الجامعة البريطانية في دبي

The British University in Dubai

Student Catalogue AY 2020-2021

"At the root of all creation is imagination because before you can achieve you must conceive"

HH Sheikh Mohammad Bin Rashed Al Maktoum
Ruler of Dubai and Prime Minister of UAE

Globally Aware – Nationally Accredited- Locally Focused

Table of Content

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.

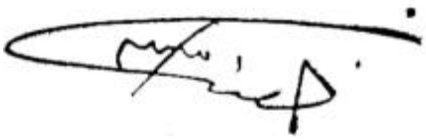
Our UK associates, the Universities of Edinburgh, Manchester and Glasgow, have been chosen because of their research standing and high standards. I am pleased that they will continue working closely with BUiD to ensure that you are offered high quality programmes which benefit from that research.

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 programs 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

UNIVERSITY CONTACT INFORMATION

BY MAIL	PO Box 345015, Dubai, United Arab Emirates
BY TELEPHONE	+971 4 279 1400
BY EMAIL	info@buid.ac.ae
IN PERSON	1st and 2nd Floor, Block 11 Dubai International Academic City (DIAC) Dubai

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 programmes, 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.

1.0 GOVERNANCE AND MANAGEMENT

The British University in Dubai (BUiD) is the first research-based, postgraduate university in the Middle East which has recently planned to move into undergraduate provision. BUiD was established under Dubai Government Decree No 5 of 2003 dated 19th May 2003 on the signature of His Highness Sheikh Maktoum bin Rashid al Maktoum, Ruler of Dubai. Article 3 established the formal authority of the University to award degrees upon ratification by the University Senate.

Decree No 7 of 2011 dated 7th March 2011 on the signature of His Highness Sheikh Mohammed bin Rashid al Maktoum, Ruler of Dubai renews the formal authority of the University to award degrees upon ratification by the University Senate.

1.1 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.

1.2 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.

1.3 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 21st 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.

1.4 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.

1.5 Licensure and Accreditation

BUiD, located in the Emirate of Dubai is officially licensed from 21/01/2015 to 31/12/2019[1] 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.

1.6 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.

1.7 Why choose the British University in 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

1.8 Contractual Relationships

BUiD entered into a Concordat Agreement with four of its associated Universities namely University of Edinburgh, University of Manchester and University of Glasgow on 4th Sep 2014. The agreement provides a comprehensive framework for the strategic direction and good governance of the UK universities alliance with BUiD. It also points to the creation of a new research and doctoral training centre at BUiD underpinned

[1] Renewal of accreditation pending with CAA

by multidisciplinary research themes reflecting the growing reputation of BUiD and the possibilities arising from the collaboration with the UK alliance as well as wider international research communities. The principles governing the Concordat Agreement are as follows:

- Ensuring that excellence in research, teaching, external/industrial engagement and professional support services underpins all that is done
- Supporting a research environment that influences and responds to the local and national agenda which is underpinned by a culture of high ethical conduct and support for the development of researchers
- Using transparent, rigorous and fair approaches to the quality assurance assessment of BUiD taught and research programmes
- Working in unison to strengthen BUiD and the reputation of UK higher education in the Gulf region
- Maintain the highest standards of ethical conduct and integrity in all decisions that are taken

2.0 THE BOARD OF TRUSTEES/COUNCIL

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

Prof. Abdullah M Alshamsi
Vice-Chancellor
The British University in Dubai

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

Hind Al Mualla
Chief of Creativity, Happiness and Innovation
KHDA

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

Khalid Al Malik
Managing Director,
Dubai Holding

John Martin St.Valery
Chairman and CEO
British Business Group Dubai and the Northern Emirates

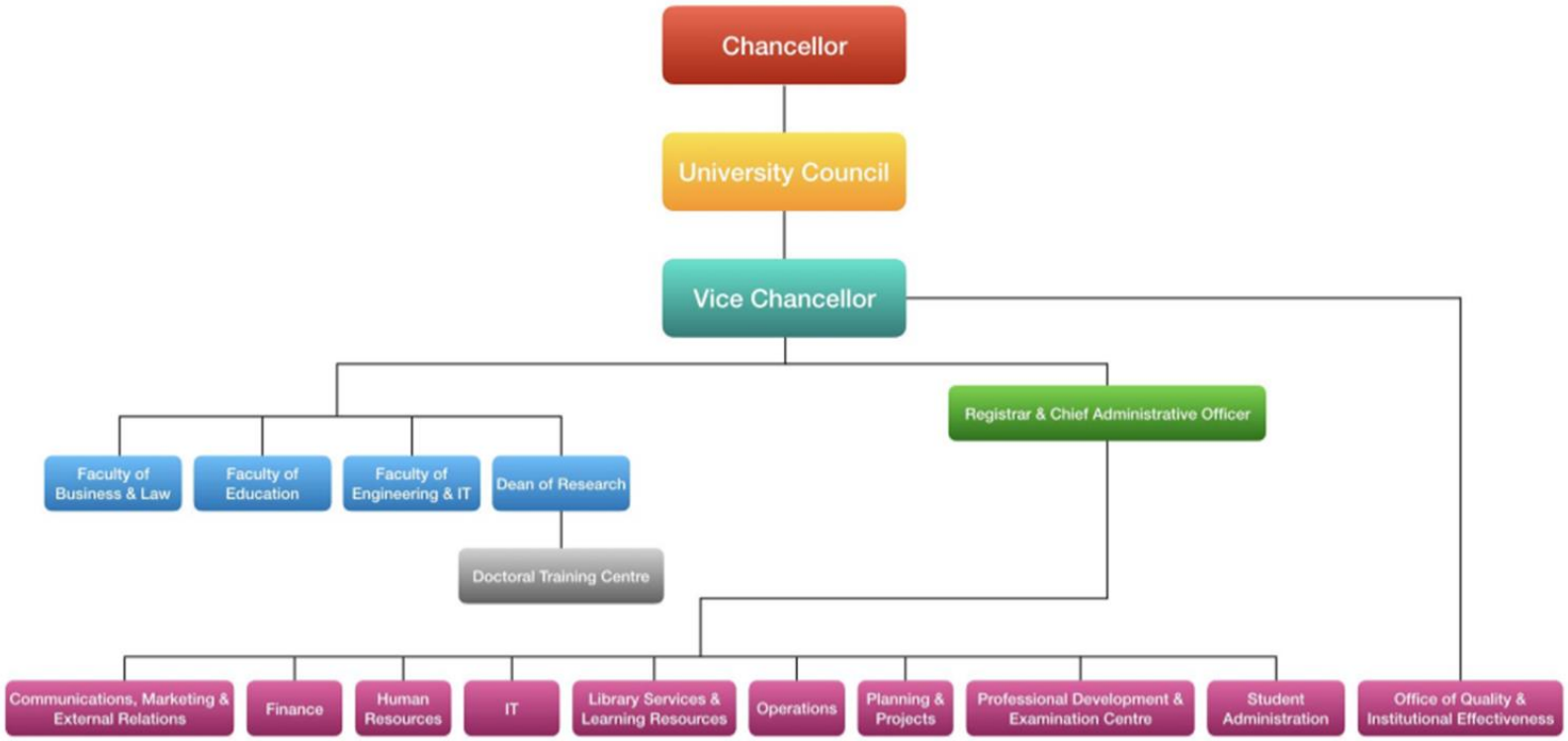
Steve Thompson Chief Operating Officer, Tanfeeth (an Emirates NBD Company)

David Hynes Vice President, Customers, Rolls-Royce International, UAE

Gavin Anderson
Country Director
British Council

Hugh Martin
Registrar and Chief Administrative Officer
The British University in Dubai

3.0 ORGANISATIONAL CHART AND FACILITY STRUCTURE



4.0 ACADEMIC STAFF

Name	Academic Position	Credentials	Areas of research
Faculty of Engineering & IT			
Professor Bassam Abu Hijleh	Dean- Faculty of Engineering & IT Head of Programme (MSc SDBE/PhD ASBE)	(1985) Bachelor of Science in Mechanical Engineering, Ohio State University (USA) (1987) Master of Science in Mechanical Engineering, Ohio Sate University (USA) (1990) Doctor of Philosophy (Ph. D) in Mechanical Engineering, Ohio State University (USA)	Computational Fluid Dynamics (CFD) Simulation and optimization of heat transfer Experimental and simulation study of solar energy Renewable/alternative energy sources Advanced energy production practices (co- and tri- generation) Energy auditing, conservation & management
Dr. Hanan M Taleb		(2004) BA Interior Design, Dar Al Hekma College (Saudi Arabia) (2006) MA Interior Design, Bournemouth University (UK) (2007) MArch, University of Sheffield (UK) (2011) PhD Architecture, University of Sheffield (UK)	Energy-efficient buildings Building performance simulations Passive solar design Water efficiency in buildings Renewable/alternative energy sources Sustainable communities Smart infrastructure Applications of green roofing Sustainable design curriculum
Dr Kirk Shanks		(1996) BEng (Hons) Building Services Engineering + Diploma in Industrial Studies, University of Ulster (UK) (1997) MSc in Architecture: Environmental Design of Buildings, The Welsh School of Architecture, Cardiff University (UK) (2007) PhD in Energy Studies, University of Ulster (UK) (2015) PG Certificate in Academic Practice Heriot-Watt University + Fellow of the Higher Education Academy (UK)	Climate change impacts on buildings Advanced facade systems Renewable energy systems Contaminant dispersion in buildings
Prof. Alaa Ameer	Head of Programme (MSc Eng.Mgt/BSE/BSc Electro-Mechanical)	(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	Engineering Systems Modelling and Analysis System Dynamics Modelling and Analysis

		(Iraq) (2001) Doctor of Philosophy in System Modelling, University of Bradford (UK)	Mechatronics System Modelling and Simulation Machine Tool Modelling and Simulation Spatially Distributed System Modelling and Simulation Machine Tool Condition Monitoring and Modelling Analysis and Modelling of Automotive Systems Control System Analysis and Design Scaffolding Loading Diagnostics
Dr Sa'ed Salhieh		(1995) Bachelor of Science in Mechanical Engineering, Jordan University of Science & Technology (Jordan) (1998) Master of Science Industrial and Systems Engineering, University of Michigan (USA) (2001) Doctor of Philosophy Industrial Engineering, Wayne State University (USA)	New Product Development Modular Design Information and Data Modelling
Prof. Khaled Shalaan	Head of Programme – Informatics (BSc, MSc IT/ITM, PhD CS)	(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) PhD Computer Science, Institute of Statistical Studies & Research, Cairo University (Egypt)	Natural language processing Computers in Education Expert Systems
Prof. Sherief Abdallah		(1998) Bachelor of Engineering in Computer Engineering, Cairo University (Egypt) (2001) Master of Science in Computer Engineering, Cairo University (Egypt) (2006) Master of Science & Doctor of Philosophy in Computer Science, University of Massachusetts (USA)	Development of reinforcement learning algorithms that are scalable and have some guarantee of convergence in a multi-agent context Application of machine learning to real and novel problems, including mobile devices, network management, and information retrieval
Prof Piyush Maheshwari		(1982) B.Eng. in Electronics & Communication Engineering, Indian Institute of Technology (India) (1984) M.Eng. in Computer Science & Technology, Indian Institute	IoT- and cloud-based architectures, data analytics digital twins

		of Technology (India) (1990) Ph.D. in Computer Science, The University of Manchester (UK) (1994) Graduate Certificate in Higher Education, Griffith University (Australia)	smart city applications
Dr Cornelius Ncube		(1994) Bachelor of Engineering in Computer Science, Brunel University (UK) (1995) Master of Science in Software Engineering, City University London (UK) (2000) Doctor of Philosophy in Computer Science, City University London (UK)	Smart Cities, Securing Smart Cities (Cyber Security for Smart Cities) Cyber-Physical Systems-of-Systems (CPSOS) Systems-of-Systems Engineering (SOSE) Requirements Engineering
Prof Abid Abu-tair	Head of Programme-MSc StrEg	(1984) B.Eng. Civil Engineering, Queen Mary College (UK) (1985) M.Sc. Civil Engineering, Imperial College; (UK) (1992) PhD Civil Engineering; Queen Mary College (UK)	Finite Elements Analysis of non-linear structures Concreting in Hot Climates Structural Repair Materials and Techniques Under Static and Cyclic Loading
Dr Gul Ahmed		(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)	Structural Analysis, Structural Computational Methods, Sustainable Construction Materials
Faculty of Education			
Prof. Eman Gaad	Dean Faculty of Education Head of Programme, PhD/EdD	1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt); (l999) Doctor of Philosophy (PhD) in Education, The University of East Anglia (UK).	Inclusion of pupils with exceptional learning needs in regular classrooms Educating pupils with mental challenges Effect of cultural attitudes towards individuals with special needs on their education
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	Nature, History, and Philosophy of Science Guided-inquiry Instruction Teacher Education Programs Electronic Portfolio Development Critical Thinking Assessment of Students and Evaluation of Schools and Programs

Dr. Solomon Arulraj David	Head of Programme, Master of Education	(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; ManonmaniumSundaranar University (India) (2004) MEd, Katholieke Universiteit Leuven, (Belgium) (2011) PhD in Education, Katholieke Universiteit Leuven, (Belgium)	Educational leadership, management and policy Comparative, international higher education Intercultural and citizenship education Sociology of education and knowledge Curriculum theories and studies
Dr Emad Ahmed Abu Ayyash		(1996) B.A. Degree in English Literature and Linguistics from Yarmouk University (Jordan) (2008) Master Degree in English/ Translation, Yarmouk University (Jordan) (2009) TEFL Certificate, University of the Fraser Valley (Canada) (2016) Ph.D in Education – TESOL, The British University in Dubai (UAE)	Teaching English to Speakers of Other Languages (TESOL); second language acquisition; discourse analysis; language instruction methodologies; linguistics
Dr Adbulai Abukari		(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) PhD in Comparative and International Education, Middlesex University, (UK)	Comparative and International Education; Education Policy, Leadership and Management; Higher Education; Quality Assurance in Education; Work-based Learning; Teacher Education
Dr Christopher Hill		(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	Transnational education Cross border and international education – focus on branch campus and collaborative learning Employability of global graduates Internationalisation of education – curriculum and teaching practice
Dr Tendai Charles	Director, Centre for Research for Digital Innovation	(2005) BEng in Computing City University, UK (2010) MA Applied Linguistics Newcastle University, UK (2013) CELTA International House, UK (2018) PhD in Education University of York, UK	Digital Education, TESOL, Teacher Training.
Faculty of Business & Law			
Prof Aymen Masadeh	Dean, Faculty of Business and Law	(1996) LLB, Jordan University, Jordan (1997) LLM, Aberdeen University, UK (2001) PhD (Contract Law), Bristol University, UK	Contract Law, Construction law, IT & IP laws

			Areas of Consultancy and short course expertise Construction law Property law Arbitration & Mediation Medical law
Dr Abba Kolo	Head of Programme, PhD Business Law, BSc Law and CLDR	(1984) LL.B, Ahmadu Bello University, Nigeria (1986) Bachelor of Law, Nigerian Law School. Nigeria (1988) LLM, University of Warwick, UK	International Investment Law, International Arbitration, Energy and Oil & Gas law.
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)	Arbitration, litigation, & Construction Law.
Dr Stephen Wilkins	Head of Programme, PhD BM/DBA/MBA	(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	Higher education management and marketing (transnational higher education) International management International business strategy International marketing Consumer behaviour
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) PhD Project Management, Bartlett School of Construction and Project Management (UK)	Digital Transformation and Innovation in projects and enterprise Organisations Organisational behaviour in projects and enterprise Organisations Sustainable development in the Built Environment Public sector procurement models
Prof Edward Godfrey Ochieng	Head of Programme (MSc PM, 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)	People and organizational challenges, infrastructure development, management of project processes, project value creation, capital effectiveness, project complexity and political economy and the management of projects
Dr Khalid Al Maari	Dean of Research	(1984) B.Sc. Civil Engineering, University of Arizona (USA)	Innovation in project management

		(2000) M.Sc. Engineering Management; The Catholic University of America (USA) (2015) PhD Project Management, the British University in Dubai (UAE)	Risk management Public Private Partnerships Nuclear research reactors Procurement alternatives and strategies Construction management
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) PhD in Risk Management; The University of Manchester (UK)	Risk Management Project management Supply Chain Risk Management Business Continuity Management Forecasting and the link to risk management Enterprise Risk Management
Dr Husam-Aldin Al-Malkawi	Head of Programme (MSc Finance, BSc Finance and BSc Business Management)	(1990) B.A. in Economics and Planning, University of Aleppo, Syria (1996) Master of Commerce in Accounting and Financial Management, Maharaja Sayajirao University of Baroda, India (2005) Ph.D. in Finance, School of Economics and Finance, University of Western Sydney, Australia	Islamic finance Corporate dividend policy Corporate capital structure Corporate governance Financial development and economic growth Financial economics Applied econometrics
Dr Abdelmounaim Lahrech		(1998) Mathematics (Statistics), University Mohammed V (Morocco) (2003) Mathematics (Statistics), Southern Illinois University (USA) (2007) Economics, Southern Illinois University (USA)	International Economics Monetary Economics Financial Economics Nation Branding Quantitative Methods
Dr Farzana Asad	Director, Doctoral Training Centre	(2019) PhD in Management, University of Guelph (Canada) (2012) MSc, Project Management, The British University in Dubai (UAE) (1993) BSc, Electrical Engineering, University of Engineering and Technology (Pakistan)	Organization and Project Performance ; Management Control Systems; Organizational Learning; Accountability Mechanisms and Change Management

5.0 ADMINISTRATION

Executive 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

Student Administration

***Dr. Amer Alaya,** Head of Student Administration*

Christine Salvador,
Research Programmes Officer

Godwin Francis,
Senior Faculty Administrator

***Ahmed Ali,** Senior Student Administrator*

Abdullah El Nokiti,
Faculty Administrator

Adelya Islamova,
Admissions Officer

***Nadine Markiz,** Student Relations Coordinator*

Muhammad Jammal,
Admissions Officer

Financial Affairs

Mohammed Wajahatuddin Ahmed,
Head of Finance

***Haskar K,** Finance Administrator*

Lordlyn Joy Tabalus,
Finance Administrator

Marketing, Communication & External Relations

Joe Hazzam,
Head of Marketing, Communication & External Relations

Samar Alkhatib,
Communications Manager

***Manal Al Dhuhoori,** Digital Media Officer*

***Sally Khalil,** External* Relations Manager

Library

***Marisol Leonen,** Head of Library Services & Learning Resources*

Simia Kumar,
Assistant Librarian

***Grace Abergos Rico,** 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

***Yasir Iqbal,** IT Assistant*

Human Resources

***Sheila Enriquez,** Head of Human Resources*

***Jouhar Ali,** Human Resources Administrator*

***Mary D'Cunha,** Front Office Executive*

Operations

Hassan Modiraprambil,
Head of Operations

Professional Development & Examinations Centre

Samar Shaker,
Professional Training/Development Manager

***Jerry Joy**, Training & Examinations Administrator*

Doctoral Training Centre

Rawy Abdelrahman Thabet,
Academic Associate

Danielle Wilson – Gulston,
Teaching & Training Associate

6.0 ACADEMIC PROGRAMMES 2020-2021

Programme	Credits	Professional accreditation
Faculty of Engineering & IT		
PhD in Architecture and Sustainable Built Environment	540	
PhD in Computer Science	540	
Master of Science (MSc) in Sustainable Design of Built Environment Concentrations: Architectural Design Interior Design Smart Buildings Urban Design General	180	Chartered Institute of Building (CIoB)
Postgraduate (PG) Diploma in Sustainable Design of Built Environment Concentrations: Architectural Design Interior Design Smart Buildings Urban Design General	120	Chartered Institute of Building (CIoB)
Master of Science (MSc) in Informatics (Knowledge and Data Management)	180	
Postgraduate (PG) Diploma in Informatics (Knowledge and Data Management)	120	
Master of Science (MSc) in Information Technology Management Concentrations: Business Intelligence Concentration e-Business Concentration	180	
Postgraduate (PG) Diploma in Information Technology Management Concentrations: Business Intelligence Concentration e-Business Concentration	120	
Master of Science (MSc) in Structural Engineering	180	
Postgraduate (PG) Diploma in Structural Engineering		
Master of Science (MSc) in Engineering Management Concentrations: Maintenance and Reliability Energy Management Total Quality Management	180	American Society for Engineering Management (ASEM)
Postgraduate (PG) Diploma in Engineering Management Concentrations: Maintenance and Reliability Energy Management Total Quality Management	120	American Society for Engineering Management (ASEM)
Master of Science (MSc) in Building Services Engineering	180	
Postgraduate (PG) Diploma in in Building Services Engineering	120	
Faculty of Education		

Doctor of Education/PhD in Education	540	
Master of Education in Teaching English to Speakers of Other Languages	180	
Master of Education in Special and Inclusive Education	180	
Master of Education in Management Leadership and Policy	180	
Master of Education in Information and Communication Technology	180	
Master of Education in Science Education	180	
Master of Education in Psychology	180	
Master of Education in Learning and Teaching	180	
Postgraduate Diploma in Teaching English to Speakers of Other Languages	120	
Postgraduate Diploma in Special and Inclusive Education	120	
Postgraduate Diploma in Management Leadership and Policy	120	
Postgraduate Diploma in Information and Communication Technology	120	
Postgraduate Diploma in Science Education	120	
Postgraduate Diploma in Psychology	120	
Postgraduate Diploma in Learning and Teaching	120	
Faculty of Business and Law		
PhD in Business Management	540	
PhD in Project Management	540	
Professional Doctorate in Business Administration	540	
PhD in Business Law	540	
Master of Science (MSc) in Finance Concentrations: Banking Capital Markets Financial Risk Management Islamic Finance	180	
Postgraduate Diploma in Finance Concentrations: Banking Capital Markets Financial Risk Management Islamic Finance	120	
Master of Science (MSc) in Construction Law and Dispute Resolution	180	Chartered Institute of Building (CIoB)
Postgraduate Diploma in Construction Law and Dispute Resolution	120	Chartered Institute of Building (CIoB)
Master of Business Administration Concentrations: Human Resource Management Finance Marketing Sustainability	180	
Master of Science (MSc) in Project Management	180	
Postgraduate Diploma in Project Management	120	
Master of Science (MSc) in Construction Project Management	180	

Postgraduate Diploma in Construction Project Management	120	
Master of Science (MSc) in Enterprise Risk Management	180	
Postgraduate Diploma in Enterprise Risk Management	120	
Master of Science (MSc) in IT Project Management	180	
Postgraduate Diploma in IT Project Management	120	
Master of Science (MSc) in Infrastructure Project Management	180	
Postgraduate Diploma in Infrastructure Project Management	120	

7.0 ACADEMIC CALENDER

	2020/2021	The British University in Dubai - All Programmes		Term
Saturday	19-Sep-20	Induction/Commencement of Classes UG Programmes (Sunday 20 September 2020)	Induction/Commencement of Classes PG Programmes	Term 1
Saturday	26-Sep-20			
Saturday	03-Oct-20	End of Add/Drop Period	End of Add/Drop Period	
Saturday	10-Oct-20			
Saturday	17-Oct-20			
Saturday	24-Oct-20	ASSLC (Twice a year)	ASSLC (Twice a year)	
Saturday	31-Oct-20	Board of Studies (Twice a year)	Board of Studies (Twice a year)	
Saturday	07-Nov-20	Academic Board	Academic Board	
Saturday	14-Nov-20	Senate Meeting	Senate Meeting	
Saturday	21-Nov-20			
Saturday	28-Nov-20	First Tem Exams	First Tem Exams	
Saturday	05-Dec-20	External Examiners Review		
Saturday	12-Dec-20	Board of Examiners		
Saturday	19-Dec-20	First Break (10 working days students & academics)		First Break
Saturday	26-Dec-20			
Saturday	02-Jan-21	induction/Commencement of Classes UG Programmes(Sunday 3 January 2021)	Induction/Commencement of Classes PG Programmes	Term 2
Saturday	09-Jan-21			
Saturday	16-Jan-21	End of Add/Drop Period	End of Add/Drop Period	
Saturday	23-Jan-21			
Saturday	30-Jan-21			
Saturday	06-Feb-21	ASSLC (Twice a year)	ASSLC (Twice a year)	
Saturday	13-Feb-21	Board of Studies (Twice a year)	Board of Studies (Twice a year)	
Saturday	20-Feb-21	Academic Board	Academic Board	
Saturday	27-Feb-21	Senate Meeting	Senate Meeting	
Saturday	06-Mar-21			
Saturday	13-Mar-21	Second Tem Exams	Second Term Exams	
Saturday	20-Mar-21	External Examiners Review		
Saturday	27-Mar-21	Board of Examiners		
Saturday	03-Apr-21	Second Break (5 working days student & academic)		
Saturday	10-Apr-21	Commencement of Classes UG Programmes (Start of Ramadan 12 April - TBC)	Commencement of Classes PG Programmes (Start of Ramadan 12 April - TBC)	Term 3
Saturday	17-Apr-21			

Saturday	**24-Apr-21**	**End of Add/Drop Period**	**End of Add/Drop Period**	
Saturday	**01-May-21**			
Saturday	**08-May-21**	**Eid Break (Tentative 11 - 15 May 2021)**		
Saturday	**15-May-21**			
Saturday	**22-May-21**	**ASSLC (Twice a year)**	**ASSLC (Twice a year)**	
Saturday	**29-May-21**	**Board of Studies (Twice a year)**	**Board of Studies (Twice a year)**	
Saturday	**05-Jun-21**	**Academic Board**	**Academic Board**	
Saturday	**12-Jun-21**	**Senate Meeting**	**Senate Meeting**	
Saturday	**19-Jun-21**			
Saturday	**26-Jun-21**	**Third Tem Exams**	**Third Term Exams**	
Saturday	**03-Jul-21**	**External Examiners Review**		
Saturday	**10-Jul-21**	**Board of Examiners**		
Saturday	**17-Jul-21**	**Summer Break (34 working days student & academic including Eid Aladha)**		

*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.

Note: Senate Held twice a year in November and May
Council Four times a year: October, Dec/Jan, March/April, June/J

8.0 DEFINITION / TERMINOLOGY

Credit- 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

Terminology

Admissions Tutor	An academic member of the Faculty who makes decisions on applicants' suitability for being offered a place on a programme
Anonymous Marking	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
Appeal	A student may challenge a decision made by selected University committees which directly affects their study
Assessment	Any activity which is graded by academic staff and counts towards the overall module marks, including examinations
Board of Examiners	A formally constituted University committee charged with approving assessment decisions
BUiD	The British University in Dubai
Core module	Core modules are mandatory modules that a student must study to meet the requirements of the programme.
Credit	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
Compensation	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
Concentration	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
Credit Transfer	A process by which a student may obtain credit for relevant modules undertaken previously at accredited/recognized institutes
Dissertation	A significant piece of individual research undertaken by a student at the end of their taught programme
Dissertation Supervisor	An academic staff member who will support a student during the research period
Distance Learning	A form of learning where the teacher may not be present with the class.
Double Marking	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
Electives	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.
Examination	A formal assessment which is invigilated and subject to BUiD Examination Regulations
Exemption	The status achieved by a student who obtains credit transfer for previous learning
External Examiner	An academic, external to BUiD, who is appointed to ensure that the standards are at the correct level
External marker	A person of experience who may be asked to mark specialised dissertations as a first or second marker
Full-time	A study route whereby a student completes a programme in two terms & dissertation
GCSE	General Certificate of Secondary Education – a British school qualification normally after 11years of study

Grade Point Average (GPA)	The system by which coursework grades are averaged to indicate the overall level of student performance
Grading System	BUiD uses an agreed grading system for all assessments
Dean	The academic in charge of the curriculum department with overall responsibility for delivery and standards
Faculty	The University internal structure with primary responsibility for delivering learning in a given discipline
Internal marker	A member of BUiD academic staff who marks a student assignment or dissertation
Internationally Accredited University	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
Mitigating Circumstances	Events which adversely affect a student's performance and which may be taken into account by the Board of Examiners
Moderation	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
Module	A coherent, credit bearing, curriculum element of a programme
Module Coordinator	An academic staff member responsible for the delivery and assessment of a module
Prerequisite	A module that students must take prior to attending another module
Part-time	A study route whereby a student completes a programme over two or more academic years
Personal Tutor	An academic staff member with primary responsibility for ensuring that students progress appropriately during their studies
Study Plan	The initial document produced after a meeting between the Personal Tutor and student
Programme Coordinator	The academic responsible for the oversight of a programme
Provisional	The status of assessment and examinations grades until they are confirmed by the Board of Examiners
Transcript	A list of modules studied and the module grades
UAE	United Arab Emirates
Unfair Means	Assistance that a student uses to gain unfair advantage in assessments or examinations
University	The British University in Dubai
Upper Second Class Honours Degree	A classification of a British Honours Bachelor Degree. This normally equates to a GPA of between 3.0 and 3.5
Viva Voce	An oral examination

National Qualifications Framework Emirates (QFE)

The QFE Level Descriptors consist of the 10 Levels described in the table below and the expected learning outcomes for each level described in five strands: Knowledge, Skills and three Competencies (Autonomy and responsibility, Role in context and Self-development). The ten levels and the five 'strands' of learning outcome statements define the Level Descriptors indicating the complexity of learning for each level, the expected level of achievement for each level.

Level	Generic Nomenclature	Principal Qualification titles used in the QF*Emirates* (each with its own profile)		
		Vocational Education and Training (VET)	Higher Education (HE)	General Education (G 12 – GE)
10	Doctoral Degree	—	Doctoral	—
9	Master Degree	Applied Master	Master	—
8	Graduate Diploma	Applied Graduate Diploma	Postgraduate Diploma	—
7	Bachelor Degree	Applied Bachelor	Bachelor	—
6	Diploma	Advanced Diploma	Higher Diploma	—
5	Diploma / Associate Degree	Diploma	Associate Degree	—
4	Certificate	Certificate 4	—	Secondary School Certificate (G 12)
3	Certificate	Certificate 3	—	TBA
2	Certificate	Certificate 2	—	—
1	Certificate	Certificate 1	—	—

Source: QFEmirates handbook

9.0 PHYSICAL AND TECHNOLOGY RESOURCES

9.1 Physical Environment

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.

The following table provides details of the current space available within the University

BUID SPACE OCCUPANCY TABLE							
Sr no	Category	Rooms	Block no	Floor no	Individual capacity	Overall capacity	Current occupancy
1	Student social space	Student lounge	10	1	20	50	As required
2		Student lounge	11	1	20		
3		Female room	11	1	10		
4	ACADEMIC STAFF OFFICE - BLOCK 11	Office no 34	11	2	1	32	Occupied
5		Office no 35	11	2	1		Occupied
6		Office no 36	11	2	1		Occupied
7		Office no 37	11	2	1		Occupied
8		Office no 38	11	2	1		Occupied
9		Office no 39	11	2	1		Occupied
10		Office no 40	11	2	1		Occupied
11		Office no 41	11	2	1		Occupied
12		Office no 42	11	2	1		Occupied
13		Office no 43	11	2	1		Occupied
14		Office no 44	11	2	1		Occupied
15		Office no 45	11	2	1		Occupied
16		Office no 46	11	2	1		Occupied
17		Office no 47	11	2	1		Occupied
18		Office no 48	11	2	1		Occupied
19		Office no 49	11	2	1		Occupied
20		Office no 50	11	2	1		Occupied
21		Office - no 51	11	2	1		Occupied
22		Office - no 52	11	2	1		Occupied
23		Office - no 53	11	2	1		Occupied
24		Office - no 54	11	2	1		Occupied
25		Office - no 55	11	2	1		Occupied
26		Office - no 56	11	2	1		Occupied
27		Office - no 57	11	2	1		Occupied
28		Office - no 58	11	2	1		Occupied
29		Office - no 59	11	2	1		Occupied
30		Office - no 60	11	2	1		Occupied
31		Office - no 61	11	2	1		Occupied
32		Office - no 62	11	2	1		Occupied
33		Office - no 63	11	2	1		Occupied
34		Office - no 64	11	2	1		Occupied
35		Office - no 65	11	2	1		Occupied
36	ADMINISTRATIVE STAFF	Admin area	11	1	10	49	Occupied
37		Office - Head of Operations	11	1	1		Occupied
38		Office - Head of Marketing & CR	11	1	1		Vacant
39		Office - Head of Quality & Projects	11	1	2		Occupied
40		Office - Head of Finance	11	1	1		Occupied
41		Office - Manager Communication	11	1	1		Occupied
42		Office - Head of HR	11	1	1		Vacant
43		Library - Office	11	1	2		2 Occupied
44		EXECUTIVE OFFICE - Reception	11	1	1		Occupied
45		EXECUTIVE OFFICE - Registrar	11	1	1		Occupied
46		EXECUTIVE OFFICE - VC	11	1	1		Occupied
47		Office - Adjunct Faculty	11	1	8		2 Occupied
49		Student Administration	10	1	5		Occupied
50		Faculty Administration	10	1	4		3 Occupied
51		Office HoSA	10	1	1		Occupied
52		Science Lab staff room	10	1	2		Vacant
53		Conference Center Offices	10	1	2		Vacant
54		Medical room	10	1	1		Vacant
55		IT Office	11	2	4		4 Occupied

56	COMMUNAL	Common room	10	1	10	140	As required
57		Auditorium	11	1	120		As required
58		IT Store	11	2	0		As required
59		Student record room	10	1	0		As required
60		Common room	11	2	10		As required
61	IT / TECHNOLOGY FACILITIES	Atkins DDS & IT Lab	11	2	32 Computers	32	As required
		3D Printer room	10	1	3 Pinters		As required
		Artificial Intelligence laboratory	11	1			As required
62		IT server rooms	10	1	Servers		As required
63		IT server rooms	11	2	Servers		As required
64	LIBRARY	Students	11	1	35	40	As required
65		Library staff	11	1	5		As required
66	MEETING ROOMS	Executive office board room	11	1	12	35	As required
67		Executive office majlis	11	1	15		As required
68		Meeting room 1	11	2	8		As required
	STORE ROOMS	Store - PDEC	10	1			As required
72		Store - Documents	10	1			As required
		Store - Stationeries	10	1			As required
		Store - Library	11	1			As required
73		Store - Office supplies	11	2			As required
74	TEACHING ROOMS	Science Lab	10	1	30	770	As required
		Classroom FF101	10	1	75		
75		Classroom FF102	10	1	30		As required
76		Classroom FF103	10	1	30		As required
77		Classroom FF104	10	1	60		As required
78		Classroom FF105	10	1	30		As required
79		Classroom FF106	10	1	75		As required
80		Classroom FF111	11	1	25		As required
81		Classroom FF112	11	1	25		As required
82		Classroom FF113	11	1	60		As required
83		Classroom SF111	11	2	20		As required
84		Classroom SF112	11	2	20		As required
85		Classroom SF113	11	2	15		As required
86		Classroom SF114	11	2	20		As required
87		Classroom SF115	11	2	20		As required
88		Classroom SF116	11	2	35		As required
89		Classroom SF117	11	2	60		As required
91		Conference Centre	10	1	100		As required
92		Architecture Studio	10	1	30		As required
93		Group study room	11	1	10		As required
						1148	

9.2 Library

a. Mission Statement

The mission of the University Library is to deliver information in the form, at the place, and at the time of most benefit to the user, within the requirements of BUiD. The University Library exists to serve the teaching and research needs of BUiD in information provision, and strives to offer the highest quality of service to all students and staff. In addition to traditional library services, this involves providing users with access to information in a variety of electronic formats.

b. Collection Management

The University Library contains a growing collection in a variety of format for study and research in all subjects offered by the University educational programmes. All its collection is searchable online through its discovery platform.

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 from other libraries subject to the lender agreement.

A list of electronic resources is organised on the University Library website. Subject guides were created to facilitate access to those resources relevant to a particular field of study of research. Registered staff and students can access these resources off-campus.

The University Library holds a collection of print and electronic thesis and dissertations. The print collection is organised according to programmes which can be used within library premises and can be accessed electronically through the institutional repository.

c. Services

The University Library provides a variety of its online services to cater the needs of its users such as My Library Account, book renewals, book requests, study room bookings, off campus access, video tutorials, reserves, database guides.

Registered users should have a Library account to access its resources and services. A system-generated email will be sent to their BUiD email account when setting a new password and/or resetting their password which is available on the Library website. Any issues pertaining to their Library account may 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 discovery platform which may take up to 72 hours to fulfil its requests.

Computer workstations is available in the Library for student's use and is linked with the multifunction self-service machine which includes printing, scanning and copying. Users must use their University login details to use the computers and must have their PINs set in order to use the machine for reproduction.

Access to Library facilities will be open at such times as may be determined by the Head of Library Services in agreement with the Executive Office, and a notice of opening hours is available on the Library website and outside the Library.

These Library services is available on the its website including its policies and procedures and any other relevant information to its users.

d. Information Literacy

All new students receive an induction to the University Library and its services during their induction week. This include a general introduction of the collection and its services, rules & regulations on access to resources and some key essential information.

During the academic year, students may receive practical training on the use of databases, and special modules such as basic library skills available on the learning management system.

e. Library Staff & Support

The University Library is composed of professional & support staffs to support its users. Staffs are available during library hours in the library and virtually.

A chatbot is available on the Library website to answer immediate queries and will be directed to a professional librarian if they need to. In addition, any enquiries to the library may be emailed to library@buid.ac.ae or by telephone at 04 279 1419.

Individual session can be arranged with a librarian either in person or online. Users should submit request available on the library website to schedule an appointment.

9.3 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: networking (Wired and Wireless), Audio Visual facility, internet, 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 four 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 coverage 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 4 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 (wireless AC up to 800 Mbps network speed) for faculty, staff and students.
- Blackboard, 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. BUiD recently upgraded its Blackboard platform to SaaS that includes learn, content Management, collaborate, community engagement and ally modules.

9.4 Timings and 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 Sunday to Thursday 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 email.

9.5 Servers and Bandwidth

BUiD has 6 running servers: application server, file server, backup server, and virtualisation server. BUiD has Hyper Virtualisation system server which can handle up to 8 different virtualized servers.

BUiD has subscribed for 2 separate ADSL lines 275 mbps each (550mbps) to cater students and staff needs and a dedicated 16mbps leased line for its on-premises hosted services.

9.6 Reliability of IT Network

BUiD has improved network perimeter and server farm security with 3 FORTIGATE 500 firewall devices.

In order to improve IT security and continuity for critical applications, BUiD has WAF subscription from cloud flare.

9.7 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

10.0 ADMISSIONS

10.1 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 Program-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.

ADMISSION TO THE UNIVERSITY[2]

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

Postgraduate M-Level Programmes (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.

2 Where the applicant is not normally resident in the UAE, admission to the University is dependent upon obtaining a DIAC Student Residence Visa.

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.

10.2 Programme specific admission 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.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Doctorate in Education (EdD and PhD)	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1550 TOEFL iBT 92 (Minimum 6.0 or 20 on writing band)	Examples of Relevant degrees 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
Doctor of Philosophy in Project Management	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 Examples of relevant subject areas are: 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.
Doctor of Philosophy in Architecture and Sustainable Built Environment	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 Examples of relevant subject areas: Architecture, Architectural Engineering, Interior Design, Building, Building Science, Building Services Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering,	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.	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
			etc. People with other backgrounds may also be considered on a case by case basis.	Supporting references will be required	
Doctor of Philosophy in Computer Science	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 The following are examples of subject areas which may be deemed relevant to the PhD in CS: 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 background and previous academic area of study	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
Doctor of Philosophy in Business Management	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1550 IELTS 6.5 TOEFL iBT 92	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 The following are examples of subject areas which may be deemed relevant to the PhD in Management: Strategic management, Corporate governance, Ethics, Sustainability, Corporate Social Responsibility, Finance, Accounting, Operations,	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 Management/Business or related environment is desirable..

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
			Purchasing, Supply Chain Management, Sales, Marketing, Public Relations,Human Resource Management, Health Safety & 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 area by a student will take into account the student's background and previous academic area of study.		
Professional Doctorate in Business Administration	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
PhD in Business Law	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.
Master of Education/ Postgraduate Diploma in Education	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	-	-	Minimum of two years teaching experience

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
MSc /Postgraduate Diploma in Informatics (Knowledge and Data Management)	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	-
MSc/Postgraduate Diploma/ in Project Management Programmes		EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	Minimum 3.0 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	
MSc/ Postgraduate Diploma in Finance	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A first degree from a Business School	-	-
MSc/Post Graduate Diploma in IT Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A relevant Bachelors degree. The degree can be in one of many science or engineering disciplines, such as Computer Science, Artificial Intelligence, Cognitive Science, Engineering, Physics or Mathematics (with a programming background).	Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through	-

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
				attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD."	
Master of Business Administration	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)
MSc/ Postgraduate Diploma in Sustainable Design of the Built Environment	Minimum 3.0	EMSAT Achieve English Score of 1400; IELTS 6.0 TOEFL iBT 79-80	A relevant first degree	-	-
MSc/ Postgraduate Diploma in Engineering Management	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		
MSc / Postgraduate Diploma in Construction Law and Dispute Resolution (CLDR)	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.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
MSc/ Postgraduate Diploma in Structural Engineering	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		
MSc/PG Diploma in Building Services Engineering	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognized Master's degree in Engineering fields such as Industrial Engineering, Electrical Engineering, Mechanical Engineering, Chemical Engineering, Civil and Structural Engineering or any other relevant discipline from an accredited university		

10.3 Conditional admittance for Postgraduate Diplomas 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.[3] and having at least 1 year of relevant documented work experience after the Bachelor's degree was obtained.[4]
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.

10.4 Exceptions to the proof of English proficiency requirement (Postgraduate Diplomas and Masters programmes

- A native speaker of English who has completed his/her undergraduate education in an English medium institution in a country where English is the official language

- A student admitted to and graduated from an English medium institution, who can provide evidence of acquiring a minimum EMSAT Achieve English Score of 1100; (TOEFL score of 500 on the Paper-Based test), or its equivalent on another standardized test approved by the Ministry of Education, at the time of admission to his/her undergraduate programme

- In the case of applicants applying for doctorate programmes - applicants who studied in an English medium Master's programme which required for admission an English proficiency score of 550 on the TOEFL, or its standardized equivalent as approved by the MINISTRY OF EDUCATION, are exempt.

[3] 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.

[4] In considering such applications, the applicant may be required to attend and pass a pre-masters course.

This will mean that they may be exempted based on the institution and programme they studied as deemed appropriate by the University and in accordance with the list provided by the Commission of recognised and accredited universities. The University reserves the right to further ascertain the candidate's proficiency in English Language through an interview or any other assessment as decided by the University

- Subject to the delivery of the initial part of a programme in Arabic, the English requirements as stated in this policy pertain for commencement of module delivered in English. Admission to the initial Arabic modules shall still require a TOEFL score of 500 or equivalent and intensive English language study to achieve the required English proficiency for the English delivery programme modules.

10.5 Admissions Procedures

To apply to a programme at BUiD, applicants must:

- meet all programme specific requirements
- complete the Online Application
- submit Attested[5] 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[6]

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.

[5] All degree certificates issued in UAE need to be attested by MoHESR. Degrees issued from federal universities are exempted from this requirement

[6] *A confirmed offer is subject to the overseas applicant receiving the appropriate DIAC Student Residence Visa.*

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.

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[7].

10.6 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 may progress onto a Masters subject to the following:

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 though an interview or/and an assessment for that module.

a. 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

b. Progression of PG Diploma to Masters, will be dependent on student meeting the progression to dissertation requirements as stated in postgraduate assessment regulations

[7] *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*

c. 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.

d. The students requesting progression to higher award will apply through normal University Admissions procedure.

10.7 Credit Transfers for postgraduate programmes

10.7.1 External credit transfer

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

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

a. Recognised 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. 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 readmitted 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

10.7.2 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.

10.8 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

10.9 Student Registration

10.9.1 New Students

The University invites its successful applicants to complete registration formalities over a week, usually about two weeks before the commencement of the new term. 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
-

Applicants are required to

- Submit a completed Programme Registration form
- Pay the registration fees. The remaining tuition fee may be paid as per term payment schedule.

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.

10.9.2 Returning Students

All returning students are required to complete the Programme Registration form and get it signed by their Personal Tutor/ Student Academic Tutor (SAT). Any change in contact details, emergency contact details etc. are to be indicated on the registration form. Registration will be complete on getting clearance from the Accounts Department. Students are required to complete the 'Suspend Study' form if they do not intend to register for a term.

10.10 Adding or Dropping Modules

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

10.11 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:
    - All the credit bearing modules of the award were completed within the last five years.
    - 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.

10.12 Suspension of Studies

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.

10.13 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.

10.14 Permanent Withdrawal from a 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.

10.15 Duration of Study

All programmes will be available on either a full-time or a part-time basis.

Duration of Study' is calculated from the date of the first registration in the programme and includes periods of suspended study.

A new Duration of Study period commences when a student either:

Starts a new programme as the result of an official transfer from one programme to another.

- Is re-admitted to the University to a new programme.
- Is re-admitted to the same programme.

Duration of Study is reduced pro-rata to the proportion of credits that have been transferred through Accreditation of Prior Learning.

Post Graduate Diplomas

- The Duration of Study for full time students is a minimum of two terms and a maximum of six terms.
- The Duration of Study for part time students is a minimum of six terms and a maximum of nine terms.

Masters Programmes

- The Duration of Study for full time students is a minimum of three terms and a maximum of nine terms.
- The Duration of Study for part time students is a minimum of twenty months and a maximum of five years.

Doctoral Programmes

- The Duration of Study for full time students is a minimum of three years and a maximum of five years
- The Duration of Study for part time students is a minimum of four years and a maximum of seven years.

11.0 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.

11.1 Total programme fees for Academic Year 2020-2021

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

Master of Education	AED 64,000
Master of Business Administration	AED 70,000
All other Masters programmes	AED 67,000
Postgraduate Diploma in Education	AED 54,000
All Postgraduate Diploma programmes	AED 57,000
Doctorate of Education/ PhD in Education	AED 165,000
PhD in Project Management	AED 225,000
PhD in Business Management	AED 225,000
PhD in Architecture and Sustainable Built Environment	AED 200,000
PhD in Computer Science	AED 200,000
PhD in Business Administration	AED 200,000
PhD in Business Law	AED 225000

11.2 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.

11.3 Scholarships

Masters Programme:

Scholarship Type	Percentage
Family discount**	10%
Companies group discount***	20%
Distinction^	15%
MSc in Construction Project Management	30%
MSc in Finance	30%
MSc in IT Management	30%
MSc in Informatics	30%
MSc in Building Services Engineering	30%
MSc in Structural Engineering^^	Up to 40%

**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

^^MSc in Structural Engineering: members of UAE Society of Engineers, ICE, or IstructE will get up to 40% discount

PhD Programmes:

Scholarship Type	Percentage
Family discount**	10%
Distinction^	15%
Alumni	10%

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

Applicants cannot avail more than one scholarship

11.4 Sponsorships

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.

11.5 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.

11.6 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.

11.7 Other fees

Readmission Fee	AED 1,000
Penalty for late-withdrawal from a module	AED 4,500
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	AED 10,000
Re-taking Project	AED 5,000
First Dissertation Extension	AED 1,500
Second Dissertation Extension	AED 4,500
Application for Credit Transfer	AED 1,000
Dissertation Re-registration after Suspension	AED 1,500
Official letter	AED50 for every official letter

12.0 ACADEMIC POLICIES AND ASSESSMENT PROCEDURES

12.1 Assessment for M-Level programmes

12.1.1 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.

12.1.2 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. The project will be a piece of research on a topic that relates to the subject matter of the programme.

Usually, at the completion of the taught modules, a notification letter is issued from the University to invite the student to register for the dissertation. After the registration, the student has to submit the final dissertation by a deadline as specified in the Dissertation Registration form. According to programme requirements, students may also be required, shortly thereafter, to present their work orally

to the examiners. The result of the dissertation will be confirmed at the next meeting of the Board of Examiners after final submission of the dissertation.

Dissertations are assessed in terms of a number of basic and other criteria. Knowledge of them will help the student to plan his/her research and also when writing up. They include:

Basic Criteria

- Understanding of the problem
- Completion of the work
- Quality of the work
- Quality of the dissertation

Additional Criteria

- Knowledge of the literature
- Critical evaluation of previous work
- Critical evaluation of own work
- Justification of design decisions
- Solution of conceptual problems
- Amount of work

Exceptional Criteria

- Evidence of outstanding merit eg originality
- Inclusion of material worthy of publication
- The dissertation will be assessed according to the University marking scheme supplemented by any specific programme marking scheme

Outcomes

The following outcomes are possible following assessment of the dissertation:

Pass: The dissertation is accepted without any changes

Pass with Direction for Minor changes: These must be undertaken within two weeks of the meeting of the relevant Board of Examiners. These changes are normally to correct minor errors or presentational issues and would not impact on the mark awarded. Changes are subject to approval of the first marker.

Conditional Pass Subject to Major Changes: Changes must be undertaken within four weeks of the meeting of the relevant Board of Examiners. In exceptional circumstances, the Board of Examiners can exercise its discretion to extend this limit. These changes, which are normally of a more substantial nature, are required in order for the dissertation to be brought up to a passing level. The Board of Examiners awards a conditional mark subject to the approval of the changes from both markers and, where so requests the external examiner. Exceptionally, the Board of Examiners may choose to decide on the mark after the changes are undertaken and approved by all examiners including the external examiner.

Retake Dissertation module: In instances where the thesis is so flawed that changes cannot be made within a four-week timescale the dissertation is failed and the student given one further (and final) opportunity to submit a dissertation. This must be a completely new dissertation project and should not be based on the original attempt. Both attempts at the dissertation module will be recorded on the student transcript. Students who are required to retake the module will receive

12.1.3 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.

12.2 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.

12.3 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	
55-59	C
50-54	
45-49	D
40-44	
0-39	E

To pass a Masters 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 Masters 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 Masters 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 Masters 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.

12.3.1 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

	Written Examinations	**Practical Work and Oral Examinations**	**Reports and Essays**	**Research Process**
A **70 – 100%**	**Understanding**: 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. **Selection and coverage of material**: Questions answered accurately and with insight, demonstrating a well-informed knowledge of the topic and a clear mastery of relevant skills. **Structure and presentation**: Logical and well-organised flow of content, clearly expressed.	Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology. Able to work independently, or to participate actively in a group. Excellent presentational skills; showing an accurate and fluent analysis of the topic or problem. Answers questions thoughtfully and accurately with independent ideas. Able to reach valid/relevant conclusions, and to suggest logical extensions of the work	A full systematic and accurate account of the assignment; exceptionally well organised and clearly presented. A very clear record of the aims and methods of the work. Data manipulation and analysis carried out thoroughly and correctly. Critical and/or comparative comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations). Considerable evidence of extended reading and original or innovative thinking.	Evidence is analysed in systematic and principled manner which demonstrates thorough understanding of application of theory to evidence producing insightful and original views. 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.

B **60 – 69%**	**Understanding**: 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 creative approach. **Selection and coverage of material**: Questions answered accurately, demonstrating a good knowledge of the topic and understanding of relevant skills. **<u>Written Examinations</u>** **Structure and presentation**: Logical and well-organised flow of content, well expressed.	Well prepared, displaying a systematic and well planned approach with a good understanding of the material and methodology. Able to work independently, or to participate well in a group. Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem. Answers questions with a good level of accurately with some evidence of **<u>Practical Work and Oral Examinations</u>** independent ideas. Able to reach valid/relevant conclusions and to suggest extensions of the work	A mostly systematic and accurate account of the assignment; well organised and clearly presented. A clear record of the aims and methods of the work. Data manipulation and analysis carried out with good levels of accuracy. Critical and/or comparative comments on most observations, with few 'loose ends' (unexplained observations or unjustified claims and speculations). **<u>Reports and Essays</u>** Good evidence of extended reading and original or innovative thinking.	Evidence is analysed in systematic and principled manner which demonstrates good understanding of application of theory to evidence producing some insightful analysis. Work shows awareness of and critical discussion of significant literature in the chosen area. Demonstrates the ability to select and use literature to substantiate argument. **<u>Research Process</u>**

C **50 - 59%**	**Understanding**: 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. **Selection and coverage of material**: Questions answered incompletely, but demonstrating some knowledge of the topic and some capability with the relevant skills. **Structure and presentation**: Logical flow of content, with reasonable clarity of expression.	Adequately prepared, displaying a reasonably systematic approach and some understanding of the material and methodology. Able to work independently, or to participate in a group. Adequate presentational skills; showing a credible analysis of the topic or problem. Answers questions with some wider understanding of the key ideas. Able to reach valid conclusions, and to suggest extensions of the work.	A systematic account of the assignment, reasonably presented. An adequate record of the aims and methods of the work. Data manipulation and analysis contains few inaccuracies or omissions. Comments on most observations, mainly reasonable, but with possible 'loose ends'. Evidence of extended reading or of any original or innovative thinking.	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. Work shows awareness of some literature in the chosen area, but there may be gaps. Use of literature may be descriptive rather than analytical and supportive of argument.
D **40 - 49%**	**<u>Written Examinations</u>** **Understanding**: 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	**<u>Practical Work and Oral Examinations</u>** Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology. Has difficulty in working independently, or participates only	**<u>Reports and Essays</u>** An unsystematic account of the assignment task. An incomplete record of the aims and methods of the work. Data manipulation and analysis	**<u>Research Process</u>** Data collection and analysis is adequate and demonstrates an appropriate degree of commitment.

	original or creative approach. **Selection and coverage of material**: Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills. **Structure and presentation**: Logical flow of content, but with poor clarity of expression. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	passively in a group. Inadequate presentational skills; showing a confused analysis of the topic or problem. Answers to questions show limited understanding of the key ideas. Able to reach some valid conclusions, but unable to suggest appropriate extensions of the work. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	contains significant inaccuracies or omissions. Few comments on the observations, with many 'loose ends'. No evidence of extended reading. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	However there may be significant deficiencies in one or more of the following areas: 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. 2. The work may be anecdotal/ descriptive at times, and there is no evidence of the ability to be analytical. 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. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.
E< 40%	**Understanding**: Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods	Poor preparation, displaying an unsystematic approach and very limited understanding of the material and methodology.	An unsystematic, incomplete or inaccurate account of the assignment.	Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected

	Written Examinations needed for problem-solving tasks, and unable to apply them routinely. No evidence of an original or creative approach. **Selection and coverage of material**: Questions answered incompletely, demonstrating neither breadth nor depth of knowledge. Answers often irrelevant, with key skills rarely and inappropriately deployed when tackling problems. **Structure and presentation**: Disorganised flow of content, with poor clarity of expression.	Has great difficulty in working **Practical Work and Oral Examinations** independently, or cannot participate effectively in a group. Poor presentational skills; showing a very confused analysis of the topic or problem. Answers to questions show almost no understanding of the key ideas. Unable to reach valid conclusions, or to suggest appropriate extensions of the work.	A sketchy record of the aims and methods of the work. **Reports and Essays** Data manipulation and analysis contains numerous inaccuracies or omissions. Very few comments on the observations, with many 'loose ends'. No evidence of further reading.	for analysis. Commentary shows major problems **Research Process** 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.

12.4 Doctoral level assessment regulations

A. Doctoral programme normally comprises three stages.

Stage 1 **Taught Modules Stage:**

Candidates need to pass the specified taught module assessments of the programme to complete this stage.

Stage 2 **Proposal Defence Stage:**

Candidates must present a research proposal, pass a proposal defence and meet any other requirements specified by the RDC to proceed to thesis.

Stage 3 **Final Thesis Stage:**

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.

I.

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

1. Identification of key issues and recognition of leading edge ideas

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.

2. Awareness of a variety of standpoints

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

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

12.4.1 Target 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.

12.4.2 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.

12.4.3 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.

12.4.4 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%
1. Knowledge and understanding: **Identification of key issues and recognition of leading edge and new ideas**	Little or no evidence of relevant background reading; unfocused; little or no attempt to relate to relevant areas; generally descriptive.	Unfocused background reading, with some reference to a relevant area; little or no identification of significant themes within the field, tends to be descriptive.	Evidence of some background reading in a relevant area; identification of some significant themes within the field.	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.	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.	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.

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%
2. Knowledge and understanding: **Awareness of a variety of standpoints**	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.
3. Application, argument and analysis: **Extension and application of theoretical knowledge to**	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	Generally descriptive accounts of published authors with little or no integration; some attention to the ways in which theoretical arguments and / or	Limited integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have	Significant integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have	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

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%
generate new understandings		and / or research findings have been used to inform practice.	research findings have been used to inform practice.	been or could be used to inform practice.	been or could be used to inform practice and make an original contribution to knowledge.	arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.
4. Application, argument and analysis: **Critical analysis of the sources or evidence bases**	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%
5. Communication & presentation: **Suitability and /or potential for dissemination / publication including citation and referencing**	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.

12.5 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.

12.6 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

13.0 Academic Governance

13.1 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

Ongoing evaluation by the Dean and the associated UK university

13.2 Responsibility for teaching and learning within faculties

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

13.2.1 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.

13.2.2 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 equitable 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.

13.3 Monitoring and evaluation procedures

The following outlines Faculties' programme monitoring and evaluation procedures:

13.3.1 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.

13.3.2 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.

13.3.3 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.

13.3.4 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.

13.3.5 External examiners review

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.

14.0 ACADEMIC ADVICE AND PASTORAL CARE

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

14.1 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.

14.2 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.

14.3 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.

14.4 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.

14.5 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.

14.6 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.

15.0 RIGHTS AND RESPONSIBILITIES

15.1 Student Code of Conduct

. 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.

15.2 Student disciplinary offenses

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**
1 Minor (Informal disciplinary measures)	Rudeness Disruption in class Poor attitude to staff, other students or members of the public	<u>Guidance:</u> 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

2 Significant (Informal disciplinary measures)	Repeat offences or more serious offences	<u>Warning:</u> 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
3 Serious (Formal disciplinary measures)	Serious disciplinary offences	<u>Formal hearing:</u> 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	That there is no case to answer	The Head of Student Administration will write to the student indicating 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 the person who made the original complaint	Head of Student Administration
B	1 Minor 2 Significant 3 Serious	That the offence has been admitted or partially admitted and is minor	The Head of Student Administration will request the Dean of Faculty to apply the appropriate action in accordance with Table 1. The Head of Student Administration 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 Student Administration will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of Student Administration/ Disciplinary Board

D	1 Minor 2 Significant 3 Serious	That the offence is not admitted	The Head of Student Administration will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of Student Administration/ 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.

15.3 Student Complain 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.

15.4 Attendance policy and procedure

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

15.5 Students appeal 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.[8]

b. Alleged improper conduct of the examination

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.

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[8] *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.*

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.

15.6 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.

16.0 STUDENT SERVICES

16.1 Career development service

The Career Development Service offers the following types of assistance and support to all registered BUiD students. The service is one of the University's Student Services.

Career Guidance and Support

Career guidance helps students explore vocational interests, and opportunities available in various fields of specialisation in their chosen educational programmes. This is provided through the following means:

- Members of the academic staff giving careers advice;
- Access to any career related activities organised by Knowledge Village/DIAC.

Career and Employment Information

Employment related information is available in both hardcopies and electronic form through employment and corporate websites, copies of corporate directories and databases. The University Library has a specially designated space for access to this information.

Career Development Support

BUiD has retained the services of a Counsellor, to offer individual one-on-one coaching for career success. Consultations are by appointment

16.2 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

12.3 Accommodation

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

12.4 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.

12.5 Student activities and publications

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.

12.6 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.

12.7 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

17.0 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.

18.0 FACULTY OF EDUCATION

18.1 PhD in Education and Doctor of Education

PhD in Education

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 Programme

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.

Sr.No	**Programme Learning Outcomes**	**Aligned with L10 QFE Descriptors**
Knowledge		
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
Skills		
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
Aspects of Competence		
4	The creation and interpretation of new knowledge, particularly in a PhD through original research or other advanced scholarship in theory building and interdisciplinarity, 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
Taught Modules:	
Research Training Modules (All these modules are compulsory)	
Qualitative Research Methods And Paradigms	30
Quantitative Methods	30
Research Design and Planning	40
Core Modules (All these modules are compulsory)	
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	-
Specialist Modules (Students to take one module which is relevant to their specialism out of this set)	
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	
Taught Module Credits	180
Thesis Credits	360
Total Credits Required for Degree Completion	**540**

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

Teaching Plan for Academic Year 2020-2021*

Term	Module code	Module Name
Sep-20	RES604	Qualitative Research Methods and Paradigms
	RES606 A	Research Design and Planning
	DED604	Assessment and Learning
Jan-21	RES605	Quantitative Methods
	RES606 B	Research Design and Planning (continuation)
	DED622	Educational Policy: Theory, Development, Practice & Evaluation
	DED612	Education of Children with Exceptional Learning Needs
	DED607	Teaching and Learning in Higher Education and Workplaces
Apr-21	DED623	Curriculum and Innovation: Theory and Practice
	DED615	Theories and Practices of Leadership in Education
	DED608	Current Issues in Psycholinguistics and Language Learning and Teaching
	DED625	Managing Technology in Education
	DED624	Reading Science Education Research
	DED626	Reading STEM/STEAM Education
	DED627	Reading Health Education and Wellness

* *Modules offered are subject to change*

Doctor of Education (EdD)

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;

	Programme Learning Outcomes	**Aligned with L10 QFE Descriptors**
Knowledge		
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
Skills		
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
Aspects of Competence		
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
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 BUiD

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 leaning 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 Education Programmes

18.2.1 Portfolio of Education Programmes

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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Develop and demonstrate advanced knowledge and comprehension in the discipline of education	QFE 1, 3, 4
Skills		
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*
Aspects of Competency		
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: • the exercise of initiative, ethical and personal responsibility • decision-making and self-direction in complex and unpredictable situations	*QFE 10, 14, 15, 16*

Management, Leadership and Policy (MLP) Learning Outcomes

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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
Skills		
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*
Aspects of Competency		
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*
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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
Skills		
3	Critically evaluate and adapt instruction to meet the individual learner needs in inclusive settings	*QFE 6,7*
Aspects of Competency		
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Develop a critical understanding in theories and research in approaches to language teaching and dynamics of language use	*QFE* 1,3,4
Skills		
2	Assess and identify the best classroom methodology based on an understanding of research into second language acquisition.	*QFE 6, 8*
Aspects of Competency		
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*
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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
Skills		
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 element of design in relation to online learning theory and contexts, resource, discussion, community and blending these to meet the learning objectives	*QFE 6,7*
Aspects of Competency		
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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
Skills		
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*
Aspects of Competency		
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Develop a critical understanding of theories and research in approaches to psychology and its various schools of thought	*QFE* 1,2,3,4
Skills		
2	Assess and identify the best applications of psychology theories based on educational needs	*QFE 5,6,8*
Aspects of Competency		
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

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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	
Skills		
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.	
11	Identify and reflectively apply appropriate approaches to research own practice	
Aspects of Competency		
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**
Total 180CR								

Programme Structure of the MEd (Project –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	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**
Total 180CR	*** Project must be a topic that relates to their Programme specialisation**							

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	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
Total 120CR								

Programme Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 3 x 20 credit common Education core modules; 3 x20 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 2020-2021

Term	Module code	Module Name
Sep-20	EDU502	Teaching and Learning
	EDU522	Interdisciplinary Science Math Technology
	EDU527	Introduction to Cognitive Psychology
	EDU508	Introduction to Learning Difficulties
	EDU511	Discourse for Language Teachers
	EDU516	Managing Educational Technology
	EDU528	Professional Values and Ethics
Jan-21	RES503	Research Methods in Education
	EDU510	Inclusion and Special Educational Needs
	EDU514	Learning and educational technology
	EDU529	Teacher Professional Learning and Development
	EDU505	Education Innovation and Curriculum
	EDU521	Critical Thinking Moral Reasoning
Apr-21	EDU501	Educational Policy
	EDU517	Sociolinguistics
	Edu503	Leadership for School Improvement
	EDU525	Introduction to Developmental Psychology

Module Descriptions

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 difference 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 1**.** 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

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 21st 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 programs

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 programs 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 programs 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.

18 FACULTY OF BUSINESS & LAW

19.1 PhD in Business Management

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 organisational, 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.

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 program the graduate will be able to:

	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
Core Modules		
MGT609	Business Excellence	20
MGT610	Global Management	20
Elective Modules (any 1)		
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
Total Credits Required for Degree Completion		**540**

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 – 80,0000 words will be accepted)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt with BUiD.

Teaching Plan for Academic Year 2020-2021*

Term	Module code	Module Name	Module Category
Sep-20	MGT604	Organizations , Projects and Sustainability	Elective
	MGT603	Managing Large Programmes	Elective
	RES606P	Research Design and Planning (Part 1)	PM
	RES606B	Research Design and Planning (Part 1)	PBM & DBA
Jan-21		Readings in Management and Business Research	Core DBA
	RES606B	Research Design and Planning (Part 2)	PBM & DBA
	RES606	Research Design and Planning (Part 2)	Core PBM and PPM
Apr-21	MGT603	Innovation theories and Entrepreneurship	Core PBM and PPM and DBA
	RES604	Qualitative Research Methods and Paradigms	Core PBM and PPM and DBA
	MGT601	Management of Knowledge in Projects	Elective
	RES605	Quantitative Methods	Core PBM and PPM and DBA
	MGT609	Business Excellence	Core PBM and DBA

* *Modules offered are subject to change*

Module Descriptions

Please refer to EdD section for the Qualitative Research Methods and Paradigms, Quantitative Methods and Research Design and Planning module descriptors.

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 Baldridge 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

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 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.

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:

Programme Learning Outcomes		
Knowledge		*Develop originality and creativity to evaluate specialised management theories and principles and their application in practice*: 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 *Evaluate innovation and entrepreneurship theories and their application in practice*: 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 *Critically examine management science and its application in professional practices*: value management techniques, decision making techniques and tools, resource optimisation, business analysis *Critically examine project and operation management theories and their application in practice*: 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 *Evaluate specialised management theories and their application in professional practices*: financial/cost management, investment appraisal, sources of funding, financial accounting, capital budgeting techniques, risk and return, financial analysis *Analyse complex adaptive systems and their application to solve real world problems*: systems thinking, complex systems, emergent behaviour, adaptation, dynamic change, competition and corporation, bifurcations, system dynamics *Critically appraise people aspects of management*: personal, ethnic and cultural differences, communication, conflict management, delegation, influencing leadership, competence communities of practice, ethics frameworks, and personnel management *Critically assess existing research methodologies*: qualitative and quantitative research methods, reporting writing, research ethics, communication and presentation Develop critical evaluation 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 Adopt originality and creativity in the development and application of new knowledge understanding in business administration
Skills		Evaluate information from academic papers, books, practitioner journals, and other sources Assess and apply appropriate research instruments and techniques of enquiry Evaluate and deploy advanced skills 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 Formulate and evaluate independently and proactively research plans, ideas and hypotheses and design, develop, implement and execute plans by which to evaluate these Evaluate and apply acquired skills to undertake rigorous research that contributes to theory and practice in business administration Develop creative and original responses to real world business administration problems and practices Categorise, evaluate and conceptualise and offer new insights into complex issues within the area of research interest in business administration
Aspects of competence	Autonomy and responsibility	Develop high levels of autonomy in carrying out research and professional activities Develop leadership and originality in tackling and solving real world problems 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 Evaluate standards of good research practice and ethical governance Assume independent critical thinking to manage ethical/professional issues and concerns relevant to the business administration discipline
	Role in context	Assume full responsibility for own work, personal and professional learning and development (and a significant proportion of the work of others if appropriate) Act with authority, creativity, innovation and originality in initiating and developing research ideas to enhance professional practices 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

Programme Learning Outcomes		
	Self-development	Develop critical reflection and evaluation of own learning in an evidence-based way Apply advanced skills to manage complex ethical and professional issues and make informed judgements 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

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
Core Modules		
PDBA601	Core Readings in Management and Business Research	20
PDBA602	Innovation Theories/Models and Entrepreneurship	20
	Business Excellence	20
Elective Modules (any 1)		
MGT610	Global Management	20
MGT604	**Organisation, Projects & Sustainability**	20
MGT601	**Management of Knowledge in Projects**	20
Thesis Credits		360
Total Credits Required for Degree Completion		**540**

Teaching Plan for Academic Year 2020-2021*

Term	Module code	Module Name	Module Category
Sep-20	MGT604	Organizations , Projects and Sustainability	Elective
	MGT603	Managing Large Programmes	Elective
	RES606P	Research Design and Planning (Part 1)	PM
	RES606B	Research Design and Planning (Part 1)	PBM & DBA
Jan-21	PDBA601	Readings in Management and Business Research	Core DBA
	RES606B	Research Design and Planning (Part 2)	PBM & DBA
	RES606	Research Design and Planning (Part 2)	Core PBM and PPM
Apr-21	MGT603	Innovation theories and Entrepreneurship	Core PBM and PPM and DBA
	RES604	Qualitative Research Methods and Paradigms	Core PBM and PPM and DBA
	MGT601	Management of Knowledge in Projects	Elective
	RES605	Quantitative Methods	Core PBM and PPM and DBA
	MGT609	Business Excellence	Core PBM and DBA

* *Modules offered are subject to change*

Module Descriptions

Please refer to EdD section for the Qualitative Research Methods and Paradigms, Quantitative Methods and module descriptors.

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 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.

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 Baldridge 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 in 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.

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.

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

	Programme Learning Outcomes
1	A detailed understanding of applicable techniques for research and advanced academic enquiry in project management.
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 project management.
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 project 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

Programme Structure

Module Number	Module Title	Credits
RES604	Qualitative research methods and paradigms	30
RES605	Quantitative Methods	30
RES606	**Research Design and Planning**	40
Subject Study Modules (any 4)		
MGT601	Management of Knowledge in Projects	20
MGT602	Managing Large Programmes	20
MGT603	Managing Projects for Innovation	20
MGT604	Organisations, Projects and Sustainability	20
MGT605	Project Dynamics and Complexity	20
MGT608	Evolutionary Project Management	20
MGT607	Project Financing	20
Total Taught Module Credits		**180**

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 2020-2021

Term	Module code	Module Name	Module Category
Sep-20	MGT604	Organizations , Projects and Sustainability	Elective
	MGT603	Managing Large Programmes	Elective
	RES606P	Research Design and Planning (Part 1)	PM
	RES606B	Research Design and Planning (Part 1)	PBM & DBA
Jan-21		Readings in Management and Business Research	Core DBA
	RES606B	Research Design and Planning (Part 2)	PBM & DBA
	RES606	Research Design and Planning (Part 2)	Core PBM and PPM

Term	Module code	Module Name	Module Category
Apr-21	MGT603	Innovation theories and Entrepreneurship	Core PBM and PPM and DBA
	RES604	Qualitative Research Methods and Paradigms	Core PBM and PPM and DBA
	MGT601	Management of Knowledge in Projects	Elective
	RES605	Quantitative Methods	Core PBM and PPM and DBA
	MGT609	Business Excellence	Core PBM and DBA

Module Description

Please refer to EdD section for the Qualitative Research Methods and Paradigms, Quantitative Methods and Research Design and Planning module descriptors.

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.

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.

MGT608: Evolutionary 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.

19.4 PhD 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.

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
Subject Study Modules (any 4)		
LAW601	International Business Law	20
LAW602	International Investment Law	20
LAW603	Commercial Arbitration and Dispute Resolution	20
LAW604	Intellectual Property Law	20
	Thesis	360
Total Credits		**540**

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.

12.5.2 Teaching Plan for Academic Year 2020-2021

Term	Module code	Module Name
Sept-20	LAW601	International Business Law
	RES607	Legal Research Methods
Jan-21	LAW602	International Investment Law
	LAW603	Commercial Arbitration
Apr-21	LAW604	Intellectual Property Law

Module Description for PhD Business Law

Please refer to EdD section for the Qualitative Research Methods and Paradigms and Research Design and Planning module descriptors.

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.

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.

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.

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.

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 Finance

The programme aims to equip students with the knowledge and skills necessary to enter and progress in management-track positions in banks and financial services companies, in central banking and in regulatory authorities. The MSc programme is designed to equip students with the knowledge and skills to advance from junior and mid-career positions into senior posts in these institutions.

Programme Goals

- Make students familiar with basic accounting and quantitative skills necessary to appreciate the modern theory and practice of banking and finance
- Familiarise students with key concepts in the modern theory of finance and banking
- Give students the opportunity to apply this theory by means of classroom exercises, case studies, and a more extended research-based dissertation
- Ground the student experience firmly in the realities of international banking within the context of the UAE.

Programme Learning Outcomes - Islamic Finance

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. At the end of the programme, the student will be able to:

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Acquire systematic and thorough understanding of the modern theory of finance.	QFE 1,3,4
2	Gain familiarity with specialized quantitative and accounting methods used in finance	
3	Discuss the Islamic Financing Principles and identify the differences between Islamic and conventional banking instruments.	
Skills		
4	Apply theory and critically analyse arguments by professionals in academic subject areas related to finance.	QFE 5,6,7,9
5	Integrate knowledge gained from different fields and develop new knowledge and procedures in the field of finance using creative skills and intellectual independence	
6	Organise, critically analyse complex real-world data on banking, financial and economic problems and provide innovative solutions (MSc)	QFE 16
7	Critically examine the role of various Islamic investment and Sale contracts and apply them in business and trade.	
Aspects of Competence		
8	Apply the advanced techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***	QFE 2, 8, 10
9	Gain thorough specialist knowledge in one or more narrow aspects of finance, apply them in securities trading and settlements ***(Autonomy and Responsibility) (MSc)***	
10	Individually manage data and information collection, organisation and implementation of theories and strategies using spread sheets and economic softwares ***(Self-Development)***	QFE 11
11	Effectively communicate ideas and arguments to fellow professionals and lay audiences ***(Role in Context)***	QFE 13, 14
12	Operate at a high managerial level in an international and professional environment ***(Role in Context)***	QFE 12, 15, 17

13	Compare the Shari'a compliant investment vehicles with traditional banking instruments ***(Autonomy and Responsibility)***	
14	Apply the knowledge gained under the Sharia principles while taking decisions on loan applications***. (Role in Context)***	

Programme Outcomes – Banking

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Acquire systematic and thorough understanding of the modern theory of finance.	QFE 1, 3, 4
2	Gain familiarity with specialized quantitative and accounting methods used in finance and banking.	QFE 2
3	Comprehend the types of financial crime, the theoretical framework within which existing measures to combat financial crime have been devised and introduced**.**	
Skills		
4	Apply theory and critically analyse arguments by professionals in academic subject areas related to finance and banking.	QFE 5,6,7
5	Integrate knowledge gained from different fields and develop new knowledge and procedures in the field of finance using creative skills and intellectual independence.	
6	Organise and critically analyse real-world data on banking, financial and economic problems.	
7	Critically unearth and analyse the advanced deceptive methods used in white collar crimes, money laundering and bank frauds and identify the inherent weaknesses in the system**.**	
Aspects of Competence		
8	Apply the advanced techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***	QFE 8, 10
9	Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Autonomy and Responsibility) (MSc)***	
10	Individually manage data and information collection, organisation, and implementation of theories and strategies using spread sheets and economic softwares ***(Self-Development)***	QFE 11
11	Effectively communicate ideas and arguments to fellow professionals and lay audiences ***(Role in Context)***	QFE 9,13, 14
12	Operate at a high managerial level in an international and professional environment ***(Autonomy and Responsibility) (Msc)***	QFE 12, 15, 16
13	Critically examine the various crimes, analyse the root causes of the financial crimes and suggest suitable solutions to combat crimes ***(Role in Context)***	
14	Form individual opinions and take appropriate decisions to root out corruption and bribes from the place of work and institutions ***(Autonomy and Responsibility)***	QFE 17

Programme Outcomes - Capital Markets

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Acquire systematic and thorough understanding of the modern theory of finance	QFE 1, 4
2	Gain familiarity with quantitative and accounting methods used in finance	QFE 2
3	Acquire specialized knowledge of conventional forecasting methods – smoothing, regression and dedicated forecasting methods used in financial markets including bankruptcy prediction and volatility forecasting methods.	

4	Develop a rigorous approach to a variety of analytical tools commonly applied to the analysis and timing of investment strategies in equity and debt markets and communicate your findings to experts in the field of capital markets**. (MSc)**	QFE 5
5	Apply standard forecasting methods using EXCEL, EVIEWS and technical analysis package (METASTOCK) in various real-world scenarios**.**	
6	Develop the capacity to undertake an assessment of capital market operations using analytical tools used extensively in professional trading environments and communicate your findings in a professional setting**.**	QFE 7
Skills		
7	Apply theory and critically analyse arguments by professionals in academic subject areas related to finance focusing on capital markets	
8	Integrate knowledge gained from different fields and develop new knowledge and procedures in the field of finance using creative skills and intellectual independence	QFE 6, 16
9	Organise and critically analyse highly complex real-world data on banking, financial and economic problems particularly focusing on long-term capital market instruments.	
10	Gain a through acquaintance of the various models to be applied on capital markets.	QFE 17
Aspects of Competence		
8	Apply the advanced techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***	
9	Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Autonomy and Responsibility) (MSc)***	
10	Individually manage data and information collection, organisation, and implementation of theories and strategies using spread sheets and economic softwares ***(Self-Development)***	
11	Effectively communicate ideas and arguments to fellow professionals and lay audiences ***(Role in Context)***	QFE 11
12	Operate at a high managerial level in an international and professional environment ***(Autonomy and Responsibility) (Msc)***	
13	Critically examine the various crimes, analyse the root causes of the financial crimes and suggest suitable solutions to combat crimes ***(Role in Context)***	QFE 8, 10, 13
14	Form individual opinions and take appropriate decisions to root out corruption and bribes from the place of work and institutions ***(Autonomy and Responsibility)***	QFE 9, 12, 14, 15

Programme Outcomes - Financial Risk Management

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Acquire systematic and thorough understanding of the modern theory of finance	QFE 1, 4
2	Gain familiarity with quantitative and other analytical methods used in finance	QFE 2, 3
3	Develop a rigorous approach to a variety of analytical tools commonly applied to the analysis and timing of investment strategies in derivatives and other markets. (MSc)	
4	Gain a deep acquaintance of the key risk factors that a credit portfolio is exposed and be familiar with the various methods employed to measure that exposure. Acquire knowledge of the credit derivative instruments	
5	Appraise and manage financial risks by using derivatives. Grasp the knowledge of the various hedging strategies.	QFE 5, 6
Skills		
6	Apply theory and critically analyse arguments by professionals in academic subject areas related to finance focusing on capital markets	
7	Organise and critically analyse real-world data on banking, financial and economic problems	QFE 9
8	Apply knowledge gained from different fields and develop new knowledge and procedures in the finance focusing on capital markets	QFE 7
9	Critically evaluate different quantitative and risk management models and hedging mechanisms	QFE 8

Aspects of Competence		
10	Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***	QFE 17
11	Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Role in Context) (MSc)***	QFE 10, 11
12	Acquire a thorough knowledge of the financial derivatives; application of quantitative techniques in managing financial risk. ***(Self-Development)***	QFE 12
13	Develop synthesis of practical and theoretical concepts in practical applications to problems related to the credit exposure of financial instruments***. (Self-Development)***	QFE 13, 15
14	Compare alternative investment strategies to decide on the least risky form of investments ***(Autonomy and Responsibility)***	QFE 14

Programme Structure (Dissertation Route)

Concentration	**Module Title**	**Credits**
All	Quantitative Methods for Finance (QMF)	20
	Financial Statement Analysis	20
	Financial Markets & Institutions (FMI)	20
	Total available credits for core modules	**60**
Electives (SET I): Students will be required to take one module as specified below for individual concentrations		
Available to all except for Islamic Finance students	Corporate Finance	20
Available to all except for Islamic Finance Students	International Finance	20
Only for Islamic Finance Students and also compulsory for them	Islamic Finance	20
Total available credits for Set I Electives		**20**
Concentration Modules (SET II): Student choosing concentration will take any two modules out of the three modules given for that concentration based on their career options and specialization except for Islamic Finance where both offered modules in that area are mandatory		
Banking	1. Advanced Banking	20
	2. Credit Risk Management	20
	3. Islamic Banking	20
Capital Markets	1. Investment Management	20
	2. Forecasting and Trading Strategies in Financial Markets	20
	3. Financial Risk Management	20
Financial Risk Management	1. Risk, Regulation & Structured Products	20
	2. Financial Risk Management	20
	3. Credit Risk Management	20
Islamic Finance	1. Islamic Law of Business Transactions	20
	2. Islamic Banking	20
Total Available Credits for SET II Electives		**40**
Independent Research		
Dissertation (in the selected concentration area)		**60**
	Total Credits	**180**

Programme Completion Requirements (Dissertation)

- complete a dissertation normally not exceeding 20,000 words, on a topic that relates to the subject matter of the programme
- Complete 3 x 20 credit core modules and 3 x 20 elective modules
- 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)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

Structure MSc Finance Research Project Route (General)

Concentration	Module Title	Credits
All	Quantitative Methods for Finance (QMF)	20
	Financial Statement Analysis	20
	Financial Markets & Institutions (FMI)	20
	Total available credits for core modules	**60**
Electives (SET I): Students will be required to take any one modules from this set		
	Corporate Finance	20
	International Finance	20
	Islamic Finance	20
Total available credits for Set I Electives		**40**
Electives (SET II): Students will be required to take any three modules from this set		
	Advanced Banking	20
	Credit Risk Management	20
	Investment Management	20
	Forecasting and Trading Strategies in Financial Markets	20
	Risk, Regulation & Structured Products	20
	Financial Risk Management	20
	Islamic Law of Business Transactions	20
	Islamic Banking	20
Total Available Credits for SET II Electives		**60**
Independent Research		
	Project	**20**
	Total Credits	**180**

Programme Graduate Completion Requirements (Dissertation)

- Complete 5 x 20 credit core modules and 3 x 20 of the five modules
- Undertake 200 notional hours for each 20 credit module
- Complete a Project not exceeding 5000 words on a finance-related topic
- Attend for at least 70% of all contact sessions for each taught module

Postgraduate Diploma in Finance and Banking

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

The same taught module structure as presented for MSc in Finance (Dissertation route) is proposed for Postgraduate Diploma in Finance programme, with the only difference that PG Diploma students will

not be required to take the dissertation and will be eligible for award after completing all taught modules as specified in the structure, accumulating 120 credits.

Teaching Plan for Academic Year 2020-2021

Term	Module code	Module Name
Sept -20	FIN5XX	Elective
	FIN504	Financial Markets and Institutions
	FIN523	Research Project in Finance
Jan-21	FIN503	Financial Statement Analysis
	FIN501	Quantitative Methods for Finance
	FIN502	Corporate Finance
	FIN523	Research Project in Finance
Sept-21	FIN5XX	Elective
	RES512	Dissertation

* Elective modules will only be offered if there is a reasonable student demand for them.

Module Descriptions for MSc Finance

FIN501: Quantitative Methods for Finance

This module introduces students to quantitative techniques commonly used in analysing financial market data. It analyses criteria for guiding investment decisions, considers the measurement of asset risk and return and discusses statistical techniques of forecasting.

FIN502: Corporate Finance

The purpose of this module is to develop a clear understanding of the fundamentals 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. Course discusses and compares investment appraisal techniques, and examines the relation of finance theory to corporate policy issues such as capital structure, debt policy and capital budgeting, dividend policy and mergers and acquisitions.

FIN503: Financial Statement Analysis

The purpose of this module is to provide a clear understanding of how users of financial statements interpret accounting reports when making business decisions. The emphasis is on the valuation of debt and equity instruments. Coverage includes a broad discussion of measurement issues and is based on international accounting standards. Topics covered include earnings quality, ratio analysis, fundamental analysis, earnings management, EVA Analysis, forecasting and valuation.

FIN504: Financial Markets and Institutions

The module is tailored to the needs of Finance and Banking students and is designed to develop a solid understanding of how users of financial information interpret accounting reports when making business decisions. The emphasis is on the valuation of both equity and debt instruments. Coverage includes a broad discussion of measurement issues and international accounting standards. The topics that are covered include earnings quality, ratio analysis, fundamental analysis, earnings management, equity-based executive compensation (stock grants and stock options).

FIN514: Islamic Finance

The aim of this course is to introduce students to the concept of Islamic finance, Islamic banking and their products in retail banking, investment banking and project finance. Lectures are supported by case studies and relevant news of current activity by Islamic banks in the Gulf region.

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.

FIN519: Advanced Banking

This module focuses on developing a clear understanding of the global banking sector in light of the emerging developments in the aftermath of the global economic meltdown. The crucial roles played by banks and financial institutions in economic development would lay the foundation for understanding the ensuing topics. The role of international banking/financial institutions, central banks, development banks are also discussed in depth. Emerging trends in global banking such as internet banking, Islamic banking and money-laundering-related issues are discussed.

FIN520: Credit Risk Management

The purpose of this module is to provide a solid understanding of the credit risks that a portfolio of credit assets is exposed and the techniques employed to study and quantify the associated exposure

FIN517: Financial Risk Management

The purpose of this module is to provide a solid understanding of the financial risks faced by financial institutions/banks and the techniques employed to study and quantify the associated exposure. It also aims at introducing students to principles and techniques commonly used in the management of financial risk

FIN516: Forecasting and Trading Strategies in Financial Markets

All decisions depend on a forecast. In finance, these forecasts may relate to the demand for banking products, the performance of alternative investments, the volatility of prices, the probability of bankruptcy of a borrower, or short term movements in share prices or exchange rates.

The aim of this course is to give students a practical understanding of statistical and judgmental techniques used by traders and analysts to make these forecasts. It also enables the students to apply different principles and techniques commonly used in the analysis and trading of financial markets.

Each lecture is supported by a session in the computer lab using standard software packages for econometric forecasting and technical analysis

FIN518: Investment Management

This module focuses on imparting the much-needed skills and strategies needed to make the best investment decisions. Students will learn the various investment opportunities, techniques and methods to identify the right investment avenues for investments. It considers students as investors and provides them information so that they would take the right decisions on the four types of financial instruments-

equity, bonds, options and futures including risks and returns involved in the market in which they trade.

FIN522: Islamic Law of Business Transactions

The aim of this course is to provide students with adequate knowledge in Islamic law of transactions. The course deals with the concept and importance of Islamic transactions or contracts; formation of contract under Islamic Law, pillars of a contract and their conditions, factors which vitiate consent (such as duress, mistake, fraud and misrepresentation), rights of options (*khiyar*) and termination of contract. The course also covers prohibitions is Islamic transactions such as *riba* (usury) *gharar* (uncertainty) and *maysir* (gambling). Further, several main Islamic transactions and some current issues in Islamic law of transactions are also discussed.

FIN521: Islamic Banking

The objective of this course is to develop an understanding of the mechanics of Islamic banking and the instruments/products available within the Islamic banking system. The course sets out with the concept of Islamic banking operations and the corresponding regulations. Students are then explained to the various of deposits products and financing available within the system. Examples of computations of various cost of funds and financing repayments are also presented. Finally, the students would be exposed to case studies, current issues, and journal articles. For example, issues of restructuring and rescheduling involving consumer financing and the various classifications as well as red flags of non-performing financing

FIN505: Risk Management, Regulation and Structured products

The purpose of this module is to analyze the approaches to financial (market), credit and Operational risk measurement & management for banks and financial institutions mainly in context of Basel guidelines. It also discusses the pricing and valuation of some existing structured derivative products.

19.6 MSc 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.

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:

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
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
Skills		
4	Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry	QFE 5
5	Critically analyse and apply the processes of construction and project procurement includingnew 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
6	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
7	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
8	Conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract	QFE 5, 9
9	Develop critical advisory skills as representatives of parties to construction projects	
Aspects of Competence		

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 Title	**Credits**	**Pre-requisites**
One of the following			
CDR512	**Introduction to Law (For non-lawyers)**	20	-
CDR513	**Introduction to Construction (For lawyers)**	20	-
All of the following			
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
Total hours/ credits:		**180**	

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 Title	Credits	Pre-requisites
One of the following			
CDR512	**Introduction to Law (For non-lawyers)**	20	
CDR513	**Introduction to Construction (For lawyers)**	20	
All of the following			
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)
MGT514	**Construction Procurement**	20	
CDR508	**MSc Research Project in Construction Law and Dispute Resolution**	20	CDR503 Construction Law 1
Total hours/ credits:		**180**	

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.

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 Title	Credits	Pre-requisites
One of the following			
CDR512	**Introduction to Law (For non-lawyers)**	20	-
CDR513	**Introduction to Construction (For lawyers)**	20	-
All of the following			
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
Total hours/ credits:		**120**	

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.

12.3.3 Teaching Plan for Academic Year 2020-2021[*]

Term	Module code	Module Name
Sept-20	CDR512	Introduction to Law
	CDR509	Construction Law 2
Jan -21	CDR510	Arbitration law
	CDR512	Introduction to Law
	CDR511	Alternative Dispute Resolution
Apr-21	CDR503	Construction Law 1
	CDR507	Arbitration Award Writing
	CDR508	MSc Research Project

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

[*] *Modules offered are subject to change*

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.

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.

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:

	Programme Learning Outcomes
1	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.
2	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.
3	Illustrate detailed body of knowledge of recent developments in business operations, logistics, and marketing related to the different aspects of the business.
4	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.
5	Analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to business management, e.g. communication and information technology skills.
6	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.
7	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.
8	Employ high-level governance of processes and systems.
9	Analyse and reflect on global issues, socio-cultural norms and relationships and act to build and transform them.
10	Facilitate the transformation of organisations through strategic leadership, intellectual rigour and professional ethical values.
11	Apply well-developed interpersonal skills including the ability to communicate effectively and interact with groups and individuals at all levels.

12	Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including in unfamiliar learning contexts.
13	Manage highly complex ethical issues consistently and sensitively leading to informed, fair and valid decisions

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
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 Code	**Module Title**	**Credit**
Core Modules		
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
Concentration	**Module Title & Code**	**Credit**
1.HRM	MGT510 Organisational Change MGT506 HR in Action MGT524 Business Consultancy Project in HRM	20 20 20

Module Code	Module Title	Credit
2.Finance	FIN501 Quantitative Methods for Finance FIN504 Financial Markets & Institutions MGT524 Business Consultancy Project in Finance	20 20 20
3.Marketing	MGT528 Consumer Behaviour MGT529 Marketing Research MGT524 Business Consultancy Project in Marketing	20 20 20
4.Sustainability	MGT522 Governance and Corporate Social Responsibility SDBE504 Sustainable built environment MGT524 Business Consultancy Project in Sustainability	20 20 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	***Mandatory Workshop:*** 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
Total Credits		**180**

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 2020-2021

Term	Module code	Module Name	Module type
Sept-20	MGT520	Marketing Management	Core
	MGT508	Organizational Behaviour and Business Leadership	Core
	MGT524	Business Consltancy Project	Core
	FIN504	Financial Markets and Institutions	Elective
Jan-21	MGT525	Operations Management	Core
	MGT521	Economics and Business Environment	Core
	MGT5	Human Resource Management In Action or CSR	Elective : opened to min. 5 students
	MGt5	Market Research or Consumer Behaviour	Elective : opened to min. 5 students
	FIN501	Quantitative Methods for Finance	Core

Term	Module code	Module Name	Module type
	MGT524	Business Consltancy Project	Core
Apr-22	MGT519	Accounting and Finance for Managers	Core
	MGT523	Strategic Management	Core
	MGT524	Business Consultancy Project	Core
	MGT525	Organizational Change	Elective : opened to min. 5 students

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 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 program 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

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)

Programme Learning Outcomes	
Knowledge	• *Develop an understanding of professional knowledge in general project management principles:* based on the PMI and APM core professional requirements • *Develop an awareness of strategic aspects of project management:* governance, project context setting, project close-out, scope management, project success criteria; value, risk and quality management • *Acquire competences in Technical aspects of project management:* 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 • *Use Project control mechanisms:* 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 • *Understand Financial aspects of project management:* financial / cost management, investment appraisal, project sources of funding, marketing, bidding • *Develop a detailed body of knowledge on organisational aspects of project management:* projects life cycle, project selection and initiation, procurement, project mobilisation, contract management, project administrative closure, project organisation, organisational roles • *Develop an awareness on People aspects of project management:* Personal, ethnic and cultural differences, communication, conflict management, delegation, influencing leadership, competence communities of practice, ethics frameworks, and personnel management • *Acquire advanced knowledge of applicable research principles and methods*: qualitative and quantitative research methods, reporting writing, research ethics, communication and presentation (MSc only) • *Acquire Additional specialized advanced knowledge of recent developments in Project Management related topics* • *Be aware about the latest knowledge in project management theories and practices through research projects(MSc only)*
Skills	• Develop an understanding of a critical analysis and evaluation of the field of work/study • Assimilate new knowledge of project management into practice • Synthesise information from various sources in order to gain a coherent understanding of theory and practice of project management • Apply strategies for appropriate selection of relevant information from a wide source and large body of knowledge • Utilise project management decision tools to solve complex problems • Apply the skills needed for analysing data using statistical methods • Use of primary data sources and data management and analysis needed for academic study and enquiry • Apply reasoning and logic to analyse and solve highly complex project management problems • Present written coursework and other material clearly and appropriately as required • Present work, ideas in seminars, discussion and debate. • Work independently and taking initiative to complete research projects and dissertation (MSc only) • Communicate using a variety of information technology means
	• Evaluate academic performance through self-discipline, self-direction, time management and prioritise workloads and recognise and manage stressful situations • Formulate project objectives • Able to apply latest knowledge and theories to research issues related the project management (MSc only)

Programme Learning Outcomes		
Aspects of competence	Autonomy	• Work resourcefully, flexibly and complaisantly with others • Evaluate academic performance through self-discipline, self-direction, time management and prioritise workloads and recognise and manage stressful situations • Develop Personal effectiveness including flexibility, open-mindedness and self-discipline Show appreciation of standards of good research practice and esthetical governance (MSc only)
	Role in context	• Lead and give support and encouragement to others in the group • Take responsibility for personal and professional learning and development (Personal Development Planning) • Develop broad knowledge of the roles and responsibilities of the project manager within the lifecycle of the project context • Demonstrate creativity and innovation and originality in initiating and developing project management professional activities
	Self-development	• Interact successfully and ethicality with peers and others • show and demonstrate self-awareness and the ability to identify own training needs • Meet the professional and ethical standards of a project manager as identified by professional organ • Learn to act with integrity and ethically • Demonstrate adaptability and responsibility learns and acquire knowledge to meet professional requirements in project delivery • Carry out independent research using latest research-based knowledge to solve a project management related problem (MSc only)

The programme-specific additional LOCs of MSc and Diploma programmes

CPM Specific Learning Outcomes

Programme Learning Outcomes		
Knowledge		• Relate the practice of PM to project activities including procurement, planning, stakeholder management, scheduling, sustainability, risk management and health and safety • understand the legal implications of managing projects, and the application of contract law and the law of agency to a contextual environment • Use their knowledge of construction/ engineering, planning & legislation, health & safety and sustainability & schemes regulations to identify problems, constraints and project risks
Skills		• use of PM techniques to plan, control and manage the construction process
Aspects of competence	Autonomy and responsibility	• Work and learn independently to plan, control and management construction activities
	Role in context	• Relate PM principles and theory to construction management activities including procurement, planning, stakeholder management, scheduling, sustainability, risk management and health and safety
	Self-development	• Demonstrate self-awareness and the ability to identify own training needs in meeting construction process requirements

EPRM Specific Learning Outcomes

Programmes Learning Outcomes

Knowledge		• Understand how risks map into strategy, governance and performance of projects and enterprises • Identify, evaluate, and manage the key risks as they occur throughout the project lifecycle and enterprises • Describe existing enterprise risk frameworks and ISO standards • Apply quantitative/qualitative risk management tools and techniques to project management and enterprise problems • Appreciate the importance of risk intelligence
Skills		• Able to debate complex issues relating risk, uncertainty and risk intelligence • Able to discuss issues related to integrating risk with enterprise strategy
Aspects of competence	Autonomy and responsibi	• Independently able to apply international standards and other industry specific codes of practice in the domain of risk
	Role in context	• Relate the practice of risk management to enterprise strategy, intelligence, project activities, finance, and operation
	Self-development	• Demonstrate self-awareness and the ability to identify own training needs in risk management

IPM Specific Learning Outcomes

Programme Learning Outcomes		
Knowledge		• Understand the key principles of infrastructure project evaluation and finance • Appreciate the significance and importance of operating and maintaining infrastructure facilities and assets • Appreciate the significance of balancing procurement strategies and risk management requirements in infrastructure projects • Appreciate the challenges and complexity in the development of mega infrastructure projects • Appreciate the significance of balancing of sustainability, economic, environmental and social requirements in the development and operation of infrastructure systems • Appreciate the significance of infrastructure systems interdependencies and resilience Appreciate the application of project management principles and methods for the management of infrastructure projects
Skills		• Critically evaluate processes used in a major infrastructure project development and operation • Able to understand, new theories, concepts and methods to infrastructure management and apply them to new situations
Aspects of competence	Autonomy and	• Demonstrate self-direction and originality in synthesizing theoretical and practical management perspectives to enhance the development and operation of infrastructure systems
	Role in context	• Relate and apply PM processes and techniques throughout the project lifecycle in the development and management of infrastructure assets

	Self-developm	• Demonstrate self-awareness and the ability to identify own training needs in the development and management of infrastructure projects

ITPM Specific Learning Outcomes

Programme Learning Outcomes		
Knowledge		• Synthesise information from various sources in order to gain a coherent understanding of emerging cyber security risks • awareness of current approaches to information/data security and enterprise resilience • Understanding of the importance of Information systems security governance and auditing • Ability to evaluate approaches to information risk management and select the most suitable strategies and tools for a given situation • Understanding of current cybercrime and information systems vulnerability
Skills		• Analysis cyber risk requirements to support enterprise and public infrastructure operation continuity and resilience Apply formal reasoning to justify resource deployment for information systems risk management
Aspects of competence	Autonomy and responsibility	• Demonstrate self-direction and originality in synthesizing theoretical and practical cyber security risks to enhance the protection of information systems • Acting autonomously in identifying, both systematically and creatively, requirements for information systems security
	Role in context	• Able to synthesis strategies for protecting enterprises and public infrastructure information systems from cyber risks
	Self-development	• 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

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
	INF509 E-Commerce	Available	NA	NA	NA	Available
	INF510 IT Entrepreneurship	Available	NA	Available	Available	Available
	MGT 519 Accounting and Finance for Managers	Available	NA	Available	NA	NA

Dissertation (60CR)	RES500 (60CR)	**Compulsory**	**Compulsory***	**Compulsory***	**Compulsory***	**Compulsory***
Total 180CR	*** Dissertation must be related to the degree sought**					

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 Finance for Managers	Available	NA	Available	NA	NA
Research Project (40CR)	PPM510 (40CR)	**Compulsory**	**Compulsory***	**Compulsory***	**Compulsory***	**Compulsory***
Total 180CR	*** Research Project must be related to the degree sought**					

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.

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 BUiD.

Teaching Plan for Academic Year 2020-2021

Term	Module Code	Module Title	Core/Elective
Sep-20	PPM501	People and Organizations	Core
	PPM502	Management of Projects	Core
Jan-21	PPM503	Planning and Control	Core
	PPM504	Research Methods	Core
Apr-21	PPM505	Construction Project Management - Professional Practice	Elective : opened to min. 5 students
	PPM508	Information Systems and Cyber Security	Elective : opened to min. 5 students

Module Description

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 problematise 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.

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

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 program 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 leaned 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

19 FACULTY OF ENGINEERING AND IT

20.1 PhD in Architecture and Sustainable Built Environment

The PhD in 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.

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
8	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
Core Modules		
Module Code	**Module Name**	**Credits**
SDBE601	Advanced Building Performance Modelling	20
SDBE602	Sustainable Architecture: Past, Present and Future	20
Elective modules (select 2 modules)		
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
Thesis		360
Total Credits Required for Degree Completion		**540**

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 2020-2021

Term	**Module code**	**Module Name**	**Credits**
Sep-20	SDBE601	Advanced Building Performance Modelling	20
	SBDE60x	TBD	
	RES606	**Research Design and Planning**	40
Jan-21	SDBE602	Sustainable Architecture: Past, Present and Future	20
	RES604	**Qualitative research methods and paradigms**	30
	RES606	**Research Design and Planning**	40
Apr-21	SBDE60x	TBD	
	RES605	Quantitative Methods	30

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 MSc Sustainable Design of the Built Environment Programmes

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**
Knowledge		
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 **(MSc only)**	QFE 1, 2, 3, 4, 6
Skills		

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
Aspects of Competence		
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 **(MSc only)**	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
Concentration Modules: 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
Total Credits			180

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 Trasport	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 2020-2020[*]

Term	Module code	Module Name
Sep-20	SDBE501	Climate and Comfort
	SDBE504	Sustainable Built Environments
	SDBE516	MSc Research project in SDBE
Jan-21	SDBE502	Renewable and Sustainable Resources
	BSE503	Building Acoustics and Illumination
	SDBE5xx	TBD
	SDBE516	TBD
	SDBE519	Advanced Design Project
Apr-21	SDBE503	Investigations in the Built Environment
	SDBE504	Sustainable Built Environments
	SDBE514	Intelligent Building Design
	SDBE5xx	TBD
	SDBE519	Advanced Design Project

[*] *Modules offered are subject to change;*

Module Descriptions for Sustainable Design of the Built Environment Programme

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**.**

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 indispensible 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 programs. 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 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 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 program 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

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

1. Provide students with advanced knowledge in the fundamentals of engineering materials and structures.
2. Provide students with advanced structural engineering knowledge such as advanced structural analysis and design, or durability and rehabilitation of structures.
3. 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.
4. 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.
5. 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**
Knowledge		
1	Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures. (MSc)	QFE 3
2	Use advanced knowledge of applicable research principles and methods. (MSc)	QFE 2, 4
3	Understand the multi-disciplinary nature of structural engineering and the need for the integration of knowledge from a range of engineering disciplines in the management of structural engineering challenges.	QFE 1
Skills		
4	Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities**.**	QFE 5
5	Integrate knowledge from different fields and develop new knowledge and procedures in the field of structural engineering through using highly developed cognitive and creative skills and intellectual independence.	QFE 6
6	Analyse highly complex issues with incomplete data and combine advanced problem-solving skills to construct innovative solutions and proposals relevant to structural engineering. (MSc)	QFE 7
7	Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.	QFE 8, 9
Aspects of Competence		
8	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
9	Ability to do research and further develop knowledge and methods in the field of structural engineering. (MSc)	QFE 10,12

10	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
11	Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.	
12	Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.	QFE 15, 16
13	Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.	QFE 17

Programme Structure

	Module Code	Module Title	Credit
4 Core Modules (80 credits)			**80 credits**
Core	SEEM501	Advanced Engineering Materials	20
	ENGG511	Engineering Computational Methods	20
	SEEM504	Structural Engineering Design	20
	SEEM521	Advanced Structural Analysis	20
2 (Dissertation route) or 4 (project route) Elective Modules			**40/80 credits**
Electives*	SEEM522	Advanced Concrete Design	20
	SEEM523	Prestressed Concrete Design	20
	SEEM524	Advanced Steel Design	20
	SEEM532	Inspection, Repair and Rehabilitation of Structures	20
	SEEM502	Advanced Structural Mechanics	20
	SEEM525	Earthquake Resistant Design	20
	SEEM505	Concrete Durability	20
	SDBE504	Sustainable Built Environment	20
	RES513 SEEM551	Dissertation Or Research Project	60 20
	Total Credits		**180**

* A student may take one module from outside this list from another postgraduate programme at BUiD, (must be worth at least 20CR). This is allowed in cases when such a module is deemed relevant to the student's dissertation and requires pre-approval by the student's personal tutor or dissertation supervisor**.**

MSc StrE Completion Requirements (Dissertation Route)

In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules and complete a 60 credit Dissertation
- Undertake 200 notional hours of study for each 20 credit module
- Attend 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 StrE Completion Requirements (Project Based Route)

- Successfully complete 8 x 20 credit modules
- Successfully complete a 20 credit project based on a topic that relates to the subject matter of the programme
- 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.

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.

Postgraduate Diploma in StrE Programme Structure

	Module Code	Module Title	Credit
4 Core Modules (80 credits)			**80 credits**
Core	SEEM501	Advanced Engineering Materials	20
	ENGG511	Engineering Computational Methods	20
	SEEM504	Structural Engineering Design	20
	SEEM521	Advanced Structural Analysis	20
2 (Dissertation route) or 4 (project route) Elective Modules			**40/80 credits**
Electives*	SEEM522	Advanced Concrete Design	20
	SEEM523	Prestressed Concrete Design	20
	SEEM524	Advanced Steel Design	20
	SEEM532	Inspection, Repair and Rehabilitation of Structures	20
	SEEM502	Advanced Structural Mechanics	20
	SEEM525	Earthquake Resistant Design	20
	SEEM505	Concrete Durability	20
	SDBE504	Sustainable Built Environment	20
	Total Credits		**120**

* A student may take one module from outside this list from another postgraduate programme at BUiD, (must be worth at least 20CR). This is allowed in cases when such a module is deemed relevant to the student's dissertation and requires pre-approval by the student's personal tutor or dissertation supervisor**.**

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 2020-2021*

Term	Module code	Module Name	Module Category
Sept 20	SEEM501	Advanced Engineering Materials	Core
	ENGG511	Engineering Computational Methods	Core
	SEEM511	Research project in Structural Engineering	
Jan 21	SEEM521	Advanced Structural Analysis	
	SEEM504	Structural Engineering Design	
	SEEM511 contd	Research Project in Structural Engineering	
Apr 21	SEEM523	Prestressed Concrete Design	Elective
	SEEM525	Earthquake Resistant Design	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 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.

* *Modules offered are subject to change*

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

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 masters 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

This programme is not intended to transform engineers into administrative managers. It includes robust and advanced technical components. It provides advanced analytical knowhow and skills in mathematical and statistical tools and techniques that are applicable to a wide range of engineering disciplines and applications. The MSc award requires the student to complete the four core modules and an additional two electives plus dissertation or four electives plus a research project. In addition, the student is required to attend several research and technical skills workshops.

Programme Goals

The goals of the BUiD MSc EngM programme are to:

1. provide students with the managerial knowledge and skills needed for an engineer to manage and guide organizational and professional settings.
2. provide students with advanced analytical tools and skills needed in a wide range of engineering applications, technical and managerial.
3. provide students with adequate knowledge and ability to be able to read, perform and assess basic accounting and financing activities.
4. provide students with the managerial knowledge and skills needed for an engineer to be able to manage the human capital in the organization.
5. provide students with advanced knowledge, tools and skills in a specific field of engineering industry.
6. develop the students' ability to perform independent high quality scientific research, analysis and critical thinking in a relevant topic.

Programme Learning Outcomes (Generic)

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**
Knowledge		
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
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
Skills		
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
Aspects of Competence		

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:

	Programme Learning Outcomes
Knowledge	
1	Understand different energy savings and management technologies and practices.
2	Use different financing strategies in energy management applications.
Skills	
3	Analyse energy consumption patterns and present potential solutions.
Aspects of Competence	
4	Initiate, monitor and manage a wide range of energy saving measures.
5	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.

Maintenance & Reliability (MR) concentration specific addition learning outcomes:

	Programme Learning Outcomes
Knowledge	
1	Understand the basic and advance theories behind the concepts for engineering systems maintenance management and practises.
2	Understand the concepts of reliability and reliability tools and techniques.
Skills	
3	Practice significant judgment in engineering maintenance and equipment management.
Aspects of Competence	
4	Critically evaluate the principles and practices of equipment reliability, procurement, maintenance and management.
5	Explain and present engineering risks and faults, diagnostics and maintenance management requirements.
6	Comprehend real time equipment condition monitoring.

Total Quality Management (TQM) concentration specific addition learning outcomes:

	Programme Learning Outcomes
Knowledge	
1	Attain and develop conceptual knowledge of total quality management philosophies.
2	Apply the methodologies and tools used in the Six Sigma approach to process improvement.
Skills	
3	Critically analyse of business process performance and associated drivers of performance.

Aspects of Competence	
4	Plan and manage change projects to deliver company policy and strategy.
5	Analyse and improve processes to support policy and strategy and generate increasing value for customers and other stakeholders.
6	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
Core Modules		
ENGM501	Engineering Statistics	20
ENGM514	Engineering Management and Corporate Strategy	20
MGT519	Accounting and Finance for Managers	20
MGT508	Organisational Behavour and Business Leadership	20
	4 Mandatory Workshops	0
Concentration Modules: Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).		
Concentration:MSc Engineering Management in Maintenance and Reliability (MR)		
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
Concentration: MSc Engineering Management in Energy Management (EM)		
ENGM505	Energy Management 1	20
ENGM506	Energy Mangement 2	20
Concentration: MSc Engineering Management in Total Quality Management (TQM)		
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
MSc Engineering Management (General, no concentration shown on degree certificate)		
	Elective 1	20
	Elective 2	20
RES516	Dissertation	60
Total Credits		180

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 Mangement 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 (Dissertation Route)

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 BUiD.

MSc Engineering Management Programme Structure (Project-Route)

The programme also includes a parallel route allowing MSc students to opt for a project-based route comprising extra taught modules and a research project.

Structure of the MSc Engineering Management (Project –route)

Module Code	**Module Title**	**Credits**
Core Modules		
ENGM501	Engineering Statistics	20
ENGM502	Engineering Management and Corporate Strategy	20
MGT519	Accounting and Finance for Managers	20
MGT508	Organisational Behavour and Business Leadership	20
	4 Mandatory workshops	0
Concentration Modules: Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).		
Concentration:MSc Engineering Management in Maintenance and Reliability (MR)		
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
	Elective 1	
	Elective 2	
Concentration: MSc Engineering Management in Energy Management (EM)		
ENGM505	Energy Management 1	20
ENGM506	Energy Mangement 2	20
	Elective 1	20
	Elective 2	20
Concentration: MSc Engineering Management in Total Quality Management (TQM)		
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
	Elective 1	20
	Elective 2	20
MSc Engineering Management (General, no concentration shown on degree certificate)		
	Elective 1	20
	Elective 2	20
	Elective 3	20
	Elective 4	20
ENGM509	Research Project in Engineering Management	20
Total Credits		180

Elective Modules for MSc Engineering Management: (Research Project–Route)

Module Code*	Module Title*	Credits
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
ENGM505	Energy Management 1	20
ENGM506	Energy Mangement 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 research project subject to the approval of their supervisor.

Both the MSc routes (dissertation and project-based) have same 4 core taught modules. In addition to these core modules, similar to the dissertation route, the students will take the specified concentration modules. However, for each concentration students will take 2 more elective modules (modules available outside their concentration) elective to complete their taught module requirements.

If the students do not take the specified concentration modules then after doing any four elective modules and a project, they will be eligible for an MSc EngM award without any specific concentration.

MSc Project Route Completion Requirements will be:

- Successfully complete a 20 credit project
- Successfully complete 8 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 BUiD

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
Core Modules		
ENGM501	Engineering Statistics	20
ENGM502	Engineering Management and Corporate Strategy	20
MGT519	Accounting and Finance for Managers	20
MGT508	Organisational Behavour and Business Leadership	20
	3 Mandatory Workshops	0
Concentration Modules: Students have to take two modules from their selected concentration out of the available 20-credit modules shown in each concentration (subject to timetabling).		
Concentration:MSc Engineering Management in Maintenance and Reliability (MR)		
ENGM503	Reliability, Engineering & Maintenance Management	20
ENGM504	Systems and Maintenance Management	20
Concentration: MSc Engineering Management in Energy Management (EM)		
ENGM505	Energy Management 1	20
ENGM506	Energy Mangement 2	20
Concentration: MSc Engineering Management in Total Quality Management (TQM)		
ENGM507	Six Sigma and Quality Management	20
ENGM508	Total Quality Management	20
MSc Engineering Management (General, no concentration shown on degree certificate)		
	Elective 1	20
	Elective 2	20
Total Credits		120

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 Mangement 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

- 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 BUiD.

Teaching Plan for Academic Year 2020-2021*

Term	Module code	Module Name	Credits
Sep-20	ENGM502	Engineering Management and Corporate Strategy	20
	ENGM504	Systems and Maintenance Management	20
	ENGM508	Total Quality Management	20
	ENGM509	Research Project in Engineering Management	
	ENGM510	Supply Chain Management and Integration	20
Jan-21	ENGM501	Engineering Statistics	20
	ENGM503	Reliability, Engineering & Maintenance Management	20
	ENGM505	Energy Management 1	20
	ENGM507	Six Sigma and Quality Management	20
	ENGM509	Research Project in Engineering Management	
	MGT508	Organisational Behaviour and Business Leadership	
	SDBE502	Renewable and Sustainable Resources	20
Apr-21	ENGM512	Engineering Management and Corporate Strategy	20
	MGT519	Accounting and Finance to Managers	20

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

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.

MGT519: Accounting and Finance for Managers

This module **e**nables 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.

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

* *Modules offered are subject to change*

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 MSc Building Services Engineering

The Programme will provide professional building services' engineers with advanced knowledge and skills in BSE related fields including, but not limited to: Advanced HVAC Systems, Building Energy Modelling, Building Electrical Systems, Lighting Technologies, Acoustics, Plumbing, Building Control and Management, Security, Fire Systems and Commissioning. The programme is suitable for a wide range of professionals involved in all phases of the BSE industry such as designers, consultants, contractors, commissioning agents and facility managers. Such professionals will typically have an Engineering academic background (e.g. Mechanical, Electrical, Civil, Architectural etc.) or other related fields (e.g. IT and building controls specialists).

Programme Goals

The goals of the BUiD MSc BSE programme are to:

1. provide students with the technical knowledge and skills needed for an engineer to contribute to advancement and building services innovation required by the organizations and professions.
2. provide students with advanced the analytical tools and skills needed in a wide range of building services engineering applications.
3. provide students with adequate knowledge and ability to be able to predict, perform and assess basic technical viability for building services.
4. provide students with building services engineering knowledge and skills needed to direct and inspire an organisational workforce.
5. provide students with advanced knowledge, tools and skills in specific fields for building services engineering.
6. develop the students' ability to perform independent high quality scientific research, analysis and critical thinking in relevant building services topics

Programme Learning Outcomes (Generic)

The programme provides an opportunity for students to develop and demonstrate knowledge and understanding, intellectual and practical skills, aspects of competence and other attributes in Building Services Engineering.

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Demonstrate detailed understanding of different design aspects and how they can be used in a wide range of building services engineering including sustainability and energy efficiency.	QFE 1,3, 4
2	Understand the principles and practices of building services engineering viability and assessment studies.	QFE 1,3, 4
3	Understand the principles of building services engineering, and how they can be used to 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 of building services. (MSc)	QFE 2
Skills		
5	Deploy consistently the advanced skills required in research, analysis, evaluation for building services ideas, information, concepts and/or activities**. (MSc)**	QFE 5, 7
6	Integrate knowledge from different topics and develop new knowledge and procedures in the field of building services engineering via the use of developing cognitive and creative skills and intellectual advancement.	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 building services problems and applications.	QFE 6, 7, 9

8	Present, explain and/or challenge complex matters combining highly specialist communication and information technology skills.	QFE 9
9	Carry out original independent research at the forefront of knowledge in building services, related specialist areas. (MSc)	QFE 8
Aspects of Competence		
10	Function autonomously and/or take responsibility for professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.	QFE 10, 11, 12, 14, 15, 17
11	Perform research and further develop knowledge and methods in the field of building services engineering.(MSc)	QFE 10, 11, 12, 15, 16, 17
12	Read and analyse engineering data and assess different execution options	QFE 13, 14, 15, 17
13	Initiate professional activities including highly complex initiatives taking responsibility for performance and the development of professional teams for building services engineering.	QFE 13, 15, 17
14	Applying interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels in the building services industries.	QFE 15, 17
15	Self-evaluate, develop, and participate in further learning and advancement of knowledge and skills in regard to building services practices.	QFE 13, 15, 17

Programme Structure

Structure of the BSE programme (Dissertation Route)

Module Code	Module Title	Credits
Core Modules		
BSE501	HVAC Systems	20
BSE502	Electrical Services & Lighting	20
BSE503	Building Acoustics and Illumination	20
BSE504	Building Management System	20
SDBE501	Climate &Comfort	20
XXXX	Elective	20
BSE506	Dissertation	60
Total Credits		180

Elective Modules for General MSc BSE: (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 BSE (Dissertation –route) without any concentration.

Module Code	Module Title	Credits	Pre-requisites
ENGM503	Reliability, Engineering & Maintenance Management	20	
ENGM504	Systems and Maintenance Management	20	
ENGM505	Energy Management 1	20	ENGM501 Engineering Statistics (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate sufficient background knowledge")
ENGM506	Energy Mangement 2	20	ENGM505 Energy Management 1 (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate

Module Code	Module Title	Credits	Pre-requisites
			sufficient background knowledge")
ENGM512	Risk Analysis and Management	20	
SDBE505	Skins and Space	20	SDBE501 Climate and Comfort; or on instructor's permission
SDBE502	Renewable and Sustainable Resources	20	
SDBE514	Intelligent Building Design	20	
SDBE510	Sustainable Indoor Environment	20	
SDBE504	Sustainable Built Envirnments	20	
ENGG510	Special Topic in Building Engineering Services	20	

MSc Building Services Engineering Completion Requirements (Dissertation Route)

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
- 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 Engineering Management Programme Structure (Project-Route)

Module Code	Module Title	Credits	Pre-requisites	Co-requisites
Core Modules				
BSE501	HVAC Systems	20		
BSE502	Electrical Services & Lighting	20		
BSE503	Building Acoustics and Illumination	20		
BSE504	Building Managemant System	20	BSE501	BSE502
SDBE501	Climate &Comfort	20		
	Elective	20		
	Elective	20		
	Elective	20		
BSE505	Research Project	20		
Total Credits		180		

Both the MSc routes (dissertation and project-based) have same 5 core taught modules. In addition to these core modules, similar to the dissertation route, the students with project-base route will take three elective modules.

Elective Modules: Students can select any of the following modules as an elective depending on their interest.

Module Code	Module Title	Credits	Pre-requisites
ENGM503	Reliability, Engineering & Maintenance Management	20	
ENGM504	Systems and Maintenance Management	20	
ENGM505	Energy Management 1	20	ENGM501 Engineering Statistics (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate sufficient background knowledge")
ENGM506	Energy Mangement 2	20	ENGM505 Energy Management 1 (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate sufficient background knowledge")
ENGM512	Risk Analysis and Management	20	
SDBE505	Skins and Space	20	SDBE501 Climate and Comfort; or on instructor's permission
SDBE502	Renewable and Sustainable Resources	20	
SDBE514	Intelligent Building Design	20	
SDBE510	Sustainable Indoor Environment	20	
SDBE504	Sustainable Built Envirnments	20	
ENGG510	Special Topic in Building Engineering Services	20	

*A student pursuing the MSc research project track may select a maximum of one elective module not listed above if deemed useful for their research project subject to the approval of their supervisor.

The programme also includes a parallel route allowing MSc students to opt for a project-based route comprising extra taught modules and a research project.

MSc Project Route Completion Requirements will be:

In order to graduate from the programme, students must:

- Successfully complete a 20 credit project
- Successfully complete 8 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 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 Building Services Engineering

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 BSE Structure

Module Code	Module Title	Credits	Pre-requisites	Co-requisites
Core Modules				
BSE501	HVAC Systems	20		
BSE502	Electrical Services & Lighting	20		
BSE503	Building Acoustics and Illumination	20		
BSE504	Building Managemant System	20	BSE501	BSE502
SDBE501	Climate &Comfort	20		
	Elective	20		
Total Credits		120		

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.

Module Code	Module Title	Credits	Pre-requisites
ENGM503	Reliability, Engineering & Maintenance Management	20	
ENGM504	Systems and Maintenance Management	20	
ENGM505	Energy Management 1	20	ENGM501 Engineering Statistics (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate sufficient background knowledge")
ENGM506	Energy Mangement 2	20	ENGM505 Energy Management 1 (or at the discretion of the Head of Programme "i.e. in the event of the student being able to demonstrate sufficient background knowledge")
ENGM512	Risk Analysis and Management	20	
SDBE505	Skins and Space	20	SDBE501 Climate and Comfort; or on instructor's permission
SDBE502	Renewable and Sustainable Resources	20	
SDBE514	Intelligent Building Design	20	
SDBE510	Sustainable Indoor Environment	20	
SDBE504	Sustainable Built Envirnments	20	
ENGG510	Special Topic in Building Engineering Services	20	

PG Diploma Completion Requirements will be:

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
    iv. Research Skills and Techniques
    v. Writing a Research Proposal
    vi. 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 BUiD.

Teaching Plan for Academic Year 2020-2021*

Term	Module code	Module Name
Sep-20	BSE501	HVAC Systems
	BSE505	Research Project
	SDBE501	Climate &Comfort
	SDBE504	Sustainable Built Envirnments
	ENGM504	Systems and Maintenance Management
Jan-21	SDBE502	Renewable and Sustainable Resources
	BSE503	Building Acoustics and Illumination
	SDBE502	Renewable and Sustainable Resources
	ENGM503	Reliability, Engineering & Maintenance Management
	ENGM505	Energy Management 1
Apr-21	SDBE514	Intelligent Building Design
	BSE504	Building Managemant System

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 BSE Programme

BSE 501: HVAC Systems

Acquire a deep understanding of concepts of HVAC systems and its interaction with other operational building activities. Covers the principles of psychometrics and the various maintenance strategies, requirements and models including preventive and corrective maintenance. Emphasis is placed on the properties of humid air, thermal comfort, inside and outside design conditions. HVAC Systems design includes air and water, all water systems and unitary equipment.

BSE 502: Electrical Services & Lighting

Acquire a deep understanding of concepts of Electrical services and its interaction with other operational building activities.

Electrical Services: Covers aspects of electrical energy supply, electricity tariffs, switchgear and the design of electrical installations to satisfy Wiring Regulations. Also are covered the principles of electrical machines and power electronic devices used in building services applications.

Lighting Design: Considers the human visual system, the nature and control of light, photometric units, lighting calculations, interior lighting design, day lighting, lamps and luminaires and energy efficiency aspects of lighting systems.

BSE 503: Building Acoustics and Illumination

Acquire a deep understanding of concepts of Plumbing, Acoustics, Lift & Fire and its interaction with other operational building activities.

Acoustics: Covers the basic terms and physical principles, sound power and intensity, propagation of noise, legal requirements and noise standards, room acoustics, sound generation in services systems, and vibration isolation.

Drainage sanitation and waste disposal. This element considers the design and selection of air and water distribution systems within buildings. It includes: The heating processes, Cold water demand and supply, hot water services, pipe sizing and pump selection, system testing and balancing, Duct

* *Modules offered are subject to change*

design considerations - low and high velocity systems, fan characteristics and selection, system testing and balancing.

Fire and Lifts: Considers Fire Safety Engineering and smoke control, Escalators, Lifts & Vertical Transportation design, space allowance for building services, commissioning & testing and alarm systems

BSE 504: Building Management System

Building Management Systems is central to 'Intelligent Buildings' concepts; its purpose is to control, monitor and optimise building services, e.g. lighting, HVAC, water systems; security, CCTV and alarm systems; access control; audio-visual and entertainment systems; ventilation, filtration and climate control, time & attendance control and reporting (notably staff movement and availability), etc. It includes types of measurement and instrumentation, control techniques, control components and control systems related to services installations. Building Management Systems considers the basic principles of building management, components and controls, applications, integration, operation and maintenance. The module will also cover the different types of commissioning: basic, advanced and continuous. The roles of the commissioning teams at the different phase of the building design, construction, handover and operation will also be discussed.

SDBE501: Climate &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

ENGM503: Reliability Engineering and Maintenance Management

Detail knowledge of the theories, principles and practices of reliability engineering and apply these principles in the design, operation and maintenance of engineering systems. Also, explore advance probabilistic concepts / theorems, define important reliability measures and introduce related computational algorithms and software tools for the reliability analysis of engineering systems models. Practical skills in methodologies applied to life failure data analysis and focuses on reliability as failure mode avoidance.

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. This module introduces simulation methods for maintenance; condition monitoring principles and diagnostics and real time fault detection

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

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

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.

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.

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 programs. An intelligent building also optimizes occupants' circulation and networking enhancing their collaboration, productivity and creativeness (Total Building Performance).

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.

SDBE507: 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.

SDBE514: Special Topic in Building Engineering Services

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.

BSE505: 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.

BSE506: MSc Dissertation

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the Masters 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. The student is required to research an engineering related topic and include innovative approaches and solutions. 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. Typically the dissertation word count will range between 20K-40K words, excluding references and appendices.

20.6 PhD in Computer Science

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

Core modules	**Credits**
Advanced Software Engineering	20
Advanced Computer Systems	20
Elective modules (select two electives)	
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	
Thesis	360
Total	**540**

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 2020-2021*

Term	**Module code**	**Module Name**
Sept-20	INF603	Advanced Software Engineering
	INF607	Management of Knowledge in IT Orgaisations
	RES606	Research Design and Planning
Jan-21	INF602	Advanced Natural Language Processing
	INF606	Intelligent System
	RES604	Advanced Topics in Computer Science
	RES606	Research Design and Planning
Apr-21	INF610	Bid 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

Please refer to EdD section for the Qualitative Research Methods and Paradigms, Quantitative Methods and Research Design and Planning module descriptors.

* *Modules offered are subject to change*

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

20.7 MSc 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.

2. To enable students to explore advanced techniques in data and knowledge representation and processing, ranging from statistical data mining to symbolic knowledge-based reasoning.

3. 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.

4. To develop the students' ability to produce a substantive piece of original Informatics research, criticize related researches, and to report it in a dissertation.

5. To enable the graduates to pursue a career in Research & Development (R&D) or for enrollment 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**
Knowledge		
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
Skills		
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
Aspects of Competence		

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
Core: Complete all of the following modules		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
Electives: (Student will be required to take two out of the six modules)		
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*
Independent Research		
RES506	Dissertation	60
	Total Credits	**180**

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
Core: Complete all of the following modules		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
Electives SET 1: (Student will be required to take at-least one out of these three modules)		
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
NF508	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*
Electives SET 2: (Student will be allowed to take at-most one out of these three modules)		
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.

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.

* *Modules offered are subject to change*

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.

20.8 MSc Information Technology Management

BUiD's MSc in IT Management is a novel programme allowing students to acquire skills that are crucial for career advancement in today's rapidly growing knowledge-economy. Graduates in IT Management will have a competitive advantage over colleagues who only have a background in Programming or Computer Science. Graduates will also get an extensive experience in a number of cutting edge IT areas, giving them enough confidence to introduce these innovative techniques into their organisations.

Programme Outcomes

Upon completion of the programme, a student will be expected to have the following abilities in the four principal areas as listed below. The students will be able to

	Programme Learning Outcomes	**Aligned with L9 QFE Descriptors**
Knowledge		
1	Demonstrate advanced knowledge of the state of the art in research in specialist areas within Information Technology Management.	QFE 1, 2, 3, 4
2	Demonstrate knowledge of research methodologies related to Information Technology Management	QFE 2, 3
3	Carry out original research at the forefront of knowledge on a relevant Information Technology Management topic through a dissertation; (MSc)	QFE 1, 2, 3, 4
Skills		
4	Critically evaluate problems, applications and approaches in specific areas relating to Information Technology Management	QFE 5, 6, 7, 8
5	Develop literature review and research and analysis skills	QFE 5, 6, 7, 8
6	Develop skills needed for undertaking extended projects, including reviews, time management and writing extended reports	QFE 7, 8
7	Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line	QFE 9
Aspects of Competence		
8	Show self-direction and time management skills when working independently	QFE 10, 11, 15, 16
9	Work effectively and professionally in a team, as a member and a leader	QFE 13, 14, 15
10	Manage and analyze complex ethical and sociocultural issues	QFE 10, 12, 17

Programme Structure

Module Code	**Module Title**	**Credits**
Core: Complete all of the following modules		
INF501	Informatics Research Methods	20
INF508	IT Project Management	20
MGT504	Planning, Execution and Control	20
MGT503	People, Culture and Organisation	20
Concentrations: choose one of the following concentrations:		
SET 1 (Business Intelligence Concentration Electives)		
INF504	Data Mining & Exploration	20
INF506	Knowledge Management	20
SET 2 (e-Business Concentration Electives)		
INFXXX	IT Entrepreneurship (New)	20
INFXXX	e-Commerce (New)	20
General (One Elective from each of the above two sets)		
Independent Research		
RES506	Dissertation	60
	Total Credits	**180**

Programme Graduate 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
- 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 Information Technology Management 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

Programme Structure

Module Code	Module Title	Credits
Core: Complete all of the following modules		
INF501	Informatics Research Methods	20
INF508	IT Project Management	20
MGT504	Planning, Execution and Control	20
MGT503	People, Culture and Organisation	20
Concentrations: choose one of the following concentrations:		
SET 1 (Business Intelligence Concentration Electives)		
INF504	Data Mining & Exploration	20
INF506	Knowledge Management	20
SET 2 (e-Business Concentration Electives)		
INFXXX	IT Entrepreneurship (New)	20
INFXXX	e-Commerce (New)	20
	Total Credits	**180**

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
- 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 2020-2021*

Term	Module code	Module Name
Sep-20	INF501	Informatics Research Methods
	MGT503/PPM501	People, Culture and Organisation / People and Organizations
Jan-21	INF504	Data Mining and Exploration
	PPM503	Knowledge Representation and Reasoning
	MGT504	Planning, Execution and Control
Apr-21	INF506	Knowledge Management
	INF508	IT Project Management

Module Descriptions

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.

For the rest of the modules, please refer to the module descriptions for MSc Project Management and Informatics (Knowledge and Data Management) programmes

* *Modules offered are subject to change*