

**Doctoral Programme in Education (EdD/PhD)
Student Handbook
2021-2022**

The Best of British Education in Dubai

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1. Welcome to the Faculty of Education

Welcome to the Doctoral programme in Education (EdD/PhD) offered by the Faculty of Education at the British University in Dubai. This is just a brief message to welcome you and to explain in general what the aims of The British University in Dubai are and the way that the EdD programme fits in with these aims. Broadly, The British University in Dubai (BUiD) aims to run high-quality research-based masters and doctoral programmes at the campus in Dubai, serving the entire United Arab Emirates. The degree has also been accredited by the Ministry of Higher Education in the UAE to ensure that the qualification is recognized in the GCC countries.

The EdD/PhD degree offered by the Faculty of Education is designed to meet the needs and interests of professionals working within the educational sector. This may be in schools and colleges (in pre-K, elementary, middle, secondary, postsecondary, higher education, and other institutions) or agencies that have educational or human resource development responsibilities. A qualified student will, through consultation with a Director of Studies and Personal Tutor and within the expertise and resources of the Faculty, design a specialized research programme to meet his/her educational and career objectives.

- *EdD Vs PhD All students register as doctoral students. Student will be inducted on the difference between EdD and PhD so that they know what route they will take. Generally, all students will register as doctoral students. During the taught modules stage, students will have a clear idea what direction to take, either Doctor of Education (EdD) or Doctor of Philosophy (PhD) in Education. A student may however have already decided to do a PhD or EdD at the time of talking admission to the university based on their interest.*
- *During the Stage 1 of their study, students are allowed to change between both the degrees. However, during stage 2, i.e. at the start of Research Design and Planning (RES606) module student in consultation with their Director of Studies, Second Supervisor and Head of Programme should make a decision if they intend to do a PhD or EdD.*
- *At the time of proposal defense the students would have definitely decided if they are doing a PhD or EdD. This will be decided by the RDC following a recommendation of the DoS.*
- *All this information is available in the programme handbook, which is given all student at the time of registration.*

1.1 What does this mean for your programme?

It means that:

- Your degree will be a distinctive contribution to the higher education system in the United Arab Emirates and the region.
- The quality of your work and the grades awarded will be moderated by an External Examiner.

1.2 What does a taught research-based Doctor of Education degree mean?

You may not be familiar with a research-based professional programme and may, therefore, find it challenging initially. Guiding principles are:

- A focus on the use of theories and research literature to critically examine, interpret and understand practice in the field
- A focus on producing original research in theoretical and/or empirical form that will contribute to the development of knowledge and understanding within the field.
- In some modules there will be colleagues from other concentrations allowing for a cross-fertilization of ideas to create an active research environment.
- Two thirds of the work on the degree is devoted to conducting a major study, your thesis, which gives you the opportunity to develop leading-edge research in an area of relevance to your professional context.
- The emphasis in grading is not on the repetition and display of knowledge but on analytical and critical thinking about module subjects and selected topics for assignments and the thesis (see the Assessment section below).

Overall, the degree aims to provide resources and space for you to grow intellectually and to be able to carry out research in education, which is a crucial need for the development of education in the region and for your own professional growth. Most sessions will consist of discussions and debate, often based on background readings to complement lecture sessions in modules. These sessions will stimulate ideas and are where the excitement and fun of doing the degree are located. Although the degree will involve hard work, the reward, satisfaction and enjoyment of taking part in intellectual debate about education is, in the end, the major reward for following the degree. The quality of what you get from the degree is directly related to the work you put in. The degree is for your growth: take the opportunity and we assure you that you will benefit from and enjoy your study to the full. Once again, welcome to an exciting learning experience.

1.3. Programme Accreditation

The Ministry of Higher Education (MOE) has accredited the doctoral programme in Education (EdD/PhD) at the British University in Dubai during 2016. An accreditation application was submitted during 2015 and a team from the MOE visited BUiD for the audit and accreditation meeting in 2016. Following a rigorous review processes, the doctoral programme was accredited in 2016.

1.4. UK Alliance

BUiD has number of UK partner universities such as University of Manchester, University of Edinburgh and University of Glasgow to support the academic process at BUiD. Faculty of education has partnered with University of Glasgow.

2. What to Expect

2.1 Programme Structure

The programme consists of 7 taught modules for 180 credit hours plus a thesis of 360 credit hours for a total of 540 credit hours. Detailed Module Descriptors can be found on the university's blackboard system once you have registered.

i. Core Research Modules (100 credits)

There are 3 core research modules taken throughout the programme that all students have in common:

- DED601 Research Methodology 1: Different Research Paradigms and Advanced Qualitative Methods in Education (30 credits)
- DED602 Research Methodology 2: Quantitative Methods and Analysis (30 credits)
- DED603 Research Methodology 3: Research Design and Research Plan Development (40 credits)

RM3 is distinctively different from all other modules: it is a proposal preparation module for the thesis whose purpose is to write preparatory papers for the formal proposal that will be defended at the end of the RM3.

ii. General Modules (60 credits)

All the students will complete all these three general modules (each module is 20 credits):

- DED604 Assessment and Learning
- DED622 Educational Policy: Theory, Development, Practice & Evaluation
- DED623 Curriculum and Innovation: Theory and Practice

iii. Concentration Modules (20 credits)

Each student will select one concentration specific module in the chosen concentration (each module is 20 credits)

Table 1: Modules Currently Available

TESOL	DED608 Current Issues in Psycholinguistics and Language Learning and Teaching
Special and Inclusive Education	DED612 Education of Children with Exceptional Learning Needs
Management & Leadership	DED615 Theory and Practice of Leadership in Education
Science and Mathematics Education	DED618 Reading Mathematics Education Research DED624 Reading Science Education Research DED626 Reading STEM/STEAM Education DED627 Reading Health Education and Wellness
ICT	DED625 Managing Technology in Education

iv. Non-credit Module (transferable skills)

During the latter part of the taught programme students will need to successfully complete the DED607-Teaching and Learning in Higher Education and Workplaces module, which is not graded.

v. The Thesis (360 credit hours)

The thesis (RES600) element comprises the planning, development and submission of a doctoral research thesis of between 50,000 and 60,000 words. This will draw either on a research investigation or on a scholarly critique related to a specific professional context. It requires individual work under the supervision of a Director of Studies, and in some cases a student may also have a Co-supervisor if the topic warrants expertise from more than one individual. The EdD thesis will be expected to make a distinct and original contribution to the knowledge of the topic addressed. Taking into account the work required for the taught modules (averaging 35,000 words in total), of which up to 20,000 can be included in the thesis, students will have submitted work of between 65,000 and 95,000 words

Study at the doctoral level consists of a mixture of investigation, enquiry, interpretation and critique, presented in the taught modules, into the latest research findings within an area combined with the ability to criticize and extend this knowledge, leading to a major piece of independent research. Please refer to the Assessment Section below to see how these skills and abilities are distributed across the assessment criteria. The following diagrams represent the stages of the programme students must successfully complete in order to be eligible for the award of EdD. There are three tracks of study one can undertake: Full Time, Half-Time Part Time, and Reduced Part Time (Diagrams for Full Time and Half-Time Part Time).

Full Time students:

1. During the first year in the programme, the fulltime student will do all required modules except for RM3, as well as the Certificate in Higher Education and Workplace Teaching.
2. The RM3 will be done in the second year. The one difference for a fulltime student is that the proposal will be defended in late May after RM3 classes have ended and in time to be considered at the Board of Exam for Semester 2 modules work. This means that the DoS will be more heavily involved with the fulltime student alongside their preparatory work and papers in RM3. Other students will continue their proposal work with their DoS aiming for a defense before Semester 1 begins.

Table 1: Full-Time Structure over 3 Years (part time students may take 1 or 2 modules per term, full time students can take 2 or 3 modules per term)

	TERM 1	TERM 2	TERM 3
YEAR 1	Research Methods 1 (30 credits)	Research Methods 2 (30 credits)	General Module (20 credits)
	General module 1 (20 credits)	General module 3(20 credits)	Concentration Module (20 credits)

	Doctoral Training Center Workshops		
YEAR 2	Research Methods 3 Pt. 1	Research Methods 3 Pt. 2	Thesis Data Collection Begins
	Non-credit module (DED607)		
	Doctoral Training Center Workshops		
YEAR 3	Thesis work		
	Doctoral Training Center Workshops		

KEY	Taught modules	Supervised independent research	Learning support activities
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Allocation of University of Glasgow Academic Advisor to oversee progress



Oral examination to progress to thesis element and approval process for PhD option



Final viva voce examination

Note: Each student will prepare an Individual Study Plan with the SAT and Personal Tutor and the Programme Coordinator. This Plan will be monitored and revised each semester. Students do have the option of taking the programme fulltime, or on a module-by-module basis, depending upon individual circumstances.

2.2 Progression through the Degree

There will be regular meetings with your Director of Studies, Co-supervisor if relevant, and Personal Tutor throughout the programme. A full schedule of the expected meetings, the participants and outcomes are in Appendix 1. All meetings with supervisors will be documented by students (in a student log) and will form the core of the progress reports submitted to the Board of Examiners. The Board of Examiners will meet at the end of each semester and will examine evidence from the student grades from the taught modules and the Progress Reports in order to recommend that the student may progress.

2.3 Expected Workload

Modules hours vary depending upon the credit value. In most cases, modules consist of 36 hours for classroom seminars and lectures, 12 hours of group/meeting work and 4 hours of tutorial study. The 46 hours only represent the face-to-face contact time for a module. Each contact hour is expected to generate approximately 148 hours of private study time. As a rough estimate, at the graduate level there should be 3 hours of private study for each hour of classroom and tutorial time. Module work includes the following:

- Face-to-face teaching in lecture and seminar formats
- Online discussion with the tutor
- Reading for sessions and assignments
- Preparation of work for sessions (e.g. presentations)
- Preparation & research for assignments
- Writing up of assignments
- Group/ meeting work
- Other

Following the initial meeting on entry to the programme, review meetings will be held with the student each semester that will be formally minuted with reports submitted to the Dean of the Faculty, the Board of Examiners and to the Personal Tutor. In the second year, at the end of the first semester, an Academic Advisor will be appointed who will provide 19 hours of feedback on proposal and thesis drafts over the balance of the programme. The review meeting at the end of the third year will consider research progress and will recommend, on the basis of this, a time line for the completion and submission of the thesis. During the fourth year, the supervision team will meet with the student again to consider the draft of the thesis and will advise on its suitability for presentation (based principally on the advice from the Director of Studies) and will decide either that more work is required or that the thesis is ready for presentation. Throughout the programme, each student is required to maintain a log of supervisory meetings and progress notes.

2.4. Attendance Requirements and Other Module Policies

A minimum of 70% attendance in modules is required in order to pass. The details of attendance policies and related procedures are listed in the BUiD Student Handbook in Section 3.9. There are a number of other policies relevant to module work in the BUiD Student Handbook. Policies often referenced are: 4.3 Board of Examiners, 4.4 Satisfactory Academic Progress, 4.5 Re-Assessment, 4.6 Condonement, 4.7 Re-Taking, 4.8 marking and Academic Feedback, 4.10 Mitigating Circumstances. It is important to that you familiarize yourself with the Handbook – please browse through so that you now what range of policies are included.

2.5. Benefiting from Doctoral Training Center

All the doctoral students are expected to meaningfully benefit from the trainings offered by the doctoral training center (DTC) at BUiD. DTC offers range of short courses and training that are related to academic writing and research skills development. All the DTC trainings are free for BUiD students and are offered at several times during the academic year.

2.6 Residency Requirements

The residency requirements for full-time students are to remain in the UAE throughout the programme in order to allow for attendance at modules and face-to-face supervision and tutorial support. Part-time students should be resident for the full period of modules taken. Additional information is in the BUiD Student Handbook in Section 3.6

3. When to Expect It

Students must pass all taught modules successfully, as per the grading criteria defined in the Assessment Criteria Section below. Having passed all of the taught modules students must also successfully pass the end of second year review determined at the Board of Examiners meeting on receipt of module results before progression to the research element is permitted. Although the normal period of study for part-time students will be 4 years, students may have a further period of up to 3 years to submit their thesis only approval is granted after a formal request to the Board of Examiners for an extension of time into the 5th year subject to a penalty. Any such requests must have the support of the Director of Studies and must include details of why the extension is being requested, together with an agreed plan and timetable for the remaining work.

Students interrupting their studies must obtain Faculty approval to do so which will include agreement on the arrangements for return to study. Students whose circumstances may call for special consideration with respect to submission deadlines, attendance at examinations, or assessment, must make a claim in writing and submit written evidence to support the facts of their claims. This will be considered by the Board of Examiners or, when there is no convenient meeting of the Board, the chair person of the Board of Examiners.

4. Assessment

4.1 Criteria of Assessment and Grades

All assignments and work on both the taught elements and in the thesis are assessed using the same criteria appropriate to the doctoral level.

Table 3: Assessment Criteria

Knowledge and Understanding	Application, Argument & Analysis	Communication & Presentation
<p>1. Identification of key issues and recognition of leading edge ideas</p> <p>Wide range of background reading including contemporary sources; explicit identification of theoretical formulation of argument; explicit identification of significant themes that recur and of areas of dissonance between studies/ authors/domains within the overall field.</p> <p>2. Awareness of a variety of standpoints</p> <p>Attention drawn to the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to prevailing views highlighted.</p>	<p>3. Extension and application of theoretical knowledge to generate new understandings</p> <p>Integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.</p> <p>4. Critical analysis of the sources or evidence bases</p> <p>Depth of background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of ‘evidence’; independent critical evaluation of the validity of claims made; quality of evidence to support claims; attention to features of research design such as sampling, methods of data collection and analysis; evidence of active endeavors to control for confirmatory bias.</p>	<p>5. Suitability and /or potential for dissemination / publication</p> <p>Purpose, audience, message, quality of presentation and communication; overall coherence and attention to detail.</p>

During the first semester, assignments must show at least three of the five criteria as pass and two criteria may be allowed to show ‘no evidence’ in order to pass. During the second and subsequent semesters assignments must pass all criteria in order to pass the assignment. The thesis must show all given criteria as pass.

Although all assessed components will be assignments, and will be marked on a pass/fail basis, the University may provide information grades and/or percentage values for feedback purposes.

4.2 Assignments and Tutorial Supervision of taught modules: FAQ's

What is the purpose of the assignments?

All modules in the programme have written assignments. Only RM2 has an examination. The assignments have three functions: to help in the development of critical and compositional skills necessary to the thesis; attaining a critical understanding of the module content at the doctoral level; and provide an opportunity to examine topics that you may wish to research in the thesis.

What can I expect from my module instructor?

In addition to the guidelines provided on the assignment details and in class, you will also have tutorial hours during which time you will receive help in the development of topics for module assignments. The tutorial is for guidance on ideas, not to supply the ideas for assignments.

Can I expect a tutor to read a draft?

Yes, the instructor can read one draft of each assignment, however, drafts need to be given sufficiently ahead of the assignment due dates allowing for comments and guidance that can be used in redrafting. You should allow at least 4 days for the tutor to look at and comment on your draft. No drafts should be given to the tutor later than 10 days before the due date for the assignment.

What comments can I expect from the DoS on my draft if not the module instructor?

The tutor will comment on the content of your draft. It is part of the continuing dialogue between you and the tutor about the development of your ideas and concepts. The tutor is not marking the assignment and the comments made on the assignment are designed to help you develop your ideas. This may at times include comments on the way you have expressed your work, but the tutor is not a proof-reader. You may accept or reject comments made by the tutor, but the fact that you have included comments does not mean that the assignment is perfect and will thus get any specific grade.

Can I get my language checked?

The Academic Success Unit is available to assist with compositional aspects of papers, however, the staff require sufficient time to do this. Please review the ASU's policies and requirements on Blackboard.

What feedback can I expect on my work?

Once the work is graded, and a provisional grade is released, you will receive written feedback from the module instructor on the quality of the work and suggestions, where necessary, on how work can be improved. Final grades will not be released until after the Board of Exam usually held about 6 weeks after the end of the semester.

5. The Thesis

The thesis is the major element of your programme. It will be between 50,000 and 60,000 words, of which 20,000 words may be taken from assignments already submitted as part of the taught element.

5.1 Stages of the Thesis

The following are the stages to be undertaken:

- A formal proposal together with an oral defense will form the final assessment of Research Methods 3
- A plan or timetable - indicating how the work is going to be undertaken and flagging deadlines and critical points when the advisory team and student should meet. While the details of the plan will vary, it is of paramount importance in all cases that draft chapters be submitted to the advisory team in enough time for feedback to be provided.
- Regular tutorials will be scheduled with your supervisor(s) for you to discuss the progress of your research, including the gathering of data and to review the writing up of different sections of the thesis.
- At an appropriate point in the last year of study the supervisory team will meet to discuss the suitability of the work for submission to examination.
- Any thesis submitted must conform to the University's agreed standards for EdD theses.
- Once submitted the thesis will be examined by one examiner (who must not have been directly involved with the work of the student being examined) and one external examiner.
- Following initial consideration of the thesis the student will be required to attend a viva voce examination during which they will be expected to present and defend their research, as detailed in the thesis.
- Following the viva voce examination the examiners, via a joint written report to the Board of Examiners, will make one of 5 recommendations, ranging from satisfying the degree requirements, without or with amendments, to failing.
- Following a recommendation from the examiners that the EdD should be awarded, the University will confirm eligibility for the award following submission of two final, hard bound, copies of the thesis to the University and following the settlement of any debts to the University.

6. Who to go to for what

6.1 Role of Tutors & Communications with the Programme

6.1.1 Programme Coordinator, Prof Eman Gaad

- Prof Eman Gaad has the ultimate responsibility for programme monitoring, development and review. You will need to get agreement from her for various matters such as changing your concentration, extensions for assignments, or submitting mitigating circumstance forms. However, in reality, you will usually go through your Personal Tutor (see below) who will then submit any requests you have to the Programme Coordinator. Any notices concerning the overall programme will be posted on the Doctor of Education site on Blackboard or conveyed through the EdD list serve or to individuals' emails where appropriate.

6.1.2 Director of Studies (DOS)

- The DoS takes full responsibility for the overall management and direction of the student's research programme in addition to administrative issues relating to the student's registration and progress. He/she provides guidance about the nature of the research, maintains contact, as well as holding regular meetings, requesting written work or reports, as appropriate, and returning it in reasonable time with constructive feedback. The DoS will ensure that the student is made aware when progress is not satisfactory and giving advice and guidance on how to improve it.
- A Co-Supervisor may be appointed to contribute specific expertise in assisting the Director of Studies where appropriate throughout the development of the student's research programme and may act as a supervisor of sections of work in progress in consultation with the Director of Studies.

6.1.3 Module Coordinators/Instructors

- Module Coordinators or Instructors are responsible for all aspects of a module, and may at times co-teach or collaborate on parts of a module with another faculty member.

6.1.4 Personal Tutors

- The Personal Tutor works in cooperation with the DoS in advising on overall matters and progress, but is particularly assigned to provide advice when students encounter problems that may have an impact on their programmes.

6.1.5 Student Academic Tutor (SAT)

- The SAT will be a full-time academic member. He/she shall normally be appointed to contribute specific expertise in assisting the Director of Studies throughout the development of the student's research programme and may act as a supervisor of sections of work in progress in consultation with the Director of Studies. The supervisory team consists of all the above, unless already Director of Studies or Co-supervisor.

6.1.6 Administrative Support

Christine Salvador is the administrative support staff for the doctoral programmes, who will communicate with students at different stages of the doctoral programme.

6.2 Communications with BUiD

All of you will be registered with Blackboard which is a learning platform that can be accessed from the Internet. You will be registered on

1. the modules you are actually following at any point, and also
2. on the Doctor of education site.

You should check both. Any new announcements will appear on the general screen when you open Blackboard. You will also be assigned a BUiD email address, and will be added to an EdD list serve for additional information outside of module material, such as library news, request for information, organizing events, etc.

Each module instructor will post information about modules (schedule, weekly tasks, assessment guidelines etc.) for student access. Blackboard will also be used to send out emails to the BUiD email address.

General information about the programme as a whole, and all of the information in this Student Handbook or the University Student Handbook (such as procedures for extension, Mitigating circumstances etc.) is also posted on Blackboard in the general EdD site, so make sure you also monitor this as well as the sites for your modules.

6.3 Library and Access to e-resources

All students will have the right to borrow 10 books at a time. These books are on loan for specified periods but can be renewed on-line. Books already on loan can also be reserved. For general loan policies see the General Student Handbook.

If you need the library to purchase books relevant to your research topic, contact the Programme Coordinator with the relevant information.

Access to full-text journal articles is only available through the library. You will need to determine which journal articles you need in full text format, inform the librarian who will retrieve a copy if available. EdD students may send in up to 10 requests at a time by email.

6.4 Board of Studies and Programme Evaluation

The programme is governed by a Board of Studies (as are all programmes in BUiD). The Board of Studies consists of all the BUiD staff who teach in the programme, faculty adjunct to the programme who may serve as DoS or Co-supervisor, a faculty member external to Education, and student representatives. It meets twice a year, discussing all elements of the programme. It is the forum for discussion of any common issues which

either the students or faculty wish to raise. Each cohort of students elects representatives who report to the Board on issues that have been raised with your representatives.

We are very interested in hearing your ideas about the programme and there will be opportunities for you to raise issues concerning your modules through student evaluations at the end of each module. There will also be opportunities for you to discuss collectively issues concerning the programme as a whole in the Staff Student Liaison Committee which is usually conducted via a group evaluation session.

6.5 Members of Academic Staff

Professor Eman Gaad

Dean of the Faculty of Education

Head of the Doctoral Programme

Professor of Special and Inclusive Education



Eman Gaad is the Dean of the Faculty of Education and a Professor of Special and Inclusive Education at the British University in Dubai (BUiD). She is also an Affiliate Lecturer at the University of Glasgow, UK. Professor Gaad led BUiD's special and inclusive Masters programme for many years and currently leads the Doctoral Programme. She has established herself as a world-class researcher, advocate, international social development consultant and expert in the field. Additionally, Professor Gaad is a regular invited keynote speaker, certified assessor, and a professional social trainer. Over the last 25 years she has become a frequent national and international media figure on hundreds of live on-air radio and TV programmes, as well as writing and appearing in hundreds of articles published in local and regional newspapers. Professor Gaad is a sound academic, an External PhD Examiner for reputed universities around the world (UK, Australia and India) and is a recognized international scholar in the field of special and Inclusive Education as well as social development. She has also secured millions in funding from the government of the UAE to examine the field. She co-founded one of the largest NGOs in the UAE, the Emirates Down Syndrome Association (EDSA), where she also acts as a Senior Educational Consultant. Professor Gaad is one of the governors of the regionally outstanding Dubai College, and on the Board of Directors of several non-profit organizations in the UAE. She has advised policy and decision makers as a senior consultant for both governments of Dubai and Abu Dhabi on disability related issues. She is also a

winner of HH Princess Haya Award for Special Education in the category of best-distinguished individual research in 2012, and in the same year was awarded the Global Leadership in Education Award from the Asian Leadership Award Board. For her services as an international leader in education, in 2017 she was awarded the 'Prof. Idira Parikh 50 Women in Education Leaders' which is an international award from the World Education Congress in India. Professor Gaad is on the international advisory board for international peer-reviewed journals and is an associate editor for two others as well as being an associate board member of The Scottish Educational Review. She was seconded for two years as the first Director of Disability Services in Dubai Government's Community Development Authority (CDA). In 2011, she was appointed as one of the assessors of DEGP (Dubai Government Excellence Programme) and she is certified as an international quality management assessor by EFQM (European Framework for Quality Management). A committed advocate for the educational and social rights for people with disability, she is a UNESCO Consultant on inclusion of learners with disabilities in regular schools. Professor Gaad has published the findings of her research work in international journals and her single authored book 'Inclusive Education in the Middle East' by Routledge in 2010 is very popular among scholars and researchers internationally. Professor Gaad is currently, and has been since 2008, a National Representative of the World Forum on Early Care and Education (WOFO). She has extensive experience in supporting and training families and workers in the field of social development. From 2013 to 2017, she designed, delivered and managed the first long-term parental training programme in the region (Ta'alouf) funded by Al Jalila Foundation and in 2018 she was awarded for it the 'Autism Beat' outstanding parent programme.

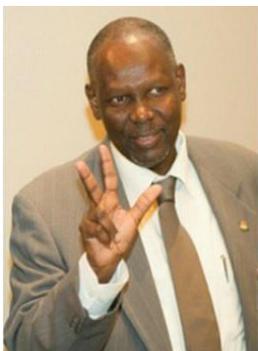
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Prof Sufian Forawi obtained a bachelor degree in Biology from the University of Alexandria, Egypt, a Master's degree in Education from Omdurman Islamic University, Sudan, and an EdD. in Science Education from the University of Massachusetts Lowell, Massachusetts, USA in 1996. His area of expertise is in the Nature of Science, Teacher Education and Science Technology. He was recently awarded a Fulbright teaching exchange at the UAE University in 2007-2008.

Prof Sufian has 12 years of science teaching and coordination experience in higher education and 6 years of high school science teaching and administrative experience. He is a senior scholar of the US prestigious Fulbright program. He has been a member, and a presenter in several science education organizations such as the National Association of Research on Science Teaching (NARST) and the American Educational Research Association (AERA). He also presented at the Oxford Round Table, England, in 2006 and at the SLO International Conference in the Netherlands in November 2001. He worked as a Chair and Editor of the Science Education Section of the Missouri Academy of Science in 2000 - 2002. He has several publications in peer reviewed journals and book chapters.

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Dr Solomon Arulraj David is an Assistant Professor at BUiD's Faculty of Education with a focus on educational management and leadership. He also has special interest in comparative international education, higher education, sociology of education, curriculum studies and educational

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Dr David has ten years of university teaching experience including his teaching experiences at Katholieke Universiteit Leuven, Belgium, SRM University, Chennai, India, and University of Johannesburg, South Africa. He has guest lectured at various other institutions in Belgium, India and South Africa. He has been an intern at UNESCO, Paris, France, a trainee at DG Education and Culture, European Commission, Brussels, Belgium and has been a consultant to various organizations such as CFCA, Missio, SuAzio, Diligent, Studio Globo and few others. Dr David has published over 30 journal articles, 2 books, 5 book chapters, co-edited 2 books, co-edited 3 conference proceedings and several abstracts in conference proceedings. He actively conducts independent and joint research focusing to publish at accredited journals. He is a member in the editorial board on quarterly 'Journal of Dialogues in Education', and a reviewer in the journal 'Education as Change', and on few others. Currently he is interested to conduct research in the following areas; comparative international higher education, higher education governance, university leadership, sociology of knowledge, curriculum studies, intercultural education and education for international understanding.

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Prof Abdulai Abukari completed PhD in Comparative and International Education at Middlesex University and Master of Philosophy at the University of Oslo in the same discipline. He specialises in Comparative and International Education; Education Policy, Leadership and Management; Work Based Learning and Teacher Education.

His primary research focus is Comparative and International Education (Policy, Leadership and Management) and Workplace Learning with particular emphasis on service roles of contemporary higher education institutions and how institutions respond to demands of contemporary society and the so-called emerging knowledge society especially through new approaches to education policy, curriculum development, learning and assessment. Prof Abdulai Abukari has extensive experience in teaching and conducting research in developing and developed contexts and has published in these areas as well as undertaken major research projects for the Higher Education Academy (England and Wales). He has expertise in using qualitative and mixed methods as well as cross national research.

He was a keynote speaker at a recent BAICE event at the Faculty of Education, University of Cambridge.

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Dr Christopher Hill has worked in the field of international education since 2008 and this has provided the unique opportunity to innovate, strategically develop and lead on internationalisation projects, create, establish and manage cross-cultural departments in a dynamic context, build a global network of contacts and engage in capacity building and research projects for ministries, institutions, corporations and governments, while supporting the professional development of research students and early career academics around the world.

Dr Hill's research interests include transnational education, the development of international education and the student experience in the global arena. He published and presented in the field of international education; organised and delivered conferences, workshops, training and lectures around the world and have led on funded projects to develop research capacity and internationalise HE systems in Iraq, Taiwan, the Philippines, Pakistan and Thailand and the first EU funded project to develop education in Malaysia. In 2012, Dr Christopher was awarded a U21 Teaching and Learning Network Fellowship to research internationalisation and global citizenry and the World Education Congress Education Leadership Award in 2015.

Dr Hill has extensive experience working in a dynamic and innovative environment, designing strategies, creating departments, developing and supporting links with partners and the home campus; recruiting, training and promoting cross-cultural and international staff; engaging with external partners for training, income streams, student recruitment and capacity building and presenting and publishing high quality research on the global stage.

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Dr Emad has more than 15 years of experience as an English teacher, mentor, team leader and coordinator. He completed his PhD in Education from the British University in Dubai
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- Ph.D in Education – TESOL (Teaching English for Speakers of Other Languages) from the British University in Dubai – UAE, 2016.
- TEFL (Teaching English as a Foreign Language) Certificate from the University of the Fraser Valley – Canada (Pass with distinction) - 2009
- Master Degree in English/ Translation from Yarmouk University – Jordan. (Rating: Excellent with the honour roll) - 2008
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Tendai holds a BEng in Computing (City University, London), an MA in Applied Linguistics & TESOL (Newcastle University), and a PhD in Education (University of York). He worked as an I.T. Specialist for several years before moving into the field of Education. Since then he has taught at leading institutions such as Edinburgh University, Nottingham University, and Newcastle University. Tendai's research interests pertain to ways technology can be used to enhance the learning process for students, particularly second language learners.

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7. Appendices

Appendix 1: Mandatory Meetings Timetable

Timetable showing mandatory meetings with candidates and outcomes

	Meeting	Those present	Reporting to	Outcomes
Year 1	Initial Planning meeting to negotiate research area and supervisory team	Programme Coordinator, Personal Tutor, student	Dean	DoS and Supervisory team established
	Negotiation of taught module timetable and project focus	DoS Co-supervisors (if relevant) SAT	Programme Coordinator, Dean, Board of Examiners	Formal report submitted to Board of Examiners
	Regular tutorials with DoS and/or Co-supervisor to discuss progress (4 hrs per semester)	DoS Co-supervisors (if relevant)		
	End of Semester meeting with DoS and Co-supervisor (if relevant) to discuss progress	DoS Co-supervisors (if relevant)	Programme coordinator, Dean, Board of Examiners	Progress report including taught module results submitted to Board of Examiners
	Regular tutorials with DoS and/or Co-supervisor to discuss progress	DoS Co-supervisors (if relevant)		
	End of Year 1 meeting with DoS and (if relevant) Co-supervisor to discuss progress	DoS Co-supervisors (if relevant) SAT	Programme coordinator, Dean, Board of Examiners	Progress report including taught module results submitted to Board of Examiners
Year 2	Regular tutorials with DoS and/or Co-supervisor to discuss progress	DoS Co-supervisors (if relevant)		
	End of Semester meeting with DoS and Co-supervisor (if relevant) to discuss progress. Negotiation of project outline and RM3 timetable. Academic Advisor selected	DoS Co-supervisors (if relevant)	Programme coordinator, Dean, Board of Examiners	Progress report including taught module results and from AA submitted to Board of Examiners
	Regular tutorials with DoS and/or Co-supervisor to discuss progress	DoS Co-supervisors (if relevant)		
	End of Year 2 meeting with DoS and Co-supervisor (if relevant) and AA to discuss progress. Final thesis proposal accepted or alternative pathways proposed.	DoS Co-supervisors (if relevant) ,AA SAT	Programme coordinator, Dean, Board of Examiners	Progress report including all taught module results and decisions about continuation submitted to Board of

				Examiners.
Year 3	Regular meetings twice a month with DoS and/or Co-supervisor to discuss progress	DoS, Co-supervisors (if relevant)		
	End of Semester meeting with DoS and Co-supervisor (if relevant) and AA to discuss progress.	DoS Co-supervisors (if relevant) AA	Programme coordinator, Dean, Board of Examiners	Progress report submitted to Board of Examiners
	Regular meetings twice a month with DoS and/or Co-supervisor to discuss progress	DoS, Co-supervisors (if relevant)		
	End of Semester meeting with DoS and/ Co-supervisor (if relevant) and AA to discuss progress.	DoS Co-supervisors (if relevant) AA SAT	Programme coordinator, Dean, Board of Examiners	Progress report submitted to Board of Examiners
Year 4	Regular meetings twice a month with DoS and/or Co-supervisor to discuss progress	DoS, Co-supervisors (if relevant)		
	End of Semester meeting with DoS and Co-supervisor (if relevant) and AA to discuss progress.	DoS Co-supervisors (if relevant) AA	Programme coordinator, Dean, Board of Examiners	Progress report submitted to Board of Examiners
	Regular meetings twice a month with DoS and/or Co-supervisor to discuss progress	DoS, Co-supervisors (if relevant)		
	End of Year 4 meeting with DoS and Co-supervisor (if relevant) and AA to discuss if thesis is ready to be presented and arrangements for examination	DoS Co-supervisors (if relevant) AA SAT	Programme coordinator, Dean, Board of Examiners	Progress report submitted to Board of Examiners. Plans for submission, examination arrangements, including external examiner arrangements, submitted for agreement.

All meetings with supervisors will be documented by students and will form the core of the progress reports submitted to the Board of examiners. The Board of Examiners will meet at least twice per annum.

Appendix 2: Extension Guidelines

7.1 Module Assignment Extension Guidelines

The Faculty of Education will operate the following policy as regards extensions/late submissions.

1. The Mitigating circumstances procedure (see General Student Handbook, Section 4.10) will be used for short-term lateness (up to 5 working days) which could not be foreseen.
2. However, an extension procedure will be used to grant longer term extensions which can be foreseen further in advance.
3. Such negotiated extensions should first be discussed with the Module coordinator for whom the work is going to be presented. If the Module tutor is in agreement, then the student should write formally to the Dean explaining the reasons for the request who will formally grant the extension. Evidence should be provided where possible.
4. Each case should be considered on its merits and below are examples of acceptable/unacceptable circumstances.

Acceptable	Unacceptable
Major computer problems (e.g. failure of university IT systems, such as network or server failure)	Minor Computer problems (e.g. lost or damaged disks, printer breakdown)
Significant medical problems	Lost assignments
Personal problems	Desired books not in library
Compassionate, (for example, family bereavement)	Unverifiable travel difficulties
	Not realising deadline imminent

Such extensions will not normally be granted for overwork, but special circumstances should be considered: Special consideration will be paid to students who have had to re-submit earlier assignments.

As the grades for the assignments are not given percentage grades there will be no numerical penalties for late submissions. However, such circumstances will be noted on your student progress reports for each semester and will be submitted to your supervisory team who will then make recommendations to the Board of Examiners concerning your progression through the degree.

Appendix 3: Do's & Don'ts of Assignment Formats

Do

1. Do use same font and font size for the entire document. Font size for the body text should not be smaller than 10pts or greater than 12pts. The fonts and font sizes to be used in the document are listed below:

Font	Font Size Body text	Font Size Sub Headings	Font Size Main Headings
Arial	10 or 11	14 or 16	18 or 20
Times New Roman	11 or 12	14 or 16	18 or 20
Courier New	10 or 11	14 or 16	18 or 20

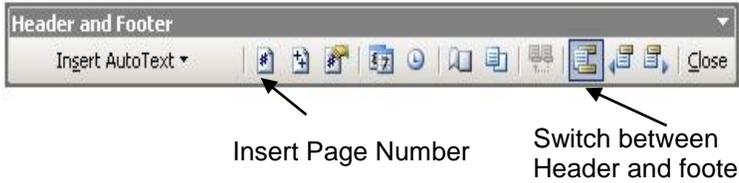
2. Do use same formatting style for all the headings in your document.
3. Do use 1.5 lines spacing for the body text
4. Do use margins of at least Word default (2.54cm top and bottom, 3.17cm left and right).
5. Do use Left or justified indentation for the entire document.
6. Do insert page numbers in all the pages.
7. Do insert appropriate header and footer in all the pages. (E.g. Student ID, title of the assignment, filename, module code)

Don't

1. Don't use bold and italic style in the body text.
2. Don't use decorative fonts and text effects in the document.
3. Don't use page borders in your document.

1 How to Apply Formats:

Page Margin	File ----- Page setup ----- Margins(tab) Select the appropriate top, bottom, left and right margin size.
Line Spacing	Highlight the paragraph. Format ----- Paragraph ----- Indents and Spacing(tab) Select 1.5 lines from the Line spacing dropdown list.
Paragraph Indentation	Set the paragraph indentation in the beginning. Format ----- Paragraph ----- Indents and spacing(tab) Select Left/justified option from the Alignment dropdown list.

<p>Page Number , header and footer</p>	<p>View ----- Header and Footer</p> <p>It will open the Header and footer menu options.</p> <div style="border: 1px dashed black; padding: 5px; margin-bottom: 10px;"> <p>Header</p> </div>  <p>Click on the switch between the header and footer to move to the footer area. Click inside the footer. Click on the Page number button to insert page number or you can select from 'Insert AutoText' dropdown list. Type the desired page footer in the footer area.</p>
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2 How to Create a Table of Contents for Theses (ONLY – DO NOT USE FOR MODULE PAPERS):

Insert a Table with 3 columns and required number of rows. Type the chapter number in the 1st column of the table, chapter name in the 2nd column, and page number in the 3rd column.

For e.g.

Chapter No	Title	Page Number
1	Introduction to Administering Accounts and Resources	1
2	Managing User and Computer Accounts	5
3	Managing Groups	7
4	Managing Access to Resources	10
5	Implementing Printing	14
6	Managing Printing	18

7	Managing Access to Objects in Organizational Units	20
8	Implementing Group Policy	23
9	Introduction to Security in Windows Server 2003	25

3 How to Manually Break Pages:

1. Click where you want to break a page.

Insert ----- Break ----- Page Break ----- Ok

2. To remove an unwanted Page Break.

View ----- Normal. Click on the unwanted Page Break, it will get highlighted. Now press the 'Delete' key.

4 Referencing Guide

In your academic writing you will be using information from a variety of sources, mostly books, journals, and websites, but also lectures, handouts, official documents, magazines and possibly emails and unpublished dissertations and theses. All these sources from which you have gathered information and ideas must be acknowledged, both in the text and at the end of your essay or dissertation in a reference or bibliography. Certain conventions are used in writing bibliographies and references (including the Harvard Referencing System, APA, and MLA) – the style guide required at BUiD is Harvard. There are some differences between them. For example, the Harvard System does not use footnotes but incorporates the information into the main text using direct or indirect quotations. However the underlying principle is the same for all systems. You must name your sources. Not doing so is plagiarism. It is stealing someone else's work and ideas and therefore dishonest. If you have any doubts about what to do, it is always better to provide a reference.

Please download from Blackboard the BUiD Harvard Guide for Referencing.

General points to remember

1. the authors in a reference or bibliography must be listed in alphabetical order by their surname
2. titles such as Dr. and Prof. are not used
3. all sources must be acknowledged
4. underlining or italics is used for the name of a book or journal
5. the year of publication is required, not the date the book was reprinted

6. A reference lists the sources we used, whereas a bibliography includes sources we read but did not use. Sometimes both are required. Find out from your dissertation supervisor.
7. the information you need from a book will usually be found on the first page inside the cover
8. If you use an author's ideas or words you found in another book, in your text you write both names, but in the reference you only write the details of the second book (the secondary source).

5 Study Skills

Writing a bibliography or reference can be a tedious process. To make it easier make sure you remember to use the following study skills

1. note the details of the book, article or journal you are reading before you return it to your lecturer or the library
2. note the details of a useful website before you leave it
3. when you make notes for an assignment take down the details of the book you are reading including the page numbers
4. clearly date your notes from lectures, adding the name of the lecturer
5. note the details of books, articles or journals you make photocopies from
6. consult your department and follow the guidelines they require
7. use templates provided if available
8. build your reference or bibliography as you write your essay

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