BRITISH UNIVERSITY IN DUBAI

CATALOGUE 2017-2018

POSTGRADUATE PROGRAMMES

"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

Chancellor's Message

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.

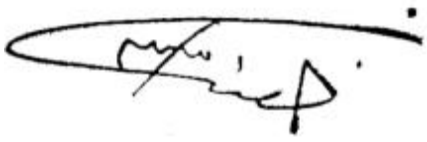
Our UK associates, the Universities of Cardiff, Edinburgh, Manchester and Glasgow, have been chosen because of their research standing and high standards. I am pleased that they will continue working closely with BUiD to ensure that you are offered high quality programmes which benefit from that research.

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

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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.

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SECTION 1 INTRODUCTION

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 by the Ministry of Higher Education and Scientific Research 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 British University Dubai?

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

SECTION 2 THE BUID MODEL

BUiD provides a focus for knowledge-led innovation in the Gulf region. BUiD is a research-led University founded on the British Model. In order to achieve the best of British standards and education, BUiD cooperates with the highest-rated Departments of UK Universities. It also liaises closely with the Government of Dubai and the UAE Ministry of Higher Education in order to be responsive to the educational needs of the people of United Arab Emirates.

BUiD's mission will be achieved by maintaining exceptionally high standards of teaching and research and through maintaining close connections with the highest research-rated departments in selected universities in the UK. The current agreements with associate universities in the UK are not entered into as consortia arrangements, but are bilateral agreements drawn up between different Faculties of BUiD and corresponding individual institutions. The British University in Dubai currently has ties through bilateral agreements with the following British universities:

The University of Edinburgh
The University of Manchester
Cardiff University
University of Glasgow

With these agreements, BUiD is able to utilise the services offered by these institutions in several areas, including graduate studies. Such services may include, but are not limited to:

- Joint planning and development of the academic programmes, modules and teaching materials
- Providing expert opinion regarding existing and future plans
- Academic advice through the University Senate
- The pursuit of research activities
- The appointment of academic staff
- Provision of advice on a range of academic and organisational matters
- Academic staff development programmes
- Student visits
- Use of library resources
- Inviting guest speakers

BUiD greatly values the mutual benefits gained by the interaction between research of high standing and the teaching of students of high quality. The nature of the teaching that can be given in a research environment is believed to be distinctive and some particularly important attributes are summarised below:

- Offering academic staff the opportunity to pursue a research career enables BUiD to recruit extremely capable and well-motivated academic staff members, who are interested in teaching related to their research. This feature is autocatalytic, since the presence of an academic staff active in research is a further incentive and attraction to ambitious young academics
- Academic staff that are active in research are necessarily well informed on current developments and ideas in their discipline and in adjacent areas, and this further informs their teaching. The habits of scholarship acquired in the pursuit of original research will persist even when the project work has been completed
- The opportunity to carry out project work at the forefront of the discipline is a motivator and a stimulus to good students, provides an environment in which the student can interact constructively with researchers and provides a training regime which is relevant to many career opportunities
- Research students provide an additional link between teaching and research: they help in the progress of research projects by challenging their supervisors' ideas, established knowledge and practice
- Teaching and research have overlapping library resource requirements, and provision for the one need can greatly assist the other
- The discipline of publication helps academic staff to maintain standards of scholarship, these same standards are thereby also maintained in their teaching activity and influence their expectations of students as well.
- BUiD aims to establish itself as a research-led institution, engaging in the formulation and exchange of ideas and scholarship at the highest international level. It is the responsibility of each Faculty within BUiD to formulate research goals based on the expertise of its academic staff and potential for research innovation and collaboration.

2.1 Board of Trustees/Council

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

2. **Prof Abdullah M. Alshamsi**
   Vice Chancellor, BUiD

3. **HE Mirza Al Sayegh**
   Chairman, Al-Maktoum Foundation, Scotland - UK
   Director, Office of HH Shaikh Hamdan Bin Rashid Al-Maktoum

4. **Dr Mr Jonathan Morris**
   General Manager – Wholesale Banking, ENBD

5. **Graham Outterside**
   Country Director, Rolls-Royce International, UAE

6. **Gavin Anderson**
   Country Director, British Council, UAE

7. **Dr. Yousif Ibrahim Al Akraf**
   Executive Member, Institutional Support for HR, DEWA

8. **Ms. Maitha Adai**
   Executive Director for Road & Transport, RTA

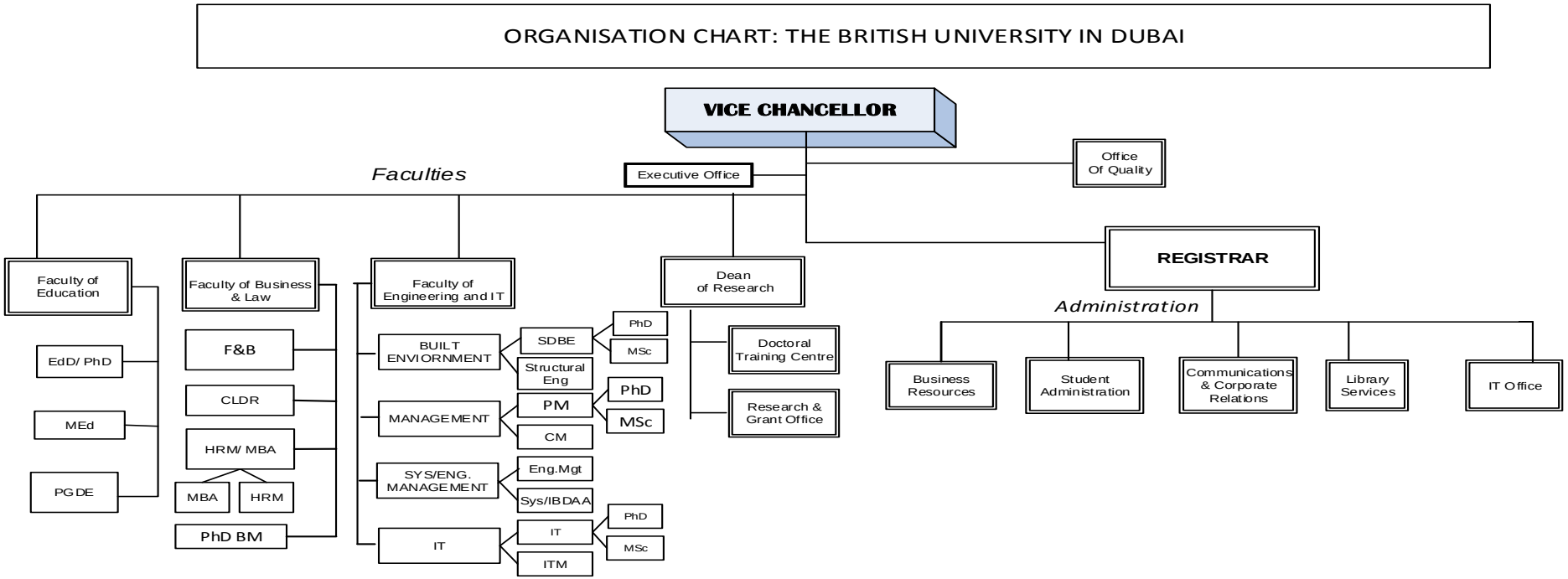
9. **Dr. Khalifa Ali Hamid Al Suwaidi**
   Professor at UAE University
   Member of the Board of Trustees of the Hamdan Award

10. **Simon Moon**
    Chief Executive Officer Middle East, Atkins

11. **John Martin St.Valery**
    Chairman and Chief Executive Officer
    British Business Group of Dubai and the Northern Emirates

12. **Registrar, BUiD**

SECTION 3 ORGANISATION CHART AND FACULTY STRUCTURE



SECTION 4 ACADEMIC DEGREES

All programmes are delivered in BUiD at Block l1, Dubai International Academic City campus, Dubai, UAE. BUiD confers the following degrees:

Faculty	Programmes
Engineering & IT	**PhD**- Architecture and Sustainable Built Environment
	PhD – Computer Science
	PhD – Project Management
	Master of Science (MSc) in Project Management
	Postgraduate Diploma in Project Management
	Master of Science (MSc) in Sustainable Design of Built Environment Concentrations: Architectural Design Interior Design Smart Buildings Urban Design General
	Postgraduate (PG) Diploma in Sustainable Design of Built Environment Concentrations: Architectural Design Interior Design Smart Buildings Urban Design General
	Master of Science (MSc) in Informatics (Knowledge and Data Management)
	Postgraduate (PG) Diploma in Informatics (Knowledge and Data Management)
	Master of Science (MSc) in Information Technology Management Concentrations: Business Intelligence Concentration e-Business Concentration
	Postgraduate (PG) Diploma in Information Technology Management Concentrations: Business Intelligence Concentration e-Business Concentration
	Master of Science (MSc) in Structural Engineering
	Postgraduate (PG) Diploma in Structural Engineering
	Master of Science (MSc) in Engineering Management Concentrations: Maintenance and Reliability Energy Management Total Quality Management
	Postgraduate (PG) Diploma in Engineering Management Concentrations: Maintenance and Reliability Energy Management Total Quality Management
	Master of Science (MSc) in Construction Project Management
	Postgraduate Diploma in Construction Project Management
	Master of Science (MSc) in Enterprise Risk Management
	Postgraduate Diploma in Enterprise Risk Management
	Master of Science (MSc) in IT Project Management
	Postgraduate Diploma in IT Project Management
	Master of Science (MSc) in Infrastructure Project Management
	Postgraduate Diploma in Infrastructure Project Management
Education	**Doctor** of Education/PhD in Education

Faculty	Programmes
	Master of Education (MEd) Concentrations: Teaching English to Speakers of Other Languages Special and Inclusive Education Management Leadership and Policy Information and Communication Technology Science Education
	Postgraduate Diploma in Education Concentrations: Teaching English to Speakers of Other Languages Special and Inclusive Education Management Leadership and Policy Information and Communication Technology Science Education
Business	**PhD -** Business Management
	Master of Science (MSc) in Human Resource Management
	Postgraduate Diploma in Human Resource Management
	Master of Science (MSc) in Finance Concentrations: Banking Capital Markets Financial Risk Management Islamic Finance
	Postgraduate Diploma in Finance Concentrations: Banking Capital Markets Financial Risk Management Islamic Finae
	Master of Science (MSc) in Construction Law and Dispute Resolution
	Postgraduate Diploma in Construction Law and Dispute Resolution
	Master of Business Administration Concentrations: Human Resource Management Finance Marketing Sustainability

In addition, BUiD offers non-credit Masters Preparation Programmes (Finance and Banking, Project Management, MBA, IT Management and Systems Engineering)

Students are also entitled to access a University-wide Study Skills Support series of workshops

SECTION 5 ACADEMIC CALENDAR (2017-2018)

	2017/18	Activities	Week No.	Term
Saturday	23-Sep-17		Week 1	Term 1
Saturday	30-Sep-17		Week 2	
Saturday	7-Oct-17		Week 3	
Saturday	14-Oct-17		Week 4	
Saturday	21-Oct-17		Week 5	
Saturday	28-Oct-17		Week 6	
Saturday	4-Nov-17		Week 7	
Saturday	11-Nov-17		Week 8	
Saturday	18-Nov-17		Week 9	
Saturday	25-Nov-17		Week 10	
Saturday	2-Dec-17	First Tem Exams	Week 11	
Saturday	9-Dec-17	Graduation Ceremony (13 Dec, 2017)	Week 12	
Saturday	16-Dec-17			
Saturday	23-Dec-17			
Saturday	30-Dec-17			
Saturday	6-Jan-18		Week 1	Term 2
Saturday	13-Jan-18		Week 2	
Saturday	20-Jan-18		Week 3	
Saturday	27-Jan-18		Week 4	
Saturday	3-Feb-18		Week 5	
Saturday	10-Feb-18		Week 6	
Saturday	17-Feb-18		Week 7	
Saturday	24-Feb-18		Week 8	
Saturday	3-Mar-18		Week 9	
Saturday	10-Mar-18		Week 10	
Saturday	17-Mar-18	Second Term Exams	Week 11	
Saturday	24-Mar-18		Week 12	
Saturday	31-Mar-18			
Saturday	7-Apr-18			
Saturday	14-Apr-18		Week 1	Term 3
Saturday	21-Apr-18		Week 2	
Saturday	28-Apr-18		Week 3	
Saturday	5-May-18		Week 4	
Saturday	12-May-18	**Start of Ramadan (TBC)**	Week 5	
Saturday	19-May-18		Week 6	
Saturday	26-May-18			
Saturday	2-Jun-18			
Saturday	9-Jun-18			
Saturday	16-Jun-18			
Saturday	23-Jun-18			
Saturday	30-Jun-18			
Saturday	7-Jul-18			
Saturday	14-Jul-18			
Saturday	21-Jul-18			

* 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/July

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.

6.1 General Requirements

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[1]

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

Professional Diploma Requirements

1. A Bachelor's degree in a related subject with a cumulative GPA of 2.0 on a 4.0 scale or equivalent[2] from an accredited university[3].
2. English language proficiency equivalent to EMSAT Achieve English 1250, IELTS 5.5 (TOEFL 530, 197 CBT, 71 iBT), or its equivalent in a standardized English language test approved by the CAA

1 Where the applicant is not normally resident in the UAE, admission to the University is dependent upon obtaining a DIAC Student Residence Visa.
[2] The equivalent will typically equate to a Grade Point Average of 3.0 (on a 4 point scale) or overall marks of 60 – 65%.
[3] An internationally accredited University would normally be in receipt of government funding or have obtained accredited status through a recognised accrediting agency

Postgraduate M-Level Programmes (Certificates, Diplomas, Masters Programmes) Requirements

1. A Bachelors degree equivalent of a British Upper Second Class Honors degree or with a good GPA (3.0 on 4.0 scale or above) or its established equivalent. The degree should be in a related subject from an accredited university

2. English language proficiency equivalent to EmSAT Achieve English score of 1400 (IELTS 6.0, TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Education.

Doctoral Programme Requirements

1. A Masters 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.

6.2 Programme Specific Admissions Requirements

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

Where a Masters programme applicant is unable to produce evidence of competence at the required level of English language, they may be offered a place on a Masters Preparation Programme which does not guarantee entry to the Masters programme but enables the applicant to prepare for the test. The Masters Preparation Programme is fee paying and does not attract credit.

In addition to the minimum University Admissions, requirements set out above, applicants must meet the following programme admissions requirements.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Doctorate in Education/PhD in Education	Minimum 3.0 or equivalent .	EMSAT Achieve English Score of 1550 IELTS 6.5 TOEFL iBT 92	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 (PhD) Subject: Project Management	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 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 (PhD) Subject: Architecture and Sustainable Built Environment	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification) in SDBE or SDBE related subject The following are examples of subject areas which may be deemed relevant to the PhD in ASBE: Architecture, Architectural Engineering, Interior Design, Building, Building Science, Building Services Engineering, Mechanical Engineering, Electrical Engineering, Civil Engineering, etc. People with other backgrounds may also be considered on a case by case basis. 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

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Doctor of Philosophy (PhD) Subject: Computer Science	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1400 IELTS 6.0 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 (PhD) Subject: 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, 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.	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..
Master of Education/ Postgraduate Diploma in Education	Minimum 3.0	EMSAT Achieve	-	-	Minimum of two years teaching experience

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
		English Score of 1550 IELTS 6.5 TOEFL iBT 92			
MSc/Postgraduate Diploma/ In Portfolio of Project Management Programmes: • Project Management • Construction Project Management • Enterprise Risk Management • IT Project • Infrastructure Project Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	-	The PPM programs are designed for industry and public sector professionals from all disciplines and graduates seeking to develop a career in project management. 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 principles	
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		

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 Bachelor's degree		
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/Post Graduate Diploma in IT Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A relevant Bachelor's 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 attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD."	-
MSc/ Postgraduate Diploma in Finance	Minimum 3.0	EMSAT Achieve	A first degree from a Business School	-	-

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
		English Score of 1400 IELTS 6.0 TOEFL iBT 79-80			
MSc/ Postgraduate Diploma in Human Resource Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A first degree in a business related subject	-	-
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 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.

6.3 Conditional Admittance for Postgraduate Certificate, Postgraduate Diploma and Masters Programmes

The University may consider the following cases for conditional admittance:

a. An applicant with a recognised baccalaureate degree with a GPA between 2.5 and 2.99.
b. An applicant with a recognised baccalaureate degree with a GPA less than 2.5 and more than 2.0 on a 4.0 scale.[1] and having at least 1 year of relevant documented work experience after the Bachelor's degree was obtained.[2]

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.

6.4 Exceptions to The Proof Of English Proficiency Requirement (Postgraduate Certificate, Postgraduate Diploma 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.

  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

[1] 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.

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

- 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.

6.5 Admissions Procedures

To apply to a progarmme at BUiD, applicants must:

- meet all program specific requirements
- complete the Graduate Online Application (available at http://www.buid.ac.ae/apply-sept-2017)
- submit Attested[3] Bachelor's/Masters 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)

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

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

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[4]

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

Pre-Registration

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

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

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/

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

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

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[5].

6.6 Admission and Progression through Postgraduate qualifications

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

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

a. All the credit bearing modules of the award were completed within last five years. The credit transfer will be in accordance with University policy on Internal Credit Transfer between PG Qualifications. In cases where a module of the existing award was taken more than five years earlier, academic judgment will be exercised in decision making after evaluating the student though an interview or/and an assessment for that module.

b. The modules are deemed to have currency and relevance to the extant PGDip or Masters programme in accordance with conditions (based upon academic judgement) approved by the Board of Studies which may include:
    - additional admission assessment to ensure currency and relevance of the prior learning;
    - additional or specific taught modules to be taken.
    - These conditions will be in addition to the conditions as stated in the University Internal Credit Transfer Policy

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

d. Achievement of the award and issue of the transcript and certificate shall require the progressive accredited award to be relinquished and its certificate and transcript to be returned or overwritten as transferred.

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

6.7 Credit Transfers for Post Graduate Programmes

6.7.1 External Credit Transfers

Transfer of credits may be considered for Postgraduate Diplomas and Masters and Doctoral Programmes. The credit transfer is not applicable to Postgraduate Certificate 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.

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

- The 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.
- In case of credit transfer for **Masters programme**, transferred credit can provide no more than 50% of the credit points for the taught component of the Programme. No transferred credit points can be used in lieu of the dissertation.
- For **Doctoral programmes** up to 100 credits will be allowed for credit transfer for taught component of the 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 50%) 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

6.7.2 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.

6.8 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 students 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

6.9 Student Registration

6.9.1 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 or Kholsit Al Qaid (for UAE nationals)
- UAE residence visa for non-UAE nationals
- Copy of Emirates ID card

Applicants are required to

- Submit a completed Programme Registration form
- Pay an initial fee of AED 10,000 during registration. 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.

6.9.2 Returning Students

All returning students are required to complete the Programme Registration form and get it signed by their personal tutor or 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.

6.10 Adding or Dropping Modules

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

6.11 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 year 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.

6.12 Suspension of Study

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

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

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

Students wishing to suspend or withdraw from their studies must submit a Suspend Study Form available from Student Services. All applications for suspension of study should be made in writing on the appropriate form and supported by documentation where appropriate e.g. medical or hospital certificates.

6.13 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 the student has attended between 30% and 50% of the module and is withdrawing without cause, the student will be liable for the half cost associated with 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.

6.14 Permanent Withdrawal from the Programme

There are three categories of permanent withdrawal recognised by the University

a. Withdrawal Requirement by the University

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

- the students fails 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.

SECTION 7 FINANCIAL SUPPORT & FEES

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.

7.1 Total Programme Fees for the Academic Year 2017-2018

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

Master of Education	AED 67,000
Master of Business Administration	AED 75,000
All other Masters programmes	AED 72,000
Postgraduate Diploma in Education	AED 57,000
All Postgraduate Diploma programmes	AED 62,000
Doctorate of Education/ PhD in Education	AED 175,000
PhD in Project Management	AED 225,000
PhD in Business Management	AED 250,000
PhD in Architecture and Sustainable Built Environment and PhD in Computer Science	AED 200,000

7.2 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.

Sponsorship

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

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

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 then 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.

Retake Module
A student who has to retake the whole module will be charges 50% of the full cost of the tuition for that module will be due, irrespective of whether the student has a scholarship or not.

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.

Official letter
Students shall pay a fee of AED50 for every official letter requested from BUiD.

7.3 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

SECTION 8 ACADEMIC ADVICE AND PASTORAL SUPPORT

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

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

8.1 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

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

1. Maintain regular communication with their personal tutor.
2. To consider how they can address or facilitate any self-help for problems or concerns raised with personal tutor.
3. To attend all scheduled meetings or agree an alternative time if it is inconvenient
4. Contact personal tutors if there are any issues that may impact on their academic performance or pose any risk to their progression or withdrawal
5. 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.

8.2 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.

8.3 Module Coordinator

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

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

8.4 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.

8.5 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.

8.6 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.

8.6.1 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.

8.6.2 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.

8.6.3 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.

8.6.4 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.

SECTION 9 FACULTY OF ENGINEERING & IT PROGRAMMES

The Faculty of Engineering & Informatics provides modern and innovative programmes to support the development needs of the Middle East. The Faculty offers full-time and part-time Postgraduate degree programmes in Project Management, Construction Management, Systems Engineering, and Engineering Management, Sustainable Design of the Built Environment and Intelligent Building Design and Automation. The IT programmes offered by the faculty are MSc in IT and IT Management

Degrees Offered

PhD – Project Management
Master of Science (MSc) in Portfolio of Project Management Programmes
Postgraduate Diploma in Portfolio of Project Management MSc Programmes
PhD: Architecture and Sustainable Built Environment
Master of Science (MSc) in Sustainable Design of Built Environment
Postgraduate Diploma in Sustainable Design of Built Environment
Master of Science (MSc) in Structural Engineering
Postgraduate Diploma in Structural Engineering
Master of Science (MSc) in Engineering Management
Postgraduate Diploma in Engineering Management
PhD: Computer Science
Master of Science (MSc) in Informatics (Knowledge and Data Management)
Postgraduate Diploma in Informatics (Knowledge and Data Management)
Master of Science (MSc) in Information Technology Management

Dean

Prof. Bassam Abu Hijleh

Academic Staff

Professors
Prof. Bassam Abu Hijleh
Prof Khaled Shalaan
Prof Abid Abu-Tair
Prof Sherief Addullah

Associate Professors
Dr. Alaa Ameer
Dr. Hanan Taleb
Dr. Riad Saraiji

Assistant Professor
Dr Maria Papadaki
Dr Khalid Almarri
Dr. Kirk Shanks

9.1 PhD (Subject: Project Management)

Head of Programme
Prof Halim Boussabaine

Academic Staff
Professors
Prof. Ashly Pinnington
Prof Halim Boussabaine

Assistant Professor
Dr Maria Papadaki

External examiner
Dr Andrew D Ross, Liverpool John Moores University

Admissions Tutor
Prof Halim Boussabaine

9.1.1 PhD (Subject: Project Management)

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

Programme 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. In order to carry out this overall aim the following learning outcomes (based on FHEQ Level 8 qualifications) will have to be achieved upon completion of the PhD programme

BUiD doctoral degrees in the subject of project management are awarded to students who have demonstrated:

- a detailed understanding of applicable techniques for research and advanced academic enquiry in project management.
- 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.
- 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.
- 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 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.

Credits

The PhD programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 540 credits is broken down into:

- 7 taught modules (total 180 credits)
- A research-based dissertation (360 credits).

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.

9.1.2 Teaching Plan for Academic Year 2017-2018[6]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	MGT608	Evolutionary Project Management	Subject Study Module	20	Dr Khalid Al Marri
	MGT601	Management of Knowledge in Projects	Subject Study Module	20	Professor Halim Boussabaine
	RES606 C	Research Design and Planning	Research Training Module	40	Professor Halim Boussabaine
Jan-18	MGT605	Project Dynamics and Complexity	Subject Study Module		Professor Halim Boussabaine
	RES604 C	Qualitative Research Methods and Paradigms	Research Training Module	20	TBC
	RES606 C	Research Design and Planning (continuation)	Research Training Module	40	Professor Halim Boussabaine
	RES605 C	Quantitative Methods	Research Training Module	30	TBC
Apr-18	MGT603	Managing Projects for Innovation	Subject Study Module	20	Dr Khalid Al Marri

9.1.3 Module Description for PhD Project Management Programme

RES604: Qualitative research methods and paradigms

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

RES605: Quantitative Methods

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

RES606: Research Design and Planning

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

The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or information gathering guides, and guidelines for

[6] ***(Modules offered are subject to change)***

conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with a draft of a detailed research proposal for their thesis. Where relevant, students may conduct a pilot study.

MGT601: Management of Knowledge in Projects
The aim of this module is to teach the principles and technologies of knowledge management in the context of projectised organisations. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition and knowledge sharing in projectised organisations.

MGT602: Managing Large Programmes
This module addresses the special requirements of large programmes and mega-projects. A distinguishing factor is the inherent increase in complexity which requires a different, more advanced, skill set. The module draws from international large project and programme case studies in the public and private sector. Key differentiating factors for large programme management considered are: integrated programme plan and strategy; stakeholder management complexity; risk management for high risk profile programmes; and, programme governance complexity.

MGT603: Managing Projects for Innovation
This module addresses the need to manage projects to deliver innovations as well as provide the knowledge that would help students understand the purpose of projects and their relationship to corporate strategic objectives, Project managers need to understand the drivers for change and innovation in the way projects are managed and how the different models of innovation and change and their applicability in a project environment. The module advocates the need to view project management as the management of innovation, which in the past was limited to "new product development". The module will examine the role of project managers in encouraging creativity, creating a climate of innovation and Innovation networks. The module will examine the relevant issues at team level and at supply chain level. In particular, using case studies, examine how an effective knowledge sharing and learning within the team and between the supply chain will create the support and incentive for innovation.

MGT604: Organisations, Projects and Sustainability
This module is designed to provide advanced knowledge and higher level understanding of concepts of organisation in relation to the public, private and not-for-profit sectors. The focus of interest is on projects and their implementation for achieving goals of strategic alignment, knowledge management, sustainability and corporate social responsibility.

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.

MGT607: Project Financing
This module covers the theoretical background and the different sources of project finance available for large-scale investments in residential, industrial commercial, development projects, joint venture and other alliances. It develops a critical understanding of appraisal and selection of projects clearly focusing on the financial aspects in addition to evaluating the risks inherently present in such projects. The syllabus incorporates an introduction to project financing, analyses the risk and return dynamics carefully taking into account various factors that affect a project such as fluctuation in prices and the economic factors. It also covers discussion of different case studies applying real-option analysis and other techniques under different scenarios. Dispute resolution and its impact on project financing shall also be discussed with real-life cases in both local and multinational contexts.

9.2 Portfolio of Project Management Programmes

Head of Programme/Programme Coordinator

Project Management – Prof Halim Boussabaine
Construction Project Management - TBA
Enterprise Project Risk Management - TBA
Infrastructure Project Management - TBA
Information Technology Project Management - TBA

Academic Staff

Professors
Prof Halim Boussabaine
Prof Bassam AbuHijleh

Assistant Professors
Dr Khalid Almarri
Dr Maria Papadaki

External examiner
Dr Andrew D Ross, Liverpool John Moores University

Admissions Tutor
Prof Halim Boussabaine

9.2.1 Portfolio of Project Management MSc Programmes

The PPM MSc programmes are co-ordinated within the Engineering and IT Faculty but benefit from cross-institutional expertise; by bringing together leading researchers and educators in the field of project management, human resources management, systems engineering and informatics. The aim of the programmes are 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 Graduate 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.

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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme

Credit Hours

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,800 hours including 600 hours of student effort for dissertation
The hours of student effort comprises:
- The face-to-face contact hours (approx 36 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

Programme Structure

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**					

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**					

9.2.2 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 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.

Credits

The PG Diploma programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 120 credits is broken down into:

- 6 taught modules (total 120 credits)

Credit Hours

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 hours of student effort.
The hours of student effort comprises:

- The face-to-face contact hours (approx 36 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

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						

9.2.3 Teaching Plan for Academic Year 2017-2018[7]

Term	Module code	Module Name	Awards	Credits	Module Co-ordinator
Sep-17	PPM501	People and Organizations	PPM	20	Dr Maria Papadaki
	PPM502	Management of Projects	PPM	20	Adjucnt- TBA
Jan-18	PPM503	Planning, Execution and Control	PPM	20	Prof Halim
	PPM504	Project Management Research Methods	PPM	20	Dr Khalid Almarri
Apr-18	PPM505	Construction Project Management Professional Practice	CPM	20	TBA
	PPM506	Enterprise Risk Management	EPRM	20	Prof Halim
	PPM507	Infrastructure Management	IPM	20	Prof Abid Abu-Tair
	PPM508	Information systems and Cyber security	ITPM	20	Prof Halim

9.2.4 Module Description for Project Management Programme

COMMON CORE MODULES REQUIRED FOR ALL PPM PROGRAMMES:

PPM501: People and Organisations
By the end of this unit, students should be able:

- To trace and discuss a wide range of theories (from classical to more contemporary postmodern perspectives) in the study of organization and human relations relevant to the management of projects;
- To critically reflect and review on a range of theoretical perspectives that can be used to 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

[7] ***(Modules offered are subject to change)***

techniques including data collection, data transcription, and analysis. Consideration will then be given to quantitative research techniques such as surveys and analysing data with PASW. Qualitative, quantitative and mixed-methods research approaches such as Action research, Ethnographic research, Case studies, and Modelling/Simulation will also be dealt with. The module will conclude with a discussion of the content of the module in relation to student research-based assignments

MODULES DESCRIPTORS FOR ALL MSc AWARDS

PPM505: Construction Project Management Professional Practice
The philosophy behind the unit is to emulate the professional practice setting and reinforce students' theoretical, practical and employability skills. Students must also demonstrate practical project management skills in scheduling task activities, allocating responsibility and appropriate resources, time management and organisational skills at an advanced level. Thus the module aims:
• to provide students with advanced level knowledge, skills and experience to appreciate the complex landscape of contemporary civil and construction projects; and
•to develop students' knowledge, practical understanding and skills of project management professional practice within the construction and built environment industry; looking specifically at stakeholders, planning, contacts, risks, BIM, health & safety and sustainability – and the interlink between the interdisciplinary, diversity and multifaceted nature of civil and construction projects

PPM506: Enterprise Risk Management
The module is designed to equip students with an advanced knowledge of the risk management process; by exploring strategic and tactical issues associated with the implementation of effective risk management practices, students should develop the appropriate skills to appreciate the key processes and decision stages at corporate and project level.. Students taking this module will be able:
• To identify and critically evaluate the theoretical and practical concepts of risk and value within the context of engineering project management
• To critically evaluate the framework within which project participants can operate appropriate risk and value management strategies

PPM507: Infrastructure Management
Infrastructure systems are fundamental for the economic growth and operation of any public services. Enterprises and public authorities depend on infrastructure systems for all aspects of daily operations. The module aims to introduce students to the challenges that existing in the development and operation of infrastructure projects. The module will develop student's understanding and knowledge of infrastructure assets development and operation.

PPM508: Information systems and cyber security
Cybercrime is increasing exponentially. National infrastructure, organisations and projects assets are constantly exposed to the threat of cyber-crime. Also the cost from cybercrime to enterprises and the public sector is estimated to rise to billions of dollars. As a result, the management of information systems security is critical for both project and business thus, this module is designed to offer the opportunity for students who may have a background interest in the management of information systems to argument their knowledge with an in depth understanding of the emerging cyber security and project risk. The module is also intended to up skill future project and risk managers to manage enterprises' information systems security and procedures against cybercrime. The module will also further expose students to current knowledge and prepare them for emerging information security developments in the context of IT Project Management

FIN515: International Finance
The purpose of this module is to provide contemporary insights needed to enhance one's understanding of the global business environment from a corporate perspective. It emphasizes on the changes and emerging trends in global financial and forex markets affecting business decisions and effectively manages them with appropriate strategies. It also helps promote a critical awareness of the effects of domestic and international banking, finance, foreign investments, macroeconomic policy and institutions on financial markets and select macroeconomic indicators

MGT522: Governance and Corporate Social Responsibility
This module defines the components in Corporate Social Responsibility (CSR) and the relevant dependencies and areas of overlap. The combined strategic approach in socio-environmental analysis from the economic perspective will define a baseline. The module introduces the fundamental principles guiding sustainable development best practices ant the global level and its operational examples. The module will focus on the three

thematic areas of Triple Bottom Line (TBL), namely people, planet and profits. The socio-developmental aspect will map the cultural change in society over the last decade and hw the international community has responded with shifts in policy and culture, as well as practices. The environmental approach will utilize the carbon (or environmental) footprint as the core competency to assess different applications of environmental policy in reference to project and 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

9.3 PhD : Architecture and Sustainable Built Environment

Head of Programme
Prof. Bassam AbuHijleh

Academic Staff
Professor
Prof. Bassam AbuHijleh

Associate Professors
Dr. Hanan Taleb
Dr Riad Sarajii

Assistant Professor
Dr. Kirk Shanks

External Examiner
Mr I c Ward

Admissions Tutor
Prof. Bassam AbuHijleh

Association with UK Institution

Cardiff University, which is one of the top UK universities in this field, and has offered its academic support for offering PhD in this research area Cardiff University, which is one of the top UK universities in this field, and has offered its academic support for offering PhD in this research area

9.3.1 PhD: Architecture and Sustainable Built Environment

The *PhD : Architecture and Sustainable Built Environment* programme meets an important skill/knowledge need in the increasingly important area of environmentally aware design requirements where sustainable and environmentally conscious designs are becoming a major factor in the evaluation of new designs worldwide. Most large projects require an environmental impact assessment before proceeding with them and although this assessment process is currently voluntary for small projects many countries are taking steps to regulate it formally.

Programme Outcomes

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular Architecture and Sustainable Built Environment knowledge area through the pursuit of a major research project contributing to the Architecture and Sustainable Built Environment body of knowledge. In order to carry out this overall aim the following learning outcomes will have to be achieved upon completion of the PhD programme

1. A detailed understanding of applicable techniques for research and advanced academic enquiry in SDBE.

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 SDBE;

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 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 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

Credits

The PhD programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. That is a programme totalling 180 credits which are broken down into

- 7 taught modules totalling 180 credits
- Achieve a minimum of "C" grade in all modules
- Thesis, totalling 360 credits.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 5400 hours of student effort including 3600 hours of student effort for thesis. The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

Programme Structure

Category	**Description**	**Credits**
Taught Modules		
Research Methods Training Modules	Three Compulsory Modules	100
Subject Study Modules	Students will complete 4 taught modules in their selected research area as agreed with the Director of Studies (DoS)	80
Thesis		360
Total Credits Required for Degree Completion		**540**

Research Methods Modules

Module Code	**Module Name**	**Credits**
RES604	Qualitative research methods and paradigms	30
RES605	Quantitative Methods	30
RES606	Research Design and Planning	40

Subject Study Modules

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**

9.3.2 Teaching Plan for Academic Year 2017-2018[8]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	SDBE601	Advanced Building Performance Modelling	Core	20	TBC
	SDBE608	Smart Infrastructure	Elective	20	TBC
	RES606 E	Research Design and Planning	Research Training Module	40	Professor Bassam Abu Hijleh
Jan-18	SDBE602	Sustainable Architecture: Past, Present and Future	Core	20	Dr Hanan Taleb
	RES604 C	Qualitative Research Methods and Paradigms	Research Training Module	20	TBC
	RES606 E	Research Design and Planning (continuation)	Research Training Module	40	Professor Bassam Abu Hijleh
Apr-18	RES605 C	Quantitative Methods	Research Training Module	30	TBC
	SDBE60X	TBC	TBC	20	TBC

9.3.3 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

[8] ***(Modules offered are subject to change)***

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**.**

9.4 Sustainable Design of the Built Environment Programme

Head of Programme
Prof. Bassam Abu Hijleh

Academic Staff
Professors
Prof. Bassam Abu Hijleh

Associate Professor
Dr. Hanan Taleb
Dr. Riad Saraiji

Assistant Professor
Dr. Kirk Shanks

External Examiner
Mr Ian C Ward

Admissions Tutor
Prof. Bassam Abu Hijleh

Association with UK Institution

Cardiff University works in close association with the University to develop the BUiD's Sustainable Design of the Built Environment Programme. The Welsh School of Architecture at Cardiff University is one of the UK's top rated research universities.

9.4.1 MSc in Sustainable Design of the Built Environment

The role of the environmental designer in the building team is growing in importance as sustainable policies are increasingly supported by the public and by governments. This graduate programme prepares students to take their place in this expanding field. Depending on the degree sought, students acquire different levels of knowledge and skills needed to specialise in the sustainable design of the built environment. Project work is an important component of the programme and is intended to emphasise practicalities and develop the necessary working skills. The programme is suitable for junior to mid-career professionals in fields related to the built environment such as architecture, building services, landscaping, urban design, interior design, civil engineering building technology or environmental studies and will appeal to professionals from private consultancy business, construction firms and governmental regulatory institutions.

MSc Programme Goals

The Goals and Outcomes of the MSc SDBE are detailed below.

1. To develop in students the knowledge and ability needed to design healthy, comfortable and secure environments in and around buildings that place a minimal strain on global resources
2. To prepare students for adopting a role in the building team that can promote environmental design, and adapting to changing demands on this role as sustainable policies are increasingly supported by the public and by governments
3. To encourage in students an understanding of both the principles and application of the subject, using project work to emphasise practicalities and develop necessary working skills and a research dissertation to emphasise the ongoing development of knowledge.
4. To draw on the long experience of Cardiff University's Centre for Research in the Built Environment in research and consultancy in this subject
5. To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region
6. To meet the learning needs of students from diverse academic and professional backgrounds.

Learning outcomes for MSc and Postgraduate Diploma in SDBE

Upon completion of the programme, a typical student is expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

a- Knowledge

1. Identify the environmental needs and preferences of building users;
2. Describe the processes that contribute to physical environments in and around buildings;
3. Articulate the main principles governing the design of buildings to be environmentally sound;
4. Give examples of buildings that demonstrate a wide range of design strategies for achieving high environmental standards;
5. Exhibit advanced and state-of-the-art knowledge in research in at least one specialized area within the built environment **(MSc only)**

b- Skills

6. Demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;
7. Evaluate advanced practice in environmental design critically and, where appropriate, propose new alternatives;
8. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
9. Apply current knowledge appropriately and with originality to building for environmental design;

c- Aspects of competence

Autonomy and responsibility

10. Anticipate the principal ways in which controlling physical environments can impact on the wider local and global environment;
11. Collect and record relevant data, and apply appropriate appraisal techniques, in order to assess the environmental performance of buildings;

Role in context

12. Identify the nature of complex environmental design problems and deal with them both systematically and critically;
13. Exercise initiative and personal responsibility in planning and implementing study tasks

Self-development

14. Carry out original research at the forefront of knowledge on a relevant built environment topic through a dissertation **(MSc only)**
15. Engage effectively in debate in a professional manner and prepare and present projects at a professional standard.

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

a- Knowledge

AD1 Gain knowledge of various and appropriate integrated solutions in relation to design, construction and environment.

b- Skills

AD2 Design a clear architectural plan to sustainably upgrade an existing building.

AD3 Comprehend the physical properties and characteristics of building materials components, and the environmental impact of specification choices.

AD4 Integrate envelope construction techniques and formulate strategies for passive design of buildings toward achieving energy efficiency.

c- Aspects of competence

Autonomy and responsibility

AD5 Undertake research, development and design studies individually and as a member of an interdisciplinary team.

Role in context

AD6 Critically review precedents relevant to the function, organisation and technological strategy of design proposals.

Interior Design (ID) Concentration

a- Knowledge

ID1 Identify the elements, interrelationships of the indoor environment and its impact on the occupants;

ID2 Learn different sustainable interior design strategies;

b- Skills

ID3 Recognise the role of interior designers in creating healthy and sustainable indoor environments;

c- Aspects of competence

Autonomy and responsibility

ID4 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;

Role in context

ID5 Propose and assess the sustainability of different interior designs taking into consideration the impact on the occupants and the environment;

Smart Buildings (SB) concentration

a- Knowledge

SB1 Understand the different levels and techniques of systems' integration in buildings;

SB2 Understand how different systems in a building consume energy;

b- Skills

SB3 Recognise the interaction between different building systems that contribute to an intelligent building;

SB4 Understand the interrelation between different building systems and techniques that can be used to reduce the building's overall energy consumption;

c- Aspects of competence

Role in context

SB5 Identify the opportunities and limitations of constructing an intelligent building;

Urban Design (UD) Concentration

a- Knowledge

UD1 Recognise the way in which buildings fit into their local context.

UD2 Illustrate theories of urban design and the planning of communities and development of cities

b- Skills

UD3 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.

UD4 Understand and apply the principles of sustainable transport in the urban design context.

c- Aspects of competence

Role in context

UD5 Refer to current planning policy, development control legislation, including social, environmental and economic aspects, and the relevance of these to urban design development.

Self-development

UD6 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

Learning Outcomes of Outcomes of Postgraduate Certificate in SDBE

a- Knowledge

1. identify the environmental needs and preferences of building users;
2. describe the processes that contribute to physical environments in and around buildings;

3. articulate the main principles governing the design of buildings to be environmentally sound;

b- Skills

4. demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;
5. illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

c- Aspects of competence

Autonomy and responsibility

6. anticipate the principal ways in which controlling physical environments can impact on the wider local and global;

Role in context

7. identify the nature of complex environmental design problems and deal with them both systematically and critically;

Self-development

8. engage effectively in debate in a professional manner and prepare and present projects and project reports at a professional standard applicable to industry;

Programme Graduate Completion Requirements (Dissertation Route)

In order to graduate from the programme, students must:

- 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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study

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 Trasport	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

Modules	Module Code	Module Title	Credits
	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

9.4.2 Teaching Plan for Academic Year 2017-2018[9]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	SDBE501	Climate and Comfort	Core	20	Dr Hanan Taleb
	SDBE502	Renewable and Sustainable Resources	Core	20	Prof Bassam Abu-Hijleh
	SDBE510	Sustainable Indoor Environment	Interior Design/ Elective	20	Dr Riaad Saraiji
	SDBE518	Sustainable Urban Transport	Urban Design/ Elective	20	TBA - Adjunct
	SDBE516	Project	Project Track	20	Prof Bassam Abu-Hijleh

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

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Jan-18	SDBE503	Investigations in the Built Environment	Core	20	Prof Bassam Abu-Hijleh
	SDBE504	Sustainable Built Environments	Core	20	Dr Riaad Saraiji
	SDBE5xx	TBC		20	
	SDBE5yy	TBC		20	
	SDBE516	Project (Continued)	Project Track	20	Prof Bassam Abu-Hijleh
	SDBE519	Advanced Design Project	Elective	20	Dr Hanan Taleb
Apr-18	SDBE501	Climate and Comfort	Core	20	Dr Hanan Taleb
	SDBE502	Renewable and Sustainable Resources	Core	20	Prof Bassam Abu-Hijleh
	SDBE5xx	TBC		20	
	SDBE5yy	TBC		20	
	SDBE519	Advanced Design Project	Elective	20	Dr Hanan Taleb

9.4.3 Module Descriptions for Sustainable Design of the Built Environment Programme

Core Module Descriptors

SDBE501: Climate and Comfort
The primary focus of this course will be the study of the thermal, luminous and ventilation performance of buildings within the Built Environmental context. The course will examine the basic scientific principles underlying these phenomena and introduce students to a range of technologies and analysis skills for designing comfortable indoor environments. Students will be challenged to apply these skills and explore the role light, energy and air can play in shaping a Built Environment. The course format will consist of a series of lectures that are accompanied by software tutorials. A number of individual and group assignments relevant to the topic, in which will aid students to better perceive the topics covered in class. The assignments for this class will be closely interlinked with the real world (from profession) and students will be challenged to integrate what they have learnt in this class within Profession**.**

SDBE502: Renewable and Sustainable Resources
This module focuses on the resources needed to construct and operate buildings, and on their significance for a sustainable future. The construction industry is one of the largest consumers of resources among all industries, from its supply chain of materials producers and fabricators, through to its influence on the operation of buildings. Making construction activity sustainable in the long term is a major challenge. The module emphasizes the links between sustainability, improved performance and resource management in terms of what resources are used and the way they are used with emphasis on sourcing and using renewable materials. It examines the principles of reuse, recycling and renewal in achieving sustainability in the Built Environment. It looks at the consumption of materials, energy and water and at the production of waste through the whole life cycle of the building. Special attention is paid to the different renewable energy resources with focus on technology and economics. The role of energy policy, politics and regulations in promoting the use of renewable resources will be discussed.

SDBE503: Investigations in the Built Environment
The module is based on the belief that evaluation, feedback and critique are all vital components to the progress of sustainable design. Progress can only be achieved when this assessment loop is completed using credible and appropriate methods. Investigations in the Built Environment aims to reinforce this message and introduce the student to a number of investigative and analytical methods and techniques, including prediction, simulation, experimental and measurement. It will consider both physical and human perspectives of the Built Environment and draw on methods appropriate to both academic and practice based investigations. The module content is

backed up by self-learning material on the web specifically written for the module. Further support for the learning will come from a planned sequence of assignments, in which students are encouraged to think through the issues involved in each stage of making an investigation; written feedback on these from the tutors will contribute to the module content. The students will also be introduced and trained to use some handheld instruments that are used to assess thermal comfort as air quality. There is a high degree of class interaction and group working involved in this process.

SDBE504: Sustainable Built Environments
This module emphasizes the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding sustainable development of the built environment including Avoidance or minimization of negative impacts on the environment; Conservation and efficient use of natural resources; preservation of cultural patterns; and Ecological harmony and respect for biodiversity. The concept of sustainable development is discussed within the limitations imposed by the present state of technology and social organization on environmental resources and by the ability of the biosphere to absorb the effects of human activity. The module introduces tools for measuring and evaluating the impact of urban development on the environmental as well as the social, economic well being of the urban system. Also discusses relevant issues relating to contractual procedures and construction law**.**

Elective Module Descriptors

SDBE505: Skins and Spaces
The environmental design of the space and its enclosing and surrounding skin has received much attention in recent years as concern has grown over building occupants' health and comfort and the rate in which buildings use energy to maintain the required environmental conditions. The concern also includes an ongoing topic of investigation dealing with the relationship between built form and environmental performance. A number of recent projects have focused on aspects of mixed-use development as part of a zero carbon emission strategy for urban environments. Results of research are beginning to inform new ideas in building design, in relation to innovative facades, chilled/heated surfaces and mixed-mode ventilation systems. In order to achieve successful design for comfort, health and energy efficiency, architects, urban planners and services engineers need to have a common understanding of the basic principles and techniques involved in integrating the environmental performance of the envelope, surrounding enclosure and space. The aim of this course is to provide such understanding in order to encourage a good overall environmental design.

SDBE506: Passive Design
The module will prepare students for playing a participatory role in the practice of designing passive buildings. It will demonstrate techniques for selecting strategies appropriate to climate and brief, and introduce passive methods of lighting, heating, and cooling buildings. It will introduce simple manual ways for assessing the effectiveness of design decisions, as well as giving students opportunities for furthering their use of current environmental software. The discussion of strategies will be given an international context for a wide applicability scope. The module content is backed up by self-learning material for both manual and simulation techniques. Further support for the learning will come from the module final project assignment.

SDBE507: Efficient Building Services
The design of 'environmentally friendly' buildings depends critically on the choice of appropriate servicing strategies - an inappropriate servicing strategy can negate all the work undertaken on the form and fabric of the building. This module explores the principles behind current low energy solutions to servicing strategies, and deals with basic application information and strategies. Students will have an opportunity to extend their use of current environmental software to take into account service loads. The course is designed to complement information provided in all the other modules. In particular, ventilation system design is covered in detail elsewhere. Support for the learning will come from the module project.

SDBE508: Sustainable Urban Design
The module aims to address and discuss the critical issue of our Urban Environment and the need not only to speak to the attention that needs to be paid to the fragility of the planet and its resources, but also our Urban Environments which are places that we present a large part of our political, social, cultural, technical and creative achievements and inspirations. Democracy and Democratic values within this context are not abstract concepts, but are situated relational conditions that are deeply embedded within the physical space of our every day actions, our homes, our places of work and our spaces of social and public gathering. The module tries to contribute into providing the ground for new forms of spatial democracy. These are structurally organized as a

series of speculations within the lecture topics and assignments given, and are 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 masters 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.

9.5 Structural Engineering Programme

Head of Programme
Prof Abid AbuTair

Academic Staff
Professors
Prof Bassam AbuHijleh
Prof Abid AbuTair

Associate Professors
Dr. Alaa Ameer

External examiner
Dr Antony Darby, Univeristy of Bath

Admissions Tutor
Prof Abid AbuTair

9.5.1 MSc in Structural Engineering (StrE)Programme

BUiD MSc StrE programme is intended to enhance the knowledge-base of structural engineers by offering modules that fill the needs of the industry. The goal of the programme is to provide additional knowledge and skills in structural engineering to permit the candidate to be more effective in engineering and associated firms and organisations. BUiD's StrE programme also incorporates issues relating to sustainability and environment as this is a key factor that is expected to develop further over the next decades.

Programme Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge

1. Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures.

2. Use advanced knowledge of applicable research principles and methods.

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.

Skills

4. Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities**.**

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.

6. Analyse highly complex issues with incomplete data and combine advanced problem-solving skills to construct innovative solutions and proposals relevant to structural engineering.

7. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

Aspects of competence

Autonomy and responsibility

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.

9. Ability to do research and further develop knowledge and methods in the field of structural engineering.

Role in context

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.

11. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

Self-development

12. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.

13. Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.

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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study

Programme Structure

Structure of the Structural Engineering

	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**.**

9.5.2 Postgraduate Diploma in Structural Engineering (PGDip StrE)

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

Programme Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Knowledge
Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures.

1. Understand the multi-disciplinary nature of structural engineering and the need for the integration of knowledge from range of engineering disciplines in the management of structural engineering challenges.

Skills

2. Deploy consistently the advanced skills required in analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities**.**

3. 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.

4. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

Aspects of competence

Autonomy and responsibility

5. Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.

Role in context

6. 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.

7. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

Self-development

8. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.

9. Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.

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
- 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.

Credits

The PG Diploma programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 120 credits is broken down into:

Six taught modules (total 120 credits)

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1200 hours of student effort . The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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

	Module Code	Module Title	Credit
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**.**

9.5.3 Teaching Plan for Academic Year 2017-2018[10]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	SEEM501	Advanced Engineering Materials	Core	20	Prof Abid Abu-Tair
	SEEM521	Advanced Structural Analysis	Core	20	Prof Abid Abu-Tair
	SEEM523	Prestressed Concrete Design	Elective	20	Prof Abid Abu-Tair
Jan-18	SDBE504	Sustainable Built Environment	Elective	20	Dr Riaad Saraiji
	ENGM501/ ENGG511	Engineering Computational Methods	Core	20	Prof Abid Abu-Tair
	SEEM504	Structural Engineering Design	Core	20	Prof Abid Abu-Tair
	SEEM525	Earthquake Resistant Design	Elective	20	Prof Abid Abu-Tair
Apr-18	PPM507	Infrastructure Management	Elective	20	Prof Abid Abu-Tair

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

9.5.4 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

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

This module will enable students to gain knowledge and understanding and provide scientific and practical information on a wide range of concrete durability issues. The module discusses a number of chemical as well as physical deterioration mechanisms and the modeling and predicting of their effects and also discusses what to consider in the design, selection of materials, and the construction processes to improve and control the concrete durability.

SEEM521: Advanced Structural Analysis
This module will enable students to gain knowledge and understanding and provide scientific information on Advanced Matrix Analysis and the introduction to Finite Element Analysis. It is expected that by the end of the module, learners should be able to analyze any framed structure subjected to applied loads, temperature variations, initial strains, and/or support settlements using the direct stiffness method in the context of finite element formulations.

SDBE504: Sustainable Built Environment
This module emphasizes the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding sustainable development of the built environment including Avoidance or minimization of negative impacts on the environment; Conservation and efficient use of natural resources; preservation of 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.

9.6 Engineering Management

Head of Programme
Dr Alaa Ameer

Academic Staff
Professors
Prof Bassam AbuHijleh

Associate Professors
Dr. Alaa Ameer

External Examiner
Prof Joseph Anthony McGeough, University of Edinburgh

Admissions Tutor
Dr. Alaa Ameer

9.6.1 MSc in Engineering Management Programme

It is becoming more important for engineers to gain additional managerial skills in order to be able to progress their career and get promoted in their work. As time progresses, an engineer has to deal with a wider range of business-related activities in addition to the technical aspects of their job. This often includes preparing strategy, managing people and ability to make basic finance and accounting decisions. Most engineers need further knowledge in these areas to help them in their career progression within their organizations and profession.
Thus at the core of this programme are the major managerial knowledge and skills engineers need to support them in their management tasks which are closely related to any engineering role. This includes engineering management & corporate strategy, accounting & financing and human resource 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 <u>(Generic)</u>

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:
Knowledge

1. Demonstrate detailed understanding of different mathematical tools and how they can be used in a wide range of engineering problems.
2. Understand the principles and practices of managing corporations and individuals
3. Understand the principles of accounting and financing strategies and how they can be used to manage and grow engineering based businesses.
4. Exhibit advanced and state-of-the-art knowledge via independent research in a related specialist area.

Skills

5. Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities**.**
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.
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.
8. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.
9. Carry out original independent research at the forefront of knowledge in a related specialist area.

Aspects of competence

Autonomy and responsibility

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.
11. Do research and further develop knowledge and methods in the field of engineering management.
12. Read and analyse accounting data and assess different financing options

Role in context

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.
14. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

Self-development

15. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.

Energy Management (EM) concentration specific additional 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

Role in context

4. Initiate, monitor and manage a wide range of energy saving measures.

Self-development

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:

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

Autonomy and responsibility

4. Critically evaluate the principles and practices of equipment reliability, procurement, maintenance and management.

Role in context

5. Explain and present engineering risks and faults, diagnostics and maintenance management requirements.

Self-development

6. Comprehend real time equipment condition monitoring.

Total Quality Management (TQM) concentration specific addition 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

Autonomy and responsibility

4. Plan and manage change projects to deliver company policy and strategy.

Role in context

5. Analyse and improve processes to support policy and strategy and generate increasing value for customers and other stakeholders.

Self-development

Recognise and appraise the financial and business implications of options and actions.

9.6.2 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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study

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.

9.6.3 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.

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
- 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

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	Project	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.

9.6.4 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.

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:

Knowledge

1. Demonstrate detailed understanding of different mathematical tools and how they can be used in a wide range of engineering problems.
2. Understand the principles and practices of managing corporations and individuals
3. Understand the principles of accounting and financing strategies and how they can be used to manage and grow engineering based businesses.

Skills

4. Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities**.**
5. 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.
6. 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.
7. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

Aspects of competence

Autonomy and responsibility

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.

9. Read and analyse accounting data and assess different financing options

Role in context

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.
11. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

Self-development

12. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.

Energy Management (EM) concentration specific addition 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

Role in context

4. Initiate, monitor and manage a wide range of energy saving measures.

Self-development

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:

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

Autonomy and responsibility

4. Critically evaluate the principles and practices of equipment reliability, procurement, maintenance and management.

Role in context

5. Explain and present engineering risks and faults, diagnostics and maintenance management requirements.

Self-development

6. Comprehend real time equipment condition monitoring.

Total Quality Management (TQM) concentration specific addition 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 the business process performance and associated drivers of performance.

Aspects of competence

Autonomy and responsibility

4. Plan and manage change projects to deliver company policy and strategy.

Role in context

5. Analyse and improve processes to support policy and strategy and generate increasing value for customers and other stakeholders.

Self-development

6. Recognise and appraise the financial and business implications of options and actions.

Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Attend following non-credit bearing mandatory workshops
    i. Research Skills and Techniques
    ii. Writing a Research Proposal
    iii. Literature Review Writing
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Credits

The PG Diploma programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 120 credits is broken down into:

Six taught modules (total 120 credits)

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1200 hours of student effort

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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

Module Code	Module Title	Credits
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

9.6.5 Teaching Plan for Academic year 2017-2018

Term	Module code	Module Name	Concentration	Credits	Module Co-ordinator
Sep-17	ENGM502	Engineering Management and Corporate Strategy	Core	20	Prof Halim Boussabine
	ENGM503	Reliability, Engineering & Maintenance Management	Maintenance Reliability	20	Adjunct - TBA
	ENGM508	Total Quality Management	Total Quality Management	20	Dr Alaa Ameer
	MGT508	Organisational Behavior and Business Leadership	Core	20	Dr Maria Papadaki
	ENGM509	Project	Project Track	20	Dr Alaa Ameer
	SDBE502	Renewable and Sustainable Resources	Elective	20	Prof Bassam Abu-Hijleh
Jan-18	ENGM501/ENGG511	Engineering Statistics	Core	20	Dr Alaa Ameer
	ENGM504	Systems and Maintenance Management	Maintenance Reliability	20	Adjunct - TBA
	ENGM507	Six Sigma and Quality Management	Total Quality Management	20	Dr Alaa Ameer
	ENGM509	Project (Continued)	Project Track	20	Dr Alaa Ameer
Apr-18	ENGM512	Risk Analysis and Management	Elective	20	Dr Alaa Ameer
	MGT519	Accounting and Finance for Managers	Core	20	Dr Abdelmounaim Larech
	SDBE502	Renewable and Sustainable Resources	Elective	20	Prof Bassam Abu-Hijleh

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

9.6.6 Module Descriptions for Engineering Management Programme

Core modules required for all concentrations:

ENGM501: Engineering Statistics
This module develops a critical understanding of the statistical methodologies, which underpin a range of engineering activities. The aim is to cover the common types of problems in engineering practice; engineering scenarios and problems providing the basis for practical – tutorials and computer classes. .

ENGM502: Engineering Management and Corporate Strategy
This module enables students to critically evaluate how corporate strategy is formulated and critically analyse the need for strategic thinking in a rapidly changing economic and competitive environment and appraising the objectives of engineering management.

MGT508: Organisational Behaviour and Business Leadership
This provides a solid understanding of individuals and group behaviour in work organisations. It examines the role of management in diagnosing behaviours and adopting practices that can improve organisational effectiveness.

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.

Concentration Modules/Elective Modules

ENGM503: Reliability Engineering and Maintenance Management
This module **helps** students to gain detail knowledge of the theories, principles and practices of reliability engineering and apply these principles in the design, operation and maintenance of engineering systems

ENGM504: System and Maintenance Management
This module develops understanding of the principles of engineering system maintenance management, the various maintenance strategies, requirements and models including preventive and corrective maintenance.

ENGM505: Energy Management 1
This module introduces the concepts and applications of modern energy management practices. Topics will include the need and impact of energy management, types and equipment used in energy auditing.

ENGM506: Energy Management 2
This module helps student to identify, evaluate and improve systems that are the major energy users. This includes: Lighting, building envelop, HVAC, Electric motors & drives, Boiler and thermal systems, Industrial system, Thermal energy storage, CHP & renewable energy systems, building controls & automation and maintenance & commissioning

ENGM507: Six Sigma and Quality Management
This module helps the student acquire deep understanding of the theories and practices of Six Sigma and associated quality assurance and management principles and directly apply them to a variety of engineering products and service industries. Also will develop conceptual knowledge of total quality management philosophies..

ENGM508: Total Quality Management
This module helps the student acquire deep understanding and to familiarise students with the latest thinking in Total Quality Management and best practice management, examine in detail different models for managing quality and best practice throughout organisations and understand how organizations manage and improve processes to support policy and strategy and fully satisfy, and generate increasing value for customers and other stakeholders.

ENGM512: **Risk Analysis and Management**:
This module helps the student to acquire a deep understanding of concepts and principles of risk analysis and management and its interaction with other activities and directly apply them in a range of product and services industries

ENGM510: Supply Chain Management and Integration
Supply Chain Management capability within business has, over the last decade in particular, taken on a much more significant role in enabling business to gain competitive advantage and deliver bottom line performance. As companies strive to identify their competitive edge, the application of supply chain concepts will continue to exert greater influence on overall business success. This module covers a wide range of topics in supply chain strategies, design, planning, operations and development. Emphasis has been laid mainly on the perspective of supply chain integration process. Releasing value in business through relationship management, cost reduction and lean supply have been the key considerations.

ENGM511: Global Supply Chain Management and Reverse Logistics
To develop a comprehensive understanding of the issues influencing the management of the supply chain in global business environments. The focus of the module will be on strategic operations issues and decision support systems and frameworks. Also to provide a strategic perspective of the value cycle from creation, through production, distribution and recovery.

SDBE502: Renewable and Sustainable Resources
This module focuses on the resources needed to construct and operate buildings and on their significance for a sustainable future. It emphasizes the links between sustainability, improved performance and resource management. It examines the principles of reuse, recycling and renewal in achieving sustainability in the Built Environment.

SDBE507: Efficient Building Services
This module explores the principles behind current low energy solutions to servicing strategies, and deals with basic application information and strategies. Students will have an opportunity to extend their use of current environmental software to take into account service loads.

SDBE514: Intelligent Building Design
This module provides an overview of all aspects of intelligent buildings including: history, design, components, construction, management strategies, economic implications, effects on the environment and future trends.

RES516: MSc Dissertation
Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the 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.

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.

9.7 PhD in Computer Science

Head of Programme
Prof. Khaled Shaalan

Academic Staff
Associate Professors
Prof. Khaled Shaalan
Prof.. Sherief Abdallah

Associate Professor
Dr Cornelius Ncube

External Examiner
Prof Richard Connor, University of Strathclyde

Admissions Tutor
Prof. Khaled Shaalan

Association with UK Institution

The programme is being offered in association with the School of Informatics in the University of Edinburgh; whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Edinburgh's School of Informatics is one of the UK's top rated research universities

9.7.1 PhD 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:

- A detailed understanding of applicable techniques for research and advanced academic enquiry in CS.
- 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;
- 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;
- 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 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
- 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.

Credits

The PhD programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 180 credits of taught programme material and will complete thesis of approximately 80000 words which will contribute 360 credits towards the programme.

Credit Hours

A credit is equivalent to approximately 10 hours of study, so that the whole programme is 5400 hours of student effort including 3600 hours of student effort for thesis
The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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
Thesis	360
Total	**540**

9.7.2 Teaching Plan for Academic Year 2017-2018[11]

Term	Module code	Module Name		Credits	Module Co-ordinator
Sep-17	INF601	Advanced Computer Systems	Core	20	Dr Cornelius Ncube
	INF602	Advanced Natural Language Processing	Elective	20	Professor Khaled Shaalan
	INF606	Intelligent Systems	Elective	20	Dr Sherief Abdullah
	RES606 D	Research Design and Planning	Research Training Module	40	TBC
Jan-18	INF603	Advanced Software Engineering	Core	20	Dr Cornelius Ncube
	RES604 C	Qualitative Research Methods and Paradigms	Research Training Module	20	TBC
	RES606 D	Research Design and Planning (continuation)	Research Training Module	40	TBC
Apr-18	RES605 C	Quantitative Methods	Research Training Module	30	TBC
	INF604	Advanced Topics in Computer Science	Elective	20	Dr Sherief Abdullah
	INF607	Management of Knowledge in IT Organisations	Elective	20	Professor Khaled Shaalan

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

9.7.3 Module Descriptions for PhD Computer Science

For RES604, RES605 and RES606, please refer to the PhD PM module descriptors

INF601: Advanced Computer Systems
The aim of this module is to allow students understand the core concepts of computer systems, rather than particular implementation details; understand the state of the art in distributed, storage, and operating systems; and understand how to engage in systems research and development.
This course assumes a basic familiarity with computer systems and networking concepts.

INF602: Advanced Natural Language Processing
The course aims to present the principals, techniques, and methods for professional and systematic software development. Unified Modeling Language (UML), CASE tools like Rational Rose and programming languages like JAVA, will be used in the context of this course. In order for students to deepen in Software engineering, several software examples will be examined during the course lectures, like operational software etc

INF603: Advanced Software Engineering
The course aims to present the principals, techniques, and methods for professional and systematic software development. Unified Modeling Language (UML), CASE tools like Rational Rose and programming languages like JAVA, will be used in the context of this course. In order for students to deepen in Software engineering, several software examples will be examined during the course lectures, like operational software etc.

INF604: Advanced Topics in Computer Science
This module provides students with an opportunity to gain an in depth understanding of the theories and issues on an advanced topic in CS. The course should cover new technologies that are not offered in the current modules descriptions (e.g Energy Aware Computing, Bioinformatics, Health Informatics, Big Data, etc.).

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

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

9.8 Informatics (Knowledge and Data Management)

Head of Programme
Prof. Khaled Shaalan

Academic Staff
Professors
Prof. Khaled Shaalan
Prof. Sherief Abdallah

Associate Professors
Dr Cornelius Ncube

External examiner
Prof Richard C. H. Connor, University of Strathclyde

Admissions Tutor
Prof Sherief Abdallah

Association with UK Institution

This programme aims to provide you with a comprehensive grounding in key techniques considered to be the state of the art in Informatics research and study. Topics covered include building of systems that capture and represent knowledge for people and businesses. The programme gives graduates a head start to enter multinational as well as specialist companies, or continue in academic research.

9.8.1 MSc in Informatics (Knowledge and Data Management)

In the rapidly developing economy of the region, there is a great need for research based teaching, enabling students to contribute to the knowledge economy by exploiting cutting edge technologies to organise and manage information. The programme in Informatics aims to provide the students with a comprehensive grounding in key techniques considered to be the state of art in Information Technology research and study. Applications are vast, and include several industry sectors ranging from the finance, medicine and travel industries to traditional manufacturing and service sectors.

Programme Outcomes

The programme provides opportunities for learners to achieve the following outcomes:

Knowledge and Understanding
1 To demonstrate an understanding of the process of building computational systems in all its stages and be able to demonstrate this understanding in supervised system building efforts.
2 To demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3 Demonstrate advanced knowledge of the state of the art in research in specialist areas within Informatics
4 To demonstrate an understanding of the Informatics research methodologies at a level that permits the student to engage in research in the subject area.

Intellectual Skills
5 Make effective use of learning materials and to acquire and apply knowledge from a variety of sources.
6 Apply relevant theories and techniques to a range of application contexts
7 Critically evaluate problems, applications and approaches in specific areas relating to Information Technology
8 Develop literature review and research and analysis skills

Professional/Subject/Specific/Practical Skills
9 Apply academic knowledge and understanding to “real-life” problems and issues in specific areas within Information Technology

10 Design, develop and evaluate Internet Applications and Intelligent Systems to meet the needs of potential users
11 Develop research projects, including proposal writing

Transferable Skills
12 Deploy logical, analytical, and problem solving skills and to synthesise solutions.
13 Show self-direction and time management skills when working independently.
14 Develop skills needed for undertaking extended projects, including reviews, time management and writing extended reports.
15 Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

Programme Graduate 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.

Credits
The MSc programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 120 credits of taught programme material and will complete a project, assessed by dissertation, which will contribute 60 credits towards the assessment of the programme.

Credit Hours
A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:
- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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
Independent Research		
RES506	Dissertation	60
	Total Credits	**180**

9.8.2 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 Outcomes

The programme provides opportunities for learners to achieve the following outcomes:

Knowledge

1. Demonstrate an understanding of the process of building computational systems in all its stages and be able to demonstrate this understanding in supervised system building efforts.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas related to Informatics
4. Demonstrate an understanding of research methodologies at a level that permits the student to engage in research in the subject area.

Intellectual Skills

5. Make effective use of learning materials and to acquire and apply knowledge from a variety of sources.
6. Apply relevant theories and techniques to a range of application contexts
7. Critically evaluate problems, applications and approaches in specific areas related to Information Technology
8. Develop literature review and research and analysis skills

Subject Practical Skills

9. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas related to Informatics
10. Design, develop and evaluate Internet Applications and Intelligent Systems to meet the needs of potential users
11. Develop projects including proposal writing

Transferable Skills

12. Deploy logical, analytical, and problem solving skills and to synthesise solutions.
13. Show self-direction and time management skills when working independently.
14. Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

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.

Credits

The programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 120 credits of taught programme material.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1200 hours of student effort. The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors

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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**

9.8.3 Teaching Plan for Academic Year 2017-2018[12]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	INF501	Informatics Research Methods	Core	20	Prof Sherief Abdallah
	INF503	Introduction to Computational Linguistics	Core	20	Prof Khaled Shaalan
	INF507	Learning from Data	Elective	20	Prof Sherief Abdallah
	INF510	IT Enterpreneurship	Elective	20	Dr Cornelius Ncube
Jan-18	INF502	Knowledge Representation and Reasoning	Core	20	Prof Khaled Shaalan

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

	INF504	Data Mining and Exploration	Core	20	Prof Sherief Abdallah
Apr-18	INF506	Knowledge Management	Elective	20	Prof Khaled Shaalan
	INF508	IT Project Management	Elective	20	Dr Cornelius Ncube
	INF509	E-Commerce	Elective	20	Dr Cornelius Ncube

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term

9.8.4 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 cover the following topic: introduction to programming in Python & NLTK, tokenization, part-of-speech tagging, context-free grammars for natural language, evaluating a natural language processing system, parsing techniques, information extraction, Arabic language processing. The course also provides an introductory insight into the state of current research in Computational Linguistics.

INF504: Data Mining & Exploration
Familiarity with elementary mathematics, including algebra and calculus is essential. A reasonable knowledge of computational, logical, geometric, and set-theoretic concepts, vectors and matrices, together with a basic grasp of probability is strongly recommended.

INF505; Knowledge Engineering
This module introduces a variety of methodologies important to the development of modern knowledge-based systems (KBSs) and their applications, especially pertaining to the Semantic Web. The module covers topics regarding different processes within a KBS lifecycle, ranging from knowledge capture and analysis, systems design and implementation, to knowledge maintenance and system evaluation. Students will learn about the latest applications of KBS in building intelligence into Web applications, and will build a knowledge-based Web application.

INF506: Knowledge Management
The aim of this module is to teach the principles and technologies of knowledge management. A case study approach, as and where appropriate, will be adopted in introducing the course contents. The module covers the fundamental concepts in the study of knowledge and its creation, representation, dissemination, use and re-use, and management. The focus is on methods, techniques, and tools for computer support of knowledge management, knowledge acquisition, and how to apply a knowledge management system using one of the knowledge-based system tools.

INF507: Learning from Data
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
The last several years have seen a seismic shift in how organizations develop software-intensive systems, from the use of structured analysis methods and conventional programming languages to object-oriented development methods. The industry standard has become the Unified Process (UP) and Unified Modeling Language (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

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

EDU514: 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.

ENGG502: Modelling Methods and Applications
This module is designed to enable students to understand dynamic modelling and simulation methods for power, process and general engineering systems. Specific instruction on the use of commercially available software suites will be presented. Application studies will be considered.

9.9 Information Technology Management

Head of Programme
Prof. Khaled Shaalan

Academic Staff
Professors
Prof. Khaled Shaalan
Prof. Sherief Abdallah

Associate Professors
Dr Cornelius Ncube

External Examiner
Prof Richard C. H. Connor, University of Strathclyde

Admissions Tutor
Prof Sherief Abdallah

Association with UK Institution
This programme draws its authority in the subject area from the established strengths of the associate institutions. The University of Edinburgh (UoE) is a world-leader in computer science research.

The other associate institution, the University of Manchester, has a worldwide reputation for teaching and research in engineering management, and is the founder of the Project Management discipline. Manchester has won several major awards for its work with industry and the aim is to transfer this expertise, working in association with BUiD, to form productive and mutually beneficial university and industry links within the UAE and wider region.

9.9.1 MSc in Information Technology Management Programme

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

Knowledge
1. Demonstrate an understanding of the process of building computational systems in all its stages and be able to demonstrate this understanding in supervised system building efforts.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas in ITM
4. Carry out original research at the forefront of knowledge on a relevant Information Technology Management topic through a dissertation

Intellectual Skills
5. Make effective use of learning materials and to acquire and apply knowledge from a variety of sources.
6. Apply relevant theories and techniques to a range of application contexts
7. Critically evaluate problems, applications and approaches in specific areas relating to Information Technology
8. Develop literature review and research and analysis skills

Subject Practical Skills

9. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas within Information Technology
10. Develop research projects, including proposal writing

Transferable Skills

11. Deploy logical, analytical, and problem solving skills and to synthesise solutions.
12. Show self-direction and time management skills when working independently.
13. Develop skills needed for undertaking extended projects, including reviews, time management and writing extended reports.
14. Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at Associate Universities. That is a programme totalling 180 credits, which are broken down into

- six taught modules totalling 120 credits
- dissertation, for which 60 credits are available.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

Programme Structure

Module Code	**Module Title**	**Credits**
INF504	Data Mining & Exploration	20
INF506	Knowledge Management	20
INF501	Informatics Research Methods	20
INF508	IT Project Management	20
MGT504	Planning, Execution and Control	20
MGT503	People, Culture and Organisation	20
RES504	Dissertation	60
Total		**180**

9.9.2 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 Outcomes

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

Knowledge

1. Demonstrate an understanding of the process of building computational systems in all its stages and be able to demonstrate this understanding in supervised system building efforts.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas within Information Technology Management.

Intellectual Skills

4. Make effective use of learning materials and to acquire and apply knowledge from a variety of sources.
5. Apply relevant theories and techniques to a range of application contexts
6. Critically evaluate problems, applications and approaches in specific areas relating to Information Technology
7. Develop literature review and research and analysis skills

Subject Practical Skills

8. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas within Information Technology
9. Develop research projects, including proposal writing

Transferable Skills

10. Deploy logical, analytical, and problem solving skills and to synthesise solutions.
11. Show self-direction and time management skills when working independently.
12. Develop skills needed for undertaking extended projects, including reviews, time management and writing extended reports.
13. Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

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.

Credits

The programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 120 credits of taught programme material.

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1200 hours of student effort

The hours of student effort comprises:

- The face-to-face contact hours

- On-line discussion with tutors
- Independent reading and web-based study.

Programme Structure

Module Code	Module Title	Credits
INF504	Data Mining & Exploration	20
INF506	Knowledge Management	20
INF501	Informatics Research Methods	20
INF508	IT Project Management	20
MGT504	Planning, Execution and Control	20
MGT503	People, Culture and Organisation	20
Total		**120**

9.9.3 Teaching Plan for Academic Year 2017-2018[13]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	INF501	Informatics Research Methods	Core	20	Prof Sherief Abdallah
	MGT503/PPM501	People, Culture and Organisation / People and Organizations	Core	20	
	INF510	IT Enterpreneurship	Elective	20	Dr Cornelius Ncube
Jan-18	INF504	Data Mining and Exploration	Core	20	Prof Sherief Abdallah
	MGT504/PPM503	Planning, Execution and Control	Core	20	
Apr-18	INF506	Knowledge Management	Elective	20	Prof Khaled Shaalan
	INF508	IT Project Management	Elective	20	Dr Cornelius Ncube
	INF509	E-Commerce	Elective	20	Dr Cornelius Ncube

9.9.4 Module Descriptions for Information Technology Management Programme

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

[13] ***(Modules offered are subject to Change)***

Through identifying particular areas of importance in education for the region, such as in management of education, in language, special needs, science education and the information and communication technology , the Faculty of Education at BUiD aims to enhance the role of education in national development and in social cohesion. It aims to act as a hub for the international study of these areas in an era of globalisation. It also aims to act as a focus for the development of higher education pedagogy across the University.

Degrees Offered

Doctorate in Education (EdD)/PhD in Education
Master of Education (MEd)
Postgraduate Diploma in Education

Dean

Prof. Eman Gaad

Academic Staff

Professors
Prof. Eman Gaad
Prof. Sufian Forawi

Associate Professors
Dr Abdulai Abukari
Dr. Christopher Hill
Dr Solomon Arulraj David

Assistant Professors
Dr. John Mckenny
Dr. Emad Abu Ayyash

10.1 PhD in Education and Doctor of Education Programme

Head of Programme
Prof. Eman Gaad

Academic Staff
Professor
Prof. Eman Gaad
Prof. Sufian Forawi

Associate Professors
Dr Solomon Arulraj David
Dr Christopher Hill
Dr Abdulai Abukari

Assistant Professors
Dr. John Mckenny
Dr. Emad Abu Ayyash

External Examiner
Dr.Margaret Gillon Dowens, University of Nottingham Ningbo

Admissions Tutor
Dr Abdulai Abukari

10.1 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.

Core Learning Outcomes:

BUiD PhD degree in the subject of Education is awarded to students who have demonstrated:

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

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

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

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.

The achievement of these core learning outcomes 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 at a high scholarly level

- continue to undertake pure and/or applied research and development at the highest scholarly level, contributing substantially to the development of new techniques, theories, models or approaches.

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	
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

10.1.2 Teaching Plan for Academic Year 2017-2018[14]

Term	Module code	Module Name		Credits	Module Co-ordinator
Sep-17	RES604 A	Qualitative Research Methods and Paradigms	Research Training Module	30	Dr Solomon David
	RES606 A	Research Design and Planning	Research Training Module	40	Prof Sufian Forawi
	DED604	Assessment and Learning	Core	20	Dr Abdulai
Jan-18	RES605 A	Quantitative Methods	Research Training Module	30	Dr Abdulai Abukari
	RES606 A	Research Design and Planning (continuation)	Research Training Module	40	Prof Sufian Forawi
	DED612	Education of Children with Exceptional Learning Needs	Specialist Module (SIE)	20	Professor Eman Gaad
	DED622	Educational Policy: Theory, Development, Practice & Evaluation	Core	20	Dr Solomon David
	DED608	Current Issues in Psycholinguistics and Language Learning and Teaching	Specialist Module (TESOL)	20	Dr John McKenny
	DED607	Teaching and Learning in Higher Education and Workplaces	Transferrable Skills Module	0	Dr Christopher Hill
Apr-18	DED623	Curriculum and Innovation: Theory and Practice	Core	20	Dr Christopher Hill
	DED615	Theories and Practices of Leadership in Education	Specialist Module (MLP)	20	Dr Abdulai Abukari
	DED624	Reading Science Education Research	Specialist Module (SE)	20	Professor Sufian Forawi

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 education. 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. This also includes an introduction to epistemology, ontology, and research ethics. The emphasis in this module will be on an understanding of and rationale for adopting qualitative research for education, as well as controversies and debates about qualitative forms, the role of the researcher, rights of the research subject, cultural and social norms, and research practices in educational settings. This involves examining some of the more prominent forms and examples of qualitative research that are well-established in educational fields, such as grounded theory, ethnography, narrative research, semiotics, visual sources, historical methods, case studies, research for critical theory, existential, hermeneutic and phenomenological approaches. Also covered are a number of the major research methods including various types of interviews, types of observations, focus groups, archival and documentary sources, visual records, and journaling.

RES605: Quantitative Methods
This module aims to present students with and familiarise them with, a range of methods of data collection and analysis. These will span a range of open and closed ended techniques and both quantitative and qualitative analyses. It will consider the strengths and weaknesses of scientific and quasi-scientific approaches, the proposal and testing of hypotheses and the appropriateness of such methods in education. It will teach students to critically evaluate and use a significant a range of statistical skills and, practices and techniques used for interpreting numerical data.

[14] ***(Modules offered are subject to Change)***

RES606 : Research Design and Planning
This module concentrates on the development and design of student educational research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The first section will include developing the rationale for the research question and objectives, as well as a theoretical framework that will identify theories and concepts from relevant disciplines, and any relevant philosophical foundations or concepts, that is coherent and appropriate to the research question and will form part of the final thesis proposal. This section also includes a critical understanding of the general range of disciplinary and interdisciplinary approaches to the students' research topics, as well as an understanding of knowledge transfer and situating their research topic in national and international research and intellectual traditions. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods. The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or data gathering guides, and guidelines for conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with the defense of their full research proposal for their thesis. Where relevant, students may conduct a pilot study

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. Students will critically examine such methods from the point of view of recent psycholinguistic and applied linguistic frameworks with specific reference to research into learning different contexts. Thus 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 maximise acquisition. 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 speakers of English will be highlighted and discussed. Students will be specifically encouraged to reflect upon the 'Communicative Approach' and task-based problem-solving approaches in relation to research evidence and different cultural contexts and within their own learning/teaching contexts.

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.

10.2 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;

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;

Skills

2. be aware of a variety of standpoints and be able to apply these different standpoints to their specialised area of study;

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);*
4. be able to seek out and critically analyse sources or evidence bases *(Autonomy & Responsibility)* ;
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).*

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. Please refer to Section 10.1 detailing the programme structure, study plan and module descriptors which are shared by the Doctor of Education students.

10.3 Master of Education Programme

Head of Programme
Prof. Eman Gaad

Programme Coordinator
Dr. Jun McKenny

Academic Staff
Professor
Prof. Eman Gaad

Associate Professors
Dr. Sufian Forawi
Dr Abdulai Abukari
Dr Solomon Arulraj David

Assistant Professors
Dr. John Mckenny
Dr. Christopher Hill

External Examiner
Dr Nasser Mansour, University of Exter

Admissions Tutor
Dr Solomon Arulraj David

10.3.1 Master of Education Programme

The M.Ed programme will contribute to defining and advancing the professional practice of Education in the UAE and in the region. A Masters degree in education can provide graduates with the skills to take a leading role in the education sector and enable them to make a significant contribution to the development of the education system in the country.

Programme Outcomes

The programme is oriented towards research but also has a concern with improvements in professional practice. The programme outcomes are set out below.

The students will

1. have mastered analyzed knowledge, skills and comprehension of advanced depth and breadth which will enable them to further their own career in education and to advance student learning in various settings

2. demonstrate a proven ability to use critical inquiry and intellectual challenge: investigate, examine, research and improve instructional effectiveness and student achievement utilizing a sound basis for research in education

3. bring rigorous research methods and analytic tools that can be explained and justified in order to address the most pressing questions affecting education with particular reference to the UAE, GCC and MENA

4. have developed skills and attitudes toward continuous professional development and lifelong learning as well as having the ability to lead in the classroom, school and community

5. contribute to the enhancement of the cultural, intellectual and social capital which stems from interacting with a wide range of learners

6. deal with complex issues both systematically and creatively, make sound judgments that can be clearly and logically justified in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences

7. demonstrate self-direction and originality in solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

8. have mastered and incorporated internationally recognized academic intellectual standards such as clarity, precision, accuracy, breadth, depth, significance (meaningfulness), relevance and fairness

9. have ability to express themselves in terms of the content of the field, both verbally and in writing, with clarity, accuracy, relevance and meaningfulness

10. possess qualities and transferable skills necessary for employment:
    - the exercise of initiative and personal responsibility
    - decision-making in complex and unpredictable situations
    - the independent learning ability required for continuing professional development.
    - the ability to work effectively and productively within a group

Learning Outcomes of Concentrations

Management Leadership and Policy
This concentration aims to explore management of education at a number of levels: international, national, regional, institutional and classroom. It considers recent and relevant management and policy theory and practice, encouraging participants to deepen their understanding of current management thinking and improve personal and professional management. A particular focus is social justice in school policy and practice; including human rights, citizenship and democracy and effective leadership including curriculum and innovation as well as personal skills for managers.

Outcomes
The students will

1. have a thorough comprehension of theories and research on education and development, including economic, social and political development with particular application to regional countries

2. have knowledge and understanding of major theories, approaches, debates and issues in the management of education and be able to relate them to educational contexts

3. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the management and policy area

4. have an awareness and comprehension of the relationship between government policy and practice in education

5. be able to critically assess the impact of leadership management on student's learning

6. have general and specific skills in sector analysis and evaluation of educational processes

7. have improved skills in the evaluation of educational processes

8. be able to a critically evaluate, synthesize and analyse leadership, management, curriculum and innovation literature, at the forefront of the academic discipline and field of study from a range of countries

9. be able to transfer and apply management theory and practice to their own area of responsibility

10. have extensive knowledge and comprehension of approaches to leadership and be able to utilize them in their own context

11. be able to a critically evaluate, synthesize and analyse school effectiveness and school improvement literature and apply findings to their own context

12. be able to indicate the advantages and disadvantages of centralisation or decentralisation in education governance and finance

13. be aware of issues of gender, language, religion, ethics and ethnicity with regard to management and governance in education

14. have skills in democratic leadership, presentation, delegation, appraisal and team working and the ability to evaluate appropriate contexts for their use.

Teaching English to Speakers of Other Languages (TESOL)

The aim of the concentration is to provide a background in aspects of language, language acquisition, and pedagogy that are relevant to teachers of English as a Foreign or Second Language. Students are encouraged to make links between theories and their own experience as teachers. The concentration aims to create a greater awareness of the dynamics of the classroom and the actual and possible structure of classroom discourse, to acquaint participants with a range of approaches to TEFL and to provide criteria for selecting those approaches relevant to their own teaching situation. Reference will be made throughout to the local UAE contexts in which the students in order to critically evaluate current theoretical constructs.

Outcomes
The students will

1. have a thorough comprehension of theories and research about recent approaches to language teaching and an awareness of the dynamics of language use

2. be able to make optimal decisions on best classroom methodology based on an understanding of research into second language acquisition

3. through a framework for language analysis and description, be able to make most advantageous decisions in selecting and analysing language materials for use in the classroom

4. demonstrate a broad comprehension of the wider context of language learning as part of an educational, social and political system

5. be able to identify, develop and organise syllabus content to meet a range of students' needs

6. demonstrate an understanding of methods of evaluation and assessment of curricular materials, teaching programmes and individual student achievement

7. bring rigorous research methods and analytic tools to bear in addressing the most pressing questions affecting second language learning and education

Special and Inclusive Education (SIE)

This concentration is intended for those in, or aspiring to a position of management in the provision of special needs in a country, as well as those wanting to extend their own capacity in working with learners with special needs. The concentration has an emphasis upon extending each student's skills in managing the teaching and learning environment and his or her professional development. It focuses on special education in a range of contexts: the classroom, the school, the local authority and the national government. A particular emphasis is on collaborative, interdisciplinary and multi-agency working. The modules of this concentration critically examine contemporary trends in special needs policy in different parts of the world, for example inclusion.

Outcomes
The students will

1. acquire knowledge and understanding of major theories, approaches, debates and issues in the special education field and be able to relate them to educational contexts

2. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the SEN area
3. advise colleagues on helping pupils with SEN to gain access to the curriculum

4. formulate, implement and review individual education plans

5. contribute to the promotion of whole school policies for inclusive education

6. identify issues for school and national policy and practice

7. develop interdisciplinary/multi-agency collaboration

8. critically evaluate theory and research in SEN

Information and Communication Technology

This concentration is intended for those that are interested in working to improve teaching and learning with and about Information Communication Technology (ICT). The concentration encourages students to examine different theories of learning, their own experiences in order to examine models of instructional design and apply what they have learned to their own educational settings. A variety of ICT resources and applications are made available to students for critical examination and exploration. The aim is to blend theory and practice as a way to illustrate the issues involved in creating and maintaining creative, innovative and supportive ICT assisted/supported learning environments. The concentration also prepares students for ICT leadership roles in examining how to develop strategies for planning and managing new technologies for teaching and learning at an institutional level of their choice, so that they are funded, organised and supported in ways that meet the educational, organisational and financial context in which they will be used.

Outcomes
The students will

1. be able to demonstrate how information communication technology in general and computers in particular can be used to support teaching and learning

2. be able to demonstrate a critical understanding of the need for, and processes involved in the evaluation of educational software and internet based learning resources

3. be able to demonstrate a critical understanding of how different approaches to teaching and learning influence learning

4. be able to discern the elements of design in relation to online learning theory and contexts, resources, discussion, e-tivities, support, community and blending these to meet learning objectives

5. understand the approaches to designing learning resources, feedback and assessment and quality assurance.

6. demonstrate a critical understanding of the complexity of the role, responsibilities and needs of the ICT co-ordinator

7. demonstrate a critical awareness of the management of change with respect to ICT in education

8. be capable of producing an effective ICT policy and ICT development plan

Science Education

This concentration aims to enhance the abilities and increase the knowledge of elementary, middle and secondary science teachers and educators enabling them to understand and apply the most updated science research and practice best research.

Outcomes
The students will

1. acquire a thorough comprehension of theories and critical analysis onto major philosophies and approaches to science education.

2. be able to make sound decisions on best classroom instruction based on an understanding of research into science education

3. demonstrate a broad comprehension to develop 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

4. examine the standards of reasoning to develop proficiency in 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

5. understand and examine the distinctive nature of math, science, and technology, as well as their optimal interdisciplinary nature

6. establish explicit and implicit connections of research and practice of nature, history, and philosophy of science

7. 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

8. develop skills in analytical research, inquiry instruction, critical thinking, and moral reasoning to be utilized in science practice, at elementary or secondary levels

9. conduct and present analytical research in science education for classroom discussion and professional audience

Programme Graduate Completion Requirements (Dissertation Route)

- Complete a (minimum) 16,000 word dissertation on a topic based on one of the modules or specialist Concentrations within the Faculty of Education
- 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.

Programme Graduate 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 and their chosen concentration
- 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.

The allowable maximum and minimum durations for both the dissertation and project- based routes will be the same. In both routes, the students will be eligible for the award of MEd after acquiring 180 credits.

Credits

The MEd programme is a modular one, providing elements of core provision but also flexibility to meet the needs and interests of participants. The programme is of 180 credits

Credit Hours

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 hours of student effort. The 200 hours of student effort comprises:

- The face-to-face teaching (36 hours per module)
- Private tutorials
- On-line discussion with tutors
- Independent reading and web-based study
- Assessments

Programme Structure

Core Modules for Dissertation Route

Module Number	Module Title	Credits
RES503	Research Methods in Education	20
EDU501	Educational Policy	20
EDU502	Teaching and Learning	20

Concentration Modules for Dissertation Route

Concentration	Module Number	Module Title	Credits
Management Leadership and Policy (MLP) *(Students choose 3 out of the available concentration modules)*	[1]EDU503	Leadership for School Improvement	20
	EDU504	Citizenship, Environmental & Human Rights Education	20
	EDU505	Education, Innovation and Curriculum	20
	EDU506	Organisational Behaviour	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	[2]EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education *(Students choose 3 out of the available concentration modules*	EDU517	Trends & Issues in Science Education	20
	EDU518	Scientific Ways of Knowing	20
	EDU519	Critical Thinking & Moral Reasoning in Science Education	20
	EDU520	Interdisciplinary Math, Science & Technology	20

[1]EDU503, *Leadership for School Improvement* has as a pre-requisite EDU506, *Organisational Behaviour*.
[2] EDU514 Learning and Educational Technology is now a pre-requisite for EDU515 *E-Learning and Blended Learning* and EDU516 *Managing Educational Technology*

Core Modules for Project Based Route

Module Number	Module Title	Credits
RES503	Research Methods in Education	20
EDU501	Educational Policy	20
EDU502	Teaching and Learning	20

Concentration Modules for Project Based Route

Concentration	Module Number	Module Title	Credits
Management Leadership and Policy (MLP) *(Students choose 3 out of the available concentration modules)*	[1]EDU503	Leadership for School Improvement	20
	EDU504	Citizenship, Environmental & Human Rights Education	20
	EDU505	Education, Innovation and Curriculum	20
	EDU506	Organisational Behaviour	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	[2]EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education *(Students choose 3 out of the available concentration modules*	EDU519	Trends & Issues in Science Education	20
	EDU520	Scientific Ways of Knowing	20
	EDU521	Critical Thinking & Moral Reasoning in Science Education	20
	EDU522	Interdisciplinary Math, Science & Technology	20

Elective Modules for Project-based Route (Students will choose any two modules from concentrations other than their selected one)

Concentration	Module Number	Module Title	Credits
Management Leadership and Policy (MLP)	EDU505	Education, Innovation and Curriculum	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
Information and Communication Technology (ICT)	EDU514	Learning and Educational Technology	20
Science Education	EDU521	Critical Thinking & Moral Reasoning in Science Education	20
	EDU522	Interdisciplinary Math, Science & Technology	20

10.2.2 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

Programme Outcomes

The PG Dip programme is oriented towards providing students with educational research that will allow them to improve their professional practice.

The students will

1. analyze knowledge, skills and comprehension of advanced depth and breadth which will enable them to further their own career in education and to advance student learning in various settings

2. demonstrate a proven ability to use critical inquiry and intellectual challenge: investigate, examine, research and improve instructional effectiveness and student achievement utilizing a sound basis for research in education

3. apply rigorous practical methods and effective tools that can be used in order to respond to the most pressing questions affecting education with particular reference to the UAE, GCC and MENA

4. 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

5. contribute to the enhancement of the cultural, intellectual and social capital which stems from interacting with a wide range of learners

6. deal with complex issues both systematically and creatively, make sound judgments that can be clearly and logically justified in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences

7. demonstrate self-direction and originality in solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

8. acknowledge and incorporate internationally recognized academic intellectual standards such as clarity, precision, accuracy, breadth, depth, significance (meaningfulness), relevance and fairness

9. have ability to express themselves in terms of the content of the field, both verbally and in writing, with clarity, accuracy, relevance and meaningfulness

10. possess qualities and transferable skills necessary for employment:
    - the exercise of initiative and personal responsibility
    - decision-making in complex and unpredictable situations
    - the independent learning ability required for continuing professional development.
    - the ability to work effectively and productively within a group

Concentration Outcomes

The learning outcomes of each concentration for a PG Diploma student are listed below

Management Leadership and Policy Outcomes

The students will
1. have a thorough comprehension of theories and research on education and development, including economic, social and political development with particular application to regional countries

2. have knowledge and understanding of major theories, approaches, debates and issues in the management of education and be able to relate them to educational contexts

3. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the management and policy area

4. have an awareness and comprehension of the relationship between government policy and practice in education
5. have general and specific skills in sector analysis and evaluation of educational processes

6. have improved skills in the evaluation of educational processes

7. be able to transfer and apply management theory and practice to their own area of responsibility

8. have extensive knowledge and comprehension of approaches to leadership and be able to utilize them in their own context

9. be able to indicate the advantages and disadvantages of centralisation or decentralisation in education governance and finance

10. be aware of issues of gender, language, religion, ethics and ethnicity with regard to management and governance in education

11. have skills in democratic leadership, presentation, delegation, appraisal and team working and the ability to evaluate appropriate contexts for their use.

Teaching English to Speakers of Other Languages Outcomes

The students will
1. have a thorough comprehension of theories and research about recent approaches to language teaching and an awareness of the dynamics of language use

2. be able to make optimal decisions on best classroom methodology based on an understanding of research into second language acquisition

3. through a framework for language analysis and description, be able to make most advantageous decisions in selecting and analysing language materials for use in the classroom

4. demonstrate a broad comprehension of the wider context of language learning as part of an educational, social and political system

5. be able to identify, develop and organise syllabus content to meet a range of students' needs

6. demonstrate an understanding of methods of evaluation and assessment of curricular materials, teaching programmes and individual student achievement

Special and Inclusive Education Outcomes

The students will
1. acquire knowledge and understanding of major theories, approaches, debates and issues in the special education field and be able to relate them to educational contexts

2. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the SEN area

3. advise colleagues on helping pupils with SEN to gain access to the curriculum

4. formulate, implement and review individual education plans

5. contribute to the promotion of whole school policies for inclusive education
6. identify issues for school and national policy and practice

7. develop interdisciplinary/multi-agency collaboration

Information and Communication Technology Outcomes

The students will

1. be able to demonstrate how information communication technology in general and computers in particular can be used to support teaching and learning

2. be able to demonstrate a critical understanding of the need for, and processes involved in the evaluation of educational software and internet based learning resources

3. be able to demonstrate a critical understanding of how different approaches to teaching and learning influence learning

4. be able to discern the elements of design in relation to online learning theory and contexts, resources, discussion, e-tivities, support, community and blending these to meet learning objectives

5. understand the approaches to designing learning resources, feedback and assessment and quality assurance

6. be capable of producing an effective ICT policy and ICT development plan

Science Education Outcomes

The students will

1. acquire a thorough comprehension of theories and critical analysis onto major philosophies and approaches to science education.

2. be able to make sound decisions on best classroom instruction based on an understanding of research into science education.

3. demonstrate a broad comprehension to develop 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.

4. examine the standards of reasoning to develop proficiency 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.

5. understand and examine the distinctive nature of math, science, and technology, as well as their optimal interdisciplinary nature.

6. establish explicit and implicit connections of research and practice of nature, history, and philosophy of science.

7. 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.

8. conduct and present analytical research in science education for classroom discussion and professional audience.

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.

Credits

The Postgraduate Diploma programme is a modular one, providing elements of core provision but also flexibility to meet the needs and interests of participants. The programme total of 120 credits is broken down into:

- core modules (total 60 credits)
- 3 elective modules (total 60 credits)

Credit Hours

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 hours of student effort.

The 200 hours of student effort comprises:

- The face-to-face teaching (36 hours per module)
- Private tutorials
- On-line discussion with tutors
- Independent reading and web-based study
- Assessments

Programme Structure

Core modules: These modules are to be taken by all students.

Module Number	Module Title	Credits
RES503	Research Methods in Education	20
EDU501	Educational Policy	20
EDU502	Teaching and Learning	20

Concentration Modules

Students need to take the three modules in their chosen concentration, International Management and Policy, Special Education Needs, English Language Teaching, Information and Communication Technology or Science Education

Concentration Modules	Module Number	Module Title	Credits
Management Leadership and Policy (MLP)	[1]EDU503	Leadership for School Improvement	20
	EDU504	Citizenship, Environmental & Human Rights Education	20
	EDU505	Education, Innovation and Curriculum	20
	EDU506	Organisational Behaviour	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	ELT Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	[2]EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education	EDU519	Trends & Issues in Science Education	20
	EDU520	Scientific Ways of Knowing	20
	EDU521	Critical Thinking & Moral Reasoning in Science Education	20
	EDU522	Interdisciplinary Math, Science & Technology	20
Total Credits			**180**

10.2.3 Teaching Plan for Academic Year 2017-2018[15]

Term	Module code	Module Name	Concentration	Credits	Module Co-ordinator
Sep-17	EDU502	Teaching and Learning	Core	20	Dr John McKenny
	EDU519	Trends & Issues in Science Education	SE	20	Prof Sufian Forawi
	RES503	Research Methods in Education	Core	20	Dr Christopher Hill
	EDU506	Organisational Behaviour	MLP	20	Dr Solomon David
	EDU517	Sociolinguisitics for TESOL	TESOL	20	Dr Emaad Ayash
	EDU510	Inclusion and Special Educational Needs	SIE	20	Prof Eman Gaad
Jan-18	EDU508	Introduction to Learning Difficulties	SIE	20	Prof Eman Gaad
	RES503	Research Methods in Education	Core	20	Dr Christopher Hill
	EDU509	Education of Children with Exceptional Learning Needs	SIE	20	Prof Eman Gaad
	EDU502	Teaching and Learning	Core	20	Dr John McKenny
	EDU513	Second Language Teaching and Learning	TESOL	20	Dr Emaad Ayash
	EDU522	Interdisciplinary Math, Science & Technology	SE	20	Prof Sufian Forawi
	EDU505	Education Innovation and Curriculum	MLP	20	Dr Abdulai Abukari
Apr-18	EDU511	Discourse for Language Teachers	TESOL	20	Dr John McKenny
	EDU501	Educational Policy 1	Core	20	Dr Abdulai Abukari
	EDU501	Educational Policy 2	Core	20	Dr Abdulai Abukari
	EDU503	Leadership for School Improvement	MLP	20	Dr Solomon David

Full time students can take maximum of three modules per term and the part-time students take typically 2 modules per term.

NOTE:
(i) In addition students are entitled to attend Study Support sessions equivalent to 1 hour per week on a self- access basis. (Some students may be required to attend these sessions as part of a Learning Contract)

10.1.4 Module Descriptions for Master of Education Programme

RES503: 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.

EDU501: Educational Policy

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

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.

EDU502: 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 look at learning theories in conjunction with research in developmental and cognitive psychology. The relationship between learning theories and teaching methodologies will be assessed by examining the interplay of different learning paradigms and teaching strategies in different educational disciplines. Issues in the transfer of learning will also be examined by reviewing and discussing themes such as special educational needs, children as learners and effective teaching, learning, and assessment of subjects, such as science, mathematics and English. These subjects will be reviewed in the light of teaching and learning theories, current research as well students own reflective teaching and learning experiences in order to assess what implications this has on teaching practices and student achievement evaluation.

EDU503: 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.

EDU504: 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.

EDU505: 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.

EDU506: Organisational 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.

EDU507: Observation, Teacher Development, 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.

EDU508: 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

EDU509: 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. 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.

EDU510: 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. 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.

EDU511: 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. 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 as and critical literacy as a way of approaching the presentation of written texts in the classroom.

EDU512: 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 modules. 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.

EDU513: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 maximise 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 speakers 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.

EDU514: 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.

EDU515 : E-Learning 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.

EDU516 *:* 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.

EDU517: 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.

EDU519: Trends & Issues in Science Education Research Rationale
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 policy making. 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.

EDU520: Scientific Ways of Knowing: The Philosophical & Historical Discourse (SWOK) Rationale
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.

EDU521: Critical Thinking & Moral Reasoning in Science Rationale
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.

EDU522: Educating 21st Century Students: Interdisciplinary Math, Science & 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.

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.

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.

SECTION 11 FACULTY OF BUSINESS

At the BUiD's Faculty of Business, a range of professional postgraduate qualification programmes are taught, including: Finance, Construction Law and Dispute Resolution and Human Resource Management, and Business Administration programmes. The Human Resource Management Programmes are delivered in association with the University of Manchester.

Our university is a research intensive institution that hosts and participates in major conferences and seminars on current issues in business, management and technology. Most lecturers in the Faculty of Business have worked in several countries learning through practice how to involve and relate to the diverse experiences and ideas of our students.

Degrees Offered

PhD in Business Management
Master of Science (MSc) in Finance
Master of Science (MSc) in Human Resource Management
Postgraduate Diploma in Human Resource Management
Master of Science (MSc) in Construction Law and Dispute Resolution
Master of Business Administration

Acting Dean

Prof Abdullah Alshamshi

Academic Staff

Associate Professor
Dr Abba Kolo
Dr Stephen Wilkins
Dr Husam-Aldin Al-Malkawi
Dr. Sulafa Badi

Assistant Professor
Dr Katariina Juusola
Dr. Omar Alhyari

11.1 PhD in Business Management

Head of Programme
Prof Ashly Pinnington

External Examiner
Prof Andrew Pendleton, Durham University Business

Admissions Tutor
Prof Ashly Pinnington

11.1.1 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 Outcomes

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

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 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.

Cr**edits**
The PhD programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 540 credits is broken down into:

- 7 taught modules (total 180 credits)
- A research-based dissertation (360 credits).

Programme Structure

Category	Description	Credits
Taught Modules		
Research Methods Training Modules	Three Core Modules	100
Subject Study Modules	Two Core Modules	40
Subject Study Modules	Two Elective Modules PhD in Business Management students will complete 2 taught modules in their selected research area as agreed with the Director of Studies (DoS)	40
Thesis		360
Total Credits Required for Degree Completion		**540**

11.1.2 Teaching Plan for Academic Year 2016-2017[16]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep-17	RES606 B	Research Design and Planning	Research Training Module	40	Professor Ashly
	MGT610	Global Management	Core	20	Dr Stephen Wilkins
	RES604 B	Qualitative Research Methods and Paradigms	Research Training Module	30	Professor Ashly
Jan-18	RES606B	Research Design and Planning (continuation)	Research Training Module	40	Professor Ashly
	MGT604 B	Organisation, Projects & Sustainability	Elective	20	TBC
	RES605	Quantitative Methods	Research Training Module	30	Dr Abdulmoneim
Apr-18	MGT609	Business Excellence	Core	20	TBC
	MGT612	Case Studies in Change Management	Elective	20	TBC
	MGT603	Managing Project for Innovation	Elective	20	Dr Khalid Al Marri
	MGT611	Financial Analysis and Strategy	Elective	20	Dr Husam Al-Malkawi

11.1.3 Module Descriptions for in PhD Business Management Programme

Core Research Methods

Please refer to EdD section for the Research Method 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.

[16] ***(Modules offered are subject to change).***

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

MGT612: Case Studies in Change Management
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.

11.2 Finance

Head of Programme
Dr Husam Al-Malkawi

External Examiner
Prof Kent Gerard Patrick Matthews, Cardiff University

Associate Professor
Dr. Abdelmounaim Lahrech

Admissions Tutor
Dr Husam Al-Malkawi

11.2.1 MSc in 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 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:

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance.
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.
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
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)***

9. Gain thorough specialist knowledge in one or more narrow aspects of finance, apply them in securities trading and settlements ***(Autonomy and Responsibility)***

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)***

12. Operate at a high managerial level in an international and professional environment ***(Role in Context)***

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

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance.
2. Gain familiarity with specialized quantitative and accounting methods used in finance and banking.
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.
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)***
9. Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Autonomy and Responsibility)***
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)***
12. Operate at a high managerial level in an international and professional environment ***(Autonomy and Responsibility)***
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)***

Programme Outcomes - Capital Markets

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance
2. Gain familiarity with quantitative and accounting methods used in finance
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**.**
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**.**

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.
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.

Aspects of Competence

11. Apply the advanced techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***
12. Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Self Development)***
13. Individually manage data and information collection, organisation, and implementation of theories and strategies using spread sheets and economic softwares for making profits from the markets ***(Autonomy and Responsibility*)**
14. Operate at a high managerial level in an international and professional environment ***(Autonomy and Responsibility)***

Programme Outcomes - Financial Risk Management

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance
2. Gain familiarity with quantitative and other analytical methods used in finance
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.
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.

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
8. Apply knowledge gained from different fields and develop new knowledge and procedures in the field of finance using creative skills and intellectual independence.
9. Critically evaluate different quantitative and risk management models and hedging mechanisms

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

Programme Outcomes - Project-based Route

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance
2. Gain familiarity with quantitative and other analytical methods used in finance
3. Knowledge of conventional forecasting methods – smoothing and regression and knowledge of dedicated forecasting methods used in financial markets –bankruptcy prediction, volatility forecasting
4. Develop a rigorous approach to a variety of analytical tools commonly applied to the analysis and timing of investment strategies in financial arkets.

5. A systematic understanding of the various operational systems, including trading, clearing, settlement, and payments that support UAE and international financial markets and the impact of technology and regulation on these systems.
6. The major risk-management issues involved in these systems, both from an individual business and systemic perspective.

Skills

7. Apply theory and critically analyse arguments by professionals in academic subject areas related to finance focusing on financial markets
8. Organise and critically analyse real-world data on banking, financial and economic problems
9. Critically evaluate different quantitative and risk management models
10. Gain the ability to assess the scope of adequate legal regulations for encouraging investment through secure channels for the development of savings.

Aspects of Competence

11. Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks ***(Role in Context)***
12. Gain thorough specialist knowledge in one or more narrow aspects of finance and banking and securities trading and settlements ***(Role in Context)***
13. Acquire a thorough knowledge of the financial derivatives; application of quantitative techniques in managing financial risk. ***(Self-Development)***
14. Individually manage data and information collection, organisation,and implementation of theories and strategies using spread sheets and economic softwares for making profits from the markets.***(Autonomy and Responsibility)***

Credits

Elements of the programme are:

- core modules and elective modules for each of which 20 credits are available,
- One research based dissertation, for which 60 credits are available.
-

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours so that the whole programme is 1800 hours of student effort including 600 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.
-

Programme Graduate 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.

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**

Concentration	Module Title	Credits
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 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

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

Concentration	Module Title	Credits
	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**

11.2.2 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

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

Knowledge

1. Acquire systematic and thorough understanding of the modern theory of finance
2. Gain familiarity with quantitative and accounting methods used in finance

Intellectual Skills

3. Apply theory and critically analyse arguments by professionals in academic subject areas related to finance and banking
4. Organise and critically analyse real-world data on banking, financial and economic problems

Subject Practical Skills

5. Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks
6. Gain practical knowledge pertaining to various aspects of finance and banking

Transferable Skills

7. Manage data and information collection, organisation, and implementation of theories and strategies using spreadsheets
8. Effectively communicate ideas and arguments to fellow professionals and lay audiences
9. Operate at a high managerial level in an international and professional environment

Programme Graduate Completion Requirements

- Complete 5 x 20 credit core modules and 2 x 10 elective modules
- 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)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

Credits

Elements of the programme are:

- core modules for each of which 20 credits are available,
- 2 elective modules for each of which 10 credits are available

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort and each elective module is equivalent to 100 hours of student effort, so that the whole programme is 1200 hours of student effort
The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

Postgraduate Diploma in Finance
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.

11.2.3 Teaching Plan for Academic Year 2017-2018[17]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep 2017	FIN504	Financial Markets& Institutions	Core	20	Dr.Abdelmounaim Lahrech
	FIN501	Quantiative Methods for Finance	Core	20	Dr.Abdelmounaim Lahrech
	FIN518	Investment Management	Elective	20	Dr. Husam-Aldin Al-Malkawi
	FIN514	Islamic Finance	Elective	20	Dr. Husam-Aldin Al-Malkawi
Jan 2018	TBC				
Apr 2018	TBC				

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

11.2.4 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.

[17] ***(Modules offered are subject to change).***

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.

11.3 Human Resource Management Programme

Head of Programme
Dr Stephen Wilkins

Academic Staff

Associate Professor
Dr Stephen Wilkins

Assistant Professor
Dr. Katariina Juusola

External Examiner
Professor Andrew Pendleton University of York

Admissions Tutor
Dr Stephen Wilkins

Association with UK Institution
The programme has been designed in association with the Manchester Business School (MBS) at the University of Manchester – one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

MBS is also accredited by AACSB International, AMBA and EQUIS, one of only a small number of schools worldwide to receive accreditation from all three international business schools and MBA accrediting bodies.

11.3.1 MSc in Human Resource Management

The MSc in Human Resource Management is a business-oriented degree, aimed to equip students for an enhanced professional role in Human Resource Management. As well as offering research-informed education, it is a practical programme designed to encourage interaction with regional industry, enhance the standard of University education and support the development of a knowledge-based economy in Dubai and the UAE. The MSc HRM will make a substantial contribution to qualifying and training nationals and is suited to serving commercial and industrial sectors of the UAE economy.

Programme 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 typical student will be expected to have the following abilities:

The MSc in HRM programme provides opportunities for learners to achieve the following outcomes:

Knowledge
1. Systematic and thorough understanding of the theory and practice of HRM
2. Systematic and thorough understanding of how HRM can contribute to improved organisational performance
3. Systematic and thorough understanding of how to design HRM solutions which can be applicable to a wide variety of organisational circumstances
4. Systematic and thorough understanding of how the specific context of the UAE and the wider Gulf region shapes HRM in organisations
5. Systematic and thorough understanding of how to review and synthesise literature resources relating to a substantial research problem

Intellectual skills
6. Ability to critically analyse arguments by academics and to apply theory in order to enhance Human Resource Management in a variety of organisational circumstances

7. Ability to organise and analyse real-world data on HRM issues and problems in order to support organisational change and the implementation of specific HRM solutions
8. Research and complete a professional management report on an organisational issue in HRM *(New outcome added as a result of revised structure)*
9. Systematic and through understanding of how to design, structure, review literature, conduct and write-up research for an extended dissertation

Subject practical skills

10. Application of HRM techniques in organisations with complex environments and multicultural workforces
11. Identification and implementation of best practice techniques of modern HRM in order to support the effective management of people, especially within the UAE
12. Ability to adopt and promote high level HRM activities in order to support attainment of strategic goals and organisational change
13. Ability to define, specify and investigate a significant research problem in HRM leading to outcomes with implications for theory and practice

Transferable skills

14. Strong and well-developed interpersonal skills including the communication of ideas and arguments to senior managers, fellow professionals, line managers and the workforce in general
15. Ability to operate effectively at a high managerial level in a variety of environments
16. Data and information collection, organisation, and implementation of theories and strategies including the use of databases, spreadsheets and web-based tools
17. Capability to review and evaluate the worth of academic and consultancy research reports and publications in HR

Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the Human Resource Management programme
- Complete 6X20 credit modules 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 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

Cr**edits**

Elements of the programme are:

- core modules for each of which 20 credits are available,
- 2 elective modules for each of which 20 credits are available

One research based dissertation, for which 60 credits are available

Credit Hours

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 180 credits is broken down into:

- Six (4 core and 2 electives) taught modules of 20 credits each (total 120 credits)
- A research-based dissertation (60 credits).

A credit is equivalent to approximately 10 hours of study. Therefore, each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 hours of student effort.
The hours of student effort comprises:

- The face-to-face contact hours (approx 36 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

Programme Structure

Core:	**Credits**	**Pre-Requisites**
Human Resource Management in Action	20	
Strategy and Human Resource Management	20	HRM in Action
Organisational Behaviour and Business Leadership	20	
Research Methods in HRM	20	
ELECTIVES: *The Role of the HR Function in the Modern Organisation* *Organisational Change* *Comparative and International Employment Systems* *Employment Policy* *Multinational Corporations and Human Resource Management* *Governance and Corporate Social Responsibility* *People Culture and Organisation*	20 credits each *Two modules are selected*	
HRM01500 Dissertation	60	Research Methods in HRM
TOTAL credit hours for award of Masters	**180**	

11.3.2 Postgraduate Diploma in Human Resource 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 Goals

1 familiarise students with best practice in Human Resource Management and its contribution to organisational performance

2 provide an opportunity for students to apply key concepts, and to discuss real life issues, within the context of HRM in the UAE, GCC context and globally.

3 ground the students' experience firmly in the realities of individual and group behaviours in work organisations

4 give students the opportunity to apply self-learning by means of classroom exercises and case studies

Programme Outcomes

The programme provides opportunities for learners to achieve the following outcomes:

Academic knowledge

1. Systematic and thorough understanding of the theory and practice of HRM
2. Systematic and thorough understanding of how HRM can contribute to improved organisational performance
3. Systematic and thorough understanding of how to design HRM solutions which can be applicable to a wide variety of organisational circumstances
4. Systematic and thorough understanding of how the specific context of the UAE and the wider Gulf region shapes HRM in organisations

Intellectual skills

5. Ability to critically analyse arguments by academics and to apply theory in order to enhance Human Resource Management in a variety of organisational circumstances
6. Ability to organise and analyse real-world data on HRM issues and problems in order to support organisational change and the implementation of specific HRM solutions
7. Research and complete a professional management report on an organisational issue in HRM *(New outcome added as a result of revised structure)*

Subject practical skills

8. Application of HRM techniques in organisations with complex environments and multicultural workforces
9. Identification and implementation of best practice techniques of modern HRM in order to support the effective management of people, especially within the UAE
10. Ability to adopt and promote high level HRM activities in order to support attainment of strategic goals and organisational change

Transferable skills

11. Strong and well-developed interpersonal skills including the communication of ideas and arguments to senior managers, fellow professionals, line managers and the workforce in general
12. Ability to operate effectively at a high managerial level in a variety of environments
13. Data and information collection, organisation, and implementation of theories and strategies including the use of databases, spreadsheets and web-based tools

Programme Graduate Completion Requirements

In order to graduate from the programme, students must:

- Complete 6X20 credit modules 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 with BUiD.

Credits

The programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 180 credits is broken down into:

- Six (4 core and 2 electives) taught modules of 20 credits each (total 120 credits)

Credit Hours

A credit is equivalent to approximately 10 hours of study. Therefore, each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 hours of student effort.
The hours of student effort comprises:

- The face-to-face contact hours (approx 36 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

Programme Structure

Core:	**Credits**	**Pre-Requisites**
Human Resource Management in Action	20	
Strategy and Human Resource Management	20	HRM in Action
Organisational Behaviour and Business Leadership	20	
Research Methods in HRM	20	

ELECTIVES: *The Role of the HR Function in the Modern Organisation* *Organisational Change* *Comparative and International Employment Systems* *Employment Policy* *Multinational Corporations and Human Resource Management* *Governance and Corporate Social Responsibility* *People Culture and Organisation*	20 credits each *Two modules are selected*	
HRM01500 Dissertation	60	Research Methods in HRM
TOTAL credit hours for award of Masters	**180**	

11.3.3 Teaching Plan for Academic Year 2017-2018[18]

Term	Module code	Module Name	Module Category	Credits	Module Co-ordinator
Sep 2017	MGT523	Strategic Management	Core	20	Dr Stephen Wilkins
Jan 2018	TBC				
Apr 2018	TBC				

11.3.4 Module Descriptions for in Human Resource Management Programme

MGT506|: Human Resource Management in Action
This module will provide a solid understanding of the nature and content of HRM practices, and their application across a range of activities and different organisational contexts. It will cover a wide spectrum of activities from recruitment, selection and induction through job evaluation, pay systems and performance management to bullying, harassment and grievance handling. It will also consider the importance of human resource planning in relation to the application of specific HRM techniques and systems, as well as considering how these practices might be bundled together to achieve improved organisational performance. The module includes consideration of essential people management skills and effective management of interpersonal skills.

MGT507: Strategy and Human Resource Management
The purpose of this module is to provide a solid understanding of the theory and practice of HRM strategy with particular regard to the cultural context in which organisations work, the development of organisational strategy, effective decision making, strategising, creative problem solving, the adoption of best practice in HRM, and the motivation of and engagement with staff. The module 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.

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.

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

This is a mandatory module for any student wanting to pursue membership of the Chartered Institute of Personnel Development (CIPD), which is achieved through formal application to the CIPD and successful completion of approved CIPD Advanced Diploma modules. 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. Finally, the 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.

RES502: Research Methods in HRM

Key elements of professional competence are strategic awareness, a business orientation and a concern with adding value through human resource (HR) practice. Qualified professionals should be able to research relevant topics and write reports that can persuade key stakeholders in the organisation to change or adopt a particular policy and practice. This module provides the opportunity for learners to demonstrate the ability to diagnose and investigate a live, complex business issue from an HR perspective, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations for change, improvement or enhancement of current practice. The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of academic research and business report writing skills. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint. The purpose of this module, more specifically in terms of teaching in research methodologies and methods, is to provide a comprehensive understanding of research methods applicable for micro, meso and macro level studies. 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 using software packages such as NVivo or CAQDAS. 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. It is also concerned with the development of skills, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management research, management practice and effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets and IT proficiency.

MGT509

The Role of the HR Function in the Modern Organisation

The purpose of this module is to provide a solid understanding of the role and contribution of the HR function to organisational success in the context of the UAE and wider Gulf. This will involve consideration of specific operation issues and tools as well as the wider role of HRM within organisational strategy.

MGT510

Organisational Change

The purpose of this module is to provide a solid understanding of how theories of organisational change and management impacts on HRM 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.

MGT511

Comparative and International Employment Systems

The purpose of this module is to provide a solid understanding of comparative international employment systems. This will involve initial consideration of the specific context of globalisation and varieties of

capitalism, welfare systems and labour market regulation. Consideration will then be given to specific high level HRM activities such as training systems, corporate governance systems and employment systems. The second half of the module will consider how HRM activity–in areas such as multicultural workforces, home and host country effects, benchmarking against international best practice and labour standards–is implemented in a UAE context.

MGT512
Employment Policy
The purpose of this module is to provide a solid understanding of HRM relevant employment policy within the context of general theory, UAE specific conditions and in relation to different organisations. This will involve consideration of job design and flexibility at work; skill acquisition and learning and development; staff retention and career management; and gender, diversity and Emiratisation.

MGT513
The purpose of this module is to provide a solid understanding of how multinational companies operate globally. This will involve initial consideration of the role of multinationals in the global economy, multinational business strategy and organisation, and the impact on HRM of mergers and acquisitions. The module will also consider the applicability of relevant HRM policies and practices including staffing policies and practices, skill structures, pay systems, training, diversity and expatriate selection and performance. The module content will focus on how the HRM practices of multinationals are delivered in a UAE context

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.

11.4 Construction Law and Dispute Resolution Programme

Head of Programme (Acting)
Dr Abba Kolo

Academic Staff

Associate Professor
Dr Abba Kolo
Dr. Sulafa Badi

External Examiner
Prof. Anthony Philip Lavers, Oxford Brookes University

Admissions Tutor
Dr Abba Kolo

Academic staff from the Faculty of Business and Faculty of Engineering will also be involved in the teaching of some modules for the MSc Construction Law and Dispute Resolution programme.

11.4.1 MSc in Construction Law and Dispute Resolution

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

Programme 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:

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
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
3. Critically assess the different approaches taken and the diverse methods available to resolve construction disputes including adjudication, arbitration, statutory adjudication and litigation

Intellectual Skills

4. Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry
5. Critically analyse and apply the processes of construction and project procurement including new forms of procurement in public and private contexts worldwide, and describe, in detail, the roles of the major actors in that process
6. Demonstrate a capacity to apply complex concepts and develop solutions to both standard and unusual problems relating to construction law

Subject Practical Skills

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
8. Conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract
9. develop critical advisory skills as representatives of parties to construction projects

Transferable Skills

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

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

12. apply problem-solving techniques to complex problems of a multidisciplinary nature to develop practical managerial solutions

Programme Graduate 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.

Pogramme 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.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

Credit Hours

Each module of 40 credits is equivalent to 400 hours of student effort and each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

Programme Structure

Dissertation Route

	Module Title	**Credits**	**Pre-requisites**
One of the following			
CDR512	**Introduction to Law (For non-lawyers)**	20	-

	Module Title	Credits	Pre-requisites
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**	

Project-Based Route

	Module Title	Proposed 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**	

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

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

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

3. Critically assess the different approaches taken and the diverse methods available to resolve construction disputes including adjudication, arbitration, statutory adjudication and litigation

Skills

4. Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry

5. Critically analyse and apply the processes of construction and project procurement including new forms of procurement in public and private contexts worldwide, and describe, in detail, the roles of the major actors in that process

6. 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

7. Accurately conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract

8. Develop critical advisory skills as representatives of parties to construction projects

Aspects Of Competence

9. Apply problem-solving techniques to complex problems of a multidisciplinary nature to develop practical managerial solutions

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)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 120 credits to complete the programme

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort and each 40 credits is equivalent to 400 hours of student effort. The whole programme is 1200 hours of student effort

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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**	

11.4.3 Teaching Plan for Academic Year 2017-2018[19]

Term	**Module code**	**Module Name**	**Module Co-ordinator**
Sep-17	CDR509	Construction Law II	Dr Abba Kolo
	CDR512	Introduction to Law	Dr Abba Kolo
	CDR513	Introduction to Construction	Prof Abid Abu-Tair
Jan -18	CDR510	Arbitration Law	Dr Abba Kolo
	CDR512	Introduction to Law	Dr Abba Kolo
	CDR511	Alternative Dispute Resolution	Dr Abba Kolo
Apr-18	CDR503	Construction Law 1	Dr Abba Kolo

[19] Modules offered are subject to change

Term	Module code	Module Name	Module Co-ordinator
	CDR507	Arbitration Award Writing	Dr Abba Kolo
	CDR508	Project in CLDR	Dr Abba Kolo
	MGT505	Commercial and Procurement	TBC

11.4.4 Module Descriptions for Construction Law and Dispute Resolution Programme

CDR512: Introduction to Law
This module is intended for students who do not have a professional background in law. The module will therefore provide an introduction to key aspects and features of the law which form the foundation for the law of construction. .

CDR513: Introduction to Construction
This module is intended for students who do not have a professional background in construction or related disciplines. The module will therefore provide an introduction to key aspects and features of construction and construction technology which form the economic and professional context within which construction law operates.

CDR503: Construction Law I
This module will build on the knowledge gained from earlier modules in order to provide a solid understanding of the special features of construction which give rise to particular legal doctrines and problems.

CDR510: Arbitration Law
This module aims to provide a solid foundation in the different aspects of arbitration, with a specific focus on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region

CDR511: Alternative Dispute Resolution
The purpose of this module is to provide a solid understanding of alternative methods of dispute resolution and the applicability of the different methods as they apply to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

CDR509: Construction Law II
This module will provide a solid understanding of further aspects of the legal implications of construction projects, with a special focus on the structuring of projects.

CDR507: Arbitration Award Writing
This module aims to provide sufficient knowledge of all the requirements for the writing of a final, reasoned and enforceable arbitration Award in a commercial dispute. This module focuses on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

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.

11.5 Master in Business Administration

Head of Programme
Dr Stephen Wilkins

Academic Staff

Associate Professor
Dr Stephen Wilkins

Assistant Professor
Dr Katariina Juusola

External Examiner
Andrew Pendleton, University of York

Admissions Tutor
Dr Stephen Wilkins

11.5.1 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 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:

Learning Outcomes of the MBA Programme

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 the areas described below.

Knowledge

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.

Skills

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.

Aspects of Competence

Autonomy and responsibility

7. Employ high-level governance of processes and systems.

8. Analyse and reflect on global issues, socio-cultural norms and relationships and act to build and transform them.

Role in context

9. Facilitate the transformation of organisations through strategic leadership, intellectual rigour and professional ethical values.

10. Apply well-developed interpersonal skills including the ability to communicate effectively and interact with groups and individuals at all levels.

Self-development

11. Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including in unfamiliar learning contexts.

12. Manage highly complex ethical issues consistently and sensitively leading to informed, fair and valid decisions

Concentration Specific Learning Outcomes

Finance

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

1) Demonstrate comprehensive knowledge of marketing theories related to consumer behaviour

2) Apply appropriate market research methods to develop marketing plans

Human Resource Management

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

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 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.

Credits

Students obtaining 180 credits comprising both stages of taught modules and dissertation are eligible or the award of an Master in Business Administration.

The breakdown of credits is

- taught modules (total 160 credits)
- Business Consultancy Project (20 credits).

Credit Hours

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort and each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 hours of student effort including 400 hours of student effort for dissertation.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

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
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

Module Code	Module Title	Credit
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**

11.5.2 Teaching Plan for Academic Year 2017-2018[20]

Term	Module code	Module Name	Module type	Module Tutor(s)
17-Sep	MGT520	Marketing Management	Core module	Dr. Katariina Juusola
	MGT508	Organisational Behaviour and Business Leadership	Core module	TBC
	MGT523	Strategic Management	Core module	Dr. Stephen Wilkins
	MGT528	Consumer Behaviour	Elective module (Marketing Concentration)	Dr. Katariina Juusola
	FIN504	Financial Markets & Institutions	Elective module (Finance Concentration)	Dr. Husam Almalkawi
	MBAF00	MBA Foundation course	Required for non BA background	Mr. Amer Alaya
18-Jan	MGT525	Operations Management	Core module	TBC
	MGT521	Economics and Business Environment	Core module	Dr. Abdelmounaim Lahrech
	MGT523	Strategic Management	Core module	Dr. Stephen Wilkins
	MGT524	Business Consultancy Project	Core module	Dr. Stephen Wilkins
	MGT506	HRM in Action	Elective module (Human Resources Management Concentration)	Dr. Katariina Juusola
	SDBE504	Sustainable built environment	Elective module (Sustainability Concentration)	Dr. Riad Saraiji
	MBAF00	MBA Foundation course	Required for non BA background	Mr. Amer Alaya
18-Apr	MGT519	Accounting and Finance For Managers	Core module	Dr. Abdelmounaim Lahrech
	MGT524	Business Consultancy Project	Core module	Dr. Stephen Wilkins
	MGT510	Organisational Change	Elective module (Human Resources Management Concentration)	TBC
	MGT501	Quantitative Methods for Finance	Elective module Finance Concentration)	Dr. Husam Almalkawi
	MGT529	Marketing Research	Elective module (Marketing Concentration)	Dr. Katariina Juusola

[20] Modules offered are subject to change

Term	Module code	Module Name	Module type	Module Tutor(s)
	MGT522	Governance and Corporate Social Responsibility	Elective module (Sustainability Concentration)	Dr. Katariina Juusola
	MBAF00	MBA Foundation course	Required for non BA background	Mr. Amer Alaya

11.5.3 Module Descriptions for Construction Law and Dispute Resolution 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.

SECTION 12 MASTERS PREPARATION PROGRAMMES

I. As part of the Student Study Support, BUiD offer Masters' Preparation Programmes for Finance and Banking, Project Management, Master of Business Administration and IT Management programme

II. The Finance programme offers 10 weeks full-time or 20 weeks part-time pre masters programme which takes place at the start of the academic year. This is for those students who have a Bachelors degree in a non-business related discipline, such as Law or the Sciences. They may still be able to join the MSc Finance and Banking programme by studying the specially designed short pre-masters programme first which will provide them with a thorough grounding in the business subjects required to successfully participate in MSc in Finance and Banking. Once the students successfully complete the pre-masters programme and have met all the entry requirements, they are eligible to progress within the MSc programme in Finance and Banking.

The students study four modules

- Principles of Finance
- Principles of Accounting
- Principles of Economics
- Quantitative Methods

III. The Project Management programme offers a pre- masters programme for applicants who do not have two years relevant work experience in a Project Management environment or do not have Project Management training and related qualifications.

The pre-masters programme covers the introductory Project Management training and assessed through an exam on pass/fail basis. This introductory programme is also attended by the Information Technology Management Students.

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

1. Principles of Management
2. Principles of Marketing
3. Principles of Accounting
4. Principles of Finance

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

Once the students successfully complete the pre-masters programme and have met all the entry requirements, they are eligible to progress within the MSc or the PG Dip programme in Systems Engineering.

SECTION 13 CONTINUING PROFESSIONAL DEVELOPMENT

BUiD is committed to offering learning opportunities to the broadest possible range of individuals within the Gulf region. Recognising that many individuals may not have the academic background for a Masters programme or may not have the time to devote to such a programme, BUiD offers the following Continuing Professional Development (CPD) opportunities to all interested parties.

CPD Student

Individuals may enrol on any module offered by BUiD as short course CPD students.

A CPD Student is entitled to:

- Class contact with a distinguished academic for the published module duration
- Personal tutoring as appropriate
- Assessment and feedback as appropriate
- Access to BUiD Library
- Access to Study Skills Support
- The opportunity to participate in the life of BUiD

A CPD student may also be entitled to:

- A Transcript of Credit or a Certificate of Attainment

A CPD student who meets the entry requirements of the relevant programme and successfully completes the assessments for a full module at grade C or above will be awarded a Transcript of Credit indicating the appropriate module credit at the designated level.

Should a CPD student who has completed a module wish to apply for a place on the relevant programme, the normal application procedures must be followed, an application for Credit Transfer should be made following the appropriate procedures, and appropriate fees will be applicable.

SECTION 14 ACADEMIC POLICIES & ASSESSMENT PROCEDURES

14.1 Assessment for M-Level[21] Programmes

14.1.1 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.

14.1.2 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.

The dissertation will be marked by two internal examiners (one of whom can be the Dissertation Supervisor). The internal examiners should come to an agreed mark and comments. In the event that they are unable to agree or wish a third opinion for a good reason (eg they have close marks but these fall either side of 50%) the Programme Coordinator shall oversee the appointment of a third internal examiner. In any case where a third internal marker has been used the External Examiner shall be requested to review the marks and the outcome. In the event of the

[21] M-level stands for MSc level. The Postgraduate Certificate, Postgraduate Diploma and MSc are all M-level programmes

third internal examiner being unable to resolve the problem, the Chair of the Examination Board shall (following input from the External Examiner) be requested to make a recommendation to the Board of Examiners. In the event of a student being required to resubmit his/her dissertation, the Internal Examiners will agree on a list of written corrections to be communicated to the student as soon as is practical following the Board of Examiners.

14.1.3 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.

14.2 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.

14.3 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

14.3.1 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. **Written Examinations** **Structure and presentation**: Logical and well-	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 **Practical Work and Oral Examinations**	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). **Reports and Essays** Good evidence of extended reading and	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. **Research Process**

	organised flow of content, well expressed.	independent ideas. Able to reach valid/relevant conclusions and to suggest extensions of the work	original or innovative thinking.	
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 original or creative approach. **Selection and coverage of material**: Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability	**<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 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	**<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 contains significant inaccuracies or omissions. Few comments on the observations, with many 'loose ends'. No evidence of extended reading.	**<u>Research Process</u>** Data collection and analysis is adequate and demonstrates an appropriate degree of commitment. 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.

	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.	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.	**Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	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 **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.	Poor preparation, displaying an unsystematic approach and very limited understanding of the material and methodology. 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.	An unsystematic, incomplete or inaccurate account of the assignment. 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.	Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected for analysis. Commentary shows major problems **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.

14.4 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.

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

14.4.1 Taught Module Stage Regulations

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

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

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

Feedback Scheme for Modules

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

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

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

14.4.2 Proposal Defence 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.

iv. That the student be not allowed to progress to Thesis and be awarded the degree of MRes.

14.4.3 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.

14.4.4 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 generate new understandings**	No evidence of argument or analysis applied to theoretical knowledge.	Generally descriptive accounts from poor quality sources with poor integration; little if any attention to the ways in which theoretical arguments and / or research findings have been	Generally descriptive accounts of published authors with little or no integration; some attention to the ways in which theoretical arguments and / or research findings have been used to inform practice.	Limited integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice.	Significant integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original	Extensive and consistent integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform

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%
		used to inform practice.			contribution to knowledge.	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
5. Communication & presentation: **Suitability and /or potential for**	Generally, unintelligible; no articulation of purpose, poor	Generally intelligible but articulation of purpose unclear, poor quality of	Articulation of purpose on topic but lacking in clarity, adequate quality of presentation; poor	Clearly articulated purpose, adequate quality of presentation; overall	Communication almost at the standard of published academic work; clearly articulated	Communication at the standard of published academic work and/or critical dialogue and review with

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%
dissemination / publication including citation and referencing	quality of presentation; poor coherence and disjointed flow.	presentation; poor coherence and flow rather disjointed.	coherence and flow sometimes disjointed.	coherence and flow reasonable.	purpose, good cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.	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.

14.5 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.

14.6 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

SECTION 15 RIGHTS AND RESPONSIBILITIES

15.1 Student Rights and Responsibilities

The British University in Dubai's (BUiD) student rights and responsibilities policy is designed to:

- ensure that BUiD's primary purpose of providing world-class scholarship, education and research is achieved by ensuring that the members of the University community work together in conditions that permit freedom of thought and expression within a framework of respect for the rights of other persons.
- ensure that students have a clear understanding and awareness of their rights and responsibilities as this will enable them to achieve world-class scholarship, education and research.

15.1.1 Student Rights

The University's students have the right to:

a. appropriate opportunities for learning to pursue the educational goals of their programmes.
b. receive fair and equitable treatment through the University's policies and procedures.
c. receive appropriate induction and orientation, on-going skills support and development.
d. appropriate guidance and counselling to support academic study.
e. the opportunity to serve on appropriate University committees as representatives of the student body.
f. appeal against the results of any assessment decision using the University Appeals procedure.
g. an appropriate research adviser and to have access to academic staff during published office hours or by appointment.
h. attend social and cultural activities provided for students.
i. organise and participate in appropriate and approved student bodies and groups.
j. become a member of the BUiD Alumni Association.
k. have the right to confidentiality of personal information.
l. be a member of the University Library.
m. make suggestions to improve University services.
n. privacy and not to have their photographic image taken or published without consent, other than in official BUiD publications
o. clear notice of the nature and cause of any disciplinary charges, and the right to an impartial hearing.

15.1.2 Student Responsibilities

The University's students have the responsibilities to:

a. attend all assigned classes as scheduled and participate in all activities in a collegial manner.
b. act with the highest standards of integrity.
c. be open and honest in all dealings with others, and to behave in a responsible and respectful manner at all times.
d. maintain professional standards of research, documenting results, questioning one's own findings and acknowledging the contribution of others by adhering to the international conventions on bibliographic referencing.
e. maintain satisfactory progress.
f. comply with appropriate library and other rules and regulations.
g. make appropriate use of the University Information Technology infrastructure, and to follow correct usage procedures for email and internet access.
h. follow the student behaviour and disciplinary codes as set out in the student disciplinary
i. adhere to the examination regulations.
j. comply with all University policies, rules and regulations.
k. respect the University's values.
l. ensure that all University financial payments are up to date
m. All official university communications are distributed through the BUiD-issued email address. These are considered official notifications. Students are responsible for checking their BUiD email accounts and for responding to or acting upon messages accordingly.

15.2 Student Disciplinary Offences

The following are considered by BUiD to constitute disciplinary offences:

- 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 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.

The penalties which may be imposed by the Vice-Chancellor on behalf of Council in exercising its original jurisdiction may include:

- Reprimand
- Fine
- Suspension from academic or other privileges for a stated period (which may, in relation to Library offences, include suspension from the Library)
- Expulsion from BUiD as well as requirement to make good any damage done in whole or in part.

A decision to suspend, or exclude from academic activities associated with the student's programme of study (other than access to the Library), shall be subject to review, at the request of the student, where it has continued for four weeks. Such a review will not involve a hearing or submissions made in person, but the student shall be entitled to submit written representations. The review will be conducted by the Vice-Chancellor where the decision to suspend or exclude has been made by someone else, and by three members of the Council where the decision has been made by the Vice-Chancellor. No review will be conducted where the student has lost Student Residence Visa status following action by Knowledge Village.

15.3 Student Complaint Procedure

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

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

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

Stage 1 - Informal Complaint to the Person Directly Responsible

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

If a matter of University policy or practice is the source of the complaint, the student should seek to identify the person with responsibility for its implementation or operation. For instance, complaints about the content of a particular module should be addressed to the academic staff member teaching the module.
In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with the staff member concerned. The staff member may request the presence of a colleague and the student may wish to bring a friend to the meeting. Staff should be happy to deal with complaints raised on an informal basis, but if the student feels unable to approach the individual directly concerned they may proceed directly to Stage 2.

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

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

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

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

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

Stage 3 - Formal Complaint to the Vice-Chancellor

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

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

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

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

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

15.4 Attendance Policy and Procedure[25]

- BUiD expects students to attend all published classes for each module.
- Students must achieve a minimum of 70% attendance at all required learning activities.

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

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

- Students 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 Student Appeals Policy and Procedure

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

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

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

a. Substantial information directly relevant to the quality of a performance in the examination which was not available to the Board of Examiners when their decision was taken.[26]

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.

[26] *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.*

Following submission of an appeal the Head of Student Administration will inform the relevant Dean of Faculty (or nominee), and the Personal Tutor.
The Appeal will be reviewed by the Head of Student Administration to assess whether the appeal has been appropriately formulated and, if so, it will be considered by the Appeal Committee.

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

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

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

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

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

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

15.5.1 Academic Honesty Policy

Academic integrity is the core value of the British University in Dubai. The University is committed to creating an honest and ethical learning environment and regards cheating, plagiarism and other similar acts as serious academic offences.

Students are required to maintain high standards of academic integrity, and to refrain from all forms of academic dishonesty

Academic Dishonesty means seeking to obtain or obtaining academic advantage by dishonest or unfair means or knowingly assisting another student to do so.

Academic Dishonesty includes, but is not limited to:

a. recycling – that is, the resubmission of assignment that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the Examiner for purposes of improvement);
b. fabrication of data;
c. the engagement of another person to complete or contribute to an Assessment or examination in place of the student, whether for payment or otherwise or accepting such an engagement from another student;
d. communication, whether by speaking or some other means, to other candidates during an examination;
e. bringing into an examination forbidden material such as textbooks, notes, calculators or computers;
f. attempting to read other student's work during an examination; and
g. writing an examination or test paper, or consulting with another person about the examination or test, outside the confines of the examination room without permission.
h. Copying from other students during examinations.
i. Inappropriate use of electronic devices to access information during examinations.

15.5.2 Plagiarism

Plagiarism means presenting another person's Work, or one's own previously acknowledged Work as one's original Work by presenting, copying or reproducing it without Acknowledgement of the Source.
Plagiarism includes presenting Work for Assessment, publication, or otherwise, that includes:

a. phrases, clauses, sentences, paragraphs or longer extracts from published or unpublished Work (including from the Internet) without Acknowledgement of the Source; or
b. the Work of another person, without Acknowledgement of the Source

15.5.3 Negligent Plagiarism

Negligent Plagiarism means recklessly or carelessly presenting another person's Work or one's own previously acknowledged Work as one's original Work without Acknowledgement of the Source.

Negligent Plagiarism often arises from a student's fear or lack of skill in paraphrasing or writing in their own words, and/or ignorance of this Policy and Procedure. It may be due to:

a. failure to follow appropriate referencing practices;
b. failure to determine, verify or acknowledge the source of the Work.

15.5.4 Collusion

Collusion is the presentation by a student of an assignment as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct. Both the student presenting the assignment and the student(s) willingly supplying unauthorised material (colluders) are considered participants in the act of academic misconduct.

SECTION 16 STUDENT SERVICES

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.

16.1 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

16.3 Accommodation

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

16.4 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.

16.5 Student Activities and Publications

Both in conjunction with the Dubai International Academic City and as an autonomous institute the University will create and plan several social and cultural activities for students throughout the year. These activities may include:

- Guest lectures
- Dinners

- International celebrations
- Desert safaris and other events

Student's ideas for a suitable student activity will be welcome by BUiD.

Student Organisations

BUiD will have authority over all student organisations and activities.

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

Supervision of Student Activities & Publications

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

Student-run media

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

Appropriate disclaimers will be published stating that:

a. University is not responsible for the content of student publications or broadcasts.
b. Views and opinions disseminated through any or all of the student-run Media are not necessarily the views and opinions of BUiD.

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

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

Student Media and Use of Electronic Information Resources

Student may use electronic information resources, including Internet Web sites, e-mail, etc. to gather news and information, to communicate with other students and individuals and to ask questions of and consult with sources. The university reserves the right to remove or restrict student media access to on-line and electronic material in case the content is deemed in appropriate by the University

Social Networks

Social network sites such as Facebook, Myspace, and other digital platforms and distribution mechanisms facilitate student communicating with other students. Participation in such networks has both positive appeal and

potentially negative consequences. It is important that BUiD students be aware of these consequences and exercise appropriate caution if they choose to participate.

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

16.6 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.

16.7 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

17.1 University Library Services

17.1.1 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.

17.1.2 Library Resources

a. Electronic resources

Electronic resources are organized on the University Library website by subject area to facilitate access to those resources relevant to a particular field of study or research. The University Library maintains on its website a searchable catalogue of all print and non-print materials as well as links to all of the electronic resources it holds, including:

- E-journals
- Databases providing bibliographic references to literature in specific subject areas, abstracts, and synopses of literature and, in some instances, full-text articles
- Web-based resources such as online databases, bibliographic resources, subject gateways and search tools

b. Books

All books are arranged on the shelves according to the Dewey Decimal Classification (DDC) system, using a combination of letters and numbers. The required book can be searched by its author, title or subject through the library's online catalogue. University library subscribe to eBook Academic Search complete that compromises more than 144,000+ titles on a variety of subjects. A collection of perpetual access of eBooks are also available of more than 140+ titles accessible through the Dawsonera platform.

c. Computer Workstations

The University Library also houses computer workstations for student's use. With the support of a high-speed network and the latest PCs, students have the tools to complete their research, prepare assignments and produce high quality presentations.

d. Reproduction Services

The University library provides reproduction services that includes printing, scanning and copying using a multi-function self-service machine.

The University Library abides by national and international copyright laws in force. Copyright regulations will be posted next to or immediately above the photocopier to help prevent any infringement of rules.

17.1.3 Access to Library Facilities and Membership

The Library will be open at such times as may be determined by the University Librarian in agreement with the University authorities, and a statement of the hours during which the University Library is open will displayed outside the Library. During semester, this is currently from 9am to 9pm.

Access to electronic resources requires University login details from on-campus, or off-campus at any time of the day. However, there are some databases that require a specific username and password in order to access them and students can find the access information through the E-resources page on the Library website.

- Registered users are the University staff and students who are automatically registered on the library system. A Library username and password will be provided once the registration is completed.
- Registered students are issued their University ID card which also acts as the Library Card. This must be presented when borrowing library materials.
- University cards are non-transferable. It is the reader's responsibility to ensure that the correct contact details are notified to the Student Administration.

- External users are the Alumni, Adjunct staff and Research Affiliates, which shall be endorsed by the University staff and must complete the visitor's registration form in order to make use of the Library facilities. Students from other University are prohibited.
- Electronic resources may be accessed by registered users on and off campus through the Library website using their University login details. Specific databases may require a special username and password.
- The Library account is accessible online using a specific Library username and password. This will allow the user to renew, reserve, recall library items.

17.1.5 General Rules and Regulations

- The marking, defacing or damaging of Library materials is regarded as a serious offence and subject to the University Student Disciplinary rules.
- Any damage found should be reported immediately to Library staff.
- Readers who are responsible for an item, which is damaged, are required to pay for the cost of replacement.
- Readers who fail to return any materials in accordance with regulations are liable for the appropriate fine in respect of each item not returned. Such fines are determined by agreement with the responsible committee and are published as regulations in the University Library guide which is available on Blackboard and provided to students during induction.
- In accordance with BUiD's general disciplinary regulations, the librarian may suspend persistent offenders from the use of the University Library.
- A charge is made for the replacement of a reader's card which has been lost or which through damage is made unusable.
- Smoking is not allowed in the Library.
- The consumption of food and drink will not be allowed within the parts of the Library open to readers.
- The use of mobile phones is not allowed in the Library.

17.1.6 Library Induction & trainings

All students receive an orientation to the University Library and the services it offers as part of their induction week. They meet the University Librarian and receive instruction on the resources and its services.

Through the induction programme, and during the course of the academic year, students will receive practical training in the use of databases, catalogues and bibliographical management packages they will need to use in the course of their studies.
Special training will be offered on the use of audio-visual equipment and facilities by the IT Office.

17.1.7 Borrowing

- No book or other materials shall be taken out of the Library until the item is properly checked out on the Library system
- Borrowers are responsible for all items issued to their Library account. Any damage found on or before borrowing should be reported immediately to the Library staff. This responsibility ends when the item is returned
- All borrowed items must be returned or renewed online no later than the due date to avoid fines. Borrowers are notified through a system-generated email to their University email account. It is the responsibility of the borrower to renew their items on loan when they receive such notices
- Items on loan can be renewed online unless no other borrower has submitted a request. Users must return the item(s) on the expiry of their borrowing limit. Failure to renew or return items will result in the user's Library account being blocked. Users should then report immediately to the Library staff by email, chat, phone or personal visit to the Library.
- No library materials may be borrowed on behalf of another user without a written request by the user in whose name the item is to be borrowed.
- Materials confined as reference or core texts are not to be released from the Library except under permission of the Head of Department
- Students must return all materials and pay outstanding fines and charges before their account is cleared. Failure to do so will result in non-issue of degree certificates or other benefits due
- Borrowers are responsible for accepting recall requests. If a library item is on loan to another borrower, another user may place a recall on it. The borrower will be notified by email and must return the item by the new due date.
- Books on shelves may be reserved online. Reserved items will be held for a limited period only.

Fines and charges

Borrowers who do not return or renew an item on loan on or by the due date will be fined until the item is returned or renewed. A record of the item(s) on which fines are due is available from the Library and in the user's online Library account.

Fines are expected to be paid within a reasonable time period. Failure to pay the fines may result in suspension of borrowing facilities by the Head of Department.

Any lost or damaged books will be the responsibility of the user and incur a processing fee including replacement of the item

17.1.8 Document Delivery Requests

Document delivery service is a personal transaction whereby a library endeavors to provide materials to an individual user. Monographs and other learning resources not found in the Library collection may be obtained through this service. Library staff will make every effort to fulfill each request. However, certain limitations may apply depending on the cost of providing this service.

Scope and Limitations

- This service is available to all registered BUiD students only.
- All requests to obtain materials free of charge will normally be actioned.
- Masters students will be liable for one hundred percent of costs of requests that have a fee.
- Requests from Doctoral students that incur a fee will normally be met, and fifty percent of cost levied on the student. BUiD will cover the remaining fifty percent to a maximum of five hundred dirhams per year, for three years.
- If a request appears to be unobtainable, the University Library reserves the right to decline the request.

17.1.9 Cooperative Arrangement

Under the Memoranda of Understanding (MoUs) and agreements signed with the UK associate universities, BUiD will have access to the associates' electronic resources and will model its library on best international practices. Students benefit from the well-established resources held at these universities.

17.1.10 Library Staff

The Library is staffed by a Head Librarian, who has a recognised qualification in Librarianship, two full-time professional library staff, and two part-time support staff.

17.1.11 Assistance to Users

The Library staffs are on hand to answer any questions that staff and students have. In addition, questions to the Library may be emailed to library@buid.ac.ae , and the library staff will address the queries.
Ask a Librarian chat reference is also open during Library hours with one of the professional library staff.

17.1.12 Suggestions Procedure

An online feedback form (which can be used for suggestions and complaints) is available on the Library website. This process can be used:

- To make comments, negative or positive, about Library service;
- To make suggestions for change or improvement; or
- To suggest items for the Library to add to stock.

Where those the online forms identify themselves, they will receive a reply in writing and, unless the matter is regarded as confidential (i.e. a complaint about an individual member of Library staff or a concern which relates directly to the personal experience of the complainant), the original comment and the reply will be displayed on a notice board in the Library.

17.2 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.

SECTION 18 ACADEMIC GOVERNANCE

18.1 Quality of Instruction

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

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

i. Collection of Student Feedback through questionnaires and various committee cycles
ii. Scrutiny of the programme by the Board of Studies, to ensure academic excellence
iii. End of term module reviews by tutors
iv. Annual programme review
v. External Examiner system
vi. Ongoing evaluation by the Dean and the associated UK university

18.2. Responsibility for Teaching and Learning within Faculties

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

18.2.1 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.

18.2.2 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.

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18.3 Monitoring And Evaluation Procedures

The following outlines Faculties' programme monitoring and evaluation procedures:

18.3.1 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

18.3.2 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.

18.3.3 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.

18.3.4 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.

18.3.5 External Examiners Report

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

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

The points that the External Examiner are asked to comment upon include the availability of information on course aims, structure and content; the extent to which the examinations adequately covered the programme content; the appropriateness of the teaching methods; the appropriateness of the standards of internal markers; the

comparability of degree classifications with those in other institutions, and the procedures of the Board of Examiners. The External Examiner would expect to have an opportunity of evaluating the components of continual assessment that contribute to the overall assessment, perhaps by being able to sample material. Inputs from External Examiners are normally sought on substantial changes or on the introduction of new modules or programmes. External Examiners are also given the opportunity, if they so wish, of making confidential comment to the Vice-Chancellor.

SECTION 19 PHYSICAL AND TECHNOLOGY RESOURCES

19.1 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

Category	Rooms	Individual Capacity	Overall Capacity
Student Area	Student Area	20	**30**
	Female room	10	
ACADEMIC STAFF OFFICE	Office no 34	1	**32**
	Office no 35	1	
	Office no 36	1	
	Office no 37	1	
	Office no 38	1	
	Office no 39	1	
	Office no 40	1	
	Office n0 41	1	
	Office no 42	1	
	Office n0 43	1	
	Office no 44	1	
	Office n0 45	1	
	Office n0 46	1	
	Office no 47	1	
	Office no 48	1	
	Office no 49	1	
	Office no 50	1	
	Office - no 51	1	
	Office - no 52	1	
	Office - no 53	1	
	Office - no 54	1	
	Office - no 55	1	
	Office - no 56	1	
	Office - no 57	1	
	Office - no 58	1	
	Office - no 59	1	
	Office - no 60	1	
	Office - no 61	1	
	Office - no 62	1	
	Office - no 63	1	
	Office - no 64	1	
	Office - no 65	1	
ADMINISTRATIVE STAFF	Admin Area	10	**27**
	Office - Accounts	1	
	Office -Quality	2	
	Office - HOSA	1	
	Office - HR Manager	1	
	Office - OE Manager	1	

Category	Rooms	Individual Capacity	Overall Capacity
	Library - Office	2	
	EXECUTIVE OFFICE - Reception	1	
	EXECUTIVE OFFICE - Registrar	1	
	EXECUTIVE OFFICE - VC	1	
	Office - CCR	2	
	Office - CCR	2	
	IT Office	2	
COMMUNAL	Common room - FIRST FLOOR	10	**140**
	Auditorium	120	
	Office - Student Record	0	
	Common room - SECOND FLOOR	10	
IT FACILITIES	IT Lab	22 Computers	**38**
	DDS	16 Computers	
	IT server room	Servers	
LIBRARY	Library	7 computers, 4 staff	**41**
MEETING ROOMS	EXECUTIVE OFFICE - Boardroom	12	**12**
STORE ROOMS	Store room - CCR		
	Store room - PDU		
	LIBRARY STORE		
	Store - Second floor		
TEACHING ROOMS	Classroom 1	25	**410**
	Classroom 2 & 3	50	
	Science Lab	20	
	Classroom 4	16	
	Classroom 5	20	
	Classroom 6	12	
	Classroom 7	12	
	Classroom 8	20	
	Classroom 9	35	
	Classroom 10	35	
	Classroom 11	60	
	Writing center	12	
	Group study room	12	
	AUDITORIUM	65	
	ATKINS DDS	16	

19.2 Physical Environment: Technology

The purpose of the computer facilities in the University is to provide students with state of the art technologies to support the programme. These technologies/facilities include: printing, email, networking, digital video, internet,

and accessibility to software (general and specialised). The IT staffs have extensive experience in hardware and software. The Staff is also involved in direct support to students in troubleshooting on the various equipment and specialist software available for student use. A shift system is employed to extend coverage across all times the University is open to students.

1. Within BUiD, there are networked labs that host over 49 PCs for students' use. These PCs can run under Microsoft Windows operating systems.
2. Data projectors that allow students to follow along with the Lecturer's concepts and examples are provided in all teaching rooms.
3. Students have access via networked servers to laser printing and applications as well as storage space for data files. Color printing, scanning are also available.
4. The University encourages all students to make use of ICT services and facilities. Many students prefer to use their own laptops and these are given access to the BUiD wireless network so students may use them throughout the campus.
4. A Learning Management System (LMS)., Blackboard, has been introduced. Different modules use its features but it can be used to post lecture notes, inform students of required readings, or host a discussion forum. Students may also submit assignments and receive feedback through turnitin module that is integrated with Blackboard.

The University offers all of its postgraduate programmes in the evening or on Saturday and the office hours of IT personnel are maintained to support these programmes. The IT office working hours are 9am to 7 pm from Sunday to Thursday and from 9am to 6 pm on Saturdays.

SECTION 20 EXPERTISE, RESEARCH, CONSULTANCY AND CONTINUING PROFESSIONAL DEVELOPMENT

20.1 Academic Staff Credentials

BUiD aims to establish itself as a research-led institution, engaging in the formulation and exchange of ideas and scholarship at the highest international level. It is the responsibility of all Faculty members within BUiD to formulate research goals based on their and potential for research innovation and collaboration.

VICE CHANCELLOR'S OFFICE

Professor Abdullah Al Shamsi
Credentials
(1980) Bachelor of Science in Math, Eckerd College (USA)
(1982) Bachelor in Civil Engineering (Hons), Georgia Institute of Technology (USA)
(1983) Master of Science in Civil Engineering, Georgia Institute of Technology (USA)
(1988) Doctor of Philosophy (Ph. D), Leeds University (UK)

FACULTY OF ENGINEERING AND INFORMATICS

Professor Bassam Abu Hijleh
Credentials
(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)

Areas of research
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

Areas of consultancy interest and short course expertise
Flow simulation and analysis around buildings (CFD)
Integration of renewable energy resources
Experimental investigation and analysis of the performance of several PV cells
Simulation and optimization of heat transfer
Advanced energy production practices (co- and tri- generation)
Energy auditing, conservation & management
Computer Applications in Recording Architectural Cultural Heritage

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Dr. Hanan M Taleb
Credentials
(2004) BA Interior Design, Dar Al Hekma College (Saudi Arabia)
(2006) MA Interior Design, Bournemouth Univeristy (UK)
(2007) March Architecture, University of Sheffield (UK)
(2011) PhD Architecture, University of Sheffield (UK)

Areas of research
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

Areas of consultancy interest and short course expertise

Energy and water conservation measures in buildings
Simulation and optimization of indoor thermal comfort
Sustainability assessment methods
Rendering existing buildings more sustainable
Building physics, daylighting, ventilation and acoustics
Building Integrated PV (BIPV) and wind turbines (BIWT)

Dr. Riad Saraiji

Credentials

(1988) B. S. Architectural Engineering, University of Petroleum and Minerals, KSA)
(1991) M.S. in Architectural Engineering, The Pennsylvania State University, USA
(1994) Ph.D. in Architectural Engineering, The Pennsylvania State University, USA

Dr Kirk Shanks

Credentials

(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)

Prof Halim Boussabaine

Credentials

(1985) Ingenieur d'Etat, in Civil Engineering, University of Constantine (Algeria)
(1988) MSc in Project Management. UMIST, Currently University of Manchester (UK(
(1991) PhD in "Expert Systems in planning and productivity analysis" UMIST, Currently University of Manchester (UK)

Dr. Alaa Ameer

Credentials

(1979) Bachelor of Science in Mechanical Engineering, University of Technology (Iraq)
(1981) Higher Diploma in Applied Mechanics, University of Technology (Iraq)
(1983) Master of Science in Tribology, University of Technology (Iraq)
(2001) Doctor of Philosophy in System Modelling, University of Bradford (UK)

Areas of research

Engineering Systems Modelling and Analysis
System Dynamics Modelling and Analysis
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

Areas of consultancy interest and short course expertise

Aircraft Gas Turbine Control (with RR)
Gas Flow Dynamics (with UoM)
Spatially Distributed System Modelling
Engineering System Dynamics
Machine Tool Condition Monitoring and Modelling
Analysis and Modelling of Automotive Systems
Modelling and Simulation of Large Scale Ventilation Systems
Scaffolding Loading Diagnostics

Prof. Khaled Shalaan

Credentials

(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) (in collaboration with the Swedish Institute for Computer Science).

Areas of research

Natural language processing
Computers in Education
Expert Systems

Areas of consultancy interest and short course expertise

Expert systems, (especially in the agriculture domain)
Developing educational software (question banks, distance learning, etc.)
Arabic natural language (machine translation, information extraction, understanding of Arabic text, etc.)

Prof. Sherief Abdallah

Credentials

(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)

Areas of research

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.

Dr Cornelius Ncube

Credentials

(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)

Prof Abid Abu-tair

Credentials

(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)

Dr Khalid Al Maari

Credentials

(1984) B.Sc. Civil Engineering, University of Arizona (USA)
(2000) M.Sc. Engineering Management; The Catholic University of America (USA)
(2015) PhD Project Management, the British University in Dubai (UAE)

Areas of research

Innovation in project management
Risk management
Public Private Partnerships
Nuclear research reactors
Procurement alternatives and strategies
Construction management

Areas of consultancy interest and short course expertise
Management of change in projects
Procurement strategies
Alternatives for research reactors
Nuclear safety culture
Value management
Supply chain management
Benchmarking and frameworks development

Dr Maria Papadaki
Credentials
(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)

Areas of research
Risk Management
Project management
Supply Chain Risk Management
Business Continuity Management
Forecasting and the link to risk management
Enterprise Risk Management

Areas of consultancy interest and short course expertise
Risk Management
Project management
Supply Chain Risk Management
Business Continuity Management
Enterprise Risk Management
Quality Management-Root Cause Analysis

FACULTY OF EDUCATION

Prof. Eman Gaad
Credentials
(1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt);
(l999) Doctor of Philosophy (PhD) in Education, The University of East Anglia (UK).

Areas of research
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

Areas of consultancy interest and short course expertise
Enabling educational institution to meet the needs of all learners
Including children with special needs in regular schools
Educational assessment of students with special needs
Developing Individualized Educational Plans for students with special needs
Training professionals (police officers, admin staff, managers, PR personnel) to deal with individuals with special needs

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Prof. Sufian Forawi
Credentials
(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

Areas of research
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

Areas of consultancy interest and short course experience
Science Guide-inquiry Instruction
Student Assessment and Programme Evaluation
Science Sensor Probe Technology Training
Critical Thinking and Education
Standard-based Education
Continuous Process of Improvement Consultancy (CPI)

Dr. John Mckenny
Credentials
(1978) PGCE, University of Cambridge (UK)
(1987) M.Sc. Teaching English for Specific Purposes, University of Aston (UK)
(2000) Equivalence granted of Mestrado em Artes, Applied Linguistics , University of Oporto (Portugal)
(2007) PhD, Corpus analysis of EAP writng, University of Leeds, UK

Dr. Solomon Arulraj David
Credentials
(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)

Areas of research
Educational leadership, management and policy
Comparative, international higher education
Intercultural and citizenship education
Sociology of education and knowledge
Curriculum theories and studies

Areas of consultancy interest and short course expertise
Education for intercultural and international understanding
Educational policy, planning and administration
Leadership for teaching, learning and school improvement
Educational technology and innovation
Peace, value and character education

Dr Emad Ahmed Abu Ayyash
Credentials
(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)

Dr Adbulai Abukari
Credentials
(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)

Dr Christopher Hill

Credentials

(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

Areas of research

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

Areas of consultancy interest and short course expertise

Internationalisation and capacity building
Transnational education – partnership, development and strategy
Research supervision
Corporate governance
Curriculum design and development
Education policy review and development
Research management
Academic writing and presentation skills
Critical thinking

FACULTY OF RESEARCH

Professor Ashly Pinnington

Credentials

(1979) Bachelor of Arts (Hons) in Philosophy, University of Kent (UK)
(1981) PGCE in English, University of Manchester (UK)
(1986) National Diploma in Educational Technology, South Thames College (UK)
(1986) Master of Science in Intelligent Knowledge based Systems, University of Sussex (UK)
(1991) Doctor of Philosophy (Ph. D) in Management, Brunel University (UK)
(2011) Academic Fellow, Chartered Institute of Personnel & Development

Areas of research

Management of Professional Service Firms
Leadership development
Ethics

Areas of consultancy interest and short course expertise

Leadership Development
Management of Professional Service Firms (e.g. law, architecture)
Internationalisation of Law Firms
Strategic Management

FACULTY OF BUSINESS & LAW

Dr Abba Kolo

Credentials

(1984) LL.B, Ahmadu Bello University, Nigeria
(1986) Bachelor of Law, Nigerian Law School. Nigeria
(1988) LLM, University of Warwick, UK

Dr Katariina Juusola

Credentials

(2007) Bachelor of Business Administration, major in International Business (Oulu University of Applied Sciences) (Finland)

(2011) Master of Science in Economics and Business Administration, major in International Business (Oulu Business School, University of Oulu) (Finland)
(2015) Doctor of Science (Ph. D) in Economics and Business Administration, major in Marketing (Jyvaskyla University School of Business and Economics, University of Jyvaskyla) (Finland)

Areas of research
Research on business schools and higher education; higher education management, policy and leadership; transnational higher education; institutional theory, institutional logics

Areas of consultancy interest and short course expertise
Higher education management, policy and leadership

Dr Stephen Wilkins
Credentials
(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

Areas of research
Higher education management and marketing (transnational higher education)
International management
International business strategy
International marketing
Consumer behaviour

Areas of consultancy interest and short course expertise
Transnational higher education management
Supervisory management
Competence based training and assessment, e.g. National Vocational Qualifications (NVQs)

Dr Husam-Aldin Al-Malkawi
Credentials
(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

Areas of research
Islamic finance
Corporate dividend policy
Corporate capital structure
Corporate governance
Financial development and economic growth
Financial economics
Applied econometrics

Areas of consultancy interest and short course expertise
Corporate finance
Financial analysis
Finance for non-financial executives
Feasibility studies
Statistics for business

Dr Abdelmounaim Lahrech
Credentials
(1998) Mathematics (Statistics), University Mohammed V (Morocco)

(2003) Mathematics (Statistics), Southern Illinois University (USA)
(2007) – Economics, Southern Illinois University (USA)

Dr Sulafa Badi
Credentials
(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)

Dr Omar Hisham Alhyari
Credentials
(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)

20.2 Professional Staff Credentials

Nishath Syed Rizwan, Head of Communications and Corporate Relations
(2008) MSM, University of Wollongong in Dubai

Amer Alaya, Head of Student Administration
(2010), Abu Dhabi University, UAE

Sangeeta Tewar, HR Manager
(2015), MBA, BUiD, UAE

Haskar K; HR & Finance Administrator
(2003), University if Calicut

Hassan Modiraprambil, Campus Manager
(2009) MBA, Annamalai University, India

Christine Salvador, Senior Faculty Administrator
(2003) BSc, Centro Escolar University, Philippines

Godwin Francis, Senior Faculty Administrator
(2015) MBA, BUiD. UAE

Abdullah El Nokiti, Faculty Administrator
(2014), Bachelor of Science Information Systems Technology, Abu Dhabi University

Muhammad Jammal, Admissions Officer
(2006), BA in English Literature, Damascus University, Syria

Sally Khalil, Executive Administrator
(2015), BBA, Beirut Arab University

Khaleelullah Ghourie. Head of IT
(2015), Master of Business Administration (IT), Sikkim Manipal University, INDIA

Joma Cabales, IT Officer
(2008) CCNA Informatics Institute, UAE

Andres Barba, IT User-Support Technician
(2000), Bachelor of Science in Information Management

Richard Baretto, IT User-Support Technician
(2009), Bachelor of Electronics and Telecommunication, Birla Institute of Technology, India

Marisol Leonen, Head of Library Services
(2012) Master of Education (International Management Policy), BUiD, Dubai, UAE

Simia Kumar, Assistant Librarian
(2002) BLIS, University of Calicut, India

Grace Abergos Rico, Library Services Coordinator
(2012), Master in Library and Information Science, Polytechnic University of the Philippines, Manila

Lordlyn Joy Tabalus, Finance Administrator
(2001) BSc, Central Philippine University, Philippines

Samar Shaker; Corporate Relations Manager
(2015), MSc in SDBE, BUiD, UAE

Samar Alkhatib, Marketing Coordinator
(1989) BA in English, University of Jordan, Jordan

Ahmed Ali, Student Engagement Manager
(2004) Diploma in Computer Studies from Computer College, UAE

Mohammed Wajahatuddin Ahmed, Accountant
(2001) BCom, Osmania University, India

Rawy Abdelrahman Thabet, Academic Associate
(2016) Master of Education (TESOL), BUiD, Dubai, UAE

Maria Pinto, Head of Institutional Effectiveness
(1999) M.Com, University of Mumbai, India

Mary D'Cunha, Receptionist
(1986) BA, Saint Xaviers College, India

Jouhar Ali, Exams and Events Assistant
(2014), Master of Social Work, Beirut Arab University, Pondicherry University

Mohammad Mesfer Rashed, Intern

SECTION 21 MEMORANDUMS OF UNDERSTANDING

#	Name	Date
1	Abu Dhabi Police GHQ	26/07/2005
2	Department of Economic Development	29/08/2005
3	The UAE Academy (ADCCI)	25/06/2006
4	Fast Search	01/09/2006
5	Dubai Institute for Human Resource Development	14/02/2007
6	UAE Institute of Administrative Development	01/05/2007
7	National Rehabilitation Center	25/11/2007
8	KHDA (PGDE)	27/11/2007
9	INDEMAJ	13/12/2007
10	DEYAAR	04/02/2008
11	Mohammed Bin Rashid Al Maktoum Foundation	28/04/2008
12	Ministry of Education	08/07/2008
13	Emirates Green Building Council	06/07/2008
14	Atkins	28/10/2008
15	Emirates Foundation Grant	10/11/2008
16	CIOB	27/11/2008
17	British Computer Society (BCS)	18/06/2009
18	Dubai Courts	10/11/2009
19	Abu Dhabi International Centre for Organizational Excellence (ADICOE)	19/11/2009
20	Roads & Transport Authority	21/12/2009
21	Ajman Chamber of Commerce	14/04/2010
22	Community Development Authority (CDA)	16/05/2010
23	Arabian Child	08/11/2010
24	Society of Engineers, UAE	06/01/2011
25	Ministry of Public Works	18/01/2011
26	Airstream Aviation FZE / City of Bristol College	02/01/2011
27	Global Association of Risk Professionals (GARP)	06/04/2011
28	University of Wollongong in Dubai	17/08/2011
29	Association of Energy Engineers	03/01/2012
30	UAE Down Syndrome Association	04/01/2012
31	PTL Solar Academy	05/02/2012
32	Du	14/01/2013
33	Dubai Statistic Center	30/01/2013
34	Petroleum Institute	19/02/2013
35	Al Jalila Foundation	13/05/2013
36	Al Khawarizmi International College	22/8/2013
37	SDMIMD	7/10/2013
38	Modern International Systems of Knowledge (MISK)	9/10/2013
39	Alleem Knowledge Center (Hamriya Free Zone)	10/10/2013
40	Maktoum Bin Mohammed Al Maktoum Initiatives for Legal Excellence	17/11/2013
41	Roads & Transport Authority	12/08/2014
42	Al Jalila Foundation	05/02/2014
43	Atkins	15/09/2014
44	ICT Fund	28/12/2014
45	Alzarooni Emirates Investments	10/03/2015
46	SEDRA	18/03/2015

GLOSSARY

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
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. BUiD will occasionally use a video wall to bring lectures from the UK
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
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
Plan of Studies	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
Video-wall	Technology used to deliver lectures in real time from UK associate institutions
Viva Voce	An oral examination