الجامعة البريطانية في دبي

The British University in Dubai

# UNDERGRADUATE CATALOGUE

2025-2026

| How to Contact the University | |
|---|---|
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| **By Telephone** | +971 4 279 1400 |
| **By Email** | info@buid.ac.ae |
| **In Person** | 1st and 2nd Floor, Block 11<br>Dubai International Academic City (DIAC)<br>Dubai – UAE |

**DISCLAIMER**

The catalogue is an official BUiD University document describing academic programmes, faculty listings, policies, procedures, regulations, and requirements of the University. Every effort has been made to ensure the accuracy of the information presented in this catalogue. However, no responsibility is assumed for editorial, clerical, or printing errors, or errors occasioned by mistakes. The University reserves the right to change any provision listed at any point in time during the year, to best serve the academic interest of the students. Such change may include, but is not limited to, academic requirements for graduation. Every effort will be made to keep students informed of any such changes.

It is important that each student be aware of his or her individual responsibility to keep apprised of current policies and requirements.

## Chancellor's Message

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.

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.

I wish you every success as you begin one of the most important journeys of your life.

Ahmed Bin Saeed Al Maktoum

Chairman of the Council

## Table of Contents

# 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.

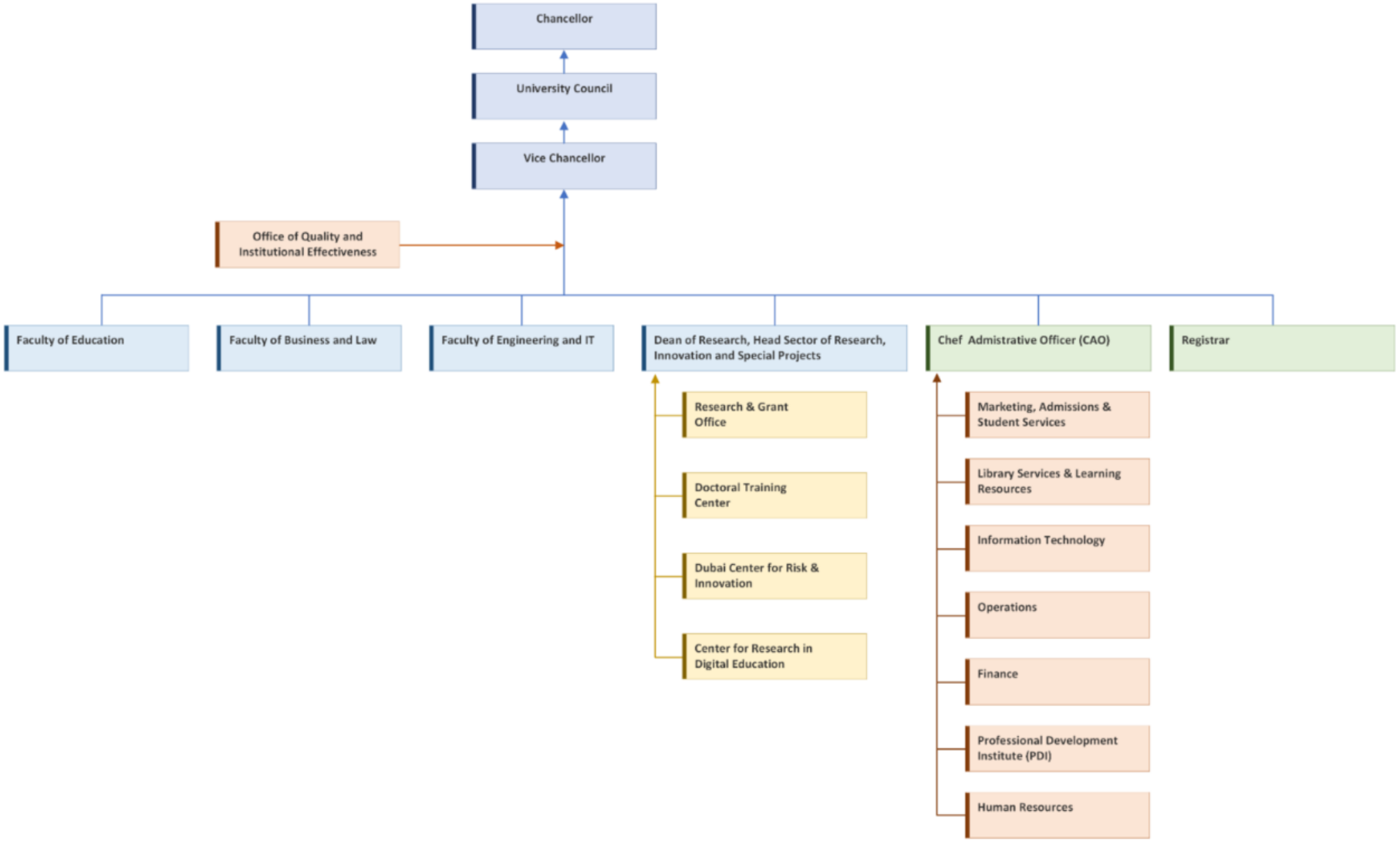
## *STRATEGIC OPERATIONS AND PLANS*

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

**rofessor Abdullah Alshamsi**
ice Chancellor, The British
niversity 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

**len Barrette**
ish Chamber – CBD
rporate 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. THE CAMPUS

The University is situated in Dubai International Academic City (DIAC), which is very accessible to all residential and commercial areas and a 30-minute drive from downtown.

The University campus is in Block 10 and 11 of the Dubai International Academic City (DIAC).

The University shares the sports facilities, parking services, food court and recreation facilities with other Universities in Dubai International Academic City providing all campus facilities to the University community.

## 6. UNDERGRADUATE ACADEMIC DEGREES

| Faculty | Programme |
|---|---|
| **Engineering & IT** | Bachelor of Science in Computer Science:<br>**Concentrations:**<br>- Computer Science and Artificial Intelligence<br>- Computer Science and Cybersecurity |
| | Bachelor of Science Electro-Mechanical Engineering |
| | Bachelor of Science in Civil Engineering |
| | Bachelor of Science in Mechanical Engineering |
| | Bachelor of Science in Electrical and Electronics Engineering |
| **Business and Law** | Bachelor of Science in Business Management |
| | Bachelor of Law |

## 7. 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)<br>(1987) Master of Science in Mechanical Engineering, Ohio State, University (USA)<br>(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)<br>(2006) MA Interior Design, Bournemouth University (UK)<br>(2007) MArch, University of Sheffield (UK)<br>(2011) Doctor of Philosophy (PhD) Architecture, University of Sheffield (UK) |
| **Prof. Alaa Ameer** | | (1979) Bachelor of Science in Mechanical Engineering, University of Technology (Iraq)<br>(1981) Higher Diploma in Applied Mechanics, University of Technology (Iraq)<br>(1983) Master of Science in Tribology, University of Technology (Iraq)<br>(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 (B.Comm), University of Cairo, (Egypt)<br>(1985) Post-graduate Diploma (PGDip) in Computer Science & Information Science, University of Cairo (Egypt)<br>(1989) Master of Science (MSc) in Computer Science, University of Cairo (Egypt)<br>(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)<br>(2001) Master of Science in Computer Engineering, Cairo University (Egypt)<br>(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)<br>(1984) M.Eng. in Computer Science & Technology, Indian Institute of Technology (India)<br>(1990) Doctor of Philosophy (PhD). in Computer Science, The University of Manchester (UK)<br>(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)<br>(2007) Master Degree in Computer Science, Middle East University (Jordan)<br>(2019) Doctor of Philosophy in Computer Science, BUiD (UAE) |
| **Hend ElMohandes** | | (2013) BSc Electrical –Computer- Engineering, Ain Shams University (Egypt)<br>(2018) Masters on Informatics, Nile University /Fraunhofer Research Institute (Egypt) |

| Name | Academic Position | Credentials |
|---|---|---|
| **Dr. Nahia Mourad** | | (2009) Bachelor in Pure Mathematics, Lebanese University (Lebanon)<br>(2011) Diploma of Master Research in Mathematics, Lebanese University, (Lebanon)<br>(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)<br>(1998) MS. - Industrial and Systems Engineering, THE UNIVERSITY OF MICHIGAN – DEARBORN (Michigan)<br>(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)<br>(2009) M.Cs in Computer Science, University of Malaya (Malaysia)<br>(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)<br>(2005) March, Architecture History, Al – Azhar University (Egypt)<br>(2012) Ph.D Building Technology and Sustainability, University of Sheffield (UK) |
| **Dr Faeez Masurkar** | | (2012) B.Eng in Mechanical Engineering, University of Mumbai (India)<br>(2015) M. Eng in Mechanical Engineering, Fr Conceicao Rodriques Institute of Technology, University of Mumbai (India)<br>(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<br>(2003) MSc in Information Systems, Cairo University, Egypt<br>(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<br>(2004) MSc (Distinction) in Personal, Mobile & Satellite Communication \| Univ. of Bradford, Bradford, UK<br>(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)<br>(2015) MSc in Advanced Communications Engineering– Damascus University (Syria)<br>(2019) PhD in Electronics and Communications Engineering, Cairo University (Egypt) |
| **Dr. Andrea Espinel Rojas** | Lecturer | (2008) B.Sc - Electronic Engineering, Los Andes University (Colombia)<br>(2010) MSc in Automation Engineering and Production Systems, Ecole Centrale de Nantes (France)<br>(2001) Ph.D. – Cryptography and Automation Engineering, Ecole Centrale de Nantes (France) |

| Name | Academic Position | Credentials |
|---|---|---|
| **Faculty of Education** | | |
| **Prof. Eman Gaad** | Dean, Faculty of Education | 1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt)<br>(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<br>(1984) Higher Diploma in Education, Omdurman Islamic University, Sudan<br>(1987) Master's of Education, Curriculum and Instruction, Omdurman Islamic University, Sudan<br>(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)<br>(2000) B.Ed., in Education; St. Xavier's College of Education (India)<br>(2002) M.A in English Literature; Manonmanium Sundaranar University (India)<br>(2004) MEd, Katholieke Universiteit Leuven, (Belgium )<br>(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)<br>(2008) Master Degree in English/ Translation, Yarmouk University (Jordan)<br>(2009) TEFL Certificate, University of the Fraser Valley (Canada)<br>(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)<br>(2003) MPhil in Comparative and International Education, University of Oslo (Norway)<br>(2007) Doctor of Philosophy (PhD) in Comparative and International Education, Middlesex University, (UK ) |
| **Dr. Tendai Charles** | | (2005) BEng in Computing City University, UK<br>(2010) MA Applied Linguistics Newcastle University, UK<br>(2013) CELTA International House, UK<br>(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<br>(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<br>Head of Programme – PhD in Law | (1996) LLB, Jordan University, Jordan<br>(1997) LLM, Aberdeen University, UK<br>(2001) Doctor of Philosophy (PhD) (Contract Law), Bristol University, UK |

| Name | Academic Position | Credentials |
|---|---|---|
| **Dr. Omar Hisham Alhyari** | Head of Programme – MSc in Construction Law and Dispute Resolution | (2000) Bachelor's Degree in Law, Amman University (Jordan)<br>(2003) Master's Degree in Private Law, Amman University (Jordan<br>(2008) Doctorate in Law, University of the West of England (UK) |
| **Dr. Farzana Asad Mir** | Director of Doctoral Training Centre | (1993) BSc, Electrical Engineering, University of Engineering and Technology (Pakistan)<br>(2012) MSc, Project Management, BUiD (UAE)<br>(2019) PhD in Management, University of Guelph (Canada) |
| **Dr. Sulafa Badi** | Head of Programme – PhD Project Management | (1996) BSc Architecture, University of Khartoum (Sudan)<br>(2000) MSc Construction Economics and Management, Bartlett School of Graduate Studies, University College London (UK)<br>(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)<br>(2008) PhD Project Management, Loughborough University (UK)<br>(2000) MSc Project Management, Leeds Beckett University (UK)<br>(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)<br>(2000) M.Sc. Engineering Management; The Catholic University of America (USA)<br>(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)<br>(2005) MSc Management of Projects; The University of Manchester (UK)<br>(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<br>(1996) Master of Commerce in Accounting and Financial Management, Maharaja Sayajirao University of Baroda, India<br>(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)<br>(2003) Mathematics (Statistics), Southern Illinois University (USA)<br>(2007) Economics, Southern Illinois University (USA) |
| **Dr. Imran Khan** | | (2006) B.Sc. from MJP Rohilkhand University in 2006<br>(2010) Master of Business Administration – Marketing, Jamia Hamdard University (New Delhi)<br>(2016) Ph.D. in Marketing, Indian Institute of Technology Roorkee |

| Name | Academic Position | Credentials |
|---|---|---|
| **Dr. Muhammad Waris Ali Khan** | Head of Programme – MSc Project Management | (2003) BSc Mechanical Engineering, N.E.D University of Engineering and Technology (Pakistan)<br>(2011) MSc Civil Engineering (Project Management), Universiti Teknologi Petronas (Malaysia)<br>(2015) Doctor of Philosophy (PhD) in Civil Engineering – Project Management, Universiti Teknologi Petronas (Malaysia) |
| **Dr. Derar Hussein Al-Daboubi** | | (1998) L.L.B, Mu'tah University (Jordan)<br>(2009) L.L.M, Mu'tah University (Jordan)<br>(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)<br>(2011) MSc International Business, University of Hertfordshire<br>(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)<br>(2004) Masters Business Administration (MBA), University Mara Technology (Malaysia)<br>(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)<br>(2014) MJur, University of Oxford (UK)<br>(2018) GDL, The University of Law (UK)<br>(2020) Doctor of Philosophy (PhD) in Law, University of College London (UK) |
| **Dr Hamad Aleissaee** | | (2015) BA in Law, UAE University Al Ain, UAE<br>(2017) MSc of Law in International Business Law, Case Western Reserve University, USA<br>(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<br>(2001) MSc Commerce (Finance and Accounting), University of Kerala, India<br>(2016) PhD (Management) Banasthali University, India |

## 8. 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

## 9. ACADEMIC CALENDAR 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)<br>Commencement of Classes (22 Sep UG) | Week 1 |
| | 27-Sep | Retake Exams<br>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<br>Term 2 Module Registration | Week 10 |
| | 29-Nov | First Term Examinations<br>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)<br>Commencement of Classes (5 Jan UG) | Week 1 |
| | 10-Jan | Retake Exams<br>End of Add/Drop period (9 Jan)<br>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)<br>Commencement of Classes (13 Apr UG) | Week 1 |
| | 18-Apr | Retake Exams<br>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

# 10 ADMISSION AND RELATED INFORMATION

## *General Requirements*

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

1. The University will operate an admissions system which complies with the UAE Standards, and which fulfils any specific requirements, which might have arisen through individual programme accreditation.
2. There shall be a reasonable expectation that anyone admitted to a programme of study is able to fulfil the learning objectives of the programme and to achieve the standard required for the award.
3. In considering each individual applicant for admission to a programme of study, evidence should be sought of personal, professional, and educational experiences that provide indications of ability to meet the demands of the programme.
4. There shall be no discrimination against any applicant in relation to age, colour, creed, disability, ethnic origin, gender, marital status, nationality, race, sexual orientation, or social class. The procedures should ensure equality of opportunity for all applicants, not only in the interest of social justice but to harness the development of the scarce supply of talent.
5. The University must satisfy itself that the applicant has sufficient command of the English language to complete satisfactorily the programme of study.
6. Applicants may not be admitted or enrolled in more than one programme concurrently.
7. Enrolled graduate students who wish to change their programme must meet the admission requirements of the new programme.
8. Each applicant must 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
10. 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.

## ***Admission to the University[1]***

The admissions requirements for undergraduate programmes are as follows:

- all applicants must have completed Maths as part of their secondary education.
- 3.2.3 British national curriculum: at least seven (7) subjects at GCSE, AS level or A level or any combination of these. The seven (7) subjects must cover Maths in addition to any four (4) areas out of Languages, Sciences, Humanities, Social Sciences, and Art & Design. In all cases the grade must not be less than D in GCSE subjects, not less than D in A-level subjects;
- International Baccalaureate (IB) Diploma: must complete any six subjects, with at least three at the higher level (HL);
- Grade of 80% for English language in high school or Academic IELTS with an overall score of 5.0 Or one of the standardized English language test that is internationally recognised test that is approved by the Ministry of Education in the UAE.
- Curricula taught in English are exempted from English Language requirement.

### BSc Business Management

Entry requirements

a. English Proficiency Requirement: Grade of 80% for English language in high school or Academic IELTS with an overall score of 5.0 Or one of the standardized English language test that is internationally recognised test that is approved by the Ministry of Education in the UAE Curricula taught in English are exempted from English Language requirement

b. Mathematics Requirement:

- Ministry Curriculum: grade of 70%
- American Curriculum: grade of 70%
- IB- Minimum 3 in HL or SL Mathematics
- AS/A Level Minimum C in Maths
- Indian and Pakistani Boards 12th Standard: grade of 65%

c. Students must have a grade of 70% in any other two subjects (excluding Arabic, English and Islamic Studies).

d. For non-ministry Curricula, students will still need to submit the certificate of equivalency.

**BSc Computer Science**

Entry requirements

e. English Proficiency Requirement: Grade of 80% for English language in high school or Academic IELTS with an overall score of 5.0 Or one of the standardized English language test that is internationally recognised test that is approved by the Ministry of Education in the UAE Curricula taught in English are exempted from English Language requirement.

f. Mathematics Requirement:

- Ministry Curriculum: grade of 80%
- American Curriculum: grade of 80%
- IB- Minimum 3 in HL or SL Mathematics
- AS/A Level Minimum C in Maths
- Indian and Pakistani Boards 12th Standard: grade of 65%

g. Physics Requirement

- Ministry Curriculum: grade of 70%
- American Curriculum: grade of 70%
- AS/A Level Minimum C/Pass
- IB – Minimum 3 in HL Physics
- Indian and Pakistani Boards 12th Standard: grade of 65%

h. Students must have a grade of 70% in any other one subjects (excluding Arabic, English and Islamic Studies).

i. For non-ministry Curricula, students will still need to submit the certificate of equivalency.

**Engineering BSc Programmes**

Entry requirements

j. English Proficiency Requirement: Grade of 80% for English language in high school or Academic IELTS with an overall score of 5.0 Or one of the standardized English language test that is internationally recognised test that is approved by the Ministry of Education in the UAE Curricula taught in English are exempted from English Language requirement.

k. Mathematics Requirement:

- Ministry Curriculum: (Advanced or Elite Curriculum): grade of 80%
- American Curriculum: grade of 80%
- IB- Minimum 3 in HL or SL Mathematics
- AS/A Level Minimum C in Maths
- Indian and Pakistani Boards 12th Standard: grade of 65%
-

l. Physics Requirement
- Ministry Curriculum: (Advanced or Elite Curriculum): grade of 80%
- American Curriculum: grade of 80%
- AS/A Level Minimum C/Pass

- IB – Minimum 3 in HL Physics
- Indian and Pakistani Boards 12th Standard: grade of 65%

m. Chemistry or Biology Requirement

- Ministry Curriculum: (Advanced or Elite Curriculum) a grade of 80% Chemistry or Biology.
- American Curriculum: grade of 80%
- O/AS/A Level Minimum C/Pass
- IB – Minimum 3 in HL Chemistry or Biology
- Indian and Pakistani Boards 12th Standard: grade of 65%

n. For non-ministry Curricula, students will still need to submit the certificate of equivalency.

**Bachelor of Law**

Entry requirements

o. English Proficiency Requirement: Grade of 80% for English language in high school or Academic IELTS with an overall score of 5.0 Or one of the standardized English language test that is internationally recognised test that is approved by the Ministry of Education in the UAE Curricula taught in English are exempted from English Language requirement.

p. Mathematics Requirement:

- Ministry Curriculum: Grade of 70%
- American Curriculum: grade of 70%
- IB- Minimum 3 in HL or SL Mathematics
- AS/A Level Minimum C in Maths.
- Indian and Pakistani Boards 12th Standard: grade of 65%

q. Students must have a grade of 70% in any other two subject (excluding Arabic, English and Islamic Studies).

r. For non-ministry Curricula, students will still need to submit the certificate of equivalency.

*ADMISSIONS PROCEDURES*

To apply to a programme at BUiD, applicants must:

- Meet all programme specific requirements.
- Complete the graduate online application

### Required Documents Offer

- Official UAE secondary school certificate (or its equivalent) attested by the MOE-UAE
- For the non-UAE high school curriculums, attested official transcript along with the equivalency letter from the MOE-UAE must be provided.
- An official certificate of the proficiency scores
- Copy of a valid passport
- Copy of UAE Identity card
- Copy of a valid UAE residence visa
- Copy of family book for UAE nationals
- Certificate of good conduct issued by the relevant UAE Authority
- Male UAE nationals must meet the requirements of the national service before admissions.

### Provisional Offer

The provisional offer from the University will state that the applicant has been offered a place on a programme SUBJECT to meeting a list of requirements detailed in the letter. This may include provision of authorised documents, including attested copy of degree certificate and, for non-UAE degree, a letter of equivalency from the Ministry of Education, further details, reference letters etc. This provisional offer is intended to help overseas applicants commence the

process of obtaining their DIAC Student Residence Visa. Once all of the requirements listed in the Provisional Offer have been satisfied, the University will issue a confirmed offer.

### Confirmed Offer[1]

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

### Pre-Registration

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

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

### Final Admission

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

The applicant submits all required documents including original degree certificates, transcript, /IELTS/TOEFL Certificate (or Equivalent), Certificate of Equivalence (if applicable) two passport size photographs and reference letters. The original certificates, transcripts, Certificate of Equivalence and IELTS/TOEFL certificates are returned to the student and a copy of the same is retained by theUniversity[2].

### Attestation of Documents

All applicants for admission are required to obtain equivalency of their secondary school leaving qualificationsfrom the UAE Ministry of Education. The attestation process is dependent upon whether you completed your secondary schooling within the UAE or outside the UAE.

**Applicants who completed secondary schooling within the UAE**

Applicants must get their certificates attested by the Ministry of Education in the UAE for secondary schooling studies undertaken in the UAE. In these circumstances, you will be provisionally admitted to the University andpermitted to commence the first term of study, subject to you obtaining the required attestation.

**Applicants who completed secondary schooling outside the UAE**

In these circumstances, you will be provisionally admitted to the University and permitted to commence the firstterm of study. However, you must have your secondary school records and Certificates of Completion certified by:

1. The issuing Board of Secondary Education or a recognised authority for secondary education.
2. The Ministry of Foreign Affairs in the host country
3. The UAE Embassy in that host country

**Falsified and Fraudulent Admission Documents**

BUiD reserves the right to take disciplinary action up to and including the revocation of admission or permanent dismissal if the University determines that information has been misrepresented or falsified documents have been submitted in support of an application for admission.

*CREDIT TRANSFERS FOR UNDERGRADUATE PROGRAMMES*

Transfer of credits may be considered for Bachelors programmes on the basis of work and studies successfully completed by applicants at a recognized post-secondary institution/college/university:

a. BUiD does consider credit transfer arrangements towards its graduate programmes from other higher education institutions subject to the following conditions:
   - The applicant meets BUiD's normal entry requirements.

- The relevant Faculty is able to determine that the coursework was taken at undergraduate level and is at least equivalent to the credit rating available for one module of the programme for which the credit transfer is being considered.
- That the student attained a minimum GPA of 2.0 on a 4.0 scale or equivalent.
- The institution at which the programme was taken is recognised by the MOHESR or licensed or officially recognised by the Department/Ministry of Education in the home country (and so, attestable by MOHESR)

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

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

- The Faculty only allows exemptions from modules with content equivalent to that qualification providing the transferable points.
- Credit points can only be transferred where the work done for the previous qualification would allow the student to successfully perform the assessment exercise for the exempted module.
- Credits which have already formed part of an award are not acceptable for transfer.
- Transferred credit can provide no more than 50% of the credit points for the taught component of the Programme.

b. Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.
c. The modules exempted through credit transfer will be considered as normal pass (grade C at 40%) for the degree completion requirements.
d. As the University does not offer a GPA, credit transferred modules will not count towards any record of GPA.

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.
- 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 theclasses 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 opportunityto 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 andother 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:

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

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

**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.

## *VISA*

In order to apply for a student visa, the student must be enrolled in a full-time programme of study. The Visa application process can only commence once a student has submitted all relevant forms, paid appropriate fees andaccepted an unconditional offer of admission to commence studies in their nominated programme. Student visa applications are subject to approval by the UAE's Immigration Department. Students who have a visa applicationrejected will not be able to undertake their programme of study with BUiD.

A student visa is normally valid for a period of 1 year. Students will be required to renew every year of their programme. It is the responsibility of the student to notify the Student Administration Department and to submit all documents for renewal at least 60 days prior to the date of expiry of visa.

**Visa Compliance and Cancellation**

- It is the student's responsibility to ensure that the student visa is cancelled before leaving the country/after finishing the programme and also ensure that they duly pay the cancellation charges.

- In case a student does not cancel his/her student visa as per the rules and regulations stipulated by the University, he/she will have to pay the total fine charged by TECOM. Furthermore, the University will report such students to the immigration authorities as absconded.
- A student visa may be cancelled under the following provisions:

  - Where the student wishes to terminate his/her studies prior to the expiry of the visa. The visa will be cancelled immediately, and the student will be responsible for making arrangements to leave the country or seek other sponsorship.
  - All graduating student visas will be cancelled one month after the last day of examinations in the final session of study or one week before the visa expiry date.
  - When a student does not maintain a full-time study status in a session, other than those who have been granted a leave of absence. When a student has been convicted of a criminal offence.
  - When a student does not comply with the rules and regulations as advised by the University

*HEALTH INSURANCE*

All visa sponsored students must have valid medical insurance which is either private or through BUiD's preferred provider. Students will be required to renew either their private or BUiD health insurance prior to the expiry dateof their visa and/or the process for the extension of the visa.

All students are required to make adequate financial provision for the proposed duration of their programme ofstudy, 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.

*READMISSIONS PROCEDURES*

Students entitled to seek readmission to the same programme of study may have previously:

- Voluntarily withdrawn from the programme.
- Exceeded the maximum period of registration prior to having fulfilled the requirements for graduation.
- Failed one module on two occasions.
- Failed to meet the probationary admissions requirements.
- Wanted to continue the programme at a higher level of award, thereby relinquishing the award previously conferred.
- Suspended their study for more than two consecutive terms.
- Suspended their study for more than three non-consecutive terms.

  - A student may be readmitted once to the same programme.

  - A minimum of one academic term must have elapsed between exit and readmission (the student may not be admitted in an academic term consecutive to that in which s/he exited the programme.

  - A student must submit evidence to justify her/his request to re-enter the programme, detailing why s/he is now better positioned to complete the requirements for graduation of the same award or the award at a higher level.

  - The student must meet the current admissions requirements to the programme; these may have changed since the original point of admission to the programme.

  - The student will be liable to pay the current fees; these may have changed since the original point of admission to the programme:

- The student is liable to pay fees for any credit requirements outstanding before readmission;
- The student is liable to clear any outstanding debt(s) to the University before readmission;
- The student will be charged readmission fees;
- Students seeking readmission are not entitled to scholarship support from the University.

- Normally, the student must meet the current requirements for graduation of the programme; these may have changed since the original point of admission to the programme. Exceptions may be granted by the Board of Studies
- The students who have successfully completed their modules may transfer their credits subject to the module(s) being completed within the last five years.
- In cases where credit transfer is requested for a module which was taken more than five years earlier, academic judgment will be exercised after the Board of Studies has evaluated that the 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.
- Students who are seeking readmission to a programme having previously completed the taught requirements prior to thesis/dissertation but whose structure has subsequently been changed may be considered eligible provided that:
  - They have completed the taught component no more than five years previously.
  - They have completed the taught component more than five years previously but the Head of Programme recommends readmission based on an assessment process, including details of the required modules, to the Dean for the approval of the Board of Examiners.
- Modules taken more than seven years earlier will not be accepted for internal credit transfer.
- Doctoral students who have exceeded seven years and are currently on thesis stage may apply for a write-up extension where they need to finalise their thesis. This is subject to the approval of the Chair of Academic Board after consultation with the Director of Study and Head of Programme:
  - The write-up period may not exceed one academic year (three terms);
  - Students are required to pay supervision fees during the write-up period.

## 11. FINANCIAL SUPPORT & FEES

Programme Fees for the Academic Year 2025-2026

| Bachelor Programme (4 years) | Tuition fees per year |
|---|---|
| BSc Business Management | 56,250 AED |
| BSc Electro-Mechanical Engineering | 62,500 AED |
| BSc Computer Science Artificial Intelligence | 56,250 AED |
| BSc Computer Science Cybersecurity | 56,250 AED |
| Bachelor of Law | 56,250 AED |
| Bachelor of Science in Civil Engineering | 62,500 AED |
| Bachelor of Science in Mechanical Engineering | 62,500 AED |
| Bachelor of Science in Electrical and Electronics Engineering | 62,500 AED |

*The above fees are subject to 5% VAT.*

### Tuition Fee Terms and Conditions

a. An Initial payment of AED 5000 is paid for all programmes at the time of reserving a place on a programme. Once paid the initial payment is non-refundable in all circumstances whether a student commences the programme or not.
b. The first payment is to be made during registration and the term fees are to be made in the first week of each term.
c. After the Initial payment, the entire remaining tuition fees have to be paid. Students will not be registered until a commitment for the entire programme payments is made.
   - Post-dated cheque – the preferred mode of payment is post–dated cheques, dependent upon the instalment plan chosen. The date of the cheques will be the first of each month.
   - Bank standing order – where students do not have access to a cheque book, then a bank standing order has to be set up and a copy given to the university.
   - Cash – exceptionally students may pay by cash. However, the quarterly or monthly instalment plans are not available to cash payers, who have to pay in full at the beginning of each term.
d. Any cheques or standing order payments returned unpaid will incur an AED 100 administration charge. The students must arrange alternative payment within 2 weeks of the returned payment. If there is more than 1 month of arrears, then access to blackboard, library and IT facilities may be denied.
e. Cancellation of a post-dated cheque for tuition fees will result in disciplinary and legal action being taken by BUiD.
f. Students with outstanding debt to BUiD may not graduate.

*SPONSORSHIP*

Students may ask the University to invoice external sponsors, such as employers or organisations directly. Students must provide, at or before the time of enrolment, an original letter (on official letterhead) from the sponsor confirming the amount and/or proportion of the Fees and charges being guaranteed by the sponsor. In theevent of a student's sponsoring authority (if any) failing to make payment 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. Anyclaims for refunds must be made within one month of the commencement of tuition.

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

*RETAKE MODULE*

A student who has to retake the whole module will be charged 100% of the full cost of the tuition for that module will be due, irrespective of whether the student has a scholarship or not.

*LATE OR NON-PAYMENT OF FEES*

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

Non-payment of fees will result in the student not being registered and being barred from attending classes. In such cases 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. 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 a 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 in 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.

a. Counselling services are available for all registered students during term time.

b. Services are available from 3pm to 6pm on Tuesday.

c. Information about the service is provided to students during student induction and via BUiD website and Blackboard.

d. Access to the counsellor out of designated hours is available and will be organized through the Head of Student Administration

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

### *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

DIAC prayer rooms are located in Block 1, Ground Floor (DIAC Service Block).

## *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 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, program 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 program 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 Program Representative
- Supporting the Program Representative at the relevant Board of Studies, Senate and Program 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

## 13. LIBRARY SERVICES AND LEARNING RESOURCES

### *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. 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.

# 14. DOCTORAL TRAINING CENTRE

The DTC serves as a central department dedicated to the development of research activity and output at The British University in Dubai. Through close collaboration with 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.

# 15. 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:

- The courses offered within a specific programme,
- Overall student assessment within the programme, including mark weighting for courses,
- The general structure of programme and to ensure that:
- The programme conforms to UAE accreditation and UK QAA requirements.
- Academic excellence is maintained in the programme.
- Any proposed programme changes appear to be at a level appropriate to the intended qualification.

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

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

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

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

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

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

### 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 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 by the Office of Quality and Institutional Effectiveness at the end of each module. The results are summarised and reported 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. 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:

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

The Review Panel should meet with:

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

Programme Review Reports and action items will be sent to the 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 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 Institutional Effectiveness, 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.

## 16. IMPORTANT UNIVERSITY POLICIES

All policies and procedures relevant to the operations of the University are documented in the Policies and Procedures Manual. This Manual is maintained by the Office of Quality and Institutional Effectiveness. Academic relevant policies and procedures are available to students on the on BUiD website: https://www.buid.ac.ae/home-old/policies/

### Student Code of Conduct

1. 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.
2. A student's failure to observe his/her responsibilities may result in imposition of penalties set out in the University's Student Disciplinary Policy.
3. The University has the right to apply the terms of its Student Disciplinary Policy to any students who commit an offence, including but not limited to the following:
   - Disruption of, or improper interference with, the academic, administrative, social, or other activities of the University, whether on its premises or elsewhere.
   - Violent, indecent, disorderly, threatening, or offensive behaviour or language, whether expressed orally or in writing (including electronically), including sexual or racial harassment of any student, member of staff or other employee, whilst on the University's premises or engaged in any University activity.
   - Conduct which unjustifiably infringes freedom of thought or expression whilst on University premises or engaged in University work, study, or activity.
   - Fraud, deceit, deception, or dishonesty in relation to the University or its staff or in connection with holding any office in the University or in relation to being a student of the University.
   - Action likely to cause injury or impair safety on University premises.
   - Conduct which constitutes a criminal offence (including conviction for an offence).
   - Behaviour which is such as to render the student unfit to practice any particular profession or calling to which that student's course leads directly.
   - Without prejudice to the right to fair and justified comments 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 policy

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 pretenses 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**<br>(Informal disciplinary measures) | Rudeness Disruption in class Poor attitude to staff, other students, or members of the public | **Guidance**:<br>Pastoral guidance interview with<br>University Counsellor | Dean of Faculty<br>(with Disciplinary Board guidance where appropriate) | Faculty to keep brief note of the complaint and that guidance interview has taken place |
| **2 Significant**<br>(Informal disciplinary measures) | Repeat offences or more serious offences | **Warning:**<br>Disciplinary Interview and informal warning<br>Restriction or injunction to avoid certain behaviour | Dean of Faculty<br>(with Disciplinary Board guidance where appropriate) | Faculty to keep brief note of the complaint and that warning interview has taken place |
| **3 Serious**<br>(Formal disciplinary measures) | Serious disciplinary offences | **Formal hearing:**<br>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 theaction to be taken in accordance with the following guide:

| Category | Level of complaint (see Table 1) | Decision | Action | Dealt with by |
|---|---|---|---|---|
| **A** | Minor<br>Significant<br>Serious | That there is no case to answer | The Head of Student Administration will write to the students indicating that the matter is closed. They will copy this letter to the Investigating Staff Member, the Dean of Faculty, any appointed Disciplinary Board member and the person who made the original complaint | Head of Student Administration |
| **B** | Minor<br>Significant<br>Serious | That the offence has been admitted or partially admitted and is minor | The Head of Student Administration will request the Dean of Faculty to apply the appropriate action in accordance with Table1. The Head of Student Administration will write to the person who made the original complaint advising them of the outcome | Dean of Faculty |
| **C** | Minor<br>Significant<br>Serious | That the offence is admitted or partially admitted but is more serious, or is a second or further offence | The Head of Student Administration will organise a Disciplinary Board to consider the allegation at a formal hearing | Head of Student Administration/ Disciplinary Board |
| **D** | Minor<br>Significant<br>Serious | That the offence is not admitted | The Head of Student Administration will organise a Disciplinary Board to consider the allegation at a formal hearing | Head of Student Administration/ Disciplinary<br>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 thenrecommend the penalty to be applied or may adjourn the meeting to consider the appropriate penalty further.

Penalties may include one or more of the following:

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

is enacted, then the university may advise other appropriate bodies of the action that it has taken.

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

All recommendations for penalty are subject to confirmation by the Registrar, and the Registrar's decision is final,except where the recommendation is for dismissal, in which case the Vice Chancellor will make the final decision.A student may appeal against the decision of the Disciplinary Board by writing to the Registrar within ten working daysof 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 be recommended 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 grievance

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 the University's services. Services include but are not limited to:

- Facilities for learning and teaching
- Resources for learning and teaching
- Support for learning and teaching
- Pastoral support and careers guidance
- Administration, including:

Students may bring a grievance against the University should they believe the University has failed in its responsibility for the provision of services supportive of learning.

The University will reject student grievances that are anonymous or that are made by anyone other than a student enrolled in a programme of study at the University.

**Stage One: Informal Grievance**

a. The student should raise the grievance with the member of staff with responsibility for the matter in question (e.g., tutor, supervisor, person with responsibility for implementation of a procedure).
b. The student should arrange to address the grievance by organising an appointment with the member of staff identified (as explained above in point a)
c. If the student is uncomfortable addressing that member of staff directly, or if that member of staff does not make him/herself readily available, the student should contact the relevant Dean (if the grievance relates to a Faculty) or relevant the Head of department (if the grievance relates to an administrative department) to organise an appointment.
d. The member of staff identified (as explained in point a) or the relevant Dean or the relevant Head of department (with whom the student has raised the grievance) are mandated to try to resolve the informal grievance at this stage.
e. In cases where the grievance involves a Dean and/or a Head of department, the student should progress directly to Stage Two.

**Stage 2 - Formal Grievance**

a. If the grievance is unable to be resolved by the student and the member of staff with whom the grievance has been raised in Stage One, the student may submit a formal grievance in writing, using the standard form (available on BUiD website or send email to Student Administration department). The form is submitted to the Registrar and Chief Administrative Officer.
b. The Registrar and Chief Administrative Officer will meet with the student and set out how the University will address the matter.
c. The student can normally expect to be notified within three weeks of the meeting.
d. In complex cases where the grievance requires longer to resolve, the student can expect to be kept informed of the progress of the grievance on a timely basis.
e. The student will receive written notice from the Registrar and Chief Administrative Officer of the outcome(s) of any action taken and any future steps pending.
f. In cases where the grievance involves the Registrar and Chief Administrative Officer, the student should submit the formal grievance in writing to the Vice Chancellor; in such cases the Vice Chancellor will assume the role of the Registrar and Chief Administrative Officer as detailed in point b and e.
g. In cases where the grievance involves the Vice Chancellor, the student should submit the formal grievance in writing to the Clerk to the University Council; the Clerk to the University Council will identify a member of the University Council to assume the role of the Registrar and Chief Administrative Officer as detailed in in point b and e.

If the student is not satisfied with the outcome(s) of a Stage Two Formal Grievance, he/she may appeal the decision subject to specific grounds. The grounds on which a student may appeal a Stage Two decision are restricted to the following (no other appealswill be entertained):

- There is evidence that the Stage Two investigation did not include in its deliberations all relevant issues, and any relevant issues identified as not included at Stage Two are material to the decision and do not constitute a new basis for complaint.
- There is evidence that the Stage Two investigation was not operated in accordance with University policies.

**Stage 3 - Appeals**

a. The jurisdiction of the Vice Chancellor or the Clerk to the University Council is limited to investigation of the actions and outcomes at Stages One and Two.
b. If the student has grounds to appeal a Stage Two decision as detailed in 5.4, he/she should submit their appeal in writing using the standard form, for submission to the Vice Chancellor.
c. The Vice Chancellor will meet with those involved at Stage Two, and if necessary, Stage One.
d. The student will receive written confirmation of the outcomes of the Vice Chancellor's investigation, and any actions outstanding, within 3 weeks of the date of submission.
e. In cases where the grievance involves the Vice Chancellor, the student should submit their appeal in writing to the Clerk to the University Council; the Clerk to the University Council will identify a member of the University Council to assume the role of the Vice Chancellor.
f. The notice of a Stage Three appeal is final and will bring the University's investigation to a close.

## 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.[1]

b. Alleged improper conduct of the examination.

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

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

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

On receipt of an appeal form, the Head of Institutional Effectiveness will:

- review the completeness of the application.
- review the legitimacy of the application.
- determine whether or not there are grounds for the appeal to proceed.
- notify the Registrar and Chief Administrative Officer for review and approval to proceed or rejection of the appeal based on the evidence provided by the student.

If the appeal is found to have grounds to proceed, the Head of Institutional Effectiveness will pass the appeal to the appropriate Dean. 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.

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.

## Mitigating Circumstances

Mitigating circumstances is the umbrella term used by the University for the process by which students can seek mitigation for the impact on their ability to complete assessments. Circumstances that explain and justify student failure to meet requirements for attendance, scheduled examination, and assessment, and are legitimate under the terms of this policy are:

- unexpected illness of the student.
- unexpected illness of a member of the student's family that requires the student to give care to that family member for a prolonged period of time.
- unforeseen travel commitments.

[1] *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.*

- bereavement in immediate family.
- technical issues (e.g., computer failure).
- sudden and unexpected adverse circumstances that demand disproportionate time or give rise to unreasonable levels of stress.

Similar circumstances do not affect two individuals to the same degree, and circumstances are difficult to define to a standard objective degree. It is therefore the role of the Mitigating Circumstances Committee to evaluate and adjudicate the severity of the circumstance, on a case-by-case basis.

Students with long-term/permanent conditions likely to require special arrangements and known at the time of their first registration on the programme must notify the University in writing at the outset of their studies. Notification of such conditions will not impact on the admission of a student to a programme, may enable special arrangements such as extra time in examinations, but must be notified and supported by medical or other relevant evidence. Special arrangements will only be put in place if notice of the condition is notified. Students whose long-term/permanent circumstances changes after initial registration, and who wish the University to make special arrangements must notify the University in writing and with supporting evidence at the start of the term subsequent to the circumstance being known to them.

Students experiencing unexpected, urgent, or emergency circumstances that adversely affect their ability to comply with attendance, examination, and assessment requirements must:

- Notify the university within the time limits set out in the procedures.
- Make the notification via application to the Mitigating Circumstances Committee and supply the relevant supporting documentation as evidence of the mitigating circumstance.

[3] *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 constitutegood reason.*

## 17. WITHDRAWAL, PROBATION AND SUSPENSION

### Adding or Dropping Modules

A student may add or drop module within the first 30% of scheduled classes. Module(s) dropped during the 'addand drop' period are not recorded on a student's transcript.

### Attendance, Withdrawal and Suspension

Students may not attend class until they have formally enrolled in their Module(s). The student administration team will assist you with any queries or concerns you have in regard to any non-academic-related queries. Regarding academic issues, the students should contact their Module Tutor or their Personal Tutor

### Attendance

All students at the University are expected to be independent learners and must take responsibility for achieving their learning outcomes and reaching their potential. This notwithstanding, regular attendance and participation isclosely linked to retention, progression, and academic achievement and therefore, the University expects studentsto attend all published classes for each module. Students are expected to achieve a minimum of 70% attendance in each taught module. Students who fall below the minimum University requirement may be deemed to be failing to progress. BUiD isobliged to inform Dubai International Academic City (DIAC) if attendance falls below this requirement which will result in withdrawal of the Student Residence Visa.

### Suspension

Students who are unable to follow his/her programme of study for a significant period of time due to circumstancesthat are largely beyond the student's control, a temporary suspension of study may be granted by the Dean of therelevant 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 forgood reasons that are out of 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. All applications for suspension of study should be made in writing on the appropriateform and supported by documentation where appropriate e.g., medical or hospital certificates.

### Withdrawal from a Module

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

Any student who withdraws after 30% of the scheduled classes have been conducted will be classed as "late withdrawal". Such students will have to complete and submit to the Head of Student Administration a Late Withdrawal form on which they must check that they are withdrawing either 'With Cause' or 'Without Cause'. Any withdrawals where the student has attended between 30% and 50% of the module and is withdrawing withoutcause, the student will be liable for the half cost associated with the module.

In case of a "late withdrawal" of a student after 50% of scheduled classes, the student will have to complete and submit to the Head of Student Administration the Late Withdrawal form. The student will be liable to pay full costsassociated with the module and the student transcript will show a status of "LW". The student will have to repeatthe module with full attendance and no assessment marks will be carried forward. The student will attempt all theassessments 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% of 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:

**a. Withdrawal Requirement by the University**

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

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

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

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

**c. Voluntary Withdrawal from the Programme**

Any student may withdraw permanently from a programme at any point in the year. Students wishing towithdraw 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 submitting the Withdrawal form, the remaining cheques will be returned, dependent upon tuition fee payments being up to date.

## Academic Honesty and Integrity

Academic honesty and integrity are an ethic fundamental to the British University in Dubai. The University is committed to inculcate a culture of respect, understanding, and observance of this ethic, and thereby to demonstrate:

- The credibility and value of its intellectual work.
- The trustworthiness of the credentials it awards.
- The reliability of the research conducted in its name.

**Types of Academic Dishonesty**

**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). This also includes 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 takingthe exam; falsifying identity in the exam)

**Plagiarism:** 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 withoutacknowledgement of the source (original author); presentation of work as if it were original work when in fact itis substantially the same or the same; work previously submitted for assessment and/or credit and/or publication (self-plagiarism; recycling); presentation of another person's work or the student's own previously submitted work without the deliberate intent to claim it as own and original work, but failing to acknowledge the original source owing to carelessness, recklessness, or ignorance (negligent plagiarism)

**Collusion:** Unauthorized and/or unacknowledged collaboration with another person or persons in the productionof 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.

## 18. ACADEMIC ADVISING

The University is committed to ensuring that its students successfully complete their chosen programme of studyand 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
- Module Tutor
- Module Coordinator
- Head of Programme/ Programme Coordinator

### Personal Tutor

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

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

### Students' Responsibilities related to Personal Tutoring

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

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

### Module Tutors

A 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 byappointment 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.

### 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.

## 19. ASSESSMENT

Each module is assessed separately, and in relation to the module learning outcomes found in the module syllabus. The minimum passing mark for all undergraduate modules is 40.

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

Students will receive details of examinations for each module and these detailsshall be published by a deadline in advance of the assessment time. 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 an open-book or pre-released examination papers.

### University Module Marking Scheme

| Module Grade | Module mark | GPA | |
|---|---|---|---|
| A | 70-100 | 4.00 | Pass |
| A- | 67-69 | 3.70 | Pass |
| B+ | 64-66 | 3.30 | Pass |
| B | 60-63 | 3.00 | Pass |
| B- | 57-59 | 2.70 | Pass |
| C+ | 54-56 | 2.30 | Pass |
| C | 50-53 | 2.00 | Pass |
| C- | 47-49 | 1.70 | Pass |
| D+ | 44-46 | 1.30 | Pass |
| D | 40-43 | 1.00 | Pass |
| F | 0-39 | 0 | Fail |

### Graduation Scheme

| CGPA | Degree Classification | British Equivalent |
|---|---|---|
| 3.70 – 4.00 | Distinction | First |
| 3.30 – 3.69 | Merit | Upper Second |
| 2.00 – 3.29 | Pass | Lower Second |

## University Grade Descriptors

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

| Criteria | Level of Achievement Indicators | | | | | |
|---|---|---|---|---|---|---|
| | **0-29%** | **30-39%** | **40-49%** | **50-59%** | **60-69%** | **70-100%** |
| **1. Research** Systematic identification and investigation of appropriate sources | Little or no information presented | Information presented does not relate sufficiently to the task; there may be evidence of rudimentary research | Adequate information has been gathered and documented from readily available sources applying standard techniques | Information is accurate, appropriately categorised and from a range of sources | Well informed judgements made of the relative value of connected information from a wide range of sources | Extensive independent research, accuracy, familiarity with the material, and sound judgements |
| **2. Analysis** Examination and interpretation of resources | Little or no evidence of examination of source material | Constituent elements may be incorrectly identified; analysis may be attempted but unjustified | Key elements within relevant information are identified, but may lack accurate interpretation | Accurate interpretation of the relationships between constituent elements | Accurate interpretation and evaluation of relationships between elements | Accurate and perhaps personal synthesis and evaluation of elements |
| **3. Subject Knowledge** Understanding and application of subject knowledge and underlying principles | Unable to evidence or articulate basic principles and knowledge related to the subject | Limited knowledge of subject and its development | Evidence of understanding key aspects of the subject context, in current debates and/or historical background. References to some relevant movements/ people | Accurate understanding of subject context. References key movements and people | Accurate extensive understanding of subject context. Evidence of appreciation of the relative significance of movements and people | Contributes to the subject debate by assimilating knowledge into a personal hypothesis (or elements / the beginnings of one) |

| Criteria | Level of Achievement Indicators | | | | | |
|---|---|---|---|---|---|---|
| | 0-29% | 30-39% | 40-49% | 50-59% | 60-69% | 70-100% |
| **4. Experimentation** Problem solving, risk taking, experimentation and testing of ideas and materials in the realisation of concepts | Little or no engagement with alternative ideas and processes | Unable to identify problems; does not understand the purpose of risk taking or exploration of alternatives. | Operates within familiar and well-established ideas, processes, media and/or materials; some evidence of exploration | Evidence of exploration of processes, media, and materials; may lead to potential directions for future work | Evidence of conceptual risk taking / using own analysis to inform further cycles of inquiry and potential future directions | Unfamiliar conceptual territories may be explored |
| **5. Technical Competence** Skills to enable the execution of ideas appropriate to the medium | Execution demonstrates poor judgement and very limited command of techniques | Uses limited rudimentary processes exercising little judgement | Skills are adequate to communicate ideas; accepted conventions and procedures are usually applied | Skills facilitate communication of ideas; evidence of checking / testing / finishing; conventions and procedures are used consistently and appropriately | Skills facilitate practice and the communication of ideas; full command of conventions and procedures is evident | Ideas and technique are unified. Discernment and judgement are evident. Craft skills may have contributed to conceptual advances |
| **6. Communication and Presentation** Clarity of purpose; skills in the selected media; awareness and adoption of appropriate conventions; sensitivity to the needs of the audience | Ineffective use of visual/ oral/ written communication conventions in the production and presentation of ideas | Partial lack of awareness and observance of conventions and standards; lack of clarity in structure, selection, and organisation of information; lack of awareness of audience | Conventions and standards are applied; structure is clear; information selection and organisation show awareness of audience requirements and preferences | Communication media have been selected / used with good judgement; standards and conventions of use have been fully adhered to; decisions show awareness of the audience and the context | The nature and strengths of appropriate communication media have been exploited; information has been selected, organised, and presented showing awareness of context and audience | Message and medium are unified with personal style; the communication is persuasive and compelling; it takes full account of diverse audience needs |

| Criteria | Level of Achievement Indicators | | | | | |
|---|---|---|---|---|---|---|
| | **0-29%** | **30-39%** | **40-49%** | **50-59%** | **60-69%** | **70-100%** |
| **7. Personal and professional** development Management of learning through reflection, planning, self-direction, subject engagement and commitment | Consistent lack of evidence of reflection or planning for learning. No awareness of personal strengths and weaknesses in relation to task | Sporadic evidence of reflection and planning not followed through consistently. Incomplete awareness of personal strengths and weaknesses | Evidence that reflection and planning have led to increased subject engagement and commitment. Developing an awareness of strengths and weaknesses | Evidence that a cycle of reflection and planning has been iterative and productive. Actively works to develop strengths and mitigate weaknesses | Reflection and planning are self-directed, iterative, and habitual. Strengths have been successfully built on; weaknesses have been mitigated | Takes full responsibility for own learning and development through iterative cycles of well-articulated purposeful analysis and planning, supported by extensive evidence of impacts |
| **8. Collaborative and/or independent** professional working Demonstrates suitable behaviour for working in a professional context alone or with others | Does not collaborate with others; unproductive working alone; shows no knowledge of related profession | Collaborates reluctantly; struggles to produce work alone; has unrealistic view of professional life | Awareness of main standards required of relevant profession. Able work both collaboratively and independently | Aware of and able to meet most standards required of relevant profession in simulated or real professional situations.<br><br>Productive when in a team or working alone | Aware of and able to meet most standards required of relevant profession in simulated or real professional situations.<br><br>May work well in a team, provide effective leadership, and demonstrate a well-rounded profile working alone | Integrates a sense of own identity productively into real or simulated professional situations. Can comfortably work as team member, in leadership role, or alone |

## *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.

## *DURATION OF STUDY*

All degree requirements must be completed within seven years of admission to BUiD as an undergraduate degree student.the duration of study is calculated from the date of the first registration in the relevant programme and includes all Suspend Study periods.

## *GRADUATION*

The Board of Examiners is responsible for making final decisions on all module marks, the satisfactory completion of the taught component of programmes, and the final award.

Programme graduate completion requirements:

- Students must attain at least 480 undergraduate level credits at BUiD.
- Students must successfully pass all modules, as required by the approved structure and syllabi to be eligible to receive their degree.
- A minimum overall GPA of 2.0 on a 4.0-point scale (equivalent on the BUiD marking scheme to a 40% pass overall) will be required in order for a student to successfully complete the programme.
- The majority of final year credits must be earned via study at BUiD.
- No more than 50% of the credits may be earned through credit transfer.
- Students must attend at least 70% of all contact sessions.
- Students must be registered for the programme for a minimum of 4 years and a maximum of 7 years.
- Students must not have any outstanding debt with BUiD.

## *GRADUATION CEREMONY*

BUiD will hold one graduation ceremony each year; this will usually be in November or December. Details will be sent to the students and published on the university website.

## 20. TEACHING AND LEARNING

### Study Plan

The study plan provides students with an indicative pathway on their academic journey throughout their studies. The individual study plans will be determined and reviewed at the start of each academic term, in consultation with your personal tutor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant term.

**Prerequisites and Co-requisites**

A programme of study may also require that module be taken in a certain order or taken together. A module that is required to be taken before another course is called a "prerequisite". Students are not allowed to register for any module with a prerequisite unless the prerequisite module has been completed with a passing grade**.** A "co-requisite" is a course that is designed to be taken together with another module.

**Limitation of modules offered**

The University reserves the right to cancel a module even though it is listed in the catalogue or in the timetable. Notification of a cancelled module will be sent to students at their University email address.

**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 Bachelor's Degree must complete the required number of credit hours of module taught according to the approved programme structure. 3 credit hour modules has 40 contact hours for 10 weeks. For laboratory or studio-based modules the allocation of credit differs. Weekly quizzes and mid-term examinations are included in the term, with final examinations occurring in week 11.

### Teaching and learning strategies and methods

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 always challenge perceived wisdom 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
- Student presentations
- External speakers

Interaction with tutors will be:

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

## 21. GENERAL EDUCATION PROGRAMME

The general education modules engage learners in integrated learning activities of sufficient breadth and depth to prepare learners for further studies in their chosen disciplines and to equip them with the necessary skills of lifelong learning. In compliance with the requirements of the UAE Ministry of Education, the general education modules are an integral part of each of BUiD's undergraduate programmes.

**General Modules and University Electives**

| Module Code | Module Name | Prerequisite(s) | Credit Hours |
|---|---|---|---|
| ENG103 | English learning and communication skills | | 3 |
| ENG104 | Critical thinking and academic writing | ENG103 | 3 |
| BUS114 | Introduction to Innovation and Entrepreneurship | | 3 |
| ENV101 | Environmental Science & Sustainability | | 3 |
| ITC101 | Introduction to Computers | | 3 |
| **Total** | | | **21** |

### Module Description

**ENG103: English learning and communication skills**
Students will gain solid knowledge and understanding on how to communicate, build and share knowledge in academic contexts through reading, writing, speaking and listening. The emphasis is also on improving confidence and technical competence in using English in these contexts. In doing so, the intended outcome is to help advance the ability to perform in all four skills related to students' own degree programme.

**E ENG104: Critical thinking and academic writing**
This course is designed to help learners continue to hone their writing, research and critical thinking skills. It introduces key skills in critical thinking frameworks which continues to prepare students for academic life. This course also focuses on how to integrate logical constructs into one's writing clearly, concisely and academically.

**BUS114: Introduction to Innovation and Entrepreneurship**
This module introduces students to the concept of innovation and Entrepreneurship. The module provides students with basic knowledge and understanding of the role of innovation in value creation. The module will introduce students to the core concepts of entrepreneurship. Students will develop an understanding of the nature of entrepreneurship and its connection to the culture and economy of the UAE and how innovation drives entrepreneurship.

**ENV101: Environmental Science & Sustainability**
The module introduces the fundamental principles of sustainability 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. It emphasises the importance of creating a liveable environment and the practical goal that our interaction with the natural world should be working towards.

**ITC101: Introduction to Computers**
The aim of this module is to examine computer systems and learn howthey can enhance personal productivity. The module will focus on essential computer skills in today's world, including computer hardware, important software applications, such as, word processing, worksheets, database, and presentation graphics. Emphasis will be placed on data analytics and AI

## 22. FACULTY OF ENGINEERING & IT PROGRAMMES

| Degrees Offered | |
|---|---|
| Bachelor of Science (BSc) Computer Science and Artificial Intelligence | |
| Bachelor of Science (BSc) Computer Science and Cybersecurity | |
| Bachelor of Science in Civil Engineering | |
| Bachelor of Science in Mechanical Engineering | |
| Bachelor of Science (BSc) Electro-Mechanical Engineering | |
| Bachelor of Science in Electrical and Electronics Engineering | |
| **Academic Staff** | |
| **Dean** | Prof Bassam AbuHijleh |
| **Professors** | Prof Hanan Taleb |
| | Prof Alaa Ameer |
| | Prof Khaled Shaalan |
| | Prof Sherief Abdallah |
| | Prof Piyush Maheshwari |
| **Associate Professors** | Dr Sa'Ed Salhieh |
| | Dr Ahmed Awad |
| | Dr Suleiman Yerima |
| **Assistant Professors** | Dr Wael Ahmed Sheta |
| | Dr Manar Alkhatib |
| | Dr Faeez Masurkar |
| **Lecturer** | Dr Basem Tuqan |
| **Teaching Assistant** | Hend ElMohandes |

## 22.1 Bachelor of Science (BSc) Computer Science

| SN. | Faculty | Designation/ Role | Email |
|---|---|---|---|
| **01** | Prof. Khaled Shaalan | Professor | khaled.shaalan@buid.ac.ae |
| **02** | Prof. Sherief Abdallah | Professor | sherief.abdallah@buid.ac.ae |
| **03** | Prof. Piyush Maheshwari | Professor | piyush.maheshwari@buid.ac.ae |
| **04** | Dr. Suleiman Yerima | Associate Professor | suleiman.yerima@buid.ac.ae |
| **05** | Dr. Ahmed Awad | Associate Professor | ahmed.awad@buid.ac.ae |
| **06** | Dr. Manar Alkhatib | Assistant Professor | manar.alkhatib@buid.ac.ae |
| **07** | Dr. Nahia Murad | Assistant Professor | nahia.mourad@buid.ac.ae |
| **08** | Hend ElMohandes | Teaching Assistant | hend.elmohandes@buid.ac.ae |

### Programme Overview

The programme helps develop a thorough understanding of the theoretical and practical aspects of Computer Science. Students can specialise either in Artificial Intelligence or Cyber Security based on their interest.

### Programme Educational Objectives (PEOs)

1. Comprehensive Computer Science Knowledge: Provide graduates with the knowledge and skills necessary for their professional careers or for postgraduate study.
2. Professional and Ethical Contribution: Enable students to contribute effectively to society and the computing professions as a valued professional while fostering effective interaction and ethical practices.
3. Mindset of Continuous Learning: Foster a mindset of continuous learning, enabling graduates to stay updated with technological advancements and be prepared for future developments in the field.
4. Effective Communication and Global Citizenship: Prepare graduates to be effective communicators and productive members of the local, regional and international communities.
5. Independent and Collaborative Work: Equip the graduates with the ability to work both independently and collaboratively to solve complex problems and address challenges in computer science and related fields.

### Programme Learning Outcomes - AI

- Analyse a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to fulfill a given set of computing requirements within the context of the programme discipline.
- Communicate effectively in a variety of professional contexts.
- Recognise professional responsibilities and make informed judgments in computing practice based no legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the programme discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.
- Demonstrate understanding of artificial intelligence techniques and applications.

## Study Plan

| Yr | Module Name | Cr | Module Name | Cr | Module Name | Cr | Total Cr |
|---|---|---|---|---|---|---|---|
| 1 | ENG103 English Learning & Communication Skills | 3 | PHY111 Physics I + lab | 4 | CS114 Programming II (MK) | 3 | 36 |
| | BUS114- Introduction to Innovation and Entrepreneurship | 3 | CS113 Programming I (MK) | 3 | MATH112 Calculus II | 3 | |
| | ITC101 Introduction to Computers | 3 | ENG104 Critical Thinking & Academic Writing | 3 | CS111 Discrete Structure I (NM) | 3 | |
| | ENV101 Environmental Science & Sustainability | 3 | MATH111 Calculus I | 3 | MATH113 Linear Algebra | 3 | |
| 2 | CS112 Discrete Structure II (NM) | 3 | CS221 Computer Architecture ( | 3 | CS217 Intro to SW Engineering and DevOps | 3 | 36 |
| | CS212 Object-Oriented Programming | 3 | CS216 Database Systems | 3 | CS218 Introduction to Artificial Intelligence | 3 | |
| | CS213 Human-Computer Interaction | 3 | STAT111 Introduction to Statistics | 3 | CS219 Introduction to Cyber Security | 3 | |
| | CS220 Web Development and Cloud Computing | 3 | CS214 Data Structures and Algorithms | 3 | CS215 Algorithms Analysis and Design | 3 | |
| 3 | CS333 Introduction to Data Visualization | 3 | CS332 Computer Communications and Networks | 3 | AI: CSAI411 Intro to Natural Lang. Processing | 3 | 33 |
| | CS334 CS Professional Practice & Ethics | 3 | AI: CSAI412 Introduction to Machine Learning | 3 | AI: CSAI414 Pattern Recognition | 3 | |
| | CS331 Operating Systems | 3 | CS Elective | 3 | 2/2 Free Elective (Module from other Progrmme) | 3 | |
| | Specialized Elective | 3 | 1/2 Free Elective (Module from other Progrmme) | 3 | | | |
| | CS335 Internship | | | | | | |
| 4 | CS Elective | 3 | AI: CSAI415 Special Topics in AI | 3 | | | 15 |
| | CSAI413 Natural Lang. Processing Apps. | 3 | AI: CSAI416 Introduction to Vision and Robotics | 3 | | | |
| | CSAI400 CS Capstone Senior Design Project - AI | | | | | 3 | |
| | | | | | | | 123 |

### Concentration modules

| Concentrations | Module | Cr. Hrs |
|---|---|---|
| Artificial Intelligence Concentration (18 credit Hours | Introduction to Natural Language Processing | 3 |
| | Introduction to Machine Learning | 3 |
| | Natural Language Processing Applications | 3 |
| | Pattern Recognition | 3 |
| | Special Topics in AI | 3 |
| | Introduction to Vision and Robotics | 3 |
| Cyber Security Concentration (18 Credit Hours) | Information Security | 3 |
| | Coding and Scripting for Cyber Security | 3 |
| | Special Topics in Cyber Security | 3 |
| | Secure Software Engineering | 3 |
| | Cybersecurity Data Analytics | 3 |
| | Cyber Security Management and Leadership | 3 |

### Module Description

The descriptions for the General Education modules can be found earlier in this document.

**MATH111: Calculus I**

A study of basic college mathematics including topics in algebra, trigonometry, and an introduction to calculus. This General Mathematics module of general education focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. Every college graduate should be able to understand major concepts in mathematics and be able to apply simple mathematical methods to the solution of real-world problems. The module is accepted partially to fulfill the general education mathematics requirement. It emphasizes the development of the student's capability to do mathematical reasoning and problem solving in other modules in the major related programs and in settings the college graduate may encounter in the future. In addition, the objectives of this course are to introduce the students to the fundamental concepts of calculus: limits, continuity, differentiability and integrability; and to train them on applying these concepts to problems that arise in science and engineering.

**MATH112: Calculus II**

This module is the natural extension of the Calculus I (MATH101) module. It emphasizes quantitative reasoning to provide a base for developing a quantitatively literate college graduate. The module will tackle integration in depth, focusing on various applications and techniques of the aforesaid. It also focuses on double and triple integration as well as introduction to differential al equations. Furthermore, infinite sequences and series with some of their applications to develop the student's capability to do mathematical reasoning and problem solving in other modules in the major related programs are addressed. Finally, it covers other relevant topics such as the use of polar coordinates.

**MATH113: Linear Algebra**

This module provides an introduction to the theory and analysis of linear algebra, including, matrices, determinants, and systems of linear equations, vector spaces, the Euclidian space, inner product spaces, linear transformations, eigenvalues, and diagonalisation.

**CS111: Discrete Structure I**

This module introduces the foundations of discrete mathematics as they apply to computer science, focusing on providing a solid theoretical foundation for further work. Topics include functions, relations, sets, simple proof techniques, Boolean algebra, propositional logic, digital logic, elementary number theory, and the fundamentals of counting.

**CS112: Discrete Structure II**

This module continues the discussion of discrete mathematics introduced in Discrete Structures I. Topics in the second course include predicate logic, recurrence relations, graphs, trees, matrices, computational complexity, elementary computability, and discrete probability.

**STAT111: Introduction to Statistics**

Statistics is the science of reasoning from data. Data and statistical thinking abound in everyday life and in almost all academic fields. Students, in this module, will gain knowledge and skills of data recording and organization by means of statistical analysis. This course will focus on understanding basic statistical concepts and reasoning; probability; organizing,

interpreting, and producing data; analyzing statistical arguments and communicating findings clearly; and appreciating the relevance of statistics to contemporary issues and applying solutions to statistical problems.

**CS113: Programming I**

The course teaches the basics of programming. Students will learn about fundamental programming concepts such as control conditions, loops, and recursion. Fundamental data structures will also be studied such as Arrays and Strings. The course has extensive lab sessions to ensure students get hand-on experience of the taught material.

**CS114: Programming II**

Introduction to Programming in Python Module is a comprehensive, introductory program designed to develop proficiency in the Python programming language. It covers the fundamental concepts of Python syntax and usage, basic data structures, input/output operations, and more. The Module provides an introduction to the Python language, development environment, text editors, and libraries. It also focuses on developing algorithms and data structures and introducing object-oriented programming as a way of dealing with large applications. Finally, the Module covers debugging, optimization, and profiling of Python code. This Module is designed to give students a solid foundation in the Python language and the development of powerful and efficient applications.

**CS212: Object-Oriented Programming**

The course teaches the basics of object-oriented programming. Students will learn about fundamental programming concepts such as recursion, abstraction, higher-order functions and data types, whilst at the same time emphasizing the practical use of such constructs by applying them. Students will also learn the general principles of object-oriented frameworks.

**CS213: Human-Computer Interaction**

The design and implementation of efficient, effective and user-friendly computing systems depends upon understanding both the technology and its users. Only then can designers be confident that computer systems will be properly matched to the skills, knowledge and needs of their users. The study of Human-Computer Interaction (HCI) seeks a discipline concerned with design, implementation, and evaluation of interactive computing systems for human use. The module concretes on the perspectives and methods of enquiry drawn from disciplines such as Psychology and Sociology with the tools, techniques and technologies of Computer Science to create an approach to design which is both relevant and practical.

**CS214: Data Structures and Algorithms**

This course introduces the fundamental concepts of data structures and the algorithms that proceed from them. Topics include recursion, the underlying philosophy of object-oriented programming, fundamental data structures (including stacks, queues, linked lists, hash tables, trees ), the basics of algorithmic asymptotic analysis, fundamental sorting and searching algorithms

**CS215: Algorithms Analysis and Design**

This module builds on what students studied in Data Structure and Algorithms module. The module provides an introduction to the design and analysis of computer algorithms. The students will learn how to analyze the performance of computer algorithms. We will discuss classic algorithm design strategies (e.g., divide-and-conquer, dynamic programming, greedy approaches), more in-depth understanding of data structures (hash functions, graphs and their search operations), classic problems (e.g., knapsack problem, graph-related problems) and the algorithms to solve them. We will also analyze algorithm complexity throughout.

**CS216: Database Systems**

This course is an introduction to the principles underlying the design and implementation of databases and database management systems. It will cover the languages that have been developed for relational databases, their implementation and optimisation. It will also introduce some recent developments in databases including object-oriented, object-relational systems, semistructured data. The bare essentials of transaction processing will also be covered.

**CS331: Operating Systems**

This course provides an introduction to the design and implementation of general-purpose multi-tasking operating systems. It concentrates on the kernel aspects of such systems with the emphasis being on concepts which lead to practical implementations. Throughout the course reference is made to a number of significant actual operating systems (Linux, Windows variants etc.) to illustrate real implementations.

**CS332: Computer Communications and Networks**

This is an introductory course on Computer Communications and Networks, focusing on fundamental concepts, principles and techniques. The

course will introduce basic networking concepts, including: protocol, network architecture, reference models, layering, service, interface, multiplexing, switching and standards. An overview of digital communication from the perspective of computer networking will also be provided. Topics covered in this course include: Internet (TCP/IP) architecture and protocols, network applications, congestion/flow/error control, routing and internetworking, data link protocols, error detection and correction, channel allocation and multiple access protocols, communication media and selected topics in wireless and mobile networks.

**CS220: Web Development**

The module aims to cover the concepts, relevance and practical implementation of: use of open source web frameworks to develop complex, data driven, web applications; and of distributed web solutions, focusing primarily on the development of ASP.NET web services via Visual Studio.NET. The module also aims to discuss issues, core technologies and applications whilst further developing students' problem solving, coding and investigative skills.

**CS221: Computer Architecture**

Introduces students to the organization and architecture of computer systems, beginning with the standard von Neumann model and then moving forward to more recent architectural concepts.

**CS333: Introduction to Data Visualization**

This module is about the art and science of turning raw data into visible graphics. We will explore how to design and create data visualizations based on data available and tasks to be achieved. The process includes data modeling, processing, mapping, and strategic visual encoding. Students will create their own data visualizations and learn to use data visualization tools.

**CS217: Introduction to Software Engineering**

Principles of Software Engineering; Software Engineering; Software Products,– a broad overview of the notations, techniques, methods and tools that can be used to support the various software/requirements engineering activities; Object-Oriented Analysis and Design with UML and UP - knowledge of the principles of object orientation and extensive practice in the application of these principles using the Unified Process (UP) and Unified Modelling Language (UML); Introduction to UML Principles and the Unified Process (UP); UML Requirements Model - Use Case Modelling; UML Analysis – Analysis Model; UML Design Modelling - Class Diagram Model; Special Software Engineering Topics: Agile Software Engineering; Security and Privacy; DevOps and Code Management: DevSecOps – SecDevOps – DevOpsSec – Explained

**CS218: Introduction to Artificial Intelligence**

This course will introduce the basic principles in artificial intelligence research. It will cover simple representation schemes, problem solving paradigms, constraint propagation, and search strategies. Areas of application such as knowledge representation, natural language processing, expert systems, and Internet of Things will be explored.

**CS219: Introduction to Cybersecurity**

This module provides a comprehensive introduction to the fundamentals of cybersecurity. Students will gain a solid understanding of cyber threat intelligence, defensive tools, and incident response. The module covers key concepts and techniques in computer network defense, attack, and exploitation. Topics include network architecture, network traffic analysis, Windows and Linux usage, scripting fundamentals, penetration testing, virtualization, and understanding threats within the cyber environment. Through instruction and hands-on laboratory exercises, students will develop foundational cybersecurity skills and knowledge. The module concludes with a live lab exercise to apply introductory cybersecurity skills in a practical setting, reinforcing learned techniques.

**CS334: Professional Practice and Ethics**

Complementary to the necessary scientific knowledge and technical skills, that impinge on the work of the computing professional, the course aims to provide a general awareness of these issues and to cover some of them in depth. The course will mostly involve directed reading but there will be some lectures from members of staff and visitors. Role of professional organizations such as the IEEE and ACM and intellectual property laws will also be discussed. Additionally, this course will also offer an immersive examination of innovation and entrepreneurship within the computing industry. Students will gain insights into identifying and pursuing opportunities for conceiving novel products or services. Integral to this exploration are ethical and professional perspectives, which encompass sustainable practices.

➔ **Artificial Intelligence Concentration:**

**CSAI111 : Introduction to Natural Language Processing**

Natural Language Processing (NLP) is a fast-evolving field that can efficiently harness, employ, and analyse linguistic and textual data. The course covers the

fundamental concepts, algorithms, and techniques for processing and analysing human language data. Topics include language modelling, lexical analysis, parsing, evaluation, and more. Students will gain hands-on experience with NLP through assignments using popular NLP libraries and tools such as Python's NLTK. Students will learn how to use big digital corpora to perform NLP tasks. In addition, learn about several NLP applications and Arabic NLP tasks. By the end of the course, students will have a solid understanding of NLP concepts and techniques and be able to apply them to real-world problems.

**CSAI112: Introduction to Machine Learning**

Since the early days of AI, researchers have been interested in making computers learn, rather than simply programming them to do tasks. This is the field of machine learning. The main area that will be discussed is supervised learning, which is concerned with learning to predict an output, given inputs. A second area of study is unsupervised learning, where we wish to discover the structure in a set of patterns; there is no output "teacher signal".

The primary aim of the course is to provide the student with a set of practical tools that can be applied to solve real-world problems in machine learning, coupled with an appropriate, principled approach to formulating a solution.

**CSAI113: Natural Language Processing Applications**

The aim of this module is to explain the practical applications of Natural Language Processing and its advanced techniques. This course covers various NLP techniques and algorithms, and students will learn how to design and implement NLP solutions to address real-world issues. Topics include sentiment analysis, Question Answering, Chatbots and Dialogue Systems, machine translation, among others. The course will also cover NLP libraries and tools commonly used in industry, such as NLTK. Hands-on projects will provide students with the opportunity to apply their knowledge to real-world scenarios. Upon completion of the course, students will be able to design, develop, and evaluate NLP solutions to real-world problems.

**CSAI114: Pattern Recognition**

Pattern recognition theory and practice is concerned with the design, analysis, and development of methods for the classification or description of patterns, objects, signals, and processes. At the heart of this discipline is our ability infer the statistical behaviour of data from limited data sets, and to assign data to classes based on generalized notions of distances in a probabilistic space. Many commercial applications of pattern recognition exist today, including face detection and recognition, handwriting recognition, and speech recognition.

Today, machine learning is one of the most active areas of Artificial Intelligence and is enjoying unprecedented levels of success. This course is designed to give the student a strong background in fundamentals of Pattern Recognition and machine learning using Deep Neural Network. Also introduce the student to the tools necessary to implement the deep learning algorithms.

**CSAI115: Special Topics in AI**

This module is an advanced course designed to provide students with an in-depth understanding of cutting-edge topics in artificial intelligence. This course is tailored for computer science students who have a foundational knowledge of AI and are eager to explore the discipline's latest developments, techniques, and research. Students will engage with a selected topic in AI. The selected topic will be covered through lectures, case studies, research paper discussions, and hands-on projects. As this is an evolving field, the selected topic covered may vary each term to reflect the latest advancements and research directions in AI.

**CSAI116: Introduction to Vision and Robotics**

Robotics and Vision applies AI techniques to the problems of making devices capable of interacting with the physical world. This includes moving around in the world (mobile robotics), moving things in the world (manipulation robotics), acquiring information by direct sensing of the world (e.g. machine vision) and, importantly, closing the loop by using sensing to control movement. Applying AI in this context poses certain problems, and sets certain limitations, which have important effects on the general software and hardware architectures. For example, a robot with legs must be able to correct detected imbalances before it falls over, and a robot which has to look left and right before crossing the road must be able to identify approaching hazards before it gets run over. These constraints become much more serious if the robot is required to carry both its own power supply and its own brain along with it. This module introduces the basic concepts and methods in the areas, and serves as an introduction to the more advanced robotics and vision modules.

**CSAI400: CS AI Capstone Senior Design Project**

This module is a culminating course for students majoring in Computer Science with a focus on Artificial Intelligence. This course is designed to integrate the knowledge and skills acquired throughout the AI

curriculum, allowing students to work on a real-world project that demonstrates their mastery of AI concepts, techniques, and technologies. In this project-based course, students will identify, design, and implement AI-driven solutions to complex problems that the industry faces. The course will emphasize critical thinking, collaboration, and effective communication while fostering a deeper understanding of AI technologies' ethical and societal implications. The project is conducted by students under the supervision of a faculty member from the department. The project specification is usually provided by the faculty member, but students are also free to specify their own project. All project specifications must be approved by the module coordinator.

➔ **Cybersecurity Concentration:**

**CSCY111: Information Security**

This course provides a comprehensive exploration of computer network and data security, focusing on the perspectives of a system administrator and a penetration tester. It covers topics related to computer network security, practical cryptography, and operating systems security. Students will gain knowledge and skills in areas such as malicious software, denial of service attacks, intrusion detection systems, firewalls, access control, and security assessment. The course aims to develop students' understanding of key concepts, challenges, and research directions in information security, with an emphasis on making future security systems safe, predictable, and resilient.

**CSCY112: Coding and Scripting for Cyber Security**

This module provides an introduction to the principles, methods, and techniques of cyber offensive capabilities and advanced penetration testing in the context of cybersecurity. Students will explore the full life cycle of cyber offensive penetration testing, including exploit development and ethical hacking. The module covers various tools and methods commonly used to compromise information and control systems. Topics include cyber psychological operations (CyberPSYOPS), automated cyber PsyOps, socialbots, and infiltration techniques. Students will gain knowledge of coding and scripting fundamentals for cybersecurity applications and develop skills in cyber offensive information warfare, penetration testing, and exploit development within a controlled environment

**CSCY113: Special Topics in Cyber Security**

This is an advanced course that delves into specific areas of interest within the field. It offers students the opportunity to explore cutting-edge theories, technologies, and issues not covered in the regular curriculum. With a focus on practical applications, students will develop a deep understanding of the chosen topic, identify real-world problems associated with it, and analyze various theoretical solutions. Emphasizing teamwork, the course cultivates collaborative skills essential for working effectively in cybersecurity contexts.

**CSCY114: Secure Software Engineering**

This module focuses on secure programming and problem-solving using internet network programming in the context of software engineering. Students will develop a strong understanding of secure network programming concepts and explore the advantages of connection-oriented software engineering. They will learn about connectionless interaction with datagrams, multithreaded server programming, secure remote method invocation, HTTP protocol, URL concepts, and object-oriented programming features relevant to network programming in software engineering.

**Cybersecurity Data Analytics**

This module focuses on utilizing big data analytics to enhance cybersecurity threat intelligence. Students will gain knowledge and skills in real-time cyber-attack prediction and mitigation using Security Event & Incident Management (SEIM) platforms and big data analytics. They will learn techniques for detecting and analyzing threats such as malware, ransomware, and Advanced Persistent Threats (APTs). The module emphasizes the correlation and analysis of diverse data sources to identify relevant cyber security incidents. Students will also engage in active threat hunting and explore visualizations for effective security analytics. Through a hands-on approach, they will develop expertise in applying data analytics techniques to detect and respond to cybersecurity threats. Indicative topics for the module include: Introduction to SIEM platforms and big data analytics; Machine Learning; Active threat hunting and security visualization; Malware, ransomware and APT detection; and Stream data processing for real-time cyber threat analysis.

**CSCY116: Cyber Security Management and Leadership**

This course equips students with the essential skills to create cybersecurity strategic plans that safeguard critical assets of organizations. Students will develop the tools necessary to become cybersecurity leaders who can align cybersecurity strategic plans with the

objectives of executive leadership. They will learn how to craft effective cybersecurity policies and enhance management and leadership skills to inspire and motivate cybersecurity teams. The course covers cybersecurity management principles, policy analysis and drafting, critical thinking and risk analysis, intrusion prevention techniques, and the cultivation of a cybersecurity culture. Students will also explore evolving threats, cyber law, ethics, digital forensics, and case studies of data breaches.

**CSCY400: CS Cybersecurity Capstone Senior Design Project**

This module is a culminating course for students majoring in Computer Science with a focus on Cybersecurity. This course is designed to integrate the knowledge and skills acquired throughout the Cybersecurity curriculum, allowing students to work on a real-world project that demonstrates their mastery of Cybersecurity concepts, techniques, and technologies. In this project-based course, students will identify, design, and implement Cybersecurity-driven solutions to complex problems that the industry faces. The course will emphasize critical thinking, collaboration, and effective communication while fostering a deeper understanding of Cybersecurity solutions' ethical and societal implications. The project is conducted by students under the supervision of a faculty member from the department. The project specification is usually provided by the faculty member, but students are also free to specify their own project. All project specifications must be approved by the module coordinator.

## 22.2 Bachelor of Science (BSc) Electro-Mechanical Engineering

| SN. | Faculty | Designation/ Role | Email |
|---|---|---|---|
| 01 | Prof. Alaa Ameer | Professor | alaa.ameer@buid.ac.ae |
| 02 | Dr. Sa'Ed Salhieh | Associate Professor | saed.salhieh@buid.ac.ae |
| 03 | Dr. Faez Aziz Masurkar | Assistant Professor | faeez.masurkar@buid.ac.ae |

## Programme Overview

The purpose of establishing a BSc E-M programme at BUiD is to meet the needs of the region in the industrial, manufacturing, airline, shipping, service, and governmental sector and to offer a programme with international standing. Graduates of this programme will be equipped with a wide set of relevant knowledge and skills preparing them for an employment market with very diverse needs.

## Programme Learning Outcomes

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

**Knowledge**

1. Acquire knowledge of math, statistics, science, and engineering required to model and solve real life E-M engineering problems
2. Gain knowledge of E-M components and systems involving people, materials, equipment, information, and energy
3. Acquire knowledge of the design, conduct and analysis of experiments in a scientific and systemic way in order to identify the optimum running conditions for such systems
4. Identify, formulate and optimize operations and service systems based on objective performance engineering functions and of constraints

**Skills**

5. Use modern tools to analyse, improve, and optimize engineering systems
6. Realize performance measurement of real systems by identifying feasible performance indicators and methods of assessment

**Aspects of competence Autonomy and responsibility**

7. Recognize the impact of engineering solutions in a societal context associated with the groups of people and their beliefs, practices and needs
8. Understand the professional and ethical responsibilities of engineers
9. Design, plan and control integrated power, process and service systems to meet key performance indicators (ABET: c)
10. Possess knowledge of contemporary and emerging issues in E-M engineering practices

**Role in context**

11. Function effectively in multi-functional, multi-disciplinary project teams
12. Communicate effectively, both orally and in writing with people of different backgrounds and education levels

**Self- development**

1. Provide insight into E-M design, innovation, and identification issues.
2. Recognize the need for, and the ability to engage in life-long learning

## Study Plan

| AY | T1 | CR | T2 | CR | T3 | CR | CRs/ AY |
|---|---|---|---|---|---|---|---|
| 1 | ENG103 English learning and communication skills | 3 | ENG104 Critical thinking and academic writing | 3 | MATH 113 Linear Algebra | 3 | 37 |
| | Introduction to Innovation and Entrepreneurship | 3 | MATH 111 Calculus I | 3 | GENG 112 Physics II + lab | 4 | |
| | ENV 101 Environmental Sc. & Sustainability | 3 | PHY111 Physics I+ lab | 4 | MATH 112 Calculus II | 3 | |
| | ITC 101 Introduction to Computers | 3 | STAT 111 Intro to Statistics | 3 | GENG 102 Computer Aided Drafting and Design CADD | 2 | |
| 2 | MATH 221 Differential Equations | 3 | MENG 234 Thermodynamics | 3 | MATH 231 Advance Math for Engineer | 3 | 36 |
| | MENG 211 Statics | 3 | MENG 311 Fluid Mechanics | 3 | MATH 232 Programming MATLAB | 3 | |
| | MENG 222 Material Science and Engineering | 3 | MENG 313 Solid & Fluid Mechanics lab | 1 | GENG 131 Chemistry+ lab | 4 | |
| | EEENG 211 Circuit Analysis + Lab | 4 | MENG 223 Strength of Materials | 3 | EMENG 222 Introduction to Electro-Mechanical Engineering | 3 | |
| 3 | GENG 132 Introduction to Engineering & Innovation | 2 | MENG 323 Heat Transfer | 3 | EMENG441_Maintenance and System Monitoring | 3 | 33 |
| | EMENG 311 Electrical Power devices & Machines +Lab | 4 | EMENG322 Mechatronics Systems | 3 | EMENG412 Engineering Systems and Services | 3 | |
| | Free Elective | 3 | Free Elective | 3 | GENG 321 Professional Practice and Ethics | 2 | |
| | GENG 231 Engineering Economy and Entrepreneurship | 3 | EMENG321 Electro-Mechanical and Heat Trasnfer Lab to cover (EMENG 222, MENG 323) | 1 | EMENG340 Electro Mechanical Engineering Internship During Summer for 8 Weeks | 3 | |
| | | | | | | | |
| 4 | EMENG 421 Sensors & Instrumentation | 3 | EMENG 423 Sensors, Instrumentation and Control Lab | 1 | | | 19 |
| | MENG 411 HVAC Systems and Analysis | 3 | Technical Elective 1 | 3 | | | |
| | EMENG 411 Systems and Control Engineering | 3 | Technical Elective 2 | 3 | | | |
| | | | | | | | |
| | EMENG400 Electro Mechanical Engineering Design Graduation Project (continuation three terms) | | | | | 3 | |
| | | | | | | | 125 |

## List of Elective Modules

- EEENG413_Power System Analysis
- MENG442_Renewable Energy
- MENG443_Energy Conservation and Management
- GENG421_Engineering Management
- EMENG449 Special Topics in ElectroMechanical Engineering
- EMENG444_State Space and Multivariable Systems
- State Space and Multivariable sys (Prereq: EENG410)

## Module Descriptions

The descriptions for the General Education modules can be found earlier in this document.

**Introduction to Engineering & Innovation:**
This module is designed to prepare the student for an exciting career in Engineering in general as well as give the student an understanding of the different professions and specialisations in Engineering. The student will also learn about the ethical issues related to engineering practice. The student will learn the importance and different communications methods used in engineering. The student will gain the knowledge and ability to understand, relate and manipulate different types of units and parameters frequently encountered in the engineering profession.

**Engineering Economy& Entrepreneurship:**
Methods of economic analysis in engineering, including time value of money, equivalence, economic measures of worth, selection rules for alternatives, income taxes and equipment depreciation, inflation, and uncertainty.

**Engineering Mechanics:**
Convey the fundamental role of mechanics in engineering. Introduce the concepts of statics mechanics of the force systems in 2 and 3 dimensions with the equilibrium and free body diagrams. Introduce the concept of kinematics to describe the motion of particles and bodies in two dimensions.

**Material Science and Metallurgy:**
Describe the atomic and microstructural characteristics which control the important properties of engineering materials and interpret material property charts. Relate properties to atomic, molecular and microstructural features. Develop systematic strategies for material and process selection for a given component.

**Manufacturing Processes:**
The course includes an introduction to manufacturing processes with a focus on metal casting, rolling, forging, extrusion, drawing, machining, and joining (welding, brazing, soldering, adhesive bonding, and mechanical fastening).

**Differential Equations:**
This module provides an introduction to the theory, solution and application of ordinary differential equations. Topics discussed in the module include methods of solving first-order differential equations, existence and uniqueness theorems, second-order linear equations, higher-order linear equations and systems of equations. The relationship between differential equations and linear algebra is emphasized in this module.

**Mechanics of Materials:**
Make students aware of the key role of structures in different branches of engineering. Illustrate the way in which engineers use the principles of structural mechanics to understand the behaviour of structures and so to design structures in order to meet specified requirements. Examine in detail simple structural forms, including beams and cables; to understand how such structures carry applied loads, and how they deform under load, and how slender members may buckle.

**Programming for Engineers (MATLAB):**
This module provides basic introduction to the MATLAB language including array manipulations, control-flow, script and function files. Simple 2-D plotting and editing. Real engineering problems will be used in the module assignments. This module is intended to provide the student with working knowledge of MATLAB as a solution tool that can be used in future modules or professional practice.

**Chemistry I:**
A study of basic college chemistry including the following topics: Elements and compounds, Periodic table, Basic chemical reactions, chemical bonds, Gaseous state and introductory Organic chemistry.

**Electrical Engineering, I:**
Develop an understanding of electromagnetic fields and their application to the solution of engineering problems. The emphasis during the course will be on the physical understanding of the principals involved. Only elementary mathematical methods will be used, including basic vectors concepts of superposition, dot product and cross product. The overall course is designed to introduce the physical properties of electromagnetics leading to the resistor, the capacitor and the inductor. This will be done through theoretical analysis of electromagnetic concepts.

**Electrical Engineering II:**
Develop an understanding of electromagnetic fields and their application to the solution of engineering

problems. The emphasis during the course will be on the application of digital and analogue electronic circuit components concepts. The overall course is designed to introduce the impedance and admittance concept of load model representations.

**Linear Algebra:**
This module provides an introduction to the theory and analysis of linear algebra including systems of linear equation, matrix algebra, linear Transformations, determinants, vector spaces, eigenvalues and eigenvectors, diagonalization and orthogonality.

**Thermo-Fluid Sciences I:**
Understand the properties of gases and the laws of thermodynamics. Know the different forms of energy and understand what is meant by work, temperature, and heat. Ability to perform mass & energy analysis on control volumes. Understanding of the 2nd law of thermodynamics and the concept of entropy. Ability to analyse the basic thermodynamic cycles.

**Engineering Management:**
The structure and principal functions of engineering companies in terms of their activities and procedures are outlined in this module. This includes functions spanning research, design/development through to manufacturing and sales. Performance, safety, reliability, and systematic design are discussed. The economics of engineering companies include supply-demand and cost controls are incorporated. Technology, innovation, and product development are considered. The companies' potential and growth management plans, risk and profitability profile are assessed. Manufacturing and service operation are detailed and the use of integrated, computer control machining and software engineering is advocated.

**Human Factors and Safety Engineering:**
This module covers human performance in human-machine systems, including information processing, display and control design, workplace design, and environmental effects on worker performance.

**Machine Element Design:**
This module is intended for engineering students beginning the study of mechanical engineering design. This will cover the basics of specific machine components design, including the design process, mechanics and materials selection, failure prevention under static and variable loading for principal types of mechanical elements. A practical approach is emphasized throughout the course where concise design problems and examples illustrating the ability of the students for design calculation, decision-making process, and final engineering design presentation.

**Advanced Applied Math:**
To enhance and extend previous mathematical knowledge and the understanding of the principles supporting engineering themes and to develop concepts facilitating analytical solutions and application of advanced techniques for treating engineering problems.

**Applied Numerical Methods for Engineers:**
This module is designed to introduce students to fundamentals of numerical analysis as well as engineering common uses of numerical analysis. This includes round off and truncation errors, root finding, solution of matrices, least-squares regression, interpolation, differentiation and integration. The focus will be on using MATLAB for numerical calculations.

**Electrical Machines:**
This module introduces students to the fundamental concepts and principles of operation of various types of electrical machines. To equip the students with basic experimental and modelling skills for handling problems associated with electrical machines. To develop an appreciation of design and operational problems in the electrical power industry.

**Electrical Power Devices:**
The functioning of modern industrial society depends heavily upon the ready availability of energy in a form that can be transported cheaply and converted easily into other forms. The processes by which electricity is generated and the means by which it is reconverted into mechanical energy for industrial uses are therefore of fundamental importance. In this module the student will be introduced to the principal types of electro-mechanical energy conversion devices (induction motors, synchronous machine) as well as the transmission and distribution of a three-phase power supply.

**Introduction to Digital Electronics:**
Understand gates, RAM, ROM, shift counters IC's and latches. Use Boolean algebra and appreciate

logic functions. Consider voltage thresholds, noise, resistance and delays. Become familiar with number codes, two's complement. Using code, ASCII and the conversion from binary, hexadecimal, octal and decimal counting. Comprehend logic circuit operation for addition, negalion and subtraction of binary integers, sequential logic, info. processing and microcomputers.

**Machine Theory and Dynamics:**

To provide an understanding of the application of simple mathematical models and vibration problems in engineering systems. Describe mathematically the behaviour of simple mechanical vibrating systems. Determine the response of these systems to transient and harmonic excitation. Analyse systems with more than one degree of freedom and provide practical experience of vibration measurement.

**Sensors and Instrumentation:**

The need for existing and new types of sensors is critical. This is due to the emergence of increasingly complex technologies, health and security concerns and of a burgeoning world population. Depending on their application, the design, fabrication, testing, and use of sensors, all require technical and nontechnical expertise. This module examines the theoretical foundations and practical applications of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors and their use in the modern era.

**Thermo-Fluid Sciences II:**

Fundamental concepts; basic principles of fluid statics and dynamics; conservation laws of mass, momentum, and energy developed in the context of the control volume formulation; introduction to viscous flow: boundary layer, laminar and turbulent. Steady incompressible flow in pipes including friction and fitting losses, Hydraulic & Energy grade lines, and system operating point.

**Thermo-Fluid Sciences III:**

This module aims to give an understanding of the fundamentals of heat and mass transfer processes in engineering systems. The lectures will build on the basic principles learned in Thermodynamic topics. In mass transfer, basic principles are introduced practical problems are analysed. Finally examples of practical heat transfer problems will be addressed.

**Electromechanical Design:**

The students will be introduced to the concept of electro-mechanical design processes from a number of view points, including design theory, team working, risk analysis and visualisation. To enable the student to become acquainted with the basic principles of design, and the component elements of design processes

**Maintenance and System Monitoring:**

This module introduces students to the topic of maintenance including definition, scope, purpose, levels, types, planning, monitoring and diagnostics techniques. The student is to become aware of the significance of maintenance in insuring safe, economical and uninterrupted operations of a range of systems expected to be encountered during their career.

**Systems and Control Engineering:**

The aims of the course are to introduce the use of feedback control systems. Introduce analysis techniques for linear systems which are used in control of engineering systems. Develop and interpret block diagrams and transfer functions for simple systems. Relate the time response of a system to its transfer function and/or its poles. Understand the term 'stability', its definition, and its relation to the poles of a system. Understand the term 'frequency response' (or 'harmonic response'), and its relation to the transfer function of a system. Introduce the specification, analysis and design of feedback control systems by using graphical methods and techniques.

**Digital Electronics:**

To introduce students to the design and operation of digital logic systems including combinational and sequential logic circuits. To illustrate the applications of these circuits in digital subsystems and systems and to appreciate the advantages of the alternative methods of implementation.

**Digital Signal Processing:**

To introduce students to the fundamentals of signal processing and provide illustrations of practical applications. On successful completion of this module, students will have demonstrated the ability to explain the sampling theorem and appreciate the implications of aliasing distortion. Use the DFT and its fast implementation in the form of the FFT for spectral analysis.

**Energy Conservation and Management:**

This module is designed to highlight the different ways energy is used in a range of applications. The student will learn how to be able to audit a site and assess the energy consumption of the systems. The audit will enable the proposition of one or more energy saving strategies. Each strategy is to be assessed based on its technical, practical and economical features to determine the energy saving potential and associated financial costs and savings.

**Engineering Systems and Services:**
This module is designed to introduce students to a range of mechanical and electrical systems used to provide a service for different built environments. This covers water supply, plumbing, lighting, fire safety, communications & security, vertical transport as well as the potential noise and vibration that could result from such systems.

**HVAC Systems and Analysis:**
This module is designed to introduce the student to the fundamentals of HVAC considerations, analysis, calculations, and systems. This includes types and functions of major HVAC systems, Psychrometric chart, Indoor comfort conditions, Heat transmission modes in buildings, Solar radiation, Heating and Cooling load calculations and Air distribution systems. The students will also practice the use of simple energy modelling software (Ecotect) to obtain heating and cooling load estimates.

**Power Generation:**
The power generation plant is a facility that transforms various types of energy into electricity or heat for some useful purpose. Most power generation plant use steam as an energy source. The steam is essential for driving equipment such as pumps, compressors, powering ships and many other industrial and domestic applications. The course aims to develop an understanding of basic knowledge of steam power generation plants.

**Power Systems, Plants and Protection:**
To introduce the students to fundamental concepts of power system stability and protection. To familiarize the students with the construction of overhead lines and underground cables and give them an appreciation of the multidisciplinary nature of their design. To introduce the concept of FACTS and familiarize them with the basic design and principle of operation of HVDC systems.

**Refrigeration Plants:**
This module is designed to introduce the student to the refrigerant potential of HVAC systems. This includes the refrigerants, compressors, condensers, evaporators, axillaries, controls, constant volume and VAV air distribution systems, district cooling, thermal storage and cooling using co- & tri-generation integrated cooling systems.

**Renewable Energy:**
This module introduces a range of renewable energy resources including Solar, Wind, Hydropower, Geothermal and Biomass. The students will learn the main working principles of such sources, their technical requirements, configurations as well as practical requirements for harnessing the power sources. Students will use simple calculations to estimate the energy production potential of renewable energy sources.

**State Space and Multivariable Systems:**
This module is designed to introduce state space and multivariable techniques, computer simulation and analysis methods.

**Turbo-Machinery:**
The course aims to develop an understanding of axial and radial flow turbo-machinery. It develops simple analytical and computational methods to solve problems of such gas flows and their application to gas turbines, compressors and fans. It aims to build up physical understanding through a range of turbo- machinery applications.

**Entrepreneurship:**
Engineering students will explore the dynamics of turning an innovative idea into a commercial venture in an increasingly global economy. Creating a business plan originating in an international setting will: challenge students to innovate; manage risk, stress and failure; confront ethical problems; question cultural assumptions; and closely simulate the realities of life as an entrepreneur.

**Final Year Project:**
Selection and completion of a team project comprising a typical problem which E-M Engineering graduates must solve in their fields of employment, representative of those encountered in professional practice. Projects typically involve system design, modelling, analysis and testing. Project method includes planning, scheduling, and appropriate research methodology. Formulation of

project outline, literature review, project activity scheduling and regular progress reviews by the instructor are required. The capstone electro-mechanical engineering project will be carried out over 3 terms. The 2nd and 3rd phases involve research methodology: problem statement, method, results, analysis, synthesis, project design, construction (when feasible), and evaluation/conclusions. Project results are presented in a formal written report suitable for reference library and formal oral presentations.

## Bachelor of Science in Civil Engineering

| SN. | Faculty | Designation/ Role | Email |
|---|---|---|---|
| 01 | Prof. Alaa Ameer | Professor | alaa.ameer@buid.ac.ae |
| 02 | Dr. Sa'Ed Salhieh | Associate Professor | saed.salhieh@buid.ac.ae |
| 03 | Dr. Faez Aziz Masurkar | Assistant Professor | faeez.masurkar@buid.ac.ae |
| 04 | Dr Basem Touqan | Assistant Professor | basem.tuqan@buid.ac.ae |

### Programme Overview

The BSc Civil Engineering programme provides a high-quality education and prepare students for successful careers in the field of Civil Engineering. The programme covers all aspects of civil engineering, i.e. structural engineering, geotechnical engineering, environmental engineering, water resources engineering, and transportation engineering, with practical applications.

### Programme Learning Outcomes

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

1. Acquire knowledge in a range of math, statistics, science, and multiple engineering disciplines required to model and solve complex civil engineering problems
2. Acquire advanced knowledge in a range of CE topics covering advanced civil engineering systems
3. Acquire knowledge of the ethical and professional responsibilities in engineering situations taking into consideration the impact of engineering solutions in global, economic, environmental, and societal contexts
4. Apply a range of mathematical and engineering tools to identify, formulate, analyse, solve, and improve civil engineering and thermal systems
5. Develop and conduct appropriate experimentation, analyse, and interpret data, and use engineering judgment to draw conclusions
6. Identify ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
7. Identification, designing, planning, and assessment of different CE systems or solutions to meet key performance indicators
8. Function effectively in multi-functional, multi-disciplinary project teams
9. Communicate effectively, both orally and in writing with people of different backgrounds and education levels
1. Recognize the need for, and the ability to engage in life-long learning of emerging issues in civil engineering knowledge and practices

## Study Plan

| AY | T1 | CR | T2 | CR | T3 | CR | CHs per AY |
|---|---|---|---|---|---|---|---|
| 1 | ENG103 English learning and communication skills | 3 | ENG104 Critical thinking and academic writing | 3 | MATH 113 Linear Algebra | 3 | 37 |
| | Introduction to Innovation and Entrepreneurship | 3 | MATH 111 Calculus I | 3 | GENG 112 Physics II + lab | 4 | |
| | ENV 101 Environmental Sc. & Sustainability | 3 | GENG 111 Physics I+ lab | 4 | MATH 112 Calculus II | 3 | |
| | ITC 101 Introduction to Computers | 3 | STAT 111 Intro to Statistics | 3 | GENG 102 Computer Aided Drafting and Design CADD | 2 | |
| 2 | MATH 221 Differential Equations | 3 | MENG 311 Fluid Mechanics | 3 | CENG323 Reinforced Concrete Design | 3 | 40 |
| | MENG 211 Statics | 3 | CENG 312 Structural Analysis | 3 | CENG 231 Civil Engineering Materials | 3 | |
| | MENG 222 Material Science and Engineering | 3 | MENG 223 Strength of Materials | 3 | MATH 231 Advance Math for Engineer | 3 | |
| | CENG 221 Soil Mechanics | 3 | MENG313 Solid and Fluid Mechanics Lab | 1 | CENG232 Civil Engineering Materials Lab | 1 | |
| | CENG 211 Surveying | 2 | Free Elective (MENG 234 Thermodynamics) | 3 | CENG411 Environmental Engineering | 3 | |
| 3 | CENG 311 Transportation Engineering | 3 | CENG 321 Water Resources | 3 | GENG 131 Chemistry+ lab | 4 | 32 |
| | GENG 231 Engineering Economy and Entrepreneurship | 3 | CENG322 Construction Management | 3 | GENG 321 Professional Practice and Ethics | 2 | |
| | Free Elective | 3 | CENG 431 Foundation Engineering | 3 | MATH 232 Programming MATLAB | 3 | |
| | GENG 132 Introduction to Engineering & Innovation | 2 | | | CE 340 Civil Engineering Internship During Summer for 8 Weeks | 3 | |
| | | | | | | | |
| 4 | CENG 413 Water and Wastewater Engineering | 3 | Elective 1 | 3 | | | 18 |
| | CENG412 Design of Steel Structures | 3 | Elective 2 | 3 | | | |
| | CENG414 Highway Engineering and Design | 3 | | | | | |
| | CENG 400 Civil Engineering Design Graduation Project (continuation two terms) | | | | | 3 | |
| | | | | | | | 127 |

**Module Descriptions**

**Physics** I

A study of basic college kinematic physics including the following topics: Kinematics in one, two, and three dimensions, Dynamics, Work, Energy, and conservation of momentum, Rotational motion and equilibrium of rigid bodies.

**Chemistry**

This module aims to study the basic college chemistry including the following topics: Elements and compounds, Nomenclature, Periodic table, Basic chemical reactions, chemical bonds, Gaseous state, Quantities in chemistry and Modern atomic theory.

**Physics II**

A module of basic college electricity and Magnetism physics including the following topics: Electric Field, Gauss's Law, Electric Potential, Capacitors and Dielectric, Current and Resistance, DC Circuits, Magnetic Field, Sources of Magnetic Field, Electromagnetic Induction and Faraday's Law. The emphasis will be on the physical understanding of the principals involved including physical properties of electromagnetics leading to the resistor, the capacitor and the inductor.

**Calculus I**

This General Mathematics module focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. It emphasizes the development of the student's capability to do mathematical reasoning and problem solving. In addition, the objectives of this course are to introduce the students to the fundamental concepts of calculus: limits, continuity, differentiability and integrability; and to train them on applying these concepts to problems that arise in science and engineering.

**Calculus II**

The module will tackle integration in depth, focusing on various applications and techniques of the aforesaid. It also focuses on double and triple integration as well as introduction to differential al equations. Furthermore, infinite sequences and series with some of their applications to develop the student's capability to do mathematical reasoning and problem solving in other modules in the major related programs are addressed. Finally, it covers other relevant topics such as the use of polar coordinates.

**Introduction to Statistics**

This module will focus on understanding basic statistical concepts and reasoning; probability; organizing, interpreting, and producing data; analysing statistical arguments and communicating findings clearly; and appreciating the relevance of statistics to contemporary issues and applying solutions to statistical problems.

**Linear Algebra**

This module introduces the theory and analysis of linear algebra, including, matrices, determinants, and systems of linear equations, vector spaces, the Euclidian space, inner product spaces, linear transformations, eigenvalues, and diagonalisation.

**Differential Equations**

This module introduces the theory, solution, and application of ordinary differential equations. Topics discussed in the module include methods of solving first-order differential equations, existence and uniqueness theorems, second-order linear equations, higher-order linear equations, and systems of equations. The relationship between differential equations and linear algebra is emphasized in this module.

**Advanced Math for Engineers**

This module is designed to enhance and extend previous mathematical knowledge and the understanding of the principles supporting engineering themes, and to develop concepts facilitating analytical solutions and the application of advanced techniques for treating engineering problems.

**Programming for Engineers (MATLAB)**

This module provides basic introduction to the MATLAB language including array manipulations, control-flow, script and function files. Simple 2-D plotting and editing. Real engineering problems will be used in the module assignments. This module is intended to provide the student with working knowledge of MATLAB as a solution tool that can be used in future modules or professional practice.

**Professional Practice and Ethics**

This module addresses the need for developing specific professional skills in early-career engineers and those new to engineering positions in engineering and technology organisations. This module also offers a short introduction to ethics for professional engineers.

**Introduction to Engineering and Innovation**

This module introduces the common concepts of engineering's disciplines and their role in society. The module covers areas such as role of engineers in society, history of engineering, innovation, creativity, practicality and project finances. Other topics include advancements in materials, role of AI, the concept of design and quality control, and ethical considerations. Students will be asked to work on a simple engineering project.

**Engineering Economy & Entrepreneurship**

This module addresses the methods of economic analysis in engineering, including time value of money, equivalence, economic measures of worth, selection rules for alternatives, income taxes and equipment depreciation, inflation, and uncertainty. The module also introduces theoretical and practical areas that are required in entrepreneurship in general and technological entrepreneurship.

**Surveying**

This module introduces elementary plane surveying to students of civil engineering. It covers basic concepts of surveying relating to coordinate systems and contouring. Surveying tools are introduced including tape, level, transit/theodolite, total stations, and global positioning system (GPS). Proper field procedures for basic surveying which include taking field notes, taping and electronic distance measurement (EDM), levelling, bearings and azimuths, topography, and mapping are also included.

**Transportation Engineering**

This module introduces students to the principles and techniques used in the planning of transport systems which includes the development and assessment of options to address problems or take advantage of opportunities. The module will introduce the students to transport planning strategies, economic and environmental appraisal of transport projects, planning for pedestrians, cyclists, and people of determination. Field work will be carried out on various traffic counts and the collection of origin/destination data.

**Structural Analysis**

The module covers the fundamental structural analysis methods for statically determinate structures with introduction to indeterminate structures. It contributes to the knowledge and skills required by civil engineers in the area of structural engineering. Topics include Planar models of structures, loads and supports, Static equilibrium and support reactions; Analysis of statically determinate structures and indeterminate structures: beams, frames, trusses, and arches. Influence lines for beams and analysis will be introduced. Students will be introduced to the use of software in the analysis of structures.

**Civil Engineering Materials**

This module provides an understanding on cement chemistry, hydration reactions of Portland Cement, influence of other cementitious materials, chemical and physical properties of aggregates and admixtures, properties and performance of fresh and hardened concrete. Concrete mix design and statistical quality control are also taught. The module will also cover Concrete durability topics and problems as well as special concretes and their properties. It includes laboratory sessions on cement, aggregate sampling and fresh and hardened properties of concrete.

**Soil Mechanics**

The module covers Soil's Physical relationships such as soil classification: Nature, soil types and characteristics, particle size distribution analysis. The module also covers permeability, seepage, compressibility and consolidation, as well as determination of the shear strength of soil. Laboratory exercises on soil include determination of specific gravity, sieve analysis, Atterberg limits, coefficient of permeability, compaction characteristics, and unconfined compression test.

**Highway Engineering and Design**

The module covers the design of highways. Students will assess the role of highways within a transport system. Highway and network planning will be discussed followed by the geometric design of highways. Various pavement design will be taught including flexible and rigid pavements. Highway drainage and maintenance as well as capacity analysis will be included. Laboratory exercises related to highway design will be carried out including tests on bitumen as well as aggregate properties.

**Computer Aided Drafting and Design CADD**

This module enables students to understand the principles of technical engineering drawing. Students must be able to comprehend, analyse and draft technical drawings with a concentration on mechanical engineering. The module introduces standards and codes for engineering drawings using effective computer-aided drafting software package according to the international conventions

and drawing standards with in- class hands on exercises to gain practical drawing experience.

**Engineering Mechanics: Statics**

This module aims to convey the fundamental role of mechanics in engineering. It introduces the concepts of static mechanics of the force systems in 2 and 3 dimensions along with equilibrium and free body diagrams. It also includes the static analysis of determinate trusses in 2D and 3D space. The concept of friction and its applications are also introduced.

**Civil Engineering Materials Lab**

This module is designed to provide a practical hand on understanding on civil engineering materials such as soil, cement and concrete and asphalt mixes. The lab will deal with physical and chemical properties of the materials.

**Material Science and Engineering**

In this module the students will learn about the classes of engineering materials and their physical as well as microstructural properties. The classes of engineering materials included in this module are metals, polymers, glass, and ceramics. The topics covered in this module will also include phase transformations and diffusion. Students will be able to select an appropriate material for a given product/process.

**Strength of Materials**

This module provides students with an understanding of material behaviour under load, focusing on the relationships between applied forces and internal stresses in various materials.
It introduces direct and shear stresses and strains, as well as torsional and flexural stresses and deformations. Students will also explore principal stresses, failure planes, and the concepts of geometric failure and column stability.

**Construction Management**

The module gives students a foundation in building and civil engineering construction management. It prepares students for working in the construction industry through an understanding of the important interactions between construction processes, strategic and business management. Students will be able to apply this understanding to achieve safe, economic, timely, and quality outcomes over the life cycle of a project.

**Fluid Mechanics**

This module helps the students to understand the basic principles of fluid statics and dynamics; conservation laws of mass, momentum, and energy developed in the context of the control volume formulation; introduction to viscous flow: boundary layer, laminar and turbulent. Steady incompressible flow in pipes including friction and fitting losses, Hydraulic & Energy grade lines, and system operating point.

**Water Resources**

This module introduces common concepts, applications and design calculation methods used in water engineering. it introduces students to the hydrogen cycle, surface and sub-surface water hydrology and water resources estimation. Open channel flow and sediment transport will also be covered as well as pressurised and non-pressurised irrigation methods. Rainfall and runoff analysis as well as surface and sub-surface drainage will be taught. The module will also introduce the students to the design of hydraulic structures.

**Solid and Fluid Mechanics Lab**

In this module, the students will perform laboratory experiments to understand the mechanical properties of solids as well as fluids. The laboratory tests will include materials microstructure and stress-strain relationships, hardness testing, strength testing of axial, torsional, and flexural prismatic members. Strength testing of thin-walled cylinders will also be carried out. The students will also perform tests to study pressure variation in a fluid at rest, hydrostatic forces, flow measurements, and friction and fitting losses.

**Water and Wastewater Engineering**

This module provides students with an advanced study of current methods and standards in water supply and sanitation systems. The concepts of water demand and supply as well as water quality assessment will also be taught. Students will learn how to estimate sewage flow, design sewerage systems and sewage treatment. It familiarises students with building water supply and drainage systems. The module includes laboratory exercises related to sampling and examination of water to measure physical and chemical parameters.

**Reinforced Concrete Design**

This module provides Introduction to reinforced concrete, mechanical properties of concrete and steel reinforcement, design requirements, design of short axially-loaded columns, design of beams for flexure, design of beams for shear, introduction to the design of one-way slabs, reinforcement details, and design of concentrically-loaded isolated footings. Students will use design software (ETABS

or similar) with the capability to design reinforced concrete elements as per major design codes (ACI, BS, Eurocode)

**Environmental Engineering**

In this module students will work at the interfaces between the built and natural environments, linking fundamental science and engineering to address complex problems. This module provides an overview of how to apply engineering principles to mitigate, adapt to, or prevent human effects on the environment. The students will be introduced to various environmental challenges facing civil engineering projects. They will learn to perform environmental impact, life cycle, and risk analyses of civil engineering projects.

**Foundation Engineering**

This module discusses advanced concepts of soil investigation, settlement analysis, and soil stability. The methods of determining soil bearing capacity for both shallow and deep foundations is also discussed. The students will learn the design of various foundations including shallow foundations, deep foundations, and retaining walls. The module also discusses various methods and techniques for the stability of slopes.

**Design of Steel Structures**

In this module, students learn how to design key structural steel elements including beams, columns, beam-columns, plates, and joints/connections. Students will be able to address the key issues such as stress concentration, local and global buckling, post-buckling, and imperfections. Students will understand that joints and connections form a very important part of any steel structure, and integrity of the structure depends on them. The key issues involved in the conception and design of steel joints according to relevant design codes.

**Civil Engineering Internship**

An internship work experience is intended to help students apply their formal classroom education to "real world" work experience and help them to gain valuable experience in a related field of work. The work assignment must be related to an area of interest and may be conducted within business or industry in public or private sector.

**Civil Engineering Design Graduation Project**

A capstone project typically involves a combination of system design, modelling, analysis, and testing. The project also includes proper planning, scheduling, and appropriate research methodology. Formulation of project outline, literature review, project activity scheduling, and regular progress reviews will be done by the instructor on regular basis. The capstone project will be carried out over 3 terms. Project results will be presented in a formal written report suitable for reference library as well as a formal oral presentation in front of a jury.

**Advanced Construction Management**

The module provides knowledge on construction project management procedures from inception to completion; systems approach to construction project management, activities involved in construction project management, organisation structure of construction project management, role of participants on construction projects, coordination, control and supervision of construction projects, construction project scheduling, and network analysis. Finally, it covers the practical application of computer aided tools/software for programme of works.

**Advanced Structural Analysis**

This module introduces the students to the fundamentals of finite elements for engineering applications. The students will become familiar with the formulation and assembly of the structure stiffness matrix and boundary conditions. They will also learn about solution techniques and the application of FEM to frames, shells, and three-dimensional stress analysis. This module will also introduce the application of FEM to the elasto-dynamic and heat transfer problems.

**Advanced Transportation Engineering**

This module discusses railway transport and air transport systems as well as smart transportation. Students will learn about intra-city and inter-city railway engineering projects, the planning of airports and the use of smart systems in improving city transportation. The sustainability implications of different transport systems will also be explored and compared with the use of case studies. The students will develop their ideas of what to expect in the future regarding transportation engineering.

**Pavement Engineering**

This module teaches students the materials, mix-design, and structural design for flexible as well as rigid pavement systems. The students will also evaluate and design surface and sub-surface drainage systems. The various distress mechanisms for flexible and rigid pavements will be discussed. The students will also appreciate the importance of sustainability in pavement engineering.

**Special Topics in Civil Engineering**

This module includes guest lectures by experts from different emerging fields of civil engineering to inform the students on the state of the art in their respective fields.

**Building Information Modelling (BIM)**

The module provides students with a deep and practical understanding of Building Information Modelling (BIM) in the context of Engineering projects large or small. Through learning about the key drivers that resulted in the emergence of BIM as well as the main national and international standards that have been developed to describe BIM Framework including ISO EN 19650-1:2018. BIM software (Naviswork or similar and AutoDesk BIM360 document management) will be used during the teaching of this module.

**Advanced Design of Structures**

This module covers the advanced design of reinforced concrete, prestressed concrete, and steel-concrete composite structures, focusing on their structural behaviour and design requirements based on Eurocode standards. It also explores the behaviour and design of new structural elements and systems using Fibre Reinforced Polymers (FRP) composites, FRP-reinforced concrete, and cold-formed steel. The module covers both fundamental theory and advanced methods commonly used in everyday design (including Eurocodes). Emphasis is given to composite construction that can offer improved response to load and savings in member sizes, thus leading to more economic designs from a whole-life costing perspective.

## Bachelor of Science in Mechanical Engineering

| SN. | Faculty | Designation/ Role | Email |
|---|---|---|---|
| 01 | Prof. Alaa Ameer | Professor | alaa.ameer@buid.ac.ae |
| 02 | Dr. Sa'Ed Salhieh | Associate Professor | saed.salhieh@buid.ac.ae |
| 03 | Dr. Faez Aziz Masurkar | Assistant Professor | faeez.masurkar@buid.ac.ae |
| 04 | Dr Basem Touqan | Assistant Professor | basem.tuqan@buid.ac.ae |

### Progrmame Overview

The BSc in Mechanical Engineering will produce graduates in the area of mechanical engineering that meets the needs of industry by providing high calibre graduates who have good academic underpinning in the subject discipline combined with good quality personal, practical and transferable skills. The students will gain these skills through a combination of theoretical modules, practical labs, design projects, and industry-based internship

### Programme Learning Outcomes

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

1. Acquire knowledge in a range of math, statistics, science, and multiple engineering disciplines required to model and solve complex mechanical and thermal systems problems
2. Acquire advanced knowledge in a range of ME topics covering advanced thermal systems
3. Acquire knowledge of the ethical and professional responsibilities in engineering situations taking into consideration the impact of engineering solutions in global, economic, environmental, and societal contexts
4. Use a range of mathematical and engineering tools to identify, formulate, analyse, solve, and improve mechanical engineering and thermal systems
5. Develop and conduct appropriate experimentation, analyse, and interpret data, and use engineering judgment to draw conclusions
6. Recognise ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts
7. Identification, designing, planning, and assessment of different ME systems or solutions to meet key performance indicators
8. Function effectively in multi-functional, multi-disciplinary project teams
9. Communicate effectively, both orally and in writing with people of different backgrounds and education levels
10. Recognise the need for, and the ability to engage in life-long learning of emerging issues in ME engineering knowledge and practices

| AY | T1 | CR | T2 | CR | T3 | CR | CHs per AY |
|---|---|---|---|---|---|---|---|
| 1 | ENG103 English learning and communication skills | 3 | ENG104 Critical thinking and academic writing | 3 | MATH 113 Linear Algebra | 3 | 37 |
| | ENV 101 Environmental Sc. & Sustainability | 3 | MATH 111 Calculus I | 3 | GENG 112 Physics II + lab | 4 | |
| | Introduction to Innovation and Entrepreneurship | 3 | GENG 111 Physics I+ lab | 4 | MATH 112 Calculus II | 3 | |
| | ITC 101 Introduction to Computers | 3 | STAT 111 Intro to Statistics | 3 | GENG 102 Computer Aided Drafting and Design CADD | 2 | |
| 2 | MATH 221 Differential Equations | 3 | MENG 234 Thermodynamics | 3 | MATH 231 Advance Math for Engineer | 3 | 38 |
| | MENG 211 Statics | 3 | MENG 221 Dynamics | 3 | MENG 312 Manufacturing processes | 3 | |
| | MENG 222 Material Science and Engineering | 3 | MENG 223 Strength of Materials | 3 | MATH 232 Programming MATLAB | 3 | |
| | EEENG 211 Circuit Analysis + Lab | 4 | MENG 311 Fluid Mechanics | 3 | MENG 321 Machine Element Design | 3 | |
| | | | MENG 313 Solid & Fluid Mechanics lab | 1 | | | |
| 3 | EMENG 311 Electrical Power devices & Machines +Lab | 4 | MENG 323 Heat Transfer | 3 | GENG 131 Chemistry+ lab | 4 | 31 |
| | GENG 132 Introduction to Engineering & Innovation | 2 | MENG 412 Mechanical Vibrations | 3 | GENG 321 Professional Practice and Ethics | 2 | |
| | Free Elective | 3 | Free Elective | 3 | MENG 404 Mechanical Engineering Lab | 1 | |
| | GENG 231 Engineering Economy and Entrepreneurship | 3 | | | MENG 340 Mechanical Engineering Internship During Summer for 8 Weeks | 3 | |
| 4 | EMENG 421 Sensors & Instrumentation | 3 | Elective 1 | 3 | | | 19 |
| | MENG 411 HVAC Systems and Analysis | 3 | Elective 2 | 3 | | | |
| | EMENG 411 Systems and Control Engineering | 3 | EMENG 423 Sensors, Instrumentation and Control Lab | 1 | | | |
| | MENG 400 Mechanical Engineering Design Graduation Project (continuation three terms) | | | | | 3 | |
| | | | | | | | 125 |

## List of Elective Modules

## Module Descriptions

**Physics I**

A study of basic college kinematic physics including the following topics: Kinematics in one, two, and three dimensions, Dynamics, Work, Energy, and conservation of momentum, Rotational motion and equilibrium of rigid bodies.

**Chemistry**

This module aims to study the basic college chemistry including the following topics: Elements and compounds, Nomenclature, Periodic table, Basic chemical reactions, chemical bonds, Gaseous state, Quantities in chemistry and Modern atomic theory.

**Physics II**

A module of basic college electricity and Magnetism physics including the following topics: Electric Field, Gauss's Law, Electric Potential, Capacitors and Dielectric, Current and Resistance, DC Circuits, Magnetic Field, Sources of Magnetic Field, Electromagnetic Induction and Faraday's Law. The emphasis will be on the physical understanding of the principals involved including physical properties of electromagnetics leading to the resistor, the capacitor and the inductor.

**Calculus I**

This General Mathematics module focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. It emphasizes the development of the student's capability to do mathematical reasoning and problem solving. In addition, the objectives of this course are to introduce the students to the fundamental concepts of calculus: limits, continuity, differentiability and integrability; and to train them on applying these concepts to problems that arise in science and engineering.

**Calculus II**

The module will tackle integration in depth, focusing on various applications and techniques of the aforesaid. It also focuses on double and triple integration as well as introduction to differential al equations. Furthermore, infinite sequences and series with some of their applications to develop the student's capability to do mathematical reasoning and problem solving in other modules in the major related programs are addressed. Finally, it covers other relevant topics such as the use of polar coordinates.

**Introduction to Statistics**

This module will focus on understanding basic statistical concepts and reasoning; probability; organizing, interpreting, and producing data; analysing statistical arguments and communicating findings clearly; and appreciating the relevance of statistics to contemporary issues and applying solutions to statistical problems.

**Linear Algebra**

This module introduces the theory and analysis of linear algebra, including, matrices, determinants, and systems of linear equations, vector spaces, the Euclidian space, inner product spaces, linear transformations, eigenvalues, and diagonalisation.

**Differential Equations**

This module introduces the theory, solution, and application of ordinary differential equations. Topics discussed in the module include methods of solving first-order differential equations, existence and uniqueness theorems, second-order linear equations, higher-order linear equations, and systems of equations. The relationship between differential equations and linear algebra is emphasized in this module.

**Advanced Math for Engineers**

This module is designed to enhance and extend previous mathematical knowledge and the understanding of the principles supporting engineering themes, and to develop concepts facilitating analytical solutions and the application of advanced techniques for treating engineering problems.

**Programming for Engineers (MATLAB)**

This module provides basic introduction to the MATLAB language including array manipulations, control-flow, script and function files. Simple 2-D plotting and editing. Real engineering problems will be used in the module assignments. This module is intended to provide the student with working knowledge of MATLAB as a solution tool that can be used in future modules or professional practice.

**Circuit Analysis**

This module provides the framework for developing an understanding of electrical engineering discipline concerned with the study of electrical and electronic circuits and its applications by introducing the fundamental theorems and analysis techniques for problem-solving in electrical circuit theory. In addition to provide students with the knowledge and intellectual skills necessary to model and analyse electrical and electronic systems using circuit theory by analysing and experimenting the fundamental functionally of many electrical and electronic elements.

**Electrical Power Devices and Machines**

This module introduces students to the fundamental concepts and principles of electrical power generation and its various types of electrical machines applications. It aims also to equip the students with basic experimental and modelling skills for handling problems associated with electrical machines and to develop an appreciation of design and operational problems in the electrical power industry. It introduces students to key electro-mechanical energy conversion devices, including induction motors and synchronous machines. It also develops practical skills through hands-on testing in the lab.

**Systems and Control Engineering**

This module introduces the principles of feedback control systems and analysis techniques for linear systems in engineering. Students will develop and interpret block diagrams and transfer functions for simple systems, linking time response to system poles. Key concepts such as 'frequency response' (or 'harmonic response'), and their relationship to transfer functions will be explored. The module also covers the specification, analysis, and design of feedback control systems using graphical methods and techniques.

**Sensors and Instrumentation**

This module introduces various sensor types, their applications, and methods for interfacing with engineering and electronic systems. Students will explore practical design considerations for selecting suitable sensors for specific applications. The module also covers electronic instrumentation systems, key components, and fundamental design principles to achieve the required performance. Additionally, it examines the theoretical foundations and practical applications of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors in modern technology.

**Sensors, Instrumentation and Control Lab**

In this module, the students will perform laboratory to gain practical skills of using feedback control systems and the analysis techniques for linear systems which are used in control of engineering systems. In addition, develop a practical application of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors and their use in the modern era.

**Computer Aided Drafting and Design CADD**

This module enables students to understand the principles of technical engineering drawing. Students must be able to comprehend, analyse and draft technical drawings with a concentration on mechanical engineering. The module introduces standards and codes for engineering drawings using effective computer-aided drafting software package according to the international conventions and drawing standards with in- class hands on exercises to gain practical drawing experience.

**Introduction to Engineering and Innovation**

This module introduces the common concepts of engineering's disciplines and their role in society. The module covers areas such as role of engineers in society, history of engineering, innovation, creativity, practicality and project finances. Other topics include advancements in materials, role of AI, the concept of design and quality control, and ethical considerations. Students will be asked to work on a simple engineering project.

**Engineering Economy & Entrepreneurship**

This module addresses the methods of economic analysis in engineering, including time value of money, equivalence, economic measures of worth, selection rules for alternatives, income taxes and equipment depreciation, inflation, and uncertainty. The module also introduces theoretical and practical areas that are required in entrepreneurship in general and technological entrepreneurship.

**Professional Practice and Ethics**

This module addresses the need for developing specific professional skills in early-career engineers and those new to engineering positions in engineering and technology organisations. This module also offers a short introduction to ethics for professional engineers.

**Engineering Mechanics: Statics**

This module aims to convey the fundamental role of mechanics in engineering. It introduces the concepts of static mechanics of the force systems in 2 and 3 dimensions along with equilibrium and free body diagrams. It also includes the static analysis of determinate trusses in 2D and 3D space. The concept of friction and its applications are also introduced.

**Dynamics**

This module aims to convey the fundamental role of mechanics in engineering. It introduces the concepts of dynamic mechanics of the force systems in 2 and 3 dimensions along with equilibrium and rigid body diagrams. It also includes the dynamic analysis of rigid bodies in 2D and 3D space. In addition, includes the introduction of the concept of work, energy, impulse and momentum with applications.

**Material Science and Engineering**

In this module the students will learn about the classes of engineering materials and their physical as well as microstructural properties. The classes of engineering materials included in this module are metals, polymers, glass, and ceramics. The topics covered in this module will also include phase transformations and diffusion. Students will be able to select an appropriate material for a given product/process

**Thermodynamics**

Understand the properties of gases and the laws of thermodynamics. Know the different forms of energy and understand what is meant by work, temperature, and heat. Ability to perform mass & energy analysis on control volumes. Understanding of the 2nd law of thermodynamics and the concept of entropy. Ability to analyse the basic thermodynamic cycles.

**Strength of Materials**

This module provides students with an understanding of material behaviour under load, focusing on the relationships between applied forces and internal stresses in various materials.
It introduces direct and shear stresses and strains, as well as torsional and flexural stresses and deformations. Students will also explore principal stresses, failure planes, and the concepts of geometric failure and column stability.

**Fluid Mechanics**

This module helps the students to understand the basic principles of fluid statics and dynamics; conservation laws of mass, momentum, and energy developed in the context of the control volume formulation; introduction to viscous flow: boundary layer, laminar and turbulent. Steady incompressible flow in pipes including friction and fitting losses, Hydraulic & Energy grade lines, and system operating point.

**Solid and Fluid Mechanics Lab**

In this module, the students will perform laboratory experiments to understand the mechanical properties of solids as well as fluids. The laboratory tests will include materials microstructure and stress-strain relationships, hardness testing, strength testing of axial, torsional, and flexural prismatic members. Strength testing of thin-walled cylinders will also be carried out. The students will also perform tests to study pressure variation in a fluid at rest, hydrostatic forces, flow measurements, and friction and fitting losses.

**Manufacturing Processes**

The introduces manufacturing processes with a focus on metal casting, rolling, forging, extrusion, drawing, machining, and joining (welding, brazing, soldering, adhesive bonding, and mechanical fastening). In addition, it covers the importance of manufacturing processes, systems, technologies and economic impacts. Students will be able to understand different manufacturing processes topics, such as, powder – Metal processing, terminologies and application of different technologies and polymer shaping processes for Plastics, Elastomers, and Composite Materials.

**Heat Transfer**

This gives students an understanding of the fundamentals of heat transfer processes. This includes Conduction (steady and unsteady),

Convection, and Radiation. The fundamentals of these heat transfer modes will be explained through a wide range of examples. Types and analysis of heat exchangers will also be discussed.

**Mechanical Vibrations**

This module provides an understanding of the application of simple mathematical models and vibration problems in engineering systems. It describes mathematically the behaviour of simple mechanical vibrating systems and determine the response of these systems to transient and harmonic excitation. It analyses systems with more than one degree of freedom and provide practical experience of vibration measurement.

**HVAC Systems and Analysis**

This module introduces the fundamentals of HVAC considerations, analysis, calculations, and systems. This includes types and functions of major HVAC systems, the Psychrometric chart, Indoor comfort conditions, Heat transmission modes in buildings, Solar radiation, Heating and Cooling load calculations, and Air distribution systems.

The students will also practice the use of energy modelling software to model and evaluate different energy-saving strategies intended to reduce the energy consumption due to HVAC systems. The combination of these strategies will constitute the practical project the student is going to present at the end of the term.

**Machine Element Design**

This module covers the basic of specific machine components design, including the design process, mechanics and materials selection, failure prevention under static and variable loading for principal types of mechanical elements. A practical approach is emphasised throughout the course where concise design problems and examples illustrating the ability of the students for design calculation, decision-making process and final engineering design presentation.

**Mechanical Engineering Lab**

In this module, the students will perform laboratory experiments covering three modules: Manufacturing Processes, Heat Transfer, and Mechanical Vibrations. The manufacturing processes' experiments are related to practical skills on manufacturing processes with a focus on different metal machining and joining processes. The heat transfer experiments will cover the basic heat transfer modes: Conduction (steady and unsteady), Convection, and Radiation. The vibration experiments will cover free and force vibration.

**Sensors, Instrumentation and Control Lab**

In this module, the students will perform laboratory to gain practical skills of using feedback control systems and the analysis techniques for linear systems which are used in control of engineering systems. In addition, develop a practical application of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors and their use in the modern era.

**Mechanical Engineering Internship**

An internship work experience is intended to help students apply their formal classroom education to "real world" work experience and help them to gain valuable experience in a related field of work. The work assignment must be related to an area of interest and may be conducted within business or industry in public or private sector.

**Mechanical Engineering Design Graduation Project**

This module enables students to apply their knowledge and skills to investigate, propose, design, and assess solutions for a practical problem in Mechanical Engineering based on practical technologies, relevant engineering standards, as well as economic and safety considerations. Students will plan, schedule, and identify appropriate research methodologies while formulating a project outline, conducting a literature review, and submitting periodic progress reports. Under faculty supervision, the senior design project spans three terms and culminates in a final comprehensive report and an oral presentation before a jury.

**Building Information Modelling (BIM)**

The module provides students with a deep and practical understanding of Building Information Modelling (BIM) in the context of Engineering projects large or small. Through learning about the key drivers that resulted in the emergence of BIM as well as the main national and international standards that have been developed to describe BIM Framework including ISO EN 19650-1:2018. BIM software (Naviswork or similar and AutoDesk

BIM360 document management) will be used during the teaching of this module.

**Engineering Management**

This module outlines the structure and principal functions of engineering companies in terms of their activities and procedures. This includes functions spanning research, design/development through to manufacturing and sales. Performance, safety, reliability and systematic design are discussed. The economics of engineering companies include supply-demand and cost controls are incorporated. Technology, innovation and product development are considered. The company's potential and growth management plans, risk and profitability profile are assessed.

**Maintenance and System Monitoring**

This module introduces students to the topic of maintenance including definition, scope, purpose, levels, types, planning, monitoring and diagnostics techniques. The student is to become aware of the significance of maintenance in insuring safe, economical, and uninterrupted operations of a range of systems expected to be encountered during their career.

**Gas Turbines**

The module aims to develop an understanding of axial and radial flow gas turbines. It develops simple analytical and computational methods to solve problems of such gas flows and their application to gas turbines, compressors and fans. It aims to build up physical understanding through a range of gas turbine applications.

**Renewable Energy**

This module introduces a range of renewable energy resources including Solar, Wind, Hydropower, Geothermal and Biomass. Students will learn the main working principles of such sources, their technical requirements, configurations as well as practical requirements for harnessing the power sources. Student will use simple calculations to estimate the energy production potential of renewable energy sources.

**Energy Conservation and Management**

This module is designed to highlight the different ways energy is used in a range of applications. The student will learn how to be able to audit a site and assess the energy consumption of the systems. The audit will enable the proposition of one or more energy saving strategies. Each strategy is to be assessed based on its technical, practical and economical features to determine the energy saving potential and associated financial costs and savings.

**Refrigeration Plants**

This module is designed to introduce the student to the refrigerant potential of HVAC systems. This includes the refrigerants, compressors, condensers, evaporators, axillaries, controls, district cooling, thermal storage and cooling using co- & tri-generation integrated cooling systems.

**Power Generation**

The module covers the essential components of power plants, including pumps, compressors, and turbines, and explores their role in industrial and domestic settings. Additionally, students will gain insights into how steam power is utilized in industries, ships, and other practical applications. By the end of the course, they will have a strong foundation in the principles and functions of steam-based power generation systems.

**Engineering Systems and Services**

This module introduces students to a range of mechanical and electrical systems used to provide services for different built environments. This covers water supply, plumbing, lighting, fire safety, communications & security, vertical transport as well as the potential noise and vibration that could results from such systems.

## Bachelor of Science in Electrical and Electronic Engineering

| SN. | Faculty | Designation/ Role | Email |
|---|---|---|---|
| 01 | Prof. Alaa Ameer | Professor | alaa.ameer@buid.ac.ae |
| 02 | Dr. Sa'Ed Salhieh | Associate Professor | saed.salhieh@buid.ac.ae |
| 03 | Dr. Faez Aziz Masurkar | Assistant Professor | faeez.masurkar@buid.ac.ae |
| 04 | Dr Basem Touqan | Assistant Professor | basem.tuqan@buid.ac.ae |

### Programme Overivew

The BSc Electrical and Electronics Engineering aims to produce graduates with fundamental knowledge, appropriate mathematical principles and computing tools for analysis and design in the fields of electrical and electronics engineering. The students will gain these skills through a combination of theoretical modules, practical labs, design projects, and industry-based internship.

### Programme Learning Outcomes

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

**Knowledge**

11. Acquire knowledge in a range of math, statistics, science, and multiple engineering disciplines required to model and solve complex electrical and electronic systems problems.
12. Acquire advanced knowledge in a range of EEE topics covering advanced electronic systems and different electrical power drive components and systems.
13. Acquire knowledge of the ethical and professional responsibilities in engineering situations taking into consideration the impact of engineering solutions in global, economic, environmental, and societal contexts.

**Skills**

14. Use a range of mathematical and engineering tools to identify, formulate, analyse, solve, and improve Electrical and Electronics Engineering Systems, Devices and Digital systems.
15. Develop and conduct appropriate experimentation, analyse, and interpret data, and use engineering judgment to draw conclusions.

**Aspects of competence Autonomy and responsibility**

16. Recognise ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
17. Identification, designing, planning, and assessment of different EEE systems or solutions to meet key performance indicators.

**Role in context**

18. Function effectively in multi-functional, multi-disciplinary project teams
19. Communicate effectively, both orally and in writing with people of different backgrounds and education levels.

**Self- development**

20. Recognise the need for, and the ability to engage in life-long learning of emerging issues in EEE engineering knowledge and practices.

## Study Plan

| AY | T1 | CR | T2 | CR | T3 | CR | CRs per AY |
|---|---|---|---|---|---|---|---|
| 1 | ENG103 English learning and communication skills | 3 | ENG104 Critical thinking and academic writing | 3 | MATH 113 Linear Algebra | 3 | 37 |
| | ENV 101 Environmental Sc. & Sustainability | 3 | MATH 111 Calculus I | 3 | GENG 112 Physics II + lab | 4 | |
| | Introduction to Innovation and Entrepreneurship | 3 | GENG 111 Physics I+ lab | 4 | MATH 112 Calculus II | 3 | |
| | ITC 101 Introduction to Computers | 3 | STAT 111 Intro to Statistics | 3 | GENG 102 Computer Aided Drafting and Design CADD | 2 | |
| 2 | EEENG 212 Digital System Design I | 3 | MATH 221 Differential Equations | 3 | MATH 231 Advanced Maths For Engineers | 3 | 37 |
| | EEENG 211 Circuit Analysis + Lab | 4 | EEENG 322 Digital Systems Design II | 3 | MATH 232 Programming MATLAB | 3 | |
| | MENG 222 Material Science and Engineering | 3 | EEENG 222 Electronic Circuit Design I | 3 | EEENG 313 Electronic Circuit Design II | 3 | |
| | GENG 132 Introduction to Engineering & Innovation | 2 | EEENG 221 Engineering Electromagnetic Fields | 3 | EEENG 312 Introductory C Programming | 3 | |
| | | | EEENG 223 Electrical and Electronics Engineering Lab_1 (for EEENG212, EEENG221 and EEENG222) | 1 | | | |
| 3 | GENG 231 Engineering Economy and Entrepreneurship | 3 | Free Elective | 3 | GENG 131 Chemistry+ lab | 4 | 35 |
| | EEENG 321 Signals and Systems | 3 | EEENG 413 Power System Analysis | 3 | Elective 1 | 3 | |
| | EMENG 311 Electrical Power devices & Machines + Lab | 4 | EEENG422_Digital Signal Processing | 3 | GENG 321 Professional Practice and Ethics | 2 | |
| | EEENG 324 Electrical and Electronics Engineering Lab_2 (for EEENG313 and EEENG322) | 1 | Free Elective | 3 | EEENG 340 Electrical & Electronics Engineering Internship During Summer for 8 Weeks | 3 | |
| 4 | EMENG 421 Sensors & Instrumentation | 3 | EEENG 424 Electrical and Electronics Engineering Lab_3 (for EEENG412, EEENG413 and EEENG422) | 1 | | | 17 |
| | EEENG 412 Analogue and Digital Communications | 3 | Elective 1 | 3 | | | |
| | EMENG 411 Systems and Control Engineering | 3 | EMENG 423 Sensors, Instrumentation and Control Lab | 1 | | | |
| | EEENG 400 EEE Design Graduation project (continuation three terms) | | | | | 3 | |
| | | | | | | | 126 |

## Module Descriptions

**Physics I**

A study of basic college kinematic physics including the following topics: Kinematics in one, two, and three dimensions, Dynamics, Work, Energy, and conservation of momentum, Rotational motion and equilibrium of rigid bodies.

**Chemistry**

This module aims to study the basic college chemistry including the following topics: Elements and compounds, Nomenclature, Periodic table, Basic chemical reactions, chemical bonds, Gaseous state, Quantities in chemistry and Modern atomic theory.

**Physics II**

A module of basic college electricity and Magnetism physics including the following topics: Electric Field, Gauss's Law, Electric Potential, Capacitors and Dielectric, Current and Resistance, DC Circuits, Magnetic Field, Sources of Magnetic Field, Electromagnetic Induction and Faraday's Law. The emphasis will be on the physical understanding of the principals involved including physical properties of electromagnetics leading to the resistor, the capacitor and the inductor.

**Calculus I**

This General Mathematics module focuses on quantitative reasoning to provide a base for developing a quantitatively literate college graduate. It emphasizes the development of the student's capability to do mathematical reasoning and problem solving. In addition, the objectives of this course are to introduce the students to the fundamental concepts of calculus: limits, continuity, differentiability and integrability; and to train them on applying these concepts to problems that arise in science and engineering.

**Calculus II**

The module will tackle integration in depth, focusing on various applications and techniques of the aforesaid. It also focuses on double and triple integration as well as introduction to differential al equations. Furthermore, infinite sequences and series with some of their applications to develop the student's capability to do mathematical reasoning and problem solving in other modules in the major related programs are addressed. Finally, it covers other relevant topics such as the use of polar coordinates.

**Introduction to Statistics**

This module will focus on understanding basic statistical concepts and reasoning; probability; organizing, interpreting, and producing data; analysing statistical arguments and communicating findings clearly; and appreciating the relevance of statistics to contemporary issues and applying solutions to statistical problems.

**Linear Algebra**

This module introduces the theory and analysis of linear algebra, including, matrices, determinants, and systems of linear equations, vector spaces, the Euclidian space, inner product spaces, linear transformations, eigenvalues, and diagonalisation.

**Differential Equations**

This module introduces the theory, solution, and application of ordinary differential equations. Topics discussed in the module include methods of solving first-order differential equations, existence and uniqueness theorems, second-order linear equations, higher-order linear equations, and systems of equations. The relationship between differential equations and linear algebra is emphasized in this module.

**Advanced Math for Engineers**

This module is designed to enhance and extend previous mathematical knowledge and the understanding of the principles supporting engineering themes, and to develop concepts facilitating analytical solutions and the application of advanced techniques for treating engineering problems.

**Programming for Engineers (MATLAB)**

This module provides basic introduction to the MATLAB language including array manipulations, control-flow, script and function files. Simple 2-D plotting and editing. Real engineering problems will be used in the module assignments. This module is intended to provide the student with working knowledge of MATLAB as a solution tool that can be used in future modules or professional practice.

**Circuit Analysis**

This module provides the framework for developing an understanding of electrical engineering

discipline concerned with the study of electrical and electronic circuits and its applications by introducing the fundamental theorems and analysis techniques for problem-solving in electrical circuit theory. In addition to provide students with the knowledge and intellectual skills necessary to model and analyse electrical and electronic systems using circuit theory by analysing and experimenting the fundamental functionally of many electrical and electronic elements.

**Electrical Power Devices and Machines**

This module introduces students to the fundamental concepts and principles of electrical power generation and its various types of electrical machines applications. It aims also to equip the students with basic experimental and modelling skills for handling problems associated with electrical machines and to develop an appreciation of design and operational problems in the electrical power industry. It introduces students to key electro-mechanical energy conversion devices, including induction motors and synchronous machines. It also develops practical skills through hands-on testing in the lab.

**Systems and Control Engineering**

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**Sensors and Instrumentation**

This module introduces various sensor types, their applications, and methods for interfacing with engineering and electronic systems. Students will explore practical design considerations for selecting suitable sensors for specific applications. The module also covers electronic instrumentation systems, key components, and fundamental design principles to achieve the required performance. Additionally, it examines the theoretical foundations and practical applications of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors in modern technology.

**Sensors, Instrumentation and Control Lab**

In this module, the students will perform laboratory to gain practical skills of using feedback control systems and the analysis techniques for linear systems which are used in control of engineering systems. In addition, develop a practical application of electronic, electrochemical, piezoelectric, fibre optic, thermal, and magnetic sensors and their use in the modern era.

**Computer Aided Drafting and Design CADD**

This module enables students to understand the principles of technical engineering drawing. Students must be able to comprehend, analyse and draft technical drawings with a concentration on mechanical engineering. The module introduces standards and codes for engineering drawings using effective computer-aided drafting software package according to the international conventions and drawing standards with in- class hands on exercises to gain practical drawing experience.

**Introduction to Engineering and Innovation**

This module introduces the common concepts of engineering's disciplines and their role in society. The module covers areas such as role of engineers in society, history of engineering, innovation, creativity, practicality and project finances. Other topics include advancements in materials, role of AI, the concept of design and quality control, and ethical considerations. Students will be asked to work on a simple engineering project.

**Engineering Economy & Entrepreneurship**

This module addresses the methods of economic analysis in engineering, including time value of money, equivalence, economic measures of worth, selection rules for alternatives, income taxes and equipment depreciation, inflation, and uncertainty. The module also introduces theoretical and practical areas that are required in entrepreneurship in general and technological entrepreneurship.

**Professional Practice and Ethics**

This module addresses the need for developing specific professional skills in early-career engineers and those new to engineering positions in engineering and technology organisations. This module also offers a short introduction to ethics for professional engineers.

**Material Science and Engineering**

In this module the students will learn about the classes of engineering materials and their physical as well as microstructural properties. The classes of engineering materials included in this module are metals, polymers, glass, and ceramics. The topics covered in this module will also include phase transformations and diffusion. Students will be able to select an appropriate material for a given product/process.

**Digital System Design I**

This module introduces students to the fundamentals of combinatorial and sequential logic circuit design. It provides students with the fundamental techniques that are the basis of digital system design as employed in modern computer-aided design tools such as VHDL. Ultsuch skills can lead to employment opportunities in electronic systems design, such as mobile technologies, computer design and silicon chip design.

**Engineering Electromagnetic Fields**

Introduce the fundamental properties of electromagnetic fields in an engineering context. Describe the origins of electromagnetic fields in terms of their sources and explain the reasons for the different electric and magnetic properties of materials, and how they are exploited. In addition, this module will explore the basis of magnetism: classical and quantum mechanical points of view and different kinds of magnetic materials. Also, will cover the concept of Electrostatics and magneto-statics; electrodynamics.

**Electronic Circuit Design I**

This module explains the principles of operational amplification using electronic circuits and components. It describes the characteristics of electronic components and introduces the concept of functional characteristics and applications of diodes, detector circuits; D.C level control. Familiarising students with the Field Effect Transistor (FET) characteristics, Bipolar Junction Transistor (BJT) characteristics, amplifier and switch circuits and biasing.

**Electrical and Electronics Engineering Lab_1**

In this module, the students will perform laboratory to gain practical skills by using the basis of digital system design as employed in modern computer-aided design tools such as VHDL. In addition, exploring the concept of Electrostatics and magneto-statics; electrodynamics. Students will practice the principles of amplification using electronic components and explore the concept of functional flexibility.

**Introductory C Programming**

The module provides students with a foundation in practical C programming skills. it Introduces problem solving, data structures and algorithms, and good programme's design using C.

**Signals and Systems**

This module aims to introduce the mathematical tools for analysing signals and systems in the time and frequency domains and provides a basis for applying these techniques in control and communications engineering. In addition, this module will include Convolution theorem, Fourier series and transforms, Transfer functions of continuous-time systems and Transfer functions of discrete-time systems.

**Electronic Circuit Design II**

The module teaches the fundamental and advanced electronic circuits for engineering applications. Students will gain the ability of analysing and designing electronic circuits for different engineering applications.

**Digital System Design II**

This module enables students to use structured digital system design methods, hardware description languages and verification tools to design digital systems. Also, it exposes students to practical implementation issues for digital systems.

**Electrical and Electronics Engineering Lab II**

In this module, the students will perform laboratory to gain practical skills by building and testing electronic circuits in lab, using real electronic components. In addition, use structured digital system design methods and verification tools to design digital systems with the exposure to practical implementation issues for digital systems.

**Analogue and Digital Communications**

This module introduces the students to a wide range of fundamental communication concepts and techniques using example applications from contemporary communication systems. In addition, the module covers different related topics, such as,

Analogy and digital modulation techniques, Baseband signalling and detection, Sampling theorem and pulse shaping theorem.

**Power System Analysis**

The module prepares students for a career in electrical power engineering covering a spectrum of important aspects of electrical power systems analysis and operation. It provides graduates with a systematic knowledge and understanding of the mathematics and engineering science required for the analysis of electrical power systems. It enhances both analytical and practical skills required in the field. The module covers various topics, including power flow analysis, power system control and stability, and asymmetrical fault theory.

**Digital Signal Processing**

The module provides a thorough and complete introduction to the subject of modern digital signal processing. It emphasises the links between the theoretical foundations of the subject and the essentially practical nature of its realisation, Students will understand it through the use of algorithms and real-world examples. It provides useful skills through detailed practical laboratories, which explore both off-line and real-time DSP software and hardware.

**Electrical and Electronics Engineering Lab III**

In this module, the students will perform laboratory to gain practical skills of fundamental communication concepts and techniques using example applications from contemporary communication systems. Students will develop the analytical and practical skills appropriate for a career in electrical power engineering. The module provides useful skills through detailed practical laboratories, which explore both off-line and real-time DSP software and hardware.

**Electrical & Electronics Engineering Internship**

An internship work experience is intended to help students apply their formal classroom education to "real world" work experience and help them to gain valuable experience in a related field of work. The work assignment must be related to an area of interest and may be conducted within business or industry in public or private sector.

**Electrical and Electronic Engineering Design Graduation Project**

This module enables students to apply their knowledge and skills to solve practical Electrical and Electronics Engineering problems. Solutions must align with relevant technologies, engineering standards, economic factors, and safety considerations. Students will plan, schedule, and identify appropriate research methodologies while formulating a project outline, conducting a literature review, and submitting periodic progress reports. Under faculty supervision, the senior design project spans three terms and culminates in a final comprehensive report and an oral presentation before a jury.

**State Space and Multivariable Systems**

The module aims to introduce modern methods for control systems design, based on state space models. Show the relationship between state-space and classical design methods. Also, illustrate control system design methods through practical case studies.

**Transmission Lines and Optical Fibres**

The module builds upon fundamental principles from circuit analysis to yield a quantitative model for wave propagation along transmission lines. Also, it introduces the use of optical fibres for wideband digital communication.

**Digital Mobile Communications**

This module covers the fundamentals of digital and mobile communication systems, focusing on the physical and MAC layers. It introduces digital communication principles, channel coding, and error control mechanisms while also exploring wireless channel characteristics, including fading. Additionally, it covers cellular system design, mobile radio propagation, diversity, and multiple access techniques (FDMA, TDMA, CDMA, OFDMA), along with frequency reuse planning and signal-to-interference calculations.

**Computer Systems Architecture**

This module provides a strong foundation in modern computer system architecture, focusing on processors, memories, and networks. It covers key topics such as instruction set architecture, processor microarchitecture (single-cycle, FSM, and pipelined), cache design and optimization, memory protection, virtualization, and system integration. The course also explores advanced techniques for building shared memory multicore systems and

teaches students to evaluate design decisions based on application needs and technology constraints.

**Engineering Management**

This module outlines the structure and key functions of engineering companies, covering their activities and procedures from research and design to manufacturing and sales. It discusses performance, safety, reliability, and systematic design principles. Economic aspects such as supply and demand, cost control, and financial management are included. Additionally, the module addresses technology, innovation, product development, and strategies for business growth, risk management, and profitability.

**Maintenance and System Monitoring**

This module introduces students to the topic of maintenance including definition, scope, purpose, levels, types, planning, monitoring and diagnostics techniques. The student is to become aware of the significance of maintenance in insuring safe, economical, and uninterrupted operations of a range of systems expected to be encountered during their career.

## 23. FACULTY OF BUSINESS AND LAW

| Degrees Offered | |
|---|---|
| BSc in Business Management | |
| Bachelor of Law | |
| **Academic Staff** | |
| **Dean** | Prof. Aymen Masadeh |
| **Professors** | Prof. Husam-Aldin Al-Malkawi |
| | Prof Edward Ochieng |
| | Prof. Khalid Almarri |
| **Associate Professors** | Dr. Abba Kolo |
| | Dr. Sulafa Badi |
| | Dr. Abdelmounaim Lahrech |
| | Dr. Imran Khan |
| | Dr. Ashmiza Isamail |
| | Dr. Mohamed Haddoud |
| | Dr Muhammad Waris Ali Khan |
| | Dr. Maria Papadaki |
| | Dr. Omar Alhyari |
| | Dr. Farzana Asad Mir |
| **Assistant Professors** | Dr. Derar Al-Daboubi |
| | Dr. Christina Lienen |
| | Dr. Hamad Aleissaee |
| **Lecturers** | Dr. Rekha Pillai |

### 23.1 Bachelor of Science (BSc) in Business Management

| SN. | Faculty | Designation/ Role | |
|---|---|---|---|
| **02** | Prof. Husam-Aldin Al-Malkawi | Professor | husam.almalkawi@buid.ac.ae |
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**Programme Overview**

BUiD's BSc in Business Management will help students gain an excellent technical grounding for a career in business or public sector management, or for running their own business. The programme covers all the main areas of business including operations management, finance, marketing and human resource management. Students start with a semi- common first-year, which provides a solid foundation, before taking more specialised programme-specific courses in the later years. There is a focus on innovation and entrepreneurship throughout the programme.

**Programme Outcomes**

1. Demonstrate knowledge and understanding of Key theoretical and contemporary issues surrounding business management, innovation and entrepreneurship.
2. Demonstrate knowledge and understanding of the research process and how to undertake an independent and rigorous study
3. Apply analytical tools and techniques to evaluate how effective business management enables a diverse range of organisations to develop economic and social value
4. Stimulate creative thinking to solve problems and make informed decisions
5. Engage with employers and practitioners to develop business plans and management strategies necessary for survival, development and growth of the organisation
6. Work and communicate effectively as an individual or in groups and recognize problems associated with team working
7. Employ current information technology innovatively in order to solve business problems and adapt new technologies as required

Study Plan

| Module Code | Module Name | Credit Hours |
|---|---|---|
| **YEAR 1** | | |
| ENG103 | English Learning and Communication Skills | 3 |
| BUS114 | Introduction to Innovation and Entrepreneurship | 3 |
| ITC101 | Introduction to Computers | 3 |
| ARB101 /ARB102 | Arabic (non-native speakers) / Arabic (native speakers) | 3 |
| BUS111 | Principles of Management | 3 |
| BUS212 | Introduction to Finance | 3 |
| UAE102 | UAE Society | 3 |
| ENG104 | Critical Thinking and Academic Writing | 3 |
| BUS112 | Principles of Marketing | 3 |
| MTH101 | Mathematics for Business | 3 |
| BUS113 | Financial Accounting | 3 |
| ENV101 | Environmental Science & Sustainability | 3 |
| | **Total Credit Hours** | **36** |

| YEAR 2 | | |
|---|---|---|
| BUS115 | Principles of Microeconomics | 3 |
| XXX | Free Elective (student can choose a module from any UG programme offered) | 3 |
| BUS213 | Business Statistics | 3 |
| BUS214 | Introduction to Management Information Systems | 3 |
| BUS317 | Consumer Behaviour | 3 |
| BUS211 | Principles of Macroeconomics | 3 |
| BUS217 | Managerial Accounting | 3 |
| BUS218 | Human Resource Management | 3 |
| BUS215 | Organisational Behaviour | 3 |
| BUS110 | Business Skills | 3 |
| BUS311 | Business Excellence | 3 |
| BUS216 | Analytical Techniques for Business | 3 |
| | **Total Credit Hours** | **36** |

| YEAR 3 | | |
|---|---|---|
| BUS312 | E-Business | 3 |
| BUS313 | Financial Markets and Institutions | 3 |
| BUS320 | Project Management | 3 |
| BUS315 | Operations Management | 3 |
| BUS319 | Logistics and Supply Chain Management | 3 |
| BUS316 | Corporate Financial Management | 3 |
| LAW102 | Principles of Commercial Law | 3 |
| BUS413 | Strategic Management | 3 |
| BUS312 | Internship | 3 |
| | **Total Credit Hours** | **27** |

| YEAR 4 | | |
|---|---|---|
| BUS314 | Business Ethics and Social Responsibility | 3 |
| BUS411 | Business Research | 3 |
| BUS412 | International Business Management | 3 |
| BUS400 | Business Capstone Project | 3 |
| BUS318 | Developing Leadership Practice | 3 |
| Programme Electives (choose any two modules) | | |
| BUS419 | Organisational Theory | 3 |
| BUS417 | Digital Marketing | 3 |
| BUS414 | Investment Analysis | 3 |
| BUS416 | Total Quality Management | 3 |
| BUS418 | Start-up & Small Business Management | 3 |
| BUS415 | Contemporary Issues in Management | 3 |
| | **Total Credit Hours** | **21** |
| **TOTAL PROGRAMME CREDIT HOURS** | | **120** |

## Module Description

The descriptions for the General Education modules can be found earlier in this document.

**Principles of Management:**

This module introduces students to the nature and the structure of business firms and the principles of organization. The course defines, explains and discusses the management functions, namely, planning, organizing, leading and controlling. Leadership, ethics, motivation, culture and organization structure will also be explored.

**Introduction to Finance**

The aim of this module is to develop the student's abilities to analyse and explain the fundamental financial theories and goals of financial management; identify the agency problem and ways to resolve it; explain the functions of financial markets and the modern financial instruments in use; evaluate investment decisions using discounted cash flow methods under the assumptions of certainty and to examine the role of risk and uncertainty in capital budgeting.

**Principles of Marketing:**

This is a core module that aims to introduce the main marketing principles, theory and practice as it applies in consumer, industrial and service organisations. The module's purpose is to explore

the manner in which firms can gain competitive advantage by adopting a consumer orientation

**Mathematics for Business**

The model introduces students to basic mathematics needed for business studies. The module covers topics such as Straight lines and Functions, Simultaneous Equations, Quadratic Equations, Non-linear Functions, and Financial Mathematics. Moreover, for each topic student will have an extensive use of applications using excel. Upon completion, students will be equipped with all necessary mathematical concepts and tools to continue their studies in management, marketing, finance or economics.

**Financial Accounting**

This module introduces students to the basic knowledge of the principles and practices of accounting. It covers the functions of financial accounting, describe the regulatory framework governing financial accounting, principles of double entry bookkeeping, assess the nature of internal control in accounting, control accounts and the entries for the correction of errors, prepare basic financial statements of sole traders and limited companies and illustrate accounting adjustments.

**Principles to Microeconomics:**

The aim of the module is to develop the student's knowledge and understanding of the concepts of microeconomics and to apply principles and models to real world cases and situations. In addition, by the end of the module students will have an appreciation of the relevance of economics for business. The module facilitates the application of basic economic concepts, principles and models to understand and analyse the business and economic environment in which we live and work, and to appreciate the impacts of economic decisions and events.

**Business Statistics:**

Statistics is the science of reasoning from data. Data and statistical thinking abound in everyday life and in almost all academic fields. This module will provide understanding of basic statistical concepts of inferential statistics. Students, in this module, will gain knowledge and skills of some important tools of statistical analysis.

**Introduction to Management Information Systems:**

This module aims to introduce students to the diversity and use of management information systems in the context of the broader business environment

**Consumer Behaviour**

This module aims to develop students' understanding of consumer research and its usefulness for marketing management in its application to how consumers behave. Conclusions from consumer research are not always directly accessible and are often also ambiguous in their messages; as such the module aims to reflect our current understanding of consumer behaviour drawing on disciplines such as sociology, psychology and consumer culture studies.

**Principles of Macroeconomics:**

The aim of the module is to develop the student's ability to analyse and explain the functioning of an economy at the macro level. The module focuses on examination of the theories of exchange rate determination, the impact of monetary policy on exchange rate. It encourages students to discuss and explain the importance of interest rate parity theorems and the role of macroeconomic parameters in functioning of the international capital flow. It also addresses the mechanism of the determination of aggregate output and employment, interest rates and monetary transmission.

**Managerial Accounting**

This module aims to introduce students to fundamental concepts and practices of management accounting. The module examines basic management and cost accounting concepts and explores their uses in the development of costing systems and decision making in the context of planning and controlling business enterprises.

**Human Resource Management:**

This module covers the fundamental functions of Human Resource Management (HRM). It introduces students to the nature of HRM exploring a range of frameworks and debates. Students are expected to learn about the Strategic approach to HRM–understanding how it aligns with the business environment. They will become more knowledgeable and skilled in designing HRM approaches. The module informs students on the skills required for using Human Resource Information Systems both as an employee and an HR officer.

**Organisational Behaviour**

The module considers how people behave in work organisations, how managers seek to shape human behaviour in the workplace and issues arising. This module links with important themes explored in the Principles of Management and Understanding Organisations modules, and develops further on the study of behaviour in organisations. It places principal emphasis on the individual and group aspects of organisational behaviour.

**Business Skills**

This module is designed to equip students with key business skills purposefully designed to meet the complex learning and professional needs of undergraduate students during their studies and subsequent employability. The module is composed of three interlinked yet distinctive learning strands, namely: academic skills, professional skills, and personal and communication skills.

**Business Excellence**

Excellence in a business context is a combination of internal excellence in how things are done (enablers) leading to outstanding business performance (results). Excellence is recognised worldwide through awards such as the European Quality Award, the Baldrige Award and the Deming Award as well as national awards that are based on these. This module introduces the fundamental concepts that underpin non-prescriptive approaches to creating sustainable excellence in an engineering business.

**Analytical Techniques for Business**

Students, in this module, will gain knowledge and skills of operations research based applied mathematical tools. This course will focus on developing the understanding of mathematical translation and solution of business problems using linear programming models.

**E-Business**

This course provides an overview of the principles and practices of conducting business online. Students will have a good working knowledge of e-business concepts, applications and technologies (e.g. e-business infrastructure, technology required for e-business, e-business marketplace, e-Commerce, B2B e-business, ebusiness strategy, e-procurement and supply chain, customer relationship management and service implementation and optimization).

**Financial Markets and Institutions**

This module is designed to enable students to gain an understanding of financial markets, which include financial institutions, instruments and services. An understanding of the structure, dimensions and the operating mechanisms of financial markets is important as it has wider usage in banking, insurance, forex, and also in capital and money markets. The module enables students to analyse emerging trends in financial disintermediation and financial instruments. It helps students to be aware of the regulatory framework and its role in ensuring the smooth functioning of financial markets

**Business Ethics and Social Responsibility**

This module explores the ethical challenges facing business today, and how individuals and firms can address those challenges. The main aim of this module is to enable students to acquire a critical understanding of the foundations of business ethics and to develop a sound understanding of both individual and social aspects of business ethics including the role of Islamic values.

**Operations Management**

This module aims to provide management and analytical concepts and tools for managing operations and supply chain management. Decision-making regarding operational issues is one of the most common tasks within organisations. This module will enhance students' ability to perform the necessary analyses to understand the management issues and make good operational and supply chain management decisions. Coverage will include efficient production planning, process analysis, production planning and line balancing and sequencing, inventory management, supply chain management, quality control and assurance, forecasting and maintenance management. The introduction of concepts via cases will be used whenever appropriate.

**Logistics and Supply Chain Management**

This module introduces the key concepts of supply chain management and logistics design. Supply chain management deals with the management of materials, information and financial flows in a network consisting of suppliers, manufacturers, distributors, and customers. The coordination and integration of these flows within and across companies are critical in effective supply chain management. The module addresses questions

about the logistics design in supply chain; the sourcing of materials; the relationships with suppliers and customers; the use of information from end consumers; the coordination of information flows and the ways in which incentive systems can be arranged so that the sustainability and overall performance of the chain is improved.

**Corporate Financial Management**

The aim of the module is to enable the students to demonstrate a thorough understanding of the investment appraisal techniques within the framework of overall capital budgeting. By the end of the module, students will be able to explain the advantages and disadvantages of the discounted cash flow techniques; describe the relationship between portfolio theory and efficient markets, and the capital-asset pricing model (CAPM); estimate the cost of equity, cost of debt and overall weighted average cost of capital for companies and critically appraise the important models proposed to explain corporate capital structure and dividend policies and practices.

**Principles of Commercial Law**

This module aims to introduce students to principles of commercial law and familiarize them with the framework and mechanisms of commercial law and provide them with knowledge of the main principles of commercial law. The module covers the legal framework of commercial law and the application of fundamental principles to business transactions in the domestic and international sphere, including the nature of commercial law; traders and commercial activities; business entities; commercial papers; law of agency (authority of an agent, duties of an agent etc); UAE Commercial Agencies Law; the UAE Civil Transactions Code and Commercial Transactions Law.

**Strategic Management**

The aim of this module is to examine the various components of strategy formulation, implementation and evaluation. Formulation components include conducting an external and internal analysis, applying strategic tools and differentiating among the three levels of strategy (operational, business, corporate). Implementation components include governance, ethics, organisational structure, control systems and culture. Evaluation involves monitoring the execution of strategy to determine the extent strategic goals are being achieved and the degree to which competitive advantage is being created and sustained.

**Project Management**

Project management is an interdisciplinary subject area with wide industrial and commercial application. The skills to manage projects successfully are required by more and more employers. This module develops a practical understanding of projects and develops the ability to plan and manage a small to medium-sized project to its successful conclusion.

**Business Research**

The aim of this module is to prepare students for their Business Research Project module. This will be achieved by developing a research proposal relevant to the topic of their project. The module will involve a set of lectures covering the key steps of the research process. There will also be computer labs to support students in areas such as quantitative and qualitative analysis techniques.

**Investment Analysis**

The module discusses and analyses current developments in the investments area and consider risk in financial markets, pricing of financial and derivative assets, the use of derivatives, important aspects of fund management, bond characteristics and international investments and hedging techniques. It covers a comprehensive range of tools and techniques to analyse the financial decision-making process and to identify the impact of human psychology on financial decisions.

**Contemporary Issues in Management**

The module provides students with an opportunity to critically appraise a range of current contemporary management issues and to relate the theory to the practical application of management. It offers students with an understanding to assess how these issues impact within organisations and how managers can react to them. For a practical and social constructivism of learning, some topics may be delivered by practitioners and/or academics outside BUiD as guest speakers.

**Total Quality Management**

This module facilitates understanding of the evolution of the quality movement so particular quality concepts can be put into context. It provides an opportunity for students to analyse how the

quality function is established and how it functions within organisations. It reviews the barriers and pitfalls of operating quality management systems and suggest effective solutions.

**Digital Marketing**

This module covers the' what, why, and how' of major current approaches, including online listening and monitoring, website traffic analytics, search engine optimization, search and display ads, affiliates, email marketing, and social media. Digital marketers approach their jobs with a curiosity about how new technologies will change business, with an insistence that strategy drive tactics, and with a measurement mindset. The module is designed to get the student to think like a digital marketing professional, and to give him/her experience with industry-relevant hands-on assignments and exercises.

**Start-up and Small Business Management**

This module is designed expose students to theories and examples that explain the roles of entrepreneurship, small firms, and start-ups in market economies and the process associated with creating a new and successful venture**.**

**Organisational Theory**

The module introduces the basic concepts, contributions, and limits of the main paradigms of Organizational Theories and help students to develop the capability of reflection and of understanding, designing, and managing organizations. The course emphasizes both the macro characteristics of organizations such as their structures, technology and environment, and internal processes such as political games and conflicts**.**

**Developing Leadership Practice**

This module introduces the students to the notion of leadership practice and the context of its enactment. The aim of the module is to provide an insight of the theoretical and practical approaches to leadership and followership. Students will develop the essential knowledge and skills as well as the confidence to take the next steps as a future leader.

**International Business Management**

The module aims to provide students with an in-depth understanding of some of the main forces that are shaping international business. These include: the increasing organisation of business activity (understood as the increasing integration of business activity at the level of both firm and nation state); the new forms of business organisation that multinationals (MNEs) use to capture business opportunities; and the rise of MNEs in emerging economies such as countries in the Middle East, as well as China and India.

**Business Capstone Project**

The aim of this module is to enable students to integrate knowledge and skills to develop a specialist area of knowledge and undertake research on a business and management topic of their choice. The module delivery will not include lectures. Instead, it involves a mixture of surgeries and writing workshops. The needed content is covered in the Business Research Methods.

## Bachelor of Law

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### Programme Overview

The Bachelor of Law is designed to prepare students for a career in law and in the legal areas of public and private sector organisations. It also opens opportunities for future graduate study. The programme offers a balanced variety of specialist modules covering civil law, procedural law, commercial law, criminal law, administrative law, and public international law amongst other legal disciplines. Students will have the opportunity to develop the skills needed to succeed within the highly competitive legal profession.

### Programme Outcomes Knowledge

The programme provides an opportunity for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the area of Law by following subject specific modules delivered over the 4 years of the programme. By completing the specific education modules, students will:

1. Acquire advanced knowledge and understanding of the law and its role in society.
2. Acquire foundational competencies necessary for the practice of law.
3. Acquire the necessary legal knowledge for developing problem-solving, advocacy and persuasion, research, communication and collaboration skills.
4. Critically analyse legal problems and propose solutions
5. Analyse cases & legal provisions and produce convincing arguments verbally and in writing.
6. Demonstrate a critical understanding of the principles and values of justice and ethical and professional responsibility.
7. Conduct research in legal issues, individually or as part of a team.
8. Have the ability to think analytically and creatively in approaching and generating solutions to legal issues.
9. Demonstrate communication skills including effective listening negotiation, persuasion and presentation.
10. Demonstrate the ability to work in a team, including leadership & team building.
11. Identify new developments in legislation and courts' judgement

## Study Plan

| | Module Code | Module Title | Credit Hours |
|---|---|---|---|
| Year 1 | **Term 1** | | |
| | ENG103 | English learning and communication skills | 3 |
| | ARB101 or ARB102 | Arabic (non-native speakers) or Arabic (native speakers) | 3 |
| | UAE102 | UAE Society | 3 |
| | ITC101 | Introduction to Computers | 3 |
| | **Term 2** | | |
| | ENG104 | Critical thinking and academic writing | 3 |
| | ENV101 | Environment Sciences and Sustainability | 3 |
| | LAW111 | Introduction to Law | 3 |
| | **Term 3** | | |
| | BUS114 | Introduction to Innovation and Entrepreneurship | 3 |
| | LAW112 | Legal Research Methods | 3 |
| | LAW113 | Principles of Commercial Law | 3 |
| | **Total Credit Hours** | | **30** |

| | | | |
|---|---|---|---|
| Year 2 | **Term 1** | | |
| | LAW221 | Sources of Obligation (1) | 3 |
| | LAW222 | Criminal Law: General Part | 3 |
| | LAW223 | Constitutional Law | 3 |
| | LAW224 | Administrative Law | 3 |
| | **Term 2** | | |
| | LAW225 | Information Technology Law | 3 |
| | LAW226 | Sources of Obligation (2) | 3 |
| | LAW227 | Family Law | 3 |
| | LAW228 | Public International Law | 3 |
| | **Term 3** | | |
| | LAW229 | Rules of Obligation | 3 |
| | LAW230 | Crimes against persons | 3 |
| | LAW231 | International Organisations | 3 |
| | LAW232 | Company Law & Bankruptcy | 3 |
| | **Total Credit Hours** | | **36** |

| | Module Code | Module Title | Hours |
|---|---|---|---|
| Year 3 | **Term 1** | | |
| | LAW321 | Public Finance & Tax Law | 3 |
| | LAW322 | Labour Law | 3 |
| | LAW333 | Commercial Papers & Banking Transactions | 3 |
| | LAW324 | Crimes against Property | 3 |
| | **Term 2** | | |
| | LAW325 | Right in Rem | 3 |
| | LAW326 | Sale & Rent Contracts | 3 |
| | LAW327 | Intellectual Property Law | 3 |
| | LAW328 | Maritime Law | 3 |
| | **Term 3** | | |
| | LAW329 | Arbitration Law | 3 |
| | LAW330 | Private International Law | 3 |
| | XXX | Programme Elective | 3 |
| | XXX | Programme Elective | 3 |
| | **Total Credit Hours** | | **36** |

| | Module Code | Module Title | Credit |
|---|---|---|---|
| Year 4 | **Term 1** | | |
| | LAW421 | Criminal Procedures | 3 |
| | LAW422 | Civil Procedures | 3 |
| | LAW423 | Execution Procedures | 3 |
| | LAW424 | Law of Evidence | 3 |
| | **Term 2** | | |
| | XXX | Programme Elective | 3 |
| | LAW400 | Graduation Research Project (Terms 2 & 3) | 3 |
| | **Term 3** | | |
| | LAW425 | Internship | 3 |
| | LAW400 | Graduation Research Project | 3 |
| | **Total Credit hours** | | **21** |
| | **Total Programme Credit hours** | | **123** |

**Programme Electives (students must select three modules)**

| Category | Code | Module | Credit Hours |
|---|---|---|---|
| Programme Elective | LAW426 | Media Law | 3 |
| Programme Elective | LAW427 | Construction & Agency Contracts | 3 |
| Programme Elective | LAW428 | Personal and Real Securities | 3 |
| Programme Elective | LAW429 | Consumer Protection Law | 3 |
| Programme Elective | LAW430 | International Human Rights Law | 3 |
| Programme Elective | LAW431 | Insurance Law | 3 |
| Programme Elective | LAW432 | Emerging Crimes | 3 |
| Programme Elective | LAW433 | Law of Investment | 3 |

## Module Description

The descriptions for the General Education modules can be found earlier in this document.

**Legal Research Methods:**
This module introduces students to legal research. It explains how to conduct legal research under several methods. It discusses, among others, legal issues, hypotheses, title, sources of data and other skills necessary for conducting legal research. The module also trains students on legal writing and the use of legal terminology.

**Principles of Commercial Law:**
This module aims to introduce students to principles of commercial law and familiarize them with the framework and mechanisms of commercial law and provide them with knowledge of the main principles of commercial law. The modules covers the legal framework of commercial law and the application of fundamental principles to business transactions in the domestic and international sphere, including the nature and sources of commercial law; sale of goods (the English Sale of Goods Act 1979 and Supply of Goods and Services Act 1982); implied conditions in sale of goods; passage of property and risk in goods; international trade and sales (relevance of standard trade terms in international contracts e.g. CIF, FOB and INCOTERMS); the role of the United Nations Convention on Contracts for the International Sale of Goods 1980 (CISG); law of agency (authority of an agent, duties of an agent etc); UAE Commercial Agencies Law No. 18 of 1981; the UAE Civil Transactions Code and Commercial Transactions Law; Conditional Sale and Hire purchase

**Introduction to Law:**
This is an introductory module that introduces students to the legal systems and the main branches of law. Furthermore, it provides a general introduction on the theory of legal right, the sources of law, the types of legal rules and the time when newly enacted laws are put into forces. It is intended to explain and discuss the relevant main topics under both UAE law and English law (to the extent applicable in the UAE).

**Constitutional Law**
This module aims to introduce students to constitutional processes by which the relationship between the individual and the state, and the relationship between the organs of the state are regulated. The module covers, types of constitutions, essence of constitutions, sources of constitutional rules, the place of constitutional Law in the legal system, conceptions of the State, constitution-making as a Process, systems of government (presidentialism, parliamentarism etc.), the rule of law, the separation of powers, checks and balances, Citizenship.

**Principles of Commercial Law**
This module aims to introduce students to principles of commercial law and familiarize them with the framework and mechanisms of commercial law and provide them with knowledge of the main principles of commercial law. The modules covers the legal framework of commercial law and the application of fundamental principles to business transactions in the domestic and international sphere, including the nature and sources of commercial law; sale of goods;implied conditions in sale of goods; passage of property and risk in goods; international trade and sales; the role of the United Nations Convention on Contracts for the International Sale of Goods 1980 (CISG); law of agency (authority of an agent, duties of an agent etc.); UAE Commercial Agencies Law No. 18 of 1981; the UAE Civil Transactions Code and Commercial Transactions Law; Conditional Sale and Hire purchase.

**Sources of Obligation (1)**
This module covers the wilful sources of obligation, i.e. contract and unilateral promise. It is intended to explain and discuss the relevant main topics under both English law and UAE law. It will cover several topics, such as offer & acceptance, consideration & promissory estoppel, the subject-matter of contract, the ligitamate causes of contract, privity & third parties, types of contract, competence of parties & contracts by agents, terms of contract, limitation of liability, termination of contracts, unilateral promise.

**Criminal Law: General Part**
This module covers the general part of criminal law through addressing the general principles govern criminal law. It also examines the application of criminal law in real-life's scenarios as well as the objectives of criminal law. Furthermore, this module deals with criminal law theoretically and practically. It is worth noting that the general part of criminal law's module contains several topics.

These topics are: general principles of criminal law and the sources of criminal law, what is a crime, the principle of legality 'nullum crimen, nulla poena sine lege', the elements of crime, criminal jurisdiction, penalties and precautionary measures, justification, excuse and the overturn of criminal convictions, motive, mitigating excuses and repetition, criminal participation and exemption from punishment

**Family Law:**

This module covers the legal nature of marriage & divorce and their legal consequences. It also discusses the Islamic rules of inheritance, succession and will particularly under UAE law.

**Right in Rem**

This module covers the theory of the right in rem; means of acquiring property; transfer of property; collateral rights accruing from ownership; concurrent interests and co-ownership; easement; mortgage; priority rights. It is intended to deliver this module under both English law and UAE law.

**Sources of Obligation (2)**

This module covers tort and unjust enrichment as sources of obligation. It discusses the requirement of liability in tort such as causation and remoteness. It also discusses the scope of liability, including moral and economic losses, vicarious and joint liability. The module explains the types of unjust enrichment. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Administrative Law**

This module covers topics related to the relation between the government and its employees. It deals also with administrative contracts, good governance, means of administrative governance, the relationship between local governments and the federal government. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Public International Law**

This module aims to introduce students to public international laws, familiarise them with the framework and mechanisms of international legal system and provide them with knowledge of the core international topics and a solid understanding of the theoretical and practical issues attached to these areas of law. The module covers subjects of international law, sources of international law, peaceful settlement of disputes, the use of force in international law, state Responsibility, jurisdiction and acquisition of Territory.

**Rules of Obligation**

This module covers the execution of legal rights whether discretionary or obligatory. It deals with conditional obligations and time of performance. It also covers descriptions and modalities, obligation transmission, right & debt assignment. It is intended to consider these topics under both English law and UAE law.

**International Organizations**

This module aims to introduce students to the rules of international organisations, familiarise them with the legal mechanisms behind the operations of international organisations. The module covers the international organisations and their membership, legal personality of international organisations, functions of international organisations, privileges and immunities, responsibilities of international organisations and mechanisms of accountability, regional and specialised organisations (United Nations, Arab League, European Union, WTO, IMF, World Bank etc).

**Company Law & Bankruptcy**

This module illustrates the several types of commercial companies, their establishments, characteristics, liability of partners/shareholders, governance and financing. It also discusses insolvency and bankruptcy. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Crimes against persons**

This module covers the core elements of certain offences against the person. It is designed to provide students, undertaking this module, with the necessary understanding needed to identify offences against the person and the implications of criminal acts and as a result a better understanding of these offences theoretically and practically. Additionally, this module aims at solving realistic issues and problems relying on the applicable legislation and case-law. Indeed, the offences against the person's module contains a number of topics. These topics are: murder, manslaughter by negligence, bodily harm, aggravated bodily harm, suicide, assisted suicide, abortion, rape, sexual assault, fondling, indecency, adultery, incest, kidnapping, abduction and false imprisonment, harassment, threats, defamation, libel and slander.

**Public Finance and Tax Law**

This module explains the several types of tax, their significance and role in society. It discusses other sources of State's revenues. The module explains the fiscal public budget and the process of it is prepared & approved. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Labour Law**

The aim of the module is to provide students with an understanding of the relevant laws and regulations in the UAE applicable to employment including the rights and obligations of employers and employees and to familiarize them with international labour standards. The module covers the development and sources of labour law in UAE, working conditions, Emiratisation legislations, international labour standards and resolution of employment disputes.

**Commercial Papers & Banking Transactions:**

This module covers commercial papers and banking transactions. In the first part it covers definition of commercial papers, their types, advantages and their main characteristics. The creation of commercial papers and their formal and substantial elements will be discussed. The module will cover also the negotiability and transfer of title of commercial papers. The legal and illegal payment of a commercial paper will be covered with special emphasis on cheques more that bill of exchange and promissory note. The liability of drawer and endorser/ and other signatory parties will be analysed in cases of dishonour of a paper. The formal and substantial defences against the holder of the paper will be discussed in addition to the relationship between rights in the paper and rights of the original source of obligations. The second part will cover selected banking transactions in addition to the general relationship between bank and customer.

**Crimes against Property**

This module covers the core elements of certain offences against property. It is designed to provide students, undertaking this module, with the necessary understanding needed to identify offences against property and the implications of criminal acts and as a result a better understanding of these offences theoretically and practically. Additionally, this module aims at solving realistic issues and problems relying on the applicable legislation and case-law.

**Information Technology Law**

This module covers copyright of software & cyberspace, privacy, content liability and other legal issues associated with information technology. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Maritime Law**

The scope of this module includes a general view of UAE legislation in maritime law in addition to related international conventions, the rules governing the ownership of Vessel and its registration, lien, mortgages and arrest, employment contract on vessel's board, carriage of goods by sea and marine insurance. The course will cover important cases whether in UAE courts or international ones in the above described issues.

**Personal and Real Securities**

This module covers the personal guarantee, formal mortgage, unsufructuary mortgage and the contractual & statutory priorities of creditors. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Sale & Rent Contracts**

The module covers the several topics of sale & rent contracts including formation of contract, forms of contract, warranty of quality, warranty of title, duties and rights of parties, period of rent contract and termination of contract. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Construction & Agency Contracts**

This module the requirements of construction contract, its performance, its termination & the post-completion duties. It discusses the general duties of employers, contractors & engineer. It also illustrates the several types of construction contract. The module covers also agency contracts in terms of formation, responsibilities & rights of both principals & agents and termination. It discusses the types of agency. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Media Law**

The module covers essential legal aspects of media including privacy, breach of confidence, defamation, hatred speech, etc. It also discusses the duties and rights of journalists. It is intended to

explain and discuss the relevant main topics under both English law and UAE law.

**Intellectual Property Law**

This module aims to provide students an understanding of the rationales and development of intellectual property laws and familiarise them with current trends and developments in the field of intellectual property. The module covers the history and rationale of intellectual property rights, the UAE national intellectual property regime relating to copyright, trademarks and patents, the international intellectual property system and enforcement of intellectual property rights.

**Consumer Protection Law**

This module covers legal aspects of consumer's transactions such as duties of suppliers, rights of consumers and monopoly. It illustrates how consumers can be protected in the era of modern technology. It discusses consumer protection in particular sales such as online and doorstep sales. The module deals also with the misleading advertising and its legal consequences. The liabilities and dispute resolutions are also discussed at the end of this module. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Human Rights in the International Law**

The main objectives of this module are to provide students with an understanding of the concept and sources of Human Rights and civil liberties, and to familiarise them with the international and domestic obstacles to the realisation of human rights. The module covers the study of the history and legal sources of Human Rights, Human Rights under the United Nations, Universality and Diversity in international Human Rights, Substantive Rights, Islamic Law and International Human Rights, role of business organisations and non-governmental organisations in the protection of Human Rights, Compliance and Monitoring Mechanisms, and Enforcing Human Rights.

**Law of Evidence**

This module is concerned with the rules and principles that govern the submission of evidence in commercial and civil cases under UAE law and English law. It discusses, inter alia, formal & informal documents, testimony, oath and expertise.

**Insurance Law**

This module covers the rights of the insurer and insured person; the risk; the unfair contract terms; the duty of disclosure, premium payment, the duty of utmost good faith; the scope of coverage. It is intended to explain and discuss the relevant main topics under both English law and UAE law.

**Emerging Crimes**

This Module aims to identify the legal dangers associated with the use of the web, it sheds light on the nature of cybercrimes, the differences between them and conventional crimes, and also explains the forms and types of electronic crimes and the characteristics of the criminal in such crimes, it also explains the legal procedures to follow in case of exposure to such crimes, and stresses the correct behaviors in dealing with the Internet. The Module deals with these issues under UAE law and English law.

**Civil Procedures**

The module deals with litigation proceedings in civil and commercial matters under UAE law along with comparisons with such procedures under English law. It discusses the structure of the courts, the steps of filing a lawsuit, the proceedings before each court, and the drafting and issuance of judgments.

**Criminal Procedures**

This module covers the rules, process and criminal procedures concerning the administration of justice by ensuring suspects' rights throughout the following stages of the criminal case: initial police contact stage, arrest stage, investigation stage, trial stages, sentencing and appeals. The Law of Criminal Procedure's module is designed to provide students, undertaking this module, with the necessary understanding needed to comprehend criminal procedures. Additionally, it aims at solving realistic issues and problems relying on the applicable legislation and case-law.

**Law of Investment**

This module aims to introduce students to the principles behind the law of foreign investment, familiarise them with the legal framework that governs the making and protection of foreign investment. The module covers the history of international investment law, sources of international investment law, role and functions of

international investment law, foreign investment contracts and settlement of investment disputes.

**Legal Practice Training:**

In this internal training, students deal with hypothetical cases and legal situations that require legal treatment. Students must apply all relevant legal provisions to the points of facts of each given situation. Students are asked to draft memorandums, judgments, contracts & statements of claim and defence.

**Arbitration Law**

This module aims at indicating the importance of arbitration as an alternative method of dispute resolution. It discusses the pros and cons of this method, and differentiates it from all other methods of dispute resolution. Thereafter, the module provides deep anyalsis of the UAE Arbitration Law along with comparisions with the English Arbitration Act. This will cover the five elements of the arbitral process, namely, the arbitration agreement, the arbitral tribunal, the arbitral proceedings, the arbitral awards and challenge & enforcement of such awards.

**Execution Procedures**

This module is concerned with the rules and principles that govern the execution procedures of the executive documents stated by the UAE Law of Civil Proceedings along with comparisons with the parallel rules and principles of English law.

**Private International Law**

This module aims to introduce students to private international law and familiarise them with the current theories of private international law and conflict of laws. Topics covered include the nature and scope of private international law, applicable law, jurisdictions over persons and things and in disputes relating to domestic relations, taking of evidence abroad, recognition and enforcement of foreign judgments and arbitral awards.

**Graduation Research Project**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. The research project module will be delivered in a different way than other modules. It will rely on independent study by the student/s. There will however be a class activity for all students. The module will start in the first week in a class attended by all students where they will be exposed to the concept of the project, outline and scope, requirements and deadlines.