الجامعة البريطانية في دبي

The British University in Dubai

POSTGRADUATE CATALOGUE

2025-2026

Contents

Message from The Chancellor

Dear Students,

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

The University was established through a genuine collaboration between institutions in Dubai and the United Kingdom, with the aim of bringing the best of British education to Dubai.

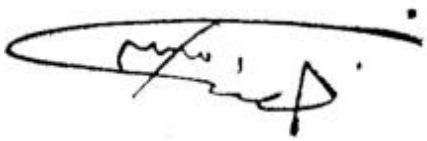
Our UK associates, the Universities of Edinburgh, Manchester and Glasgow, were chosen for their outstanding research profiles and academic excellence. I am delighted that these institutions continue to work closely with BUiD to ensure that our programmes uphold the highest academic standards and remain grounded in world-leading research.

Since our founding, BUiD has attracted exceptional faculty and students from across the globe, reflecting our reputation as a centre of academic excellence.

We are also deeply grateful to our founding partners: the Al Maktoum Foundation, the Dubai Development and Investment Authority (now Dubai Holdings), Rolls-Royce, the British Business Group, and the National Bank of Dubai (now Emirates NBD), and to our major contributing partner, the Knowledge Fund Establishment of the Government of Dubai.

However, a university is defined not only by its partnerships, faculty, or facilities, but above all by its students. Your curiosity, commitment, and ambition will shape both your individual journey and the future of BUiD. You are now part of a dynamic academic community that values critical thinking, creativity, and meaningful contributions to society.

As you begin this important chapter, I wish you every success and look forward to the positive mark you will leave on our university and beyond.



Ahmed Bin Saeed Al Maktoum
Chairman of the Council

How to Contact the University	
By Mail	PO Box 345015, Dubai – UAE
By Telephone	+971 4 279 1400
By Email	info@buid.ac.ae
In Person	1st and 2nd Floor, Block 11 Dubai International Academic City (DIAC) Dubai – UAE

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

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

1. ABOUT BUID

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

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

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

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

2. VISION, MISSIONS, AND GOALS

VISION

To be a globally connected and recognised university through academic excellence and impactful scholarly activities.

MISSION

BUiD empowers a diverse community of learners to achieve their highest potential through excellence in teaching, research, scholarship and innovation. The university fosters a culture of inclusivity, lifelong learning, sustainability, and entrepreneurship, and collaborates with world- renowned institutions to contribute to the local and global community.

CORE VALUES

Student-Centeredness: Prioritise the needs and success of students by providing a supportive and enriching educational experience.

1. Diversity and Inclusion: Create an inclusive environment that respects and values diversity in all its forms, ensuring equal opportunities for all members of the university community.
2. Research, Innovation and Entrepreneurship: Foster a culture of creativity, innovation, and entrepreneurship, driving cutting-edge research that addresses local and global challenges.
3. Excellence: Commit to the highest national and international standards of academic, administrative, and research excellence.
4. Sustainability: Promote environmental stewardship and sustainable practices in all university operations and curricula.
5. Integrity: Uphold the highest standards of integrity and transparency in all activities and decisions.
6. Lifelong learning: Facilitate and foster a culture of lifelong learning by encouraging and empowering students and professionals to pursuit knowledge throughout their careers/professional life.
7. Social Responsibility and Community Engagement: Engage with local, national, and international communities to address societal challenges and contribute to the public good and preservation of the environment.

STRATEGIC GOALS

1. Enhance Academic Excellence and Global Recognition by providing world-class education that meets national and international standards and prepares students for global challenges.
2. Empower Students through Scholarships through providing financial support to talented and meritorious students, ensuring access to education regardless of economic background.
3. Leverage Technology for Innovative Learning by utilise advanced tools/practices to enhance the learning experience and operational efficiency.

4. Drive Transformative and Impactful Research by establishing BUiD as a leader in research that addresses local, national, and international issues.
5. Foster Innovation and Entrepreneurship through cultivating a culture of innovation and entrepreneurship among students, faculty, and staff.
6. Expand Global Partnerships and Collaborations by strengthening international ties and collaborations with the distinguished British universities and other distinguished international universities to enhance educational and research opportunities.
7. Strengthen Operational Excellence and Financial Sustainability by ensuring efficient and effective operations to support BUiD's strategic goals and long-term viability.
8. Promote Social Responsibility and Community Engagement through enhancing BUiD's role in contributing to societal well-being and addressing social challenges

MINISTRY OF EDUCATION LICENSURE & ACCREDITATIONS

BUiD, located in the Emirate of Dubai is officially licensed from 29/11/2020 to 14/10/2025 by the Ministry of Higher Education of the United Arab Emirates to award degrees/qualifications in higher education. The University also holds the license issued by the Knowledge and Human Development Authority Dubai.

PROFESSIONAL ACCREDITATIONS, AFFILIATIONS & MEMBERSHIPS

The British University in Dubai (BUiD) is proud to be recognised by leading professional and academic bodies, both locally and internationally. These accreditations and affiliations reflect BUiD's ongoing commitment to academic excellence, industry relevance, and global best practices.

Professional Accreditations

- Chartered Institute of Building (CIOB)
- American Society for Engineering Management (ASEM)
- Global Association of Risk Professionals (GARP)
- Project Management Institute (PMI) – Global Accreditation Center (GAC)

Quality Assurance and Academic Recognition

BUiD has successfully undergone the UK Quality Assurance Agency (QAA) – International Quality Review (IQR), demonstrating our compliance with globally recognised standards of academic quality and institutional effectiveness.

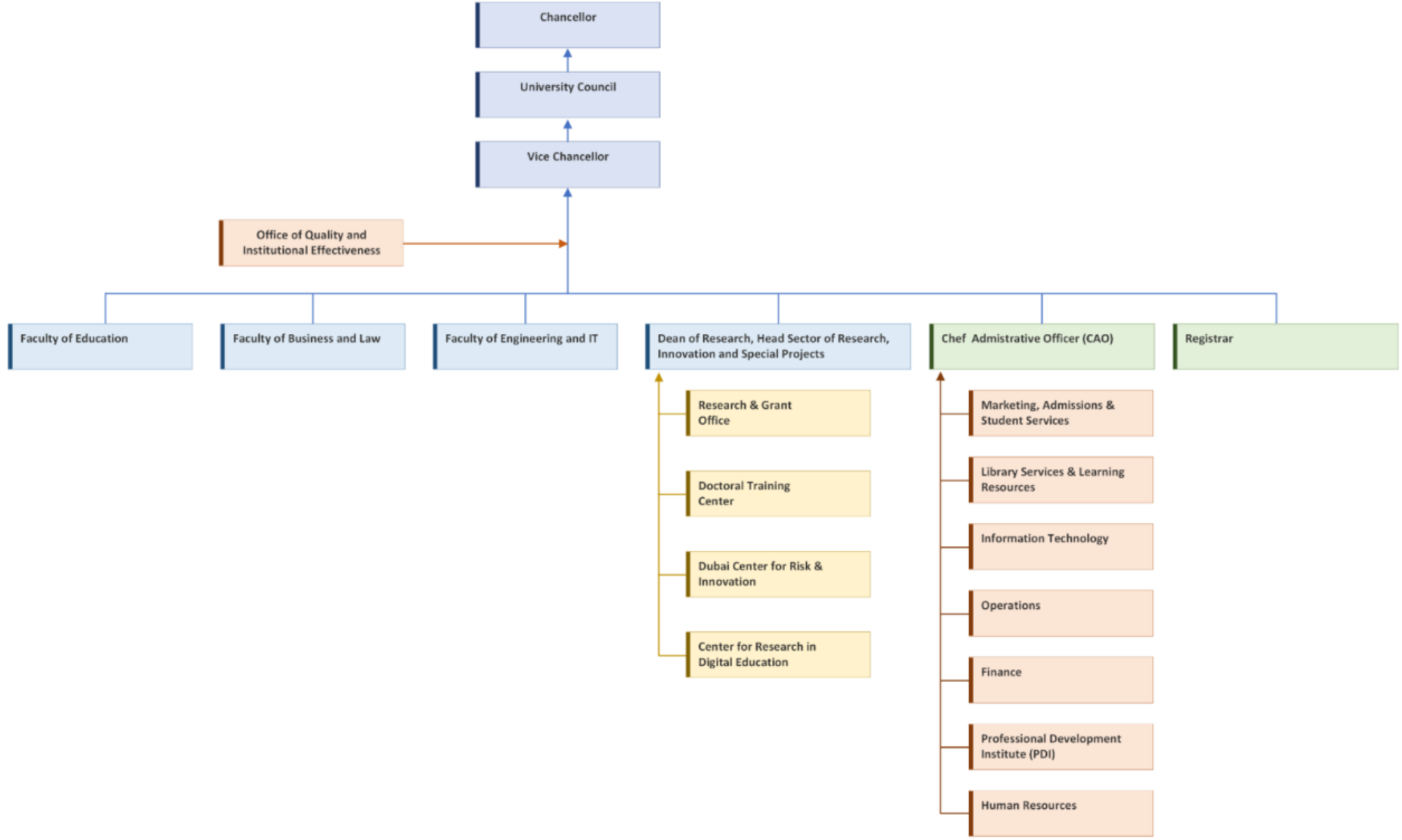
STRATEGIC OPERATIONS AND PLANS

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 2024, and it covers the period 2025-2030.

WHY CHOOSE THE 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 organisation.
- Research-based teaching founded upon evidence-based research.

3. ORGANISATIONAL STRUCTURE



4. BOARD OF TRUSTEES / COUNCIL

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

Professor Abdullah Alshamsi
Vice Chancellor, The British University in Dubai

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

Sheikha Hind Al Mualla

Muna Faisal Al Gurg
CEO of the Museums & Heritage Sector

Amit Kaushal
Managing Director, Dubai Holding

Helen Barrette
British Chamber – CBD Corporate Services Partner.

Martin Daltry
Country Director, British Council United Arab Emirates

Mark Fleming
Senior Director, Head of ENBD Contact Centre – Inbound

Omar Ali Adib
Senior Vice President Middle East and Africa – Rolls-Royce International

Campbell Gray
CEO Middle East & Africa Head of FM Middle East Engineering, Design and Project Management for Atkin group

5. ACADEMIC STAFF

Name	Academic Position	Credentials
Faculty of Engineering and IT		
Prof. Bassam Abu Hijleh	Head of Programme – PhD in Sustainable Built Environment	(1985) Bachelor of Science in Mechanical Engineering, Ohio State, University (USA) (1987) Master of Science in Mechanical Engineering, Ohio State, University (USA) (1990) Doctor of Philosophy (Ph. D) in Mechanical Engineering, Ohio State University (USA)
Prof. Hanan M Taleb		(2004) BA Interior Design, Dar Al Hekma College (Saudi Arabia) (2006) MA Interior Design, Bournemouth University (UK) (2007) MArch, University of Sheffield (UK) (2011) Doctor of Philosophy (PhD) Architecture, University of Sheffield (UK)
Prof. Alaa Ameer		(1979) Bachelor of Science in Mechanical Engineering, University of Technology (Iraq) (1981) Higher Diploma in Applied Mechanics, University of Technology (Iraq) (1983) Master of Science in Tribology, University of Technology (Iraq) (2001) Doctor of Philosophy in System Modelling, University of Bradford (UK)
Prof. Khaled Shalaan	Head of Programme – PhD in Computer Science	(1982) Bachelor of Commerce (BCom), University of Cairo, (Egypt) (1985) Post-graduate Diploma (PGDip) in Computer Science & Information Science, University of Cairo (Egypt) (1989) Master of Science (MSc) in Computer Science, University of Cairo (Egypt) (1995) Doctor of Philosophy (PhD) Computer Science, Institute of Statistical Studies & Research, Cairo University (Egypt)
Prof. Sherief Abdallah	Dean; Faculty of Engineering and IT	(1998) Bachelor of Engineering in Computer Engineering, Cairo University (Egypt) (2001) Master of Science in Computer Engineering, Cairo University (Egypt) (2006) Doctor of Philosophy in Computer Science, University of Massachusetts (USA)
Prof. Piyush Maheshwari	Head of Programme – MSc in Informatics	(1982) B.Eng. in Electronics & Communication Engineering, Indian Institute of Technology (India) (1984) M.Eng. in Computer Science & Technology, Indian Institute of Technology (India) (1990) Doctor of Philosophy (PhD). in Computer Science, The University of Manchester (UK) (1994) Graduate Certificate in Higher Education, Griffith University, (Australia)
Dr. Manar Alkhatib	Head of Programme - BSc Computer Science	(2004) Bachelor Degree in Computer Science, Yarmouk University (Jordan) (2007) Master Degree in Computer Science, Middle East University (Jordan) (2019) Doctor of Philosophy in Computer Science, BUiD (UAE)
Dr Hend ElMohandes		(2013) BSc Electrical –Computer- Engineering, Ain Shams University (Egypt) (2018) Masters on Informatics, Nile University /Fraunhofer Research Institute (Egypt)
Dr. Nahia Mourad		(2009) Bachelor in Pure Mathematics, Lebanese University (Lebanon)

Name	Academic Position	Credentials
		(2011) Diploma of Master Research in Mathematics, Lebanese University, (Lebanon) (2015) Ph. D in Applied and Computational Mathematics, Universite Paris EST (France)
Dr Sa'ed Salhieh	Head of Programme – MSc in Engineering Management	(1995) B.Sc. - Mechanical Engineering (emphasis in Production Engineering), Jordan University Of Science & Technology (Jordan) (1998) MS. - Industrial and Systems Engineering, THE UNIVERSITY OF MICHIGAN – DEARBORN (Michigan) (2001) Ph.D. - Industrial Engineering, WAYNE STATE UNIVERSITY (Michigan)
Dr. Basem Tuqan	Head of Programme - BSc Engineering programmes	(1995) BSc in in Electrical Engineering, Aleppo University (Syria) (2009) M.Cs in Computer Science, University of Malaya (Malaysia) (2014) Doctor of Philosophy (PhD) The British University in Dubai (UAE)
Dr Wael Sheta	Head of Programme – MSc in Sustainable Design of the Built Environment	(1999) BSc Architectural Engineering, Al-Azhar University (Egypt) (2005) MArch, Architecture History, Al – Azhar University (Egypt) (2012) Ph.D Building Technology and Sustainability, University of Sheffield (UK)
Dr Faeez Masurkar		(2012) B.Eng in Mechanical Engineering, University of Mumbai (India) (2015) M. Eng in Mechanical Engineering, Fr Conceicao Rodriques Institute of Technology, University of Mumbai (India) (2020) Ph.D in System Engineering & Engineering Management, City University of Hong Kong (Hong Kong SAR)
Dr Ahmed Awad		(2000) BSc in Information Systems Cairo University, Egypt (2003) MSc in Information Systems, Cairo University, Egypt (2010) Ph.D in Computer Science, Potsdam University, Germany
Dr Suleiman Yerima	Head of Programme – MSc in Cyber Security	(2000) B.Eng. (First Class) in Electrical and Computer Engineering |Federal Univ. of Tech., Minna, Nigeria (2004) MSc (Distinction) in Personal, Mobile & Satellite Communication | Univ. of Bradford, Bradford, UK (2009) PhD in Computing (QoS optimization of Multimedia Traffic in Mobile Networks) | University of South Wales (Formerly University of Glamorgan), Wales, UK | 2009
Dr. Ghada Ussain Alsuhli	Assistant Professor	(2009) BSc in Electronics and Communications Engineering, Damascus University (Syria) (2015) MSc in Advanced Communications Engineering– Damascus University (Syria) (2019) PhD in Electronics and Communications Engineering, Cairo University (Egypt)
Dr. Andrea Espinel Rojas	Lecturer	(2008) B.Sc - Electronic Engineering, Los Andes University (Colombia) (2010) MSc in Automation Engineering and Production Systems, Ecole Centrale de Nantes (France) (2001) Ph.D. – Cryptography and Automation Engineering, Ecole Centrale de Nantes (France)
Faculty of Education		

Name	Academic Position	Credentials
Prof. Eman Gaad	Dean, Faculty of Education	1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt) (l999) Doctor of Philosophy (PhD) in Education, The University of East Anglia (UK).
Prof. Sufian Forawi		(1983) Bachelor of Science in Biology and Education, University of Alexandria, Egypt (1984) Higher Diploma in Education, Omdurman Islamic University, Sudan (1987) Master's of Education, Curriculum and Instruction, Omdurman Islamic University, Sudan (1996) Educational Doctorate in Science Education, University of Massachusetts Lowell, USA
Dr. Solomon Arulraj David		(1999) B B.A., in English Literature; St. John's College (India) (2000) B.Ed., in Education; St. Xavier's College of Education (India) (2002) M.A in English Literature; Manonmanium Sundaranar University (India) (2004) MEd, Katholieke Universiteit Leuven, (Belgium) (2011) Doctor of Philosophy (PhD) in Education, Katholieke Universiteit Leuven, (Belgium)
Dr. Emad Ahmed Abu Ayyash	Head of Programme –Master of Education	(1996) B.A. Degree in English Literature and Linguistics, Yarmouk University (Jordan) (2008) Master Degree in English/ Translation, Yarmouk University (Jordan) (2009) TEFL Certificate, University of the Fraser Valley (Canada) (2016) Doctor of Philosophy (PhD) in Education – TESOL, The British University in Dubai, (UAE)
Prof. Adbulai Abukari		(1999) BEd (Hons) Social Studies Education & Art Education, University of Education/University of Cape Coast (Ghana) (2003) MPhil in Comparative and International Education, University of Oslo (Norway) (2007) Doctor of Philosophy (PhD) in Comparative and International Education, Middlesex University, (UK)
Dr. Tendai Charles		(2005) BEng in Computing City University, UK (2010) MA Applied Linguistics Newcastle University, UK (2013) CELTA International House, UK (2018) Doctor of Philosophy (PhD) in Education University of York, UK
Dr Ahmed Bawa Kuyini Abubakar	Head of Programme –EdD/PhD in Education	(2000) BSC & Diploma in Social Work, Volda University College, Norway (2004) PhD (Educational Psychology & Special/Inclusive Education), University of Melbourne, Australia
Faculty of Business and Law		
Prof. Aymen Masadeh	Dean, Faculty of Business and Law Head of Programme – PhD in Law	(1996) LLB, Jordan University, Jordan (1997) LLM, Aberdeen University, UK (2001) Doctor of Philosophy (PhD) (Contract Law), Bristol University, UK
Dr. Omar Hisham Alhyari	Head of Programme – MSc in Construction Law and Dispute Resolution	(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)

Name	Academic Position	Credentials
Dr. Farzana Asad Mir	Director of Doctoral Training Centre	(1993) BSc, Electrical Engineering, University of Engineering and Technology (Pakistan) (2012) MSc, Project Management, BUiD (UAE) (2019) PhD in Management, University of Guelph (Canada)
Dr. Sulafa Badi	Head of Programme – PhD Project Management	(1996) BSc Architecture, University of Khartoum (Sudan) (2000) MSc Construction Economics and Management, Bartlett School of Graduate Studies, University College London (UK) (2012) Doctor of Philosophy (PhD) Project Management, Bartlett School of Construction and Project Management (UK)
Prof. Edward Godfrey Ochieng		(2010) Postgraduate Certificate in Higher Education learning and Teaching, Robert Gordon University (UK) (2008) PhD Project Management, Loughborough University (UK) (2000) MSc Project Management, Leeds Beckett University (UK) (1999) BSc Technology and Management, University of Bradford (UK)
Prof. Khalid Almarri	Dean of Research, Innovation and Special Projects	(1995) B.Sc. Civil Engineering, University of Arizona (USA) (2000) M.Sc. Engineering Management; The Catholic University of America (USA) (2015) Doctor of Philosophy (PhD) in Project Management, the British University in Dubai (UAE)
Dr. Maria Papadaki	Director, Dubai Centre for Risk and Innovation (DCRI)	(2004) BSc Business Economics, Salford University (UK) (2005) MSc Management of Projects; The University of Manchester (UK) (2013) Doctor of Philosophy (PhD) in Risk Management; The University of Manchester (UK)
Dr. Husam-Aldin Al-Malkawi	Head of Programme - Master of Finance and Risk Management	(1990) B.A. in Economics and Planning, University of Aleppo, Syria (1996) Master of Commerce in Accounting and Financial Management, Maharaja Sayajirao University of Baroda, India (2005) Doctor of Philosophy (PhD). in Finance, School of Economics and Finance, University of Western Sydney, Australia
Dr. Abdelmounaim Lahrech		(1998) Mathematics (Statistics), University Mohammed V (Morocco) (2003) Mathematics (Statistics), Southern Illinois University (USA) (2007) Economics, Southern Illinois University (USA)
Dr. Imran Khan		(2006) B.Sc. from MJP Rohilkhand University in 2006 (2010) Master of Business Administration – Marketing, Jamia Hamdard University (New Delhi) (2016) Ph.D. in Marketing, Indian Institute of Technology Roorkee
Dr. Muhammad Waris Ali Khan	Head of Programme – MSc Project Management	(2003) BSc Mechanical Engineering, N.E.D University of Engineering and Technology (Pakistan) (2011) MSc Civil Engineering (Project Management), Universiti Teknologi Petronas (Malaysia) (2015) Doctor of Philosophy (PhD) in Civil Engineering – Project Management, Universiti Teknologi Petronas (Malaysia)

Name	Academic Position	Credentials
Dr. Derar Hussein Al-Daboubi		(1998) L.L.B, Mu'tah University (Jordan) (2009) L.L.M, Mu'tah University (Jordan) (2019) International Commercial Law and Maritime Law, University of London (UK)
Dr. Mohamed Yacine Haddoud	Head of Programme – PhD BM/DBA	(2008) BSc International Business, Ecole des Hautes Etudes Commerciales (Algiers) (2011) MSc International Business, University of Hertfordshire (2015) Doctor of Philosophy (PhD) in Business with Management, Plymouth University (UK)
Dr. Ashmiza Mahamed Ismail	Head of Programme – Master of Business Administration	(2001) BA (Hons) Business Management, Oxford Brookes University (UK) (2004) Masters Business Administration (MBA), University Mara Technology (Malaysia) (2012) Doctor of Philosophy (PhD) in Business Management, University of Portsmouth (UK)
Dr. Eva Christina Lienen	Head of Programme – Bachelor of Law	(2013) LLB, European Law School (UK) (2014) MJur, University of Oxford (UK) (2018) GDL, The University of Law (UK) (2020) Doctor of Philosophy (PhD) in Law, University of College London (UK)
Dr Hamad Aleissaee		(2015) BA in Law, UAE University Al Ain, UAE (2017) MSc of Law in International Business Law, Case Western Reserve University, USA (2012) PhD in Juridical Science, Case Western Reserve University, USA
Dr Rekha Pillai	Head of Programme – BSc in Business Management	(1998) BA Commerce (Accounting), University of Kerala, India (2001) MSc Commerce (Finance and Accounting), University of Kerala, India (2016) PhD (Management) Banasthali University, India

6. ADMINISTRATION

Executives Office

Professor Abdullah Al Shamsi, Vice- Chancellor

Salam Khoury, Executive Administrator/PA to VC & Registrar

Office of Quality and Institutional Effectiveness

Maria Pinto, Head of Institutional Effectiveness

Naglaa Ghonim, Head of Planning and Projects

Patricia Ernestine Talavera, Institutional Effectiveness Coordinator

Financial Affairs

Krishna Prathap, Head of Finance

Haskar K, Finance Administrator

Lordlyn Joy Tabalus, Finance Administrator

Library

Simia Kumar, Head of Library Services & Learning Resources

Immaculata Amarachukwu Ofurum, Library Services Coordinator

Jojie Sebarrotin, Library Assistant

Mohammed Mesfer, Library Assistant

Information Technology

Jude Isaac Lobo, Head of IT

Rijo Raju, System Administrator

Arun KK, IT Support Specialist

Shobu Skaria, IT Support Specialist

Shlesh Jain, IT Support Specialist

Human Resources

Jouhar Ali, Interim Head of Human Resources

Marwa Elghitany, Human Resources Administrator

Honeymabelle Rivera Genith, Office Assistant

Moona Sabir, HR Administrator & Receptionist

Operations

Hassan Modiraprambil, Head of Operations

Professional Development & Examinations Centre

Nabeela N D'Sa, Head of Professional Development & Examinations Centre

Jerry Joy, Training & Examinations Administrator

Doctoral Training Centre

Rawy Abdelrahman Thabet, Academic Associate

Marketing, Admissions & Student Services

Mira Hamzeh, Head of Marketing, Admissions & Student Services

Ahmed Ali, Deputy Head of Marketing, Admissions, and Student Services

Christine Salvador, Research Programmes Officer

Godwin Francis, Senior Faculty Administrator

Hamza Alabdallah, Faculty Administrator

Nadine Markiz, Student Relations Coordinator

Muhammad Jammal, Admissions Officer

Sabaa Mudhish Aljaberi,

Admissions Officer

Samar Alkhatib, Communications Manager

Tanisha Simon, Digital Media Officer

Samer Batran, External Relations Officer

Engineering Lab

Bashar Aldbaiat, Electro-mechanical Engineering Lab and Research Engineer

Computer Science Lab Assistant

Ma Althea Retig, Computer Science Lab Assistant

7. ACADEMIC PROGRAMMES 2025-2026

Programme	Professional accreditation
Faculty of Engineering & IT	
PhD – Sustainable Built Environments	
PhD – Computer Science	
PhD – Engineering Management	
Master of Science (MSc) in Sustainable Design of the Built Environment	Chartered Institute of Building (CIoB)
Postgraduate (PG) Diploma in Sustainable Design of Built Environment	
Master of Science (MSc) in Artificial Intelligence	
Postgraduate (PG) Diploma in Artificial Intelligence	
Master of Science (MSc) in Structural Engineering	
Postgraduate (PG) Diploma in Structural Engineering	
Master of Science (MSc) in Engineering Management	American Society for Engineering Management (ASEM)
Postgraduate (PG) Diploma in Engineering Management	
Master of Science (MSc) in Cybersecurity	
Postgraduate (PG) Diploma in Cybersecurity	
Faculty of Education	
Doctor of Education (EdD)	
Doctor of Philosophy (PhD) in Education	
Master of Education Specialisation: ▪ Educational Management, Leadership and Policy ▪ Applied Linguistics and Language Learning ▪ STEM Education ▪ Educational Psychology and Counselling ▪ General	
Postgraduate Diploma in Education Specialisation: ▪ Educational Management, Leadership and Policy ▪ Applied Linguistics and Language Learning ▪ STEM Education ▪ Educational Psychology and Counselling ▪ General	
Faculty of Business and Law	
PhD - Business Management	
PhD – Project Management	
Professional Doctorate in Business Administration	
PhD - Law	
Master of Science (MSc) in Construction Law and Dispute Resolution	Chartered Institute of Building (CIoB) Chartered Institute of Arbitrators (CIArb)
Postgraduate Diploma in Construction Law and Dispute Resolution	
Master of Business Administration	
Master of Science in Finance and Risk Management	Global Association of Risk Professionals (GARP). Institute of Chartered Accountants in England and Wales (ICAEW)
Postgraduate Diploma in Finance and Risk Management	
Master of Science (MSc) in Project Management	The Global Accreditation Center of the Project Management Institute (PMI)
Postgraduate Diploma in Project Management	

8. ACADEMIC CALENDAR FOR 2025-2026

The British University in Dubai			
Academic Calendar 2025 - 2026			
First Term	25-Aug-25	Start of New Academic Year	
	1-Sep-25	UG Admissions Deadline	
	1 - 20 Sep	Pre-Term Activities	
	14-Sep	Induction Week (Sunday 14 September)	
	19-Sep	PG Admissions Deadline	
	20-Sep	Commencement of Classes (20 Sep PG) Commencement of Classes (22 Sep UG)	Week 1
	27-Sep	Retake Exams End of Add/Drop period (26 September)	Week 2
	4-Oct		Week 3
	11-Oct		Week 4
	18-Oct		Week 5
	25-Oct	ASSLC meetings/Board of Studies	Week 6
	1-Nov	Proposal Defence	Week 7
	8-Nov	Advisory Group Meetings	Week 8
	15-Nov	Academic Board	Week 9
	22-Nov	Senate Meeting Term 2 Module Registration	Week 10
	29-Nov	First Term Examinations Commemoration Day & National Day	Week 11
	6-Dec	Marking Week	Week 12
	13-Dec	Board of Examiners week	Week 13
	20 Dec - 2 January	First Term Break	
Second Term	3-Jan	PG/UG Admissions Deadline	
	3-Jan	Commencement of Classes (3 Jan PG) Commencement of Classes (5 Jan UG)	Week 1
	10-Jan	Retake Exams End of Add/Drop period (9 Jan) Graduaton Ceremony (15 Jan)	Week 2
	17-Jan		Week 3
	24-Jan		Week 4
	31-Jan		Week 5
	7-Feb	ASSLC meetings/Board of Studies	Week 6
	14-Feb	Proposal Defence	Week 7
	21-Feb		Week 8
	28-Feb	Term 3 Module Registration	Week 9
	7-Mar		Week 10
	14-Mar	Second Term Examinations	Week 11
	19-22 Mar	Eid Al Fitr	
	23-30 Mar	Term Break	
	31 Mar - 4 Apr	Marking Week	Week 12
	6-10 Apr	Board of Examiners Meetings	Week 13
Third Term	11-Apr	Commencement of Classes (11 Apr PG) Commencement of Classes (13 Apr UG)	Week 1
	18-Apr	Retake Exams End of Add/Drop period (10 April)	Week 2
	25-Apr		Week 3
	2-May		Week 4
	9-May		Week 5
	16-May	ASSLC meetings/Board of Studies	Week 6
	23-May	Adha Eid (TBC)	
	30-May	Academic Board	Week 7
	6-Jun	Senate Meeting	Week 8
	13-Jun	Proposal Defence	Week 9
	20-Jun		Week 10
	27-Jun	Third Term Examinations	Week 11
	4-Jul	Marking Week	Week 12
	11-Jul	Board of Examiners Meetings	Week 13
18 July - 30 Aug		Third Term Break	
Academic Year 2026-2027 will be starting on Monday 31 August 2026			

* 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

9. UNIVERSITY FACILITIES AND SERVICES FOR STUDENTS

PHYSICAL AND TECHNOLOGY RESOURCES

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

LEARNING RESOURCES CENTRE

Library Services supports the information and resource needs of staff and students engaged in high-quality research, learning, and teaching at the University. Details about the Learning Resource Centre (LRC)/Library and its resources, including access to electronic services, can be found at the following links:

Library Services
Borrowing Services
e-book

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

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

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

LIBRARY STAFF AND SUPPORT

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

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

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

IT FACILITIES

The purpose of the IT facilities in the University is to provide students (as well as academic staff) with facilities to support the programme. These technologies/facilities include Internet (wired and wireless), audio-visual systems, access to software (general and specialised), collaboration platforms, and secure digital services.
Projectors with 3LCD technology and wireless connectivity are installed in all classrooms, including the Auditorium. Most classrooms also offer audio capabilities. The University also has two 65" Interactive Panels with OPS and 4K resolution to facilitate learning and teaching, providing collaboration and mirroring capabilities along with wireless connection.
The following facilities are currently available for students:

- The IT Lab is equipped with 34 high-performance i7 all-in-one computers with specialised teaching, learning, and research software.
- Students have access to printing via the PaperCut Print Management System in the library and student area. Students are given a free AED 20.00 print credit; additional printing credits can be purchased at the Library. Managed multifunction printers that support print, scan, and copy services.
- The library is equipped with 5 computers for student and staff use, along with a multifunction colour printer.

The campus offers comprehensive wireless coverage. In 2025, the University upgraded to a Juniper Mist Wi-Fi 6 network, delivering high-performance, secure connectivity across all blocks.

The University encourages students to bring their own devices (BYOD). All student accounts are provisioned on Microsoft 365 with access to Office apps and cloud-based storage via OneDrive.

eLEARNING & ACADEMIC SYSTEMS

Blackboard Ultra is the University's eLearning platform, used by instructors to deliver course content, communicate with students, and assess learning. It is integrated with:

- Turnitin (plagiarism detection & feedback)
- Respondus LockDown Browser (secure online exams)
- Ally (content accessibility)

Blackboard is now enabled with Single Sign-On (SSO) via Microsoft Entra, allowing seamless login with a University ID. Other systems such as PaperCut and additional student services are also connected through SSO.

Blackboard now includes AI-based assignment tools, which can be enabled by the Professor/Teacher at the course level to support authentic assessments and learning activities.

DIGITAL CREDENTIALS

- Graduation certificates and transcripts are attested by the Ministry of Education (MoHESR) before being issued to students.
- All credentials are stored on Educhain blockchain, ensuring authenticity, security, and easy verification.
- Certificates can be verified at verify.buid.ac.ae.

Students can also look up their own credentials on credentials.buid.ac.ae (currently in final stages of deployment).

ACCOUNT & ACCESS MANAGEMENT

- All student accounts are managed via Microsoft Entra ID with Multi-Factor Authentication (MFA) required through the Microsoft Authenticator app.
- A Self Service Password Reset (SSPR) portal is available at https://passwordreset.microsoftonline.com/ https://passwordreset.microsoftonline.com. This can be used if the student has already enrolled with Microsoft Authenticator.

TIMINGS & SUPPORT

The professional full-time IT support staff members have extensive experience in hardware and software. They provide direct support to students in troubleshooting equipment and specialist software. A shift system is employed to extend IT helpdesk services across the full University timings.
IT support can also be sought via calling the IT Services helpline and by raising support tickets on the email itservices@buid.ac.ae.

LABS

Labs:

- Physics Lab
- Architecture Lab
- Engineering Lab

ATKINS Digital Design Studio:

Funded by ATKINS Global in their continuous support for The British University in Dubai. The studio has a large variety of engineering, simulation, and graphic design software to help BUiD Engineering students complete their work.

10. ADMISSION AND RELATED INFORMATION

BUiD has two intakes per academic year. The admission of an individual applicant is at the discretion of the University. In exercising this discretion, the University will be guided by the following considerations:

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

The University operates a competitive admissions policy, which is rigorous in order to maintain the high standards expected of a research-led institution.

ADMISSION TO THE UNIVERSITY[1]

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

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

- A Bachelor's degree equivalent to a British Upper Second-Class Honours 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.
- English language proficiency equivalent to (IELTS 6.0, TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the MoHESR

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

Doctoral Programme Requirements:

b) A Master's degree with a GPA of 3.0 on a 4.0 scale or above or its established equivalent. The degree should be in a related subject from an accredited university.

c) 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.

d) Minimum English language proficiency equivalent to an IELTS 6.0 TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the MoHESR. The University may raise this requirement for specific programmes.

e) Conditional admission is not granted to doctoral-level applicants.

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.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Doctorate in Education (EdD)	Minimum 3.0 or equivalent	EMSAT Achieve English Score of 1550 TOEFL iBT 92 (Minimum 6.0 or 20 on writing band)	Examples of Relevant degrees: Education, Educational Management, Social Policy, Sociology, Social Work, TESOL, Linguistics, Psychology, Language Studies, Policy Studies, Management (including MBA, MPA), Mathematics (or another numerate discipline)	Satisfactory admissions interview by a panel of at least two academics will be mandatory. Evidence of training in research and research work will be considered.	Considerable experience (a minimum of 3 years) in education in one capacity or another
Doctor of Philosophy (PhD) Subject: Education	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1500 IELTS 65 (Minimum 6.0 or 20 on writing band)	either the undergraduate or postgraduate degree must be in education or other related topics	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research. Successful performance in an admission interview conducted by the programme's academic panel.	A minimum of 3 years teaching or equivalent experience in an educational/training organisation
Doctor of Philosophy (PhD) Subject: Project Management	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification. either the undergraduate or postgraduate degree must be in project management, engineering, business, or another related field	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research.	.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
				Successful performance in an admission interview conducted by the programme's academic panel.	
Doctor of Philosophy (PhD) Subject: Sustainable Built Environments	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification) in SDBE or SDBE related subject either the undergraduate or postgraduate degree must be in Architecture, Interior Design, Engineering, or other related topics.	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research. Successful performance in an admission interview conducted by the programme's academic panel.	
Doctor of Philosophy (PhD) Subject: Computer Science	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL 550 TOEFL iBT 79-80	A recognised master's degree (or equivalent or higher qualification Either the undergraduate or postgraduate degree must be in Computer Science, Artificial Intelligence, Data Science, Software Engineering, Cybersecurity, Information Technology, Engineering, mathematics or other related topics. .	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research. Successful performance in an admission interview conducted by the programme's academic panel.	.

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Doctor of Philosophy (PhD) Subject: Business Management	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1550 IELTS 6.0 (minimum 6.0 on writing) TOEFL iBT 92	master's degree in a subject related to the programme. In addition, either the undergraduate or postgraduate degree must be in BM related subject.	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research. Successful performance in an admission interview conducted by the programme's academic panel	Relevant work experience will be considered. Considerable experience (3 years or more) in a Management/Business or related environment is desirable.
Professional Doctorate in Business Administration	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A recognised Master's degree (or equivalent or higher qualification) in the DBA disciplines' related subject		Relevant work experience will be considered. Considerable experience (3 years or more) in a management/business environment is desirable
PhD in Law	Minimum 3.0 or equivalent Students with a GPA of less than 3.0 (or equivalent) may be considered on merit	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	master's degree in a subject related to the programme. In addition, either the undergraduate or postgraduate degree must be in BM related subject.	Submission of a comprehensive research proposal outlining clear objectives, proposed methodology, and significance of the research. At least two academic references highlighting the candidate's suitability for doctoral-level research. Successful performance in an admission interview conducted by the programme's academic panel	
Master of Education/ Postgraduate	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0	-	-	Minimum of two years teaching experience

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
Diploma in Education		TOEFL iBT 79-80			
MSc /Postgraduate Diploma in Artificial Intelligence	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	Computer Science, Artificial Intelligence, Cognitive Science, Engineering, Physics or Mathematics (with a programming background).	Maths to the level required of a rigorous Science degree. Programming experience beyond introductory level, preferably in Java or similar.	-
MSc/Postgraduate Diploma/ in Project Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	The applicants are normally expected to hold a university degree in management, information technology, computer science, engineering, science, business, or related disciplines.	Applicants without background in management will be required to attend BUiD pre-master's programme to acquire basic knowledge and understanding of Project Management.	
MSc/Postgraduate Diploma/ in Finance and Risk Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	The applicants are normally expected to hold a university degree in Finance or Economics or Accounting or Business Administration or a related discipline with some mathematical content.	Applicants with no prior exposure to accounting and finance are required to study and pass a specialised pre-master's module (remedial course) with zero-credit.	-
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	3 months or more work experience (including internships and part-time employment)

Programme	GPA	English Language Competency	Relevant Degree	Required Prior Knowledge	Required Prior Experience
				other courses taken, and training and development programmes attended.	
MSc/ Postgraduate Diploma in Sustainable Design of the Built Environment	Minimum 3.0	EMSAT Achieve English Score of 1400. IELTS 6.0 TOEFL iBT 79-80	A relevant first degree	-	-
MSc/ Postgraduate Diploma in Engineering Management	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	An Industrial Engineering, Electrical Engineering, Mechanical Engineering, or any other relevant discipline		
MSc in Cybersecurity	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	A Bachelor's degree in Computer Science (or a closely related field)		
MSc/ Postgraduate Diploma in Construction Law and Dispute Resolution (CLDR)	Minimum 3.0	EMSAT Achieve English Score of 1400 IELTS 6.0 TOEFL iBT 79-80	First degree relating to buildings, construction and/or law		Applicants who have a good degree in a discipline which is not related to buildings, construction, and/or law may be admitted if they can demonstrate at least two years' relevant work experience and/or professional development.
MSc/ in Structural Engineering	Minimum 3.0	EMSAT Achieve English Score of 1400. IELTS 6.0 or TOEFL 213 / 550	A Civil Engineering, Mechanical Engineering, or any other relevant discipline Bachelors degree		

Conditional Admittance for Postgraduate Diploma and Master's Programmes

- The University may consider the following cases for conditional admittance:

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

- Applicants who are granted admission under the above criteria are in addition required to meet the conditions stated below:

  - The students can take a maximum of two modules in the first term.
  - The students must achieve an overall grade of C according to the University'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.

  - Students receive intensive English support during the first term
  - The students must achieve an IELTS score of 6.0 (TOEFL 550, 213 CBT, 95 iBT, 169 Cambridge, B1-B2 IESOL) or its equivalent in a standardized English language test approved by the MoHESR by the end of the first term, or be subject to suspension. Suspended students will automatically be admitted to the programme upon achievement of the required English score.

- 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.

Exceptions to The Proof of English Proficiency Requirement

<u>PG Diploma and Masters</u>

- 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 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.

<u>Doctoral level programme</u>

- Doctoral applicants who studied in an English medium Master's programme which required an EMSAT English admission score of 1250 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.

ADMISSIONS PROCEDURES

To apply to a programme at BUiD, applicants must:

Initial Application

- Applicants to complete online application for admission
- Applicants to send relevant documents including:

  - Attested Bachelor/Master's degree certificate and transcript
  - Certificate of Equivalence (if applicable)
  - EMSAT/IELTS/TOEFL/Cambridge English: Advanced Test of English score
  - Work experience letter for Master of Education and Doctor of Education programme and for applications under Conditional Admittance 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)
  - Proposal for research for PhD applicants

Application Processing

- Verification of the Bachelor's/ Master's degree against records held by CAA.
- Application with relevant documents is sent to Admissions Tutor of the respective programme who considers the application against the admission requirements of the programme.
- Short-listed applicants may be invited for an interview
- Successful candidates are given an offer of a place to study on the programme
- Unsuccessful candidates are issued 'regret letters'
- Accepted candidates are required to confirm their acceptance of the offer of admission by the set deadline to reserve their seats. Failure to do so may result in forfeiture of a place in the programme.
- Accepted candidates may defer their admission for up to one year. If they do not enroll within a year of their acceptance, they must re-apply for the programme.

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. The provisional offer is intended to help overseas applicants commence the process of obtaining their Dubai International Academic City Residence Visa. When all the requirements listed in the Provisional Offer have been satisfied, the University will issue a confirmed offer.

Confirmed Offer[2][3]

The Confirmed Offer letter will state that the student has met the admissions requirements and provided appropriate evidence to support their application.

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:

- Registration dates
- Student Induction Programme date
- Diagnostic test dates if required
- Fee Requirements
- Conditional Admission requirements

Final Admission

- The applicant pays the initial fee and advises the accounts department of their selected fee payment option.
- The applicant submits all required documents including original degree certificates, transcript, EMSAT/IELTS/TOEFL certificate, 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.
- The applicant is registered as a student within the Quercus system
- The applicant is provided with an identity card and provided access to Blackboard and other relevant online resources.
- The applicant is invited to participate in the general and programme induction
- The applicant is required to commit to completion of all probationary requirements within the stipulated time period, acknowledging that failure will require exclusion.

PROGRESSION THROUGH POSTGRADUATE QUALIFICATIONS

For a programme having an exit stage (i.e., Postgraduate Diploma); common entry requirements will be maintained for all awards.

Students who have successfully completed a BUiD Postgraduate Diploma, may progress onto 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

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

[3] 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

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 Master programmes in accordance with conditions (based upon academic judgement) approved by the Board of Studies which may include:

   i. Additional admission assessment to ensure currency and relevance of prior learning.
   ii. Additional or specific taught modules to be taken.
   iii. 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.

CREDIT TRANSFERS FOR POST GRADUATE PROGRAMMES

External Credit Transfers

Transfer of credits may be considered for Postgraduate Diplomas and Masters and Doctoral Programmes. The University will consider credit transfer arrangements from other internationally accredited higher education institutions subject to the following conditions:

a. 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.
b. 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.
c. The institution at which the programme was taken is accredited within the UAE or recognised by the Ministry of Education.
d. The Faculty only allows exemptions from modules with content equivalent to that qualification providing the transferable points.
e. 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.
f. 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.
g. Credits which have already formed part of an award are not acceptable for transfer.
h. Credit transfer will not be awarded for study completed as part of any programme for continuing professional development.
i. Students applying to Masters programmes may transfer credit up to 25% of the total credit points of the degree programme. No transferred credit points can be used in lieu of graduation projects and theses.
j. Students applying to doctoral programmes may transfer credit up to 25% of the credit points or equivalent of the taught component of a University programme. No transferred credit points can be used in lieu of the final Research Methods module (that concludes the research proposal and has 40 credits) and the doctoral thesis.

- Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.
- The modules exempted through credit transfer will be considered as normal pass (grade C at 0%) for the degree completion requirements.

- Students need to meet the English language requirements of the programme.
- Only students transferring from UAE institutions recorded in the National Register of Licensed HEIs, or other organisations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission;
- Students need to present valid certifications approved by the CAA demonstrating the competency scores required by the programme for full admission.
- As the University does not offer a GPA, credit transferred modules will not count towards any record of GPA.

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

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

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:

- 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.
- 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.
- 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.
- 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.
- 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.
- In the case of internal credit transfer the period of study for the programme will be pro-rata.

Recognition of Prior Learning

The British University in Dubai (BUiD) recognises that learning can occur through formal education, work experience, and other non-traditional pathways. The Recognition of Prior Learning (RPL) policy allows prospective undergraduate and postgraduate students to have their previous knowledge, skills, and competencies assessed for possible credit or advanced entry into a BUiD programme. RPL applies to formal, informal, and non-formal learning, provided that evidence is valid, reliable, current, authentic, and sufficient to meet programme learning outcomes

Maximum credit recognised by BUiD for advanced entry

- The University recognises up to a maximum of 50% of the qualification in respect of undergraduate advanced entry admission to one of its programmes. Successful applicants will then complete at least two full academic years at BUiD in order to be eligible for consideration for an undergraduate degree.
- For a postgraduate programme, the University will recognise prior learning up to a maximum of 25% of the qualification. These credits recognised are not applicable for a dissertation or equivalent in respect of postgraduate advanced entry admission.

- The credit obtained via RPL process will be considered as equivalent to the credit earned through regular module work and will be added to the student's record and count towards the fulfilment of the programme requirements.

- No grades may be assigned for RPL credit granted, nor can RPL credit be used in the calculation of cumulative grade point average (CGPA).

- The transcript will indicate the module as a credit recognised from prior learning using the acronym RPL.

Assessment principles

In assessing evidence of prior formal, informal, and non-formal learning, the following criteria will be taken into consideration:

i. Valid: demonstrates skills, knowledge, attitudes and competencies necessary for a programme or qualification at all levels of QFEmirates.
ii. Reliable: evidence must be issued from a trustworthy source and in a reliable format.
iii. Current: evidence must showcase the candidate's current skills and knowledge and must meet current best practice guidance.
iv. Authentic: evidence should be submitted in its original format, and/or which can be verified as genuine and can be confirmed as the work of the learner. To ensure authenticity, all translated documents must be translated by an authorised translator.
v. Sufficient: the Assessor must see sufficient evidence to cover all aspects of the module(s) or qualification being claimed. The evidence must demonstrate competence over a period of time and that is able to be repeated.

STUDENT INDUCTION

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

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

STUDENT REGISTRATION

New Students

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

a. Original attested degree certificate and transcript
b. Original IELTS/TOEFL certificate
c. Two passport-sized photographs
d. Passport copy

e. UAE residence visa for non-UAE nationals
f. Copy of Emirates ID card

Returning Students

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

Adding or Dropping Modules

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

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 student can only be readmitted once to the same programme.

➢ There shall normally be a minimum period of one term between the withdrawal and readmission of the student.

➢ 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.

➢ 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.

➢ 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.

➢ The student still at the taught module stage will have to follow the programme structure and fulfil 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.

➢ The student will be allowed to internally transfer the credit from previously completed taught modules in line with University Internal Credit Transfer Policy.

➢ 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:

a. All the credit bearing modules of the award were completed within the last five years.

b. 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.

- The old structure will become obsolete after five years from the date of change to the programme structure. Any student wishing to continue after this duration will have to meet the requirements of the extant programme structure.

- 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.

- 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.

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 out with 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.

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 MASS a Late Withdrawal form on which they must check that they are withdrawing either 'With Cause' or 'Without Cause'. Any withdrawals where students have attended between 30% and 50% of the module and are withdrawing without cause, they will be liable to pay AED 4500 (plus vat) for the module.

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

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

PERMANENT WITHDRAWAL FROM THE PROGRAMME

There are three categories of permanent withdrawal recognised by the University:

Withdrawal Requirement by the University

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

c. The students fail academically (University Assessment Regulation 16.2)

d. Student admitted on probationary basis fails to satisfy conditions of probation (Graduate Admissions Policy)

e. There is an established case of academic dishonesty or any other disciplinary offense whereby the relevant committee has recommended dismissal of the student.

- 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.

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.

11. FINANCIAL INFORMATION

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

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

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

Total Programme Fees for the Academic Year 2025-2026

Programme	Tuition Fees
Masters' programmes	85,000 AED
Postgraduate Diploma programmes	80,000 AED
Doctor of Education/ PhD in Education	200,000 AED
PhD in Project Management	250,000 AED
PhD in Business Management	250,000 AED
PhD in Sustainable Built Environment	225,000 AED
PhD in Engineering Management	200,000 AED
PhD in Computer Science	225,000 AED
Professional Doctor of Business Administration	250,000 AED
PhD in Business Law	225,000 AED

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.
a. 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.
b. 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.
c. 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.

SCHOLARSHIPS

Master's Programme:

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

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

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

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

PhD Programmes:

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

^^PhD distinction: you must have achieved Distinction level in both Bachelor and Master degree
Applicants cannot avail more than one scholarship.

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 than 75% of the tuition fee for that module is refundable. The Request to Withdraw Form needs to be submitted. Any claims for refunds must be made within one month of the commencement of tuition.

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

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.

OTHER FEES

Description	Fees (AED)
Re-admission fee	1,000
Extension fee after lapsed registration (PhD)	10,000
Penalty for late withdrawal from a module	4,500 AED
Credit transfer fee per module (master's and doctorate)	1,000
Credit transfer fee per module (Bachelor's)	500 (min 1,000 – max 2,500 for 12 modules)
Transfer out of concentration or programme fee	1,000
Dissertation extension fee	5,000
Dissertation re-registration fee	1,500
Dissertation retake fee	100% of Dissertation fee
Project retake fee for MBA (addition)	100% of module fee
Programme Extension Fee (Doctoral programmes - per term, maximum 1 year) (addition)	10,000
Module retake fee (Bachelor's, Master's, and doctoral programmes)	100% of module fee
Proposal defence re-schedule – 1st reschedule	2,000
Proposal defence re-schedule – 2nd reschedule	5,000
Official letter	50 AED for every official letter
Transcript fee	100

12. ACADEMIC POLICIES & ASSESSMENT PROCEDURES

ASSESSMENT FOR M-LEVEL [1] *PROGRAMMES*

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.

Dissertation

The dissertation is a major component of the Master's programme, allowing students to conduct in-depth research on a topic related to their area of study. It is individually supervised and assessed through a written dissertation (within a specified word limit) and an oral presentation.
Dissertations are marked by two internal examiners (one may be the supervisor). If the examiners cannot agree on a final mark or if clarification is needed (e.g., borderline pass/fail), a third internal examiner will be appointed by the Programme Coordinator. Where a third examiner is involved, the External Examiner will review the marks and outcome. If the third examiner cannot resolve the issue, the Chair of the Examination Board—after consulting the External Examiner—will make a final recommendation. For resubmissions, Internal Examiners will agree on required corrections and communicate them to the student promptly after the Board of Examiners meeting.

[1] M-level stands for MSc level. Postgraduate Diploma and MSc are all M-level programmes

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.
- University M-Level Grading System

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

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

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

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

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

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

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

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

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

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

UNIVERSITY M-LEVEL GRADE DESCRIPTORS

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

Grade	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
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-organised flow of content, well expressed.	Well prepared, displaying a systematic and well-planned approach with a good understanding of the material and methodology. Able to work independently, or to participate well in a group. Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem. Answers questions with a good level of accurately with some evidence of 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	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

Grade	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
		independent ideas. Able to reach valid/relevant conclusions and to suggest extensions of the work	Good evidence of extended reading and 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%	Written Examinations 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 with the relevant skills. Structure and presentation:	Practical Work and Oral Examinations 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 ideas. Able to reach some valid conclusions, but	Reports and Essays 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.	Research Process 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. 2. The work may be anecdotal/ descriptive at times, and there is no evidence of the ability to be analytical.

Grade	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
	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.	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.	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.

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.

- During the taught stage of programmes, all the individual modules are assessed. The BoE approves the final results of the modules.
- 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.
- 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.
- All doctoral students shall maintain a record of their progression and personal development throughout the various stages of the programme.
- Students who are not able to demonstrate satisfactory progress within Stage 2 will not be permitted to register for the subsequent year of the doctoral degree.
- 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
▪ 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. ▪ 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
▪ 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. ▪ 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
▪ Suitability and /or potential for dissemination / publication Purpose, audience, message, quality of presentation and communication; overall coherence and attention to detail

Taught Module Stage Regulations

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, grades are awarded on the following scale, with 50%/C/Good representing the passing grade.. 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.

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:

A. Pass: That the student be allowed to proceed to Thesis.

B. Conditional Pass: That the student be allowed to proceed subject to minor changes to the proposal within a clearly specified (short) timescale.

C. 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.

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.

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%
▪ 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%
▪ 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.
▪ 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	Generally descriptive accounts of published authors with little or no integration; some attention to the ways in which	Limited integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research	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	Extensive and consistent integration and synthesis of accounts of published authors; extrapolation from theory to generate further

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%
		theoretical arguments and / or research findings have been used to inform practice.	theoretical arguments and / or research findings have been used to inform practice.	findings have been or could be used to inform practice.	make an original contribution to knowledge.	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.
▪ 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

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%
						evidence to support claims; attention to features of research design methodology
▪ Communication & presentation: Suitability and /or potential for dissemination / publication including citation and referencing	Generally, unintelligible; no articulation of purpose, poor quality of presentation; poor coherence and disjointed flow.	Generally intelligible but articulation of purpose unclear, poor quality of presentation; poor coherence and flow rather disjointed.	Articulation of purpose on topic but lacking in clarity, adequate quality of presentation; poor coherence and flow sometimes disjointed.	Clearly articulated purpose, adequate quality of presentation; overall coherence and flow reasonable.	Communication almost at the standard of published academic work; clearly articulated purpose, good cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.	Communication at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms; clearly articulated purpose, high cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.

GENERATIVE AI USAGE

Students may use AI for brainstorming, outlining, proofreading, or improving presentation of work when permitted, but must always declare their use through the AI Usage Declaration Form. Each assessment will specify what level of AI use is allowed under the University's AI Assessment, Reporting and Attribution (AIRA) Scale. Students remain fully responsible for the originality, accuracy, and integrity of their work, and confidential or personal data must never be entered into AI tools. Using AI to generate entire assignments, fabricate data, or evade academic effort is strictly prohibited and may result in academic misconduct procedures. Students are advised to refer to the full Generative AI Usage Policy available on the University website for detailed guidance.

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.

CREDIT HOURS

Modules are calculated in credit hours. Each module carries a certain number of credit hours that are awarded after the successful completion of that module. Students admitted to a post graduate programmes Degree must complete the required number of credit hours of module taught according to the approved programme structure. Each 3 credit hour modules has 40 contact hours for 10 weeks. The current contact hours that BUiD demands from students are 4-hour sessions with 15-minutes break for 10 sessions per term. This amounts to 37.5 hours per term. For each in-class hour, a student is expected to spend 2 hours outside class. For laboratory or studio-based modules the allocation of credit differs. Final examinations occur in week 11

CREDITS

In the United Kingdom, student workload is measured in credits, with one UK credit equivalent to 10 notional study hours, including both contact and independent study. A standard taught module normally carries 15 UK credits, corresponding to approximately 150 hours of total study. At the Master's level, a full academic year of study is typically 180 UK credits, which aligns with the European Credit Transfer and Accumulation System (ECTS), where 2 UK credits are equal to 1 ECTS credit.

13. ACADEMIC GOVERNANCE

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

Responsibility for Teaching and Learning within Faculties

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

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:

I. The courses offered within a specific programme.
II. Overall student assessment within the programme, including mark weighting for courses.
III. 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.

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:

- participate in assessment procedures for the award of degrees.
- arbitrate in problem cases.
- 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.

Monitoring and Evaluation Procedures

The following outlines Faculties' programme monitoring and evaluation procedures:

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.

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.

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.

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:

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

The Review Panel should meet with:

1. The Dean of Faculty
2. The Programme Co-coordinator/Head of Programme and the Faculty members
3. Student Representatives

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

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.

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:

- Personal Tutor/Student Academic Tutor
- Module Tutor
- Module Coordinator
- Dissertation Supervisor (Applicable only to programmes having a dissertation component)
- Head of Programme/ Programme Coordinator

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

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

Students' Responsibilities related to Personal Tutoring

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

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

Role of the Student Academic Tutor

Doctoral students are assigned a Student Academic Tutor within the Faculty. SAT selections 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.

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.

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.

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:

1. To give guidance about the nature of the dissertation enquiry and the standard of work to be expected.
2. 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.
3. Advise the student on relevant literature and methodology.
4. To maintain contact through dissertation meetings in accordance with University policy and in the light of any agreement reached with the student.
5. Monitor progress against an agreed plan and timetable for the dissertation study.
6. Comment on at least some if not all of the draft chapters of the dissertation.
7. To ensure that the student is made aware if the standard of work is below that expected.
8. Where relevant, advise on ethical and safety implications of the work.
9. Respond promptly and appropriately, by making constructive suggestions both at the planning stage and in response to the material submitted.
10. 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.
11. 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.
12. 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.
13. Write a formal progress report for any student who applies for a formal extension to the standard period of dissertation study registration.
14. 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.
15. 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.

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.

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

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

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

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

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

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

14. STUDENT RIGHTS AND RESPONSIBILITIES

Student Code of Conduct

a) Students are responsible for:

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

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

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

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

Student Disciplinary Offences

The following are examples of what might constitute misconduct:

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

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

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

The above list is not exhaustive.

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

Level of seriousness	Examples of types of offence	Action	Dealt with by	Record
1 Minor (Informal disciplinary measures)	Rudeness Disruption in class Poor attitude to staff, other students or members of the public	Guidance: Pastoral guidance interview with University Counsellor	Dean of Faculty (with Disciplinary Board guidance where appropriate)	Faculty to keep brief note of the complaint and that guidance interview has taken place

Level of seriousness	Examples of types of offence	Action	Dealt with by	Record
2 Significant (Informal disciplinary measures)	Repeat offences or more serious offences	Warning: Disciplinary Interview and informal warning Restriction or injunction to avoid certain behaviour	Dean of Faculty (with Disciplinary Board guidance where appropriate)	Faculty to keep brief note of the complaint and that warning interview has taken place
3 Serious (Formal disciplinary measures)	Serious disciplinary offences	Formal hearing: Formal penalties as described below	Head of Student Administration and Disciplinary Board	Formally recorded Disciplinary Board hearing, investigation and decision coordinated by Head of Student Administration

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

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

Category	Level of complaint (See Table 1)	Decision	Action	Dealt with by
A	1 Minor 2 Significant 3 Serious	There is no case to answer	The Head of Mass will write to the student indication that the matter is closed. They will copy this letter to the Investigating Staff Member, the Dean of Faculty, any appointed Disciplinary Board member and the person who made the original complaint	Head of MASS
B	1 Minor 2 Significant 3 Serious	That the offence has been admitted or partially admitted and is minor	The Head of Mass will request the Dean of Faculty to apply the appropriate action in accordance with Table 1. The Head of Mass will write to the person who made the original complaint advising them of the outcome	Dean of Faculty
C	1 Minor 2 Significant 3 Serious	That the offence is admitted or partially admitted but is more serious, or is a second or further offence	The Head of MASS will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of MASS Disciplinary Board

Category	Level of complaint (See Table 1)	Decision	Action	Dealt with by
D	1 Minor 2 Significant 3 Serious	That the offence is not admitted	The Head of MASS will organise a Disciplinary Board to consider the allegation at a formal hearing	Head of MASS Disciplinary Board

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

Penalties may include one or more of the following:

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

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

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

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

The following alone shall constitute grounds for appeal:

a) that new and relevant material evidence or information has emerged, which could not have been made available for consideration at the time of the Disciplinary Board hearing;

b) that the decision reached was perverse in the light of the evidence presented;

c) that there was a procedural error at the Disciplinary Board hearing or in the process leading up to it which had a material effect upon the Disciplinary Board decision; or

d) that the severity of the penalty imposed was unreasonable and disproportionate.

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

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

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

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

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

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.

Attendance Policy and Procedure[5]

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

Attendance Procedure:

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

5 *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.

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.

Student Academic 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.[6]
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 (i.e., 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.

The written presentation of the case should contain all the relevant arguments on the basis of which the appeal is being made. Other than in exceptional circumstances (e.g. where new information comes to light which was not available at the time of the original appeal) the appellant will not at any point thereafter be permitted to introduce new circumstances into the appeal.

In cases where the appeal is submitted on grounds related to mental health crisis, the student will have to provide:

- written documentation to support the mental health appeal from their doctor and/or licensed mental health provider/BUiD Personal Counsellor. The written documentation should bear an official stamp and should state the following:
- time period during which the student was treated;
- frequency of treatment;
- diagnosis or presenting problem;
- historical record of the student's mental illness condition;
- explanation as to how the diagnosis/presenting problem impacted the student's ability to attend class or successfully complete module(s) for the term(s) appealed (if the student is appealing only some modules within the same semester, the written documentation should explain how/why their mental health condition impacted their performance in some modules and not others).

[6] *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.*

- a copy of the hospital record showing dates of admission if the student was admitted to a hospital to be treated.

Any appeal must be submitted in writing, using the relevant form, to the Head of Institutional Effectiveness 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.

The Appeal will be reviewed by the Head of Institutional Effectiveness 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.

Academic Honesty and Integrity

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

- Manipulation: submitting work in a format intended to mislead or bypass technology or procedures used by the University to detect academic dishonesty.
- Fabrication of data
- Submitting work that was completed in part or whole by someone who is not the student with ID enrolled on the programme (e.g., other student; work colleague or employee, any individual or entity contracted by a personal or commercial relation)
- Contravention of examination procedures: e.g., communicating with a third party during the exam whether in person, telephonically, or electronically; bringing and/or using material not explicitly allowed in the exam; referring to and/or copying the work of others also taking the exam; falsifying identity in the exam)
- Plagiarism: is a dishonest academic act that means:
  a. Presentation of the intellectual work of another person as if it were the presenter's own original work. This occurs when phrases, clauses, sentences, paragraphs, or longer extracts are presented without acknowledgement of the source (original author)
  b. Presentation of work as if it were original work when in fact it is substantially the same or the same as work previously submitted for assessment and/or credit and/or publication (self-plagiarism, recycling)

c. Presentation of another person's work or the student's own previously submitted work without the deliberate intent to claim it as own and original work, but failing to acknowledge the original source owing to carelessness, recklessness, or ignorance (negligent plagiarism)

- Collusion: is unauthorized and/or unacknowledged collaboration with another person or persons in the production of intellectual work that is to be submitted by the individual student. This includes contracting with individuals or entities on a commercial basis and supply in part or whole of work completed by one student for submission by another student as their own. The colluder (the other party) is considered perpetrator of the dishonest act alongside the student.

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

15. STUDENT SERVICES

BUID ACHIEVEMENT & CAREER EXCELLENCE

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

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

Students will be offered services that include the following:

1. Information, advice and guidance:

   - ACE Career Hub: web and physical space for job seekers
   - Career guidance, feedback on profiles and documents, and practice interviews

2. Workshops, talks and events:

   - Skills development
   - CV preparation
   - Mock interviews
   - Researching job opportunities
   - Talks and webinars
   - Nationwide career events

3. Work experience:

   - Part-time work
   - Volunteering
   - Internships
   - Business idea development and incubation

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.

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

Appointments can be made by telephone 04 391 3626, or e-mail counselling@buid.ac.ae.

ACCOMMODATION

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

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

Prayer rooms are located in DIAC Service Building 01 – Ground Floor

STUDENT ACTIVITIES AND PUBLICATIONS

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

Student Organisations

BUiD will have authority over all student organisations and activities.

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

Supervision of Student Activities & Publications

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

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

Appropriate disclaimers will be published stating that:

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

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

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

Student Media and Use of Electronic Information Resources

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

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

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

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

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.

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

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 students at all levels, with a special focus on the training needs of our doctoral students. 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 The British University in Dubai's contribution to both academia and the community at large.

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 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.

MASTERS PREPARATION PROGRAMMES

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

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

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

16. FACULTY OF EDUCATION

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

16.1 PhD In Education /EdD

Sn.	Faculty	Designation/ Role
01	Prof. Eman Gaad	Professor; Dean
02	Prof. Sufian Forawi	Professor
03	Prof. Abdulai Abukari	Professor
04	Dr Solomon Arulraj David	Associate Professor
05	Dr Ahmed Bawa Kuyini Abubakar	Associate Professor, Head of Programme
06	Dr Emad Ayyash	Associate Professor
07	Dr Tendai Charles	Assistant Professor
External Examiner		University
Prof. Kristina Hultgren		The Open University

Programme Overview

PhD in Education

The PhD in Education is degree oriented towards developing students' research skills and scholarship. The revised PhD Education programme structure does not follow a taught structure but incorporates a select number of research training modules specifically designed to support the development of core academic and methodological competencies essential for the successful completion of doctoral research. Additionally, candidates may undertake optional subject-specific modules that are directly relevant to their research, in consultation with their supervisory team. Regular seminar participation is embedded throughout the programme to foster advanced skills in research practice, academic communication, and scholarly engagement.

Doctorate in Education (EdD)

The Doctor of Education (EdD) is degree oriented towards professionals who want to learn to leverage educational leadership skills. Combining both research and application, the EdD is applicable to a broad range of industries inside and outside of the world of education. seeks to prepare scholars whose research will address critical problems in education, develop our understanding of teaching and learning in diverse contexts, and lead to improved outcomes for all learners. While EdD students concentrate on real-world problems, PhD students shall deal with topics leading to distinct and original contribution to a particular filed of knowledge

Learning Outcomes of the PhD in Education Programme

1 Demonstrate a thorough knowledge of literature and a comprehensive understanding of research methods and techniques in the field of Education
2 Analyse and synthesize a substantial body of knowledge, particularly in philosophical and theoretical foundations and implications, at the forefront of the academic discipline or area of professional practice in Education.
3 Formulate and interpret research that contributes increased understanding and awareness in theory building and interdisciplinarity in the field of education.
4 Critically evaluate current issues, research and advanced scholarship in the discipline of Education

Learning Outcomes of the EdD Programme

1 Demonstrate a thorough knowledge of literature and a comprehensive understanding of research methods and techniques in the field of Education
2 Analyse and synthesize a substantial body of knowledge, particularly in philosophical and theoretical foundations and implications, at the forefront of the academic discipline or area of professional practice in Education
3 Formulate and interpret research that contributes increased understanding and awareness in theory building and interdisciplinarity in the field of education
4 Critically evaluate current issues, research and advanced scholarship in the discipline of Education
5 Apply theoretical perspectives to generate practical outcomes relevant to the UAE and the wider Gulf region, as well as internationally (EdD only)

PhD in Education Programme Structure

Stage	Modules/Components	Credit Hours
1	Qualitative Research Methods and Paradigms Quantitative Methods	40 40
2	Research Design and Planning Proposal Defence	40
3	Thesis Viva Examination	420
Total		540

EdD Programme Structure

Stage	Details	Requirements	Prerequisite	Credit Hours
Taught part	Research part	RES608 Research Methods (A student may be exempted from this module if they have taken a similar module in their Masters programme and pass a written or oral examination.)		3
	Core modules	DED630 Advanced Foundations of Education Paradigms and Approaches DED631 Assessment and Learning DED632 Educational Policy: Theory and Practice DED633 Curriculum Innovation: History, Theory and Development DED634 Latest Trends and Issues in Education DED635 Inclusion, Diversity and Equity in Educational Studies DED636 Applied Investigative Techniques in Education	3 core modules	3 3 3 3 3 3 3
	1 Elective module	DED637 Current Issues in Psycholinguistics and Language Learning and Teaching DED638 Theory and Practice of Leadership in Education DED639 Reading STEM Education		3 3 3 3

Stage	Details	Requirements	Prerequisite	Credit Hours
		DED640 Managing Technology in Education DED641 Education of Children with Exceptional Learning Needs		3
Pass the Comprehensive exam				
Proposal defence	· Submit a detailed proposal · Pass the proposal defense viva			0
Thesis	· Conducted a PhD/EdD level research · Submit a PhD/EdD thesis · Pass the PhD/EdD viva			30
Total				54/57

PhD Education Programme Completion Requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of “Pass” in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.
- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University.

EdD Programme Graduate Completion Requirements

- Successfully completed the Research Methods module or show adequate competency in RM
- Acquire 24 credit hours through the completion of taught modules
- Achieve a minimum of “pass” grade in all taught modules (Pass is BUiD is a grade of B)
- Acquire 30 credit hours by successful completion and viva of a substantial thesis equivalent to approximately 60000-80000 words for the PhD thesis or 50000 to 60000 for the EdD thesis.
- Duration of Study
    - Full-Time Students: minimum of three years; maximum of five academic years.
    - Part-Time Students: Minimum of four years; maximum of seven academic years.
- Have no outstanding debt with BUiD

Module Descriptions (PhD):

Quantitative Methods

This module introduces the foundations of quantitative research, including its theoretical underpinnings, methodological approaches, and ethical considerations as they apply across disciplines. It develops students' ability to critically understand and apply quantitative research designs, techniques, and analytical tools, fostering both conceptual insight and practical competence. The module also highlights the distinctions between quantitative and qualitative approaches, situating the role of mixed methods research within academic inquiry. The emphasis is on equipping students with a broad and adaptable range of quantitative skills relevant across fields, including research design, sampling, measurement, data collection, and analysis. Core statistical methods and techniques will be covered, spanning descriptive and inferential statistics, hypothesis testing, regression analysis, and multivariate approaches. Students will also gain hands-on exposure to software tools and data interpretation practices, preparing them to apply quantitative methods rigorously in their own research projects.

Advanced 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. It develops acquisition of 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 incorporates an introduction to epistemology, ontology, and research ethics. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods. 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. This involves examining some of the more prominent forms and examples of qualitative research that are well-established in numerous 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

Research Design and Planning

This module focuses on supporting students in developing their own research proposals through an integrated process. It begins with the formulation of a clear research question and objectives, alongside the development of a theoretical framework that draws on relevant theories and philosophical foundations. Students are expected to demonstrate a critical understanding of disciplinary and interdisciplinary approaches to their research topic. Building on this foundation, students then select a methodology consistent with their theoretical framework, encompassing research approaches, methods, instruments, and ethical guidelines. The module further engages with the theoretical components of a thesis and highlights the practical implications of conducting research. The culmination of the module is the production of a comprehensive draft research proposal, with the option for students to pilot elements of their study.

Module Descriptions (EdD):

Research Methods

The module develops students' ability to conduct research related to their field of study and prepares them to successfully conduct research projects. Students will learn to evaluate and critique academic journal articles, and conduct a comprehensive systematic review in a specific field of study. The module considers sampling and sampling methods, qualitative, quantitative, and mixed research methods. It also considers descriptive and inferential statistics and sheds light on data analysis through the lens of structural equation modelling (SEM).

Advanced Foundations of Education

This module focuses on providing students with advanced knowledge on educational foundations and development of understanding of connection to pedagogical, curricular and management application locally and internationally. Main foundations include, social, scientific, psychological, cultural, political, economic. Their education relevance to different fields of education will be established by the instructor and students own interest – science, TESOL, inclusive education, management & leadership, ICT, psychology.

Assessment and Learning

This module covers the principles, concepts and theories of human learning psychology 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. Specific aspects of learning language, mathematics, science, leadership and special education are explored. The main concepts, principles, methods and controversies concerning the measurement of student learning are also examined including how the statistical tools and procedures are applied in testing and assessment in different subject disciplines.

Educational Policy: Theory and Practice

This module introduces educators, educational policy-makers and leaders to critical thinking about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as through reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from philosophical and practical perspectives and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation.

Curriculum and Innovation

This module examines curriculum and innovation, including developing concepts, research methods, analytic and evaluative methods and techniques, and policy issues. Curriculum analysis, design and development models and approaches are explored and practical exercises in curriculum development are undertaken. The module examines theories and models of innovation and analyses innovation strategies in various cases (charter schools, cooperative learning, teacher certification). The module considers designs to confront and resolve barriers to innovation. Materials development, subsequent implementation and impact evaluation are included as well.

Latest Trends and Issues in Education

This module provides a comprehensive review and analysis of the emerging trends in education – from the perspective of classroom practitioners and researchers. The module will introduce students to critical aspects of conducting research in education and key issues in leadership, science, special inclusive education, ICT and TESOL and provide appropriate techniques to conduct research in these areas and to manage successful interaction and classroom development.

Inclusion Diversity and Equity in Educational Studies

This module develops students' critical thinking, research, and communication skills while providing them with a deep understanding of issues related to inclusivity in different educational settings. It covers diversity that goes beyond abilities and race, as well as issues related to equity in education. The module enables students to become familiar with issues such as strategic direction, identification and evidence of efficacy in diverse settings, as well as related issues of social settings and equity in inclusive settings.

Applied Investigative Techniques in Education

This module aims to provide students with discourse and integrative skills in emerging issues and perspectives in education. It allows students to connect this discourse to their research areas of interest. Major aspects of education research methodology will be linked to different research issues. Students will be able to develop their own research topics and develop the ability to integrate different academic disciplines and issues, and to identify key references and

appropriate methods in a coherent educational research paper.
Qualitative Research Method 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.

Quantitative Methods
This module aims to familiarise students with quantitative methods of data collection and analysis.

Research Design and Planning
This module concentrates on the development and design of students' own research proposals.

Current Issues in Psycholinguistics and Language
The module provides students with the opportunity to reflect on and re-assess a wide range of recent and traditional theories and approaches in psycholinguistics, such as task-based approaches, and communicative approaches. Students will critically examine such methods from the point of view of recent psycholinguistic and applied frameworks with specific reference to research into learning different contexts. Thus, the module examines the psychological and psycholinguistic processes underpinning different approaches to language acquisition. In this module, theories of behaviour and of learning will be also examined and critically analysed.

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.

Reading STEM Education
This module provides discourse and issues of the interdisciplinary connections among science, technology, engineering, and mathematics (STEM) and related fields and practices. Innovation, AI, art, and higher order thinking also remain tightly coupled with STEM education and practices. Additionally, AI, art, and entrepreneurship are promised to transform our knowledge, economy, and employment in the 21st century just as science and technology did in the last century. Therefore, this module discusses the connection of science, technology, engineering, arts, and mathematics (STEM/STEAM) that forms the scientific endeavour and development that makes it so successful.

Managing Technology in Education
The organisation, development and implementation of ICT in education is examined in detail developing concepts, research methods, analytic and evaluative methods and techniques and policy issues to achieve an in-depth conceptualization of the field, and a fundamental understanding of the role of policy in ICT provision. Designs to confront and resolve barriers to innovation are considered. Materials development and subsequent implementation and impact evaluation upon teaching and learning practices as well as practical issues concerning policy development will be examined.

Education of Children with Exceptional Learning Needs
The module will introduce core concepts related to education of children with exceptional learning needs and the general issues involved in their education in and outside of inclusive settings. Students will explore issues which are relevant to their thesis area through small group/individual tutorials which will include the presentation and development of educational plans supported by related literature.

Thesis
This element of the programme comprises the planning, development, and submission of a doctoral research thesis of 50000 to 60000 for the EdD thesis. It is an individual research work conducted under the supervision of a Director of Studies (DoS) and a Second Supervisor (SS), as needed. Publication of results from this research in a scientific journal(s) and/or conference(s) is expected and is highly encouraged. The EdD thesis will emphasise real-world applications and practical implications within the chosen field of study. This research endeavour aims to bridge theoretical knowledge with practical experiences to address contemporary challenges and issues.

16.2 Master of Education (MED) / Postgraduate Diploma in Education

SN.	Faculty	Designation/ Role
01	Prof. Eman Gaad	Professor; Dean
02	Prof. Sufian Forawi	Professor
03	Prof. Abdulai Abukari	Professor;
04	Dr. Solomon Arulraj David	Associate Professor
05	Dr. Ahmed Bawa Kuyini Abubakar	Associate Professor
06	Dr. Emad Ayyash	Associate Professor; Head of Programme
07	Dr. Tendai Charles	Assistant Professor
External Examiner		University
Prof. Kristina Hultgren		The Open University

Programme Overview

The Master of Education (MEd) programme is designed to provide students with in-depth knowledge, professional skills, and research expertise essential for effective practice in the education sector. It prepares educators, administrators, and other professionals to assume advanced roles in schools, educational institutions, and related organisations. By integrating theory with practical experience, the programme enhances teaching strategies, fosters inclusive and equitable learning environments, and strengthens leadership capabilities to drive positive change. It also incorporates the latest developments in technology and artificial intelligence. Supporting career advancement in both public and private educational settings.

The Postgraduate Diploma is available as both a standalone award and an exit route for students who are unable to complete the MEd dissertation. It provides a robust foundation for education professionals seeking advanced skills without undertaking a research project.

Learning Outcomes of the Programme

1. Demonstrate an advanced level of understanding of the core educational theories, trends and practices
2. Explain , compare and contrast the different approaches and the diverse methods available in research and educational settings.
3. Evaluate and apply complex concepts and integrate knowledge from a variety of disciplines.
4. Employ critical inquiry to research effectively and improve instructional effectiveness and student achievement
5. Demonstrate evidence of continuous professional development and lifelong, self-directed learning
6. Develop and carry out original research that will contribute to the cultural, technological and social development

Programme Structure

	Module Code	Modules	Credits
Core modules	EDU544	Curriculum, Instruction and Assessment	20
	RES503	Research Methods in Education	20
	EDU545	Educational Policy and Change	20
Concentration modules	Minimum of 2 X 20 concentration module + 1 elective from any area (with approval of the personal tutor) (3*20CR=60 CR)		
Educational Management,	EDU546	Education Planning and Governance	20
	EDU547	Leadership and Management for Educational Effectiveness	20

Leadership and Policy	EDU548	Managing Curriculum Innovation for Change in Education Practices	20
Diversity and Inclusive Education	EDU549	Differentiated Instruction for Inclusive Classrooms	20
	EDU550	Exceptional Learning Needs and Gifted Education	20
	EDU551	AI and Assistive Technology in Inclusive Classrooms	20
Applied Linguistics and Language Learning	EDU552	First and Second Language Acquisition	20
	EDU553	Technology-Assisted Language Learning and Assessment	20
	EDU554	Language Teaching Methods and Curriculum Design	20
STEM Education	EDU555	STEM Curriculum Design	20
	EDU556	AI and Technology in STEM Education	20
	EDU557	Assessment and Evaluation in STEM Education	20
Educational Psychology and Counselling	EDU558	Developmental and Social Psychology	20
	EDU559	Introduction to Cognitive Psychology	20
	EDU560	Counselling Psychology: Theories and Approaches	20
General (choose from any concentration)	EDUXXX	Elective 1	20
	EDUXXX	Elective 2	20
	EDUXXX	Elective 3	20
Total Taught modules (MEd and PG Diploma)			120
RES511 Dissertation (MEd only)			60
Total for a Master Degree			180

Programme Completion Requirements MEd

- Successfully complete 6 module of 20 credits each
- Successfully complete a 60 credits dissertation on a topic that relates to their Programme specialization.
- Achieve a minimum of "C" grade in all modules.
- Attend for at least 70% of all contact sessions.
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD

Programme Completion Requirements PG Diploma in Education

- Successfully complete 6 module of 20 credits each
- Achieve a minimum of "C" grade in all modules
- Attend for at least 70% of all contact sessions
- Duration of Study
  - Full-Time Students: Minimum of 2 terms; maximum of 6 terms.
  - Part-Time Students: Minimum of 6 terms; maximum of 9 terms
- Have no outstanding debt with BUiD

Module Descriptions

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

Educational Policy and Change
This module introduces current and aspiring educators, policymakers, and leaders to critical thinking about educational policymaking. It explores theories, research, and real-world experiences, encouraging learners to reflect on their own beliefs and practices. Participants will gain a philosophical and practical understanding of policy development and implementation, conduct research, evaluate policies, make recommendations, and prepare policy briefs. Special focus is given to policy issues in the UAE and MENA region.

Research Methods in Education
This module equips students with the essential skills and understanding needed to conduct research for a Master's-level dissertation. It emphasises critical analysis of educational research, enabling students to assess the relevance, validity, methodology, generalisability, and ethical considerations of existing studies. A range of research techniques and approaches are explored in relation to core and elective MEd themes. The module also covers data analysis, research writing, and strategies for dissemination to diverse audiences.

Education Planning and Governance
This module examines the roles of key stakeholders—such as governments, institutions, and teachers—in shaping education reform. It explores how power, politics, and ideologies influence policymaking and practice. Through case studies and critical analysis, students explore governance structures, accountability, and how educational planning and policy affect equity, quality, and access. Learners will reflect on their beliefs about planning, policymaking, and governance, and understand their connection to student outcomes. They will also conduct research to inform practice, with a focus on planning and governance in the UAE and MENA region.

Leadership for Educational Effectiveness
This module emphasises the positive impact of leadership on educational effectiveness. It involves an in-depth exploration of leadership definitions, forms, and their influence on elements like vision, mission, processes, outcomes, and personal development. Students will receive support in identifying and enhancing their leadership capabilities. The module focuses on empirical research on leadership effectiveness, the use of research methods in local contexts, and the influence of cross-cultural factors such as norms, religion, modernization, cultural convergence, power distance, individualism, and the evolving role of women in leadership.

Managing Curriculum Innovation for Change in Education Practices
This module explores fostering, implementing, and managing curriculum innovation across educational settings. It covers theories, strategies, and practical tools for driving change, encouraging creativity, and supporting innovative teaching and learning. The module also addresses research, evaluation methods, and leadership in innovation. Through case studies and projects, students gain hands-on experience designing and managing innovation initiatives that meet learners' needs and institutional goals.

Differentiated Instruction for Inclusive Classrooms
This module develops students' skills in designing and implementing differentiated instruction for inclusive classrooms. It emphasizes critical thinking, research, and communication, providing a deep understanding of issues related to strategic curriculum differentiation to meet the needs of all learners. The module also focuses on evaluating evidence of effectiveness in diverse settings and supports the creation of inclusive, diverse learning environments that accommodate students of varying academic abilities.

Exceptional Learning Needs and Gifted Education
This module provides an overview of educating learners with exceptional learning needs (ELN), including those who are gifted and talented. It focuses on four key areas: social, emotional and

behavioural difficulties (SEBD), autism spectrum disorders (ASD), dyslexia, and giftedness. It covers identification, programme planning, curriculum design, and pedagogy to support inclusive education. Highlighting the UAE's advancements in mainstreaming special needs, the module addresses challenges like placement and individualised education programs (IEPs), alongside cultural, ethical, and legal issues in the UAE, Gulf, and developing countries.

AI and Assistive Technology in Inclusive Classrooms
This module equips students with knowledge and skills to design and implement AI teaching tools and assistive technologies for inclusive education. It covers the latest trends, issues and AI tools, emphasizing support for all learners regardless of ability. Through critical thinking, research, and communication, students gain a deep understanding of assistive technologies and AI, enabling them to create least restrictive environments that foster learning and development in diverse, inclusive settings.

First and Second Language Acquisition
This module provides a comprehensive introduction to the processes underlying the acquisition of first and second languages. It explores key theories, models, and empirical research in the fields of linguistics, psychology, and cognitive science, examining how language is acquired, processed, and developed across the lifespan. Topics include the critical period hypothesis, input and interaction, cross-linguistic influence, and individual learner differences. Students will critically evaluate research findings and consider their implications for first and second language acquisition in diverse educational contexts.

Technology-Assisted Language Learning and Assessment
This module examines the role of digital technologies and AI in language learning, teaching, and assessment. It explores theoretical frameworks and practical applications of technology-assisted language learning, including computer-assisted language learning (CALL), mobile learning, gamification, and online collaborative tools. Students will critically engage with current research and evaluate the effectiveness of various digital tools and platforms in enhancing language acquisition and learner autonomy. It also investigates the use of technology in language assessment, addressing issues such as validity, reliability, and ethical considerations in digital testing environments.

Language Teaching Methods and Curriculum Design
This module explores key language teaching methods and curriculum design principles and practices of curriculum design. It critically examines traditional and contemporary approaches such as communicative language teaching, task-based learning, content and language integrated learning (CLIL), and learner-centred methods. Students study curriculum theory, syllabus design, materials development, and course planning, with a focus on contextual and cultural influences. The module prepares students to make informed pedagogical decisions and create effective, research-based language curricula for diverse learners.

STEM Curriculum Design
The module focuses on providing discourse and skills of STEM education, pedagogical, and curricular development. Specific emphasis is on STEM education's foundations, frameworks, curricular designs, and the inter/multi/transdisciplinary connections among the science, technology, engineering, and mathematics disciplines. It introduces the major STEM education instructional models, such as the scientific method, inquiry-based learning, problem-based learning, project-based learning, creative and critical thinking, and engineering design. It covers main areas such as STEM pedagogical content, standards, models of integration, and application of STEM/STEAM/STREAM education to 21st-century skills and career aspirations, and opportunities for K-16 students in STEM education.

AI and Technology in STEM Education
The module provides knowledge, skills, and dispositions of research on AI and technology in STEM education. The focus will be on STEM education's connections to AI, generative technologies, platforms, and technology resources. It provides students with a specific emphasis on AI's latest trends and research on STEM education standards, student learning, teacher development, policy, management & leadership, and school/university practice. It covers main areas such as: Personalized learning, adaptive learning, intelligent tutoring systems, natural Language processing, etc, in the context of STEM education.

Assessment and Evaluation in STEM Education
This module provides knowledge, discussion, and research for assessment and evaluation in STEM

education. The STEM education and its multidisciplinary approach requires special understanding and research development for student assessment and programme/school/university evaluations and accreditations. The module covers areas such as assessment for and of learning, proficiency exams, teacher/instructor competency and qualification, outcome-based learning, backward design, feedback & progress reports, creating valid and reliable rubrics and performance tools, and grant writing in the context of STEM education.

Developmental and Social Psychology
This module examines key concepts in developmental and social psychology, focusing on theoretical frameworks, research methods, and practical applications within education. Students will explore diverse perspectives, challenge traditional views of human development and analysing their influence on behaviour, learning, and motivation. Content includes developmental stages from birth through old age, with emphasis on socio-emotional and cognitive changes. In social psychology, students will study how internal factors (like cognition) and external influences (like social environments) shape behaviour. Key themes include the self, attitude formation and change, attribution, pro-social behaviour, and group dynamics.

Introduction to Cognitive Psychology
This module offers an in-depth exploration of cognitive psychology, focusing on mental functions such as learning, memory, attention, perception, reasoning, language, and decision-making. It examines a range of theoretical approaches supported by experimental and empirical research, with particular emphasis on topics relevant to education. Students will study the relationship between the mind and brain, the concept of modularity, and various cognitive theories. It addresses how different cognitive frameworks influence behaviour. Students will develop academic skills through an oral presentation and a scholarly paper on a cognitive psychology topic related to education.

Counselling Psychology: Theories and Approaches
This module introduces students to the core concepts, theories, and practices of counselling psychology, with a focus on supporting individuals—particularly school-aged children and young people—facing developmental and environmental stressors. It explores how academic, social, psychological, and societal factors contribute to individual distress and the need for professional support. Students will gain an understanding of the theoretical foundations of wellbeing and distress, and how to apply theory-based interventions to promote mental health and resilience. Key topics include the history of counselling psychology, foundational theories, basic counselling micro-skills (such as interviewing, assessment, and case analysis), crisis intervention, and other non-clinical approaches. The module combines theoretical learning with practical application through assignments that demonstrate both understanding and skill.

Dissertation
This module concentrates on the development, design and completion of a student research dissertation as a partial fulfilment of the Master's in Education requirement. Dissertations are intended to give students an opportunity to focus on an aspect of the taught subject matter and to investigate it in more detail. This will help them to develop skills as independent researchers. Students will also learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study.

17. FACULTY OF BUSINESS AND LAW

Degrees Offered
PhD in Business Management
Professional Doctorate in Business Administration
PhD in Project Management
PhD in Law
Master of Science (MSc) in Construction Law and Dispute Resolution
Postgraduate Diploma in Construction Law and Dispute Resolution
Master of Business Administration
Master of Science (MSc) in Project Management
Postgraduate Diploma in Project Management
Master of Science (MSc) in Finance and Risk Management
Postgraduate Diploma in Finance and Risk Management

17.1 PhD in Business Management Programme

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

Programme Overview

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

Programme Goals

- Equip candidates with the methodological foundations necessary to undertake rigorous, ethical, and original research in the field of business management.
- Cultivate a critical grasp of the research tools and capabilities required for high-level inquiry in the field of business administration, with impact on both scholarship and professional practice.
- Prepare graduates to advance knowledge and practice in their area of expertise and professional practice by producing original, impactful research that reflects scholarly independence.
- Critically examine advanced theoretical and practical issues within the evolving landscape of business management and its professional applications.

Programme Learning Outcomes

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

1 Conduct high-quality, independent research that advances knowledge and informs practice in the field of business management.
2 Demonstrate advanced critical thinking and research skills necessary to conduct original research and make a significant contribution to academic knowledge or professional practice.
3 Apply advanced leadership, strategic, and decision-making competencies to complex challenges in professional and academic settings.
4 Demonstrate creativity, professionalism, and ethical integrity in conducting independent, rigorous research in business management.

Programme Structure

Stage	Modules/Components	Credit Hours
1	Qualitative Research Methods and Paradigms Quantitative Methods	40 40
2	Research Design and Planning Proposal Defence	40
3	Thesis Viva Examination	420
Total		540

Programme Graduate Completion Requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of "Pass" in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.
- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University

Module Descriptions for PhD Business Management Programme

Please consult the PhD in Education section of this catalogue for full module descriptions.

17.2 Professional Doctorate in Business Administration

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

Programme Overview

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

Programme Goals

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

Programme Learning Outcomes

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

1. Develop originality and creativity to evaluate specialised management theories and principles and their application in practice.
2. Evaluate innovation and entrepreneurship theories and their application in practice.
3. Critically examine project and operation management theories and their application in practice.
4. Analyse complex adaptive systems and their applications to solve real world problems.
5. Critically appraise aspects of people management.

Programme structure

Module Number	Module Title	Prerequisite	Credits
Core Research Skills			
RES609	Qualitative research methods and paradigms		30
RES610	Quantitative Methods		30
RES606	Research Design and Planning	RES609, RES610	40
Core Modules			
PDBA601	Core Readings in Management and Business Research		20
PDBA602	Innovation Theories/Models and Entrepreneurship		20
MGT609	Business Excellence		20
Elective Modules (any 1)			
MGT610	Global Management		20
MGT604	Organisation, Projects & Sustainability		20
MGT601	Management of Knowledge in Projects		20
	Thesis Credits		360
Total Credits Required for Degree Completion			540

Programme Graduate Completion Requirements

- 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
- Duration of Study
  - Full-Time Students: minimum of three years; maximum of five academic years
  - Part-Time Students: minimum of four years; maximum of seven academic years.
- Have no outstanding debt with BUiD.

Module Descriptions

Module descriptors for Qualitative Research Methods and Paradigms, Quantitative Research Methods and Applied Research Design and Planning is available in the EdD module descriptors.

Core Readings in Management and Business Research

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

Innovation Theories/Models and Entrepreneurship

The module aims to prepare students for their doctorate research topics. The module will introduce students to a variety of ongoing research innovation and entrepreneurship and related themes.

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 the Baldridge framework for performance excellence, UAE excellence models, statistical methods in quality management, business excellence and leading, and building and sustaining business excellence.

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 it will attend to identifying differences between countries in government regulation, societal and industrial contexts, organisational cultures and management practices.

Management of Knowledge in Projects

The aim of this module is to teach the principles and technologies of knowledge management. A case study approach 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.

Organisations, Projects and Sustainability

This module is designed to provide advanced knowledge and higher-level of understanding of the concepts of an 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.

Thesis (360 credits)

This element of the programme comprises the planning, development and submission of a doctoral research thesis of 40,000-50,000 words. The student will carry out a major research investigation. The student will work under the supervision of a Director of Studies and second supervisor from BUiD and an external academic advisor. The thesis will be expected to make a distinct and original contribution to the practice of the topic addressed.

17.3 PhD in Project Management

Date of initial accreditation: February 2012
Date of next accreditation: June 2025

SN.	Faculty	Designation/ Role
01	Prof. Edward Godfrey Ochieng	Professor
02	Prof. Sulafa Badi	Professor, Head of Programme
03	Prof. Khalid Almarri	Professor
04	Dr. Maria Papadaki	Associate Professor
05	Dr. Farzana Asad Mir	Assistant Professor
External Examiner		University
Dr. Andrew D Ross		Liverpool John Moores University

Programme Overview

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

Programme Goals

- methodological knowledge that supports independent, ethical, and innovative research in the field of Project Management.
- Enable graduates to make significant original contributions to their field of specialisation and profession through their independent research.

Programme Learning Outcomes

1 Integrate advanced domain-specific and interdisciplinary knowledge to formulate research questions and solve complex Project Management problems.
2 Design and implement methodologically rigorous research that addresses significant theoretical or practical challenges in the field of Project Management.
3 Produce research outcomes that contribute to the theoretical and/or practical advancement in the field of Project Management.
4 Communicate research findings effectively through academic writing, oral presentations, and appropriate scholarly or professional dissemination channels.

Programme Structure

Stage	Module/components	Credit Hours
1	Qualitative Research Methods and Paradigms Quantitative Methods	40 40
2	Research Design and Planning Proposal Defence	40
3	Thesis Viva Examination	420
Total		540

Programme Completion Requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of “Pass” in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.
- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University.

Module Description for PhD Project Management: Please consult the PhD in Education section of this catalogue for full module descriptions

17.4 PhD in Law

SN.	Faculty	Designation/ Role
01	Prof. Aymen Masadeh	Professor; Head of Programme
02	Dr Abba Kolo	Associate Professor
03	Dr Omar Alhyari	Associate Professor
04	Dr Derar Al-Daboubi	Assistant Professor
05	Dr Hamad Aleissaee	Assistant Professor
External Examiner		University
Prof David Collins		The City Law School, City University of London

Programme Overview

The Doctor of Philosophy (PhD) in Law at the British University in Dubai (BUiD) is a research-focused doctoral programme designed to advance original scholarship and professional innovation in law. Grounded in international best practices, the programme offers a structured yet flexible framework that integrates rigorous research training, methodological development, and sustained academic supervision. Candidates will undertake independent research contributing to theoretical and practical advancements in the field, supported by a progression-based structure leading to the final thesis and viva voce. The programme aims to develop highly qualified researchers, academics, and industry leaders capable of addressing complex challenges and driving strategic transformation in law.

Programme Goals

- methodological knowledge that supports independent, ethical, and innovative research in the field of law.
- Enable graduates to make significant original contributions to their field of specialization and profession through their own independent research.

Programme Learning Outcomes

1 Integrate advanced domain-specific and interdisciplinary knowledge to formulate research questions and solve complex law problems
2 Design and implement methodologically rigorous research that addresses significant theoretical or practical challenges in the field of law.
3 Produce research outcomes that contribute to theoretical and/or practical advancement in the field of law.
4 Communicate research findings effectively through academic writing, oral presentations, and appropriate scholarly or professional dissemination channels.

Programme Structure

Stage	Module/components	Credit Hours
1	Qualitative Research Methods and Paradigms Quantitative Methods	40 40
2	Research Design and Planning Proposal Defence	40
3	Thesis Viva Examination	420
Total		540

Programme Graduate Completion Requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of “Pass” in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.
- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University.

Module Description for PhD Business Law: Please consult the PhD in Education section of this catalogue for full module descriptions

17.5 MSc In Construction Law and Dispute Resolution

SN.	Faculty	Designation/ Role
01	Prof. Aymen Masadeh	Professor
02	Dr. Abba Kolo	Associate Professor
03	Dr. Omar Alhyari	Associate Professor, Head of Programme
04	Dr Derar Al-Daboubi	Assistant Professor
05	Dr Hamad Aleissaee	Assistant Professor
External Examiner		University
06	TBC	

Programme Overview

The Master of Science in Construction Law and Dispute Resolution (MSc CLDR) is designed to equip students with specialised knowledge in construction law and dispute resolution. This programme includes foundational modules in law for non-lawyers and construction for lawyers.
It is particularly beneficial for GCC nationals and other professionals in both private and public sectors involved in infrastructure and building projects. Students will gain essential construction technology, legal knowledge, and techniques necessary for current theory and practice in this field.

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

Programme Learning Outcomes

1 Demonstrate an understanding of 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 Explain the different approaches taken and the diverse methods available to resolve construction disputes including adjudication, arbitration, mediation, and litigation

3 Demonstrate a capacity to apply complex concepts and develop solutions to common and uncommon disputes relating to construction law

4 Develop critical advisory skills as representatives of parties to construction contracts

5 Assess the relevant legal framework and propose solutions that would promote entrepreneurship and innovation

6 Develop and carry out original research at the forefront of knowledge on a relevant construction law and/or dispute resolution topic.

Programme Structure

Module Code	Module Name	Credits
CDR522	Fundamentals of Private Law	20
CDR523	Construction Law and Contracts	20
CDR510	Arbitration Law	20
CDR511	Alternative Dispute Resolution	20
CDR524	Contemporary Issues in Construction Law	20
CDR507	Arbitration Award Writing	20
Total Taught modules (MSc and PG Diploma)		120
RES515 Research Dissertation		60
Total for a master's degree		180

Programme Completion Requirements (MSc)

- Successfully complete a 60-credit dissertation
- Successfully complete (120 Credits) 6 x20 credits of taught modules
- 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 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Programme Completion Requirements (PG Diploma)

- Successfully complete (120 Credits) -6 x 20 credits of taught modules
- 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 terms (1 academic year) and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Module Descriptions

Fundamentals of Private Law
This module is intended for students who do not have a professional law background. It provides an introduction to the key aspects and features of the legal systems which form the foundation for law in the construction industry in the UAE. In taking this course, students will acquire a foundational understanding of different relevant areas of public law, including regulatory law, and private law, including torts law and contracts. Students are expected to become familiar, within those areas, with the key legal principles, rules and reasoning techniques as well as with the relevant court systems and other dispute resolution mechanisms prevalent in the construction industry. The overall aim is to assist students to become well-rounded professionals in their field, such that they are aware of possible legal implications and ramifications of their work in the construction industry.

Construction Law and Contracts
This module provides a solid understanding of the special features of construction which give rise to particular legal doctrines and problems. The multi-party and long-time scale nature of construction processes coupled with its complexity and the financial risks involved may give rise to legal problems. The module familiarise students with the nature and implications of the legal relationship between the participants, the relevant laws and industry standard form contracts, and how they could be used in practical life situations.

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.

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.

Contemporary issues in Construction Law
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 and contemporary issues. This module is designed to familiarise students with contemporary legal issues in the construction field including (but not limited to) legal aspects of sustainable built and environmental protection, and investor-state dispute settlement under modern international investment treaties.

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.

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. A viva will be conducted after submitting the dissertation. The aim of the viva is to give the students the opportunity to defend their work and enhance their presentation skills.

17.6 Master in Business Administration

SN.	Faculty	Designation/ Role
01	Prof. Khalid Almarri	Professor
02	Dr Mohamed Yacine Haddoud	Associate Professor
03	Dr. Sulafa Badi	Professor
04	Dr. Maria Papadaki	Associate Professor
05	Dr. Farzana Asad Mir	Assistant Professor
06	Dr Nor Ashmiza Mahameis d Ismail	Associate Professor, Head of Programme
External Examiner		University
Prof. Christopher Forde		University of Leeds

Programme Overview

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

Programme Goals

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

Programme Learning Outcomes

1 Critically assess, apply and synthesise the core legal principles relating to the construction law discipline specifically in the areas of the law of contract and tort, the law of property, the law on bonds and insolvency

2 Demonstrate comprehensive, highly specialised knowledge of leadership and/or general management and the interface between different fields of management, including frontier concepts and recent developments.

3 Show critical awareness and advanced knowledge of techniques and tools useful for analysing economic factors/indicators, business environments, financial measures and control in work organisations.

4 Illustrate detailed body of knowledge of recent developments in business operations, logistics, and marketing related to the different aspects of the business.

5 Integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to develop new knowledge and procedures in the field of business management.

6 Analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to business management, e.g. communication and information technology skills.

7 Develop and execute a major project or comparable activities (that includes a significant range of variable and complexity) with appropriately selected research methodologies producing sound conclusions.
8 Integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to develop new knowledge and procedures in the field of business management.
9 Employ high-level governance of processes and systems.
10 Analyse and reflect on global issues, socio-cultural norms and relationships and act to build and transform them.
11 Facilitate the transformation of organisations through strategic leadership, intellectual rigour and professional ethical values.
12 Apply well-developed interpersonal skills including the ability to communicate effectively and interact with groups and individuals at all levels.
13 Self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including in unfamiliar learning contexts.

Concentration Specific Learning Outcomes -Finance

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

Concentration Specific Learning Outcomes -Marketing

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

Concentration Specific Learning Outcomes - 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

Concentration Specific Learning Outcomes - 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 Structure

Module Code	Module Title	Prerequisite	Credit
	Core Modules		
MGT520	Marketing Management		20
MGT508	Organisational Behaviour and Business Leadership		20
MGT521	Economics and Business Environment		20
MGT525	Operations Management		20
MGT519	Accounting and Finance For Managers		20
MGT523	Strategic Management		20
Concentration	Module Title & Code		Credit
1.HRM	MGT510 Organisational Change MGT506 HR in Action MGT524 Business Consultancy Project in HRM		20 20 20

Module Code	Module Title	Prerequisite	Credit
2.Finance	FIN501 Quantitative Methods for Finance FIN504 Financial Markets & Institutions MGT524 Business Consultancy Project in Finance		20 20 20
3.Marketing	MGT528 Consumer Behaviour MGT529 Marketing Research MGT524 Business Consultancy Project in Marketing		20 20 20
4.Sustainability	MGT522 Governance and Corporate Social Responsibility SDBE504 Sustainable built environment MGT524 Business Consultancy Project in Sustainability		20 20 20
5.Generic	Two modules from any of the four streams MGT524 Business Consultancy Project in Business Administration		20 x 2 20
Skills & Personal Development Workshops	*Mandatory Workshop:* Research & Consultancy Skills & Techniques		Zero credit
Students will choose three out of the four proposed workshops	Self-Management; Interpersonal skills; Team Skills Leadership		Zero credits
Total Credits			180

Programme Graduate Completion Requirements

- 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
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD.

Module Descriptions

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 highly competitive current environment.

Organisational Behaviour
The module examines the role of management in diagnosing behaviours and adopting practices that can improve organisational effectiveness. This will involve consideration of employee attitudes, motivation, learning and reinforcement, job satisfaction, workgroups, organisational culture, leadership, communication, decision making, organisational conflict, change management, and the management of stress.

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.

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. The module discusses and compares critical topics in service and production operations management such as process design, inventory control, performance management and supply chain management.

Accounting and Finance for Managers
This module will enable students to gain advanced knowledge and thorough understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organisation. The finance component of this module aims at developing a clear understanding of the fundamental and advanced concepts of corporate finance.

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. The module explores how an organisation positions itself with regard to dynamic internal and external environments.

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.

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 topics covered in this module include earnings quality, ratio analysis, fundamental analysis, earnings management, equity-based executive compensation (stock grants and stock options).

Governance and Corporate Social Responsibility
This module explores the key components of Corporate Social Responsibility (CSR), along with its interrelated areas and dependencies. It introduces the core principles that underpin global best practices in sustainable development, supported by real-world operational examples. Emphasis is placed on fostering a functional and balanced relationship between ecology, culture, and technology—one that promotes mutual adaptation and evolution. The module also examines the foundational principles of sustainable development within the built environment, including the avoidance or minimization of environmental harm, efficient use and conservation of natural resources, preservation of cultural heritage, and the pursuit of ecological balance and biodiversity

Business Consultancy Project.
The Business Consultancy 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.

17.7 MSc in Project Management

SN.	Faculty	Designation/ Role
01	Prof. Edward Ochieng	Professor
02	Prof. Khalid Almarri	Professor
03	Dr. Maria Papadaki	Associate Professor
04	Dr. Waris Khan	Associate Professor, Head of Programme
05	Dr. Farzana Asad Mir	Assistant Professor
External Examiner		University
06	Prof. Darren Dalcher	Lancaster University Management School

Programme overview

The aim of the MSc PM programme is to develop talented, well rounded, professional Project Managers who possesses the technical, behavioural, and contextual ability to manage complex projects and display mastery of discipline.

The 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.

Progamme Goals

The 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.

Programme Learning Outcomes

1. Demonstrate an understanding of concepts, principles, theories and techniques used in the project management discipline.
2. Apply the principles and practices of project management to different types of projects; including private and public sector projects.
3. Demonstrate the ability to perform independent research and acquire cognitive skills of critical thinking to support the decision-making process of various project environments. (MSc only).
4. Apply sustainable innovative solutions to complex projects using digital project tools and project planning techniques.
5. Demonstrate entrepreneurial and managerial skills through professionalism, values, ethics, and sense of responsibility to deliver sectoral projects.

6. Demonstrate creativity and originality in initiating project tasks. (MSc only)
7. Acquire governance, leadership, and team management skills to coordinate projects.
8. Develop adaptability and responsibility by continuous learning and acquire knowledge to meet professional requirements and future industry needs.

Programme Modules (20CR each)		
		Credits
Core modules (80CR)	PPM501 People and Organisations	20
	PPM502 Management of Projects	20
	PPM503 Planning, Execution and Control	20
	PPM504 Project Management Research Methods	20
Programme Specialized modules (2*20CR=40 CR)	PPM505 Construction Project Management Professional Practice	20
	PPM506 Enterprise Risk Management	20
	PPM507 Infrastructure Management	20
	PPM508 Information systems and cyber security	20
	FIN515 International Finance	20
	MGT522 Governance and corporate social responsibility	20
	CDR512 Introduction to law	20
	CDR510 Arbitration Law	20
	SDBE504 Sustainable built environment	20
	INF506 Knowledge Management	20
	INF509 E-Commerce	20
	INF510 IT Entrepreneurship	20
	MGT519 Accounting and Finance for Managers	20
Total Taught modules (MSc and PG Diploma)		120
Dissertation (60CR)	RES500 (60CR)	60
Total 180CR		

Programme Completion Requirements - MSc

- 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
- Attend for at least 70% of all contact sessions
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD.

Programme Graduate Completion Requirements

- 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
- Attend at least 70% of all contact sessions
- Duration of Study
  - Full-Time Students: minimum of two terms; maximum of six terms.
  - Part-Time Students: minimum of six terms; maximum of nine terms
- Have no outstanding debt with BUiD.

Module Descriptions

People and organisations
The module will enable students to trace and discuss a wide range of theories in the study of organisations and human relations relevant to the management of projects. They will be able to critically review a range of theoretical perspectives and apply a range of theoretical perspectives to appropriate and evaluate possible interventions in tackling everyday people and/or organisational problems in project environments.

Management of Projects
The module provides 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.

Planning, Execution and Control
The 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.

Project Management Research Methods
The module develops 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.

Construction Project Management Professional Practice
The module provides students with an advanced level of knowledge, skills and experience to appreciate the complex landscape of contemporary civil and construction projects; and develops students' knowledge, practical understanding and skills of project management professional practice within the construction and built environment industry.

Enterprise Risk Management
The module equips 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 will develop the appropriate skills to appreciate the key processes and decision stages at corporate and project level.

Infrastructure Management
The module aims to introduce students to the challenges that exist in the development and operation of infrastructure projects. The module will develop students' understanding and knowledge of infrastructure assets development and operation.

Information Systems and Cyber Security
The module offers an in-depth understanding of the emerging cyber security risks. The module is intended to upskill future project and risk managers to manage enterprises' information systems security and procedures against cybercrime.

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

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.

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.

Sustainable Built Environment
This module emphasises 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 minimisation 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 also discussed.

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.

E-Commerce
This module is about 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.

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.

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 organisation. Students will be applying different analytical tools, learn to identify the relevant information for better decision making to the advantage of the organisation. 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.

17.8 Master Of Science in Finance and Risk Management

SN.	Faculty	Designation/ Role
01	Prof. Husam-Aldin Al-Malkawi	Professor, Head of Programme
02	Dr Abdelmounaim Lahrech	Professor
03	Dr Maria Papadaki	Associate Professor
External Examiner		University
Prof Basil Al-Najjar		Manchester Met University

Programme Overview

The Master of Science in Finance and Risk Management mission is to graduate skilled professionals with the breadth of knowledge that permits them to make ethical, thoughtful and significant contributions to their organisations and communities. The Programme prepares students for positions in the finance and financial risk management industry. It will also assist in preparing students for professional certifications such as the Financial Risk Manager (FRM) or Chartered Financial Analyst (CFA). The programme's content is aligned with FRM's curriculum, which is accredited by Global Association of Risk Professionals (GARP).

Programme goals

- Enable students to acquire a broad knowledge of finance and risk management, and to deepen their competency in the chosen specialist area.
- Develop students' critical understanding of financial risk management and how to measure and manage risk.
- Provide students with the skills and knowledge required to work effectively in the field of finance.
- Provide students with a thorough understanding of the modern finance theory, risk management techniques and financial regulations.
- Develop students' ability to perform independent high quality scientific research, analysis and critical thinking in a relevant topic area.(MSc only)

Programme Learning Outcomes

1. Demonstrate advanced knowledge and understanding of the modern theory of finance and the major areas of financial innovation and risk management
2. Apply suitable quantitative and other analytical methods used in finance and grasp the knowledge of the various hedging strategies
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 taking into account sustainably factors such as social, economic and environmental (SEG).
4. Critically evaluate different quantitative and risk management models and hedging mechanisms
5. Organise and critically analyse real-world data on banking, financial and economic problems
6. Carry out independent and original academic research in a related specialist area. (MSc only)
7. Individually manage data and information collection, organisation, and implementation of theories and strategies using spread sheets and economic software for managing financial risk and investments to make entrepreneur financial decision
8. Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in financial institutions.
9. Self-evaluate, develop, and participate in further learning and advancement of knowledge and skills.

Programme Structure

Module Code	Module Name	Credits
Core Modules		
FRM510	Financial Markets & Institutions	20
FRM511	Research Methods in Finance	20
FRM512	Corporate Finance	20
FRM513	Financial Risk and Regulation	20
FRM514	Investment Analysis and Portfolio Management	20
FRM515	Derivatives and Risk Management	20
FRM599 Dissertation		60
Total for a master's degree		180

Completion requirements (MSc)

- Successfully complete 60 credits dissertation
- Successfully complete 6 x 20 credits modules
- Achieve a minimum of "C" grade in all modules
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD.

Completion requirements (PG Diploma)

- Successfully complete 6 x 20 credits modules
- Achieve a minimum of "C" grade in all modules
- Duration of Study
  - Full-Time Students: minimum of two terms; maximum of six terms.
  - Part-Time Students: minimum of six terms; maximum of nine terms.
- Have no outstanding debt with BUiD.

Module Descriptions

Financial Markets and Institutions
The module aims to provide a clear understanding of the operations of major financial markets such as bond, stock and foreign exchange markets. It also provides a clear understanding of bank management, risk management in financial institutions and their role in sustainable development. Moreover, it digs deeply into the behaviour of interest rates and risk and term structures of interest rates. Further, it gives a clear understanding of the characteristics of mutual and hedge funds.

Research Methods in Finance
This module introduces students to quantitative techniques commonly used in analysing financial market data whether it is primary or secondary data. Student will learn how to conduct a quantitative research using surveys or secondary financial data. Upon completion of the module, student will learn solid econometric techniques such linear regression, logistic regression, forecasting and non-parametric techniques such as bootstrapping. Moreover, student will be able to individually conduct a complete and an independent research whether it is based on primary or secondary data.

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 of corporations and entrepreneurial firms. It also, examines the relation of finance theory to corporate policy issues such as capital structure, debt policy, capital budgeting, dividend policy and mergers and acquisitions.

Financial Risk and Regulation
This module provides a comprehensive understanding of the various types of financial risks faced by banks and financial institutions. It explores bank regulations as well as theoretical and practical techniques to measure and manage market risk, credit risk, liquidity risk operational risk, foreign exchange risk and sovereign risk. It also discusses the relationship between financial risk management and sustainability.

Investment Analysis and Portfolio 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 equips students with the various methods that are used in evaluating investment and portfolio performance. This module treats students as investors, equipping them to make informed decisions on financial instruments such as equities and bonds, while evaluating market risks and returns.

Derivatives and Risk Management
The purpose of this module is to provide a solid understanding of financial derivatives and hedging strategies. It focuses mainly on the pricing and use of financial derivatives in risk management such as the use of forward, futures, options, swaps and credit derivatives. It also aims at introducing students to principles and techniques commonly used in the management of financial risk.

Dissertation
The aim of dissertations is to give students an opportunity to focus on one or more aspects of the taught subjects and to investigate it in more detail independently. This will help them consolidate their capacity as independent learners. Students will learn more techniques needed to conduct proper research and develop knowledge in the subject area of the programme of study. This is a research-based task. There are thus two aspects to consider: the research efforts and the writing up format. Both are governed by implicit rules common to the discipline of formal research. Students are trained to become familiar with these rules. Typically, the dissertation word count will range between 12000-15000 words, excluding references and appendices.

18. FACULTY OF ENGINEERING & IT PROGRAMMES

Degrees Offered
PhD: Sustainable Built Environments
PhD: Computer Science
Master of Science (MSc) in Sustainable Design of Built Environment
Postgraduate Diploma in Sustainable Design of Built Environment
Master of Science (MSc) in Structural Engineering
Postgraduate Diploma in Structural Engineering
Master of Science (MSc) in Engineering Management
Postgraduate Diploma in Engineering Management
Master of Science (MSc) in Informatics
Postgraduate Diploma in Informatics
Master of Science (MSc) in Cyber Security

18.1 PhD Sustainable Built Environments

SN.	Faculty	Designation/ Role
01	Prof. Bassam AbuHijleh	Professor; Head of Programme
02	Prof. Hanan Taleb	Professor
03	Dr. Wael Sheta	Assistant Professor
External Examiner		University
Prof. Benachir Medjdoub		Nottingham Trent University

Programme overview

The Doctor of Philosophy (PhD) in Sustainable Built Environments at the British University in Dubai (BUiD) is a research-focused doctoral programme designed to advance original scholarship and professional innovation in Sustainable Built Environments. Grounded in international best practices, the programme offers a structured yet flexible framework that integrates rigorous research training, methodological development, and sustained academic supervision. Candidates will undertake independent research contributing to theoretical and practical advancements in the field, supported by a progression-based structure leading to the final thesis and viva voce. The programme aims to develop highly qualified researchers, academics, and industry leaders capable of addressing complex challenges and driving strategic transformation in sustainability-intensive sectors.

Programme Goals

- Develop scholarly expertise by equipping graduates with advanced theoretical and methodological knowledge that supports independent, ethical, and innovative research in the field of Sustainable Built Environments.
- Enable graduates to make significant original contributions to the field and profession of sustainability through their own independent research.

Programme Outcomes

1. Integrate advanced domain-specific and interdisciplinary knowledge to formulate research questions and solve complex Sustainable Built Environments problems
2. Design and implement methodologically rigorous research that addresses significant theoretical or practical challenges in the field of Sustainable Built Environments.
3. Produce research outcomes that contribute to the theoretical and/or practical advancement in the field of Sustainable Built Environments
4. Communicate research findings effectively through academic writing, oral presentations, and appropriate scholarly or professional dissemination channels

Programme Structure

Stage	Module Component	Credits
Stage 1	Research Training Modules:	
	Qualitative Research Methods and Paradigms	40
	Quantitative Methods	40
Stage 2	Research Design and Planning	40
	Proposal Defence	Non-credit (Pass/Fail)
Stage 3	Thesis	420 credits (Pass/Fail)
	Viva Examination	
Total		540 credits

Programme Graduate Completion Requirements

- Successfully completed the Research Method module.
- Acquire 24 credit hours through the completion of 7 taught modules.
- Achieve a minimum of "pass" grade in all taught modules (Pass is BUiD is a grade of B)
- Pass the comprehensive exam.
- Acquire 30 credit hours by successful completion and viva of a substantial thesis equivalent to approximately 60000-80000 words (approx. 275-300 pages).
- Duration of Study
    - Full-Time Students: minimum of three years; maximum of five academic years.
    - Part-Time Students: minimum of four years; maximum of seven academic years.
- Have no outstanding debt with BUiD.

Module Descriptions for PhD - Sustainable Built Environments: Please consult the PhD in Education section of this catalogue for full module descriptions

18.2 PhD in Engineering Management

SN.	Faculty	Designation/ Role
01	Prof. Bassam AbuHijleh	Professor
02	Dr. Alaa Ameer	Professor
03	Dr. Sa'Ed Salhieh	Associate Professor;
External Examiner		University
TBC		TBC

Programme Overview

The Doctor of Philosophy (PhD) in Engineering Management at the British University in Dubai (BUiD) is a research-focused doctoral programme designed to advance original scholarship and professional innovation in engineering management. Grounded in international best practices, the programme offers a structured yet flexible framework that integrates rigorous research training, methodological development, and sustained academic supervision. Candidates will undertake independent research contributing to theoretical and practical advancements in the field, supported by a progression-based structure leading to the final thesis and viva voce. The programme aims to develop highly qualified researchers, academics, and industry leaders capable of addressing complex challenges and driving strategic transformation in engineering-intensive sectors.

Programme Goals

- methodological knowledge that supports independent, ethical, and innovative research in the field of engineering management.
- Enable graduates to make significant original contributions to their field of specialization and profession through their own independent research

Programme Learning Outcomes

1. Integrate advanced domain-specific and interdisciplinary knowledge to formulate research questions and solve complex engineering management problems
2. Design and implement methodologically rigorous research that addresses significant theoretical or practical challenges in the field of engineering management.
3. Produce research outcomes that contribute to the theoretical and/or practical advancement in the field of engineering management
4. Communicate research findings effectively through academic writing, oral presentations, and appropriate scholarly or professional dissemination channels

Programme Structure

Stage	Component	Credits
Stage 1	Research Training Modules:	
	1. Qualitative Research Methods and Paradigms	40
	2. Quantitative Methods	40
Stage 2	3. Research Design and Planning	40
	Proposal Defence	Non-credit (Pass/Fail)
Stage 3	Thesis	420 credits (Pass/Fail)
	Viva Examination	
Total		540 credits

Completion requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of “Pass” in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.
- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University.

Module Descriptions for PhD Engineering Management: Please consult the PhD in Education section of this catalogue for full module descriptions

18.3 MSC IN SUSTAINABLE DESIGN OF THE BUILT ENVIRONMENT PROGRAMME (SDBE)

SN.	Faculty	Designation/ Role
01	Prof. Bassam AbuHijleh	Professor
02	Prof. Hanan Taleb	Professor
03	Dr. Wael Shata	Assistant Professor, Head of Programme
04	Dr Fuad Baba	Assistant Professor
External Examiner		University
Prof. Benachir Medjdoub		Nottingham Trent University

Programme Overview

Climate change and its impacts are an immediate global environmental concern. The built environment is a major contributor to carbon emissions and depletion of resources. In addition, the indoor environment within buildings has a major impact on the health, well-being, and productivity of occupants. A more sustainable approach to design can be achieved using a combination of passive and active strategies utilising the latest knowledge, design, and modelling strategies. This will reduce energy needs, which in turn will reduce both local and global pollution and provide more comfortable and healthier indoor and outdoor living environments. The main aim of the SDBE programme is to provide design team members with the knowledge, skills, and tools to enable them to undertake innovative approaches to sustainable design, integrating architectural and engineering solutions.

Programme Goals

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

I. To develop students' knowledge and ability needed to design healthy, comfortable, and secure environments in and around buildings that place a minimal strain on global resources.
II. 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.
III. To develop students' understanding of both the principles and application of the subject, using project work to emphasise practicalities and develop necessary working, and research skills to emphasise the ongoing development of knowledge.
IV. To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region.
V. To develop students' understanding of the range of renewable resources available including their advantages, disadvantages, and limitations.

Programme Learning Outcomes

1. Acquire knowledge of the key principles behind designing environmentally sustainable buildings that respect and incorporate the cultural, historical, and functional needs of users, drawing on both traditional and modern building practices in the UAE and the Gulf region.
2. Identify, analyse and assess the range of sustainable resources (materials and energy) and their environmental benefits.
3. Examine a range of research methodologies relevant to sustainability studies.
4. Synthesize and interpret knowledge within the field of sustainability.
5. Critically assess advanced knowledge and practices to evaluate the environmental impact of designs and propose innovative alternatives. (not for PGDip)
6. Collaborate independently or with a research team on cutting-edge sustainability research topics.

7. Ability to generate, apply, and communicate new knowledge in environmental design, equipping students to create sustainable, resource-efficient spaces and adapt to evolving global and regional challenges.
8. Critically evaluate and expand knowledge to develop sustainable, resource-efficient design solutions, while addressing evolving roles and diverse environmental challenges. (not for PGDip)

Programme Structure

Module Code	Module Title	CRs
List of core modules		
SDBE501	Climate and Comfort	20
SDBE502	Renewable and Sustainable Recourses	20
SDBE503	Investigations in the Built Environment	20
SDBE504	Sustainable Built Environment	20
List of elective modules (students select two modules)		
SDBE505	Skins and Spaces	20
SDBE508	Sustainable Urban Design	20
SDBE520	Sustainable Indoor Environmental Quality	20
SDBE532	Advanced Engineering Materials	20
SDBE533	Selected Topics	20
RES507	Dissertation	60
Total		180

Completion requirements

MSc SDBE Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete a 6 credit hours dissertation.
- Successfully complete (24 Credit hour) 8 x 3 credit hour of taught modules
- Attend for at least 70% of all contact sessions.
- Achieve a minimum of “C” grade in all modules.
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD

Postgraduate Diploma in SDBE Graduate Completion Requirements

In order to graduate from the programme, students must:

- Successfully complete (24 Credit hour) 8 x 3 credit hours of taught modules.
- Attend for at least 70% of all contact sessions.
- Achieve a minimum of “C” grade in all modules.
- Duration of Study
  - Full-Time Students: minimum of two terms; maximum of six terms.
  - Part-Time Students: minimum of six terms; maximum of nine terms.
- Have no outstanding debt with BUiD.

Module Descriptions

Climate and Comfort
The primary focus of this module will be the analysis of the thermal, luminous and ventilation performance of buildings within the built environment context. The module examines the basic scientific principles underlying these phenomena and introduce students to a range of technologies and analytical skills for designing comfortable indoor environments. Students are challenged to apply these skills and explore the role light, energy and air can play in shaping a Built Environment.

Renewable and Sustainable Resources
The module emphasises the interconnections between sustainability, improved performance, and resource management through the use of renewable resources. The module addresses reuse, recycling, and renewal, exploring material, energy, and water consumption as well as waste throughout a building's life cycle. The module also emphasizes a wide range of renewable energy technologies, their economics, and the influence of policy and regulation on promoting the implementations of such resources.

Investigations in the Built Environment
This module emphasises the importance of evaluation, feedback, and critique in advancing sustainable design. Students will learn a range of quantitative and qualitative research methods, including surveys, simulations, experiments, interviews, and measurements, considering both physical and human aspects of the built environment. Practical training includes using handheld instruments to assess indoor environmental quality, while assignments and feedback enhance learning. The module also covers engineering economy to evaluate cost-effectiveness of sustainable design solutions.

Sustainable Built Environment
This module explores the interrelationship between ecology, culture, and technology in shaping sustainable development of the built environment. Students will learn principles such as minimizing environmental impact, conserving resources, preserving cultural patterns, and promoting biodiversity. The module introduces tools to assess the environmental, social, and economic impacts of urban development while addressing the limits of current technology and society. It also examines key issues in contractual procedures and construction law.

Skin and Space
This module focuses on the building skin as the separator between conditioned and unconditioned environments, central to comfort and energy efficiency. Students will study innovative facades, chilled/heated surfaces, and mixed-mode ventilation systems, drawing on emerging research in building design. The module highlights the need for architects, planners, and engineers to share a common understanding of principles and techniques for integrating environmental performance across the envelope, enclosure, and interior spaces.

Sustainable Urban Design
This module focuses on the design of urban areas and cities, aiming to enhance community quality through innovative design and theoretical research. Students will explore urban form, place-making, transportation, landscape, conservation, and regeneration. The module also covers urban design theory, sustainable urbanism, and emerging technologies, addressing the opportunities and challenges of creating healthy, attractive, and sustainable cities in response to rapid urban growth

Sustainable Indoor Environmental Quality
This module examines the role of Indoor Environmental Quality (IEQ) in creating sustainable indoor environments, emphasising its influence on health, comfort, productivity, and energy use. Students will explore the key components of IEQ including air quality, thermal comfort, lighting, and acoustics, along with relevant standards, common challenges, and strategies for improvement. The module also introduces field testing tools and techniques to evaluate IEQ parameters, equipping students with practical skills to design healthier, more comfortable, and energy-efficient indoor spaces.

Advanced Engineering Materials
The module explores issues related to the sustainability of building materials and sustainable construction. It provides an advanced knowledge of cladding, moisture control, and building finishes, fire performance, and construction robotics. It discusses construction issues related to complex structures and high-rise buildings. It explores 3-D printing technologies and how construction robotics affect the architectural design of buildings.

Selected Topics in the Sustainable Built Environments

This module is intended to cover recent topics and/or trends related to the sustainable built environment beyond what is covered in the core module of the programme. Topics could include new technologies, materials, practices, and policies. The details of each offering of this module will be made available to the students before the start of the term in which the module will be offered in.

Dissertation

This module focuses on the design, development, and completion of a research dissertation as partial fulfilment of the master's degree. Students select an approved topic related to sustainability, allowing them to investigate in depth and build skills as independent researchers. They will learn key research techniques and expand subject knowledge. Assessment consists of a written dissertation of 20,000–30,000 words (excluding references/appendices) and an oral viva, including a 15–20 minute presentation followed by jury questions.

18.4 MSc in Structural Engineering (STRE) Programme

SN.	Faculty	Designation/ Role
01	Dr. Dr. Sa'Ed Salhieh	Associate Professor Programme coordinator; Admissions Tutor
External Examiner		University
02	TBC	

Programme Overview

BUiD MSc StrE programme is intended to enhance the knowledgebase 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. 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

- Provide students with advanced knowledge in the fundamentals of engineering materials and structures.
- Provide students with advanced structural engineering knowledge such as advanced structural analysis and design, or durability and rehabilitation of structures.
- Provide students with an opportunity to apply theoretical concepts by means of short independent assignments and exercises in addition to the extended research and dissertation.
- Enhance the contribution of the Structural Engineering Profession in the Gulf Region towards; safety and risk management, sustainable use of resources, use of innovative technologies, and the creation of inspiring and efficient structures.
- Develop critical thinking, innovation, analytical skills, and interpersonal as well as group-working skills.

Programme Learning Outcomes

1 Demonstrate advanced scientific knowledge and technical know-how in structural engineering
2 Knowledge of developing technologies in structural engineering
3 Understanding concepts from a range of areas including some outside engineering, and the ability to evaluate them critically and to apply them effectively in structural engineering
4 Advanced skills in research, analysis, evaluation and innovation of complex ideas, information, concepts and/or activities in structural engineering
5 Integrate knowledge from different fields to produce new knowledge and procedures in the field of structural engineering
6 Analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to structural engineering
7 Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar
8 Do research and further develop knowledge and methods in the field of structural engineering.
9 Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self
10 Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.
11 Self-evaluate, develop, and implement further learning consistently, sensitively, and independently

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

Programme Structure

Module Code	Module Name	Prerequisite	Credits
	Core Modules		
SEEM504	Structural Engineering Design		3
SEEM533	Advanced Structural & Seismic Analysis		3
SEEM534	Structural Rehabilitation		3
SEEM535	Advanced Structural Design		3
SEEM536	Foundation Engineering		3
Two electives from the elective modules basket presented below			6
Research Dissertation			9
Total Credits Required for Masters' Degree Completion			30

Elective Modules

Module Code	Module Name
SEEM537	Special Topics in Structural Engineering
SDBE524	Sustainable Built Environment
PPM507	Infrastructure Management
PPM511	Construction Project Management Professional Practice
PPM513	Management of Projects
XXXXXX	One Master or PhD module across the university with the approval of the HoP

MSc StrE Completion Requirements

- Successfully complete a 9 credit hour dissertation
- Successfully complete (21 Credit hour) 7 x 3 credit hour of taught modules
- Attend for at least 70% of all contact sessions
- Achieve a minimum of "C" grade in all modules
- Duration of Study
  - Full-Time Students: minimum of three terms; maximum of nine terms.
  - Part-Time Students: minimum of twenty months; maximum of five academic years.
- Have no outstanding debt with BUiD.

Postgraduate Diploma Completion Requirements

- Successfully complete (24 Credit hour) 8 x 3 credit hour of taught modules
- Achieve a minimum of "C" grade in all modules
- Duration of Study
  - Full-Time Students: minimum of two terms; maximum of six terms.
  - Part-Time Students: minimum of six terms; maximum of nine terms.
- Have no outstanding debt with BUiD.

Module Descriptions

Structural Engineering Design

This module will develop the students' competences in structural design to an advanced level. It will cover the aspects of structural design including concepts, structural forms, sustainability, and detailed design. It will cover the topics including combined effects of axial force and bending, slender columns, and two-way slab systems in concrete; design of steel members for axial, flexure and torsion, as well as design of different types of connections. The students will also gain knowledge about the various available materials such as high performance concrete and steel, and the effects of the hot weather in the Gulf region on the properties of these materials.

Advanced Structural & Seismic Analysis

This module will enable students to gain knowledge and understanding and provide scientific information on Advanced Matrix Analysis, structural dynamics and Seismic Design. 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. This module will also include the topics of ground motion, and the calculation of structural response to seismic action.

Structural Rehabilitation

This module will enable students to gain knowledge and understanding and provide scientific and practical information on a wide range of structural durability issues. The module discusses a number of chemical as well as physical deterioration mechanisms of concrete and reinforced concrete and the modelling 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, the deterioration of other structural materials such as steel, concrete and composites will also be covered. This module will also enable students to gain knowledge and understanding of the process of inspecting of structural deterioration and a range of methods of repairs, retrofitting, and protection

Advanced Structural Design

This module will enable students to gain in depth knowledge and provide comprehensive scientific information on advanced concepts in reinforced concrete design, analysis and design of prestressed concrete, and advanced structural steel systems. It will cover the design of deep beams as well as a comprehensive design of a prestressed concrete girder along with the lossess calculation. It also includes complete design examples for structural steel members and connections. The students will also gain knowledge about the composite materials and the related design concepts

Foundation Engineering

This module aims to extend students' knowledge of the physical properties, flow-through properties, and failure mechanisms of granular materials in a geotechnical engineering context. The focus is on applying advanced understanding of mechanics to geotechnical problem solving with an emphasis on fluid-soil interaction. The approach links soil mechanics theory (e.g. seepage, consolidation and settlement) to practical applications (e.g. deformation of foundations) via physical models and case studies. The geo-engineering software Plaxis will be used to provide the students with a hands-on experience in the design of complex foundation systems.

Special Topics in Structural Engineering

This module provides students with an opportunity to gain an in depth understanding of the theories and issues on advanced topics in Civil Engineering. The module would cover new theories and/or technologies and/or applications that are not offered in the current modules descriptions.

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 organisation 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 wellbeing of the urban system.

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.

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

Dissertation

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the master's degree (Dissertation route) take the dissertation stage. The dissertation is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study. This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of the students' training is to become familiar with these rules.

18.5 MSc In Engineering Management Programme

SN.	Faculty	Designation/ Role
01	Prof Alaa Ameer	Professor
02	Dr. Sa'Ed Salhieh	Associate Professor; Head of Programme coordinator, Admissions Tutor
External Examiner		Designation/ Role
Prof Joseph Anthony McGeough		The University of Edinburgh

Programme Overview

The MSc. in Engineering Management provides the students with a detailed understanding of engineering management theories, methods, practices and the principles of managing corporations & individuals. Students will be able to apply analytical methods and techniques to the management process and enterprise as a system. The programme aims to provide the student with specialist knowledge and skills necessary for a career 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 Goals

1. provide students with the managerial knowledge and skills needed for an engineer to manage and guide organisational 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 organisation.
5. provide students with advanced knowledge, tools and skills in a specific field of engineering industry. develop the students' ability to perform independent high quality scientific research, analysis and critical thinking in a relevant topic.

Programme Learning Outcomes

1. Demonstrate detailed understanding of engineering management theories, methods, practices and the principles of managing corporations & individuals.
2. Apply analytical methods and techniques to the management process and enterprise as a system.
3. Exhibit advanced and state-of-the-art knowledge via independent research in a related specialist area. (MSc only)
4. Develop advanced skills required in research, analysis and critical evaluation of complex nature of systems. (MSc only)
5. Integrate knowledge from different fields and apply these in the field of engineering management
6. Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.
7. Do research and further develop knowledge and methods in the field of engineering management
8. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups, individuals at all levels.
9. Self-evaluate, develop, and implement further learning consistently, independently and recognising the dynamical changes of Global Industrial environment.

Programme Structure

Module Code	Module Title	Credits
ENGM531	Supply Chain Management and Digital Logistics	20
ENGM533	Statistical Analysis and Decision-Making for Engineers	20
ENGM532	Strategic Engineering Leadership and Organisational Management	20
ENGM534	Six Sigma and Operational Excellence	20
MGT519	Accounting and Finance for Managers	20
ENGM599	Dissertation	60

Elective set – two modules (students need to take at one module from this set*)

Module Code	Module Title	Credits
ENGM535	Reliability, Engineering & Maintenance Management	20
ENGM537	Energy Management	20
ENGM536	Total Quality Management	20
SDBE502	Renewable and Sustainable Resources	20

* In addition to the modules listed, the student may choose a PG module from any of the other PG programmes at BUiD, subject to prior approval of the HoP.

MSc Engineering Management Completion Requirements

- Successfully complete a 60 credit hour dissertation
- Successfully complete (120 Credit hour) 6 x 20 credit hour of taught modules
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
- Attend following non-credit bearing mandatory workshops
    - Research Skills and Techniques
    - Writing a Research Proposal
    - Literature Review Writing
    - 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 BUiDProgramme Graduate Completion Requirements

- Successfully complete (120 Credit hour) 6 x 20 credit hour of taught modules
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
    - Research Skills and Techniques
    - Writing a Research Proposal
    - Literature Review Writing
- Be registered for the programme for a minimum of 3 terms (1 academic year) and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Module Descriptions

Supply Chain Management and Digital Logistics
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.

Statistical Analysis and Decision-Making for Engineers
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 builds a critical understanding of statistical methods used in engineering, focusing on common problems in practice and applying them through practical tutorials and computer-based classes.

Strategic Engineering Leadership and Organisational Performance
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.

Six Sigma and Quality Management
This module helps students to 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. students will also develop conceptual knowledge of total quality management philosophies.

Accounting and Finance for Managers
This module will enable students to gain advanced knowledge and thorough understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organisation. The finance component of this module aims at developing a clear understanding of the fundamental and advanced concepts of corporate finance.

Reliability Engineering and Maintenance Management
In this module, students will gain detailed knowledge of the theories, principles, and practices of reliability engineering and learn how to apply them in the design, operation, and maintenance of engineering systems. students will also develop practical skills in methodologies for life failure data analysis, with a focus on reliability as a means of avoiding failure modes.

Total Quality Management
In this module, students will acquire a deep understanding of Total Quality Management (TQM) and become familiar with the latest thinking and best practices in the field. They will examine different models for managing quality across organisations and explore how processes are managed and improved to support policy, strategy, and the creation of greater value for customers and stakeholders.

Energy Management
In this module, students will be introduced to the concepts and applications of modern energy management practices. Students will explore the need for and impact of energy management, along with the types of equipment used in energy auditing. The module also covers the economic aspects of energy sourcing, purchasing, and usage, including methods of economic assessment such as present worth, payback period, and life cycle costing. In addition, students will examine the range of available financing options for energy-related decisions.

Renewable and Sustainable Resources
This module explores the sustainable use of resources, energy, and materials in building construction and operation. It highlights the importance of renewable resources, efficient resource management, and the links between sustainability and performance. Key topics include reuse, recycling, and lifecycle impacts of materials, energy, and water; renewable energy technologies and storage; and the economic, policy, and regulatory factors that drive sustainable implementation.

18.6 PhD in Computer Science

SN.	Faculty	Designation/ Role
01	Prof. Khaled Shaalan	Professor, Head of Programme
02	Prof. Sherief Abdullah	Professor
03	Prof. Piyush Maheshwari	Professor
04	Dr Ahmed Awad	Associate Professor
05	Dr Suleiman Yerima	Associate Professor
External Examiner		University
TBC		

Programme Overview

The Doctor of Philosophy (PhD) in Computer Science provides resources and space for students to grow intellectually and be able to undertake research in a computer science related area, which is crucial both for continued economic prosperity in the region and for students' own academic and professional growth.

Programme Outcomes

1 Demonstrate breadth and depth of knowledge w.r.t the frontiers of research in different CS disciplines.
2 Apply advanced theories, research skills and methodologies to develop innovative CS solutions
3 Produce, disseminate and defend original state-of-the-art research in Computer Science.
4 Demonstrate autonomy, creativity, and self-evaluation while analyzing, solving, or managing complex problems related to CS.
5 Communicate research findings to both specialist and non-specialist audiences using a variety of appropriate media and events.
6 Analyze and critique current research in CS, and propose solutions for selected research topics.
7 Plan and assess strategies that address complex and diverse ethical issues related to CS.
8 Demonstrate autonomy, creativity, and self-evaluation while analyzing, solving, or managing complex problems related to CS

Programme Structure

Stage	Module/Component	Credits
Stage 1	Research Training Modules:	
	Qualitative Research Methods and Paradigms	40
	Quantitative Methods	40
Stage 2	Research Design and Planning	40
	Proposal Defence	Non-credit (Pass/Fail)
Stage 3	Thesis	420 (Pass/Fail)
	Viva Examination	
Total		540 credits

Programme Completion Requirements

- Successfully complete all Research Training Modules, acquiring a total of 120 credits.
- Successfully complete the Research Proposal Defence (Pass/Fail).
- Successfully complete and submit a doctoral thesis, acquiring 420 credits.
- Successfully complete the Viva Voce (oral examination).
- Achieve a minimum grade of "Pass" in all assessed components of the programme.
- Have at least two research papers accepted for publication in refereed academic journals or indexed conferences prior to the Viva Voce.

- Be registered in the programme for three to five years for full-time study, or four to seven years for part-time study.
- Ensure that the final thesis adheres to institutional policies on academic integrity and passes a plagiarism screening.
- Have no outstanding financial obligations to the University.

Module Descriptions for PhD Computer Science: Please consult the PhD in Education section of this catalogue for full module descriptions

18.7 MSc in Artificial Intelligence

SN.	Faculty	Designation/ Role
01	Prof. Piyush Maheshwari	Professor; Head of Programme
02	Prof. Khaled Shalaan	Professor
03	Prof. Sherief Abdullah	Professor
External Examiner		University
Prof. Keivan Navaie		Lancaster University

Programme Overview

The MSc in Artificial Intelligence and Data Science is designed to furnish students with a comprehensive foundation in essential techniques related mainly to Artificial Intelligence and Data Science. The programme specifically focuses on the specialization of Informatics, offering a unique curriculum that empowers students to tackle diverse tasks involving data research, program design, and implementation in experimental phases. Applicable across various industries such as pharmaceuticals, education, system engineering, manufacturing, communications, transportation, entertainment, defense, computer technology, and government (e.g., e-government), this programme equips students with a diverse skill set. These skills encompass equipment programming, product testing, managing technical projects from initiation to conclusion, maintaining records and documentation, conducting research, handling engineering tasks, and engaging in the development and modification of software programs. 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. Empower students with a deep understanding of core concepts and cutting-edge innovations in AI and DS, enabling them to lead advanced research and applications in the field.
2. Equip students with the state-of-the-art AI and data-driven techniques, from machine learning and deep learning to symbolic reasoning and data mining.
3. Develop advanced research capabilities, enabling students to craft precise research questions, select appropriate methodologies, and effectively articulate and defend their scientific contributions.
4. Cultivate the ability to conduct original research, allowing students to produce high-quality dissertations that critically engage with existing literature and push the boundaries of AI and data science knowledge. (MSc only)
5. Prepare graduates for careers in R&D, AI strategy, and doctoral studies, by fostering innovation, critical thinking, and a commitment to lifelong learning in AI and data science domains. (MSc only)

Programme Learning Outcomes

1. Demonstrate integrated knowledge of AI and Data Science principles and methodologies, including the ability to critically analyze complex problems, apply appropriate models, and implement effective data-driven solutions across domains.
2. Apply technical, ethical, and professional standards to real-world AI & DS projects, ensuring innovation, sustainability, and responsibility in development, deployment, and management of intelligent systems.
3. Communicate research and technical information effectively to diverse audiences, both orally and in writing, and engage with academic and professional communities to influence future developments in the field.
4. Design and conduct advanced research in AI and Data Science, formulating precise research questions, selecting rigorous methodologies, and generating original contributions that advance the field. (MSc Only)

Programme Structure

Module Code	Module Title	Credits
Core Modules		
INF532	Artificial Intelligence	20
INF534	Data Mining and Exploration	20
INF536	Machine Learning	20
INF533	Introduction to Computational Linguistics	20
Elective Modules* (Students have to choose TWO modules, subject to timetabling).		
INF537	Recent Trends and Issues in AI	20
INF538	Speech and Language Processing	20
INF539	IoT Applications in AI and Security	20
INF540	Big Data Technologies and Applications	20
One relevant PG module from other programmes at BUiD with the approval of the HoP		20
Workshops (Attend FOUR internal workshops offered by BUiD Doctoral Training Centre)		
	Research Methods Introduction	0
	Introduction to quantitative research tools (Jamovi/SPSS)	0
	Qualitative research methods-NVIVO	0
	How to write a research paper?	0
Dissertation		
RES519	Dissertation	60
	Total Credits	180

Programme Completion Requirements

- Four core compulsory modules (80 credits)
- Select two elective module (40 credits, non-specialism) depending on their interest
- A dissertation (60 credit hours)
- Attend four mandatory workshops by DTC
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Programme Graduate Completion Requirements

- Four core compulsory modules (80 credits)
- Select two elective module (40 credits, non-specialism) depending on their interest
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
- Be registered for the programme for a minimum of 3 terms (1 academic year) and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Module Descriptions

Artificial Intelligence
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.

Data Mining and Exploration
Data mining is about analysing, interpreting, visualizing and exploiting the data that is captured scientific and commercial environments. This module provides students with an opportunity to gain an in depth understanding of the Data Science theories and issues related to mining and exploring data, ranging from statistical summaries, to visualization, to classification and clustering. Practical case studies will be used for illustration.

Machine Learning
This module explores supervised learning (predicting outputs from inputs), unsupervised learning (discovering structure without output "teacher signal"), and reinforcement learning (learning through interaction with an environment). Students will compare different learning algorithms in depth. Unlike the Data Mining Exploration module, which focused on applying algorithms to large real-world datasets, this module emphasizes the technical and mathematical details of details of the studied algorithms.

Introduction to Computational Linguistics
This module introduces the basic theory and practice of computational approaches to natural language processing. The module covers the following topics: 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, etc. The module also provides an introductory insight into the state of current research in Computational Linguistics, including AI and Data Science techniques.

Recent Trends and Issues in AI
This module critically examines recent trends, developments, and challenges in AI and Informatics. As technology rapidly evolves, students will explore cutting-edge topics such as Intelligent Information Systems, AI, Data Science, Cybersecurity, and Quantum Computing, along with related ethical issues. Through lectures and independent research, students will engage with current discourse and gain a solid understanding of emerging informatics trends and their impact on society, business, and policy.

Speech and Language Processing
The module provides students with a comprehensive understanding of the fundamental principles, techniques, and applications in the field of natural language processing (NLP) and speech processing. The module covers theoretical concepts as well as practical implementations, enabling students to develop skills necessary for designing and implementing various speech and language processing systems. The module will cover also how deep learning and neural network are being applied and implemented to the processing of speech and natural language.

IoT Applications in AI and Security
The module explores the transformative potential of the Internet of Things (IoT) and the critical importance of ensuring security in IoT ecosystems. It provides a comprehensive understanding of IoT concepts, architectures, and protocols, along with insights into various domains where IoT technologies are applied, such as smart cities, healthcare, education, agriculture, and industrial systems. The module focuses on various aspects of IoT security, including privacy, ethical considerations, and legal implications. It explores the critical security challenges within IoT ecosystems, such as vulnerabilities and threats, and discusses countermeasures to safeguard IoT devices, networks, and data.

Big Data Technologies and Applications
This module provides students with an opportunity to gain an in depth understanding of Big Data technologies. The module will cover topics ranging from how data is stored (in both relational and graph databases) to frameworks such as Map Reduce to cloud computing. Students will also learn about the main challenges faced when dealing with big data. Practical case studies will be used for illustration.

Dissertation

This module involves the design, execution, and completion of a research dissertation, fulfilling part of the MSc requirements. Students explore an approved topic in AI or data science, applying research methods and demonstrating independent inquiry. Assessment includes a written dissertation detailing the research conducted (25,000–35,000 words, excluding references/appendices) and an oral dissertation presentation (viva) —a 15–20 minutes presentation followed by a 30–40 minutes Q&A with an academic panel.

18.8 MSc In Cybersecurity

SN.	Faculty	Designation/ Role
01	Prof. Khaled Shaalan	Professor
02	Prof. Piyush Maheshwari	Professor
03	Dr Suleiman Yerima	Associate Professor , Head of Programme
04	Dr Ahmed Awad	Associate Professor
External Examiner		University
TBC		

Programme Overview

The MSc in Cybersecurity is designed to provide students with a comprehensive foundation in core and advanced techniques essential to the field of cybersecurity. Through focused study areas such as malware analysis, penetration testing, digital forensics, threat intelligence, cryptography, risk management, and cybersecurity governance, students gain the ability to critically assess threats and implement effective defensive strategies. The MSc also supports the development of independent research capabilities, enabling students to analyze emerging trends and contribute original insights to the evolving cybersecurity landscape. 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

- Gain expertise in the technical and theoretical aspects of cybersecurity.
- Develop critical thinking and problem-solving skills to respond to cybersecurity threats in various contexts.
- Communicate effectively in oral and written to present complex and diverse problems to a variety of audience.
- Understand the legal, ethical, and social implications of cybersecurity and apply this knowledge to make informed decisions in different contexts.
- Gain practical experience through projects or research opportunities to develop skills and contribute to the development of new cybersecurity solutions.

Programme Learning Outcomes

1. Demonstrate integrated knowledge of Cybersecurity principles and practice, including the ability to critically analyze complex problems, apply appropriate methodologies, and implement effective security solutions across domains**.**

2. Apply technical, ethical, and professional standards to real-world Cybersecurity projects, ensuring innovation, sustainability, and responsibility in development, deployment, and management of secure systems.
3. Design and conduct advanced research in Cybersecurity, formulating precise research questions, selecting rigorous methodologies, and generating original contributions that advance the field. (MSc Only)
4. Communicate research and technical information effectively to diverse audiences, both orally and in writing, and engage with academic and professional communities to influence future developments in the field

Programme Structure

Module Code	Module Title	Credits
Core Modules		
CYS521	Cybersecurity Science and Applications	20
CYS522	Network Security	20
CYS523	Cyber Threat Intelligence and Analysis	20
CYS524	Cryptography and Information Security	20
Elective Modules* (Students must choose TWO modules, subject to timetabling).		
CYS525	Cybersecurity Governance, Risk Management, and Compliance	20
CYS526	Malware Investigation and Analysis	20
CYS527	Penetration Testing and Vulnerability Assessment	20
CYS528	Digital Forensics and Incident Investigation	20
CYS529	Recent Trends and Issues in Cybersecurity	20
	Other relevant PG module from other programmes at BUiD*	
Workshops (Attend FOUR internal workshops offered by BUiD Doctoral Training Centre)		
	Research Methods Introduction	0
	Introduction to quantitative research tools (Jamovi/SPSS)	0
	Qualitative research methods-NVIVO	0
	How to write a research paper?	0
Total Taught modules (MSc and PG Diploma)		120
Dissertation		
CYS530	Dissertation	60
Total Credits		180

Programme Completion Requirements

MSc in CYS Completion Requirements

- Four core compulsory modules (80 credits)
- Select two elective module (20 credits each) depending on their interest
- A dissertation (60 credit hours)
- Attend four mandatory workshops by DTC
- 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 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Postgraduate Diploma in Cybersecurity Completion Requirements

In order to graduate from the programme, students must:

- Four core compulsory modules (80 credits)
- Select two elective module (20 credits each) depending on their interest
- Attend for at least 70% of all contact sessions
- Achieve a minimum of “C” grade in all modules
- Be registered for the programme for a minimum of 3 terms (1 academic year) and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

Module Descriptions

Cybersecurity Science and Applications

This course will provide students with a comprehensive overview of cybersecurity concepts, principles, and practices. It will cover topics such as security threats, vulnerabilities, risk management, access control, cryptography, network security, and incident response. Students will learn about the latest cybersecurity technologies and tools, as well as emerging threats and challenges facing organisations and individuals.

Network Security

This course provides an in-depth study of network security, including the principles, protocols, and technologies used to secure computer networks. Topics include network security threats and vulnerabilities, network security policies and procedures, network security technologies, and network security management and operations.

Cyber Threat Intelligence and Analysis

This module provides an in-depth understanding of techniques for detecting, responding to, and defeating Threats Intelligence (TI) using artificial intelligence and analysis techniques. Students will identify, extract, and leverage intelligence from different types of cyber threat actors. Students will learn how to identify and analyse cyber threats, assess risk, and develop effective mitigation strategies.

Cryptography and Information Security

This course provides a comprehensive introduction to cryptography and information security. Students will learn the fundamental concepts, principles, and techniques of cryptography and information security, including encryption and decryption, secure communications, digital signatures, authentication, access control, network security, and more. The course will also cover current research topics and emerging trends in cryptography and information security.

Cybersecurity Governance, Risk Management, and Compliance

This course provides a comprehensive introduction to cybersecurity governance, risk management, and compliance. Students will learn the fundamental concepts, principles, and techniques of cybersecurity governance, risk management, and compliance, including regulatory compliance, risk assessment, security policies, incident response, and more. The course will also cover current research topics and emerging trends in cybersecurity governance, risk management, and compliance.

Malware Investigation and Analysis

This module provides an advanced study of Malware including its reverse engineering, investigation, and analysis techniques. It will provide students with an in-depth understanding of Malware threats and expose them to the contemporary tools, technologies and techniques that are applicable in mitigating and eradicating Malware during incident response, security operations triage, or identifying them during threat hunting and forensics investigations. By means of extensive hands-on engagement, students will acquire skills to reverse engineer, dissect and investigate Malware in a safe environment while gaining the opportunity to apply critical thinking and problem-solving skills in the analysis of Malware behaviour.

Penetration Testing and Vulnerability Assessment

This course will provide students the knowledge and skills necessary to conduct effective penetration testing and vulnerability assessment in computer systems and networks. The course will cover the latest methodologies and tools used by industry professionals, with a focus on ethical hacking, reconnaissance, scanning, enumeration, exploitation, and reporting. Students will also learn how to conduct risk analysis and develop strategies to mitigate security threats.

Digital Forensics and Incident Investigation

This course is designed to provide students with the knowledge and skills necessary to conduct digital forensics investigations and incident response. The course will cover the latest tools, techniques, and methodologies used by industry professionals, with a focus on identifying, preserving, analysing, and presenting digital evidence. Students will learn how to investigate a variety of incidents, including cybercrime, data breaches, and insider threats.

Recent Trends and Issues in Cybersecurity

This module examines current and emerging trends developments, and challenges in cybersecurity, including AI-driven threats and defenses, zero-trust models, cloud security, quantum-safe cryptography, and supply chain risks. Students will explore the impact of new technologies on security, engaging with real-world cases, current research, and innovative solutions. Emphasis is placed on technical depth, ethical and legal considerations, and the societal impact of evolving cybersecurity issues.

Dissertation

This module focuses on the design, development, and completion of a research dissertation as partial fulfilment of the master's degree. Students will identify a real-world cybersecurity problem, conduct a thorough literature review, and apply appropriate research methodologies to design, implement, and evaluate an original investigation. They will learn key research techniques and expand subject knowledge. Assessment consists of a written dissertation of 25,000–35,000 words (excluding references/appendices) and an oral viva, including a 15–20 minute presentation followed by jury questions.