this policy is not eligible for any scholarship support through this University.

### 7.12 Suspension of Study

Students who are unable to follow his/her programme of study for a significant period of time due to circumstances that are largely beyond the student's control, a temporary suspension of study may be granted by the Dean of the relevant faculty. These circumstances can include, amongst others,

- Substantial changes to employment commitments or changes of circumstance
- Medical and health problems
- Personal and family problems
- Bereavement
- Problems experienced because of failure of University equipment or lack of access to equipment for good reasons that are outwith the control of the student
- Problems experienced because of substantial deficiencies in the provision of supervision or facilities

Periods of leave of absence count towards the student's total permitted duration of study. During the suspension study period, students will not be entitled to supervision or use of any University facilities including ID cards, library and computer access

Students wishing to suspend or withdraw from their studies must submit a Suspend Study Form available from Student Services. All applications for suspension of study should be made in writing on

the appropriate form and supported by documentation where appropriate e.g. medical or hospital certificates.

### 7.13 Late Withdrawal from a Module

A student who withdraws in the early part of the module (i.e. before 30% of the scheduled classes have been conducted) will be withdrawn upon request. For any such instances the module will be deleted from the student's registration record and the student may seek a refund in accordance with the relevant University policy.

Any student who withdraws after 30% of the scheduled classes have been conducted will be classed as "late withdrawal". Such students will have to complete and submit to the Head of Student Administration a Late Withdrawal form on which they must check that they are withdrawing either 'With Cause' or 'Without Cause'. Any withdrawals where students have attended between 30% and 50% of the module and are withdrawing without cause, they will be liable to pay AED 4500 (plus vat) for the module.

In case of a "late withdrawal" of a student after 50% of scheduled classes, the student will have to complete and submit to the Head of Student Administration the Late Withdrawal form. The student will be liable to pay full costs associated with the module and the student transcript will show a status of "LW". The student will have to repeat the module with full attendance and no assessment marks will be carried forward. The student will attempt all the assessments upon re-registration as for the first time. However, the "LW" status on the transcript will remain permanently on the transcript

A student seeking withdrawal from a module 'With Cause' at any point after the first 30% classes must submit the completed Late withdrawal form to the Head of Student Administration together with medical or other evidence in support.

### 7.14 Permanent Withdrawal from the Programme

There are three categories of permanent withdrawal recognised by the University

#### a. Withdrawal Requirement by the University

The University has the right to require permanent withdrawal of the student from a programme in the following cases;

- The students fail academically (University Assessment Regulation 16.2)
- Student admitted on probationary basis fails to satisfy conditions of probation (Graduate Admissions Policy)
- There is an established case of academic dishonesty or any other disciplinary offense whereby the relevant committee has recommended dismissal of the student.

#### b. Withdrawal due to Lapse of Registration Period

In certain cases, students are unable to complete their programme within the stipulated maximum allowable programme duration. Mostly this happens with students who had suspended their study and despite attempts on the part of the University, not respond to any communications regarding their study intentions.

#### c. Voluntary Withdrawal from the Programme

Any student may withdraw permanently from a programme at any point in the year. Students wishing to withdraw from their studies must submit a **Request to Withdraw Form** available from Student Services. If the form is not submitted, then the university will carry on submitting the cheques deposited. Upon the submitting the Withdrawal form, the remaining cheques will be returned, dependent upon tuition fee payments being up to date.

## 8. Financial Information

The fees set by BUiD for its programmes are comparable to those for other internationally recognised programmes of study within leading higher education institutions.

All students are required to make adequate financial provision for the proposed duration of their programme of study, including:

- Arrangements for the payment of tuition and/or research fees to BUiD
- Adequate provision for other expenses relating to his/her programme of study such as:
  - Research costs
  - The purchasing of textbooks or equipment and suchlike
  - Projected living expenses are covered for the projected duration of the programme.
- It is the responsibility of the student to apply for and obtain any funds necessary for the pursuit of his/her programme of study, such as a scholarship or other financial award.

### 8.1 Total Programme Fees for the Academic Year 2022-2023

The tuition fees for full-time and part-time study at BUiD are as follows:

Programme	Tuition Fees
Master of Education	64,000 AED
Master of Business Administration	70,000 AED
Master of Architecture	125,000 AED
All other Masters programmes	67,000 AED
Postgraduate Diploma in Education	54,000 AED
All Other Postgraduate Diploma programmes	57,000 AED
Doctorate of Education/ PhD in Education	165,000 AED
PhD in Project Management	225,000 AED
PhD in Business Management	225,000 AED
PhD in Sustainable Built Environment	200,000 AED
PhD in Computer Science	200,000 AED
PhD in Business Administration	200,000 AED
PhD in Business Law	275,000 AED

### 8.2 Tuition Fee Terms and Conditions

- a. An Initial payment of AED 5000 is paid for all programmes at the time of reserving a place on a programme. Once paid the initial payment is non-refundable in all circumstances whether a student commences the programme or not.
- b. The first payment is to be made during registration and the term fees are to be made in the first week of each term
- c. After the Initial payment, the entire remaining tuition fees have to be paid. Students will not be registered until a commitment for the entire programme payments is made.
  - Post-dated cheque – the preferred mode of payment is by post-dated cheques, dependent upon the instalment plan chosen. The date of the cheques will be the first of each month.
  - Bank standing order – where students do not have access to a cheque book, then a bank standing order has to be set up and a copy given the university.
  - Cash – exceptionally students may pay by cash. However, the quarterly or monthly instalment plans are not available to cash payers, who have to pay in full at the beginning of each term.

- d. Any cheques or standing order payments returned unpaid will incur an AED 100 administration charge. The students must arrange alternative payment within 2 weeks of the returned payment. If there is more than 1 month of arrears, then access to blackboard, library and IT facilities may be denied.
- e. Cancellation of a post-dated cheque for tuition fees will result in disciplinary and legal action being taken by BUiD.
- f. Students with outstanding debt to BUiD may not graduate.

### 8.3 Scholarships

#### Master's Programme:

Scholarship Type	Percentage
Family discount*	10%
Companies group discount**	20%
Distinction^	15%
Alumni	15%
ESAAD / FAZA / Homat Al Watan	10%

\*MSc/PhD family discount: first degree relative. Only one scholarship is provided

\*\*MSc group discount: group of 5 employees from the same company joining at the same time.

^MSc distinction: your Bachelor degree should clearly mention Distinction or its equivalent. GPA is not considered

#### PhD Programmes:

Scholarship Type	Percentage
Family discount*	10%
Distinction^^	Upto 15%
Alumni	10%
ESAAD / FAZA / Homat Al Watan	10%

^^PhD distinction: you must have achieved Distinction level in both Bachelor and Master degree

Applicants cannot avail more than one scholarship

### 8.4 Sponsorship

For students who are sponsored by their employers, the **Sponsorship Form** must be completed, signed and stamped and given to the Head of Student Services. Alternatively, a letter from the sponsoring company will suffice for registration, if it is on company letter headed paper, signed and stamped. The university will then make arrangements with the sponsor for payment.

Should any person or organisation from which the student expected to receive financial support with tuition fees not provide that support, the student becomes personally liable for the payment of all of their fees.

### 8.5 Refunds

The Initial payment is non-refundable in all circumstances. If a student has attended more than one-third of the classes of a module, then payment for the entire module has to be made. For attendance of one-third or less than 75% of the tuition fee for that module is refundable. The Request to Withdraw Form needs to be submitted. Any claims for refunds must be made within one month of the commencement of tuition.

Students who have their Student Visa withdrawn may not receive a refund of fees.

## 8.6 Late or Non-payment of Fees

Late payment of fees will result in the withholding and non-ratification of exam results and coursework marks. The University will not supply any transcripts or any other documentation until the fees are paid in full.

Non-payment of fees will result in the student not being registered and being barred from attending classes. In such cases the blackboard access will be denied and the student will not be allowed to borrow books from the library.

## 8.7 Other Fees

Description	Fees
Readmission Fee	1,000 AED
Penalty for late-withdrawal from a module	4,500 AED
Re-taking a module with an RM award	50% of module fee
Replacing a Re-take module with another module	100% of module fee
Re-taking Dissertation	10,000 AED
Re-taking Project	5,000 AED
First Dissertation Extension	1,500 AED
Second Dissertation Extension	4,500 AED
Application for Credit Transfer	1,000 AED
Dissertation Re-registration after Suspension	1,500 AED
Official letter	50 AED for every official letter

## 9. Academic Policies & Assessment Procedures

### 9.1 Assessment for M-Level<sup>1</sup> Programmes

#### 9.1.1 Taught Modules

Each module is assessed separately, and in relation to the module learning outcomes found in the module syllabus. Both full-time and part-time students must pass all the taught modules with an aggregate mark of 50% in each. The pass mark for the dissertation is 50%.

Taught modules will be assessed individually by a mixture of coursework assignments and written examinations.

Coursework assignments are intended to assess the ability of students to apply what they have learned to specific problems. Each coursework assignment has its own brief, in which the particular learning outcomes for that assignment are given. The assignment mark is divided between the learning outcomes.

There are two main types of assignment.

- In one, students hand in a report to the module coordinator for assessment. The student receives written feedback from the module coordinator and an assessment in the form of a provisional percentage mark.
- In the other, students display their work on boards and explain it to a small panel of critics, who assess the work. Feedback to the students comes in three forms: verbal comment and discussion amongst the panel of critics and co-students; written feedback from the module leader or one of the critics; and a provisional assessment in the form of a provisional percentage mark.

The briefs for these will be set by the module coordinator, and they will include submission deadlines to which students must adhere.

Written examinations assess the spread of a student's knowledge in the subject. They will normally be by unseen paper and between 2 and 3 hours' duration, depending on their weighting in the module assessment. Each examination paper will normally be set by the academic staff responsible for each module and vetted by appropriate members of the Board of Examiners and the External Examiner. Questions may be set on any aspect of the lectures.

Students will receive details of examinations for each module from the academic staff concerned and these details shall be published by a deadline in advance of the assessment time, to be determined by the Programme Coordinator. Any procedures adopted for the running of examinations will be subject to BUiD general regulations.

Other modes of assessment are possible, with the approval of the Programme Coordinator, such as the use of open-book or pre-released examination papers.

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<sup>1</sup> M-level stands for MSc level. Postgraduate Diploma and MSc are all M-level programmes

### 9.1.2 Dissertation

Dissertations assess a student's ability to engage in depth with a particular aspect of the subject, to carry out an investigation into it, and to report the outcome. The Dissertation is a major part of most of the Masters programme. It is supervised individually and assessed on the basis of a final dissertation which will have a maximum word limit and an oral presentation. The project will be a piece of research on a topic that relates to the subject matter of the programme.

The dissertation will be marked by two internal examiners (one of whom can be the Dissertation Supervisor). The internal examiners should come to an agreed mark and comments. In the event that they are unable to agree or wish a third opinion for a good reason (e.g. they have close marks but these fall either side of 50%) the Programme Coordinator shall oversee the appointment of a third internal examiner. In any case where a third internal marker has been used the External Examiner shall be requested to review the marks and the outcome. In the event of the third internal examiner being unable to resolve the problem, the Chair of the Examination Board shall (following input from the External Examiner) be requested to make a recommendation to the Board of Examiners. In the event of a student being required to resubmit his/her dissertation, the Internal Examiners will agree on a list of written corrections to be communicated to the student as soon as is practical following the Board of Examiners.

### 9.1.3 Project

Students will undertake a practical research, investigation project. Each student will focus on applying the knowledge gained from the taught modules to analyse, revise, improve and assess a relevant topic. A presentation explaining and defending the procedures undertaken and the results attained during the project will be required. The assessors for the presentation will include industrial delegates who will contribute to the project critique and discussion. This module will continue over two consecutive terms in order to give time to properly research, document, propose and assess the selected topics.

## 9.2 Graduate Instruction

Programme teaching will have a strong emphasis on interaction in the classroom and, consistent with the British system, it will be made clear to the students that they are expected to challenge perceived wisdom at all times in order to develop their critical faculty. Programme will aim to exploit the mix of new ideas and practical experience within the student body itself. Teaching and learning on modules will be through a variety of formats:

- Lectures
- Seminars
- Student presentations
- External speakers
- Practical teaching at educational institutions

The main style will be the small group seminar, where a topic is introduced and students engage in a range of activity to develop skills and understandings of that topic, for example:

- Pair and group discussion
- Debate
- Prepared presentation
- Case studies
- Simulations
- Text or video analysis
- Materials development
- Independent study will be paper-based and web-based.

Interaction with tutors will be:

- Face-to-face
- Through email to discuss particular problems or to submit outline drafts of assignments.

### 9.3 University M-Level Grading System

The correspondence between numerical scores, grades and their interpretation in terms of the programmes is given below:

Range of marks	Grade
95-100	A
90-94	
85-89	
80-84	
75-79	
70-74	
65-69	B
60-64	C
55-59	
50-54	
45-49	
40-44	D
0-39	E

**To pass a Master's programme (Dissertation Route) with "Distinction" a student must:**

- Pass all modules (minimum 180 credits) taken as part of the programme on a first-sit basis;
- Achieve a weighted mean mark of at least 70% in all taught modules. If 70% marks are not achieved in more than two modules, a recommendation for distinction must be approved by the Board of Examiners. No module mark may be less than 50%;
- Achieve a weighted mean mark of at least 70% in the dissertation component taken as part of the programme;
- Not have more than 40 credits transferred from another institution for a programme comprising 180 credits. This rule will be adopted on pro rata basis for programmes not having 180 credits in total.

**To pass a Master's programme (Dissertation Route) with "Merit" a student must:**

- Pass all modules (minimum 180 credits) taken as part of the programme on a first-sit basis;
- Achieve a weighted mean mark of 60-69% in all taught modules. No module mark may be less than 50%;
- Achieve a weighted mean mark of at least 70% in the dissertation component taken as part of the programme;
- Not have more than 40 credits transferred from another institution for a programme comprising 180 credits. This rule will be adopted on pro rata basis for programmes not having 180 credits in total.

**To pass a Master's programme (Project-Based Route) with "Distinction" a student must:**

- Pass all modules (minimum 180 credits) taken as part of the programme on a first-sit basis;
- Achieve a weighted mean mark of at least 70% in all taught modules. If 70% marks are not achieved in more than two modules, a recommendation for distinction must be approved by the Board of Examiners. No module mark may be less than 50%;
- Achieve a weighted mean mark of at least 70% in the project component taken as part of the programme;
- Not have more than 40 credits transferred from another institution for a programme comprising 180 credits. This rule will be adopted on pro rata basis for programmes not having 180 credits in total.

**To pass a Master's programme (Project-Based Route) with "Merit" a student must:**

- Pass all modules (minimum 180 credits) taken as part of the programme on a first-sit basis;
- Achieve a weighted mean mark of 60-69% in all taught modules. No module mark may be less than 50%;

- Achieve a weighted mean mark of at least 70% in the project component taken as part of the programme;
- Not have more than 40 credits transferred from another institution for a programme comprising 180 credits. This rule will be adopted on pro rata basis for programmes not having 180 credits in total.

### 9.3.1 University M-Level Grade Descriptors

Student performance in written examinations, practical work and oral examinations, reports, essays and the dissertation will be assessed against the following criteria:

Grade	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
<b>A</b> 70 – 100%	<p><b>Understanding:</b> Able to analyse critically, with arguments soundly based, and fully supported by relevant facts. Able to apply correct methods to problem-solving tasks. Evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately and with insight, demonstrating a well-informed knowledge of the topic and a clear mastery of relevant skills.</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, clearly expressed.</p>	<p>Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology.</p> <p>Able to work independently, or to participate actively in a group.</p> <p>Excellent presentational skills; showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant conclusions, and to suggest logical extensions of the work</p>	<p>A full systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>A very clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly and correctly.</p> <p>Critical and/or comparative comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Considerable evidence of extended reading and original or innovative thinking.</p>	<p>Evidence is analysed in systematic and principled manner which demonstrates thorough understanding of application of theory to evidence producing insightful and original views.</p> <p>Work shows good coverage and critical discussion and awareness of significant literature in the chosen area. Demonstrates high level of ability to select and use literature to substantiate argument.</p>
<b>B</b> 60 – 69%	<p><b>Understanding:</b> Good attempt to analyse critically, with arguments well supported by relevant facts. Able to apply correct methods to problem-solving tasks with some evidence of an original or</p>	<p>Well prepared, displaying a systematic and well planned approach with a good understanding of the material and methodology.</p> <p>Able to work</p>	<p>A mostly systematic and accurate account of the assignment; well organised and clearly presented.</p> <p>A clear record of the aims and methods of the work.</p>	<p>Evidence is analysed in systematic and principled manner which demonstrates good understanding of application of theory to evidence producing some insightful analysis.</p>

	<p>creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately, demonstrating a good knowledge of the topic and understanding of relevant skills.</p> <p>Written Examinations</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, well expressed.</p>	<p>independently, or to participate well in a group.</p> <p>Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem.</p> <p>Answers questions with a good level of accuracy with some evidence of</p> <p>Practical Work and Oral Examinations</p> <p>independent ideas.</p> <p>Able to reach valid/relevant conclusions and to suggest extensions of the work</p>	<p>Data manipulation and analysis carried out with good levels of accuracy.</p> <p>Critical and/or comparative comments on most observations, with few 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Reports and Essays</p> <p>Good evidence of extended reading and original or innovative thinking.</p>	<p>Work shows awareness of and critical discussion of significant literature in the chosen area.</p> <p>Demonstrates the ability to select and use literature to substantiate argument.</p> <p>Research Process</p>
<p><b>C</b> 50 - 59%</p>	<p><b>Understanding:</b> Attempts to analyse critically: with arguments supported by some relevant facts. Familiar with the correct methods needed for problem-solving tasks, but with some difficulties in their use. Some evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, but demonstrating some knowledge of the topic and some capability with the relevant skills.</p> <p><b>Structure and presentation:</b> Logical flow of content, with</p>	<p>Adequately prepared, displaying a reasonably systematic approach and some understanding of the material and methodology.</p> <p>Able to work independently, or to participate in a group.</p> <p>Adequate presentational skills; showing a credible analysis of the topic or problem.</p> <p>Answers questions with some wider understanding of the key ideas.</p> <p>Able to reach valid conclusions, and to suggest extensions of the work.</p>	<p>A systematic account of the assignment, reasonably presented.</p> <p>An adequate record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains few inaccuracies or omissions.</p> <p>Comments on most observations, mainly reasonable, but with possible 'loose ends'.</p> <p>Evidence of extended reading or of any original or innovative thinking.</p>	<p>Data collection and analysis is adequate and demonstrates an appropriate degree of commitment and the ability to select relevant material to answer the question set. The discussion of the data and other material demonstrates a general understanding of the theoretical principles involved and their application to professional practice. The work may be anecdotal/descriptive at times, but there must be some evidence of the ability to be analytical.</p> <p>Work shows awareness of some literature in the chosen area, but</p>

	reasonable clarity of expression.			there may be gaps. Use of literature may be descriptive rather than analytical and supportive of argument.
<b>D</b> <b>40 - 49%</b>	<p>Written Examinations</p> <p><b>Understanding:</b> Some capacity to analyse critically: but arguments not always supported by relevant facts. Familiar with the some methods needed for problem-solving tasks, but unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills.</p> <p><b>Structure and presentation:</b> Logical flow of</p>	<p>Practical Work and Oral Examinations</p> <p>Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology.</p> <p>Has difficulty in working independently, or participates only passively in a group.</p> <p>Inadequate presentational skills; showing a confused analysis of the topic or problem.</p> <p>Answers to questions show limited understanding of the key ideas.</p> <p>Able to reach some valid conclusions, but unable to suggest</p>	<p>Reports and Essays</p> <p>An unsystematic account of the assignment task.</p> <p>An incomplete record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains significant inaccuracies or omissions.</p> <p>Few comments on the observations, with many 'loose ends'.</p> <p>No evidence of extended reading.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for</p>	<p>Research Process</p> <p>Data collection and analysis is adequate and demonstrates an appropriate degree of commitment.</p> <p>However there may be significant deficiencies in one or more of the following areas:</p> <ol style="list-style-type: none"> <li>1. The discussion of the data and other material does not demonstrate a sufficient understanding of the theoretical principles involved and their application to professional practice.</li> <li>2. The work may be anecdotal/descriptive at times, and there</li> </ol>

	<p>content, but with poor clarity of expression.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p>appropriate extensions of the work.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p>compensation or re-assessment.</p>	<p>is no evidence of the ability to be analytical.</p> <p>3. Work shows awareness of some literature in the chosen area, but there may be significant gaps. Use of literature may be descriptive rather than analytical and supportive of argument.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>
E < 40%	<p><b>Understanding:</b> Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods</p> <p>Written Examinations</p> <p>needed for problem-solving tasks, and unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating neither breadth nor depth of knowledge. Answers often irrelevant, with key</p>	<p>Poor preparation, displaying an unsystematic approach and very limited understanding of the material and methodology.</p> <p>Has great difficulty in working</p> <p>Practical Work and Oral Examinations</p> <p>independently, or cannot participate effectively in a group.</p> <p>Poor presentational skills; showing a very confused analysis of the topic or problem.</p> <p>Answers to questions show almost no understanding of the key ideas.</p> <p>Unable to reach valid conclusions, or to</p>	<p>An unsystematic, incomplete or inaccurate account of the assignment.</p> <p>A sketchy record of the aims and methods of the work.</p> <p>Reports and Essays</p> <p>Data manipulation and analysis contains numerous inaccuracies or omissions.</p> <p>Very few comments on the observations, with many 'loose ends'.</p> <p>No evidence of further reading.</p>	<p>Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected for analysis. Commentary shows major problems</p> <p>Research Process</p> <p>in the ability to understand the theoretical principles involved and their application to professional practice. Little or no reference to significant literature in the area. Work is anecdotal rather than analytical.</p>

	skills rarely and inappropriately deployed when tackling problems.  <b>Structure and presentation:</b> Disorganised flow of content, with poor clarity of expression.	suggest appropriate extensions of the work.		
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## 9.4 Doctoral Level Assessment Regulations

A. Doctoral programme normally comprises three stages:

- Taught Modules Stage:**
- Stage 1** Candidates need to pass the specified taught module assessments of the programme to complete this stage.
- Proposal Defence Stage:**
- Stage 2** Candidates must present a research proposal, pass a proposal defence and meet any other requirements specified by the RDC to proceed to thesis.
- Final Thesis Stage:**
- Stage 3** The candidates are required to complete their final thesis and pass the thesis submission and viva requirements to be eligible for the award of the doctoral degree.

- B. During the taught stage of programmes, all the individual modules are assessed. The BoE approves the final results of the modules.
- C. Candidates who successfully complete all taught modules and are not progressing to the next stage can be considered for a Master of Research (MRes) at the discretion of the University in accordance with the approved award completion requirements.
- D. Candidates who successfully complete all taught modules and who are proceeding to the next stage must appear for proposal defence. Candidates progress to Stage 3 after passing the proposal defence stage. Candidates not progressing to Stage 3, at the discretion of the RDC, may be offered the opportunity to exit the programme with an MRes award.
- E. Student advancement in programmes shall require satisfactory progress before the end of each year by submission of a substantial progress report that will be discussed at a formal progress meeting with the supervisory team and an independent assessor.
- F. All doctoral students shall maintain a record of their progression and personal development throughout the various stages of the programme.
- G. Students who are not able to demonstrate satisfactory progress within Stage 3 will not be permitted to register for the subsequent year of the doctoral degree. They may, at the discretion of the RDC, be offered the opportunity to exit the programme with an MRes award.
- H. Completion of the third stage of the programme is assessed through a thesis and a viva. The RDC approves the outcome of the Stage 3 assessments.

### Assessment Criteria

All assignments and work in both the taught elements and in the thesis will be assessed using the criteria described in the table below which reflect the doctoral-level of attainment to ensure that the credits acquired are doctoral level credits.

Knowledge and Understanding
<p><b>1. Identification of key issues and recognition of leading edge ideas</b> Wide range of background reading including classic and contemporary sources; explicit identification of theoretical foundations; explicit identification of significant themes that recur and of areas of dissonance between studies/ authors/domains within the overall field.</p> <p><b>2. Awareness of a variety of viewpoints</b> Attention drawn to the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to prevailing views highlighted</p>

**Application, Argument & Analysis****3. Extension and application of theoretical knowledge to generate new understandings**

Integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.

**4. Critical analysis of the sources or evidence bases**

Depth of background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; independent critical evaluation of the validity of claims made; quality of evidence to support claims; attention to features of research and design methodology.

**Communication & presentation****5. Suitability and /or potential for dissemination / publication**

Purpose, audience, message, quality of presentation and communication; overall coherence and attention to detail

**9.4.1 Taught Module Stage Regulations****Marking Schemes and Grade Descriptors**

Each module is assessed separately, and in relation to the module learning outcomes found in the module descriptor. The grading scheme in the table below is used for the reference of the BoE and the RDC.

During the taught module stage, students with a grade of 50% and over will be graded pass and those below 50% will be graded as fail. Above 70% will be considered as pass with distinction. Students must pass all required taught modules before progression to the proposal defence stage.

The University will use the following marking scheme for feedback purposes and for reporting marks and the grades at the Board of Examiners

**Feedback Scheme for Modules:**

Score %	Grade	Interpretation
90 – 100	A	Excellent – Satisfactory for a distinction
80 – 89		
70 – 79		
60 – 69	B	Very good
50 – 59	C	Good
40 – 49	D	Marginal Fail
30 – 39	E	Clear Fail
20 – 29	F	
10 – 19		
0 – 10		

The marking scheme presented in table above is used in conjunction with the approved Doctoral Grade Descriptors for assessing all components in taught elements and in the thesis.

The BoE shall determine the satisfactory completion of the taught module stage based on the above stated criteria. Students will then have the option to submit the proposal for defence proposal, on which they are strongly encouraged to continue to seek support from their Director of Studies.

#### 9.4.2 Proposal Defense Assessment

Students must submit a detailed research proposal in the prescribed format before appearing for the defence as one of the indications of their suitability to successfully pursue their research. After considering the results of the proposal defence which they have conducted, the examiners, at their discretion, shall make one of the following recommendations to the RDC:

- I. **Pass:** That the student be allowed to proceed to Thesis.
- II. **Conditional Pass:** That the student be allowed to proceed subject to minor changes to the proposal within a clearly specified (short) timescale.
- III. **Refer:** That the student be invited to revise, resubmit and repeat the proposal defence within a specified time not exceeding four months. A student will be permitted to repeat on only one occasion. A fresh defence, normally by the original examiners, is required.

#### 9.4.3 Final Thesis and Viva Assessment

Students must submit a thesis, in the prescribed format before appearing for the viva. After examining the thesis presented by a student and considering the results of the viva and any written examination which they have conducted, the examiners, at their discretion, shall make one of the following recommendations:

- I. That the student be awarded the doctoral degree with no corrections to the thesis required
- II. That the student be awarded the doctoral degree subject to minor corrections being made to the thesis, to the satisfaction of the Chair of RDC, normally on the recommendation of Director of Studies in consultation with the external examiner.
- III. That the student be invited to revise, resubmit and/or repeat the viva for the doctoral degree. A student will be permitted to resubmit/repeat the viva on only one occasion. A fresh examination, normally by the original examiners, is required.
- IV. That no resubmission/repeat viva of thesis be permitted

In the case of a resubmitted thesis, examiners may waive the requirement to hold a viva if the recommendation is to award the degree and all examiners are in agreement.

## 9.4.4 University D-Level Grade Descriptors

Criteria	Doctoral Grade Descriptor Indicators					
	Clear Fail		Marginal Fail	Good	Very Good	Excellent
	F 0-29%	E 30- 39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<p><b>1. Knowledge and understanding:</b></p> <p>Identification of key issues and recognition of leading edge and new ideas</p>	<p>Little or no evidence of relevant background reading; unfocused; little or no attempt to relate to relevant areas; generally descriptive.</p>	<p>Unfocused background reading, with some reference to a relevant area; little or no identification of significant themes within the field, tends to be descriptive.</p>	<p>Evidence of some background reading in a relevant area; identification of some significant themes within the field.</p>	<p>Evidence of substantial background reading in some relevant areas; basic attempt at identification of theoretical formulation of argument; identification of some significant themes within the field.</p>	<p>Wide background reading including contemporary sources; explicit identification of theoretical formulation of argument; explicit identification and some linking of significant themes and some evidence of recognition of areas of dissonance between studies/authors/domains within the field.</p>	<p>Extensive background reading including contemporary sources; explicit identification of theoretical formulation of argument; explicit identification and linking of significant and/or new themes and of areas of dissonance between studies/authors/domains within the overall field.</p>

Criteria	Doctoral Grade Descriptor Indicators					
	Clear Fail		Marginal Fail	Good	Very Good	Excellent
	F 0-29%	E 30- 39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<p><b>2. Knowledge and understanding:</b></p> <p>Awareness of a variety of standpoints</p>	No level of awareness demonstrated between different authors.	Poor level of awareness; some attention drawn to the chronology of ideas and practices.	Basic level of awareness with little or no attempt to show the level of consistency evident within the accounts of authors / researchers / commentators; some attention drawn to the chronology of ideas and practices.	General level of awareness with limited attempt to show the level of consistency evident within the accounts of leading authors / researchers / commentators; some attention drawn to the chronology of ideas and practices; limited challenges to the main prevailing view(s)	High level of awareness with some attempt to show the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to the main prevailing view(s).	Extremely high level of awareness with attention drawn to the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to prevailing views highlighted, new standpoints proposed and argued.

Criteria	Doctoral Grade Descriptor Indicators					
	Clear Fail		Marginal Fail	Good	Very Good	Excellent
	F 0-29%	E 30- 39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<p><b>3. Application, argument and analysis:</b></p> <p>Extension and application of theoretical knowledge to generate new understandings</p>	No evidence of argument or analysis applied to theoretical knowledge.	Generally descriptive accounts from poor quality sources with poor integration; little if any attention to the ways in which theoretical arguments and / or research findings have been used to inform practice.	Generally descriptive accounts of published authors with little or no integration; some attention to the ways in which theoretical arguments and / or research findings have been used to inform practice.	Limited integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice.	Significant integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.	Extensive and consistent integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.

Criteria	Doctoral Grade Descriptor Indicators					
	Clear Fail		Marginal Fail	Good	Very Good	Excellent
	F 0-29%	E 30-39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<p><b>4. Application, argument and analysis:</b></p> <p>Critical analysis of the sources or evidence bases</p>	Poor evidence of background reading; no evidence of independent critical evaluation of the reliability of 'evidence'.	Evidence of some background reading though generally superficial and not focused; poor evidence of independent critical evaluation of the reliability of 'evidence'.	Evidence of relevant, though not in-depth, background reading; little evidence of independent critical evaluation of the reliability of 'evidence'.	Some evidence of in-depth background reading; some evidence of independent critical evaluation of the reliability of 'evidence'; generally little or no attention to features of research design such as sampling, methods of data collection and analysis.	Evidence of in-depth background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; quality of evidence to support claims; attention to features of research design such as sampling, methods of data collection and analysis.	Evidence of extensive and in-depth background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; independent critical evaluation of the validity of claims made; quality of evidence to support claims; attention to features of research design methodology

Criteria	Doctoral Grade Descriptor Indicators					
	Clear Fail		Marginal Fail	Good	Very Good	Excellent
	F 0-29%	E 30-39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<p><b>5. Communication &amp; presentation:</b></p> <p>Suitability and /or potential for dissemination / publication including citation and referencing</p>	Generally, unintelligible; no articulation of purpose, poor quality of presentation; poor coherence and disjointed flow.	Generally intelligible but articulation of purpose unclear, poor quality of presentation; poor coherence and flow rather disjointed.	Articulation of purpose on topic but lacking in clarity, adequate quality of presentation; poor coherence and flow sometimes disjointed.	Clearly articulated purpose, adequate quality of presentation; overall coherence and flow reasonable.	Communication almost at the standard of published academic work; clearly articulated purpose, good cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.	Communication at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms; clearly articulated purpose, high cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.

### 9.5 Transferable Skills

Transferable skills will be woven into programmes, so that students will gain enhanced capacity in, for example:

- Critical reading
- Summarising and communicating what has been read
- Writing
- Presentation skills
- Self-management skills
- Individual project management
- Teamwork skills.

The mix of recent graduates and professionals within the student body will allow for the transfer of innovation and experience between both groups which will be encouraged through seminar and joint project work.

### 9.6 Evaluating Instruction

The quality of instruction in individual modules will be evaluated regularly, and the results will be used to provide a basis for ongoing improvement of teaching effectiveness in each module. Generally, academic staff members assess teaching effectiveness using feedback from student evaluations, peer observations and self-evaluation. Evaluation results are used to improve teaching and learning.

The quality of all programmes will be individually reviewed and evaluated using the following mechanisms:

- The quality of the student work, as evaluated through the external examiner system
- Programme review
- Informal Peer review of teaching
- Student module evaluations on a systematic basis
- Ongoing evaluation by the associate university in UK, who will visit on a regular basis to talk to students and staff as well as examine outputs and teaching materials
- Scrutiny of existing and new programmes by the Board of Studies, to ensure academic excellence

## 10. Academic Governance

### 10.1 Quality of Instruction

The quality of instruction in individual modules is evaluated regularly, and the results are used to provide a basis for ongoing improvement of teaching effectiveness in each programme. Generally, academic staff members assess teaching effectiveness using feedback from student evaluations, peer observations and self-evaluation. Evaluation results are used to improve teaching and learning.

The quality of each programme is reviewed and evaluated using the following mechanisms:

- I. Collection of Student Feedback through questionnaires and various committee cycles
- II. Scrutiny of the programme by the Board of Studies, to ensure academic excellence
- III. End of term module reviews by tutors
- IV. Annual programme review
- V. External Examiner system
- VI. Ongoing evaluation by the Dean and the associated UK university

### 10.2 Responsibility for Teaching and Learning within Faculties

The following are appointed to oversee various aspects of the teaching within Faculties:

#### 10.2.1 Board of Studies

Each programme has a Board of Studies. The Board of Studies is responsible to the Dean of Faculty for the curriculum approval process for the programme within the Faculty. The Board of Studies has responsibility for undertaking all necessary consultations within BUiD in order to formulate thorough and well-rounded academic proposals.

Essentially, the main function of the Board of Studies is to consider proposals to change:

- The courses offered within a specific programme.
- Overall student assessment within the programme, including mark weighting for courses.
- The general structure of programme.

and to ensure that:

- The programme conforms to UAE accreditation and UK QAA requirements
- Academic excellence is maintained in the programme
- Any proposed programme changes appear to be at a level appropriate to the intended qualification.

The Board of Studies is also responsible for consideration of relevant issues relating to the delivery and syllabus of the programme and for monitoring and evaluating teaching activity within the programme. It also develops recommendations for teaching policy in the areas of recruitment, admissions, and liaison with other Faculties.

In taking forward its responsibilities, the Board must receive and consider the following inputs: -

- External Examiner Reports
- Issues raised during Board of Examiner meetings
- Issues raised during Academic Staff-Student Liaison Committee (ASSLC) meetings
- Student Feedback Questionnaires
- Annual Programme Self- Study reports
- Programme Review reports
- Minutes from Advisory Boards

Where appropriate, for example, in the case of an interdisciplinary programme, a specific proposal/issue may be considered by more than one Board of Studies.

The Board of Studies is chaired by the Dean of Faculty and includes all academic staff who teach on the programme, at least one-member external to the Faculty and at least two student representatives (chosen from class representatives). A BOS meeting is held at least once in the first and second term.

Agendas, papers and minutes of the Board are made available to the student representatives for onwards dissemination to the student community.

### **10.2.2 External Examiners**

The External Examiner system forms an important part of BUiD's quality assurance procedures. External Examiners help to ensure that degrees awarded by BUiD are comparable in standard to those of other equivalent departments in the associate universities, although their content may differ. They also ensure that the assessment system is fair and is equitably operated in the classification of students.

In order to achieve these purposes external examiners will:

- I. participate in assessment procedures for the award of degrees
- II. arbitrate in problem cases
- III. comment and give advice on assessment procedures.

If appropriate, External Examiners may also comment on module content, balance and structure; and on degree programme curricula. Faculties may also invite External Examiners to see and comment on reports and feedback related to curriculum review and quality of educational provision.

## **10.3 Monitoring and Evaluation Procedures**

The following outlines Faculties' programme monitoring and evaluation procedures:

### **10.3.1 Academic Staff-Student Liaison Committee**

The Academic Staff-Student Liaison Committee (ASSLC) is a forum for consultation and reporting between the academic staff and students of the Faculty. The ASSLC plays an important role in the dissemination of information to students and is an essential element in the quality assurance procedures. The ASSLC meetings are held once in the first and second term.

The members of the ASSLC comprise academic staff, other staff and students. The Convenor of the ASSLC is the Dean of Faculty, or his/her nominee. The academic staff membership should consist of at least the Programme Coordinators and Personal Tutors. Other staff members present may include a member of Library staff and the Registrar (or his/her nominee). Allowance is made for student representation at a minimum level of two students from the programme, to be nominated by class members. The ASSLC will also provide a forum from which student representation on the Board of Studies and other Faculty committees may be drawn.

The role of the ASSLC is to address teaching and organisational issues that affect students in the Faculty. This may involve discussion regarding curricula, teaching methods, assessment procedures, facilities and resources within the Faculty, timetable, workload, vocational work etc. Some of these issues may be of wider university concern, such as the Library provision or opening times.

Agendas and papers and minutes from this committee are made available to the student representatives for onwards dissemination to the student community

### 10.3.2 Programme Quality Self-Study Reports

At the end of each academic year, the Head of Programme/Programme Coordinator prepares a report using a University template, covering the content of the programme, any problems encountered, and responses to programme assessments by the External Examiner. This report summarizes the performance of the programme over the full academic year. This report is submitted to BoS for consideration of any issues and acts as an important input for the proceedings of the annual review of the programme.

### 10.3.3 Elicitation of Feedback from Students

Each programme has elected student representatives for every intake. The student representative must be present at Board of Studies meetings, where there will be the opportunity of raising issues pertaining to teaching methods, syllabus or any other matters relating to individual modules, the dissertation or the programme as a whole. A student representative is also elected as a member to the Senate on committees, such as the Senate, in the wider university.

In addition, feedback questionnaires will be administered at the end of each module. The Institutional Research Administrator summarises the results and present a report to the Head of Programme/Programme Coordinator, relevant module coordinator/s, and the Dean. The Head of Programme/Programme Coordinator is responsible for highlighting to the Board of Studies and the Annual Programme Review any areas of concern and/or suggestions for improvements based on the feedback.

Exiting students are also asked to complete a student feedback form in order to elicit feedback on the programme as a whole (included in this document). The forms are used to produce a report evaluating the success of the programme as a whole and suggesting any improvements that might be made, based on the results of the feedback.

### 10.3.4 Programme Review

The purposes of the reviews are:

- To ensure that the academic standard and content are appropriate to the purpose of the programme concerned, and
- To ensure that the functioning and administration of the programme is in good order.

The reviews are intended to be constructive, and should aim to enhance the quality of provision within a Faculty. They should encourage Faculties to scrutinise critically their aspirations for and implementation of specific programmes.

All the well-established programmes will be reviewed every other year unless a specific request for review is initiated due to a significant reason and approved by the Chair of the Academic Board.

All new programmes and programmes that have undergone substantial changes will be reviewed annually for three years. If there are no substantial issues after the first three years of operation, the review frequency will be reduced to once every two years.

Reviews will take place at the end of the academic year. Review Panels will normally consist of three members. Two members will be from the Academic Staff, one of whom shall act as the lead for the review and who will convene any specific review meetings and will be in-charge of writing the final report.

Review Panels should see the following documentation for the period under review:

1. Completed Programme Self-Study Reports
2. Questionnaire reports relevant to the Programme
3. Relevant programme or faculty handbook
4. End of term module review forms
5. Relevant external examiners' reports
6. Copy of the previous review
7. Report of actions taken as a result of the review(s)
8. Minutes for the Board of Studies
9. Notes for the Academic Staff Student Liaison Committee

The Review Panel should meet with:

- The Dean of Faculty;
- The Programme Co-coordinator/Head of Programme and the Faculty members
- Student Representatives

Programme Review Reports and action items will be sent to Academic Board for comment and approval.

### **10.3.5 External Examiners Report**

External Examiners are required to produce a written report at the end of the academic year. Matters arising from the External Examiners' annual report will be considered by the Board of Examiners and the Board of Studies as appropriate.

The reports are presented to the Dean of Faculty, and also sent to the Head of Quality for onward transmission to the Board of Studies and the Annual Review Panel. When the reports have been gathered they are read and summarised by the Head of Quality, who will draw to the attention of the Vice-Chancellor any reports that appear to require executive action.

The points that the External Examiner are asked to comment upon include the availability of information on course aims, structure and content; the extent to which the examinations adequately covered the programme content; the appropriateness of the teaching methods; the appropriateness of the standards of internal markers; the comparability of degree classifications with those in other institutions, and the procedures of the Board of Examiners. The External Examiner would expect to have an opportunity of evaluating the components of continual assessment that contribute to the overall assessment, perhaps by being able to sample material. Inputs from External Examiners are normally sought on substantial changes or on the introduction of new modules or programmes. External Examiners are also given the opportunity, if they so wish, of making confidential comment to the Vice-Chancellor.

## 11. Academic Advice and Pastoral Support

The University is committed to ensuring that its students successfully complete their chosen programme of study and wherever possible do not leave prematurely without obtaining an appropriate qualification. To ensure an excellent student experience, academic advice and support is available to students throughout the course of their programmes through a number of channels. The advisors who are directly involved with student progression and performance are:

1. Personal Tutor/Student Academic Tutor
2. Module Tutor
3. Module Coordinator
4. Dissertation Supervisor (Applicable only to programmes having a dissertation component)
5. Head of Programme/ Programme Coordinator

### 11.1 Personal Tutor/Student Academic Tutor (SAT)

On entry to the University all students will be assigned a named personal tutor or SAT (for doctoral students) responsible for offering personal and general academic support and guidance that is clearly distinct from subject-specific tutoring. Student should formally meet their personal tutor once in the induction week and then at least at the start of each term. The student must be able to arrange meetings at other times also as required. The students could also seek advice through other informal channels for example email correspondence etc. The Personal Tutor is responsible for

- Being available as a first line of pastoral support with whom to discuss non-academic problems and difficulties on studying, financial and other problems
- Monitoring and supervising a student's overall progress on the programme
- Advising the student on other available student support mechanisms (study skills support etc.) and how these can be accessed
- Providing support to students where performance is below expectations
- Ratifying each student's choice of modules for the coming term and hence monitoring the student's Plan of Studies.
- Referring students as necessary to University regulations and ensuring that students are familiar with relevant University procedures
- Providing advice and support in cases where the student requests to suspend study, withdraw from a module, change programme or withdraw from a programme

#### Students' Responsibilities related to Personal Tutoring

In order for personal tutoring to be beneficial and meaningful students will be expected to undertake the following:

- Maintain regular communication with their personal tutor.
- To consider how they can address or facilitate any self-help for problems or concerns raised with personal tutor.
- To attend all scheduled meetings or agree an alternative time if it is inconvenient
- Contact personal tutors if there are any issues that may impact on their academic performance or pose any risk to their progression or withdrawal
- Act on any recommendations and advice offered by personal tutors

#### Role of the Student Academic Tutor

Doctoral students are assigned a Student Academic Tutor within the Faculty. SAT selection are based on student topic of research keeping in mind that the SAT is most likely going to be the DoS of the student. The SAT takes full responsibility for the overall management and direction of the student's academic matters during the taught stage of the programme (with the exception of the Research Methodology 3 module) in addition to administrative issues relating to the student's registration and progress.

## 11.2 Module Tutors

Module tutor is the person responsible for teaching the module. During the term, the Module Tutors teaching each module will make themselves available to students through establishing weekly office hours (minimum of two hours per week for staff teaching current modules, other staff by appointment) during which they may be consulted on curricular and related matters, and give individual advice on matters pertaining to the programme. Outside these office hours, staff should be available by appointment.

## 11.3 Module Coordinator

At BUiD, each module has a designated Module Coordinator, where there is a single module tutor than he/she would hold both roles. However, where there are several module tutors, one will be appointed as Module Coordinator. For any module being taught by an adjunct lecturer a full time staff member of the University will be assigned the responsibilities of Module Coordination.

Module Coordinators should be available to students by appointment so they may be consulted on any module related matters where students need advice in addition to the advice given to them by their Module Tutors.

## 11.4 Dissertation Supervisor (Applicable only to programmes having a dissertation component)

Each student who is completing a dissertation is allocated a Dissertation Supervisor to provide guidance during the conduct of the dissertation research. The Dissertation Supervisor may be the same academic staff member as the Personal Tutor or another academic staff member. Whatever the case, the academic staff member's consent to serve as the Dissertation Supervisor must be formally obtained.

The responsibilities of the dissertation supervisor are:

- a. To give guidance about the nature of the dissertation enquiry and the standard of work to be expected.
- b. Guide the student in focusing the study and in drawing up a plan and outline for the dissertation to ensure that a feasible piece of work is proposed.
- c. Advise the student on relevant literature and methodology.
- d. To maintain contact through dissertation meetings in accordance with University policy and in the light of any agreement reached with the student.
- e. Monitor progress against an agreed plan and timetable for the dissertation study.
- f. Comment on at least some if not all of the draft chapters of the dissertation.
- g. To ensure that the student is made aware if the standard of work is below that expected.
- h. Where relevant, advise on ethical and safety implications of the work.
- i. Respond promptly and appropriately, by making constructive suggestions both at the planning stage and in response to the material submitted.
- j. Give appropriate technical advice and also assist the student in planning and refining the dissertation and working towards agreed targets during the period of work.
- k. Ensure that their students are fully aware of their being away for any extended periods such as in annual leave during the summer, and make back-up supervisory arrangements at crucial times, such as when draft chapters are being written or submitted.

- l. To give advice on the necessary completion dates of successive stages of the work so that the dissertation may be submitted within the scheduled time.
- m. Write a formal progress report for any student who applies for a formal extension to the standard period of dissertation study registration.
- n. To advise the HoP/Programme Coordinator, Dean of the Faculty and the student, as soon as it is recognised that there is a problem, if in his or her opinion, there is significant likelihood that the student is likely to fail the dissertation. Dissertation supervisors are not required to indicate the standard of the work in progress as it is only the final submission which is formally assessed.
- o. To be the first marker of the Dissertation. Making sure that all assessment procedures in line with University Regulations are followed.

At the beginning of the dissertation, a learning contract will be signed between the University and the student laying out the scope of research, research milestones and the schedule of meetings between the student and the supervisor. The dissertation supervisors will make themselves available to students for these meetings.

A change of the Dissertation Supervisor may be sought by the student, the adviser, the programme, or the Faculty. Any such change shall only be made with the approvals of Head of Programme /Programme Coordinator and the Dean of the Faculty.

## **12. Head of Programme / Programme Coordinator**

Students may consult the HOP/Programme Coordinator should they experience any difficulty which is impairing academic performance. The HOP/Programme Coordinator will discuss and, if possible, suggest solutions for any problems with academic work, and may involve other members of staff, e.g. personal tutors or module coordinators, where appropriate.

## **13. Supervision for Doctoral Students**

The academic advice and supervision specific to Doctoral students is offered through a Supervisory Team. The aim of the supervisory team is to achieve maximum clarity in the supervisory process to ensure that the student's requirements and issues are addressed throughout their research degree. The team will consist of:

- a) A Director of Studies (DoS) (who will usually be drawn from the respective Faculty)
- b) A Second Supervisor
- c) An Academic Advisor from the associate UK university
- d) The Student

The student has a personal responsibility to manage his/her learning and progress throughout the doctoral period of study. Full opportunity should be taken by the student to engage with the supervisory and pastoral support provided, together with the wide academic resources and repositories accessible at postgraduate level.

### **Student Academic Tutor (SAT)**

Students are assigned a Student Academic Tutor within the Faculty. SAT selection will be based on student topic of research keeping in mind that the SAT is most likely going to be the DoS of the student. This selection process will be completed before the start of the programme. The SAT takes full responsibility for the overall management and direction of the student's academic matters during the taught stage of the programme (with the exception of the proposal writing (Research Design and Planning module) in addition to administrative issues relating to the student's registration and progress.

**Director of Studies**

The Director of Studies assumes full responsibility for the overall management and direction of the student's research programme from the start of the Research Methodology 3 (RM3) module. During this period the DoS will also deal with any administrative issues relating to the student's registration and progress.

**Second Supervisor**

A Second Supervisor will be appointed for every student. The Second Supervisor will normally be drawn from the staff of BUiD and contribute specific expertise in assisting the DoS throughout the development of the student's research programme and may act as a supervisor of sections of work in progress in consultation with the DoS.

**Academic Advisor**

The formal involvement of the Academic Advisor, from an associated UK university, will ensure that internationally recognized standards of research and investigation are maintained throughout the programme. The Academic Advisor shall normally be appointed to contribute specific expertise in assisting the DoS throughout the development of the student's research programme.

## 14. Rights and Responsibilities

### 14.1 Student Code of Conduct

#### 1. Student are responsible for:

- Conduct that expresses respect for the University's values.
- Gaining knowledge and understanding of all policies that bear on their conduct and academic progress at the University, including discipline, assessment, and attendance requirements.
- Compliance with the terms of policies that apply to them.
- Collegial participation in classes.
- Observing the highest standards of integrity.
- Openness, honesty and respect in dealings with others.
- Observing international standards in research conduct, including documentation of results, critique of findings, and acknowledgement of the contribution of others through adherence to bibliographic conventions.
- Appropriate use of the University's Information Technology infrastructure.
- Prompt payment of financial liabilities.

#### 2. A student's failure to observe his/her responsibilities may result in imposition of penalties set out in the University's Student Disciplinary Policy.

#### 3. The University has the right to apply the terms of its Student Disciplinary Policy to any students who commit an offence, including but not limited to the following:

- Disruption of, or improper interference with, the academic, administrative, social or other activities of the University, whether on its premises or elsewhere.
- Violent, indecent, disorderly, threatening, or offensive behaviour or language, whether expressed orally or in writing (including electronically), including sexual or racial harassment of any student, member of staff or other employee, whilst on the University's premises or engaged in any University activity.
- Conduct which unjustifiably infringes freedom of thought or expression whilst on University premises or engaged in University work, study or activity.
- Fraud, deceit, deception, or dishonesty in relation to the University or its staff or in connection with holding any office in the University or in relation to being a student of the University.
- Action likely to cause injury or impair safety on University premises.
- Conduct which constitutes a criminal offence (including conviction for an offence).
- Behaviour which is such as to render the student unfit to practise any particular profession or calling to which that student's course leads directly.
- Without prejudice to the right to fair and justified comment and criticism, behaviour which brings the University into disrepute.
- Failure to disclose their name and other relevant details to an officer or employee of the University in circumstances when it is reasonable to require that such information be given e.g. while securing admission to the University.
- Without prejudice to the right to raise academic and other concerns responsibly within or outside the University, the making of false and malicious reports of malpractice, which upon investigation are proved to be unfounded.
- Violation of Dubai International Academic City (DIAC) non-smoking policy.
- Violation of DIAC student resident visa regulations.
- Withdrawal of Student Visa status following action by DIAC.
- Disregarding University rules and regulations.

## 14.2 Student Disciplinary Offences

The following are examples of what might constitute misconduct:

- Disruption of, or improper interference with the academic, administrative, sporting, social or other activities of the University;
- Obstruction of, or improper interference with the activities, functions or duties of any student, staff member, University Council member, contractor or visitor to the University;
- Violent, disorderly, threatening, indecent or offensive behaviour or language whilst on University premises or elsewhere;
- Falsification or misuse of University records, including degree, diploma or other certificates, and of University equipment, systems and processes;
- False pretences or deception relating to academic assessments and examinations;
- Fraud, deceit or dishonesty in relation to the University or its staff or in connection with registering as a student, being a student, holding any office at the University or gaining a pecuniary advantage through association with the University;
- Actions which might cause injury or put at risk the health or safety of people on University premises or whilst on University activities;
- Harassment or bullying in any form including via social media of any student, member of staff, University Council member, contractor or other visitor to the University on grounds of their perceived race, nationality, gender, transgender status, disability, sexual orientation, religion, belief, age, other personal characteristic or for any other reason;

The expression of any extremist views that have the potential to incite discrimination or violence by or towards others;

- Theft, damage to or defacement of University property, or the property of other members and users of the University or third parties, whether caused intentionally or recklessly;
- attending classes or entering any other learning environment whilst under the influence of alcohol or drugs;
- Misuse or unauthorised use of University premises or items of property, including computer misuse, or breaches of the University code on acceptable network use;
- Conduct which constitutes a criminal offence, including possession of offensive weapons, possession of implements that are intended for use as weapons and possession of illegal substances on University premises or at an event under the control of the University, or an offence affecting other users of the University or the public;
- Failure to disclose name, student number or other relevant details to a staff member of the University, when it is reasonable that such information be given;
- Failure to comply with a previously imposed penalty under the disciplinary procedures;
- Bringing the University into disrepute.

The above list is not exhaustive.

The following framework will be referred to in determining the level:

Level of seriousness	Examples of types of offence	Action	Dealt with by	Record
<b>1 Minor</b>  (Informal disciplinary measures)	Rudeness Disruption in class Poor attitude to staff, other students or members of the public	Guidance:  Pastoral guidance interview with University Counsellor	Dean of Faculty  (with Disciplinary Board guidance where appropriate)	Faculty to keep brief note of the complaint and that guidance interview has taken place
<b>2 Significant</b>  (Informal disciplinary measures)	Repeat offences or more serious offences	Warning:  Disciplinary Interview and informal warning  Restriction or injunction to avoid certain behaviour	Dean of Faculty  (with Disciplinary Board guidance where appropriate)	Faculty to keep brief note of the complaint and that warning interview has taken place
<b>3 Serious</b>  (Formal disciplinary measures)	Serious disciplinary offences	Formal hearing:  Formal penalties as described below	Head of Student Administration and Disciplinary Board	Formally recorded Disciplinary Board hearing, investigation and decision coordinated by Head of Student Administration

Where the offence is sufficiently serious, the Head of Student Administration may make a recommendation via the Registrar to the Vice Chancellor to suspend the student about whom the complaint has been made whilst the complaint is being investigated.

On receipt of a report from an Investigating Staff Member, the Head of Student Administration will determine the action to be taken in accordance with the following guide:

Category	Level of complaint (see Table 1)	Decision	Action	Dealt with by
A	1 Minor 2 Significant 3 Serious	There is no case to answer	The Head of Mass will write to the student indication that the matter is closed. They will copy this letter to the Investigating Staff Member, the Dean of Faculty, any appointed Disciplinary Board member and	Head of MASS

			the person who made the original complaint	
B	1 Minor 2 Significant 3 Serious	That the offence has been admitted or partially admitted and is minor	The Head of Mass will request the Dean of Faculty to apply the appropriate action in accordance with the Table 1. The Head of Mass will write to the person who made the original complaint advising them of the outcome	Dean of Faculty
C	1 Minor 2 Significant 3 Serious	That the offence is admitted or partially admitted but is more serious, or is a second or further offence	The Head of MASS will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of MASS  Disciplinary Board
D	1 Minor 2 Significant 3 Serious	That the offence is not admitted	The Head of MASS will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of MASS  Disciplinary Board

Where the Disciplinary Board finds the student guilty, the student will be given an opportunity to present any mitigating circumstances or other factors they wish to have taken into account. The Disciplinary Board will then recommend the penalty to be applied, or may adjourn the meeting to consider the appropriate penalty further.

Penalties may include one or more of the following:

- a) A requirement for the student to apologise to those affected by the actions which were complained of;
- b) A written warning to the student, to remain on their record for a period determined by the disciplinary board;
- c) A fine proportionate to the offence;
- d) A requirement to make good the cost (in full or in part) of any damage or loss caused to property, whether that of the university or a third party;
- e) Exclusion from a particular section of the university's premises or facilities for a fixed or indefinite period such as suspension or expulsion;
- f) A recommendation via the registrar to the vice chancellor that the student be permanently dismissed from the university. Only the vice chancellor can permanently dismiss a student, and the vice chancellor may commute the proposed penalty to a lesser one if it is felt appropriate. If a decision to permanently dismiss is enacted then the university may advise other appropriate bodies of the action that it has taken.

The above list is not exhaustive. The Disciplinary Board may recommend a penalty or action not listed above, which will be subject to the agreement of the Registrar. A record of the offence and penalty will remain on the student's file for the remainder of their period of study.

All recommendations for penalty are subject to confirmation by the Registrar, and the Registrar's decision is final, except where the recommendation is for dismissal, in which case the Vice Chancellor will make the final decision.

A student may appeal the decision of the Disciplinary Board by writing to the Registrar within ten working days of receiving written notification of the Disciplinary Board decision, setting out the grounds for appeal.

The following alone shall constitute grounds for appeal:

- a) that new and relevant material evidence or information has emerged, which could not have been made available for consideration at the time of the Disciplinary Board hearing;
- b) that the decision reached was perverse in the light of the evidence presented;
- c) that there was a procedural error at the Disciplinary Board hearing or in the process leading up to it which had a material effect upon the Disciplinary Board decision; or
- d) that the severity of the penalty imposed was unreasonable and disproportionate.

The Registrar will determine whether the grounds are sufficient for an appeal to be heard. If not, he or she will inform the student in writing of this decision as soon as possible. This decision is final, and there will be no further right of appeal in the University's procedures.

If there are sufficient grounds for appeal, then the Registrar will convene an Appeal Board.

Where it is suspected that a criminal offence has been committed, the University will refer the matter to the police. Where the police are investigating a particular matter, any investigation by the University relating to the same matter will normally be suspended but may recommence when the police investigation is completed. The University may, exceptionally, decide to proceed with its internal disciplinary process before a police investigation is complete. In such cases, the University will take into consideration any new information that arises from the police investigation.

Whether or not a matter results in a criminal prosecution or other forms of civil reprimand, the University may decide to pursue disciplinary action in relation to any matter brought to its attention.

The University and the police may share information about a student in order to progress either a police investigation or a University disciplinary investigation. The University may also use other means of information gathering such as web searches to collect or check information that is in the public domain regarding a student or an incident, for example court listings or news reports. Such information sharing and gathering will have due regard for Data Protection legislation and credibility of the source.

### **14.3 Student Complaint Procedure**

BUID is committed to maintaining an effective procedure to allow all members of its community to make legitimate complaints. Students are entitled to lodge complaints concerning any aspect of University's services, including:

- Teaching and academic facilities such as quality of teaching or laboratory facilities
- Academic services such as computing or library services
- Personal support such as the Careers Service or Project Supervisors
- Administrative services such as Faculty Offices.

The Complaints Procedure shall not apply to cases in which an individual wishes to appeal against an academic decision; in such instances the applicant should follow the Appeals Procedure for students.

#### **Stage 1 - Informal Complaint to the Person Directly Responsible**

If possible, the complaint should initially be addressed to the member of University staff who is directly responsible for the situation in question.

If a matter of University policy or practice is the source of the complaint, the student should seek to identify the person with responsibility for its implementation or operation. For instance, complaints

about the content of a particular module should be addressed to the academic staff member teaching the module.

In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with the staff member concerned. The staff member may request the presence of a colleague and the student may wish to bring a friend to the meeting. Staff should be happy to deal with complaints raised on an informal basis, but if the student feels unable to approach the individual directly concerned they may proceed directly to Stage 2.

### **Stage 2 - Formal Complaint to the Dean of Faculty or Registrar**

If the student feels unable to approach the staff member who is directly responsible, or considers that the matter has not been satisfactorily resolved, s/he should raise the complaint by completing the relevant form and submitting it to the Dean of Faculty or Registrar.

Having reviewed the complaint and meeting with the student the Dean of Faculty/Registrar will outline how s/he intends to deal with the situation and when this is expected to be completed. The student will be notified in the event of any subsequent delay. The investigation should be completed as swiftly as possible and certainly within 3 weeks from the time of the initial hearing.

Once the complaint has been fully considered, the Dean of Faculty/Registrar will notify the student in writing of his or her conclusions and of any consequent action the Faculty intends to take.

If the student is not satisfied with the action taken at Stage 2, s/he may then choose to proceed to Stage 3 of this process.

### **Stage 3 - Formal Complaint to the Vice-Chancellor**

If the student is not satisfied that the matter has been resolved at Stage 2, a formal complaint to the Vice-Chancellor should be made by using the relevant complaint form.

If the complaint has already been heard under the procedure outlined in Stages 1 and 2, then any further investigation under Stages 3 of this procedure will normally be confined to an investigation of the handling of that complaint, and not into its substance.

The Complaint Form must be submitted, with any supporting documentation, to the Vice-Chancellor, who will then investigate the matter with relevant members of the staff in the Faculty concerned. The Dean of Faculty will be involved in the investigation of all complaints relating to academic matters, and the Registrar and Head of the relevant service in all complaints relating to the support services and the administration.

Unless notified otherwise, students should expect that written confirmation of the outcome of the investigation, and any consequent action BUiD intends to take, within 3 weeks of submission of the complaint form.

The decision at this stage will be final and will bring the University's investigation of the case to a close.

#### **14.4 Attendance Policy and Procedure<sup>8</sup>**

- BUiD expects students to attend all published classes for each module.

<sup>8</sup> a. *The University does not accept routine medical or dental appointments, family medical or dental appointments, business matters, overseas travel, death of non-immediate family members or travel or car delays as appropriate reasons for non-attendance.*

b. *In common with other UAE higher education institutions, students should not be late to class or leave class for prayers. Prayers should be taken at the next available gap in the student's timetable. Absences for prayers, where these occur, will be included in the non-attendance count.*

- Students must achieve a minimum of 70% attendance at all required learning activities.
- Students will be expected to meet with their tutors individually in order to plan assignments and presentations, and for feedback on written and oral work.
- Students are expected to be particularly aware of the necessity to attend and participate fully in any group work activities.
- Students who fall below the minimum University requirement may be deemed to be failing to progress.
- BUiD is obliged to inform Dubai International Academic City (DIAC) if attendance falls below this requirement which will result in withdrawal of the Student Residence Visa.

#### Attendance Procedure

- Attendance is captured by the Module Tutor assigned to the learning activity.
- The Module Tutor hands over the completed attendance sheet to administration on the same or next day for their information and record.
- Students arriving more than fifteen minutes late may be required at the tutor's discretion to provide a written account for their lateness. This account may be considered by the Head of Student Administration for reporting to the Board of Examiners on attendance.

Faculty Administrators will contact the student to discuss the absence, informing the student that any further absences could have a detrimental impact on their study.

Faculty Administrators will notify the Personal Tutor of any student absent for two consecutive learning activities. A tutorial will be arranged to discuss the issue with both the Personal Tutor and Head of Student Services.

An appropriate record will be kept of the meeting.

### 14.5 Student Appeals Policy and Procedure

A candidate has the right to lodge an appeal against the results of an examination. 'Examination' is understood to include any written, practical or oral assessment, continually assessed coursework or dissertation which counts towards the final module or award grade.

Factors which may adversely affect a student's performance in an assessment or examination must be drawn to the attention of the Examiners in writing by the student as soon as possible and, in any event, before the meeting of the Board of Examiners.

The formal grounds under which an appeal may be considered are:

- a. Substantial information directly relevant to the quality of a performance in the examination which was not available to the Board of Examiners when their decision was taken.<sup>9</sup>
- b. Alleged improper conduct of the examination

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<sup>9</sup>Ignorance of the requirements above to report factors which may have adversely affected a candidate's performance, or failure to report such factors on the basis that the candidate did not anticipate an unsatisfactory result in the examinations, will not by themselves constitute good reason.

- c. Appeals against academic judgement are not permitted. If appellants have issues with regard to a mark awarded, they must demonstrate that the process by which the mark was approved was flawed (ie though grounds a and/or b above).

Appellants must specify the formal ground or grounds under which they believe their appeal should be considered. They must also specify the basis or bases on which the formal ground(s) is/are invoked.

Any appeal must be submitted in writing, using the relevant form, to the Head of Student Administration as soon as possible. Only in special circumstances may an appeal be considered more than three weeks after the confirmed results of an examination have been made available to the appellant. The written presentation of the case, which the appellant is required to submit, should contain all the relevant arguments on the basis of which the appeal is being made. Other than in exceptional circumstances the appellant will not at any point thereafter be permitted to introduce new circumstances into the appeal.

Following submission of an appeal the Head of Student Administration will inform the relevant Dean of Faculty (or nominee), and the Personal Tutor.

The Appeal will be reviewed by the Head of Student Administration to assess whether the appeal has been appropriately formulated and, if so, it will be considered by the Appeal Committee.

If the Appeal has been properly formulated the relevant Dean of Faculty (or nominee) will be invited to provide written comments on the appeal case.

Following the receipt of written comments from the Dean of Faculty (or nominee) the Appeal Committee will be asked to meet in order to consider the appeal case.

The Appeal Committee will be convened by a Dean of Faculty. The remaining membership will include one further academic member of staff, the Head of Student Administration and the Head of Quality. None of the members of a specific Appeal Committee can be drawn from the Faculty in which the student is based.

During the Appeal Committee meeting the appellant and a representative of the Board of Examiners will be invited to attend part of the meeting in order to provide comment and to answer any questions that the Committee may have.

On hearing the appeal, the Committee has the power either to vary the original decision of the Board of Examiners or to confirm it.

A decision of the Appeal Committee is final and only in exceptional circumstances may be appealed. Appeals against Appeal Committee decisions will be considered by the Academic Board.

#### **14.6 Academic Honesty and Integrity**

Academic dishonesty means obtaining or seeking to obtain academic advantage by actions that include or are of equivalent nature to:

- Manipulation: submitting work in a format intended to mislead or bypass technology or procedures used by the University to detect academic dishonesty.
- Fabrication of data
- Submitting work that was completed in part or whole by someone who is not the student with ID enrolled on the programme (e.g. other student; work colleague or employee, any individual or entity contracted by a personal or commercial relation)
- Contravention of examination procedures: e.g. communicating with a third party during the exam whether in person, telephonically, or electronically; bringing and/or using material not

explicitly allowed in the exam; referring to and/or copying the work of others also taking the exam; falsifying identity in the exam)

- Plagiarism: is a dishonest academic act that means:
  - Presentation of the intellectual work of another person as if it were the presenter's own original work. This occurs when phrases, clauses, sentences, paragraphs or longer extracts are presented without acknowledgement of the source (original author)
  - Presentation of work as if it were original work when in fact it is substantially the same or the same as work previously submitted for assessment and/or credit and/or publication (self-plagiarism; recycling)
  - Presentation of another person's work or the student's own previously submitted work without the deliberate intent to claim it as own and original work, but failing to acknowledge the original source owing to carelessness, recklessness, or ignorance (negligent plagiarism)
- Collusion: is unauthorized and/or unacknowledged collaboration with another person or persons in the production of intellectual work that is to be submitted by the individual student. This includes contracting with individuals or entities on a commercial basis and supply in part or whole of work completed by one student for submission by another student as their own. The colluder (the other party) is considered perpetrator of the dishonest act alongside the student.

BUID's Student Services are designed to contribute to the cultural, social, moral, intellectual, and physical development of its students, through careers advice, counselling and access to health care and spiritual facilities.

## 15. Student Services

### 15.1 BUiD Achievement & Career Excellence

B.ACE is a centre that provides services to BUiD undergraduate and postgraduate students, leading them to empower their potential, competencies and skills for future success, as well as helping them choose the right career. At B.ACE students will get a chance to find career path which will maximize their skills. B.ACE will work in close collaboration with different BUiD stakeholders –staff, partners, employers, and career developers – to ensure graduates leave BUiD with every available opportunity and choice. B.ACE offers its services to students who are currently registered at BUiD and are on their 3rd year of study, and graduates; for up to two years after their graduation. B.ACE makes sure that the capabilities, proficiencies and skills of all students are recognised and effective guidance will be given to them.

B.ACE will provide students with the tools, resources and experiences they need to make informed choices about their future, empowering them to reflect on their university experience, develop their skills and competencies, and understand how to market these and interact confidently in a working environment.

Students will be offered services that include the following:

1. Information, advice and guidance:
  - ACE Career Hub: web and physical space for job seekers
  - Career guidance, feedback on profiles and documents, and practice interviews
2. Workshops, talks and events:
  - Skills development
  - CV preparation
  - Mock interviews
  - Researching job opportunities
  - Talks and webinars
  - Nationwide career events
3. Work experience:
  - Part-time work
  - Volunteering
  - Internships
  - Business idea development and incubation

### 15.2 Counselling Service

The University has contracted the services of a qualified Counsellor who will be available to all staff and students who are experiencing psychological or emotional difficulties of any nature.

- a. Counselling services are available for all registered students during term time.
- b. Services are available from 3pm to 6pm on Tuesday.
- c. Information about the service is provided to students during student induction and via BUiD website and Blackboard.
- d. Access to the counsellor out of designated hours is available and will be organized through the Head of Student Administration

Appointments can be made by telephone 04 391 3626, or e-mail [counselling@buid.ac.ae](mailto:counselling@buid.ac.ae)

### 15.3 Accommodation

Students are invited to contact the Head of Student Administration for information on available accommodation.

### 15.4 DIAC Facilities

#### A. Food Court

The DIAC food court is located across Block 11. The food court is open from 9am to 8.30pm from Sunday to Thursday, and 9am to 4.30pm on Friday and Saturday.

#### B. Prayer Rooms

Male and female prayer rooms are located in Block 8. A prayer room for women is available in Block 11. A prayer room for men is available in Block 12.

### 15.5 Student Activities and Publications

Both in conjunction with the Dubai International Academic City and as an autonomous institute the University will create and plan several social and cultural activities for students throughout the year. Student's ideas for a suitable student activity will be welcome by BUiD.

#### Student Organisations

BUiD will have authority over all student organisations and activities.

- To provide for the efficient use of University buildings and facilities and to protect the integrity and reputation of BUiD, no student organisation will be permitted to use BUiD facilities without prior approval. The students can request for such approval by writing an email to the Head of Student Administration.
- All students and guests must conform to the UAE law. Organisation or students arranging the activity will be responsible for taking all reasonable steps to prevent any infraction of the University rules and UAE laws.
- Students will be expected to behave in a responsible and respectful manner when taking part in such activities and refrain from any disciplinary offences as set out in the student Disciplinary policy.

#### Supervision of Student Activities & Publications

- BUiD will broadly support any organised student activities that may arise from students' interests, such as student societies or student publications.
- While the University respects individual freedom of expression, students will be free to express their views as long as they do not interfere with the rights and freedoms of other individuals but they should refrain from publishing offensive or defamatory comments concerning the University or any individual or group of individuals within or external to the university community.
- Material that is found to be disrespectful and offensive to Islam, UAE laws and traditions, and/or any other cultural or ethnic group will not be published.
- Any individual/group whose conduct violates these rules will be subject to disciplinary action.

#### Student-run media

Any Student-run media, shall be representative of the entire student body and not be the province of a limited number of students or small groups of students associated with any Faculty, programme or department. Staff members (including editors) for student media shall be widely recruited from the entire student body, and a designated faculty advisor shall provide assistance to student staff members irrespective of their programme of study.

Appropriate disclaimers will be published stating that:

- a. University is not responsible for the content of student publications or broadcasts.

- b. Views and opinions disseminated through any or all of the student-run Media are not necessarily the views and opinions of BUiD.

All information provided through student-run media shall be based upon professional standards of accuracy, objectivity and fairness.

The students responsible for student-run media will check and verify all facts and verify the accuracy of all quotations before publishing.

### **Student Media and Use of Electronic Information Resources**

Student may use electronic information resources, including Internet Web sites, e-mail, etc. to gather news and information, to communicate with other students and individuals and to ask questions of and consult with sources.

The university reserves the right to remove or restrict student media access to on-line and electronic material in case the content is deemed in appropriate by the University

### **Social Networks**

Social network sites such as Facebook, Myspace, and other digital platforms and distribution mechanisms facilitate student communicating with other students. Participation in such networks has both positive appeal and potentially negative consequences. It is important that BUiD students be aware of these consequences and exercise appropriate caution if they choose to participate.

Students are not restricted from using any on-line social network sites and digital platforms. However, users must understand that any content they make public via on-line social networks or digital platforms is expected to follow acceptable social behaviours.

## **15.6 Alumni Association**

BUiD aims to maintain an up-to-date database of its former students. Through this BUiD will act as a contact point for a worldwide network of alumni contacts and groupings of alumni in various countries and regions of the UAE. Inclusion in the database will be voluntary and will form the mailing list for news on developments within BUiD.

## **15.7 Student Participation in the University**

Students will have a crucial role in providing feedback to BUiD on the quality of its teaching and learning and support services. Students may participate in the following ways:

- Completing a module feedback form at the end of each module
- Participating in the module review process
- Electing a student to be Programme Representative
- Supporting the Programme Representative at the relevant Board of Studies, Senate and Programme Review Committees
- Offering suggestions to the Library and other support services using the appropriate Suggestions Boxes
- Giving feedback to the Careers, Counselling, Health service and other DIAC service providers using the appropriate questionnaire
- Using the Student Grievance Procedure as appropriate

## 16. Doctoral Training Centre

The DTC is a central department that supports and promotes the development of research activity and output at The British University in Dubai. Working in collaboration with the Academic Faculties and Central Administration, the DTC offers a comprehensive and systematic training and development programme for doctoral level students. The British University in Dubai is a research intensive institution and our commitment to research development extends to our students.

### Research Development and Support

The primary focus of the DTC is to provide training, guidance and support for doctoral students in the pursuit of research excellence and output. Through a combination of training courses, workshops, presentations, discussion groups, seminars and conferences, the DTC promotes research activity, supports student development and seeks to enhance the value and relevance of BUiD's contribution to both academia and the community at large.

### Training Provision

Training courses are grouped thematically into areas of development so that students can develop a range of transferable skills in key areas:

- Communication
- Career management
- Networking and team working
- Research methodology and management
- Information technology
- Personal effectiveness

Research Training courses for doctoral students are offered throughout the year and aim to cover key areas of relevance and value. The courses reflect the early, mid and late stage stages of PhD development and are targeted and offered accordingly.

### Core course delivery

In addition to the doctoral training courses above, the DTC provides access to core courses for all postgraduate students at BUiD. These courses are available throughout the academic year and are offered on multiple occasions and times to suit the diverse needs and expectations of our student body.

- Referencing, acknowledging sources & avoiding plagiarism
- Writing introductions, definitions, conclusions & abstracts

These courses focus on key skills and competencies and are relevant to all research students. Registration for all courses is through the BUiD Blackboard system and students will be emailed with details of new courses and registration processes.

## 17. Masters Preparation Programmes

The MBA programme offers a Foundation programme for applicants who have non-business related Bachelor degree. The foundation programme will cover four core concentrations of Business and Management, namely:

- Principles of Management
- Principles of Marketing
- Principles of Accounting
- Principles of Finance

If the student has already taken one or more of the concentrations covered in the foundation programme, he/she may seek exemption from that concentration provided that they achieved grade 'C' or above in a comparable and accredited (Ministry of Education) undergraduate module completed within the past five years. An official transcript must be submitted for evaluation at the time of admission if students want to consider the said exemption. Meanwhile, the decision to waive one or more concentration will be made jointly by the Dean of the faculty of Business and the Head of Programme.

**18. FACULTY OF EDUCATION**

<b>Degrees Offered</b>	
Doctorate in Education (EdD)/PhD in Education	
Master of Education (MEd)	
Postgraduate Diploma in Education	
<b>Academic Staff</b>	
<b>Dean</b>	Prof. Eman Gaad
<b>Professors</b>	Prof. Sufian Forawi
	Prof. Abdulai Abukari
	Prof. Christopher Hill
<b>Associate Professor</b>	Dr Solomon Arulraj David
<b>Assistant Professor</b>	Dr Emad Ayyash
	Dr. Tendai Charles

### 18.1 Portfolio of PhD in Education and Doctor of Education Programmes

Sn.	Faculty	Designation/ Role
01	Prof. Eman Gaad	Professor; Dean
02	Prof. Sufian Forawi	Professor
03	Prof. Abdulai Abukari	Professor
05	Prof Christopher Hill	Professor; Programme coordinator
06	Dr Solomon Arulraj David	Associate Professor
07	Dr Emad Ayyash	Assistant Professor
08	Dr. Tendai Charles	Assistant Professor
External Examiner		University
Dr.Margaret Gillon Dowens		University of Nottingham Ningbo

#### ❖ PhD in Education Programmeme

The programme is designed to meet the needs and interests of professionals working within the educational sector. This may be in all levels of education from schools through to higher education as well as in organisations that have educational and training responsibilities in the public and private sectors.

#### Learning Outcomes of the Programmeme

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular Educational field through the pursuit of a theoretically thesis, contributing more fundamental knowledge to educational scholarship.

SN.	Programme Learning Outcomes	Aligned with L10 QFE Descriptors
<b>Knowledge</b>		
1	A detailed understanding of applicable techniques for research and advanced academic enquiry in Education, at PhD level often requiring more complex and interdisciplinary methods	QFE 1, 2
2	A systematic acquisition and understanding of a substantial body of knowledge particularly in philosophical and theoretical foundations and implications which is at the forefront of the academic discipline or area of professional practice in Education	QFE 1, 2
<b>Skills</b>		
3	The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems, which in the PhD is generally of a stronger theoretical nature and of more depth	QFE 3,4, 5
<b>Aspects of Competence</b>		
4	The creation and interpretation of new knowledge, particularly in a PhD through original research or other advanced scholarship in theory building and interdisciplinary, of a quality to satisfy peer review, advance the vanguard for the discipline of Education, and merit publication.	QFE 6,7,8, 11, 12, 13, 14

The core learning outcomes will also translate into PhD holders having the qualities and transferable skills necessary for employment in scholarly positions requiring the exercise of significant personal responsibility and largely autonomous initiative in complex and unpredictable situations, within professional or equivalent environments

### Programme Graduate Completion Requirements

To graduate from the programme, students must:

- Acquire 180 D-level credits through completion of 7 taught modules
- Successfully complete a non-credit bearing transferrable skills module
- Acquire 360 D-level credits by successful completion and viva of a thesis of approximately 80,000 words
- Attend at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUID

### Programme Structure

Title	Credits
<b>Taught Modules:</b>	
<b>Research Training Modules (All these modules are compulsory)</b>	
Qualitative Research Methods And Paradigms	30
Quantitative Methods	30
Research Design and Planning	40
<b>Core Modules (All these modules are compulsory)</b>	
Assessment and Learning	20
Educational Policy: Theory and Practice	20
Curriculum and Instruction: Theory and Practice	20
Teaching and Learning in Higher Education and Workplaces	-
<b>Specialist Modules (Students to take one module which is relevant to their specialism out of this set)</b>	
Current Issues in Psycholinguistics and Language Learning and Teaching	20
Education of Learners with Exceptional Learner Needs	
Theory and Practice of Leadership in Education	
Reading Mathematics Education Research	
Scientific Ways of Knowing	
Reading Science Education Research	
Reading Science Education Research	
Managing Technology in Education	
Reading STEM/STEAM Education	
Reading Health Education and Wellness	
<b>Taught Module Credits</b>	<b>180</b>
<b>Thesis Credits</b>	<b>360</b>
<b>Total Credits Required for Degree Completion</b>	<b>540</b>

The programme study plan will be the same for both PhD in Education and Doctor of Education

**Teaching Plan for Academic Year 2022-2023\***

Term	Module code	Module Name
Sep-22	DED604	Assessment and Learning
	DED622	Educational Policy: Theory, Development, Practice & Evaluation
	RES606 B	Research Design and Planning
Jan-23	DED607	Teaching and Learning in Higher Education and Workplaces
	DED623	Curriculum and Innovation: Theory and Practice
	RES604	Advanced Qualitative Research Methods and Paradigms
Apr-23	DED608	Current Issues in Psycholinguistics and Language Learning and Teaching
	DED612	Education of Children with Exceptional Learning Needs
	DED615	Theory and Practice of Leadership in Education
	DED626	Reading STEM/STEAM Education
	DED624	Reading Science Education Research
	DED625	Managing Technology in Education
	RES605	Quantitative Methods
DED627	Reading Health Education and Wellness	

❖ **Doctor of Education (EdD) Programme**

The Faculty of Education also offers the degree of Doctor in Education. This was the first doctoral level education degree to be offered in the region. The EdD programme provides the opportunity for the research student to thoroughly explore and extend their subject knowledge by following a rigorous series of taught modules within a particular subject area. The programme provides a more pronounced emphasis and depth in the professional research element.

**Learning Outcomes of EdD programme**

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular area through the pursuit of a major research project in an area of professional relevance and the publication of a thesis. In order to carry out this overall aim the following learning outcomes will have been achieved. Students will;

SN.	Programme Learning Outcomes	Aligned with L10 QFE Descriptors
<b>Knowledge</b>		
1	Be able to identify key local and international issues and recognise leading edge ideas within selected fields of education, both within their own specialist area and in wider areas of education;	QFE 1, 2
<b>Skills</b>		
2	be aware of a variety of standpoints and be able to apply these different standpoints to their specialised area of study;	QFE 3,4, 5
<b>Aspects of Competence</b>		
3	be able to extend and apply current theoretical perspectives to generate new theoretical models and understandings which are of relevance to Dubai, the UAE and the wider Gulf region, as well as internationally (Role in Context);	QFE 6,7,8

\* Modules offered are subject to change

SN.	Programme Learning Outcomes	Aligned with L10 QFE Descriptors
4	be able to seek out and critically analyse sources or evidence bases (Autonomy & Responsibility)	QFE 9,10, 11
5	have demonstrated their ability to disseminate and publish their ideas through the production of a substantial portfolio of written work, including a thesis (Self-development	QFE 12, 13, 14

The programme offers a non-credit bearing Teaching and Learning in Higher Education and Workplaces module through which, students will be aware of the approaches to and have gained some experience of preparing and teaching in an environment composed of adult learners.

### Programme Graduate Completion Requirements

To graduate from the programme, students must:

- Acquire 180 D-level credits through completion of 7 taught modules
- Successfully complete a non-credit bearing transferrable skills module
- Acquire 360 D-level credits by successful completion and viva of a substantial thesis of 50,000-60,000 words
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUd

### Programme Structure and Module Descriptors

The programme Structure of PhD in Education and Doctor of Education is same with the only difference being in the type of research being pursued by the student.

### Module Descriptions:

#### **RES604: Qualitative Research Methods and Paradigms**

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to the context of the programme. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm.

#### **RES605: Quantitative Methods**

This module introduces students to a wide range of methods of data collection, analysis and interpretation. It will consider the strengths and weaknesses of experimental and quasi-experimental approaches, the proposal and testing of hypotheses, and the suitability of such methods. It will introduce students to a range of descriptive and inferential statistical techniques used for interpreting numerical data.

#### **RES606: Research Design and Planning**

This module concentrates on the development and design of the students' own research proposals, consisting of two main sections: firstly, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis.

#### **DED604: Assessment and Learning**

The principles, concepts and theories of human learning psychology are presented in detail with emphasis on cognitive approaches, their interpretation of how learning occurs and what is required

to orient teaching to respond to the nature of learning. The personality of the human being, the role of IQ, the issues of personal learning characteristics, the situation of human motivation for learning are examined from a research perspective and from the viewpoint of classroom applications. Specific aspects of learning language, mathematics and science are explored. The main concepts, principles, methods and controversies concerning the measurement of student learning are also examined including how the statistical tools and procedures introduced in Research Mythology 2 are applied in testing and assessment in different subject disciplines.

**DED605: Educational Policy: Theory and Practice**

Policy development, analysis, and implementation of change processes in educational organizations are the substance of this course. It will introduce educators and educational policy-makers and leaders to thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from a number of philosophical and practical perspectives, and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation. Further they will be able to offer policy recommendations, evaluate policy efforts and prepare policy briefs for a range of audiences.

**DED613: Curriculum: History, Theory, Development and Innovation**

The nature of curriculum and innovation is examined in detail developing concepts, research methods, analytic and evaluative methods and techniques and policy issues to achieve an in-depth conceptualization of the field. Strengths and weakness of curriculum innovation policy approaches are analysed. Curriculum analysis, design and development models and approaches are explored and practical exercises in curriculum development undertaken. Theories and models of innovation are examined and critiqued and innovation strategies are analysed in various cases (charter schools, cooperative learning, teacher certification, etc.). Designs to confront and resolve barriers to innovation are considered. Materials development and subsequent implementation and impact evaluation are included.

**DED607: Teaching and Learning in Higher Education and Workplaces**

The course aim is to develop competent professionalism in teaching and learning in adult learning environments

**DED608: Current Issues in Psycholinguistics and Language Learning and Teaching**

This module involves the study of research into language acquisition and resulting TESOL methodology. Current research into how languages are learnt and the implications for language teaching methodology are examined. It provides students with the opportunity to reflect on and re-assess a wide range of recent and traditional approaches to the teaching of second languages such as audiolingualism, task-based approaches, and Communicative Language Teaching.

**DED612: Education of Learners with Exceptional Learning Needs**

This module will be offered on weekly bases in a lecture/interactive seminar mode. The module will consist of a series of weekly lecture/seminar sessions which will introduce basic concepts related to education of children with exceptional learning needs. These sessions will be based on general issues involved in their education and programme design for students with exceptional learning needs in and outside of inclusive settings. In addition, students will explore issues which are relevant in their thesis area through small group/individual tutorials which will include the presentation and development of educational plans supported by related literature. The following issues will form the spine of the syllabus and at all stages there will be a strong emphasis on research and critical analysis.

**DED615: Theory and Practice of Leadership in Education**

This module covers the basic theories and models of leadership as they apply to educational settings. This includes examining the forms it takes, its social, cultural and political dimensions, the role of personality and character, the ethics of leadership, and the effects of these factors on educational professionalism, programmes, and practices. Also covered are problems in leadership, the impact of globalization, identity formation and nationalism, multicultural tensions, and issues of ethnicity, race, and gender. In addition, the module will cover empirical research studies and research methods for leadership in international, regional and local contexts.

**DED618: Reading Mathematics Education Research**

This module aims to give students an overview of contemporary research on teaching and learning mathematics in schools and colleges. The purpose is not to prepare students to do a research study per se but to help them to become critical consumers of mathematics education research relevant not only to the school and college, but also at the policy level. A major focus is the reading and interpretation of a range of different types of research studies and research methods in mathematics education, and the drawing of implications from these for teaching, learning and policy making. During the module, students are expected to develop a framework for critically examining research in mathematics education in their own jurisdiction, be that at school, district, region or national level.

**DED621: Scientific Ways of Knowing**

The aims of this module are to provide a discourse on major theories and issues on the history and the philosophy of science, develop an informed understanding of the nature of science, and connect discussion to science research and practice. The module provides opportunities to examine the historical and philosophical perspectives of science. It considers the nature of what science is, how it works, and its ethical and societal considerations. It will also critically study the parallel but separate development of science and technology, their differences and their connectedness. Classroom implications for teaching and learning implicit and explicit nature of science and its philosophy will be provided. The impact of each of these entities on society will be addressed where appropriate.

**DED624: Reading Science Education Research**

This module is planned to provide readings and discourse of science education research and its interdisciplinary connections with other fields, such as technology, engineering arts, mathematics, and health. Research indicates that technological innovation accounted for almost half of the global economic growth over the past 50 years, and almost half of the 30 fastest-growing occupations in the next decade will require at least some background in STEM. Innovation remains tightly coupled with Science and related fields and exemplified on designs that are promised to transform our knowledge, economy, and employment in the 21st century just as science and technology did in the last. Therefore, this module discusses the connections of science, technology, engineering, arts, mathematics, and health that form the scientific endeavour and development. The module examines the parallel but separate development of these subjects/fields, their differences, their connectedness, and connection to science education especially to student learning, curricular implications, and education policies and reforms.

**DED625: Managing Technology in Education**

The organisation, development and implementation of ICT in education is examined in detail developing concepts, research methods, analytic and evaluative methods and techniques and policy issues to achieve an in-depth conceptualization of the field, and a fundamental understanding of the role of policy in ICT provision. ICT policy is discussed in relation to the process of auditing, planning and implementing change. Analysis, design and development models and approaches are explored and practical exercises in ICT innovation and implementation are examined and critiqued. Designs to confront and resolve barriers to innovation are considered. Materials development and subsequent implementation and impact evaluation upon teaching and learning practices as well as practical issues concerning policy development will be examined.

**DED626: Reading STEM/STEAM Education**

This module is planned to provide readings and discourse of STEM and STEAM education research and its interdisciplinary, multidisciplinary and transdisciplinary connections. STEM/STEAM education is becoming a major catalyst of educational reform and development internationally and in the United Arab Emirates. Therefore, this module provides a broader discourse of research readings in different topics/issues of science, technology, engineering, arts, and mathematics fields. The module examines the parallel but separate development of these subjects/fields, their differences, their connectedness, and connection to education, policy and strategic planning, curricular implications and especially to K-16 student learning. Finally, each student will be catered to develop their research topic of interest within the module concertation.

**DED627: Reading Health Education and Wellness**

This module is developed to provide research base for health education and wellness that acknowledges the behavioural and environmental deter health, and asserts that the health of individuals, groups, communities and nations constructed in society and schools. Health Education is a subject that would interest students who are concerned about social justice issues and who have a strong commitment to community. Students considering careers in health-related fields including health policy development, health and safety laws and regulations, health advocacy, health information management, counselling, social work, medicine and nursing would find it beneficial. The module provides a context for exploring, identifying and discussing health education reforms, issues, models and strategies. Students should gain deep understanding of the biophysical, psychosocial and environmental determinants of health and wellness concerns through their analysis of primary and secondary justice framework provides a perspective to identify health inequities and to gauge success of interventions.

## 18.2 Portfolio of Masters of Education Programmes

SN.	Faculty	Designation/ Role
01	Prof. Eman Gaad	Professor; Dean
02	Prof. Sufian Forawi	Professor
03	Prof. Abdulai Abukari	Professor; Programme coordinator
04	Prof. Christopher Hill	Professor
05	Dr. Solomon Arulraj David	Associate Professor
06	Dr. Emad Ayyash	Assistant Professor; Admissions Tutor
07	Dr. Tendai Charles	Assistant Professor
External Examiner		University
Dr. Margaret Gillon Dowens		University of Nottingham Ningbo

The aim of the programme is to develop talented, well-rounded, professionals who possess the knowledge, understanding and skills needed to assume roles of responsibility, in the field of Education. The student's work on the Dissertation/ Research Project is designed to equip the student with the ability to independently research education related topics and apply rigorous academic-level analysis and reporting standards

**The programme offered under the portfolio are as follows:**

- Master of Education in Management Leadership and Policy (MLP)
- Master of Education in Special and Inclusive Education (SIE)
- Master of Education in Teaching English to Speakers of Other Languages (TESOL)
- Master of Education in Information and Communication Technology (ICT)
- Master of Education in Science Education (SE)
- Master of Education in Psychology (PSYCH)
- Master of Education in Learning and Teaching (LT)

### Learning Outcomes of the portfolio of Education Programmes

#### Common Programme Learning Outcomes for the Portfolio of Education Programmes

SN.	Common Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop and demonstrate advanced knowledge and comprehension in the discipline of education	QFE 1, 3, 4
<b>Skills</b>		
2	Demonstrate a proven ability to use critical inquiry and intellectual challenge to investigate, research and improve instructional effectiveness and student achievement	QFE 5, 6, 7, 8
3	Develop skills and attitudes toward continuous professional development and lifelong learning as well as having the ability to lead in the classroom, school and community	QFE 6, 7, 9
4	Contribute to the enhancement of the cultural, intellectual, technological and social capital which stems from interacting with a wide range of learners	QFE 5, 7, 9
<b>Aspects of Competency</b>		

SN.	Common Programme Learning Outcomes	Aligned with L9 QFE Descriptors
5	Analyse and critically evaluate complex issues so as to develop and support conclusions which can be effectively communicated to specialist and non-specialist audiences.	QFE 10, 15
6	Formulate and apply an appropriate research methodology to address the most pressing questions affecting education with particular reference to the UAE, GCC and MENA	QFE 10, 12, 14, 15
7	Present, explain and/or critique complex matters in terms of the content of the field, both verbally and in writing using academic intellectual standards	QFE 10
8	Possess qualities and transferable skills necessary for employment, professional, and equivalent level: <ul style="list-style-type: none"> <li>• the exercise of initiative, ethical and personal responsibility</li> <li>• decision-making and self-direction in complex and unpredictable situations</li> </ul>	QFE 10, 14, 15, 16

### Management, Leadership and Policy (MLP) Learning Outcomes

SN.	Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Demonstrate detailed understanding of different theories and research on education and development, including economic, social and political development with particular application to countries of the region	QFE 1,2,3, 4
2	Demonstrate detailed understanding of major theories, approaches, debates and issues in the management of education and be able to relate them to educational contexts	QFE 1, 3, 4
3	Critically assess and apply the different approaches to leadership and utilize them in their own context	QFE 1,2, 4
<b>Skills</b>		
4	Apply theoretical knowledge and established techniques of research and enquiry to analyse issues in the management and policy area	QFE 5, 7, 8
5	Develop general and specific skills in sector analysis and evaluation of educational processes	QFE 5
6	Demonstrate advanced skills in the evaluation of educational processes	QFE 5, 7, 8
7	Develop skills in democratic leadership, presentation, delegation, appraisal and team work and the ability to evaluate appropriate contexts for their use	QFE 9
8	Critically evaluate, synthesize analyse to manage, curriculum design and innovation	QFE 5,7
<b>Aspects of Competency</b>		
9	Demonstrate an in-depth understanding of the relationship between government policy and practice in education	QFE 10
10	Appraise and apply management theory and practice to their own area of responsibility	QFE 12, 14
11	Identify the nature of issues of gender, language, religion, ethics and ethnicity with regard to management and governance in education	QFE 12

SN.	Programme Learning Outcomes	Aligned with L9 QFE Descriptors
12	Critically assess the impact of leadership and management on student's learning	QFE 15
13	Critically evaluate, synthesize and analyse school effectiveness and school improvement literature and apply findings to their own context	QFE 10,15,17
14	Evaluate the advantages and disadvantages of centralisation or decentralisation in educational governance and finance	QFE 11, 15

### Special & Inclusive Education (SIE) Learning Outcomes

SN.	SIE Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Interpret an understanding of major theories that are related to the area of special and inclusive education	QFE 1, 3
2	Develop a critical understanding of methods of evaluation and assessment of special and inclusive curricular materials , teaching, learning and policy	QFE 2, 4
<b>Skills</b>		
3	Critically evaluate and adapt instruction to meet the individual learner needs in inclusive settings	QFE 6,7
<b>Aspects of Competency</b>		
4	Conduct and present analytical research in special and inclusive education for classroom discussion and professional audiences.	QFE 10, 15,16
5	Demonstrate advanced knowledge in developing appropriate framework to examine research in special and inclusive education based on their own explanations of curriculum and management foci at the UAE, regional and international levels	QFE 10, 13, 15
6	Develop interdisciplinary/multi-agency collaboration in relation to researching special and inclusive education	QFE 14, 15
7	Establish explicit and implicit connections of research and practice of nature, history, and philosophy of special and inclusive education	QFE 13, 15

### Teachers of English to Speakers of Other Languages (TESOL) Programme Learning Outcomes

SN.	TESOL Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop a critical understanding in theories and research in approaches to language teaching and dynamics of language use	QFE 1,3,4
<b>Skills</b>		
2	Assess and identify the best classroom methodology based on an understanding of research into second language acquisition.	QFE 6, 8
<b>Aspects of Competency</b>		
3	Evaluate, analyse and select language materials for use in the classroom based on a framework of language analysis and description	QFE 15, 16
4	Identify, develop and organise syllabus content to meet a range of students' needs	QFE 10, 12, 15
5	Demonstrate an advanced knowledge of methods of evaluation and assessment of curricular materials, teaching programmes and individual student achievement	QFE 10, 13

SN.	TESOL Programme Learning Outcomes	Aligned with L9 QFE Descriptors
6	Demonstrate a broad comprehension of the wider context of language learning as part of an educational, social and political system	QFE 10, 12, 16
7	Formulate and apply an appropriate research methodology to address the most pressing questions affecting second language learning and education	QFE 12, 15, 16

### Information and Communication Technology (ICT) Programme Learning Outcomes

SN.	ICT Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop advanced understanding on processes involved in the evaluation of educational software and internet based learning resources	QFE 1,3, 4
2	Demonstrate a critical understanding of how different approaches to teaching and learning influence learning	QFE 2,3
<b>Skills</b>		
3	Demonstrate how information and communication technology in general and computers in particular can be used to support teaching and learning	QFE 5, 6, 8
4	Critically analyse and apply information and communication technology to support teaching and learning	QFE 7, 9
5	Identify the different elements of design in relation to online learning theory and contexts, resource, discussion, community and blending these to meet the learning objectives	QFE 6,7
<b>Aspects of Competency</b>		
6	demonstrate a critical understanding of the complexity of the role, responsibilities and needs of the ICT co-ordinator	QFE 11, 14, 16
7	demonstrate a critical awareness of the management of change with respect to ICT in education	QFE 10, 13, 17
8	Propose different approaches to designing learning resources, feedback and assessment and quality assurance	QFE 10,13
9	Act autonomously to produce an effective ICT Policy and ICT development plan	QFE 10, 13,14

### Science Education (SE) Programme Learning Outcomes

SN.	SE Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop and demonstrate a detailed understanding of theories and critical analysis of major philosophies and approaches to science education	QFE,2,3,4
2	Demonstrate an understanding of methods of evaluation and assessment of science curricular materials, teaching, learning, and policy, including authentic and standardized techniques and international assessments, such as TIMSS	QFE 1,2,3,4
<b>Skills</b>		

SN.	SE Programme Learning Outcomes	Aligned with L9 QFE Descriptors
3	Critically evaluate and adapt classroom instruction based on an understanding of research into science education.	QFE 6,7
4	Develop and demonstrate a detailed understanding in the use of critical thinking and moral reasoning, and grasp the relationship between intellectual and moral integrity, and how to assess moral reasoning in science education	QFE 5,7,8
5	Develop skills in analytical research, inquiry instruction, critical thinking, and moral reasoning to be utilized in science practice, at elementary or secondary levels	QFE 5,6,8
<b>Aspects of Competency</b>		
6	Accurately conduct and present analytical research in science education for classroom discussion and professional audience.	QFE 13,16
7	Create a framework to appropriately examine research in science education based on their own explanations of curriculum and management foci at the UAE, regional and international levels.	QFE 10
8	Identify the appropriate framework to examine research in science education based on their own explanations of curriculum and management foci	QFE 15
9	examine the distinctive nature of math, science, and technology, as well as their optimal interdisciplinary nature.	
10	establish explicit and implicit connections of research and practice of nature, history, and philosophy of science.	QFE 10,13,16

#### Psychology (PSYCH) Programme Learning Outcomes

SN.	PSYCH Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop a critical understanding of theories and research in approaches to psychology and its various schools of thought	QFE 1,2,3,4
<b>Skills</b>		
2	Assess and identify the best applications of psychology theories based on educational needs	QFE 5,6,8
<b>Aspects of Competency</b>		
3	Evaluate, analyse and select psychological theories and models which can support teaching and learning	QFE 10,12,13,15
4	Identify, develop and organise syllabus content to meet a range of students' needs	QFE 10,14,15
5	Demonstrate an advanced knowledge of methods of evaluation and assessment of curricular materials, teaching programmes and individual student achievement	QFE 10,14,16
6	Demonstrate a broad comprehension of the wider relevance of psychology as part of an educational, social and political system	QFE 11,12,13,17
7	Formulate and apply an appropriate research methodology to address the most pressing questions affecting education	QFE 10,15,16

#### Learning and Teaching (LT) Programme Learning Outcomes

SN.	LT Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Develop and demonstrate advanced knowledge, critical understanding and comprehension of current theories and approaches to learning and teaching.	QFE 1,3,4
2	Demonstrate comprehensive knowledge, critical understanding and awareness of current research on education practice, theories of learning and pedagogical approaches	
3	Develop and demonstrate advanced knowledge and comprehension of professional and personal values and ethics	QFE 1,3,4
4	Demonstrate advanced knowledge and critical understanding of different ways to engage in effective professional development.	
5	Demonstrate advanced knowledge and critical understanding of different approaches to research own practice	
<b>Skills</b>		
6	Demonstrate ability to draw on a wide range of sources to inform planning and implementation of learning and teaching activities to deal with complex learning issues across a wide range of challenging contexts to optimise learner achievement	
7	Identify, modify and effectively use appropriate innovative technologies in a wide range of learning contexts to enhance students' learning experiences	
8	Apply high level of problem-solving skills through identifying information from different sources to solve complex and abstract problems to improve student achievements.	QFE 6,7
9	Identify and integrate relevant policies on professional and ethical conduct in planning and implementing across all aspects of own professional practice.	
10	Identify and use a wide range of communication tools to present, explain and/or critique complex ideas, concepts and information to a wide range of audience including teaching and learning situation, communicating with colleagues, parents and other people.	
<b>Aspects of Competency</b>		
12	Analyse and critically evaluate complex issues related to learning and teaching in the classroom and develop appropriate strategies, using information from a wide range of sources, to effectively deal with them to optimise learner achievement.	
13	Demonstrate advanced knowledge and comprehension of UAE heritage and values, national educational vision and appropriately integrating these in innovative ways in the planning and implementing of teaching practice.	QFE 12,13
14	Actively engage in researching own practice through applying appropriate action research approaches in a wide range of practice contexts to inform and improve teaching practice and enhance students' learning experience	

### Programme Structure of the MEd (Dissertation – Route)

	Programme Modules (20CR each)	MEd in Management Leadership And Policy (MLP)	MEd in Special and Inclusive Education (SIE)	MEd in Teaching English to Speakers of other Languages (TESOL)	MEd in Science Education (SE)	MEd in Information and Communication Technology (ICT)	MEd in Psychology (Psych)	MEd in Learning and Teaching (LT)
Common modules (60CR)	Teaching and Learning or Learning Assessment and Teaching*	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Research Methods in Education	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Educational Policy	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
Programme Specialized modules Minimum of 2 X 20 programme specific module + 1 elective from any area (with approval of the personal tutor)	Leadership for School Improvement	Programme-specific	Available	Available	Available	Available	Available	Available
	Education innovation and curriculum	Programme-specific	Available	Available	Available	Available	Available	Available
	Organizational Behaviour	Programme-specific	Available	Available	Available	Available	Available	Available
	Citizenship, Environmental, and Human Rights Education	Programme-specific	Available	Available	Available	Available	Available	Available
	School Observation, Teacher Development, Evaluation and Supervision	Programme-specific	Available	Available	Available	Available	Available	Available
	Introduction to Learning Difficulties	Available	Programme-specific	Available	Available	Available	Available	Available
	Education of Children with Exceptional Learning Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	Inclusion and Special Educational Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	TESOL Syllabus and Design	Available	Available	Programme-specific	Available	Available	Available	Available
	Second Language Teaching and Learning	Available	Available	Programme-specific	Available	Available	Available	Available
	Sociolinguistics for TESOL	Available	Available	Programme-specific	Available	Available	Available	Available
	Discourse for Language Teachers	Available	Available	Programme-specific	Available	Available	Available	Available
	Scientific Ways of Knowing	Available	Available	Available	Programme-specific	Available	Available	Available

	Critical Thinking & Moral Reasoning in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Trends & Issues in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Interdisciplinary Math, Science & Technology	Available	Available	Available	Programme-specific	Available	Available	Available
	Learning and Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Managing Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Introduction to Developmental Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Cognitive Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Introduction to Social Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Professional Value and Ethics	Available	Available	Available	Available	Available	Available	Programme-specific
	Teacher Professional Learning and Development	Available	Available	Available	Available	Available	Available	Programme-specific
	International Higher Education	Available	Available	Available	Available	Available	Available	Available
Dissertation (60CR)	EDU500 (60CR)	Compulsory	Compulsory*	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
<b>Total 180CR</b>								

### Programme Structure of the MEd (Dissertation – Route)

	Programme Modules (20CR each)	MEd in Management Leadership And Policy (MLP)	MEd in Special and Inclusive Education (SIE)	MEd in Teaching English to Speakers of other Languages (TESOL)	MEd in Science Education (SE)	MEd in Information and Communication Technology (ICT)	MEd in Psychology (Psych)	MEd in Learning and Teaching (LT)
Common modules (60CR)	Teaching and Learning or Learning Assessment and Teaching* **	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Research Methods in Education	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Educational Policy	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
Programme Specialized modules Minimum of 2 X 20 programme specific module + 3 electives from any area (with approval of the personal tutor)	Leadership for School Improvement	Programme-specific	Available	Available	Available	Available	Available	Available
	Education innovation and curriculum	Programme-specific	Available	Available	Available	Available	Available	Available
	Organizational Behaviour	Programme-specific	Available	Available	Available	Available	Available	Available
	Citizenship, Environmental, and Human Rights Education	Programme-specific	Available	Available	Available	Available	Available	Available
	School Observation, Teacher Development, Evaluation and Supervision	Programme-specific	Available	Available	Available	Available	Available	Available
	Introduction to Learning Difficulties	Available	Programme-specific	Available	Available	Available	Available	Available
	Education of Children with Exceptional Learning Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	Inclusion and Special Educational Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	TESOL Syllabus and Design	Available	Available	Programme-specific	Available	Available	Available	Available
	Second Language Teaching and Learning	Available	Available	Programme-specific	Available	Available	Available	Available

	Sociolinguistics for TESOL	Available	Available	Programme-specific	Available	Available	Available	Available
	Discourse for Language Teachers	Available	Available	Programme-specific	Available	Available	Available	Available
	Scientific Ways of Knowing	Available	Available	Available	Programme-specific	Available	Available	Available
	Critical Thinking & Moral Reasoning in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Trends & Issues in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Interdisciplinary Math, Science & Technology	Available	Available	Available	Programme-specific	Available	Available	Available
	Learning and Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Managing Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Introduction to Developmental Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Cognitive Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Introduction to Social Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Professional Value and Ethics	Available	Available	Available	Available	Available	Available	Programme-specific
	Teacher Professional Learning and Development	Available	Available	Available	Available	Available	Available	Programme-specific
	International Higher Education	Available	Available	Available	Available	Available	Available	Available
Project (20CR)		Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
<b>Total 180CR</b>	<b>* Project must be a topic that relates to their Programme specialisation</b>							

### 18.3 Postgraduate Diploma in Education Programme

The award of a Postgraduate Diploma, as an alternative to the MSc programme, addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

## Structure of the PG Diploma in MEd

	Programme Modules (20CR each)	MEd in Management Leadership And Policy (MLP)	MEd in Special and Inclusive Education (SIE)	MEd in Teaching English to Speakers of other Languages (TESOL)	MEd in Science Education (SE)	MEd in Information and Communication Technology (ICT)	MEd in Psychology (Psych )	MEd in Learning and Teaching (LT)
Common modules (60CR)	Teaching and Learning or Learning Assessment and Teaching*	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Research Methods in Education	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
	Educational Policy	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory	compulsory
Programme Specialized modules Minimum of 2 X 20 programme specific module + 1 elective from any area (with approval of the personal tutor)	Leadership for School Improvement	Programme-specific	Available	Available	Available	Available	Available	Available
	Education innovation and curriculum	Programme-specific	Available	Available	Available	Available	Available	Available
	Organizational Behaviour	Programme-specific	Available	Available	Available	Available	Available	Available
	Citizenship, Environmental, and Human Rights Education	Programme-specific	Available	Available	Available	Available	Available	Available
	School Observation, Teacher development, Evaluation and Supervision	Programme-specific	Available	Available	Available	Available	Available	Available
	Introduction to Learning Difficulties	Available	Programme-specific	Available	Available	Available	Available	Available
	Education of Children with Exceptional Learning Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	Inclusion and Special Educational Needs	Available	Programme-specific	Available	Available	Available	Available	Available
	TESOL Syllabus and Design	Available	Available	Programme-specific	Available	Available	Available	Available
	Second Language Teaching and Learning	Available	Available	Programme-specific	Available	Available	Available	Available
	Sociolinguistics for TESOL	Available	Available	Programme-specific	Available	Available	Available	Available
	Discourse for Language Teachers	Available	Available	Programme-specific	Available	Available	Available	Available
	Scientific Ways of Knowing	Available	Available	Available	Programme-specific	Available	Available	Available

	Critical Thinking & Moral Reasoning in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Trends & Issues in Science Education	Available	Available	Available	Programme-specific	Available	Available	Available
	Interdisciplinary Math, Science & Technology	Available	Available	Available	Programme-specific	Available	Available	Available
	Learning and Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Managing Educational Technology	Available	Available	Available	Available	Programme-specific	Available	Available
	Introduction to Developmental Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Cognitive Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Introduction to Social Psychology	Available	Available	Available	Available	Available	Programme-specific	Available
	Professional Value and Ethics	Available	Available	Available	Available	Available	Available	Programme-specific
	Teacher Professional Learning and Development	Available	Available	Available	Available	Available	Available	Programme-specific
	International Higher Education	Available	Available	Available	Available	Available	Available	Available
<b>Total 120CR</b>								

### Programme Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 3 x 20 credit common Education core modules; 3 x 20 Programme specific modules or 2 X 20 Programme specific modules and 1 elective module
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules

### Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	EDU502	Teaching and Learning
	EDU508	Introduction to Learning Difficulties
	EDU520	Scientific Ways of Knowing
	EDU511	Discourse for Language Teachers
	EDU516	Managing Educational Technology
	EDU523	MEd Project Work
	EDU526	Introduction to Social Psychology
Jan-23	EDU528	Professional Values and Ethics
	EDU505	Education Innovation and Curriculum

\* Modules offered are subject to change

	EDU514	Learning and educational technology
	EDU522	Interdisciplinary Math, Science & Technology
	EDU510	Inclusion and Special Educational Needs
	EDU523	MEd Project Work
	EDU529	Teacher Professional Learning and Development
Apr-23	RES503	Research Methods in Education
	EDU501	Educational Policy
	EDU517	Sociolinguistics for TESOL
	EDU503	Leadership for School Improvement
	EDU525	Introduction to Developmental Psychology

## Module Descriptions for Master of Education Programme

### Common core modules required for all programmes:

#### **Module Name: Educational Policy**

Policy development, analysis, and implementation of change processes in educational organizations are the substance of this module. It will introduce educators and educational policy-makers and leaders to thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from a number of philosophical and practical perspectives, and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation. Further they will be able to offer policy recommendations, evaluate policy efforts and prepare policy briefs for a range of audiences. Particular attention is paid to policy issues and policy making in the UAE and MENA

#### **Module Name: Teaching and Learning**

This module helps students to gain knowledge of the nature of learning and what implications this has for teaching and learning environments. The main themes will be theories of developmental and cognitive psychology, memory and the structure of knowledge, analysis of problem solving and reasoning, metacognitive processes, cultural experience and situated learning. Expert vs novice performance, issues in transfer of learning, children as learners, and effective teaching and assessment for learning will be reviewed in the light of learning theories and the implications for various instructional strategies of subjects and student achievement.

#### **Module Name: Research Methods in Education**

This module develops the skills and understandings necessary to engage in research for a dissertation at Master's level. It also enables critical analysis of research studies in education, so that students can evaluate the relevance and applicability of existing research to their own field. A repertoire of research techniques and approaches will be introduced and discussed with reference to the themes being studied in core and elective modules within the MEd. The module tackles data analysis and writing up, including discussion of dissemination of research to different audiences. Students will develop skills in critical analysis of existing studies in terms of their methodology, validity, generalisability and ethical base.

#### **Module Name: Learning, Assessment and Teaching**

This would be the same as the Learning and Teaching module but has the School-based experience  
By the end of the Unit students should be able to:

- Apply pedagogical approaches, assessment strategies, concepts, strategies and overall learning experience gained from the Learning, Assessment and Teaching Unit in
- Effectively planning learning and teaching in innovative ways to deal with a wide range of complex learning needs to improve learner achievements

- Effectively delivering teaching and learning in innovative ways to improve learners' achievements.
- Critically reflect on and evaluate own professional practice to improve practice

### **Modules Descriptors for Programme Specific Elective Modules**

#### **Module Name: Learning and Educational Technology**

This module will consider the role of the educator and the learner in relation to the use of Educational Technologies in learning environments. Learning theories and the pedagogical issues raised by the use of Information Communication Technologies will be discussed. The ways in which technology can be used to enhance teaching and learning will be examined in relation to theoretical models of good practise as well as practical issues concerning the successful implementation and use of technologies in a pedagogically sound manner. The relationship between technology use and its role in knowledge construction and assessment will be investigated and examined in relation to the needs, attitudes, beliefs and behaviours of teachers, students as well as acknowledging the role and development of the knowledge economy in affecting teaching and learning practices.

#### **Module Name: Managing Educational Technology**

This module examines the organisational aspects of ICT in Education by discussing the nature of ICT in Education and the role of policy in ICT provision. ICT policy is discussed in relation the process of auditing, planning and implementing change including how to develop models for ICT capability. The impact of the 'anytime, anywhere' model of Education is also considered by critically examining research evidence on the affect of social networking and mobile learning initiatives (e.g. one student, one laptop drives and the use of mobile phones as an educational teaching and learning resource) upon teaching and learning practices as well as practical issues concerning implementation. Finally this module considers developmental factors influencing online behaviours, risk exposure and psychological outcomes that must be considered when assessing the use of distributed web based learning environments with both children and adults and how these findings can be used in order to education children and young people about safe and responsible use of new technology.

#### **Module Name: ELearning and Blended Learning**

This module will consider the role of the educator and the learner in relation to online learning materials, online learning environments and computer based learning materials. It is acknowledged that connectivity cannot be assumed for all educational institutions in the UAE therefore the remit of this module is to examine how technology can be used to assist teaching and learning in both networked settings and ones where there is no connectivity. The overall aim of this module is to build on students experiences of ICT and teaching and learning in order to help them develop a critical understanding of the issues involved in the use of online and blended learning to support teaching and learning. The module does not emphasise the technology but the application of pedagogic theory to the effective use of technology for educational purposes. The module will expand the students critical understanding of pedagogic design and integration of online learning, virtual learning environments, online learning activities, evaluation of web based resources and educational CD Roms and the issues that must be considered when integrating these activities and resources into teaching and learning settings.

#### **Module Name: Introduction to Developmental Psychology**

Through this module, students will learn how to view individuals in the context of their overall life-cycle and stages of development. By learning about the different stages of development proposed by various developmental theorists, students are able to appreciate how individuals experience different developmental stages and what needs to happen for optimal development in cognitive, moral, and relational domains. Lectures will present theory and research in three main areas of child development including:

- Birth and early infancy - early experiences; changes in pre-adolescence, adolescence and adulthood; aging and death
- Socio-emotional development - understanding and regulation of emotion; development in the context of relationships with parents and peers; understanding others; development of self and gender
- Cognitive development - development of perception, language and cognition; developing minds and intelligence

Students are exposed to classical and modern theories of human development and to research which relates these theories to real-life examples. The initial assessment requires students to critique the ability of contemporary theories to explain behaviour, while the second assessment provides the opportunity for a reflective application to personal experience in educational settings.

### **Module Name: Introduction to Social Psychology**

Social psychology is concerned with the description and explanation of behaviour when humans interact with others. This module will provide a comprehensive and critical understanding of the concepts and methods used to explain the social behaviour of individuals, in terms of both internal characteristics of the person (such as cognitive mental processes) and external influences (such as groups and the social environment). Module content will typically range from traditional social psychological theories and methods to more critical application of knowledge to everyday behaviours and how we can consider behaviour change in a social world. Lectures will cover topics that include how we define the self; attitude formation and change; attribution theories; obedience; aggression; pro-social behaviour; social categories, and intra-group processes, such as group decision-making; inter-group dynamics which lead to group conflict, prejudice, and discrimination; and the ways that social knowledge is categorised – by the individual (e.g. schema theory) as well as within a culture (e.g. social representation and social constructionist theories).

### **Module Name: Cognitive Psychology**

Cognitive Psychology is the study of the 'mind' and mental functions, including learning, memory, attention, perception, reasoning, language, conceptual development, and decision making. This module provides specialised knowledge of a range of theoretical approaches to cognitive psychology with evidentiary support from experimental and empirical research. Subjects that relate directly to education are considered in more depth, with coverage of both classic and current research into cognitive processes. Over 9 weeks, students will explore the relationship between mind and brain, the modularity of brain and mind. The notion of different levels/frameworks of description and explanation will also be discussed. Students will be given the opportunity to prepare and deliver an oral presentation, before conducting a literature review on an education-related topic. This will then be used to inform answers on an Essay-based final Exam.

### **Module Name: Professional Values and Ethics**

Teacher professional and personal values and ethics are central to teacher professional practice. The fundamental principles, concepts and practices are explored. The nature, policies and issues in teacher professional values are critically examined from different contexts and perspectives including the UAE, GCC and international contexts and teacher professional organisations. How these professional values and ethics are applied in practice contexts especially in relation to respecting and promoting UAE values, personal and professional ethics, accountability to learners, complying with national, organisational and international expectations, and establishing communication and collaboration with all stakeholders. It draws on wide range of sources including national/international/organisational policies, research literature and case studies.

### **Module Name: Teacher Professional Learning and Development**

Teacher professional growth and development is an essential component to guarantee teacher effectiveness. Key perspectives, concepts and approaches to teacher professional development are

critically evaluated. Approaches to reflection, professional development planning, implementation, evaluation of impact on learners' achievement and action research and issues related to these are critically examined across a wide range of contexts. The module draws on wide range of sources including research, case studies and grey literature from professional and organisational sources.

**Module Name: Leadership for School Improvement**

A thorough study of leadership, its various definitions and forms and a systematic analysis of the effects of leadership on school variables such as student achievement, teacher professional behaviour, educational administration, curriculum selection and development as well as a venture to identify and develop the leadership capabilities of each participant. Careful attention will be given to a) empirical research studies on the effectiveness of various approaches to leadership, and, b) the development and application of research methods for study of leadership in the local context, c) understanding of cross-cultural variables in leadership such as norms and religion, modernization, cultural convergence, issues such as power distance and individualization and development of the role of women in leadership.

**Module Name: Citizenship, Environmental & Human Rights Education**

This module examines some of the important, if sometimes controversial, areas of education in a globalised world: citizenship, responsibility for the environment, and the impact of human rights. The module tackles both conceptual and practical issues, looking at the meanings of being an active citizen and the implications for leadership, policy, management, and planning in educational organizations for the Gulf region, as well as principles for curricular goals and guidelines.

**Module Name: Organizational Behaviour**

The global economy, borderlines, technology and communication patterns inter alia have changed considerably over the last thirty years resulting in differing expectations both at the organisation and human levels. Leaders and managers now work in organisations replete with cultural diversity; the nature of the workforce has changed and old ways and standards no longer apply. Therefore, organisational behaviour is not only an important subject in its own right but also an essential area of study for anyone heading into business, public service, non-governmental organisations, and especially education.

**Module Name: School Observation, Evaluation and Supervision**

This module looks at aspects of teacher development and enhances the skills of observation in educational institutions. It develops critical understanding of classroom observation in both teacher development and as an indicator of school effectiveness in different contexts.

This forms the basis for exploring strategies for collaboration, supervision and mentoring of teachers within a school-based professional development framework.

**Module Name: Education, Innovation and Curriculum**

Curriculum models and curriculum design and development procedures are explicated and explored, and practical exercises in curriculum development undertaken. Issues of power and control of the curriculum, as well as transfer across national contexts, are explored. The nature of innovation in the curriculum and teaching is critically evaluated in relation to a range of international case studies including contemporary initiatives in areas such as adult literacy, health education, peace education, community extension, vocational education and learner-centred learning.

**Module Name: Scientific Ways of Knowing**

The aims of this module are to provide a discourse on major theories and issues on the history and the philosophy of science, develop an informed understanding of the nature of science, and connect discussion to science research and practice. The module provides opportunities to examine the

historical and philosophical perspectives of science. It considers the nature of what science is, how it works, and its ethical and societal considerations. It will also critically study the parallel but separate development of science and technology, their differences and their connectedness. Classroom implications for teaching and learning implicit and explicit nature of science and its philosophy will be provided. The impact of each of these entities on society will be addressed where appropriate.

**Module Name: Interdisciplinary Science, Math, & Technology**

This module is planned to recognize the interdisciplinary connections among the science, math, and technology. It discusses the union of science, mathematics, and technology that forms the scientific endeavour and that makes it so successful. The module examines the parallel but separate development of math, science and technology, their differences and their connectedness. The impact of this interdisciplinary nature on K-12 student learning, curricular and education policies and reforms for 21<sup>st</sup> century will be addressed where appropriate.

**Module Name: Trends and Issues in Science Education**

This module aims to provide students with an overview of major trends and issues of research in science teaching and learning at K-12 schools and college levels. The module assists students to critically acknowledge and analyze readings and interpret data related to science education issues relevant not only at the school and college levels, but also at the policy making level. A major focus is to develop understanding of a range of different types of research studies and research methods in science education, and to draw examples of implications from them for teaching, learning and policymaking. One of the main outcome of the module, students are expected to develop a framework to appropriately examine research in science education based on their own explanations of curriculum and instruction foci at school, zone, national or regional levels.

**Module Name: Critical Thinking & Moral Reasoning in Science Education**

This module aims to provide students with an overview of ethics, moral reasoning and critical thinking skills in science education. Major theories of moral reasoning, such as Kohlberg's and others, will be studied with their connections to science education. Also, common fallacies in students' everyday reasoning will be discussed. Students will understand major theories and principles related to critical thinking, moral reasoning, and ethics; and how they relate to schooling and science teaching and learning. Students will be introduced to the standards of reasoning to develop proficiency in use of critical thinking and moral reasoning; grasp the relationship between intellectual and moral integrity; and how to assess moral reasoning in science education.

**Module Name: Introduction to Learning Difficulties**

The UAE is taking a leading role in the Gulf to develop the educational services offered to pupils with special needs in general and LD in particular in the regular classroom. This module provides an overview of the education of pupils with learning difficulties (moderate, severe, profound and multiple). It looks at curriculum and development, interdisciplinary work, differentiation of lessons, classroom management strategies and writing individual education plans. The module provides students with knowledge about challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programmes in regular class settings in a country where academic excellence is very important. This module on Learning Difficulties (LD) is essential for students who wish to study the education of pupils with special needs as part of their MEd.

**Module Name: Education of Children with Exceptional Learning Needs**

This module aims to survey the field of pupils with exceptional learning needs. The module focuses on, but not restricted to four main categories of such needs: Education of pupils with social emotional and behavioural difficulties (SEBD), Education of pupils with Autistic Spectrum Disorders (ASD),

Education of pupils with any forms of Dyslexia, and Education of those who are gifted or talented. It looks at identification, programme planning, curriculum and pedagogy. This module on educating pupils with exceptional learning needs is essential for students who wish to study the education of pupils with special needs as part of their MEd. The UAE is taking a leading role in the Gulf to develop the educational services offered to pupils with special needs in general and ELN in particular in the regular classroom. The module provides students with knowledge and transferable skills that are related to challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programmes in regular class settings in a country where academic excellence is very important. The module also introduces participants to current cultural, ethical and legal issues related to children with exceptional learning needs in their country. The module will particularly examine the different cultural attitudes to exceptional needs education which exists in the UAE, the Gulf and other developing countries.

**Module Name: Inclusion and Special Educational Needs**

The inclusion of children with special educational needs into mainstream or other settings is a current policy concern and debate in many contexts. The UAE is taking a leading role in the Gulf to develop the educational services offered to pupils with special needs in the regular classroom. This module enables students to become familiar with issues such as strategic direction, identification and evidence of efficacy, as well as pedagogical issues of teaching and learning in inclusive settings. This module on inclusion is essential for students who wish to study the education of pupils with special needs as part of their MEd. The module provides students with knowledge about challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programmes in regular class settings.

**Module Name: Discourse for Language Teachers**

This module covers aspects of written and spoken discourse, with an emphasis on issues which are of interest to language teachers. These include: observing and describing classroom language, discourse intonation, assessing student interaction and writing. The module develops a linguistic approach to the study of discourse and shows how this can sharpen our awareness of spoken and written interaction. The module considers the problems of introducing and handling a range of spontaneous discourses in the classroom. It considers the difference between form and function in language and examines the role of pragmatics in conversation, particularly in a cross-cultural setting. It thus allows teachers to reflect on how they use language in the classroom and how such issues are dealt with in teaching. It also considers how the research techniques of Discourse Analysis and Conversational Analysis can provide insights into the classroom. In the analysis of written texts, the module explores the different rhetorical devices used in writing in English and Arabic, and different written styles in English. It examines micro-analysis of issues of cohesion and coherence in texts as well as the macro organisation of texts as genres. It also introduces students to Critical Discourse Analysis and critical literacy as a way of approaching the presentation of written texts in the classroom.

**Module Name: TESOL Syllabus and Design**

This module deals centrally with the issues involved in syllabus design. Linked to this, the module looks at the issue of examining the curriculum; another area central to teachers and managers. The module considers the problem of reconciling syllabus and materials design with what is known about the process of language learning and the attempts of established approaches to syllabus design to solve these problems. It examines the models of language, such as structure and function which have traditionally underpinned such courses. It also looks at the methods used to teach initial literacy skills in a second language, a neglected area in many international text books. The module goes on to examine different approaches involving the establishment of a pedagogic corpus, the use of task-based methodology, and the development of analytical exercises. Having established this general approach, the module goes on to look at: the design of a pedagogic corpus, the design of communicative tasks, and the design of analytical exercises.

**Module Name: Second Language Teaching and Learning**

The module examines the psychological and psycholinguistic processes underpinning different approaches to second language teaching. In particular, it examines the differences between first and second language acquisition/learning processes and the effects that these differences have had on instructional processes in second language classrooms. The language acquisition/learning process is examined from a range of perspectives: a) the language knowledge learners bring to the acquisition task, b) how learners process spoken and written language input, and c) the kinds of input which help maximize acquisition. This will involve an examination of pedagogic grammatical descriptions, including recent lexical approaches to language acquisition/learning. The role that Contrastive Analysis has played in learning of phonological skills will also be examined and will allow for the specific problems faced by first language **Arabic** learners of English to be highlighted and discussed. A range of approaches and methods to language teaching will be critically evaluated in terms of their underlying principles and their efficacy, including 'the 'Communicative Approach' and task-based problem-solving approaches

**Module Name: Sociolinguistics for TESOL**

Sociolinguistics is the study of the position and importance of language in human societies, and its relationship to social factors. Thus the focus of this module is the way in which the teaching and learning context can be adapted in order to encompass the cross-cultural learning challenges that are a significant part of the educational environment. This course studies language in its sociocultural context, investigating how social and cultural factors influence language use, and language learning and teaching. The main aim of this module is to engage students with the key issues in sociolinguistics and illustrate the relevance of their application in language and education. The course will also focus on the practical aspects of using sociolinguistic data/information to evaluate and prepare materials and activities for raising learners' awareness of cross-cultural differences

**EDU523: MEd Project In Specialised Concentration Area**

In this module the student will undertake a short practical research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic in order to offer recommendation based on undertaken authentic research supported by the guidance of the supervisor in the designated area. This could include topics on any of the five concentration areas that the faculty of Education offers and these are, TESOL, SIE, IMP, ICT, and Science education. A topic can vary as long as it is approved by the module tutor. The student will produce a critical educational type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant area of study who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

**EDU524: International Higher Education**

This module develops the skills and understanding required to engage with the internationalisation of higher education. The module will provide a comprehensive review of the key trends, challenges and developmental models within international higher education. Students will gain a core understanding of the foundation of the discourse; practical understanding of policy and action; critical capability through analysis and comparative discussion. The module will introduce students to a diverse set of case studies providing a clear opportunity to connect theory to practice. Students will develop skills in research, critical analysis, comparative review, constructing arguments based on evidence and theory.

This module will draw upon skills gained throughout the degree and provide an opportunity for the development of a general understanding of the field of international higher education and the development of specialised knowledge and application in the sub-fields of policy; leadership;

curriculum; teaching and learning; student experience; strategy; and management. The module will cover key activity in the UAE and internationally.

**RES511: Dissertation**

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the masters degree take the project stage. This final project is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of your training is to become familiar with these rules.

**19. FACULTY OF BUSINESS AND LAW**

<b>Degrees Offered</b>	
PhD in Business Management	
Professional Doctorate in Business Administration	
PhD – Project Management	
PhD – Business Law	
Master of Science (MSc) in Construction Law and Dispute Resolution	
Postgraduate Diploma in Construction Law and Dispute Resolution	
Master of Business Administration	
Master of Science (MSc) in Portfolio of Project Management Programmes	
Postgraduate Diploma in Portfolio of Project Management MSc Programmes	
<b>Academic Staff</b>	
<b>Dean</b>	Prof. Aymen Masadeh
<b>Professors</b>	Prof. Edward Godfrey Ochieng
	Prof. Stephen Wilkins
	Prof. Husam-Aldin Al-Malkawi
	Prof. Aymen Masadeh
<b>Associate Professor</b>	Dr. Abba Kolo
	Dr. Sulafa Badi
	Dr. Bader Yousef Obeidat
	Dr. Khalid Almarri
	Dr Nor Ashmiza Mahameis d Ismail
	Dr Mohamed Yacine Haddoud
<b>Assistant Professor</b>	Dr. Omar Alhyari
	Dr. Maria Papadaki
	Dr. Amer Alaya
	Dr. Farzana Asad Mir
	Dr. Shams Al-Hajjaji
	Dr Derar Al-Daboub

### 19.1 PhD in Business Management Programme

BUID's PhD in Business Management will suit professionals in commercial, public and non-profit sectors, blending the latest academic thinking with practice in a wide range of organizational, business and management contexts. The programme emphasizes technical and academic knowledge alongside a view that management practice is best informed by research evidence and problem solving by investigation and testing.

SN.	Faculty	Designation/ Role
01	Prof. Stephen Wilkins	Professor; Programme coordinator
02	Prof. Edward Godfrey Ochieng	Professor
03	Dr. Sulafa Badi	Associate Professor
04	Dr Khalid Almarri	Associate Professor
05	Dr Mohamed Yacine Haddoud	Associate Professor
06	Dr Nor Ashmiza Mahameis d Ismail	Associate Professor
External Examiner		University
Prof Christopher Forde		University of Leeds

#### Programme Goals

1. Make a distinctive contribution to the higher education system in the United Arab Emirates through the creation of a doctoral level programme of equivalent standard to that run in the UK.
2. Develop leading-edge research capability in business management through the training of doctoral level students who will carry out research in the region.
3. Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions in the business management discipline.
4. Support other research-led organisations and institutions by building their capacity to carry out distinctive research into business and management in the region in order to provide sound policies based on research.
5. Become a centre of excellence for research and the training of researchers in business and management within the wider Gulf and Middle East (ME) region.

#### Programme Learning Outcomes

On successful completion of this programme the graduate will be able to:

SN.	Programme Learning Outcomes
1	Analyse the applicable techniques for research and advanced academic inquiry in business management.
2	Integrate knowledge from different business disciplines to assess complex organizational contexts, opportunities and threats.
3	Design and implement empirical research projects, generate new solutions/techniques and solve complex business problems to develop the organisation.
4	Create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of business management, and merit publication;

The achievement of these core-learning outcomes will ensure that holders of the PhD will typically be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches

The core learning outcomes will also translate in PhD holders having the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

### Programme Structure

Module Number	Module Title	Credits
RES604	Qualitative research methods and paradigms	30
RES605	Quantitative Methods	30
RES606	Research Design and Planning	40
<b>Core Modules</b>		
MGT609	Business Excellence	20
MGT610	Global Management	20
<b>Elective Modules (any 1)</b>		
MGT611	Financial Analysis & Strategy	20
MGT613	Case Studies in Organisational and Institutional Change	20
MGT603	Managing Projects for Innovation	20
MGT604	Organisation, Projects & Sustainability	20
MGT601	Management of Knowledge in Projects	20
MGT605	Project Dynamics and Complexity	20
MGT602	Managing Large Programmes	20
MGT608	Evolutionary Project Management	20
Thesis Credits		360
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

### Programme Graduate Completion Requirements

- In order to receive degree of PhD in Business Management research area students need to:
- Acquire 180 D-level credits through completion of 7 taught D-level modules
- Achieve a minimum of "C" grade in all modules
- Acquire 360 D-level credits by successful completion and viva of a substantial thesis of up to 80,000 words. (within a range of 60,000 – 80,000 words will be accepted)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt with BUiD.

## Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	MGT603	Managing Large Programmes
	MGT604	Organisations, Projects and Sustainability
	MGT610	Global Management
	RES606B	Research Design and Planning
	MGT613	Case studies in organizational and institutional change
Jan-23	MGT603	Innovation theories and Entrepreneurship
	RES604	Qualitative Research Methods and Paradigms
Apr-23	MGT601	Management of Knowledge in Projects
	MGT609	Business Excellence
	RES605	Quantitative Methods

**Module Descriptions for in PhD Business Management Programme****Core Research Methods**

Please refer to EdD section for the Research Method module descriptors

**Subject Study Modules****MGT609: Business Excellence**

The purpose of this module is to provide a solid understanding of different theories of excellence, approaches and models in the UAE and beyond such as Baldrige framework for performance excellence and UAE excellence models, Statistical methods in quality management and Business Excellence and Leading, building & sustaining business excellence.

**MGT610: Global Management**

The purpose of this module is to provide a solid understanding of theories and debates in global management relevant to doctoral thesis research. This will involve consideration of the challenges of globalisation and varieties of capitalism, and will attend to identifying differences between countries in government regulation, societal and industry contexts, organisational cultures and management practices. Special consideration will be given to alternative ways of theorising globalisation, internationalisation, product innovation, service innovation and business viability. The second half of the module will concentrate on class presentation and peer evaluation of individual proposed research designs in thesis topic areas incorporating relevant aspects of: 1. globalisation, 2. management and 3. innovation

**Elective Modules****MGT611: Financial Analysis & Strategy**

This module aims to provide students with a comprehensive knowledge of concepts, theories and models used in the discipline of finance. Students will acquire an in-depth knowledge of emerging trends in financial markets, corporate ownership, shareholder activism, governance and legislation. Students will also develop new knowledge on cross-border capital flows and the related financial exposures. They will acquire comprehensive knowledge of various methods of corporate restructuring

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\* Modules offered are subject to change

and bankruptcy prediction models and by the end of the module will be able to demonstrate a thorough understanding of different methods of valuing options and techniques to mitigate forex and interest rate risks of firms. The module requires students to exercise critical thinking, analytical ability and judgement to assess highly complex finance-related issues, form valid judgements and create innovative ways to solve problems leading to the advancement of the discipline of finance and their organizations

### **MGT613: Case Studies in Organisational and Institutional Change**

This module introduces the student to the theory and practice of managing organisational culture and change. Viewed as a key management skill, the ability to manage and lead change is critical to organisational success and plays a crucial role in supporting creativity and innovation. As well as gaining a perspective on the need for organisations to embrace change as a way of gaining competitive advantage, the student is given insight, via case studies, into the practical aspects of managing change and the essential tools for successful implementation. The student is required to analyse a specific change scenario and make associated recommendations. In addition, the student is expected to reflect on their own abilities in relation to managing the process of change.

### **MGT603: Managing Projects for Innovation**

This module addresses the need to manage projects to deliver innovations as well as provide the knowledge that would help students understand the purpose of projects and their relationship to corporate strategic objectives. Project managers need to understand the drivers for change and innovation in the way projects are managed and how the different models of innovation and change and their applicability in a project environment. The module advocates the need to view project management as the management of innovation, which in the past was limited to “new product development”. The module will examine the role of project managers in encouraging creativity, creating a climate of innovation and Innovation networks. The module will examine the relevant issues at team level and at supply chain level. In particular, using case studies, examine how an effective knowledge sharing and learning within the team and between the supply chain will create the support and incentive for innovation.

### **MGT604: Organisation, Projects & Sustainability**

This module is designed to provide advanced knowledge and higher level understanding of concepts of organisation in relation to the public, private and not-for-profit sectors. The focus of interest is on projects and their implementation for achieving goals of strategic alignment, knowledge management, sustainability and corporate social responsibility.

### **MGT601: Management of Knowledge in Projects**

The aim of this module is to teach the principles and technologies of knowledge management in the context of projectised organisations. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition and knowledge sharing in projectised organisations.

### **MGT605: Project Dynamics and Complexity**

This module is designed to provide advanced knowledge and higher level of understanding of the use of systems thinking and dynamic modelling to address the complexity in project management

### **MGT602: Managing Large Programmes**

This module addresses the special requirements of large programmes and mega-projects. A distinguishing factor is the inherent increase in complexity that requires a different, more advanced, skill set. The module draws from international large project and programme case studies in the public

and private sector that cover manufacturing, construction, and service industries. Key differentiating factors for large programme management considered include: stakeholder and supply chain management complexity; risk management for high risk profile programmes; cost estimating and whole life-cycle costs; and effective use of knowledge management techniques to ensure that lessons are learned from programmes.

**MGT608: Evolutionary Project Management**

This module aims to provide advanced knowledge and explore emerging research themes on Organization, portfolio, programmes and project strategy, structure, process, risk, tools and techniques.

## 19.2 Professional Doctorate in Business Administration

BUID's Doctorate in Business Administration (DBA) will suit professionals in commercial, public and private sectors – it blends the latest academic thinking with practice in a wide range of organisational, business and management contexts. The programme emphasises technical and academic knowledge with the development of creativity, innovation and originality in leading change and adopting innovative solutions to business administration problems and opportunities.

SN.	Faculty	Designation/ Role
01	Prof. Stephen Wilkins	Professor, Programme coordinator
02	Prof. Edward Godfrey Ochieng	Professor
03	Dr. Sulafa Badi	Associate Professor
04	Dr. Khalid Almarri	Associate Professor
05	Dr Mohamed Yacine Haddoud	Associate Professor
06	Dr Nor Ashmiza Mahameis d Ismail	Associate Professor
External Examiner		University
Prof Christopher Forde		University of Leeds

### Programme Goals

1. Evaluate relevant theoretical and specialised academic and professional knowledge of their chosen area of research in management and cognate disciplines
2. Develop critical understanding of methods, knowledge, skills and capabilities that are necessary to undertake higher level research in the chosen specialist area and to make an effective contribution to scholarship and professional practice
3. Categorise, evaluate, conceptualise, plan and undertake applied research at an advanced level, contributing substantially to the development of new techniques, ideas and approaches to real world problems in a relevant professional practice area
4. Improve, contribute to and advance the body of knowledge and professional practice in the chosen specialist area within management and cognate disciplines
5. Act with authority, creativity and professional integrity to undertake independent rigorous, leading edge research in a relevant professional context
6. Develop candidates' ability to formulate ideas, hypotheses and design, develop, implement and execute plans by which to evaluate these for the creation of new knowledge and manage their learning activities
7. Critically evaluate relevant theory and concepts, and current debates which are at the forefront of business administration discipline within an area of professional practice in business administration
8. Apply advanced analytical, and evaluative research skills to synthesise and interpret business administration knowledge through seminal publications and make original contribution to the forefront of the theory and professional practice that merit publication

**Programme Learning Outcomes**

On completion of a Professional Doctorate candidates will be able to:

<b>Programme Learning Outcomes</b>	
<b>Knowledge</b>	<p><i>Develop originality and creativity to evaluate specialised management theories and principles and their application in practice:</i> based on the fundamentals of modern management as practiced today, marketing, human resources, organisational behaviour, organisation structure, organisational roles, organisational culture, governance, change management, risk and quality management, sustainable social responsibility, planning and strategy formulation</p> <p><i>Evaluate innovation and entrepreneurship theories and their application in practice:</i> innovation theories, applied innovation to projects, tools to support innovation, innovation strategy, innovation life cycle, entrepreneurship, entrepreneurship process, business models and intellectual property, innovation management, venture capital and growth finance</p> <p><i>Critically examine management science and its application in professional practices:</i> value management techniques, decision making techniques and tools, resource optimisation, business analysis</p> <p><i>Critically examine project and operation management theories and their application in practice:</i> manage changes, performance measurement (identify needs for corrective action, obtain approvals, perform appropriate actions and evaluate effectiveness), budgeting and cost management, health, safety and environmental management</p> <p><i>Evaluate specialised management theories and their application in professional practices:</i> financial/cost management, investment appraisal, sources of funding, financial accounting, capital budgeting techniques, risk and return, financial analysis</p> <p><i>Analyse complex adaptive systems and their application to solve real world problems:</i> systems thinking, complex systems, emergent behaviour, adaptation, dynamic change, competition and corporation, bifurcations, system dynamics</p> <p><i>Critically appraise people aspects of management:</i> personal, ethnic and cultural differences, communication, conflict management, delegation, influencing leadership, competence communities of practice, ethics frameworks, and personnel management</p> <p><i>Critically assess existing research methodologies:</i> qualitative and quantitative research methods, reporting writing, research ethics, communication and presentation</p> <p><i>Develop critical evaluation</i> and understanding of current research developments, findings and professional practices within a specific area of in business administration which is at the forefront of existing knowledge</p> <p><i>Adopt originality and creativity</i> in the development and application of new knowledge understanding in business administration</p>
<b>Skills</b>	<p><i>Evaluate</i> information from academic papers, books, practitioner journals, and other sources</p> <p><i>Assess and apply appropriate</i> research instruments and techniques of enquiry</p> <p><i>Evaluate and deploy advanced skills</i> to present written work, ideas in seminars, discussion and debate using an array of advanced and specialised communication, computing, visualisation and/or numeracy skills as appropriate to the discipline</p> <p><i>Formulate and evaluate independently and proactively</i> research plans, ideas and hypotheses and design, develop, implement and execute plans by which to evaluate these</p> <p><i>Evaluate</i> and apply acquired skills to undertake rigorous research that contributes to theory and practice in business administration</p> <p><i>Develop creative and original responses</i> to real world business administration problems and practices</p> <p><i>Categorise, evaluate and conceptualise and offer new insights</i> into complex issues within the area of research interest in business administration</p>

Programme Learning Outcomes		
Aspects of competence	Autonomy and responsibility	<p>Develop high levels of autonomy in carrying out research and professional activities</p> <p>Develop leadership and originality in tackling and solving real world problems</p> <p>Act with authority, creativity and professional integrity in the evaluation of academic performance through self-discipline, self-direction, time management, prioritisation of workloads, and recognition and management of stressful situations</p> <p>Evaluate standards of good research practice and ethical governance</p> <p>Assume independent critical thinking to manage ethical/professional issues and concerns relevant to the business administration discipline</p>
	Role in context	<p>Assume full responsibility for own work, personal and professional learning and development (and a significant proportion of the work of others if appropriate)</p> <p>Act with authority, creativity, innovation and originality in initiating and developing research ideas to enhance professional practices</p> <p>Develop creativity, innovation and originality in initiating and leading change, consulting transforming entities/organisations and adopt innovative and creative solutions to the business administration and cognate discipline problems and opportunities</p>
	Self-development	<p>Develop critical reflection and evaluation of own learning in an evidence-based way</p> <p>Apply advanced skills to manage complex ethical and professional issues and make informed judgements</p> <p>Develop critical reflection and self-evaluation to identify and generate new and readily applicable knowledge and training needs in a chosen area of business administration</p>

### Programme Structure

Module Number	Module Title	Credits
RES604	Qualitative research methods and paradigms	30
RES605	Quantitative Methods	30
RES608	Applied Research Design and Planning	40
<b>Core Modules</b>		
PDBA601	Core Readings in Management and Business Research	20
PDBA602	Innovation Theories/Models and Entrepreneurship	20
	Business Excellence	20
<b>Elective Modules (any 1)</b>		
MGT610	Global Management	20
MGT604	Organisation, Projects & Sustainability	20
MGT601	Management of Knowledge in Projects	20
Thesis Credits		360
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

## Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	MGT603	Managing Large Programmes
	MGT604	Organisations, Projects and Sustainability
	MGT610	Global Management)
	PDBA601	Core Readings in Management and Business Research
	RES606	Research Design and Planning
Jan-23	MGT603	Innovation theories and Entrepreneurship
	RES604	Qualitative Research Methods and Paradigms
Apr-23	MGT601	Management of Knowledge in Projects
	MGT609	Business Excellence
	RES605	Quantitative Methods

**Module Descriptions**

For Qualitative research methods and paradigms and Quantitative Methods module descriptor please see EdD section.

**RES608: Applied Research Design and Planning**

This module is designed to enhance candidate's ability to develop a critical understanding of formal methods of enquiry, select and design appropriate methods for investigating practice research-based projects. The module is based on extensive critical analysis of key bodies of literature and some use of primary source material to evaluate the interdisciplinary methodologies relevant to the chosen topic of the research proposal being developed. The research topic will have been chosen in consultation module tutor research advisor. The research must be suitable for research at doctoral level.

**PDM601: Core Readings in Management and Business Research**

The purpose of this research-based module is to introduce students to the latest seminal research publications. This is necessary so that the candidates will develop a deep understanding of the core disciplines and research streams within the management and its cognitive disciplines. This will assist the candidates to acquire a strong disciplinary knowledge foundation based on recent publications and direct the candidates to the current research themes in each discipline in the portfolio of professional doctorate. The module will cover the major research streams and fundamental disciplines in each of the four subject areas within management discipline.

**PDBA602: Innovation Theories/Models and Entrepreneurship**

The module aims to prepare students for exiting their doctorate research topics from the point of view emerging research in innovation and entrepreneurship in their fields. The module will introduce students to a variety of ongoing research innovation and entrepreneurship and related themes. The module will also assist students to develop a profound literature review of theories and scientific bases most relevant for the research questions that are planning to investigate.

The module will introduce a range of specific research themes relevant to the students' research projects. In particular, using case studies, to critically examine and discuss specific research papers to help students develop their research aspirations. The module content will have personalised to the students' research field of interest.

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\* Modules offered are subject to change

**MGT609: Business Excellence**

The purpose of this module is to provide a solid understanding of different theories of excellence, approaches and models in the UAE and beyond such as Baldrige framework for performance excellence and UAE excellence models, Statistical methods in quality management and Business Excellence and Leading, building & sustaining business excellence

**MGT610: Global Management**

The purpose of this module is to provide a solid understanding of theories and debates in global management relevant to doctoral thesis research. This will involve consideration of the challenges of globalisation and varieties of capitalism, and will attend to identifying differences between countries in government regulation, societal and industry contexts, organisational cultures and management practices. Special consideration will be given to alternative ways of theorising globalisation, internationalisation, product innovation, service innovation and business viability. The second half of the module will concentrate on class presentation and peer evaluation of individual proposed research designs in thesis topic areas incorporating relevant aspects of: 1. globalisation, 2. management and 3. innovation

**MGT604: Organisation, Projects & Sustainability**

This module is designed to provide advanced knowledge and a high level of understanding of concepts of organisation in relation to the public, private and not-for-profit sectors. The focus of interest is on projects in business management and their implementation for achieving goals of strategic alignment, knowledge management, sustainability and corporate social responsibility.

**MGT601: Management of Knowledge in Projects**

The aim of this module is to teach the principles and technologies of knowledge management. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition and knowledge sharing in business, public and engineering organisations

### 19.3 PhD (Subject: Project Management)

The programme has been developed to meet the growing needs of professionals in the UAE who have already achieved their Masters degree and now wish to pursue higher ambitions and achieve the highest academic qualification while continuing to live and work in the UAE. This doctoral programme includes academic support from the world-renowned University of Manchester in the UK. The programme is an excellent opportunity for UAE residents to engage in an exciting and advanced research programme. The programme will give students an in-depth knowledge into ground-breaking insights and help develop top talent for higher-level management positions and academia.

SN.	Faculty	Designation/ Role
01	Prof. Edward Godfrey Ochieng	Professor, Programme coordinator
04	Dr. Khalid Almarri	Associate Professor
05	Dr. Bader Yousef Bader Obeidat	Associate Professor
06	Dr. Amer Alaya	Assistant Professor
07	Dr. Maria Papadaki	Assistant Professor
08	Dr. Farzana Asad Mir	Assistant Professor
External Examiner		University
Dr. Andrew D Ross		Liverpool John Moores University

#### Programme Goals

1. Make a distinctive contribution to the higher education system in the United Arab Emirates through the creation of a doctoral level programme of equivalent standard to that run in the UK.
2. Develop leading-edge research capability in project management through the training of doctoral level students who will carry out research in the region.
3. Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions in the project management discipline.
4. Support other research-led organisations and institutions by building their capacity to carry out distinctive research into project, programme and portfolio management in the region in order to provide sound policies based on research.
5. Become a centre of excellence for research and the training of researchers in project, programme and portfolio management within the wider Gulf and Middle East (ME) region.

#### Programme Learning Outcomes

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular project management knowledge area through the pursuit of a major research project contributing to the project management body of knowledge

SN.	SE Programme Learning Outcomes
<b>Knowledge</b>	
1	Appraise theoretical and practical techniques for research and advanced academic enquiry in project management.
2	Conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
3	A systematic acquisition and appraisal of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice in project management
4	Master the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of project management, and merit publication
<b>Skills</b>	
3	Interpret and critically evaluate and create new knowledge through research and/or scholarship of publishable quality to satisfy peer review and merit publication
4	Able to formulate independently and proactively research plans, ideas and hypotheses and to design, develop, implement and execute plans by which to evaluate these
<b>Aspects of Competency</b>	
5	Develop capacity to think critically and to make informed judgements on complex issues in specialist fields, often in the absence of complete data
6	Assume autonomy to undertake pure and/or applied research and development
7	Develop advanced skills to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
8	Assume full responsibility in reflect on learning to substantially contribute to the development of new techniques, ideas or approaches

### Programme Structure

Module Number	Module Title	Credits
RES604	Qualitative research methods and paradigms	20
RES605	Quantitative Methods	20
RES606	Research Design and Planning	40
<b>Subject Study Modules (any 5)</b>		
MGT601	Management of Knowledge in Projects	20
MGT602	Managing Large Programmes	20
MGT603	Managing Projects for Innovation	20
MGT604	Organisations, Projects and Sustainability	20
MGT608	Evolutionary Research Themes in Project Management	20
MGT615	Special Topics in Project Management	20
RES600	Thesis	360
<b>Total Taught Module Credits</b>		<b>540</b>

### Transferable Skills (Non-credit)

During the programme students will need to successfully complete a number of hours of training through special sessions to develop competence and skills in targeted areas relevant to scholarly activity and project management practice as discussed with their Director of Studies.

**Dissertation/Thesis (360 credit hours)**

This element comprises the planning, development and submission of a doctoral research thesis of 60 – 80,000 words. This will draw on a major research investigation that you have carried out. It requires individual work under the supervision of a Director of Studies and second supervisor and critical feedback and oversight from an academic advisor. The PhD thesis will be expected to make a distinct and original contribution to the knowledge of the topic addressed.

**Programme Graduate Completion Requirements**

To graduate from the programme, students must:

- Successfully complete a 360 D level credit dissertation of approximately 80,000 words
- Successfully complete 7 modules totalling to 180 credits
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUId.

## Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	MGT603	Managing Large Programmes
	MGT604	Organisations, Projects and Sustainability
	RES606P	Research Design and Planning
Jan-23	MGT603	Managing Projects for Innovation
	RES609	Qualitative Research Methods and Paradigms
Apr-23	MGT601	Management of Knowledge in Projects
	RES610	Quantitative Methods

**Module Description for PhD Project Management Programme****RES609: Qualitative research methods and paradigms**

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to the context of the programme. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm. The emphasis in this module will be on an understanding of and rationale for adopting qualitative research, as well as controversies and debates about qualitative forms, the role of the researcher, the rights of the research subject, cultural and social norms, and research practices. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods.

**RES610: Quantitative Methods**

This module introduces students to, and familiarises them with, a wide range of methods of data collection, analysis and interpretation. It will consider the strengths and weaknesses of experimental, quasi-experimental approaches, the proposal and testing of hypotheses and the suitability of such methods. It will introduce students to a range of descriptive and inferential statistical techniques used for interpreting numerical data.

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\* Modules offered are subject to change

**RES606: Research Design and Planning**

This module concentrates on the development and design of the students' own research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The first section will include developing the rationale for the research question and objectives, as well as a theoretical framework that will identify theories and concepts from relevant disciplines, and any relevant philosophical foundations or concepts, that is coherent and appropriate to the research question and will form part of the final thesis proposal. This section also includes a critical understanding of the general range of disciplinary and interdisciplinary approaches to the students' research topics, as well as an understanding of knowledge transfer and situating their research topic in national and international research and intellectual traditions. The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or information gathering guides, and guidelines for conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with a draft of a detailed research proposal for their thesis. Where relevant, students may conduct a pilot study.

**MGT601: Management of Knowledge in Projects**

The aim of this module is to teach the principles and technologies of knowledge management in the context of projectised organisations. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition and knowledge sharing in projectised organisations.

**MGT602: Managing Large Programmes**

This module addresses the special requirements of large programmes and mega-projects. A distinguishing factor is the inherent increase in complexity which requires a different, more advanced, skill set. The module draws from international large project and programme case studies in the public and private sector. Key differentiating factors for large programme management considered are: integrated programme plan and strategy; stakeholder management complexity; risk management for high risk profile programmes; and, programme governance complexity.

**MGT603: Managing Projects for Innovation**

This module addresses the need to manage projects to deliver innovations as well as provide the knowledge that would help students understand the purpose of projects and their relationship to corporate strategic objectives. Project managers need to understand the drivers for change and innovation in the way projects are managed and how the different models of innovation and change and their applicability in a project environment. The module advocates the need to view project management as the management of innovation, which in the past was limited to "new product development". The module will examine the role of project managers in encouraging creativity, creating a climate of innovation and Innovation networks. The module will examine the relevant issues at team level and at supply chain level. In particular, using case studies, examine how an effective knowledge sharing and learning within the team and between the supply chain will create the support and incentive for innovation.

**MGT604: Organisations, Projects and Sustainability**

This module is designed to provide advanced knowledge and higher level understanding of concepts of organisation in relation to the public, private and not-for-profit sectors. The focus of interest is on projects and their implementation for achieving goals of strategic alignment, knowledge management, sustainability and corporate social responsibility.

**MGT608: Evolutionary Research Themes in Project Management**

This module aims to provide advanced knowledge on the selection and prioritisation of projects and the measurement of project and programme outcomes to maximise portfolio value contribution to organisations. The module will apply qualitative and quantitative modelling techniques.

**MGT615: Special Topics in Project Management**

This module covers the theoretical background and the different sources of project finance available for large-scale investments in residential, industrial commercial, development projects, joint venture and other alliances. It develops a critical understanding of appraisal and selection of projects clearly focusing on the financial aspects in addition to evaluating the risks inherently present in such projects. The syllabus incorporates an introduction to project financing, analyses the risk and return dynamics carefully taking into account various factors that affect a project such as fluctuation in prices and the economic factors. It also covers discussion of different case studies applying real-option analysis and other techniques under different scenarios. Dispute resolution and its impact on project financing shall also be discussed with real-life cases in both local and multinational contexts.

### 19.4 PhD (Subject: Business Law)

The PhD in Business Law is designed for students who are interested in the advanced study of law as it applies to business transactions and administration. It will provide opportunities for students and researchers to conduct in-depth research into ongoing business processes, and into social and legal challenges in international business, which lawyers in the region cannot afford to ignore. The programme equips students with the research skills needed in the business law field and law in general. Students will have the opportunity to enhance their legal writing, critical thinking, and analytical skills.

SN.	Faculty	Designation/ Role
01	Prof. Aymen Masadeh	Professor; Programme coordinator
02	Dr Abba Kolo	Associate Professor
03	Dr Omar Alhyari	Assistant Professor
04	Dr Derar Al-Daboubi	Assistant Professor
05	Dr. Shams Al-Hajjaji	Assistant Professor
External Examiner		University
Prof Geraint Gordon Howells		Manchester University

#### Programme Goals

- obtain in-depth knowledge in business law.
- improve the students' skills in searching for primary and secondary legal sources.
- help students to develop problem-solving techniques.
- enhance the students' ability of critical thinking.
- examine the adequacy of local business law through various techniques

#### Programme Learning Outcomes

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular project management knowledge area through the pursuit of a major research project contributing to the project management body of knowledge

	Programme Learning Outcomes	Aligned with L10 QFE Descriptors
1	Demonstrate a critical understanding of advanced research methodologies and techniques and apply such methodologies and techniques in the field of Business Law	QFE 1, 3, 9, 12
2	Analyse the applicable techniques for research and advanced academic inquiry in Business Law.	QFE 2, 3, 12
3	Integrate knowledge from different Business Law disciplines to assess complex legal contexts, opportunities and risks	
4	Design and implement empirical research projects, generate new solutions/techniques and solve complex legal problems	QFE 2, 3, 6, 8, 9, 12
5	Create and interpret new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, which can potentially extend the forefront of academic research in law and/or relevant areas of professional practice, and merit publication.	QFE 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14

The achievement of these core-learning outcomes will ensure that holders of the PhD will typically be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

### Programme Structure

Module Number	Module Title	Credits
RES604	Qualitative research methods and paradigms	30
RES607	Legal Research Methods	30
RES606	Research Design and Planning	40
<b>Subject Study Modules (any 4)</b>		
LAW601	International Business Law	20
LAW602	International Investment Law	20
LAW603	Commercial Arbitration and Dispute Resolution	20
LAW604	Intellectual Property Law	20
	Thesis	360
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

### Programme Graduate Completion Requirements

To graduate from the programme, students must:

- Successfully complete a 360 D level credit dissertation of approximately 80,000 words
- Successfully complete 7 modules totalling to 180 credits
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUID.

### Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sept-22	LAW602	International Investment Law
	RES606 P	Research Design and Planning
Jan-23	RES604	Advanced Qualitative Research Methods and Paradigms
	LAW604	Intellectual Property Law
	RES607	Legal Research Methods
Apr-23	LAW603	Commercial Arbitration and Dispute Resolution
	LAW601	International Business Law
	LAW604	Intellectual Property Law

### Module Description for PhD Business Law

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\* Modules offered are subject to change

**RES604: Qualitative research methods and paradigms**

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to the context of the programme. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm. The emphasis in this module will be on an understanding of and rationale for adopting qualitative research, as well as controversies and debates about qualitative forms, the role of the researcher, the rights of the research subject, cultural and social norms, and research practices. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods.

**RES607: Legal Research Methods**

This module is designed to enhance the students' ability to conduct doctrinal and empirical legal research. It helps students to identify and analyse relevant legal sources and to develop writing and methodological skills. It covers a wide range of legal methods, including doctrinal studies, empirical studies & comparative studies. It trains students on arguing cases, examining legal texts and categorizing their research.

**RES606: Research Design and Planning**

This module concentrates on the development and design of the students' own research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The first section will include developing the rationale for the research question and objectives, as well as a theoretical framework that will identify theories and concepts from relevant disciplines, and any relevant philosophical foundations or concepts, that is coherent and appropriate to the research question and will form part of the final thesis proposal. This section also includes a critical understanding of the general range of disciplinary and interdisciplinary approaches to the students' research topics, as well as an understanding of knowledge transfer and situating their research topic in national and international research and intellectual traditions. The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or information gathering guides, and guidelines for conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with a draft of a detailed research proposal for their thesis. Where relevant, students may conduct a pilot study.

**LAW603: Commercial Arbitration and Dispute Resolution**

The module introduces the student to the law and practice of commercial arbitration, mediation, adjudication and other alternative dispute resolutions. The aim of the module is to develop a critical understanding of the evolving complex practical issues of international commercial arbitration, in the context of both investment relationships between states and foreign investors as well as those between parties to normal commercial contracts, faced by lawyers as counsel to the parties and as arbitrators; and to equip them with the necessary skills on how to handle such issues. Topics to be covered include: Arbitration Agreement, Arbitration Tribunal, Applicable Laws, Procedure and Evidence issues, Arbitration award, enforcement and recourse against awards, mediation, adjudication and other alternative dispute resolution.

The module will be taught comparatively with reference to various international laws, the Arbitration Rules of UNCITRAL, the rules of leading arbitration institutions (e.g. AAA, ICC, LCIA, ICSID) and the major international instruments relevant to international arbitration.

**LAW604: Intellectual Property Law**

This module is designed to provide advanced knowledge and higher level understanding of the law and practice relating to intellectual property rights. Intellectual property plays a vital role in the global

economy. However, as the scope of protection expands to cover new subject matters, the protection of intellectual property also raises serious ethical and societal value issues such as the propertisation of genes and other biotechnological products under patent law. Topics to be covered include: the international patent system – the Paris Convention and the World Intellectual Property Organisation (WIPO); comparative patent law systems; the patent provisions of the TRIPS Agreement, patents and access to medicine.

#### **LAW601: International Business Law**

This module aims at providing a thorough and advanced knowledge of the basic methods of doing *business* abroad: the sales of goods (export) *transactions*, licensing and franchising, international joint ventures and varying types of payment options. The aim of the module is to develop and advance the students' understanding of key aspects of commercial law, including how cross-border sales contract are created, what rights the parties enjoy and what kind of liabilities such contracts may give rise to domestically as well as under international law. The module will critically consider current issues in the law and practice of international business. This includes the shortcomings in regulation of international trade finance, international marketing operations, countertrade, mergers and acquisitions. Topics to be covered include: Sources of international commercial sales: English law and SOGA 1979, Incoterms, CIF and FOB contracts, 1980 Vienna Convention on International sale of goods, creation of the contract: incorporation of standard terms and transport obligations, transfer of risk and property, international joint ventures, internal and external relationship, commercial agency, assignment, international franchising and agencies abroad, regulation of international trade finance, international marketing operations; counter-trade; mergers and acquisitions.

#### **LAW602: International Investment Law**

The aim of the module is to develop a critical understanding of current and emerging developments in international investment law. The module will equip the students with the knowledge and understanding about the various approaches to regulating foreign investment in a social, economic and political context. Topics to be covered include: sources of international investment law, the evolution of international investment law, theories relating to foreign investment, the regulation of foreign investment, the standards of protection under modern bilateral/multilateral investment treaties (BIT/MITs) and investor-state arbitration.

### 19.5 MSc in Construction Law and Dispute Resolution

The MSc in Construction Law and Dispute Resolution is designed to enable practising lawyers, engineers, architects, surveyors and other relevant professionals to gain expertise in a range of studies related to construction law and dispute resolution.

SN.	Faculty	Designation/ Role
01	Prof. Aymen Masadeh	Professor
02	Dr. Abba Kolo	Associate Professor, Programme coordinator; Admissions Tutor
03	Dr. Omar Alhyari	Associate Professor
04	Dr Derar Al-Daboubi	Assistant Professor
05	Dr. Shams Al-Hajjaji	Assistant Professor
External Examiner		University
05	Dr Matthew Bell	Melbourne Law School

#### Programme Goals

- Develop critical awareness of contemporary issues in the discipline of construction law from both international and Gulf regional perspectives
- Develop a critically evaluative and evidenced-based research approach to the study of construction law and dispute resolution through review and appraisal of current research and advanced scholarship
- Develop skills and in-depth knowledge to promote a problem-solving approach to standard and unusual scenarios relating to construction law and dispute resolution which can be applied in professional practice
- Develop and enhance skills of teamwork, negotiation and legal reasoning to facilitate the resolution and communication of complex issues relating to construction law and dispute resolution.

#### Programme Learning Outcomes

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a student should be able to:

SN.	Programme Learning Outcomes	Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Critically assess, apply and synthesise the core legal principles relating to the construction law discipline specifically in the areas of the law of contract and tort, the law of property, the law on bonds and insolvency	QFE 3
2	Develop and demonstrate a detailed understanding of the local (i.e. Dubai, UAE, GCC) and international framework for the practice of construction law and dispute resolution including the relevant bodies of private and public law	QFE 1, 2, 4
3	Critically assess the different approaches taken and the diverse methods available to resolve construction disputes including adjudication, arbitration, statutory adjudication and litigation	QFE 2, 3
<b>Skills</b>		

SN.	Programme Learning Outcomes	Aligned with L9 QFE Descriptors
4	Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry	QFE 5
5	Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry	QFE 5
6	Critically analyse and apply the processes of construction and project procurement including new forms of procurement in public and private contexts worldwide, and describe, in detail, the roles of the major actors in that process	QFE 6, 7
7	Demonstrate a capacity to apply complex concepts and develop solutions to both standard and unusual problems relating to construction law (MSc.)	QFE 5, 6, 7, 8
8	Appraise and apply the techniques and practical procedures available under the law (both public and private) which relate specifically to construction, including standard forms, building standards, the environment and health and safety	QFE 7, 8
9	Conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract	QFE 5, 9
<b>Aspects of Competency</b>		
10	Identify a suitable topic for a research project, formulate and apply an appropriate research methodology and translate this into a feasible plan for its execution and completion within the identified timescale complying with academic best practice (MSc)	QFE 10, 13, 14, 15
11	Analyse and critically evaluate research findings so as to develop and support ideas which can be effectively communicated in both a scholarly and a professional context (MSc)	QFE 12, 15
12	Apply problem-solving techniques to complex problems of a multidisciplinary nature to develop practical managerial solutions	QFE 10, 12, 13, 15, 16

#### Programme Structure - Dissertation Route

Module Number	Module Title	Credits	Pre-requisites
<b>One of the Following</b>			
CDR512	Introduction to Law (For non-lawyers)	20	–
CDR513	Introduction to Construction (For lawyers)	20	–
<b>All the of the Following</b>			
CDR503	Construction Law I	40	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR510	Arbitration Law	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR511	Alternative Dispute Resolution	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR509	Construction Law II	20	CDR 503 Construction Law 1 or as required by Tutor and HoP
RES515	Dissertation	60	All taught modules of MSc Construction Law and Dispute Resolution
<b>Total Hours/Credits</b>		<b>180</b>	

**Programme Completion Requirements (Dissertation Route)**

- To graduate from the programme, students must:
- Complete 5 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Achieve a minimum of “C” grade in all modules
- Attend at least 70% of all contact sessions
- Complete a dissertation of 40 credits on a topic based on one of the modules or specialist themes as introduced within the programme
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUID.

**Programme Structure -Project-Based Route**

Module Number	Module Title	Credits	Pre-requisites
<b>One of the Following</b>			
CDR512	Introduction to Law (For non-lawyers)	20	–
CDR513	Introduction to Construction (For lawyers)	20	–
<b>All the of the Following</b>			
CDR503	Construction Law I	40	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR510	Arbitration Law	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR511	Alternative Dispute Resolution	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR509	Construction Law II	20	CDR 503 Construction Law 1 or as required by Tutor and HoP
CDR507	Arbitration Award Writing	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP & Co-requisite (CDR510 Arbitration Law or as required by Tutor and HoP)
PPM505	Construction Project Management Professional Practice module	20	
CDR508	MSc Research Project in Construction Law and Dispute Resolution	20	CDR503 Construction Law 1
<b>Total Hours/Credits</b>		<b>180</b>	

**Programme Completion Requirements (Project-based Route)**

- Successfully complete 7 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Complete an MSc Research Project of 20 credits
- Achieve a minimum of “C” grade in all modules
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 4 academic terms and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUID.

## 19.6 Postgraduate Diploma in Construction Law and Dispute Resolution

The Postgraduate Diploma in CLDR award will be of interest to students who wish to obtain a higher degree in this field but who may be not currently able or willing to undertake the intensive period of study and research for the dissertation. They need to develop their skills in this subject but may require a shorter duration programme.

The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### Programme Structure

Module Number	Module Title	Credits	Pre-requisites
<b>One of the Following</b>			
CDR512	Introduction to Law (For non-lawyers)	20	–
CDR513	Introduction to Construction (For lawyers)	20	–
<b>All the of the Following</b>			
CDR503	Construction Law I	40	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR510	Arbitration Law	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR511	Alternative Dispute Resolution	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR509	Construction Law II	20	CDR 503 Construction Law 1 or as required by Tutor and HoP
<b>Total Hours/Credits</b>		<b>120</b>	

### Programme Graduate Completion Requirements

- Complete 5 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Achieve a minimum of “C” grade in all modules
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt or liability with BUiD.

## Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	CDR512	Introduction to Law
Jan -23	CDR503	Construction Law 1
	CDR512	Introduction to Law
Apr-23	CDR503	Construction Law 1
	CDR509	Construction Law II

**Module Descriptions for Construction Law and Dispute Resolution Programme****CDR512: Introduction to Law**

This module is intended for students who do not have a professional background in law. The module will therefore provide an introduction to key aspects and features of the law which form the foundation for the law of construction.

**CDR513: Introduction to Construction**

This module is intended for students who do not have a professional background in construction or related disciplines. The module will therefore provide an introduction to key aspects and features of construction and construction technology which form the economic and professional context within which construction law operates.

**CDR503: Construction Law I**

This module will build on the knowledge gained from earlier modules in order to provide a solid understanding of the special features of construction which give rise to particular legal doctrines and problems.

**CDR510: Arbitration Law**

This module aims to provide a solid foundation in the different aspects of arbitration, with a specific focus on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region

**CDR511: Alternative Dispute Resolution**

The purpose of this module is to provide a solid understanding of alternative methods of dispute resolution and the applicability of the different methods as they apply to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

**CDR509: Construction Law II**

This module will provide a solid understanding of further aspects of the legal implications of construction projects, with a special focus on the structuring of projects.

**CDR507: Arbitration Award Writing**

This module aims to provide sufficient knowledge of all the requirements for the writing of a final, reasoned and enforceable arbitration Award in a commercial dispute. This module focuses on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

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\* Modules offered are subject to change

**MGT514: Construction Procurement**

This module is designed to provide both knowledge and a higher level of understanding the effective procurement of construction projects. The module will provide the knowledge and understanding of the different procurement methods/strategies and contracts. The selection and management of procurement and its impact on the different parties and professionals will be thoroughly examined. The selection of suppliers, tendering methods, and supply chain management topics will be introduced and linked to procurement strategy formulation. The module will provide also knowledge and understanding of pre-contract management, key issues in design management and the impact of BIM and its impact on the role and management of the different members of the design/project team. The module will also offer an overview of the application of contract law and conflict resolution in the UAE

**CDR508: Research Project in Construction Law and Dispute Resolution**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt from the projects submitted in the previous modules. This project would be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. This could include procurement contracts, variation orders, extension of time, payment, insurance, construction arbitration and dispute resolutions topics as long as it is approved by the tutor. The research project module will be delivered in a different way than other modules. It will rely on independent study by the student/s. there will however be a class activity for all students. The module will start in the first week in a class attended by all students where they will be exposed to the concept of the project, outline and scope, requirements and deadlines.

**RES515: Dissertation**

The aim of the initial taught component of this module is to ensure that the students review and consider the issues in designing, managing and delivering a research project and can apply them to formulate and refine their own proposal for a dissertation topic of a scope and at a level appropriate for a Master degree. Each proposal will be required to define clearly research questions, discuss the rationale for such questions and the expected results, describing also the methodology and the information sources the student will use. The aim of the dissertation itself is to give students an opportunity to focus in depth on one aspect of CLDR, which will normally be directly relevant to a real life workplace situation, and to allow them to demonstrate skills in discovering, ordering and presenting information and ideas on a topic involving both legal and practical or technical issues.

## 19.7 Master in Business Administration

In today's rapidly changing business environment more and more employers and employees recognise MBA as a programme of study that provides competency in all the major functional management areas of an organisation. The BUiD-MBA is designed to incorporate and reflect on International best practices in MBA delivery and is based on the best methods for business education founded upon critical enquiry and challenge.

SN.	Faculty	Designation/ Role
01	Prof. Stephen Wilkins	Professor
02	Prof AbuBaker Sulaiman	Professor, Programme Coordinator, Admissions Tutor
03	Dr. Sulafa Badi	Associate Professor
04	Dr. Khalid Almarri	Associate Professor
05	Dr. Bader Yousef Obeidat	Associate Professor
06	Dr. Amer Alaya	Assistant Professor
07	Dr. Farzana Asad Mir	Assistant Professor
08	Dr. Maria Papadaki	Assistant Professor
09	Dr Mohamed Yacine Haddoud	Associate Professor
10	Dr Nor Ashmiza Mahameis d Ismail	Associate Professor
External Examiner		University
Prof. Christopher Forde		University of Leeds

### Programme Goals

1. enhance and develop previous experience in business and management;
2. develop the ability to apply previous and newly acquired knowledge and experience to complex business issues in a range of contexts;
3. Develop interpersonal and group-working skills required for assuming management, leadership and transformational roles in business;
4. develop strategic thinking, innovation and entrepreneurial skills;
5. develop knowledge, at an advanced level, of organisations, their management and the environment in which they operate;
6. develop an understanding of responsible risk management and sustainable value creation on the basis of the environmental, social and governance impacts of business;
7. develop the ability to apply knowledge and understanding of local, regional, global business issues and general management through conducting a Business Consultancy Project;
8. address the need for general management and leadership skills in the UAE, Gulf and the wider region

### Programme Learning Outcomes

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a student should be able to:

SN.	Programme Learning Outcomes
1	Critically assess, apply and synthesise the core legal principles relating to the construction law discipline specifically in the areas of the law of contract and tort, the law of property, the law on bonds and insolvency
2	Demonstrate comprehensive, highly specialised knowledge of leadership and/or general management and the interface between different fields of management, including frontier concepts and recent developments.
3	Show critical awareness and advanced knowledge of techniques and tools useful for analysing economic factors/indicators, business environments, financial measures and control in work organisations.
4	Illustrate detailed body of knowledge of recent developments in business operations, logistics, and marketing related to the different aspects of the business.
5	Integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to develop new knowledge and procedures in the field of business management.
6	Analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to business management, e.g. communication and information technology skills.
7	Develop and execute a major project or comparable activities (that includes a significant range of variable and complexity) with appropriately selected research methodologies producing sound conclusions.
8	Integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to develop new knowledge and procedures in the field of business management.
9	Employ high-level governance of processes and systems.
10	Analyse and reflect on global issues, socio-cultural norms and relationships and act to build and transform them.
11	Facilitate the transformation of organisations through strategic leadership, intellectual rigour and professional ethical values.
12	Apply well-developed interpersonal skills including the ability to communicate effectively and interact with groups and individuals at all levels.
13	Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including in unfamiliar learning contexts.

### Concentration Specific Learning Outcomes

#### Finance

	Programme Learning Outcomes
1	Demonstrate sound knowledge of theories and operations of financial markets and institutions
2	Apply appropriate quantitative tools and techniques to critically analyse banking and financial market data

#### Marketing

	Programme Learning Outcomes
1	Demonstrate comprehensive knowledge of marketing theories related to consumer behaviour
2	Apply appropriate market research methods to develop marketing plans

#### Human Resource Management

	Programme Learning Outcomes
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1	Demonstrate advanced knowledge of HR and Change management theories and key HR practises.
2	Apply HRM theories and practises to support HR planning and /or organisational change in the context of UAE culture and environment

### Sustainability

Programme Learning Outcomes	
1	Demonstrate knowledge of theories and concepts of CSR and the fundamental principles guiding sustainable development
2	Appraise ethical issues and the implications for decision making within examples drawn from contemporary business practice.

### Programme Structure

Module Number	Module Title	Credits	Pre-requisites
<b>One of the Following</b>			
CDR512	Introduction to Law (For non-lawyers)	20	–
CDR513	Introduction to Construction (For lawyers)	20	–
<b>All the of the Following</b>			
CDR503	Construction Law I	40	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR510	Arbitration Law	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR511	Alternative Dispute Resolution	20	CDR512 Introduction to Law for Non-Lawyers or as required by Tutor and HoP
CDR509	Construction Law II	20	CDR 503 Construction Law 1 or as required by Tutor and HoP
<b>Total Hours/Credits</b>		<b>120</b>	

Module Code	Module Title	Credit
<b>Core Modules</b>		
MGT520	Marketing Management	20
MGT508	Organisational Behaviour and Business Leadership	20
MGT521	Economics and Business Environment	20
MGT525	Operations Management	20
MGT519	Accounting and Finance For Managers	20
MGT523	Strategic Management	20
<b>Concentration</b>		<b>Module Title &amp; Code</b>
1.HRM	MGT510 Organisational Change	20
	MGT506 HR in Action	20
	MGT524 Business Consultancy Project in HRM	20
2.Finance	FIN501 Quantitative Methods for Finance	20
	FIN504 Financial Markets & Institutions	20
	MGT524 Business Consultancy Project in Finance	20
3.Marketing	MGT528 Consumer Behaviour	20
	MGT529 Marketing Research	20

Module Code	Module Title	Credit
	MGT524 Business Consultancy Project in Marketing	20
4.Sustainability	MGT522 Governance and Corporate Social Responsibility	20
	SDBE504 Sustainable built environment	20
	MGT524 Business Consultancy Project in Sustainability	20
5.Generic	Two modules from any of the four streams MGT524 Business Consultancy Project in Business Administration	20 x 2 20
Skills & Personal Development Workshops	<b><u>Mandatory Workshop:</u></b> Research & Consultancy Skills & Techniques	Zero credit
Students will choose three out of the four proposed workshops	Self-Management; Interpersonal skills; Team Skills Leadership	Zero credits
<b>Total Credits</b>		<b>180</b>

### Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 9 x 20 credit modules (6 core and 2 concentration modules and 1 final project)
- Achieve a minimum of “C” grade in all modules
- Attend and complete workshop on Research & Consultancy Skills & Techniques and at least three more personal development workshops
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years
- Have no outstanding debt with BUiD.

### Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sept-22	MGT508	Organizational Behaviour and Business Leadership
	MGT528	Consumer Behaviour
	MGT520	Marketing Management
	MGT524	Business Consultancy Project
	SDBE504	Sustainable Built Environments
Jan-23	FIN504	Financial Markets and Institutions
	FIN501	Quantitative Methods for Finance
	MGT521	Economics and Business Environment
	MGT524	Business Consultancy Project
	MGT525	Operations Management
	MGT529	Marketing Research

\* Modules offered are subject to change

Term	Module code	Module Name
Apr-23	MGT519	Accounting and Finance for Managers
	MBAF00	MBA Foundation Course
	MGT525	Organizational Change
	MGT506	Human Resource Management in Action
	MGT523	Strategic Management
	MGT524	Business Consultancy Project

### Module Descriptions for MBA programme

#### **MGT508: Organisational Behaviour and Business Leadership**

The purpose of this module is to provide a solid understanding of individuals and group behaviour in work organisations. It examines the role of management in diagnosing behaviours and adopting practices that can improve organisational effectiveness. This will involve consideration of employees' attitudes, motivation, learning and reinforcement, job satisfaction workgroups, organizational culture, leadership, communication, decision making, organization conflict, change management, and management of stress. Successful managers have different approaches to their work, sharing a range of diverse personality traits, attributes and beliefs. These underpin skills proficiency, but cannot in themselves be described as 'skills'. Yet often they are central determinants of an individual manager's effectiveness and are developed consciously over time and with an awareness of differing cultural contexts and operating environments. A key purpose of this module is thus to encourage learners to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues. The module also seeks to develop further more-specialised skills that are of particular significance to effective higher-level people management and provides opportunities for applied learning and continuous professional development. This module seeks to help learners make the most of their formal programmes of study with the inclusion of key postgraduate study skills and requires critical reflection on theory and practice from an ethical and professional standpoint. An emphasis is placed on Organisational Behaviour and Business Leadership in a mixed global environment. The module encourages learning about talent management in developing economies with diverse national, organizational and group cultures. In these different local and global contexts, managing diversity is central along with cross-cultural communication and motivation.

#### **MGT510: Organisational Change**

The purpose of this module is to provide a solid understanding of how theories of organisational change and management impacts on organisations in the UAE. This will involve initial consideration of key theories relating to organisational change and how these theories can be applied. Consideration will then be given specific areas of relevance including leadership, organisational culture, power, politics and emotional intelligence. The final part of the module will consider the role of consultants and managers as change agents and the ethics of change management. The module is concerned with the development of skills in organisational change and organisational development, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management practice and to effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets, a range of team working and interpersonal skills and others associated with developing personal effectiveness and credibility at work. Students are expected to be able to demonstrate leadership skills through the project management of organisational change in developing countries and GCC contexts, especially the UAE.

**MGT519; Accounting and Finance for Managers**

This module will enable students to gain an advanced knowledge and deep understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organization. Students will, applying different analytical tools, learn to identify the relevant information for better decision making to the advantage of the organization. The topics include cost concepts, cost-volume profit relationships and cost information for decision making, analysing and interpreting financial statements applying ratio analysis. It also includes important areas of management accounting useful for decision making purposes which includes preparation of cash flow, funds flow statements and budgets. Financial accounting covers external as well as accounting to be prepared by organisations. The finance component of this module aims at developing a clear understanding of the fundamental and advanced concepts of corporate finance and their relationship with the theory and practice of corporate investments through the examination of real-life case studies and contemporary examples which helps decision-making. It, therefore, discusses and compares investment appraisal techniques, risk & return and examines the relation of finance theory to corporate policy issues such as cost of capital & capital structure, debt policy & leverage and capital budgeting, dividend policy and mergers and acquisitions.

**MGT520: Marketing Management**

The module develops a managerial overview of the role of the marketing function within an organisation. Students will gain knowledge of the key concepts of marketing that will enable an understanding of the role of marketing in the current highly competitive environment.

**MGT521: Economics and Business Environment**

The module covers principles of macroeconomics and microeconomics, and deals with their applications to private and public sector management contexts. It provides an understanding of global macroeconomics and its importance in the development of effective corporate strategies. The module will present fundamental concepts of macroeconomics and develop analytical tools that can be used to study economic scenarios and performance. Students will gain insight into how external influences such as global trade and international capital flows are driving the world economy in addition to governmental fiscal and monetary policy. It develops the student's knowledge and understanding of the concepts of microeconomics and to apply principles and models to real world cases and situations. In addition, by the end of the module students will have an appreciation of the relevance of economics for business. The module facilitates the application of basic economic concepts, principles and models to understand and analyse the business and economic environment in which we live and work, and to appreciate the impacts of economic decisions and events.

**MGT522; Governance and Corporate Social Responsibility**

This module defines the components in Corporate Social Responsibility (CSR) and the relevant dependencies and areas of overlap. The combined strategic approach in socio-environmental analysis from the economic perspective will define a baseline. The module introduces the fundamental principles guiding sustainable development best practices at the global level and its operational examples. The module will focus on the three thematic areas of Triple Bottom Line (TBL), namely people, planet and profits. The socio-developmental aspect will map the cultural change in society over the last decade and how the international community has responded with shifts in policy and culture, as well as practices. The environmental approach will utilize the carbon (or environmental) footprint as the core competency to assess different applications of environmental policy in reference to project and programme environments. The economic dimension will consolidate the socio-environmental practices in different economic models to demonstrate the value proposition of engaging in long term CSR strategies within corporate environment.

**MGT523: Strategic Management**

Strategic management is concerned with the direction and scope of an organisation. The module conveys how this involves determining the purpose of the organisation, establishing objectives and formulating strategies to achieve the objectives through projects and programmes in a multi-project environment. Strategy formation, including emergent strategy, business case development, risk management, and quality management at a strategic level. The module explores how an organisation positions itself with regard to dynamic internal and external environments. Strategic management is holistic and hence builds on and develops the range of subjects of an MBA

**MGT524: Business Consultancy Project.**

The Business Consultancy Project is an important part of the MBA programme. The Project provides an opportunity for the student to apply their learning to a real business issue or topic, to engage in depth with a particular aspect of the subject, to carry out an investigation into it, and to report the outcome. The students will be provided with the knowledge and skills they need in order to develop a proposal, design a research plan, undertake literature review (if appropriate) and collect and analyse qualitative and quantitative data. Project supervision will be undertaken by a member of the MBA teaching team and a mentor representing the student's employer (if applicable). Assessment is based on the project proposal, a management report to the organisation, an academic report (not exceeding 15,000 words) and a presentation. The project topic will be agreed with the student's employer and will involve a piece of research on a topic that is of relevance to the employer's business and which relates to the subject matter of the programme.

If it is not possible for a student to undertake an in-company project at their place of work, a suitable alternative (e.g. a research or generic consultancy project) may be agreed with the student's academic supervisor.

**MGT525: Operations Management**

The purpose of this module is to develop a clear understanding of the topics of operations management and their interrelationship, based on theory and illustrated with real-life case studies. Module discusses and compares critical topics in service and production operations management such as process design, inventory control, performance management and supply chain management.

**MGT526: Introduction to Law**

This module is intended for students who do not have a law degree. The module provides a general overview of the law of obligations. Topics include: the law of contract, particular contracts (agency, sale & employment contracts), law of tort, unjust enrichment and Legal remedies.

**INF511: Management Information Systems**

Managers have increasing responsibility for determining their information system needs and for designing and implementing information systems that support these needs. Management information systems integrate, for purposes of information requirements, the accounting, financial, and operations management functions of an organization. This course will examine the various levels and types of software and information systems required by an organization to integrate these functions.

**MGT503: People, Culture and Organisation**

To gain knowledge and understanding on a wide range of people and culture topics relevant to a project manager. To gain awareness and understanding of a range of perspectives and underpinning techniques for analysing problems. To experience the application of theoretical ideas to work situations through personal reflection. To gain understanding of the theory and practice of creative approaches to problem solving. To create a future learning agenda for personal development. To gain experience and understanding of qualitative concepts and measures with respect to people, culture, and organisations Personal Development Workshops.

The four personal development workshops are designed to develop the skills required for effective research, management and leadership in business. The workshops are practical, interactive events taking place over two days. The first day will consist of some input, discussion and coaching for the key concepts and ideas from the lecturer/facilitator and the second day will involve a series of structured group and individual activities (e.g. case studies, scenarios, research papers and audio/videos); which will allow students to apply the knowledge that they gained from the first day following which participants will review their performance, give and receive feedback. At the end of each workshop day students will complete their personal action plan identifying the steps they will take to build on and implement their learning from the workshops. Workshops will also be provided to help students plan and prepare for their Business Consultancy Project.

## 19.8 Portfolio of Project Management Programmes

SN.	Faculty	Designation/ Role
01	Prof. Edward Ochieng	Professor, Programme Coordinator
02	Dr. Waris Khan	Assistant Professor, Admissions Tutor
03	Dr. Khalid Almarri	Assistant Professor
04	Dr. Maria Papadaki	Assistant Professor
05	Dr. Farzana Asad Mir	Assistant Professor
External Examiner		University
06	Prof. Alan Pearman	Leeds University Business School

### ❖ Portfolio of Project Management MSc Programmes

The PPM MSc programmes are co-ordinated within the Engineering and IT Faculty but benefit from cross-institutional expertise; by bringing together leading researchers and educators in the field of project management, human resources management, systems engineering and informatics. The aim of the programmes is to develop talented, well rounded, professional Project Managers who possesses the technical, behavioural and contextual ability to manage complex projects and display mastery of discipline. The programmes provide an opportunity for students to develop and demonstrate knowledge and understanding, intellectual and practical skills, aspects of competence and other attributes in the different MSc programmes within the PPM

The common goals of the PPM MSc programmes are:

- Equip students with advanced knowledge in project management practice and procedure
- Provide students with specialised professional practice knowledge and higher-order skills to facilitate access to high-level careers in project management and cognate disciplines
- Develop student's competences in the application of theory and practice of project management in their fields of work
- Develop students critical thinking, evaluative and reflective abilities
- Develop transferable skills to prepare students for managing highly complex projects and ethical and behavioural professional issues
- Develop the students' ability to perform independent high quality scientific research, analysis and critical thinking in a relevant topic area.

**The programme-specific additional goals are:**

#### Construction Project Management (CPM):

- Allow students who have an interest to flow their career in the Construction Project Management field to augment the knowledge gained from project management core modules with an understanding of the complex landscape of contemporary civil and construction projects management.
- Augment and enrich students' understanding with specialised knowledge on stakeholders engagement, planning, contacts, risks, BIM, health & safety and sustainability of construction projects.

#### Enterprise Project Risk Management (EPRM):

- Allow students who have an interest to flow their career in the enterprise project risk management field to augment the knowledge gained from project management core modules with an understanding of the theoretical practical and research skills necessary to understand, model and tackle practical concepts of risk within the context of enterprise project management

- Enrich students' awareness with specialised knowledge on existing enterprise risk frameworks and ISO standards. And also to augment student's knowledge on quantitative, qualitative and intelligence risks tools and their use in enterprise risk management.

**Infrastructure Project Management (IPM):**

- Allow students who have an interest to flow their career in the Infrastructure Project Management field to augment the knowledge gained from project management core modules with an understanding of the challenges that exist in the development and operation of infrastructure projects.
- Augment and enrich students' understanding with specialised knowledge on performance, maintenance preservation, rehabilitation, resilience and complexity of infrastructure projects.

**Information Technology Project Management (ITPM):**

- Allow students who have an interest to flow their career in IT project management field to expand the knowledge gained from project management core modules with an understanding of the practice of IT project management, emerging cyber security and project information security risk
- Offer students the opportunity to acquire further skills to recognise, manage enterprises' information systems security and procedures against cybercrime risks

## Programme Learning Outcomes (MSc and Diploma Common Learning Outcomes)

Common Programme Learning Outcomes	
Knowledge	<ul style="list-style-type: none"> <li>▪ Develop an understanding of professional knowledge in general project management principles: based on the PMI and APM core professional requirements</li> <li>▪ <i>Develop an awareness of strategic aspects of project management:</i> governance, project context setting, project close-out, scope management, project success criteria; value, risk and quality management</li> <li>▪ <i>Acquire competences in Technical aspects of project management:</i> project time and cost estimates to define project baseline, schedule and budget, risk analysis and value management techniques, PM decision making techniques and tools, value engineering and resource scheduling and optimisation</li> <li>▪ <i>Use Project control mechanisms:</i> Manage project scope changes, performance measurement (Identify needs for corrective action, obtain approvals, perform appropriate actions and evaluate effectiveness), budgeting and cost management, health, safety and environmental management</li> <li>▪ <i>Understand Financial aspects of project management:</i> financial / cost management, investment appraisal, project sources of funding, marketing, bidding</li> <li>▪ <i>Develop a detailed body of knowledge on organisational aspects of project management:</i> projects life cycle, project selection and initiation, procurement, project mobilisation, contract management, project administrative closure, project organisation, organisational roles</li> <li>▪ <i>Develop an awareness on People aspects of project management:</i> Personal, ethnic and cultural differences, communication, conflict management, delegation, influencing leadership, competence communities of practice, ethics frameworks, and personnel management</li> <li>▪ <i>Acquire advanced knowledge of applicable research principles and methods:</i> qualitative and quantitative research methods, reporting writing, research ethics, communication and presentation (MSc only)</li> <li>▪ Acquire Additional specialized advanced knowledge of recent developments in Project Management related topics</li> <li>▪ Be aware about the latest knowledge in project management theories and practices through research projects(MSc only)</li> </ul>

Common Programme Learning Outcomes		
Skills	<ul style="list-style-type: none"> <li>▪ Develop an understanding of a critical analysis and evaluation of the field of work/study</li> <li>▪ Assimilate new knowledge of project management into practice</li> <li>▪ Synthesise information from various sources in order to gain a coherent understanding of theory and practice of project management</li> <li>▪ Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge</li> <li>▪ Utilise project management decision tools to solve complex problems</li> <li>▪ Apply the skills needed for analysing data using statistical methods</li> <li>▪ Use of primary data sources and data management and analysis needed for academic study and enquiry</li> <li>▪ Apply reasoning and logic to analyse and solve highly complex project management problems</li> <li>▪ Present written coursework and other material clearly and appropriately as required</li> <li>▪ Present work, ideas in seminars, discussion and debate.</li> <li>▪ Work independently and taking initiative to complete research projects and dissertation (MSc only)</li> <li>▪ Communicate using a variety of information technology means</li> </ul>	
	<ul style="list-style-type: none"> <li>▪ Evaluate academic performance through self-discipline, self-direction, time management and prioritise workloads and recognise and manage stressful situations</li> <li>▪ Formulate project objectives</li> <li>▪ Able to apply latest knowledge and theories to research issues related the project management (MSc only)</li> </ul>	
Aspects of competence	Autonomy	<ul style="list-style-type: none"> <li>▪ Work resourcefully, flexibly and complaisantly with others</li> <li>▪ Evaluate academic performance through self-discipline, self-direction, time management and prioritise workloads and recognise and manage stressful situations</li> <li>▪ Develop Personal effectiveness including flexibility, open-mindedness and self-discipline</li> <li>▪ Show appreciation of standards of good research practice and esthetical governance (MSc only)</li> </ul>
	Role in context	<ul style="list-style-type: none"> <li>▪ Lead and give support and encouragement to others in the group</li> <li>▪ Take responsibility for personal and professional learning and development (Personal Development Planning)</li> <li>▪ Develop broad knowledge of the roles and responsibilities of the project manager within the lifecycle of the project context</li> <li>▪ Demonstrate creativity and innovation and originality in initiating and developing project management professional activities</li> </ul>
	Self-development	<ul style="list-style-type: none"> <li>▪ Interact successfully and ethicality with peers and others</li> <li>▪ show and demonstrate self-awareness and the ability to identify own training needs</li> <li>▪ Meet the professional and ethical standards of a project manager as identified by professional organ</li> <li>▪ Learn to act with integrity and ethically</li> <li>▪ Demonstrate adaptability and responsibility learns and acquire knowledge to meet professional requirements in project delivery</li> <li>▪ Carry out independent research using latest research-based knowledge to solve a project management related problem (MSc only)</li> </ul>

## The programme-specific additional LOCs of MSc and Diploma programmes

## CPM Specific Learning Outcomes

CPM Programme Learning Outcomes		
Knowledge	<ul style="list-style-type: none"> <li>▪ Relate the practice of PM to project activities including procurement, planning, stakeholder management, scheduling, sustainability, risk management and health and safety</li> <li>▪ understand the legal implications of managing projects, and the application of contract law and the law of agency to a contextual environment</li> <li>▪ Use their knowledge of construction/ engineering, planning &amp; legislation, health &amp; safety and sustainability &amp; schemes regulations to identify problems, constraints and project risks</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>▪ use of PM techniques to plan, control and manage the construction process</li> </ul>	
Aspects of competence	Autonomy and responsibility	<ul style="list-style-type: none"> <li>▪ Work and learn independently to plan, control and management construction activities</li> </ul>
	Role in context	<ul style="list-style-type: none"> <li>▪ Relate PM principles and theory to construction management activities including procurement, planning, stakeholder management, scheduling, sustainability, risk management and health and safety</li> </ul>
	Self-development	<ul style="list-style-type: none"> <li>▪ Demonstrate self-awareness and the ability to identify own training needs in meeting construction process requirements</li> </ul>

## EPRM Specific Learning Outcomes

EPRM Programmes Learning Outcomes		
Knowledge	<ul style="list-style-type: none"> <li>▪ Understand how risks map into strategy, governance and performance of projects and enterprises</li> <li>▪ Identify, evaluate, and manage the key risks as they occur throughout the project lifecycle and enterprises</li> <li>▪ Describe existing enterprise risk frameworks and ISO standards</li> <li>▪ Apply quantitative/qualitative risk management tools and techniques to project management and enterprise problems</li> <li>▪ Appreciate the importance of risk intelligence</li> </ul>	
Skills	<ul style="list-style-type: none"> <li>▪ Able to debate complex issues relating risk, uncertainty and risk intelligence</li> <li>▪ Able to discuss issues related to integrating risk with enterprise strategy</li> </ul>	
Aspects of competence	Autonomy and responsibility	<ul style="list-style-type: none"> <li>▪ Independently able to apply international standards and other industry specific codes of practice in the domain of risk</li> </ul>

	Role in context	<ul style="list-style-type: none"> <li>Relate the practice of risk management to enterprise strategy, intelligence, project activities, finance, and operation</li> </ul>
	Self-development	<ul style="list-style-type: none"> <li>Demonstrate self-awareness and the ability to identify own training needs in risk management</li> </ul>

### IPM Specific Learning Outcomes

IPM Programme Learning Outcomes		
Knowledge		<ul style="list-style-type: none"> <li>Understand the key principles of infrastructure project evaluation and finance</li> <li>Appreciate the significance and importance of operating and maintaining infrastructure facilities and assets</li> <li>Appreciate the significance of balancing procurement strategies and risk management requirements in infrastructure projects</li> <li>Appreciate the challenges and complexity in the development of mega infrastructure projects</li> <li>Appreciate the significance of balancing of sustainability, economic, environmental and social requirements in the development and operation of infrastructure systems</li> <li>Appreciate the significance of infrastructure systems interdependencies and resilience</li> </ul> <p>Appreciate the application of project management principles and methods for the management of infrastructure projects</p>
	Skills	<ul style="list-style-type: none"> <li>Critically evaluate processes used in a major infrastructure project development and operation</li> <li>Able to understand, new theories, concepts and methods to infrastructure management and apply them to new situations</li> </ul>
Aspects of competence	Autonomy and responsibility	<ul style="list-style-type: none"> <li>Demonstrate self-direction and originality in synthesizing theoretical and practical management perspectives to enhance the development and operation of infrastructure systems</li> </ul>
	Role in context	<ul style="list-style-type: none"> <li>Relate and apply PM processes and techniques throughout the project lifecycle in the development and management of infrastructure assets</li> </ul>
	Self-development	<ul style="list-style-type: none"> <li>Demonstrate self-awareness and the ability to identify own training needs in the development and management of infrastructure projects</li> </ul>

## ITPM Specific Learning Outcomes

ITPM Programme Learning Outcomes		
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Synthesise information from various sources in order to gain a coherent understanding of emerging cyber security risks</li> <li>▪ awareness of current approaches to information/data security and enterprise resilience</li> <li>▪ Understanding of the importance of Information systems security governance and auditing</li> <li>▪ Ability to evaluate approaches to information risk management and select the most suitable strategies and tools for a given situation</li> <li>▪ Understanding of current cybercrime and information systems vulnerability</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>▪ Analysis cyber risk requirements to support enterprise and public infrastructure operation continuity and resilience</li> <li>▪ Apply formal reasoning to justify resource deployment for information systems risk management</li> </ul>	
<b>Aspects of competence</b>	<b>Autonomy and responsibility</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate self-direction and originality in synthesizing theoretical and practical cyber security risks to enhance the protection of information systems</li> <li>▪ Acting autonomously in identifying, both systematically and creatively, requirements for information systems security</li> </ul>
	<b>Role in context</b>	<ul style="list-style-type: none"> <li>▪ Able to synthesis strategies for protecting enterprises and public infrastructure information systems from cyber risks</li> </ul>
	<b>Self-development</b>	<ul style="list-style-type: none"> <li>▪ Demonstrate self-awareness and the ability to learn in the spirit of critical enquiry to acquire necessary skills for the management of information system security</li> </ul>

MSc PPM (Dissertation –route)						
	Programme Modules (20CR each)	MSc in Project Management (PM)	MSc in Construction Project Management (CPM)	MSc in Enterprise Project Risk Management (EPRM)	MSc in Infrastructure Project Management (IPM)	MSc in Information Technology Project Management (ITPM)
Common modules (80CR)	PPM501 People and Organizations	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM502 Management of Projects	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM503 Planning, Execution and Control	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM504 Project Management Research Methods	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Programme Specialized modules (2*20CR=40 CR)	PPM505 Construction Project Management Professional Practice	Available	Compulsory	NA	NA	NA
	PPM506 Enterprise Risk Management	Available	Available	Compulsory	Available	Available
	PPM507 Infrastructure Management	Available	NA	Available	Compulsory	Available
	PPM508 Information systems and cyber security	Available	NA	Available	Available	Compulsory
	FIN515 International Finance	Available	NA	Available	NA	NA
	MGT522 Governance and corporate social responsibility	Available	NA	Available	NA	NA
	CDR512 Introduction to law	Available	Available	NA	NA	NA
	CDR510 Arbitration Law	Available	Available	NA	NA	NA
	SDBE504 Sustainable built environment	Available	Available	NA	Available	NA
	INF506 Knowledge Management	Available	Available	Available	Available	Available

	<b>INF509 E-Commerce</b>	Available	NA	NA	NA	Available
	<b>INF510 IT Entrepreneurship</b>	Available	NA	Available	Available	Available
	<b>MGT 519 Accounting and Finance for Managers</b>	Available	NA	Available	NA	NA
<b>Dissertation (60CR)</b>	<b>RES500 (60CR)</b>	Compulsory	Compulsory*	Compulsory*	Compulsory*	Compulsory*
<b>Total 180CR</b>	<b>* Dissertation must be related to the degree sought</b>					

### Programme Completion Requirements - Dissertation-Route

#### To graduate from the programme, students must:

- Successfully complete a 60 credit dissertation
- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Cannot repeat a module more than once
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## MSc PPM (Research Project –route)

	Programme Modules (20CR each)	MSc in Project Management(PM)	MSc in Construction Project Management (CPM)	MSc in Enterprise Project Risk Management (EPRM)	MSc in Infrastructure Project Management (IPM)	MSc in Information Technology Project Management (ITPM)
Common modules (80CR)	PPM501 People and Organizations	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM502 Management of Projects	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM503 Planning, Execution and Control	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM504 Project Management Research Methods	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
Programme Specialized modules (3*20CR=60 CR)	PPM505 Construction Project Management Professional Practice	Available	Compulsory	NA	NA	NA
	PPM506 Enterprise Risk Management	Available	Available	Compulsory	Available	Available
	PPM507 Infrastructure Management	Available	NA	Available	Compulsory	Available
	PPM508 Information systems and cyber security	Available	NA	Available	Available	Compulsory
	FIN515 International Finance	Available	NA	Available	NA	NA
	MGT522 Governance and corporate social responsibility	Available	NA	Available	NA	NA
	CDR512 Introduction to law	Available	Available	NA	NA	NA
	CDR510 Arbitration Law	Available	Available	NA	NA	NA
	SDBE504 Sustainable built environment	Available	Available	NA	Available	NA
	INF506 Knowledge Management	Available	Available	Available	Available	Available
	INF509 E-Commerce	Available	NA	NA	NA	Available
	INF510 IT Entrepreneurship	Available	NA	Available	Available	Available
	MGT 519 Accounting and	Available	NA	Available	NA	NA

	<b>Finance for Managers</b>					
<b>Research Project (40CR)</b>	<b>PPM510 (40CR)</b>	Compulsory	Compulsory*	Compulsory*	Compulsory*	Compulsory*
<b>Total 180CR</b>	<b>* Research Project must be related to the degree sought</b>					

### Programme Completion Requirements - Project Route

#### To graduate from the programme, students must:

- Successfully complete a 40 credit project
- Successfully complete 7 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Cannot repeat a module more than once
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

### 19.9 Postgraduate Diploma in PPM Programmes

The award of a Postgraduate Diploma, as an alternative to the MSc programme, addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations.

The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

## Programme Structure

## Proposed structure of the PG Diploma in PPM

	Programme Modules (20CR each)	MSc in Project Management (PM)	MSc in Construction Project Management (CPM)	MSc in Enterprise Project Risk Management (EPRM)	MSc in Infrastructure Project Management (IPM)	MSc in Information Technology Project Management (ITPM)
Common modules (60CR)	PPM501 People and Organizations	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM502 Management of Projects	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM503 Planning, Execution and Control	Compulsory	Compulsory	Compulsory	Compulsory	Compulsory
	PPM504 Project Management Research Methods	NA	NA	NA	NA	NA
Programme Specialized modules (3*20CR=60 CR)	PPM505 Construction Project Management Professional Practice	Available	Compulsory	NA	NA	NA
	PPM506 Enterprise Risk Management	Available	Available	Compulsory	Available	Available
	PPM507 Infrastructure Management	Available	NA	Available	Compulsory	Available
	PPM508 Information systems and cyber security	Available	NA	Available	Available	Compulsory
	MGT522 Governance and corporate social responsibility	Available	NA	Available	NA	NA
	CDR512 Introduction to law	Available	Available	NA	NA	NA
	CDR510 Arbitration Law	Available	Available	NA	NA	NA
	SDBE504 Sustainable built environment	Available	Available	NA	Available	NA
	INF506 Knowledge Management	Available	Available	Available	Available	Available
	INF509 E-Commerce	Available	NA	NA	NA	Available
	INF510 IT Entrepreneurship	Available	NA	Available	Available	Available
	MGT Accounting and Finance for Managers	Available	NA	Available	NA	NA
Total 120 CR						

## Programme Graduate Completion Requirements

### To graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Cannot repeat a module more than once
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUd.

### Teaching Plan for Academic Year 2022-2023\*

Term	Module Code	Module Title
Sep-22	PPM501	People and Organizations
	PPM502	Management of Projects
Jan-23	MGT523	Governance and Corporate Social Responsibility
	PPM503	Planning, Execution and Control
	PPM504	Project Management Research Methods
Apr-23	PPM505	Construction Project Management - Professional Practice
	PPM506	Enterprise Risk Management
	PPM510	Research Project
	PPM508	Information Systems and Cyber Security

## Module Description for Project Management Programme

### Common Core Modules Required for All PPM Programmes:

#### **PPM501: People and Organisations**

By the end of this unit, students should be able:

- To trace and discuss a wide range of theories (from classical to more contemporary postmodern perspectives) in the study of organization and human relations relevant to the management of projects;
- To critically reflect and review on a range of theoretical perspectives that can be used to problematize people and/or organizational in the management of projects, and;
- To apply a range of theoretical perspectives to appropriate and evaluate possible interventions in tackling everyday people and/or organizational problems in project environments.

#### **PPM502: Management of projects**

This unit is designed to provide a foundational perspective on the challenges of managing projects by placing them in their organisational context and introducing students to the range of management issues that are incorporated in the 'management of projects' paradigm. The keynote lectures will also introduce students many of the subjects that will be considered in greater depth in the core and optional modules in the MSc Management of Projects. The unit will introduce students to the APM Body of Knowledge and PMI project management processes. Also the model will introduce students to recent advanced PM methodologies.

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\* Modules offered are subject to change

**PPM503: Planning, Execution and Control**

This module aims to develop students' understanding of the processes of project implementation and further develop students' knowledge skills in the theory and application of programming, performance measurement, and monitoring and control methods. The module also aims to develop students about health, safety management.

**PPM504: Project Management Research Methods**

Develop students' ability to conduct a research assignment related to project management and to prepare students to carry out the dissertation component of the programme successfully. A particular emphasis is placed on projects/organisations and their applicability to different environments and situations. The initial stages of the module will consider key issues relating to research methods in general, including ethics, and how to design a research proposal and carry out research assignment. The module will then consider qualitative research techniques including data collection, data transcription, and analysis. Consideration will then be given to quantitative research techniques such as surveys and analysing data with PASW. Qualitative, quantitative and mixed-methods research approaches such as Action research, Ethnographic research, Case studies, and Modelling/Simulation will also be dealt with. The module will conclude with a discussion of the content of the module in relation to student research-based assignments

**Modules Descriptors for all MSc Awards****PPM505: Construction Project Management Professional Practice**

The philosophy behind the unit is to emulate the professional practice setting and reinforce students' theoretical, practical and employability skills. Students must also demonstrate practical project management skills in scheduling task activities, allocating responsibility and appropriate resources, time management and organisational skills at an advanced level. Thus the module aims:

- To provide students with advanced level knowledge, skills and experience to appreciate the complex landscape of contemporary civil and construction projects; and
- To develop students' knowledge, practical understanding and skills of project management professional practice within the construction and built environment industry; looking specifically at stakeholders, planning, contacts, risks, BIM, health & safety and sustainability – and the interlink between the interdisciplinary, diversity and multifaceted nature of civil and construction projects

**PPM506: Enterprise Risk Management**

The module is designed to equip students with an advanced knowledge of the risk management process; by exploring strategic and tactical issues associated with the implementation of effective risk management practices, students should develop the appropriate skills to appreciate the key processes and decision stages at corporate and project level. Students taking this module will be able:

- To identify and critically evaluate the theoretical and practical concepts of risk and value within the context of engineering project management
- To critically evaluate the framework within which project participants can operate appropriate risk and value management strategies

**PPM507: Infrastructure Management**

Infrastructure systems are fundamental for the economic growth and operation of any public services. Enterprises and public authorities depend on infrastructure systems for all aspects of daily operations. The module aims to introduce students to the challenges that existing in the development and operation of infrastructure projects. The module will develop student's understanding and knowledge of infrastructure assets development and operation.

**PPM508: Information systems and cyber security**

Cybercrime is increasing exponentially. National infrastructure, organisations and projects assets are constantly exposed to the threat of cyber-crime. Also the cost from cybercrime to enterprises and the public sector is estimated to rise to billions of dollars. As a result, the management of information systems security is critical for both project and business thus, this module is designed to offer the opportunity for students who may have a background interest in the management of information systems to argument their knowledge with an in depth understanding of the emerging cyber security and project risk. The module is also intended to up skill future project and risk managers to manage enterprises' information systems security and procedures against cybercrime. The module will also further expose students to current knowledge and prepare them for emerging information security developments in the context of IT Project Management

**FIN515: International Finance**

The purpose of this module is to provide contemporary insights needed to enhance one's understanding of the global business environment from a corporate perspective. It emphasizes on the changes and emerging trends in global financial and forex markets affecting business decisions and effectively manages them with appropriate strategies. It also helps promote a critical awareness of the effects of domestic and international banking, finance, foreign investments, macroeconomic policy and institutions on financial markets and select macroeconomic indicators

**MGT522: Governance and Corporate Social Responsibility**

This module defines the components in Corporate Social Responsibility (CSR) and the relevant dependencies and areas of overlap. The combined strategic approach in socio-environmental analysis from the economic perspective will define a baseline. The module introduces the fundamental principles guiding sustainable development best practices ant the global level and its operational examples. The module will focus on the three thematic areas of Triple Bottom Line (TBL), namely people, planet and profits. The socio-developmental aspect will map the cultural change in society over the last decade and hw the international community has responded with shifts in policy and culture, as well as practices. The environmental approach will utilize the carbon (or environmental) footprint as the core competency to assess different applications of environmental policy in reference to project and programme environments. The economic dimension will consolidate the socio-environmental practices in different economic models to demonstrate the value proposition of engaging in long term CSR strategies within corporate environment.

**CDR512: Introduction to Law**

This module is intended for students who do not have a professional Law background. The module therefore provides an introduction to the key aspects and features of relevant legal systems which form the foundation for law in the construction industry. Topics include: nature of law, major legal traditions, common law, civil law and Shari'a, the law of contract, particular contracts, law of tort, remedies and defences, restitutionary remedies, torts, intro to public law, intro to European law and property.

**CDR510: Arbitration Law**

This module aims to provide a solid foundation in the different aspects of arbitration, with a specific focus on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region

**SDBE504: Sustainable Built Environment**

This module emphasizes the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding sustainable development of the built environment including Avoidance or minimization of negative impacts on the environment; Conservation and efficient use of natural resources; preservation of cultural patterns; and Ecological harmony and respect for biodiversity. The concept of sustainable

development is discussed within the limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects of human activity. The module introduces tools for measuring and evaluating the impact of urban development on the environmental as well as the social, economic well-being of the urban system. Also discusses relevant issues relating to contractual procedures and construction law.

#### **INF506: Knowledge Management**

The aim of this module is to teach the principles and technologies of knowledge management. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition, and how to apply a knowledge management system using one of the knowledge-based system tools

#### **INF509: E-Commerce**

In this module students study topics related to creating a business on the web, with particular focus on e-commerce. Students will study the IT issues raised by electronic business and commerce. Techniques and technologies available for designing and implementing e-business and e-commerce applications will be surveyed. Students will have first-hand experience with Web-based tools and services to help design e-Business solutions.

#### **INF510: IT Entrepreneurship**

This module provides the students with scientific methodologies for identifying opportunities in the IT space. Students will learn how to create an effective business plan, acquiring funding, establishing a company from scratch and managing in an environment of high growth, high uncertainty and rapid change.

The module will include case studies of successful and failed IT entrepreneurial companies and will draw upon the angel investing, venture capital and entrepreneurial communities from guest speakers

#### **MGT519: Accounting and Finance for Managers**

This module will enable students to gain an advanced knowledge and deep understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organization. Students will, applying different analytical tools, learn to identify the relevant information for better decision making to the advantage of the organization. The topics include cost concepts, cost-volume profit relationships and cost information for decision making, analysing and interpreting financial statements applying ratio analysis. It also includes important areas of management accounting useful for decision making purposes which includes preparation of cash flow, funds flow statements and budgets. Financial accounting covers external as well as accounting to be prepared by organisations. The finance component of this module aims at developing a clear understanding of the fundamental and advanced concepts of corporate finance and their relationship with the theory and practice of corporate investments through the examination of real-life case studies and contemporary examples which helps decision-making. It, therefore, discusses and compares investment appraisal techniques, risk & return and examines the relation of finance theory to corporate policy issues such as cost of capital & capital structure, debt policy & leverage and capital budgeting, dividend policy and mergers and acquisitions.

#### **PPM510: Research project**

The research project follows a different approach to the dissertation through as delegates are encouraged to focus on developing their project management knowledge by applying the learned skills to solving a real work place or industrial problem. The students who opt to take the innovative applied PM research project together with an additional elective will carry out an applied research project credited 40. The research project will be based on a research or development/application topic of

industrial and scientific relevance in the area of project management. The project will be carried out either in the university setting or at the work placement approved by the course director

**RES500: Dissertation**

The aim of the dissertation is to develop the ability to conduct a substantial piece of research work in a specific area of project management and report on this work in the form of a Dissertation. Depending on the subject chosen, this work can be desk top based, experimental in nature, or can involve modelling and simulation, or can be a combination of all. This will offer an opportunity for students to focus in depth on one aspect of PM, which will normally be directly relevant to a real life workplace situation, and to allow them to demonstrate their independent research skills to the course assessors. The dissertation is supervised individually and assessed on the basis of a final report between 20,000 to 40,000 words

**20. FACULTY OF ENGINEERING & IT PROGRAMMES**

<b>Degrees Offered</b>	
PhD: Sustainable Built Environments	
PhD: Computer Science	
Master of Science (MSc) in Sustainable Design of Built Environment	
Postgraduate Diploma in Sustainable Design of Built Environment	
Master of Science (MSc) in Structural Engineering	
Postgraduate Diploma in Structural Engineering	
Master of Science (MSc) in Engineering Management	
Postgraduate Diploma in Engineering Management	
Master of Science (MSc) in Informatics (Knowledge and Data Management)	
Postgraduate Diploma in Informatics (Knowledge and Data Management)	
<b>Academic Staff</b>	
<b>Dean</b>	Prof. Bassam Abu Hijleh
<b>Professors</b>	Prof. Khaled Shalaan
	Prof. Abid Abu-Tair
	Prof. Sherief Abdullah
	Prof. Alaa Ameer
	Prof. Piyush Maheshwari
<b>Associate Professors</b>	Prof. Hanan Taleb
	Dr. Sa'Ed Salhieh
	Dr. Gul Ahmed Jekhio
	Dr. Cornelius Cube
	Dr. Daniel Woods

### 20.1 PhD: Sustainable Built Environments

The PhD: Architecture and Sustainable Built Environment programme meets an important skill/knowledge need in the increasingly important area of environmentally aware design requirements where sustainable and environmentally conscious designs are becoming a major factor in the evaluation of new designs worldwide. Most large projects require an environmental impact assessment before proceeding with them and although this assessment process is currently voluntary for small projects many countries are taking steps to regulate it formally.

SN.	Faculty	Designation/ Role
01	Prof. Bassam AbuHijleh	Professor
02	Dr. Hanan Taleb	Associate Professor; Programme coordinator
03	Dr. Wael Sheta	Assistant Professor
External Examiner		University
Prof. Peter John Walker		University of Bath

#### Programme Goals

- Make a distinctive contribution to the higher education system in the United Arab Emirates through the creation of a doctoral level programme of equivalent standard to that run in the UK.
- Develop leading-edge research capability in Architecture and/or Sustainable Built Environment through the training of doctoral level students who will carry out research in the region.
- Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions in the Architecture and Sustainable Built Environment discipline.
- Support other research-led organisations and institutions by building their capacity to carry out distinctive research into Architecture and Sustainable Built Environment in the region in order to provide sound policies based on research.
- Become a centre of excellence for research and the training of researchers in Architecture and/or Sustainable Built Environment related disciplines within the wider Gulf and Middle East (ME) region

#### Programme Outcomes

The outcomes of the PhD ASBE programme are in line with level 10 descriptors of the QF Emirates and reflect the appropriate incorporation of knowledge, skill and competencies appropriate to this level of qualification

Programme Learning Outcomes	
1	Demonstrate a detailed understanding of applicable techniques for research and advanced academic enquiry in SDBE
2	Demonstrate a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice in SDBE
4	Demonstrate the general ability to conceptualize, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems
5	Demonstrate the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of SDBE, and merit publication

The achievement of these core learning outcomes will ensure that holders of the PhD will typically be able to: Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences

- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches
- The core learning outcomes will also translate in PhD holders having the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments

### Programme Structure

Module Code	Module Name	Credits
RES604	Qualitative research methods and paradigms	30
RES605	Quantitative Methods	30
RES606	Research Design and Planning	40
<b>Core Modules</b>		
SDBE601	Advanced Building Performance Modelling	20
SDBE602	Sustainable Architecture: Past, Present and Future	20
<b>Elective modules ( select 2 modules)</b>		
SDBE603	Advanced Building Acoustics	20
SDBE604	Advanced Indoor Air Quality and Climate	20
SDBE605	CFD Applications in the Built Environment	20
SDBE606	Environmental Economics and Policy	20
SDBE607	Lighting Performance and Strategies	20
SDBE608	Smart Infrastructure	20
<b>Thesis</b>		<b>360</b>
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

### Programme Graduate Completion Requirements

In order to receive degree of PhD in any research area students need to:

- Acquire 180 D-level credits through completion of 7 taught modules
- Acquire 360 D-level credits by successful completion and viva of a substantial thesis of approximately 80,000 words

### Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	SDBE601	Advanced Building Performance Modelling
	SDBE604	Advanced Indoor Air Quality and Climate
	RES606	Research Design and Planning
Jan-23	SDBE602	Sustainable Architecture: Past, Present and Future
	RES604	Qualitative research methods and paradigms
Apr-23	SBDE60x	TBD
	SDBE608	Smart Infrastructure
	RES605	Quantitative Methods

## Module Descriptions for PhD - Architecture and Sustainable Built Environment Programme

For the Research Methods Modules – RES604, RES605 and RES606 please refer to the PhD PM module descriptors

### **SDBE601: Advanced Building Performance Modelling**

In this module the students will learn advanced modelling techniques to simulate and optimise the performance of different components used in buildings. Integration of renewable energy resources will also be addressed, e.g. solar and wind. The integrative effect of these components will also be studied. This includes both thermal & fluid modelling for some components as well as mathematical modelling and optimization for the control systems. One or more commercial software packages will be used, e.g. IES, Matlab and Homer.

### **SDBE602: Sustainable Architecture: Past, Present and Future**

Gaining in-depth knowledge with regard to the history of, and theories underlying, the notion of sustainable architecture will help us understand both how it has evolved over the years and what its future directions are likely to be. This module aims to develop critical understanding of past, present and future trends in sustainable built environment. Topics to cover include vernacular architecture; evolution of building materials and design; principles as well as myths associated with sustainable architecture. After successfully completing this module, students will be expected to acquire a strong theoretical background of various aspects that affect the development of sustainable architecture.

### **SDBE603: Advanced Building Acoustics**

In this module the students will learn advanced modelling techniques to simulate and optimise the performance of different components used in buildings. Integration of renewable energy resources will also be addressed, e.g. solar and wind. The integrative effect of these components will also be studied. This includes both thermal & fluid modelling for some components as well as mathematical modelling and optimization for the control systems. One or more commercial software packages will be used, e.g. IES, Matlab and Homer.

### **SDBE604: Advanced Indoor Air Quality and Climate**

This module aims to provide students latest research development, knowledge and skills needed for achieving creation of healthy, comfortable and productive indoor environments. Students will acquire knowledge and skills needed to conduct independent research and/or practice as consultants in the industry on topical issues that include indoor air quality (IAQ) and thermal conditions, ventilation, sources and IAQ modelling, particle characterization, indoor air chemistry, environmental tobacco smoke, IAQ purification strategies biological agents effects, and infectious disease transmission and control.

### **SDBE605: CFD Applications in the Built Environment**

In this module the students will learn the fundamentals of Computational Fluid Dynamics (CFD) including the governing equations, laminar and turbulent flow, steady and unsteady flows, turbulence modelling, discretization & meshing, types and application of boundary conditions, and the different types of convection heat transfer (natural, mixed and forced). The students will also learn how to use CFD to model internal and external fluid and heat flow as applied to different scenarios in the built environment. One or more commercial CFD packages will be used, e.g. ANSYS, Phoenics, Envimet.

### **SDBE606: Environmental Economics and Policy**

The module tackles aspects related to impact of the environmental economics and policy on the built environment the appropriate ways of regulating economic activity, in general, in order to strike a balance among economic, environmental and social goals. Not only will students learn about economics-related concepts such as externalities and public good, but they will also establish an understanding of the role of markets and regulations in determining the 'right' amount of pollution levels that lead to achieving a socially-desirable environment. Through the use of advanced software

packages, students will also learn how to assess the marginal costs and benefits associated with an individual policy as well as those resulted from a combination of multiple policies and actions. Last but certainly not least, it is envisaged that by the end of this module, students will appreciate the complex roles of governments in designing and implementing environmental policy with a particular emphasis on the built environment

**SDBE607: Lighting Performance and Strategies**

This module offers an in-depth look at natural light performance and design in the built environment. It aims to provide advanced knowledge on various aspects related to design issues and strategies, the effect of daylighting on occupant performance, calculations methods and visual comfort evaluation. The module will also highlight the role of electrical lighting and investigate ways to compromise its use with daylighting systems. The delivery of this module will largely depend on offering an international perspective with case studies from around the world and up-to-date knowledge of daylighting and electrical lighting innovative designs.

**SDBE608: Smart Infrastructure**

This module offers an in-depth look at sustainable engineering practices in an urban design context. It aims to provide advanced knowledge on various aspects related to achieving smart and sustainable infrastructure including water resource management, materials, environmental performance, site planning and transportation-related issues. The delivery of this module will largely depend on offering an international perspective with case studies from around the world.

## 20.2 Sustainable Design of the Built Environment Programme

SN.	Faculty	Designation/ Role
01	Prof. Bassam AbuHijleh	Professor
02	Dr. Hanan Taleb	Associate Professor
03	Dr. Wael Shata	Assistant Professor, Programme coordinator, Admissions Tutor
External Examiner		Univeristy
Prof. Peter John Walker		External Examiner – University of Bath

### ❖ MSc in Sustainable Design of the Built Environment

The role of the environmental designer in the building team is growing in importance as sustainable policies are increasingly supported by the public and by governments. This graduate programme prepares students to take their place in this expanding field. Depending on the degree sought, students acquire different levels of knowledge and skills needed to specialise in the sustainable design of the built environment. Project work is an important component of the programme and is intended to emphasise practicalities and develop the necessary working skills. The programme is suitable for junior to mid-career professionals in fields related to the built environment such as architecture, building services, landscaping, urban design, interior design, civil engineering building technology or environmental studies and will appeal to professionals from private consultancy business, construction firms and governmental regulatory institutions.

### MSc Programme Goals

The Goals and Outcomes of the MSc SDBE are detailed below.

1. To develop in students, the knowledge and ability needed to design healthy, comfortable and secure environments in and around buildings that place a minimal strain on global resources
2. To prepare students for adopting a role in the building team that can promote environmental design, and adapting to changing demands on this role as sustainable policies are increasingly supported by the public and by governments
3. To encourage in students an understanding of both the principles and application of the subject, using project work to emphasise practicalities and develop necessary working skills and a research dissertation to emphasise the ongoing development of knowledge.
4. To draw on the long experience of Cardiff University's Centre for Research in the Built Environment in research and consultancy in this subject
5. To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region
6. To meet the learning needs of students from diverse academic and professional backgrounds.

### Learning outcomes for MSc and Postgraduate Diploma in SDBE

Upon completion of the programme, a typical student is expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

	Programme Learning Outcomes	Aligned with L10 QFE Descriptors
<b>Knowledge</b>		
1	Identify the environmental needs and preferences of building users;	QFE 1,3
2	Describe the processes that contribute to physical environments in and around buildings;	QFE 1, 2
3	Articulate the main principles governing the design of buildings to be environmentally sound;	QFE 1, 2, 3
4	Give examples of buildings that demonstrate a wide range of design strategies for achieving high environmental standards;	QFE 1,3
5	Exhibit advanced and state-of-the-art knowledge in research in at least one specialized area within the built environment <b>(MSc only)</b>	QFE 1, 2, 3, 4, 6
<b>Skills</b>		
6	Demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;	QFE 6, 7, 8
7	Evaluate advanced practice in environmental design critically and, where appropriate, propose new alternatives;	QFE 5, 6, 7, 8
8	Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;	QFE 5, 7, 8, 9
9	Apply current knowledge appropriately and with originality to building for environmental design;	QFE 5, 6, 7, 8, 9
<b>Aspects of Competence</b>		
10	Anticipate the principal ways in which controlling physical environments can impact on the wider local and global environment;	QFE 10, 12
11	Collect and record relevant data, and apply appropriate appraisal techniques, in order to assess the environmental performance of buildings;	QFE 10, 11, 12
12	Identify the nature of complex environmental design problems and deal with them both systematically and critically;	QFE 13, 14
13	Exercise initiative and personal responsibility in planning and implementing study tasks	QFE 13, 14
14	Carry out original research at the forefront of knowledge on a relevant built environment topic through a dissertation <b>(MSc only)</b>	QFE 11, 15, 16
15	Engage effectively in debate in a professional manner and prepare and present projects at a professional standard.	QFE 15, 16, 17

**Concentration Specific Learning Outcomes:**

The concentration focused modules will give rise to concentration specific learning outcomes. The additional concentration specific learning outcomes for both MSc and Postgraduate Diploma are as follows:

**Architectural Design (AD) concentration**

Programme Learning Outcomes	
1	Gain knowledge of various and appropriate integrated solutions in relation to design, construction and environment
2	Design a clear architectural plan to sustainably upgrade an existing building.
3	Comprehend the physical properties and characteristics of building materials components, and the environmental impact of specification choices.
4	Integrate envelope construction techniques and formulate strategies for passive design of buildings toward achieving energy efficiency
8	Undertake research, development and design studies individually and as a member of an interdisciplinary team.
9	Critically review precedents relevant to the function, organisation and technological strategy of design proposals.

**Interior Design (ID) Concentration**

Programme Learning Outcomes	
1	Identify the elements, interrelationships of the indoor environment and its impact on the occupants;
2	Learn different sustainable interior design strategies;
3	Recognise the role of interior designers in creating healthy and sustainable indoor environments;
4	Identify the impact of material selection on the indoor environment; collect and record relevant data, and apply appropriate appraisal techniques, in order to assess the environmental performance of buildings;
5	Identify the impact of material selection on the indoor environment; collect and record relevant data, and apply appropriate appraisal techniques, in order to assess the environmental performance of buildings;
6	Propose and assess the sustainability of different interior designs taking into consideration the impact on the occupants and the environment

**Smart Buildings (SB) concentration**

Programme Learning Outcomes	
1	Understand the different levels and techniques of systems' integration in buildings;
2	Understand how different systems in a building consume energy;
4	Recognise the interaction between different building systems that contribute to an intelligent building;
5	Understand the interrelation between different building systems and techniques that can be used to reduce the building's overall energy consumption;
8	Identify the opportunities and limitations of constructing an intelligent building;

**Urban Design (UD) Concentration**

Programme Learning Outcomes	
1	Recognise the way in which buildings fit into their local context.
2	Illustrate theories of urban design and the planning of communities and development of cities
3	Understand the relationships between people and buildings, buildings and their environment and the need to relate buildings and the spaces between them to human needs and scale.
4	Understand and apply the principles of sustainable transport in the urban design context.
5	Refer to current planning policy, development control legislation, including social, environmental and economic aspects, and the relevance of these to urban design development.
6	Practice the role of the architect within the design team and the construction industry, recognising the importance of current methods and trends in urban design practices

**Programme Structure****Structure of the MSc in SDBE (Dissertation route) and PG Diploma in SDBE award**

Modules	Module Code	Module Title	Credits
Core	SDBE501	Climate and Comfort	20
	SDBE502	Renewable and Sustainable resources	20
	SDBE503	Investigations in the Built Environment	20
	SDBE504	Sustainable Built Environments	20
<b>Concentration Modules:</b> Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).			
MSc SDBE (AD)	SDBE506	Passive Design	20
	SDBE505	Skins and Spaces	20
MSc SDBE (ID)	SDBE510	Sustainable Indoor Environment	20
	SDBE517	Sustainable Interior Design	20
MSc SDBE (SB)	SDBE507	Efficient Building Services	20
	SDBE514	Intelligent Building Design	20
MSc SDBE (UD)	SDBE508	Sustainable Urban Design	20
	SDBE518	Sustainable Urban Transport	20
MSc SDBE (General, no concentration shown on degree certificate)	Elective 1		20
	Elective 2		20
	RES507	Dissertation	60
<b>Total Credits</b>			<b>180</b>

**Elective Modules:** Students can select any of the modules, presented in Table 5 below, as an elective depending on their interest; a concentration required module does not count as an elective for that concentration. One of the elective modules may be selected from another postgraduate programme at BUId, i.e. a module not listed in Table below. This is allowed in cases when such a module is deemed relevant to the student's research project and requires pre-approval by the student's personal tutor or research project supervisor.

**Elective Modules for MSc in SDBE (No concentration)**

Module Code	Module Title	Credits
SDBE506	Passive Design	20
SDBE505	Skins and Spaces	20
SDBE507	Efficient Building Services	20
SDBE508	Sustainable Urban Design	20
SDBE518	Sustainable Urban Transport	20
SDBE510	Sustainable Indoor Environment	20
SDBE517	Sustainable Interior Design	20
SDBE513	Liveable Landscape	20
SDBE514	Intelligent Building Design	20
MGT522	Governance and Corporate Social Responsibility	20

**SDBE Programme Structure (MSc- Project-Based Route)**

Modules	Module Code	Module Title	Credits
Core	SDBE501	Climate and Comfort	20
	SDBE502	Renewable and Sustainable resources	20
	SDBE503	Investigations in the Built Environment	20
	SDBE504	Sustainable Built Environments	20
MScSDBE (AD)	SDBE506	Passive Design	20
	SDBE505	Skins and Spaces	20
	Elective 1		20
	Elective 2		20
MSc SDBE (ID)	SDBE510	Sustainable Indoor Environment	20
	SDBE517	Sustainable Interior Design	20
	Elective 1		20
	Elective 2		20
MSc SDBE (SB)	SDBE507	Efficient Building Services	20
	SDBE514	Intelligent Building Design	20
	Elective 1		20
	Elective 2		20
MSc SDBE (UD)	SDBE508	Sustainable Urban Design	20
	SDBE518	Sustainable Urban Transport	20
	Elective 1		20
	Elective 2		20
MSc SDBE (General, no concentration shown on degree certificate)	Elective 1		20
	Elective 2		20
	Elective 3		20
	Elective 4		20
	SDBE516 (ID or SB or UD)/SDBE519 (AD only)	Research / Advanced Design Project	20

**Elective Modules:** Students can select any of the modules, presented in Table 5 below, as an elective depending on their interest; a concentration required module does not count as an elective for that concentration. One of the elective modules may be selected from another postgraduate programme at BUId, i.e. a module not listed in Table below. This is allowed in cases when such a module is deemed relevant to the student's research project and requires pre-approval by the student's personal tutor or research project supervisor.

**List of Electives for Proposed SDBE Programme Structure (MSc- Project-Based Route)**

Module Code	Module Title	Credits
SDBE506	Passive Design	20
SDBE505	Skins and Spaces	20
SDBE507	Efficient Building Services	20
SDBE508	Sustainable Urban Design	20
SDBE518	Sustainable Urban Transport	20
SDBE510	Sustainable Indoor Environment	20
SDBE517	Sustainable Interior Design	20
SDBE513	Liveable Landscape	20
SDBE514	Intelligent Building Design	20
MGT522	Governance and Corporate Social Responsibility	20

**Programme Graduate Completion Requirements (Dissertation Route)**

- Complete a 60 credit dissertation relevant to the selected concentration
- Complete 4 x 20 credit core modules and 2 x 20 elective modules
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUID.

**Programme Graduate Completion Requirements (Project Based Route)**

- Complete 4 x 20 credit core modules; 2 x 20 concentration specific modules and and 2 x 20 credit elective modules
- Complete a 20 credit research project relevant to the concentration
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUID.

**Teaching Plan for Academic Year 2022-2023\***

Term	Module code	Module Name
<b>Sep-22</b>	SDBE501	Climate and Comfort
	SDBE504	Sustainable Built Environments
	SEEM534**	Structural Rehabilitation
<b>Jan-23</b>	SDBE502	Renewable and Sustainable Resources
	SDBE517	Sustainable Interior Design
<b>Apr-23</b>	ENGM507**	Six Sigma and Quality Management
	SDBE503	Investigations in the Built Environment
	SDBE508	Sustainable Urban Design

\* Modules offered are subject to change

\*\* Shared module, SDBE students need prior approval to take these modules

**Module Descriptions for Sustainable Design of the Built Environment Programme****Core Module Descriptors****SDBE501: Climate and Comfort**

The primary focus of this course will be the study of the thermal, luminous and ventilation performance of buildings within the Built Environmental context. The course will examine the basic scientific principles underlying these phenomena and introduce students to a range of technologies and analysis skills for designing comfortable indoor environments. Students will be challenged to apply these skills and explore the role light, energy and air can play in shaping a Built Environment. The course format will consist of a series of lectures that are accompanied by software tutorials. A number of individual and group assignments relevant to the topic, in which will aid students to better perceive the topics covered in class. The assignments for this class will be closely interlinked with the real world (from profession) and students will be challenged to integrate what they have learnt in this class within Profession.

**SDBE502: Renewable and Sustainable Resources**

This module focuses on the resources needed to construct and operate buildings, and on their significance for a sustainable future. The construction industry is one of the largest consumers of resources among all industries, from its supply chain of materials producers and fabricators, through to its influence on the operation of buildings. Making construction activity sustainable in the long term is a major challenge. The module emphasizes the links between sustainability, improved performance and resource management in terms of what resources are used and the way they are used with emphasis on sourcing and using renewable materials. It examines the principles of reuse, recycling and renewal in achieving sustainability in the Built Environment. It looks at the consumption of materials, energy and water and at the production of waste through the whole life cycle of the building. Special attention is paid to the different renewable energy resources with focus on technology and economics. The role of energy policy, politics and regulations in promoting the use of renewable resources will be discussed.

**SDBE503: Investigations in the Built Environment**

The module is based on the belief that evaluation, feedback and critique are all vital components to the progress of sustainable design. Progress can only be achieved when this assessment loop is completed using credible and appropriate methods. Investigations in the Built Environment aims to reinforce this message and introduce the student to a number of investigative and analytical methods and techniques, including prediction, simulation, experimental and measurement. It will consider both physical and human perspectives of the Built Environment and draw on methods appropriate to both academic and practice based investigations. The module content is backed up by self-learning material on the web specifically written for the module. Further support for the learning will come from a planned sequence of assignments, in which students are encouraged to think through the issues involved in each stage of making an investigation; written feedback on these from the tutors will contribute to the module content. The students will also be introduced and trained to use some handheld instruments that are used to assess thermal comfort as air quality. There is a high degree of class interaction and group working involved in this process.

**SDBE504: Sustainable Built Environments**

This module emphasizes the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding sustainable development of the built environment including Avoidance or minimization of negative impacts on the environment; Conservation and efficient use of natural resources; preservation of cultural patterns; and Ecological harmony and respect for biodiversity. The concept of sustainable development is discussed within the limitations imposed by the present state of technology and social

organization on environmental resources and by the ability of the biosphere to absorb the effects of human activity. The module introduces tools for measuring and evaluating the impact of urban development on the environmental as well as the social, economic well being of the urban system. Also discusses relevant issues relating to contractual procedures and construction law.

### **Elective Module Descriptors**

#### **SDBE505: Skins and Spaces**

The environmental design of the space and its enclosing and surrounding skin has received much attention in recent years as concern has grown over building occupants' health and comfort and the rate in which buildings use energy to maintain the required environmental conditions. The concern also includes an ongoing topic of investigation dealing with the relationship between built form and environmental performance. A number of recent projects have focused on aspects of mixed-use development as part of a zero carbon emission strategy for urban environments. Results of research are beginning to inform new ideas in building design, in relation to innovative facades, chilled/heated surfaces and mixed-mode ventilation systems. In order to achieve successful design for comfort, health and energy efficiency, architects, urban planners and services engineers need to have a common understanding of the basic principles and techniques involved in integrating the environmental performance of the envelope, surrounding enclosure and space. The aim of this course is to provide such understanding in order to encourage a good overall environmental design.

#### **SDBE506: Passive Design**

The module will prepare students for playing a participatory role in the practice of designing passive buildings. It will demonstrate techniques for selecting strategies appropriate to climate and brief, and introduce passive methods of lighting, heating, and cooling buildings. It will introduce simple manual ways for assessing the effectiveness of design decisions, as well as giving students opportunities for furthering their use of current environmental software. The discussion of strategies will be given an international context for a wide applicability scope. The module content is backed up by self-learning material for both manual and simulation techniques. Further support for the learning will come from the module final project assignment.

#### **SDBE507: Efficient Building Services**

The design of 'environmentally friendly' buildings depends critically on the choice of appropriate servicing strategies - an inappropriate servicing strategy can negate all the work undertaken on the form and fabric of the building. This module explores the principles behind current low energy solutions to servicing strategies, and deals with basic application information and strategies. Students will have an opportunity to extend their use of current environmental software to take into account service loads. The course is designed to complement information provided in all the other modules. In particular, ventilation system design is covered in detail elsewhere. Support for the learning will come from the module project.

#### **SDBE508: Sustainable Urban Design**

The module aims to address and discuss the critical issue of our Urban Environment and the need not only to speak to the attention that needs to be paid to the fragility of the planet and its resources, but also our Urban Environments which are places that we present a large part of our political, social, cultural, technical and creative achievements and inspirations. Democracy and Democratic values within this context are not abstract concepts, but are situated relational conditions that are deeply embedded within the physical space of our every day actions, our homes, our places of work and our spaces of social and public gathering. The module tries to contribute into providing the ground for new forms of spatial democracy. These are structurally organized as a series of speculations within the lecture topics and assignments given, and are indispensable components of the development of future cities, which therefore is intended to be projective in character.

**SDBE510: Sustainable Indoor Environment**

The module gives an overview of general requirements needed for achieving healthy indoor environment and investigates the role of sustainability within indoor environment design. The primary objective of this course is to foster knowledge and understanding of building technology systems that support people's activities and well-being in indoor environment. In addition to this, the module also teaches students the minimization of negative impacts and maximization of positive impacts of indoor environment facilities on economic, environmental, and social systems over the life cycle of the building. A total building performance framework for sustainable interior design delivery is used to achieve this purpose. The primary objective is not necessarily to teach students interior design, rather to assist and give the students' knowledge, understanding and skills of achieving sustainable indoor environment.

**SDBE513: Liveable Landscape**

This module will engage the students in a series of investigations, emphasizing methods in the analysis and response to the role of landscape architecture in turning public spaces into civic places to achieve more sustainable landscape performance, using both biophysical and social criteria to define sustainability. The focus is on the intersection of physical and biological landscape processes, with cultural, social and political processes, and design theories and techniques in shaping the design of public spaces, such as waterfronts, public squares, neighbourhoods, public markets, transportation nodes, streets, civic plazas, city and local parks. It engages concepts from environmental psychology, ecology, anthropology, and the arts to locate and demonstrate fundamental organizing principles in the human perception and use of space, and its effect on interpersonal relations.

**SDBE514: Intelligent Building Design**

This course provides an overview of all aspects of intelligent buildings including: history, design, components, construction, management strategies, economic implications, effects on the environment and future trends. An intelligent building is inherently of an efficient and environmentally friendly design. There is a very strong synergy between an intelligent building design and the environmental certification requirements of buildings as per the BREAM and LEED programmes. An intelligent building also optimizes occupants' circulation and networking enhancing their collaboration, productivity and creativeness (Total Building Performance).

**SDBE516: MSc Research Project in Sustainable Design of the Built Environment**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt the projects submitted in the previous modules. This project could be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. This could include topics on building design, interior environments, energy conservation & management, renewable resources, building services, or any other relevant built environment topic as long as it is approved by the module tutor. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant industry who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

**SDBE517: Sustainable Interior Design**

This module, which is design oriented, teaches students comprehensive way of integrating all aspects of design- technology, environmental issues, wellbeing of building occupants, policies and regulations, and economics. It allows students various scales of investigation within design problems with an eco-pluralistic (design that tread lightly on planet) approach to the use of materials and techniques. It also

provides an integrated and holistic context for building (interior) design with more emphasis placed on nature as mentor for environmentally responsible design. Design tutorials will be conducted outside the weekly class time.

#### **SDBE518: Sustainable Urban Transport**

This module explores the ways in which the society's mobility needs can be met with minimum negative impacts which are associated with excessive use of private automobiles - such as impacts on the quality of our environment, social cohesion, health and traffic controls. The module has two focus points: 1) the relationship between transport and the environment and 2) the means through which sustainable mobility might be achieved. The students will be introduced to various issues related to sustainable transportation systems to develop the capability to make an effective contribution at the highest level to the planning, policy making and management of transport. A wider perspective is desirable, which starts from the premise that land-use decisions both influence and are influenced by transport objectives and performance. The students will learn related software programme to aid them to design the transport more efficient and sustainable.

#### **SDBE519: Advanced Design Project**

In this module the students will undertake advanced architectural design projects. They will focus on applying the knowledge learnt in several other modules in the course to analyse, revise, improve and assess a building design in order to make it sustainable. The students will be introduced to several key architectural ideas to develop basic design and communication skills in order to progress with their design projects on proposed sites. They will be encouraged to work together at first stages of the design, broadening their experience through research and development. They will start by preparing a professional design brief for their proposed projects and proceed to producing detailed architectural drawings, including an executive summary and a detailed report, which would also reflect on the research conducted and the strategies adopted, plus to give presentations explaining and defending the steps undertaken during their design projects. The students are also expected to create a project programming and scheduling in order to manage and meet deadlines. The jury for the presentations will include one or more jurors from the relevant industry who will also take part in the review and assessment of the presentations. This module will run over two consecutive terms in order to give the students enough time to properly develop their designs, research, document, propose and assess their final advanced design projects. This module is open to students pursuing an MSc Design Project route with AD concentration.

#### **MGT522: Governance and Corporate Social Responsibility**

This module defines the components in Corporate Social Responsibility (CSR) and the relevant dependencies and areas of overlap. The combined strategic approach in socio-environmental analysis from the economic perspective will define a baseline. The module introduces the fundamental principles guiding sustainable development best practices at the global level and its operational examples. The module will focus on the three thematic areas of Triple Bottom Line (TBL), namely people, planet and profits. The socio-developmental aspect will map the cultural change in society over the last decade and how the international community has responded with shifts in policy and culture, as well as practices. The environmental approach will utilize the carbon (or environmental) footprint as the core competency to assess different applications of environmental policy in reference to project and programme environments. The economic dimension will consolidate the socio-environmental practices in different economic models to demonstrate the value proposition of engaging in long term CSR strategies within corporate environment.

#### **SDBE516: MSc Project in Sustainable Design of the Built Environment**

In this module the student will undertake a short practical research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic/design in order to make it more sustainable. This could include topics on building design, interior environments, energy conservation & management, renewable resources, building services, or any

other relevant built environment topic as long as it is approved by the module tutor. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant industry who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

**RES507: Dissertation**

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the master's degree take the dissertation stage. This final project is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study. This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of the students' training is to become familiar with these rules.

### 20.3 Structural Engineering Programme

SN.	Faculty	Designation/ Role
01	Prof. Abid AbuTair	Professor
02	Dr. Alaa Ameer	Associate Professor
03	Dr. Gul Ahmed	Assistant Professor; Programme coordinator; Admissions Tutor
External Examiner		University
06	Prof. Ali Nadjai	University of Ulster

#### ❖ MSc in Structural Engineering (StrE) Programme

BUID MSc StrE programme is intended to enhance the knowledge-base of structural engineers by offering modules that fill the needs of the industry. The goal of the programme is to provide additional knowledge and skills in structural engineering to permit the candidate to be more effective in engineering and associated firms and organisations. BUID's StrE programme also incorporates issues relating to sustainability and environment as this is a key factor that is expected to develop further over the next decades.

#### Programme Goals

- Provide students with advanced knowledge in the fundamentals of engineering materials and structures.
- Provide students with advanced structural engineering knowledge such as advanced structural analysis and design, or durability and rehabilitation of structures.
- Provide students with an opportunity to apply theoretical concepts by means of short independent assignments and exercises in addition to the extended research and dissertation.
- Enhance the contribution of the Structural Engineering Profession in the Gulf Region towards; safety and risk management, sustainable use of resources, use of innovative technologies, and the creation of inspiring and efficient structures.
- Develop critical thinking, innovation, analytical skills, and interpersonal as well as group-working skills

#### Programme Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Programme Learning Outcomes		Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Demonstrate advanced scientific knowledge and technical know-how in structural engineering	QFE 1, 2, 3, 4
2	Knowledge of developing technologies in structural engineering	QFE 1, 2, 3, 4
3	Understanding concepts from a range of areas including some outside engineering, and the ability to evaluate them critically and to apply them effectively in structural engineering	QFE 1, 2, 3, 4
4	Advanced skills in research, analysis, evaluation and innovation of complex ideas, information, concepts and/or activities in structural engineering	QFE 5, 6, 7, 8, 9
5	Integrate knowledge from different fields to produce new knowledge and procedures in the field of structural engineering	QFE 5, 6, 7, 8, 9

6	Analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to structural engineering	QFE 5, 6, 7, 8, 9
7	Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar	QFE 10,11, 12
8	Do research and further develop knowledge and methods in the field of structural engineering.	QFE 10,11, 12
9	Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self	QFE 13, 14,
10	Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.	QFE 13, 14,
11	Self-evaluate, develop, and implement further learning consistently, sensitively, and independently	QFE 15, 16, 17
12	Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions	QFE 15, 16, 17

### Programme Structure

#### Master's Degree

Module Code	Module Name	Credits
<b>Core Modules</b>		
SEEM504	Structural Engineering Design	3
SEEM533	Advanced Structural & Seismic Analysis	3
SEEM534	Structural Rehabilitation	3
SEEM535	Advanced Structural Design	3
SEEM536	Foundation Engineering	3
<b>Two electives from the elective modules basket presented below</b>		<b>6</b>
<b>Research Dissertation</b>		<b>9</b>
<b>Total Credits Required for Masters' Degree Completion</b>		<b>30</b>

#### PG Diploma Degree

Module Code	Module Name	Credits
<b>Core Modules</b>		
SEEM504	Structural Engineering Design	3
SEEM533	Advanced Structural & Seismic Analysis	3
SEEM534	Structural Rehabilitation	3
SEEM535	Advanced Structural Design	3
SEEM536	Foundation Engineering	3
<b>Three electives from the elective modules basket presented below</b>		<b>9</b>
<b>Total Credits Required for PG Diploma Degree Completion</b>		<b>24</b>

#### Elective Modules

Module Code	Module Name
SEEM537	Special Topics in Structural Engineering
SDBE504	Sustainable Built Environment
PPM507	Infrastructure Management
PPM505	Construction Project Management Professional Practice

Module Code	Module Name
PPM502	Management of Project
XXXXXX	One Master or PhD module across the university with the approval of the HoP

### MSc StrE Completion Requirements (Dissertation Route)

#### In order to graduate from the programme, students must:

- Successfully complete a 9 credit hour dissertation
- Successfully complete (21 Credit hour) 7 x 3 credit hour of taught modules
- Attend for at least 70% of all contact sessions
- Achieve a minimum of "C" grade in all modules
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUId.

### Postgraduate Diploma in StrE Graduate Completion Requirements

#### In order to graduate from the programme, students must:

- Successfully complete (24 Credit hour) 7 x 3 credit hour of taught modules
- Attend for at least 70% of all contact sessions
- Achieve a minimum of "C" grade in all modules
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUId.

### ❖ Postgraduate Diploma in Structural Engineering (PGDip StrE)

The award of a Postgraduate Diploma, as an alternative to the MSc programme, addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations.

The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

### Programme Completion Requirements

#### In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Achieve a minimum of "C" grade in all modules
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUId.

**Teaching Plan for Academic Year 2022-2023\***

Term	Module code	Module Name
<b>Sept 22</b>	<b>SEEM501</b>	Advanced Engineering Materials
<b>Jan 23</b>	SEEM533	Advanced Structural & Seismic Analysis
<b>Apr 23</b>	SEEM509	Structural Rehabilitation

**Module Descriptions for Structural Engineering Programme****SEEM501: Advanced Engineering Materials**

This module will enable students to gain knowledge and understanding on a wide range of high performance engineering materials. It will provide scientific and practical information on the selected materials. The module covers materials, including concrete, steel, fiber reinforced cement, fiber reinforced plastics, polymeric materials, geosynthetics, masonry materials and coatings. It discusses the scientific bases for the manufacture and use of these high performance materials. Testing and application examples are also included.

**ENGG 511: Engineering Computational Methods**

This module supports the students in the analysis of engineering information; presentation and analysis of data in the development of engineering models of the systems and the use of data and theoretical concepts to make engineering decisions for products, processes designs and problem solving. This module develops an understanding of variability underpinning engineering experiments. The aim is to cover the common types of problems in engineering practice; engineering scenarios and problems providing the basis for practical – tutorials and computer classes. The focus will be on using MATLAB and SPSS for numerical calculations

**SEEM531: Concrete Durability**

This module will enable students to gain knowledge and understanding and provide scientific and practical information on a wide range of concrete durability issues. The module discusses a number of chemical as well as physical deterioration mechanisms and the modeling and predicting of their effects and also discusses what to consider in the design, selection of materials, and the construction processes to improve and control the concrete durability.

**SEEM521: Advanced Structural Analysis**

This module will enable students to gain knowledge and understanding and provide scientific information on Advanced Matrix Analysis and the introduction to Finite Element Analysis. It is expected that by the end of the module, learners should be able to analyze any framed structure subjected to applied loads, temperature variations, initial strains, and/or support settlements using the direct stiffness method in the context of finite element formulations.

**SDBE504: Sustainable Built Environment**

This module emphasizes the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding sustainable development of the built environment including Avoidance or minimization of negative impacts on the environment; Conservation and efficient use of natural resources; preservation of

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\* Modules offered are subject to change

cultural patterns; and Ecological harmony and respect for biodiversity. The concept of sustainable development is discussed within the limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects of human activity. The module introduces tools for measuring and evaluating the impact of urban development on the environmental as well as the social, economic well being of the urban system

#### **SEEM502: Advanced Structural Mechanics**

This module will enable students to gain knowledge on engineering mechanics and provide scientific information and introduction to theory of elasticity, plane-stress and plane-strain problems. The following topics will be considered: torsion, nonsymmetrical bending, shear center, curved beams, beams on elastic foundations, thick-wall cylinders, column stability, and stress concentration. Throughout the study key kinematic and material response assumptions are emphasized in order to highlight the applicability and limitations of the analysis methods.

#### **SEEM522: Advanced Concrete Design**

This module will enable students to gain in depth knowledge and provide scientific information on analysis and design of reinforced concrete members and systems, considering the requirements of the related codes and standards.

#### **SEEM523: Pressurised Concrete Design**

This module will enable students to gain in depth knowledge and provide scientific information on analysis and design of prestressed concrete members and systems. It will cover a complete comprehensive design example of a prestressed concrete girder bridge. The students will also be introduced to seismic analysis and seismic design of prestressed members.

#### **SEEM524: Advanced Steel Design**

This module will enable students to gain in depth knowledge and provides comprehensive scientific information on analysis and design of structural steel members and systems. It includes complete design examples for members and connections. Also, students will be introduced to seismic analysis and seismic design of connections and systems.

#### **SEEM525: Earthquake Resistant Design**

This module is intended as a design guide for engineers and advanced students with a sound knowledge of structural design who are not expert in seismic aspects of design. It provides the practicing engineer with an understanding of those aspects of the subject that are important when designing buildings in earthquake zone. Many of the principles discussed also apply to the design of non-building structures, such as bridges or telecommunications towers. European seismic code Eurocode 8 and US codes are discussed.

#### **SEEM532: Inspection, Repair and Rehabilitation of Structures**

This module will enable students to gain knowledge and understanding and provide scientific and practical information on the process of inspecting of deteriorated concrete structures and discussing of different methods of repair, retrofit, and protection.

#### **SEEM551: Research Project in Structural Engineering**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt from the projects submitted in the previous modules. This project would be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. This could include topics on Concrete Design, Prestressed Concrete Design,

Steel Design, Inspection, Repair and Rehabilitation of Structures, or Concrete Durability. Or any other relevant built environment topic as long as it is approved by the module tutor. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant industry who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

**RES513: Dissertation**

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the master's degree (Dissertation route) take the dissertation stage. The dissertation is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study. This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of the students' training is to become familiar with these rules.

## 20.4 Engineering Management

SN.	Faculty	Designation/ Role
01	Dr. Alaa Ameer	Associate Professor
02	Dr. Sa'Ed Salhieh	Associate Professor; Programme coordinator, Admissions Tutor
External Examiner		Designation/ Role
Prof. David Harrison		Glasgow Caledonian University

### ❖ MSc in Engineering Management Programme

The MSc. in Engineering Management provides the students with a detailed understanding of engineering management theories, methods, practices and the principles of managing corporations & individuals. Students will be able to apply analytical methods and techniques to the management process and enterprise as a system. Also, they will be able to carry independent research in a related specialist area. The programme is offered in two specialisations: MSc Engineering Management (Maintenance and Reliability) and MSc Engineering Management in (Total Quality Management).

### Programme Goals

The goals of the BUiD MSc EngM programme are to:

- Provide students with the managerial knowledge and skills needed for an engineer to manage and guide organizational and professional settings.
- Provide students with advanced analytical tools and skills needed in a wide range of engineering applications, technical and managerial.
- Provide students with adequate knowledge and ability to be able to read, perform and assess basic accounting and financing activities.
- Provide students with the managerial knowledge and skills needed for an engineer to be able to
  - Manage the human capital in the organization.
- Provide students with advanced knowledge, tools and skills in a specific field of engineering industry.
- Develop the students' ability to perform independent high quality scientific research, analysis and critical thinking in a relevant topic.

### Programme Learning Outcomes

#### Generic Programme Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Generic Programme Learning Outcomes		Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Demonstrate detailed understanding of different mathematical tools and how they can be used in a wide range of engineering problems.	QFE 1, 3, 4
2	Understand the principles and practices of managing corporations and individuals.	QFE 1, 3, 4

Generic Programme Learning Outcomes		Aligned with L9 QFE Descriptors
3	Understand the principles of accounting and financing strategies and how they can be used to manage and grow engineering based businesses.	QFE 1, 3, 4
4	Exhibit advanced and state-of-the-art knowledge via independent research in a related specialist area.	QFE 2
<b>Skills</b>		
5	Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities.	QFE 5, 7
6	Integrate knowledge from different fields and develop new knowledge and procedures in the field of engineering management through using highly developed cognitive and creative skills and intellectual independence.	QFE 5, 6
7	Analyse highly complex issues with incomplete data and combine advanced problem-solving skills to construct innovative solutions and proposals relevant to engineering problems and applications.	QFE 6, 7, 9
8	Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.	QFE 9
9	Carry out original independent research at the forefront of knowledge in a related specialist area. (MSc).	QFE 8
<b>Aspects of Competence</b>		
10	Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.	QFE 10, 12, 13, 14, 15, 17
11	Do research and further develop knowledge and methods in the field of engineering management. (MSc).	QFE 10, 11, 12, 15, 16, 17
12	Read and analyse accounting data and assess different financing options	QFE 13, 14, 15, 17
13	Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self.	QFE 13, 15, 17
14	Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.	QFE 15, 17
15	Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.	QFE 15, 17

**Energy Management (EM) concentration specific additional learning outcomes:**

EM Programme Learning Outcomes	
<b>Knowledge</b>	
1	Understand different energy savings and management technologies and practices.
2	Use different financing strategies in energy management applications.
<b>Skills</b>	
3	Analyse energy consumption patterns and present potential solutions.
<b>Aspects of Competence</b>	
4	Initiate, monitor and manage a wide range of energy saving measures.

**EM Programme Learning Outcomes**

<b>5</b>	Have sufficient knowledge and understanding of the energy management industry to be able to pass the Association of Energy Engineers (AEE) Certified Energy Manager (CEM) professional exam.
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**Maintenance & Reliability (MR) concentration specific addition learning outcomes:****MR Programme Learning Outcomes**

<b>Knowledge</b>	
<b>1</b>	Understand the basic and advance theories behind the concepts for engineering systems maintenance management and practises.
<b>2</b>	Understand the concepts of reliability and reliability tools and techniques.
<b>Skills</b>	
<b>3</b>	Practice significant judgment in engineering maintenance and equipment management.
<b>Aspects of Competence</b>	
<b>4</b>	Critically evaluate the principles and practices of equipment reliability, procurement, maintenance and management.
<b>5</b>	Explain and present engineering risks and faults, diagnostics and maintenance management requirements.
<b>6</b>	Comprehend real time equipment condition monitoring.

**Total Quality Management (TQM) concentration specific addition learning outcomes:****TQM Programme Learning Outcomes**

<b>Knowledge</b>	
<b>1</b>	Attain and develop conceptual knowledge of total quality management philosophies.
<b>2</b>	Apply the methodologies and tools used in the Six Sigma approach to process improvement.
<b>Skills</b>	
<b>3</b>	Critically analyse of business process performance and associated drivers of performance.
<b>Aspects of Competence</b>	
<b>4</b>	Plan and manage change projects to deliver company policy and strategy.
<b>5</b>	Analyse and improve processes to support policy and strategy and generate increasing value for customers and other stakeholders.
<b>6</b>	Recognise and appraise the financial and business implications of options and actions.

**Programme Structure****Structure of the Engineering Management programme (Dissertation Route)**

Module Code	Module Title	Credits
<b>Core Modules</b>		
ENGM501	Engineering Statistics	20
ENGM514	Engineering Management and Corporate Strategy	20
MGT519	Accounting and Finance for Managers	20
MGT508	Organisational Behaviour and Business Leadership	20
	4 Mandatory Workshops	0
<b>Concentration Modules:</b> Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).		
<b>Concentration:MSc Engineering Management in Maintenance and Reliability (MR)</b>		
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20

Module Code	Module Title	Credits
<b>Concentration: MSc Engineering Management in Energy Management (EM)</b>		
ENGM505	Energy Management 1	20
ENGM506	Energy Management 2	20
<b>Concentration: MSc Engineering Management in Total Quality Management (TQM)</b>		
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
<b>MSc Engineering Management (General, no concentration shown on degree certificate)</b>		
	Elective 1	20
	Elective 2	20
RES516	Dissertation	60
<b>Total Credits</b>		<b>180</b>

### Elective Modules for General MSc Engineering Management (No Concentration): (Dissertation – route)

Students can select any of the following modules as an elective depending on their interest to complete their taught module requirements for MSc Engineering Management (Dissertation –route) without any concentration.

Module Code*	Module Title*	Credits
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
ENGM505	Energy Management 1	20
ENGM506	Energy Management 2	20
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
SDBE502	Renewable and Sustainable Resources	20
SDBE507	Efficient Building Services	20
SDBE514	Intelligent Building Design	20
ENGM512	Risk Analysis and Management	20
ENGM510	Supply Chain Management and Integration	20
ENGM511	Global Supply Chain Management and Reverse Logistics	20

\* A student may select a maximum of one elective module not listed above if deemed useful for their dissertation subject to the approval of their supervisor.

### MSc Engineering Management Completion Requirements

#### In order to graduate from the programme, students must:

- Successfully complete a 60 credit dissertation
- Successfully complete 6 x 20 credit modules
- Achieve a minimum of “C” grade in all modules
- Attend for at least 70% of all contact sessions
- Attend following non-credit bearing mandatory workshops
  - I. Research Skills and Techniques
  - II. Writing a Research Proposal
  - III. Literature Review Writing
  - IV. Writing a Dissertation
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUd.

### ❖ Postgraduate Diploma in Engineering Management

The award of a Postgraduate Diploma, as an alternative to the MSc programme, addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations.

The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

#### PG Diploma in Engineering Management Structure

Module Code	Module Title	Credits
<b>Core Modules</b>		
ENGM501	Engineering Statistics	20
ENGM502	Engineering Management and Corporate Strategy	20
MGT519	Accounting and Finance for Managers	20
MGT508	Organisational Behaviour and Business Leadership	20
	3 Mandatory Workshops	0
<b>Concentration Modules:</b> Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).		
<b>Concentration: MSc Engineering Management in Maintenance and Reliability (MR)</b>		
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
<b>Concentration: MSc Engineering Management in Energy Management (EM)</b>		
ENGM505	Energy Management 1	20
ENGM506	Energy Management 2	20
<b>Concentration: MSc Engineering Management in Total Quality Management (TQM)</b>		
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
<b>MSc Engineering Management (General, no concentration shown on degree certificate)</b>		
	Elective 1	20
	Elective 2	20
<b>Total Credits</b>		<b>120</b>

#### Elective Modules for General PG Diploma in Engineering Management (No Concentration)

Students can select any of the following modules as an elective depending on their interest to complete their taught module requirements for PG Diploma in EngM without any concentration.

Module Code	Module Title	Credits
ENGM510	Reliability, Engineering & Maintenance Management	20
ENGM513	Systems and Maintenance Management	20
ENGM515	Energy Management 1	20
ENGM516	Energy Management 2	20
ENGM519	Six Sigma and Quality Management	20
ENGM520	Total Quality Management	20
SDBE502	Renewable and Sustainable Resources	20
SDBE507	Efficient Building Services	20
SDBE514	Intelligent Building Design	20
ENGM512	Risk Analysis and Management	20
ENGM510	Supply Chain Management and Integration	20
ENGM511	Global Supply Chain Management and Reverse Logistics	20

## Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Attend following non-credit bearing mandatory workshops
  - I. Research Skills and Techniques
  - II. Writing a Research Proposal
  - III. Literature Review Writing
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUd.

## Teaching Plan for Academic Year 2022-2023\*

Term	Module code	Module Name
Sep-22	ENGM502	Engineering Management and Corporate Strategy
	MGT508	Organisational Behaviour and Business Leadership
	ENGM503	Reliability, Engineering & Maintenance Management
Jan-23	ENGM501	Engineering Statistics
	ENGM508	Total Quality Management
Apr-23	ENGM507	Six Sigma and Quality Management
	MGT519	Accounting and Finance to Managers

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

## Module Descriptions for Engineering Management Programme

### Core modules required for all concentrations:

#### **ENGM501: Engineering Statistics**

This module develops a critical understanding of the statistical methodologies, which underpin a range of engineering activities. The aim is to cover the common types of problems in engineering practice; engineering scenarios and problems providing the basis for practical – tutorials and computer classes.

#### **ENGM502: Engineering Management and Corporate Strategy**

This module enables students to critically evaluate how corporate strategy is formulated and critically analyse the need for strategic thinking in a rapidly changing economic and competitive environment and appraising the objectives of engineering management.

#### **MGT508: Organisational Behaviour and Business Leadership**

This provides a solid understanding of individuals and group behaviour in work organisations. It examines the role of management in diagnosing behaviours and adopting practices that can improve organisational effectiveness.

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\* Modules offered are subject to change

**MGT519: Accounting and Finance for Managers**

This module enables students to gain an advanced knowledge and deep understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organization. Students will, applying different analytical tools, learn to identify the relevant information for better decision making to the advantage of the organization.

**Concentration Modules/Elective Modules****ENGM503: Reliability Engineering and Maintenance Management**

This module helps students to gain detail knowledge of the theories, principles and practices of reliability engineering and apply these principles in the design, operation and maintenance of engineering systems

**ENGM504: System and Maintenance Management**

This module develops understanding of the principles of engineering system maintenance management, the various maintenance strategies, requirements and models including preventive and corrective maintenance.

**ENGM505: Energy Management 1**

This module introduces the concepts and applications of modern energy management practices. Topics will include the need and impact of energy management, types and equipment used in energy auditing.

**ENGM506: Energy Management 2**

This module helps student to identify, evaluate and improve systems that are the major energy users. This includes: Lighting, building envelop, HVAC, Electric motors & drives, Boiler and thermal systems, Industrial system, Thermal energy storage, CHP & renewable energy systems, building controls & automation and maintenance & commissioning

**ENGM507: Six Sigma and Quality Management**

This module helps the student acquire deep understanding of the theories and practices of Six Sigma and associated quality assurance and management principles and directly apply them to a variety of engineering products and service industries. Also will develop conceptual knowledge of total quality management philosophies.

**ENGM508: Total Quality Management**

This module helps the student acquire deep understanding and to familiarise students with the latest thinking in Total Quality Management and best practice management, examine in detail different models for managing quality and best practice throughout organisations and understand how organizations manage and improve processes to support policy and strategy and fully satisfy, and generate increasing value for customers and other stakeholders.

**ENGM512: Risk Analysis and Management:**

This module helps the student to acquire a deep understanding of concepts and principles of risk analysis and management and its interaction with other activities and directly apply them in a range of product and services industries.

**ENGM510: Supply Chain Management and Integration**

Supply Chain Management capability within business has, over the last decade in particular, taken on a much more significant role in enabling business to gain competitive advantage and deliver bottom line performance. As companies strive to identify their competitive edge, the application of supply chain concepts will continue to exert greater influence on overall business success. This module covers a wide range of topics in supply chain strategies, design, planning, operations and development.

Emphasis has been laid mainly on the perspective of supply chain integration process. Releasing value in business through relationship management, cost reduction and lean supply have been the key considerations.

#### **ENGM511: Global Supply Chain Management and Reverse Logistics**

To develop a comprehensive understanding of the issues influencing the management of the supply chain in global business environments. The focus of the module will be on strategic operations issues and decision support systems and frameworks. Also to provide a strategic perspective of the value cycle from creation, through production, distribution and recovery.

#### **SDBE502: Renewable and Sustainable Resources**

This module focuses on the resources needed to construct and operate buildings and on their significance for a sustainable future. It emphasizes the links between sustainability, improved performance and resource management. It examines the principles of reuse, recycling and renewal in achieving sustainability in the Built Environment.

#### **SDBE507: Efficient Building Services**

This module explores the principles behind current low energy solutions to servicing strategies, and deals with basic application information and strategies. Students will have an opportunity to extend their use of current environmental software to take into account service loads.

#### **SDBE514: Intelligent Building Design**

This module provides an overview of all aspects of intelligent buildings including: history, design, components, construction, management strategies, economic implications, effects on the environment and future trends.

#### **RES516: MSc Dissertation**

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the master's degree (Dissertation route) take the dissertation stage. The dissertation is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study.

This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of the students' training is to become familiar with these rules.

#### **ENGM509: MSc Research Project in Engineering Management**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt from the projects submitted in the previous modules. This project would be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project.

## 20.5 PhD in Computer Science

SN.	Faculty	Designation/ Role
01	Prof. Khaled Shaalan	Professor , Programme Coordinator
02	Prof. Sherief Abdallah	Professor
03	Prof. Piyush Maheshwari	Professor
04	Dr. Cornelius Ncube	Assistant Professor
05	Dr Daniel Woods	Assistant Professor
External Examiner		University
Dr Mahesan Niranjana		University of Southampton

The research area of computer science meets an important skill/knowledge need in the increasingly important area of Computer Science (CS). The CS discipline is critical to every aspect of human knowledge in modern times. Bio-informatics, the Web, analytics, and e-commerce are only few examples of the foundational role of CS in discovering and managing knowledge

### Programme Outcomes

#### Core Outcomes:

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular CS knowledge area through the pursuit of a major research project contributing to the CS body of knowledge. In order to carry out this overall aim the following learning outcomes (based on QAA FHEQ Level 8 qualifications and UAE QF Level 10 qualifications) will have to be achieved upon completion of the PhD programme.

BUID doctoral degrees in the subject of CS are awarded to students who have demonstrated

Programme Learning Outcomes	
1	A detailed understanding of applicable techniques for research and advanced academic enquiry in CS.
2	The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
3	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice in CS;
4	The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of CS, and merit publication;

The achievement of these core learning outcomes will ensure that holders of the PhD will typically be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

The core learning outcomes will also translate in PhD holders having the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

## Programme Structure

### Research Methods

Module Name	Credits
Qualitative research methods and paradigms	30
Quantitative Methods	30
Research Design and Planning	40

### Subject Study Modules

Modules	Credits
<b>Core Modules</b>	
Advanced Software Engineering	20
Advanced Computer Systems	20
<b>Elective modules (select two electives)</b>	
Advanced Natural Language Processing	20
Arabic Natural Language Processing	20
Intelligent Systems	20
Management of Knowledge in IT Organisations	20
Social Computing	20
Advanced Topics in Computer Science	20
Systems of Systems Engineering	20
Big Data Analytics	
<b>Thesis</b>	<b>360</b>
<b>Total</b>	<b>540</b>

### Programme Completion Requirements

To graduate from the programme, students must:

- Successfully complete a 360 D level credit dissertation of approximately 80,000 words
- Successfully complete 7 modules totalling to 180 credits
- Achieve a minimum of "C" grade in all modules
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUID.

### Teaching Plan for Academic Year 2022-2023 \*

Term	Module code	Module Name
Sept-22	INF606	Intelligent System
	INF603	Advanced Software Engineering
	RES606	Research Design and Planning
Jan-23	INF607	Management of Knowledge in IT Organisations
	RES604	Qualitative Research Methods and Paradigms
	INF604	Advanced Topics in Computer Science

\* Modules offered are subject to change

Term	Module code	Module Name
Apr-23	INF610	Big Data & Analytics
	RES605A	Quantitative Methods

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

### Module Descriptions for PhD Computer Science

For RES604, RES605 and RES606, please refer to the PhD PM module descriptors

#### **INF601: Advanced Computer Systems**

The aim of this module is to allow students understand the core concepts of computer systems, rather than particular implementation details; understand the state of the art in distributed, storage, and operating systems; and understand how to engage in systems research and development. This course assumes a basic familiarity with computer systems and networking concepts.

#### **INF602: Advanced Natural Language Processing**

The course aims to present the principals, techniques, and methods for professional and systematic software development. Unified Modeling Language (UML), CASE tools like Rational Rose and programming languages like JAVA, will be used in the context of this course. In order for students to deepen in Software engineering, several software examples will be examined during the course lectures, like operational software etc.

#### **INF603: Advanced Software Engineering**

The course aims to present the principals, techniques, and methods for professional and systematic software development. Unified Modeling Language (UML), CASE tools like Rational Rose and programming languages like JAVA, will be used in the context of this course. In order for students to deepen in Software engineering, several software examples will be examined during the course lectures, like operational software etc.

#### **INF604: Advanced Topics in Computer Science**

This module provides students with an opportunity to gain an in depth understanding of the theories and issues on an advanced topic in CS. The course should cover new technologies that are not offered in the current modules descriptions (e.g. Energy Aware Computing, Bioinformatics, Health Informatics, Big Data, etc.).

#### **INF605: Arabic Natural Language Processing**

The objective of the course is to provide students with a broad understanding of current applications in Arabic Natural Language processing such as part-of-speech tagging, chunking, parsing, text summarization, sentiment analysis, information retrieval and extraction, machine translation etc. Students will also have hands-on experience in developing NLP systems using current tools. Students' projects will involve both statistical and symbolic approaches to Arabic NLP.

#### **INF606: Intelligent Systems**

This course covers the use of intelligent agents for supporting distributed decision making. The objective of the course is to provide students with a wide range of theories of relevance to their research and development in distributed decision support systems - from decision theory and naturalistic decision making to models of agent knowledge representation and learning.

#### **INF607: Management of Knowledge in IT Organisations**

The aim of this module is to teach the principles and technologies of knowledge management in the context of IT organisations. A case study approach, as and where appropriate, will be adopted in

introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition and knowledge sharing in organisations.

#### **INF608: Social Computing**

This course teaches students how to use computing techniques and artefacts to support, mediate, and understand aspects of social behaviours and social interactions. Wikipedia, Facebook, Twitter, and Flickr are only few examples of how computers changed our social behaviour. The purpose of this course is to obtain deeper understanding about how these technologies influence human behaviours, and to figure out how to improve existing designs and devise new models based on the understanding of human behaviours in technological contexts.

#### **INF609: Systems of Systems Engineering**

The emergence of The Fourth Industrial Revolution (Industry 4.0) which is characterised by global cyber-physical-systems that are blurring the lines between the physical, digital and biological worlds will fundamentally transform humankind. Internet of Things will be a key component that would revolutionise how Smart Cities and their resources are managed and will be the basis for The Fourth Industrial Revolution. The emergence of technological-enabled global platforms such as Smart Cities and The Fourth Industrial Revolution/Industry 4.0 will require systems that work at completely different scales and at completely different constraints than today's systems. This will require new ways of thinking and new Systems Engineering approaches. Hence, the emergence of Systems of Systems (SoS) and Systems of Systems Engineering (SoSE) presents a potential for solving many of these challenges. This research-based course aims to develop students' understanding of the challenges posed by the emergence of SoSE and needed research into concepts and approaches that will be required for the engineering of ultra-large-scale complex, systems of systems such as Smart Cities

#### **INF610: Big Data Analytics**

This module provides students with an opportunity to gain an in depth understanding of the theories and issues on analytics and big data. The course will cover how big data is collected, stored, and analysed. Students will also learn about the main challenges faced when dealing with big data

## 20.6 Informatics (Knowledge and Data Management)

SN.	Faculty	Designation/ Role
01	Prof. Khaled Shaalan	Professor
02	Prof. Sherief Abdallah	Professor
03	Prof. Piyush Maheshwari	Professor; Programme Coordinator
04	Dr. Cornelius Ncube	Assistant Professor
05	Dr Daniel Woods	Assistant Professor
External Examiner		University
Dr Mahesan Niranjana		University of Southampton

### ❖ MSc in Informatics (Knowledge and Data Management)

In the rapidly developing economy of the region, there is a great need for research based teaching, enabling students to contribute to the knowledge economy by exploiting cutting edge technologies to organise and manage information. The programme in Informatics aims to provide the students with a comprehensive grounding in key techniques considered to be the state of art in Information Technology research and study. Applications are vast, and include several industry sectors ranging from the finance, medicine and travel industries to traditional manufacturing and service sectors.

#### Programme Goals

- To enable students to demonstrate the main conceptual approaches in Informatics research and innovation.
- To enable students to explore advanced techniques in data and knowledge representation and processing, ranging from statistical data mining to symbolic knowledge-based reasoning.
- To equip students with the skills required for modern Informatics research, including the ability to formulate precise research questions, specify the appropriate methodological tools for answering these questions, and to write about and defend their work rigorously.
- To develop the students' ability to produce a substantive piece of original Informatics research, criticize related researches, and to report it in a dissertation.
- To enable the graduates to pursue a career in Research & Development (R&D) or for enrolment in a Doctorate programme in the field of Informatics

#### Programme Learning Outcomes

The programme provides opportunities for learners to achieve the following outcomes:

Programme Learning Outcomes		Aligned with L9 QFE Descriptors
<b>Knowledge</b>		
1	Describe the processes that contribute to building computational systems in all its stages	QFE 1
2	Exhibit advanced and state-of-the-art knowledge in research in at least one specialized area within Informatics	QFE 1, 3, 4
3	Demonstrate an advanced understanding of the Informatics research methodologies at a level that permits the student to engage in research in the subject area. (MSc Only)	QFE 1, 2, 3, 4
<b>Skills</b>		
4	Apply relevant theories and techniques needed at the forefront of professional practice in computational systems design	QFE 6, 7

5	Critically evaluate problems, applications and approaches in specific areas relating to Information Technology and, where appropriate, propose new alternatives	QFE 5, 6, 7
6	Illustrate how established techniques of research are used to create and interpret knowledge in the discipline	QFE 5, 7, 9
7	Apply current knowledge appropriately and with originality to developing major computational task. (MSc Only)	QFE 5, 6, 7, 8
8	Analyse highly complex issues with incomplete data and combine advanced problem-solving skills to construct innovative solutions and proposals relevant to Information Technology. (MSc Only)	QFE 5, 6, 7
<b>Aspects of Competence</b>		
9	Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.	QFE 10
10	Applying interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels in the information Technology industry. (MSc Only)	QFE 10, 11, 12
11	Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.	QFE 13, 14
12	Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.	QFE 15
13	Carry out original research at the forefront of knowledge on a relevant Information Technology topic (MSc only)	QFE 16
14	Can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions	QFE 17

### Programme Structure

Module Code	Module Title	Credits
<b>Core: Complete all of the following modules</b>		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
<b>Electives: (Student will be required to take two out of the six modules)</b>		
INF505	Knowledge Engineering (pre-requisite INF502, Knowledge Representation & Reasoning)	20
INF506	Knowledge Management	20
INF513*	Machine Learning (pre-requisite INF504, Data Mining & Exploration) (	20
INF508	IT Project Management	20
INF509	E-commerce	20
INF510	IT Entrepreneurship	20
INF511	Software Systems Design Practical Object-Oriented Analysis and Design with UML	20

INF512	Systems Requirements Engineering	20
INF514	Management Information Systems*	20
<b>Independent Research</b>		
RES506	Dissertation	60
<b>Total Credits</b>		<b>180</b>

### Programme Completion Requirements

In order to graduate from the programme, students must:

1. Successfully complete an 60 credit dissertation of not more than 25,000 words in length on a topic based on one of the modules or specialist streams within the Faculty of Informatics
2. Successfully complete 6 x 20 credit modules
3. Undertake 200 notional hours of study for each 20 credit module
4. Attend for at least 70% of all contact sessions
5. Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
6. Have no outstanding debt with BUiD.

### ❖ Postgraduate Diploma in Informatics (Knowledge and Data Management)

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations.

The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### Programme Structure

Module Code	Module Title	Credits
<b>Core: Complete all of the following modules</b>		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
<b>Electives SET 1: (Student will be required to take at-least one out of these three modules)</b>		
INF505	Knowledge Engineering (pre-requisite INF01523, Knowledge Representation & Reasoning)	20
INF506	Knowledge Management	20
INF507	Learning from Data (pre-requisite INF01525, Data Mining & Exploration)	20
INF508	IT Project Management	20
INF509	E-commerce	20
INF510	IT Entrepreneurship	20
INF511	Software Systems Design Practical Object-Oriented Analysis and Design with UML	20
INF512	Systems Requirements Engineering	20
<b>Electives SET 2: (Student will be allowed to take at-most one out of these three modules)</b>		
SDBE514	Intelligent Building Design	20
ENGG502	Modelling Methods and Applications	20

EDU514	Learning and Educational Technology	20
Total Credits		120

### Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Achieve a minimum of "C" grade in all modules
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUID.

### Teaching Plan for Academic Year 2019-2020\*

Term	Module code	Module Name	Module Category
Sept 20	INF501	Informatics Research Methods	Core
	INF503	Introduction to Computational Linguistics	Core
Jan 21	INF502	Knowledge Representation & Reasoning	Core
	INF504	Data Mining and Exploration	Core
Apr21	INF506	Knowledge Management	Elective
	INF513	Machine Learning	Elective
	INF508	IT Project Management	Elective

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

### Module Descriptions for Informatics (Knowledge and Data Management) Programme

#### **INF501: Informatics Research Methods**

The aim of this module is to teach the methodologies of and the skills for conducting research in Informatics. It will focus on three main parts: (1) analytical methods, (2) empirical methods, (3) writing and evaluating research. The module will cover: the nature of Informatics and Informatics research; criteria for assessing Informatics research; different methodologies for Informatics research and how to combine them; analytical proof; algorithm and complexity analysis; the design of experiments and evaluations; practical advice on conducting research and numerous research skills including: reading, reviewing, presenting, writing, design, etc.

#### **INF502: Knowledge Representation & Reasoning**

This module provides the basis for the understanding and use of Knowledge Representation and Reasoning techniques in AI systems in general, and knowledge-based systems in particular. The module covers notions of representation and the relationship between representation and that which is represented, along with issues of the resources required to manipulate such representations. The focus is on different logic-based representation languages and proof search using logical calculi, but other approaches are also discussed.

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\* Modules offered are subject to change

**INF503: Introduction to Computational Linguistics**

This is an introductory course that presumes no prior familiarity with Computational Linguistics. This course provides an introduction to the basic theory and practice of computational approaches to natural language processing. The module covers the following topic: introduction to programming in Python & NLTK, tokenization, part-of-speech tagging, context-free grammars for natural language, evaluating a natural language processing system, parsing techniques, information extraction, Arabic language processing. The course also provides an introductory insight into the state of current research in Computational Linguistics.

**INF504: Data Mining & Exploration**

Familiarity with elementary mathematics, including algebra and calculus is essential. A reasonable knowledge of computational, logical, geometric, and set-theoretic concepts, vectors and matrices, together with a basic grasp of probability is strongly recommended.

**INF505: Knowledge Engineering**

This module introduces a variety of methodologies important to the development of modern knowledge-based systems (KBSs) and their applications, especially pertaining to the Semantic Web. The module covers topics regarding different processes within a KBS lifecycle, ranging from knowledge capture and analysis, systems design and implementation, to knowledge maintenance and system evaluation. Students will learn about the latest applications of KBS in building intelligence into Web applications, and will build a knowledge-based Web application.

**INF506: Knowledge Management**

The aim of this module is to teach the principles and technologies of knowledge management. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition, and how to apply a knowledge management system using one of the knowledge-based system tools.

**INF513: Machine Learning**

Machine learning is about making computers learn, rather than simply programming them to do tasks. The course will discuss supervised learning (which is concerned with learning to predict an output, from given inputs), reinforcement learning (which is concerned about learning from interacting with an environment), unsupervised learning, where we wish to discover the structure in a set of patterns; there is no output "teacher signal". We will compare and contrast different learning algorithms, and unlike Data Mining Exploration module where the focus was on the applying algorithms to large real-world data sets, in this course we will get to the technical and mathematical details of the studied algorithms

**INF508: IT Project Management**

In this module students study IT project management activities. Covered topics include software systems engineering, project planning and management, quality assurance, and strategic planning. The student will learn to manage software as a distinct project, use specifications and descriptions, make use of structured techniques, complete reviews and audits, confirm product development with planned verification, and validation and testing. Students will work with essential tools and methodologies for managing an effective IT project, including software for version control, and project management.

**INF509: E-commerce**

In this module students study topics related to creating a business on the web, with particular focus on e-commerce. Students will study the IT issues raised by electronic business and commerce. Techniques and technologies available for designing and implementing e-business and e-commerce

applications will be surveyed. Students will have first-hand experience with Web-based tools and services to help design e-Business solutions.

### **INF510: IT Entrepreneurship**

This module provides the students with scientific methodologies for identifying opportunities in the IT space. Students will learn how to create an effective business plan, acquiring funding, establishing a company from scratch and managing in an environment of high growth, high uncertainty and rapid change.

The module will include case studies of successful and failed IT entrepreneurial companies and will draw upon the angel investing, venture capital and entrepreneurial communities from guest speakers

### **INF511: Software Systems Design Practical Object-Oriented Analysis and Design with UML**

This course is designed to give students knowledge of the principles of object orientation and extensive practice in the application of these principles using the Unified Process (UP) and Unified Modelling Language (UML). It guides the students through the process of UML system modelling approach and from requirements analysis to implementation. The course is very practically oriented and follows the Unified Process so that the students learn how UML is applied in a real software systems engineering project. The course will also give students knowledge of Model Driven Architecture (MDA). MDA is the future of UML and unifies every step of software systems development and integration from business modeling, through architectural and application modeling, to development, deployment, maintenance, and system evolution. The goal of MDA is to move the development of software to a higher level of abstraction through the extensive use of UML models. These models provide the basis for automatic code generation by MDA enabled CASE tools. The course is aimed at anyone wanting to learn object-oriented analysis and design techniques using UML and is suitable for managers, project leaders, systems engineers and system architectures.

### **INF512: Systems Requirements Engineering**

Establishing firm and precise requirements is an essential component of successful software systems development. The general aims of this course is to make students understand the ever-increasing importance of requirements in the wider systems engineering process, and to improve systems engineering processes by making them more requirements-oriented. The course describes the role of requirements in the construction and continued maintenance of large, complex and evolving software-intensive systems. It introduces the important concepts and activities in systems requirements engineering, explains how they can knit together to form a through-life requirements engineering process, and demonstrates how such an end-to-end process can be defined and used in practice. The course provides a broad overview of the notations, techniques, methods and tools that can be used to support the various requirements engineering activities, and complements this with the opportunity to gain experience in a selection of these. The course seeks to illustrate the wider applicability of requirements engineering to everyday projects, the breath of skills required and the many contributing disciplines. This course will also demonstrate why traditional approaches to requirements engineering are not adequate for building ultra-large-scale, complex systems-of-systems and Internet of Things-enabled Cyber-Physical Systems such as Smart Cities and Industry 4.0

### **INF514: Management Information Systems**

Managers have increasing responsibility for determining their information system needs and for designing and implementing information systems that support these needs. Management information systems integrate, for purposes of information requirements, the accounting, financial, and operations management functions of an organization. This course will examine the various levels and types of software and information systems required by an organization to integrate these functions.