UNIVERSITY CATALOGUE
2009 – 2010

The Best of British Education in Dubai

PO Box 502216, Dubai, UAE. Tel: 971 4 3913626 Fax: 971 4 3664698 email: info@buid.ac.ae web: www..buid.ac.ae

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

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

The Best of British Education in Dubai

WELCOME FROM THE CHAIRMAN OF THE COUNCIL
H.H. Sheikh Ahmed Bin Saeed Al Maktoum

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

The University has been formed out of a genuine collaboration between Dubai and United Kingdom institutions to provide the best of British education in Dubai.

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

It is pleasing that worldwide interest has been shown in academic posts at the University and that our British partners have been able to apply strict criteria in selecting the best. All the University's programmes have been awarded 'accreditation-eligible' status by the Ministry of Education of the United Arab Emirates and I am grateful to His Excellency Sheikh Nahayan bin Mabarak al Nahayan for the kind attention he and his Commissioners have given to the BUiD programmes.

The University is also grateful to its founders the Al Maktoum Foundation, Rolls-Royce, the National Bank of Dubai, the British Business Group, and the Dubai Development and Investment Authority; its contributors, The Emirates Group, DUCAB, Atkins, and Dubai Duty Free; the Dubai & UK Trade & Economic Committee and the members of the Provisional Council, Advisory Group, and Senate; and its Registrar and staff for the role they have played in opening the University and providing a top quality higher education experience for our students.

The University has been established to make a substantial and unique contribution to the United Arab Emirates and the Gulf region. However, the University can only go so far by providing tuition, a vibrant environment in which to study and the considerable benefit of access to the resources of five top quality British Universities. By far the greatest contribution to the University will come from you, as a student, both through what you put into the University and through what you take from it and return to society through your employment or profession.

I wish you every success in your studies.

Ahmed Bin Saeed Al Maktoum
Chairman of the Council

HOW TO CONTACT THE UNIVERSITY

BY MAIL	PO Box 502216, Dubai, United Arab Emirates

BY TELEPHONE	(00 971) 4 391 3626

BY EMAIL	info@buid.ac.ae

IN PERSON	Block 17, Knowledge Village, Al Sufouh Road, Dubai

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

The University reserves the right to make changes without prior notice to the information contained in this publication, including the alteration of various fees, schedules, conditions of admission and credit requirements, and the revision or cancellation of particular modules or programmes.

Some continuing professional development activities do not meet the criteria for accessing University services. Students will not receive a University ID card and therefore cannot avail themselves of these services. An example of these services includes library privileges and email.

TABLE OF CONTENTS

SECTION 1
INTRODUCTION

1.1   UNIVERSITY MISSION

The British University in Dubai (BUiD) founded in 2003 is the first research-based, postgraduate university in the Middle East. It is a non-profit organisation with a mission to provide world class scholarship, education and research that make a distinctive British contribution to supporting the aspirations of the Dubai Government to become a hub for education and research in the region.

1.2   UNIVERSITY GOALS & OBJECTIVES

The goals of the University are to:

- Make a distinctive British contribution to the higher educational system in the United Arab Emirates (UAE) through the creation of a high quality research-led university
- Develop leading-edge research capabilities in key disciplines
- Offer the highest international competitive level of research-informed education in key modern disciplines
- Interact with regional industry and play a leading role in stimulating a knowledge-based economy in Dubai and the Emirates
- Provide opportunities for study and research for the purpose of gaining degrees in arts and sciences
- Apply the systems of study and research that are used in distinguished British universities with the aim of enhancing the standard of university education in the U.A.E
- Qualify and educate nationals who are scientifically and practically trained in all fields of knowledge, through advanced educational and training programmes
- Serve the various sectors of society, especially the commercial and industrial sectors, by providing consultation, technical services and research in the various fields of science and technology and the other disciplines, which will be offered by BUiD
- Consolidate educational, scientific and cultural links with distinguished British universities and institutions, and with other internationally distinguished universities.

SECTION 2
THE BUID MODEL

BUiD will provide a focus for knowledge-led innovation in the Gulf region. BUiD is a research-led University founded on the British Model in the Gulf region. In order to achieve the best of British standards and education, BUiD cooperates with the highest-rated Departments of UK Universities. It also liaises closely with the Government of Dubai and the UAE Ministry of Higher Education in order to be responsive to the educational needs of the people of United Arab Emirates. In particular, BUiD is guided by the Dubai 2010 strategic plan and the ongoing review of educational provision in Dubai.

BUiD's mission will be achieved by maintaining exceptionally high standards of teaching and research and through maintaining close connections with the highest research-rated departments in selected universities in the UK; all partners are 5 or 5-star research-rated universities.

The current agreements with partner universities in the UK are not entered into as consortia arrangements, but are bilateral agreements drawn up between different Faculties of BUiD and corresponding individual institutions. The partner universities collaborate, however, in ensuring common goals, objectives and procedures for the partnership with BUiD.

The British University in Dubai currently has ties through bilateral agreements with the following British universities:

The University of Edinburgh
The University of Birmingham
The University of Manchester
Cardiff University
Cass Business School
King's College London

With these agreements, BUiD is able to utilise the services offered by these institutions in several areas, including graduate studies. Such services include, but are not limited to:
- Joint planning and development of the academic programmes, modules and teaching material
- Providing expert opinion regarding existing and future plans

- Academic advice through the University Senate
- The pursuit of research activities
- The appointment of academic staff
- Assistance in evaluation of academic staff and educational programmes
- Provision of advice on a range of academic and organisational matters
- Joint supervision of thesis
- Academic staff development and exchange programmes
- Student development and exchange programmes
- Use of library resources
- Inviting guest speakers

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

- Offering academic staff the opportunity to pursue a research career enables BUiD to recruit extremely capable and well-motivated academic staff members, who are interested in teaching related to their research. This feature is autocatalytic, since the presence of an academic staff active in research is a further incentive and attraction to ambitious young academic

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

SECTION 3
ACADEMIC DEGREES

3.1   ACADEMIC DEGREES CONFERRED BY THE UNIVERSITY

BUiD confers the following degrees:

i.   Master of Education (MEd) in Education

ii. Master of Science (MSc) in Information Technology (IT)

iii. Master of Science (MSc) in Information Technology Management (ITM)

iv. Master of Science (MSc) in Project Management (PM)

v.   Master of Science (MSc) in Sustainable Design of Built Environment (SDBE)

vi. Master of Science (MSc) in Systems Engineering (SE)

vii. Master of Science (MSc) in Finance and Banking (F&B)

viii. Master of Science (MSc) in Human Resource Management (HRM)

ix. Master of Science (MSc) in Construction Law and Dispute Resolution (CLDR)

x.   Doctor of Education (EdD)

xi. Professional Graduate Diploma in Education (PGDE)

3.2   PROGRAMMES and STREAMS/THEMES

All programmes are delivered in English.

All programmes are delivered in BUiD at Block l7, Knowledge Village campus, Dubai, UAE. Master of Science in Project Management Programme is also being offered at CERT Technology Park , UAE.

Faculty	Programmes	Streams/Themes
Engineering	Master of Science (MSc) in Sustainable Design of Built Environment	
	Master of Science (MSc) in Systems Engineering	
Education	Master of Education (MEd)	English Language Teaching
		Special Education
		International Management & Policy
		Information and Communication Technology
	Doctor of Education	
	Professional Graduate Diploma in Education (PGDE)	

Faculty	Programmes	Streams/Themes
Business	Master of Science (MSc) in Project Management	Generic Project Management
		Oil, Gas & Process Project Management
		Information Technology Project Management
		Civil Project Management, Infrastructure & Construction Project Management
		Financial Services, Banking & Accounting Project Management
	Master of Science (MSc) in Human Resource Management	
	Master of Science (MSc) in Finance and Banking	
	Master of Science (MSc) in Construction Law and Dispute Resolution	
Informatics	Master of Science (MSc) in Information Technology	Knowledge and Data Management
		Speech & Language Technologies
		General
	Master of Science (MSc) in Information Technology Management	

In addition, BUiD offers non-credit Masters Preparation Programmes (General, Finance and Banking and Systems Engineering)

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

3.3   DEGREE AWARDING AUTHORITY

The British University in Dubai was established under Dubai Government Decree No 5 of 2003 dated 28th April 2003 on the signature of His Highness Sheikh Maktoum bin Rashid al Maktoum, Ruler of Dubai. Article 3 established the formal authority of the University to award degrees upon ratification by the University Senate. The University also obtained its institutional Licensure from the UAE Ministry of Higher Education & Scientific Research on l0 December 2003. All award bearing programmes have received Initial Accreditation status from the UAE Ministry of Higher Education & Scientific Research.

The University also holds the license issued by the Knowledge and Human Development Authority Dubai.

3.4   DURATION OF STUDY

All programmes will be available on either a full-time or a part-time basis
The minimum programme duration for full-time students to complete the programme will be 12 months. The maximum programme duration for full-time students will be three years (including any periods of suspension).

The minimum programme duration for part-time students will vary depending on the modules they choose to take during summer semesters
The maximum programme duration for part-time students will be five years (including any periods of suspension).

The minimum programme duration for EdD students to complete the programme will be 3 years. The maximum programme duration for students will be seven years (including any periods of suspension).

PGDE students will be registered for a minimum period of nine months and a maximum period of three years, including any periods of suspension

The allowed Duration of Study is calculated from the date of the first registration in the relevant programme and includes all withdrawn periods. A new Duration of Study period commences when a student either:

- Starts a new programme or stream as the result of an official transfer from one programme or stream to another.
- Is re-admitted to the University to a new programme or stream.

Special cases will be reviewed on an individual basis.

Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.

SECTION 4
FACULTY OF ENGINEERING

The Faculty of Engineering provides modern and innovative programmes to support the development needs of the Middle East.

The Faculty offers full-time and part-time Masters degree programmes in Systems Engineering and Sustainable Design of the Built Environment in collaboration with University of Manchester and Cardiff University (Welsh School of Architecture) respectively. Degrees are awarded by BUiD according to standards set by these partner institutes.

The Faculty of Engineering stands for "New Engineering: Innovation and Enterprise". Private and public sector partnerships will be exploited to meet senior management requirements for modern and relevant training. Innovation and Enterprise will be central themes running through programme delivery, programme content and industrially relevant research.

The Best of British Education in Dubai

DEGREES OFFERED
Master of Science (MSc) in Systems Engineering
Master of Science (MSc) in Sustainable Design of Built Environment

DEAN
Professor Robert Whalley

ACADEMIC STAFF

Professors
Professor Robert Whalley (Systems Engineering and Project Management)
Professor Bassam Abu Hijleh (Sustainable Design of the Built Environment)

Senior Lecturers
Dr Alaa Ameer (Systems Engineering and Project Management)

Lecturers
Dr Abeer Shaheen (Sustainable Design of the Built Environment)
Dr Fadeyi Moshood Olawale (Sustainable Design of the Built Environment)

FACULTY MISSION & AIMS

- Be the regional leader in promoting, conducting and disseminating world-class research and innovation to create new knowledge and solutions relevant to the needs of the UAE and the region in support of their economic growth and future development.
- Establish a friendly, motivating and rewarding research environment which can attract high quality researchers
- Conduct world-class research to improve performance and productivity of organisations, nationally and regionally
- Foster a long-term relationship with industry based on mutual interests and benefits
- Work collaboratively with industry on joint projects to produce cost-effective solutions to their local needs
- Establish forums and networks to facilitate knowledge sharing and exchange among academics and industrialists
- Play a leading role in the implementation of research findings into local and regional organisations
- Play a leading role in identifying, planning and conducting research agendas nationally and regionally
- Provide both the public and private sectors with high-quality services, i.e. consultancy and continuous professional development training programmes
- Disseminate research findings and the latest advances in engineering and innovation through
- Running national and international conferences
- Publishing internal reports, papers in international journals and articles in professional magazines

PARTNERSHIP WITH UK INSTITUTION

The Systems Engineering Programme is offered in partnership with the School of Mechanical, Aeronautical and Civil Engineering, University of Manchester, UK, which is one of the UK's top rated research universities. It was recently awarded the top 5* rating in Engineering in the latest Research Assessment Exercise.

Cardiff University works in close partnership with the University to develop the BUiD 's Sustainable Design of Built Environment Programme. The Welsh School of Architecture at Cardiff University is a 5A rated research School.

MASTERS PREPARATION COURSE

As part of the Student Study Support, the Faculty of Engineering (Systems Engineering) oversees a Masters' Preparation Course which takes place before the start of the academic year. The programme is designed for Computer Sciences/Mathematics graduates and addresses the probable lacunae in their underpinning knowledge by studying the specially designed short pre-masters programme first which will provide them with a thorough grounding in the subjects required to successfully participate in MSc in Systems Engineering. Once the students successfully complete the pre-masters programme and have met all the entry requirements, they are eligible to enter the MSc programme in Systems Engineering.
The students study two modules
• Modelling and Simulation
• Scalar System Analysis

SECTION 4.1

MSc IN SYSTEMS ENGINEERING PROGRAMME

There is an increasing demand for structured, accredited, postgraduate programmes in Systems Engineering globally and especially in countries involved in significant advancement of commercial, construction and industrial development. The purpose of the MSc Systems Engineering is to provide a multi-disciplinary engineering programme which will contribute to defining and advancing the professional practice of Systems Engineering in the UAE and in the region. The programme is designed to develop individuals with or without professional knowledge and practical skills, defined by the engineering community for the provision of effective Systems Engineering in their respective organisations.

The programme will be awarded by BUiD with close support from University of Manchester (UoM) and major industrial partners. This programme benefits particularly from the experience the UoM team have gained in the continuing design and delivery of the PhD Professional Development Programmes for Rolls-Royce. The programme also maintains a close and careful link between competencies and learning outcomes as defined by the major UK engineering institutions.

4.2.1 HEAD OF PROGRAMME

Professor Robert Whalley

4.2.2 ACADEMIC STAFF

Professors
Professor Robert Whalley

Senior Lecturers
Dr Alaa Ameer

External examiner
Dr John Flower
Warwick University

Programme Coordinator
Professor Robert Whalley

Admissions Tutor
Dr Alaa Ameer

4.2.3 PROGRAMME MISSION & AIMS

- To provide advanced education in an area of need that supports the objectives of the Dubai Executive Office.
- To develop a supply of well-trained post-graduates that will be prepared to undertake leading-edge research in this area. Many of the modules on offer are linked to research projects and students will gain by exposure to an excellent research environment.
- To develop partnerships with the private and public sectors to support a proactive research culture and to provide a smooth transition for graduates into professional careers

4.2.4 PARTNERSHIP WITH UK INSTITUTION

The Systems Engineering Programme is offered in partnership with the School of Mechanical, Aeronautical and Civil Engineering, University of Manchester, UK, which is one of the UK's top rated research universities. It was recently awarded the top 5* rating in Engineering in the latest Research Assessment Exercise.

4.2.5 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Complete a dissertation not exceeding 20,000 words on a topic based on one of the modules or specialist themes within the Faculty of Business
- Complete 8 x 15 credit modules and satisfactorily pass all elements of assessment
- Undertake 150 notional hours of study for each 15 credit module
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

4.2.6 PROGRAMME GOALS

- To provide a thorough practical and theoretical understanding of the relevance and importance of systems engineering
- To provide in depth knowledge and understanding of a number of key specific tools and techniques in the area of systems engineering
- To provide students with the opportunity to apply learning by means of classroom exercises case studies and a more extended research based dissertation
- To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.
- To address the need for systems engineering skills in the Gulf region

4.2.7 PROGRAMME OUTCOMES

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

Knowledge

- Describe the processes that contribute to systems engineering in an organisation.
- Understanding of the theoretical and analytical framework for systems engineering within organisations
- In depth knowledge of specific tools and techniques used in systems engineering and their contribution to organisational performance.

Intellectual Skills

- Demonstrate a systematic understanding of the theory and techniques of systems engineering needed at the forefront of professional practice.
- Evaluate advanced practices in systems engineering critically and, where appropriate, propose new alternatives.
- Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
- Apply current knowledge appropriately and with originality towards practical systems engineering.

Subject Practical Skills

- Collect and record relevant informational requirements in an organisation, in order to assess the potential improvements in systems engineering.
- Identify the most important aspects of implementing systems engineering solutions to meet the requirements, and dealing with them systematically and critically.
- Use systematic methodologies to identify, evaluate and analyse key knowledge assets and how they can be captured and disseminated using systems engineering solutions.

Transferable Skills

- Exercise initiative and personal responsibility in planning and implementing study tasks.
- Work independently and manage time effectively in order to be able to work to specific deadlines.

4.2.8   CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at University of Manchester. That is a programme totalling 180 credits which is broken down into:
- 8 taught modules (total 120 credits)
- A research-based dissertation (60 credits).

4.2.9   CREDIT HOURS

Each module is equivalent to 150 hours of student effort, so that the whole programme is 1,800 hours of student effort.
The hours of student effort comprises:
- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

4.2.10 PROGRAMME STRUCTURE

a.   Modules

Module Code	Module Name	Credits
SYS01501	System Analysis Methods	15
SYS01502	Modelling Methods and Applications	15
SYS01503	Process Control Techniques	15
SYS01504	Distributed Parameter System Modelling	15
SYS01505	Information and State Space System Models	15
SYS01506	Multivariable Systems and Control 1	15
SYS01507	Multivariable Systems and Control 2	15
SYS01508	System Regulation and Computer Control	15

b.   Specific requirements

- Candidates must take Systems Analysis Methods and Modelling Methods and Applications before being allowed to take any further modules (unless otherwise approved by the Head of Programme)
- Candidates must undertake the module *Multivariable Systems and Control 2* during the final stage of the taught module component

c.   Dissertation

The research project (dissertation) is the point at which the student progresses from structured coursework to independent study. The aim of the dissertation itself is to give students an opportunity to focus in depth on one aspect of systems engineering, which will normally be directly relevant to a real life workplace situation, and to allow them to demonstrate their skills to the course assessors and to employers. The dissertation should not normally exceed 20,000 words depending on the topic.

4.2.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams, Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation.

4.2.12 SEMESTER PLANS

Part time route

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 1 (Year 1)	SYS01501	System Analysis Methods	30	15	150
	SYS01502	Modelling Methods and Applications	25	15	150
Semester Totals			**55**	**30**	**300**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 2 (Year 1)	SYS01503	Process Control Techniques	24	15	150
	SYS01504	Distributed Parameter System Modelling	26	15	150
Semester Totals			**50**	**30**	**300**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 1 (Year 2)	SYS01505	Information and State Space System Models	30	15	150
	SYS01506	Multivariable Systems and Control 1	22	15	150
Semester Totals			**52**	**30**	**300**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 2 (Year 2)	SYS01507	Multivariable Systems and Control 2	30	15	150
	SYS01508	System Regulation and Computer Control	26	15	150
Semester Totals			**56**	**30**	**300**
Grand Total and Taught Element				**120**	**1200**
Dissertation				**60**	**600**
Overall Totals			**213**	**180**	**1800**

4.2.13 MODULE DESCRIPTORS

SYS01501
System Analysis Methods
This module is designed to revise and strengthen students understanding of system analysis and the effect of feedback control using CAD and simulation software.

SYS01502
Modelling Methods and Applications
This module is designed to enable students to understand dynamic modelling and simulation methods for power, process, manufacturing and general engineering systems. Specific instruction on the use of commercially available software suites will be presented.

SYS01503
Process Control Techniques
To introduce students to process system modelling, control and simulation methods using modern digital computation methods to validate theoretical predictions.

SYS01504
Distributed Parameter System Modelling

- This module introduces techniques enabling large scale, spatially dispersed, system modelling.
- It provides the theoretical basis for the derivation of models for engineering systems where dispersion is a significant feature.
- Modelling approaches enabling the integration of lumped and distributed models are incorporated.
- Analysis and control methods for hybrid, lumped-distributed configurations are presented.

SYS01505
Information and State Space System Models
This module is designed to introduce students to state space and multivariable techniques and analysis methods together with computer simulations and laboratory demonstrations.

SYS01506
Multivariable Systems and Control 1
This module is designed to introduce multivariable analysis techniques, design and computation methods.

SYS01507
Multivariable Systems and Control 2
This module is designed to introduce multivariable system analysis techniques and design methods based on the input-output transfer function matrix.

SYS01508
System Regulation and Computer Control
This module is designed to introduce students to the concepts and techniques of automatic regulation, data conversion and computer control.

SECTION 4.2

MSc IN SUSTAINABLE DESIGN OF THE BUILT ENVIRONMENT PROGRAMME

Throughout the world there is an immediate environmental concern over the current and future consequences of climate change and the depletion of resources. A major contribution to carbon emissions and the depletion of material resources is the built environment, and of particular concern is the energy used to cool, ventilate and light buildings as well as the embodied energy in the material used. Also, the indoor environment within buildings has a major impact on the health, well-being and productivity of people. Rapid building development places enormous pressures on future energy use. A more sustainable approach to the design of the built environment can be achieved within a modern architectural context. This will reduce the energy needs of the future which will reduce both local and global pollution and also provide more comfortable and healthy indoor and outdoor living environments. The main aim of the Sustainable Design of the Built Environment MSc programme is to provide an innovative approach to sustainable design, integrating architectural and engineering solutions

This programme benefits from the experience gained at The Welsh School of Architecture at Cardiff University which received the highest research rating for Schools of Architecture in the UK. There is also strong support for the programme by local industry. Atkins has sponsored a research chair and a research associate for this programme.

4.1.1   HEAD OF PROGRAMME

Professor Bassam Abu Hijleh

4.1.2   ACADEMIC STAFF

Professors
Professor Bassam Abu Hijleh

Lecturers
Dr Abeer Shaheen
Dr Fadeyi Mashood Olawale

External Examiner
Prof. Stephen Sharples
School of Architecture
University of Sheffield

Admissions Tutor
Professor Bassam Abu Hijleh

4.1.3   PROGRAMME MISSION & AIMS

The MSc in Sustainable Design of Built Environment Programme provides cutting edge information and skills to support the rapid development of the Middle East and to address the resulting concerns.

Aims
- Provide students from different backgrounds with a more sustainable approach to building design within a modern architectural context.
- Create the awareness and need for a local and regional approach to design of built environment, serving the special needs of this region, with the help of state of the art techniques and methods.
- Stimulate research to fill the gap in research related to environmental issues in the design of built environment in the unique climate of the desert environment.
- Provide trained professionals capable of conducting environmental assessments for proposed projects.
- Meet the pressing need for training at postgraduate level which will prepare practitioners for leading roles in their respective professions.

- Contribute to a spread of professional knowledge and ability in this subject.

4.1.4 PARTNERSHIP WITH UK INSTITUTION

Cardiff University works in close partnership with the University to develop the BUiD 's Sustainable Design of the Built Environment Programme. The Welsh School of Architecture at Cardiff University is a 5A rated research School.

4.1.5 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:
- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the Sustainable Design of the Built Environment programme
- Complete 6 x 20 credit modules (4 core modules and 2 elective modules) and satisfactorily pass all elements of assessment
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

4.1.6 PROGRAMME GOALS

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

4.1.7 PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a typical student will be expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

a- Knowledge
- identify the environmental needs and preferences of building users
- describe the processes that contribute to physical environments in and around buildings
- recount the main principles governing the design of buildings to be environmentally sound
- give examples of buildings that demonstrate a wide range of design strategies for achieving high environmental standards.

b- Understanding
- demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design
- evaluate advanced practice in environmental design critically and, where appropriate, propose new alternatives
- illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- apply current knowledge appropriately and with originality to building for environmental design
- anticipate the principal ways in which controlling physical environments may impact on the wider local and global environment.

c- Skills
- collect and record relevant data, and apply appropriate appraisal techniques, in order to assess the environmental performance of buildings
- identify the nature of complex environmental design problems and deal with them both systematically and critically
- engage effectively in debate in a professional manner and prepare and present projects at a professional standard.
- exercise initiative and personal responsibility in planning and implementing study tasks.

4.1.8 CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at Cardiff University. That is a programme totalling 180 credits which is broken down into:
Six (four core and two elective) taught modules (total 120 credits)
A research-based dissertation (60 credits).

4.1.9 CREDIT HOURS

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,800 hours of student effort.

The hours of student effort comprises:
- The face-to-face contact hours (approx 30 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

4.1.10 PROGRAMME STRUCTURE

a. Core modules

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

Module Code	Module Title	Credits
ENV01501	Climate and Comfort	20
ENV01504	Renewable and Sustainable Resources	20
ENV01506	Investigations in the Built Environment	20
ENV01507	Sustainable Built Environment	20

b. Elective modules

Ten Elective modules are on offer out of which the students have to choose two elective modules, depending upon the area they want to specialise in. They are;

Module Code	Module Title	Credits
ENV02502	Skin and Spaces	20
ENV02503	Passive Design	20
ENV06505	Efficient Building Services	20
ENV03508	Sustainable Urban Design	20
ENV03509	Urban Development and Conservation	20
ENV04510	Sustainable Interior Design	20
ENV04511	An Eco-Pluralistic Approach to Interior Design	20
ENV05512	Ecology of Urban Landscape	20
ENV05513	Liveable Landscape	20
ENV06514	Intelligent Building Design	20

b. Dissertation

The research project (dissertation) is the point at which the student progresses from structured coursework to independent study. It is a substantial piece of independent work which is recorded and described in the dissertation. The dissertation should not normally exceed 20,000 words depending on the topic.   The dissertation will take one of two forms: Research Dissertation or Practice Dissertation. Students may be required to present their work orally to examiners.

4.4.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners.   There will be no compensation within or between modules and/or the dissertation.

4.1.12 SEMESTER PLANS

Full time route

Semester	Code	Title	Contact Hours	Credit	Student Learning Time (hrs)
Semester 1	ENV01501	Climate and Comfort	30	20	200
	ENV01507	Sustainable Built Environment	30	20	200
		Elective Module 1	30	20	200
Semester Totals			**90**	**60**	**600**

Semester 2	ENV01506	Investigations in the Built Environment	30	20	200
	ENV01504	Renewable and Sustainable Resources	30	20	200
		Elective Module 2	30	20	200
Semester Totals			**90**	**60**	**600**
Grand Total of Taught Element			180	120	1200
Dissertation			120	60	600
Overall Totals			**300**	**180**	**1800**

Part time route

Semester	Code	Title	Contact Hours	Credit	Student Learning Time (hrs)
Semester 1	ENV01501	Climate and Comfort	30	20	200
	ENV01507 OR elective 1	Sustainable Built Environment	30	20	200

Semester Totals			**60**	**40**	**400**

Semester	Code	Title	Contact Hours	Credit	Student Learning Time (hrs)
Semester 2	ENV01506	Investigations in the Built Environment	30	20	200
	ENV01504 OR Elective 2	Renewable and Sustainable Resources	30	20	200
Semester Totals			**60**	**40**	**400**

Semester 3	Elective 1 or ENV01506	Elective Module 1	30	20	200
	Elective 2 or ENV01504	Elective Module 2	30	20	200
Semester Totals			**60**	**40**	**400**

Grand Total of Taught Element	180	120	1200
Dissertation	120	60	600
Overall Totals	**300**	**180**	**1800**

4.1.13 MODULE DESCRIPTORS

CORE MODULE DESCRIPTORS

ENV01501
Climate and Comfort
Students will be introduced to some of the basic concepts and techniques needed in environmental design. Regarding the building envelope as an environmental filter, it considers the external environment found outside the envelope, and the internal environment created within. It considers the impact of climate change scenarios.

ENV01504
Renewable and Sustainable Resources
The construction and operation of buildings has great significance for a sustainable future. Students will be introduced to the links between sustainability and improved performance in terms of what resources are used, the potential for reuse, recycling and renewal of materials, and the consumption of energy and water and at the production of waste through the whole life cycle of the building.

ENV01506
Investigations in the Built Environment
Evaluation, feedback and critique are all vital components to the progress of sustainable design. Students will be introduced to a number of investigative and analytical methods and techniques, including prediction, simulation, and measurement. It will consider both physical and human perspectives of the built environment and draw on methods appropriate to both academic and practice based investigations.

ENV01507
Sustainable Built Environments
This module emphasises the need for a symbiotic and functional relationship in which ecology, culture and technology evolve and adapt. The module introduces the fundamental principles guiding

sustainable development of the built environment including avoidance or minimization of negative impacts on the environment; conservation and efficient use of natural resources; preservation of cultural patterns; and ecological harmony and respect for biodiversity. The concept of sustainable development is discussed within the limitations imposed by the present state of technology and social organisation on environmental resources and by the ability of the biosphere to absorb the effects of human activity. The module introduces tools for measuring and evaluating the impact of urban development on the environmental as well as the social and economic well-being of the urban system

ELECTIVE MODULE DESCRIPTORS

ENV02502
Skins and Spaces
In order to achieve successful design for comfort, health and energy efficiency, architects and services engineers need to have a common understanding of the basic principles and techniques involved in integrating the environmental performance of the envelop with air movement and heat distribution in the space. The aim of this module is to provide such understanding in order to encourage a good overall environmental design.

ENV02503
Passive Design
Students will be introduced to the practice of designing passive buildings. Techniques for selecting strategies appropriate to climate and brief will be discussed. Students will be introduced to passive methods of lighting, heating, and cooling buildings.

ENV06505
Efficient Building Services
The design of 'environmentally friendly' buildings depends critically on the choice of appropriate servicing strategies for cooling, heating and ventilation using traditional, low carbon and renewable energy sources. This module explores the principles behind current low energy solutions to servicing strategies, and deals with basic application information and strategies.

ENV03508
Sustainable Urban Design
The module gives an overview of general urban design principles and explores the role of sustainability within urban design. The relationship of the urban design upon the built environment is explored and assessed. Cultural, socio-economic influences are assessed. Framework plans as well as the role of the government is assessed, in how far can sustainable urban development been guided by municipality or other governmental institutions.

ENV03509
Urban Development and Conservation
This module explores the need for and ways to achieve equilibrium between human needs and the natural setting with emphasis on the environmental impact of urbanization and urban development. It explores methods and techniques to maintain a balance between urban development on the one hand, and ecological system and environmental resources on the other.

ENV04510
Sustainable Interior Design
The module gives an overview of general interior design and investigates the role of sustainability within interior design. The primary objective of this module is to foster knowledge and understanding of building technology systems that support people's activities and well-being in relation to the natural environment

ENV04511
An Eco-Pluralistic Approach to Interior Design
Comprehensive design project integrating all aspects of design, theoretical, technological, and representational, allowing students various scales of investigation within design problems with an eco-pluralistic approach to the use of materials and techniques

ENV05512
Ecology of Urban Landscape

This module offers an introduction to landscape ecological theory applied to urban environments. It aims at exploring the challenge and potential of incorporating ecological factors in landscape design. The module focuses on the interaction of landscape science (hydrology, climatology, biology, geology, etc.) with the necessities and mechanisms of the human built environment. It relates the ecological health of natural systems to design and engineering approaches, and construction practices of small- and large-scale landscapes. The module discusses design theories that seek to re-center landscape planning and design around the goal of achieving ecological sustainability.

ENV05513
Liveable Landscape
This module will engage the students in a series of investigations, emphasising methods in the analysis and response to the role of landscape architecture in turning public spaces into civic places to achieve more sustainable landscape performance, using both biophysical and social criteria to define sustainability. The focus is on the intersection of physical and biological landscape processes, with cultural, social and political processes, and design theories and techniques in shaping the design of public spaces, such as waterfronts, public squares, neighborhoods, public markets, transportation nodes, streets, civic plazas, city and local parks.

ENV06514
Intelligent Building Design
This module provides an overview of all aspects of intelligent buildings including: history, design, components, construction, management strategies, economic implications, effects on the environment and future trends. An intelligent building is inherently of an efficient and environmentally friendly design. There is a very strong synergy between an intelligent building design and the environmental - certification requirements of buildings as per the BREAM and LEED programmes. An intelligent building also optimizes occupants' circulation and networking enhancing their collaboration, productivity and creativeness

Dissertation
This final project is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study.

SECTION 5
FACULTY OF EDUCATION

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

The Best of British Education in Dubai

DEGREES OFFERED

Master of Education (MEd)
Doctorate in Education (EdD)
Professional Graduate Diploma in Education (PGDE)

DEAN
Dr Michael Randall

ACADEMIC STAFF

Senior Lecturers
Dr Michael Randall
Dr Eman Gaad
Dr Clifton Chadwick
Dr Martin Quigley
Dr Sufian Forawi

Lecturer
Dr Ruqiyabi Naz Awan

Tutors
Ms Lynn Randall
Ms Mary Mayall
Ms Radhika O'Sullivan

FACULTY MISSION & AIMS
The aims, mission and opportunities for the Faculty of Education may be summarised as:

- To act as a national and regional centre for the graduate study of education
- To be able to generate the essential research base for education in Dubai
- To provide a professional development opportunity for teachers, education managers, education policy makers, school inspectors and others involved in education or related professions
- To generate new and innovative curricula in education at higher education level, and act as a forum for debate on higher education pedagogy
- To act as a policy advice centre for those seeking out appropriate research or expertise on education
- To provide a base for study skills and language skills enrichment before and during students' programmes of study across the whole of the University
- To generate a culture of lifelong learning in the region
- To promote the role of education in national growth and stability

PARTNERSHIP WITH UK INSTITUTION
The Faculty of Education is operated through a partnership arrangement with the School of Education in the University of Birmingham, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Birmingham's School of Education is one of the largest and arguably the best in the UK, and was awarded the rating of 5 in the most recent national assessment of research quality.

MASTERS PREPARATION COURSE
As part of the Student Study Support, on behalf of BUiD, the Faculty of Education oversees a Masters' Preparation Course of 10 weeks full-time or 20 weeks part-time, which takes place before the start of the academic year. This is for those students:
- With an insufficient current English skills level who want to achieve IELTS 6.5 or its equivalent. (Attendance on the course does not guarantee entry, but enables preparation for the test which is taken at an approved centre)
- Those deemed by admissions tutors to require a preparatory study skills course.
The content of the course focuses on English for Academic Purposes as well as general study skills, and includes areas of essay and report writing, participation in group discussion, oral and written presentation skills, listening to lectures, developing and supporting an academic argument, strategies for reading and summarising data, critically reviewing data and evidence and examination preparation. The course is fee-paying.

SECTION 5.1

MASTER OF EDUCATION PROGRAMME

The Faculty of Education offers postgraduate degree in Education. A Masters degree is fast becoming an essential qualification for those wishing to progress their careers. For example, within TEFL/TESOL a Masters degree is needed for teaching at the tertiary level in most countries in the world. A Masters qualification also allows teachers to become subject specialists either as heads of departments or inspectors. The BUiD MEd has accreditation eligibility from the Ministry of Education in the UAE and is thus recognised in all GCC countries as well as internationally through its association with the University of Birmingham.

5.1.1   HEAD OF PROGRAMME

Dr Michael Randall

5.1.2   ACADEMIC STAFF

Senior Lecturers
Dr Michael Randall
Dr Eman Gaad
Dr Clifton Chadwick
Dr Martyn Quigley

Lecturer
Dr Ruqiyabi Naz Awan

External Examiner
Dr Paul Thompson
University of Birmingham

Admissions Tutor
Dr Clifton Chadwick

5.1.3   PROGRAMME MISSION & AIMS

The aims of the programme are to
- bring together experienced teachers from wide ethnic, cultural and educational backgrounds to allow them to examine modern educational theories and approaches under the guidance of expert staff
- allow the participants to reflect on their own educational contexts, to examine the latest international research findings, and to use this process to develop as individual teachers and as future managers of education

5.1.4   PARTNERSHIP WITH UK INSTITUTION

The Faculty of Education is operated through a partnership arrangement with the School of Education in the University of Birmingham, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Birmingham's School of Education is one of the largest and arguably the best in the UK, and was awarded the rating of 5 in the most recent national assessment of research quality.

Interaction with the University of Birmingham's School of Education will lead to joint research projects and informal networking with Birmingham colleagues will position BUiD academic staff strategically in fast-moving areas of global research and application. This means that students will benefit from interaction with academic staff members actively engaged in the most cutting-edge developments in the field.

5.1.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:
- Complete a (minimum) 15,000 word dissertation on a topic based on one of the modules or specialist streams within the Faculty of Education
- Complete 6 x 20 credit modules and satisfactorily pass an assignment for each.
- No compensation between assignments is permitted1
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

5.1.6   PROGRAMME GOALS

These are summarised as:
- To provide a postgraduate qualification reflecting advanced knowledge, skills and understanding which will enable students to further their own career in education
- To provide a sound basis for further research in education
- To enhance the cultural and social capital which stems from interacting with a wide range of learners

STREAM GOALS

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

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

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

Information and Communication Technology
This module is intended for those that are interested in working to improve teaching and learning with and about Information Communication Technology (ICT). The module encourages students to examine different theories of learning, their own experiences in order to examine models of instructional design and apply what they have learned to their own educational settings. A variety of

---

1 *The Faculty of Education operates a drafting model of assessment supervision. Therefore, there is no compensation allowed*

ICT resources and applications are made available to students for critical examination and exploration. The programme aims to blend theory and practice as a way to illustrate the issues involved in creating and maintaining creative, innovative and supportive ICT assisted/supported learning environments. The module also prepares students for ICT leadership roles in examining how to develop strategies for planning and managing new technologies for teaching and learning at an institutional level of their choice, so that they are funded, organised and supported in ways that meet the educational, organisational and financial context in which they will be used.

5.1.7   PROGRAMME OUTCOMES

The programme is oriented towards research but also has a concern with improvements in professional practice.

<u>**STREAM OUTCOMES**</u>

International Management & Policy
By the end of the programme, participants will:
- have knowledge and understanding of major debates and issues in the management of education
- be able to relate general management theory to educational contexts
- be able to assess the impact of management on children's learning
- have improved skills in the evaluation of educational processes
- be able to analyse critically management literature, sources and discourse from a range of countries
- be able to transfer management theory and practice to their own area of responsibility
- have developed knowledge and understanding of approaches to leadership
- have developed knowledge and understanding of school effectiveness and school improvement
- have an understanding of theories of education and development, including economic, social and political development
- have an understanding of the relationship between government policy and practice in education
- have analysed the impact of centralisation or decentralisation in education governance and finance
- be aware of issues of gender, language, religion and ethnicity with regard to management and governance in education
- have developed skills in democratic leadership, presentation, delegation, appraisal and team working as well as the ability to critically evaluate appropriate contexts for their use.
- have been exposed to a variety of research methods and their application

English Language Teaching
By the end of the programme, participants should:
- have an understanding of recent approaches to language teaching and awareness of the dynamics of language use
- be able to make principled decisions on classroom methodology based on an understanding of research into second language acquisition through a framework for language analysis and description, be able to make principled decisions in selecting and analysing language materials for use in the classroom
- be able to articulate fluently and persuasively the aims listed above and the rationale which lies behind them
- to demonstrate an understanding of the wider context of language learning as part of an educational, social and political system
- be able to identify and organise syllabus content to meet a range of students' needs
- to demonstrate an understanding of methods of evaluation and assessment of teaching programmes and individual students
- have been exposed to a variety of research methods and their application

Special Education
By the end of the module, participants will have:
- discussed the identification of the needs and strengths of pupils who have learning difficulties
- examined teaching approaches and classroom management strategies appropriate for working with pupils with learning difficulties in both individual and group settings
- discussed individual education plans, teaching programmes and lessons suitable for pupils with learning difficulties

- the knowledge to enable a contribution to the management of children with communication difficulties in the curriculum
- an understanding and awareness of the field of EBD
- drawn upon theory and experience to develop a professional perspective
- addressed key issues facing the pupil, peers, parents and professionals in developing policy for pupils with EBD
- the knowledge and understanding to continue developing approaches to EBD in their own workplace
- Thus by the end of the programme, participants will be able to:
- advise colleagues on helping pupils with SEN to gain access to the curriculum
- formulate, implement and review Individual Education Plans
- contribute to the promotion of whole school policies for inclusive education
- identify issues for school and national policy and practice
- develop interdisciplinary/multi-agency collaboration
- critically evaluate theory and research in SEN
- have been exposed to a variety of research methods and their application

Information and Communication Technology
By the end of the programme, participants should:
- Be able to demonstrate how Information Communication Technology in general and computers in particular can be used to support teaching and learning
- Be able to demonstrate a critical understanding of the need for, and processes involved in the evaluation of educational software and Internet based learning resources
- Be able to demonstrate a critical understanding of how different approaches to teaching and learning influences learning
- Be able to discern the elements of design in relation to online learning theory and contexts, resources, discussion, e-tivities, support, community and blending these to meet learning objectives
- Understand the approaches to designing learning resources, feedback and assessment and quality assurance.
- Demonstrate a critical understanding of the complexity of the role, responsibilities and needs of the ICT co-ordinator
- Demonstrate a critical awareness of the management of change with respect to ICT in Education
- Be capable of producing an effective ICT policy and ICT development plan

5.1.8   CREDITS

The MEd programme is a modular one, providing elements of core provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MEd structure at the University of Birmingham, that is a programme totalling 180 credits.   This is broken down into:
- core modules (total 60 credits)
- 3 elective modules (total 60 credits)
- A research-based dissertation (60 credits).

5.1.9   CREDIT HOURS

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

5.1.10. PROGRAMME STRUCTURE

a)   Core modules

These modules are to be taken by all students.

Module Number	Module Title	Credits
EDU01501	Research Methods in Education	20
EDU01502	Observation, Teacher Development, Evaluation and Supervision	20
EDU01504	Teaching and Learning	20

b)   Streams

Students may take any three from the following fourteen 20-credit modules (subject to timetabling).

Stream	Module Number	Module Title	Credits
International Management & Policy	EDU02504	Leadership for School Improvement	20
	EDU02505	Citizenship, Environmental & Human Rights Education	20
	EDU02506	Education, Innovation and Curriculum	20
	EDU02513	Organisational Behaviour	20
	EDU02503	Educational Policy	20
Special Education	EDU03507	Introduction to Learning Difficulties	20
	EDU03508	Education of Children with Exceptional Learning Needs	20
	EDU03509	Inclusion and Special Educational Needs	20
English Language Teaching	EDU04510	Discourse for Language Teachers	20
	EDU04511	ELT Syllabus and Design	20
	EDU04512	Second Language Teaching and Learning	20
Information and Communication Technology	EDU05514	Learning and Educational Technology	20
	EDU05515	E-Learning and Blended Learning	20
	EDU05516	Managing Educational Technology	20

If students wish to specialise in a particular area, International Management and Policy, Special Needs, English Language Teaching or Information and Communication Technology, they should take the three modules in that field.   Students may, however, also take a mixture of modules to create a profile according to their current or future professional needs.

There are no prerequisites for any modules, as each is designed to be free-standing.

c)   Dissertation (60 credits)

Students should write a research-based dissertation of approximately 15,000 words in an area of their choice, in consultation with their Dissertation Supervisor, but based on at least one of the options above.

The Dissertation Supervisor is identified during the work for the Research Methods in Education module, and will guide the student through the assignment for that module and eventually for the dissertation itself. While work on the dissertation may begin at any stage during the module, the dissertation can not be examined until all taught modules have been submitted and passed.

5.1.11 ASSESSMENT

Students will demonstrate their learning through continuous assessment. Assessments may be conventional essays, portfolios, production of multi-media presentations etc. They will be graded and

the mark will contribute to the overall profile of achievement. The philosophy of assessment is that it is diagnostic and formative, so that students are encouraged to engage in self-review and peer review. Assessment is geared to the development of reflective professionals in the field. During the first semester, students will be encouraged to produce drafts of assessments for discussion with their Personal Tutor. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation.

5.1.12   SEMESTER PLANS

Full time route (There are no pre-requisites or co-requisites in this programme)

Semester	Code	Title	Contact Hours	Credit	Student Learning Time (hrs)
Semester 1	EDU01 502	Observation Teacher Development, Evaluation & Supervision	36	20	200
	EDU01 501	Research Methods in Education	24	12	133
		Elective Module 1	36	20	200
		Tutorials	10	-	-
Semester Totals			**106**	**52**	**533**

Semester 2	EDU01 504	Teaching And Learning* (* Educational Policy as per the old structure)	36	20	200
	EDU01 501	Research Methods in Education	12	8	67
		Elective Module 2	36	20	200
		Elective Module 3	36	20	200
		Tutorials	14	-	-
Semester Totals			**134**	**68**	**667**
Grand Total Taught Element			240	120	1200
Dissertation semester	Dissertation		180	60	600
Overall Total	**420**		**180**	**1800**	

Part time route (There are no pre-requisites or co-requisites in this programme)

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 1	EDU01502	Observation Teacher Development, Evaluation & Supervision	36	20	200
	EDU01501	Research Methods in Education	24	12	133
		Tutorials	6	-	-
Semester Totals			**66**	**32**	**333**

Semester 2	EDU01504	Teaching And Learning* (* Educational Policy as per the old structure)	36	20	200
	EDU01501	Research Methods in Education	12	8	67

		Elective Module 1	36	20	200
		Tutorials	12	-	-
Semester Totals			**94**	**48**	**467**

Semester 3		Elective Module 2 or 3	36	20	200
		Tutorials	4	-	-
Semester Totals			**40**	**20**	**200**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 4		Elective module 2 or 3	36	20	200
		Tutorials	4	-	-
Semester Totals			**40**	**20**	**200**
Grand Total Taught element			240	120	1200
Dissertation			180	60	600
Overall Total			**420**	**180**	**1800**

NOTE:
(i)   In addition students are entitled to attend Study Support sessions equivalent to 1 hour per week on a self- access basis. (Some students may be required to attend these sessions as part of a Learning Contract)
(ii)   Contact Hours during the Dissertation period are notional as contact is on an individual basis.

5.1.13 MODULE DESCRIPTORS

EDU01501
Research Methods in Education
This module explores a range of quantitative and qualitative research methods in the social sciences which will enable students to engage in research for their dissertation as well as be able to critically analyse research studies in education. The module covers action research, experimental research, ethnographic approaches, researching primary and secondary sources, reading critically, data analysis and writing a literature review, as well as introducing a range of specific research methods. (NB This module is taught over two semesters)

EDU01502
Observation, Teacher Development, Evaluation & Supervision
This module looks at aspects of teacher development and enhances the skills of observation in educational institutions. The module develops critical understanding of classroom observation in both teacher development and as an indicator of school effectiveness in different contexts. This forms the basis for establishing strategies for supervision and mentoring of teachers and of collaborative work on school improvement

EDU01504
Teaching and Learning
This module helps students to gain knowledge of the nature of human learning, what that means for teaching and learning environments. The main themes will be developmental and cognitive psychology, memory and the structure of knowledge, analysis of problem solving and reasoning, metacognitive processes, cultural experience and situated learning. Expert vs. novice performance, issues in transfer of learning, children as learners, effective teaching and assessment for learning will be reviewed in the light of learning theories and the implications for teaching and student achievement evaluation will be examined

EDU02504
Leadership for School Improvement
This module focuses on the qualities and skills that will enable the participants to play a more effective part - as members of management teams - in the leadership of their school, their college or their area of responsibility in educational administration. As well as a critical examination of notions of 'leadership', it looks at school development planning and school improvement processes, as well as the management of change in different educational and cultural contexts.

EDU02506
Education, Innovation and Curriculum
The nature of innovation in the curriculum and teaching is critically evaluated in relation to a range of international case studies. These include contemporary initiatives in areas such as adult literacy, health education, peace education, community extension, vocational education and learner-centred learning. Curriculum design and curriculum models are explored and practical exercises in curriculum development undertaken. Issues of power and control of the curriculum, as well as transfer across national contexts, are explored.

EDU02513
Organisational Behaviour
The global economy, borderlines, technology and communication patterns inter alia have changed considerably over the last thirty years resulting in differing expectations both at the organisation and human levels. Leaders and managers now work in organisations replete with cultural diversity; the nature of the workforce has changed and old ways and standards no longer hold good. Organisational behaviour is therefore not only an important subject in its own right but also an essential area of study for anyone heading into business, public service, non-governmental organisations, and especially education.

EDU03507
Introduction to Learning Difficulties
This module provides an overview of the education of pupils with learning difficulties (moderate, severe, profound and multiple). It looks at curriculum and development, interdisciplinary work, differentiation of lessons, classroom management strategies and writing individual education plans.

EDU03508
Education of Children with Exceptional Learning Needs
This module aims to survey the field of pupils with exceptional learning needs. The module focuses on four main categories of such needs: education of pupils with emotional and behavioural difficulties (EBD); education of pupils with Autistic Spectrum Disorders (ASD); education of pupils with any forms of Dyslexia; and Education of those who are gifted or talented. It looks at identification, programme planning, curriculum and pedagogy.

EDU03509
Inclusion and Special Educational Needs
The inclusion of children with special educational needs into mainstream or other settings is a current policy concern and debate in many contexts. This module enables students to become familiar with issues such as strategic direction, identification and evidence of efficacy, as well as pedagogical issues of teaching and learning in inclusive settings.

EDU04510
Discourse for Language Teachers
The module introduces models of analysis for written and spoken discourse, including aspects of phonology. There is an emphasis on the relevance of these models for teachers. Written and spoken texts with applications to language teaching are used for analysis, and students are encouraged to make links between the analytical models and their own professional practice.

EDU04511
ELT Syllabus and Design
The aim of this module is to provide an introduction to current thinking on syllabus and materials. Different approaches to syllabus design are described and the latest approaches, giving more emphasis to pedagogic corpora in syllabus and materials design, are introduced. Special emphasis is placed on learning to read in a second language with a different scriptal system

EDU04512
Second Language Teaching and Learning
This module includes the study of methodology and of language acquisition. It looks at current research into how languages are learnt, and the implications for language teaching methodology. Recent (and traditional) approaches to the teaching of second languages are examined, including audiolingualism, task-based approaches, and Communicative Language Teaching.

EDU05514
Learning and Educational Technology
This module examines how the technology affects learning and teaching. It examines the way that learning takes place in different subject areas and the methodology by which this can be helped by technology.

EDU05515
E-Learning and Blended Learning
This module examines the integration of ICT within a subject scheme of study. It looks at the way different learning platforms as well as specific software approaches can be appropriately integrated into the overall learning experience of the students at different levels in education.

EDU05516
Managing Educational Technology
This module examines the role of the ICT coordinator in different educational contexts. It deals with the issues concerned with innovation within the special context of information technology

SECTION 5.2

DOCTORATE IN EDUCATION

The Faculty of Education offers the degree of doctorate in Education. This is the first doctoral level education degree to be offered in the region. The BUiD EdD has accreditation eligibility from the Ministry of Education in the UAE and is thus recognised in all GCC countries as well as internationally through its association with the University of Birmingham.

5.2.1   HEAD OF PROGRAMME

Dr Eugenie Samier

5.2.2   ACADEMIC STAFF

Senior Lecturers

Dr Michael Randall
Dr Eman Gaad
Dr Clifton Chadwick
Dr Martyn Quigley
Dr Eugenie Samier
Dr. Sufian Forawi

Lecturer
Dr Ruqiyabi Naz Awan

External Examiner
To be appointed

Admissions Tutor
Dr Clifton Chadwick

5.2.3   PROGRAMME MISSION & AIMS

In pursuance of BUiD's aims this programme is designed to:

1. Make a distinctive contribution to the higher education system in the United Arab Emirates through the creation of a doctoral level programme of equivalent standard to that run in the UK.
2. Develop leading-edge research capability in education through the training of doctoral level students who will carry out research in the region.
3. Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions.
4. Support local Ministries of education and other education research institutions by building their capacity to carry out distinctive research into education in the region in order to provide sound policies based on research though the training of competent education researchers.
5. Become a centre of excellence for research and the training of researchers in education within the wider Gulf and ME region.

5.2.4   PARTNERSHIP WITH UK INSTITUTION

The Faculty of Education is operated through a partnership arrangement with the School of Education in the University of Birmingham, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Birmingham's School of Education is one of the largest and arguably the best in the UK, and was awarded the rating of 5 in the most recent national assessment of research quality.

Interaction with the University of Birmingham's School of Education will lead to joint research projects and informal networking with Birmingham colleagues will position BUiD academic staff strategically in

fast-moving areas of global research and application. This means that students will benefit from interaction with academic staff members actively engaged in the most cutting-edge developments in the field.

5.2.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Complete 7 taught modules accumulating 180 credits and satisfactorily pass all elements of assessment
- Attend at least 70% of all contact sessions
- Complete a thesis of between 50,000 and 60,000 words for which they will get 360 credits
- Be registered for the programme for a minimum of 3 year and a maximum of 7 years
- Have no outstanding debt with BUiD.

5.2.6   PROGRAMME GOALS

In pursuance of BUiD's aims this programme is designed to:

6. Make a distinctive contribution to the higher education system in the United Arab Emirates through the creation of a doctoral level programme of equivalent standard to that run in the UK.
7. Develop leading-edge research capability in education through the training of doctoral level students who will carry out research in the region.
8. Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions.
9. Support local Ministries of education and other education research institutions by building their capacity to carry out distinctive research into education in the region in order to provide sound policies based on research though the training of competent education researchers.
10. Become a centre of excellence for research and the training of researchers in education within the wider Gulf and ME region.

Learning Outcomes of the Programme

Core outcomes:

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular area through the pursuit of a major research project in an area of professional relevance and the publication of a thesis. In order to carry out this overall aim the following learning outcomes will have been achieved. Students will;

1. be able to identify key local and international issues and recognise leading edge ideas within selected fields of education, both within their own specialist area and in wider areas of education;
2. be aware of a variety of standpoints and be able to apply these different standpoints to their specialised area of study;
3. be able to extend and apply current theoretical perspectives to generate new theoretical models and understandings which are of relevance to Dubai, the UAE and the wider Gulf region, as well as internationally;
4. be able to seek out and critically analyse sources or evidence bases;
5. have demonstrated their ability to disseminate and publish their ideas through the production of a substantial portfolio of written work, including a thesis.

5.2.7   PROGRAMME STRUCTURE

You are required to complete 7 taught modules (180 credit hours) plus a thesis (360 credit hours) to complete the Ed.D. degree. This requires successful completion of 540 credit hours.

i.   Core Research Modules (2 Modules, 30 Credits Each and 1 module with 40 credits)

The 3 required core modules, which will be taken as indicated in Diagram 1, are:

1- Research Methodology 1. Different research paradigms and Advanced Qualitative Methods in Education
2- Research Methodology 2: Quantitative Methods and Analysis
3- Research Methodology 3. Research Design and Research Plan Development

ii.   Subject Study Modules (4 Modules, 20 Credits Each)

At the beginning of your programme, you will decide, at a meeting with your Director of Studies and Personal Tutor, on a programme of study that includes selection of 4 Subject Study modules that fit your area of dissertation.

Subject Study modules from within the Faculty of Education will be offered in the following areas (Table 1). Not all will be relevant to your programme of study. Therefore, you will negotiate and decide, at the first meeting with your Director of Studies and Personal Tutor, on the Subject Study modules that constitute your study plan.

Credit transfers will not be applicable to this programme although students may be exempted from specific introductory lectures/seminars depending on their academic backgrounds.

Programme Structure for the Doctorate in Education

This unique programme has been developed to create leading edge educational research capability in the region. The programme has two distinct but interrelated elements which can be completed in three years. The first element comprises taught modules and the second element involves the presentation of research through the submission of a thesis.

The taught modules include seven credit-bearing Modules and a non-credit bearing Certificate in Adult Learning.   Of these seven modules, three are modules in general research training designed to prepare students for independent research and four are specialist subject study modules chosen from six subject strands.

The subject strands include
- General,
- English Language Teaching (ELT),
- Special Education Needs (SEN),
- International Management and Policy (IMP),
- Maths Education.

Candidates must select one module from the General subject strand and any three from the other specialist strands.

On completion of the taught element, candidates are required to present a major piece of work representing the culmination of their preparatory work on their thesis. This oral presentation will play a major role in determining whether a candidate is ready to progress to the research element of the programme. The research element comprises the submission and oral examination of a thesis of between 50,000 and 60,000 words.

Term by term study plan for the Doctorate in Education

Each module will consist of 30 hours of introductory work (some of which may be co-taught with MEd groups where feasible) + 12 hours of extended group/tutorial study specifically engaging with the subject at the appropriate level for a doctoral study

This will mean the following approximate taught hours/week over the programme:

Year 1	Semester 1	3hrs (Research)	3 hrs (Subject study)	Study skills (2hrs)	8
	Semester 2	3hrs (Research)	3 hrs (Subject study)		6
Year 2	Semester 1	2 hrs	3 hrs (Subject study)		5
	Semester 2	1 hr	3 hrs (Subject study)		4
Years 3				Cert AE in Yr3 Sem 1	1 to 1 tutorials
Year 4					1 to 1 tutorials

Student progression through the degree

Year 1	Year 2	Year 3	Year 4

Research methods 1	Research Methods 2	Research Methods 3		

			THEISIS: DATA COLLECTION	THEISIS DATA ANALYSIS AND WRITING UP

Subject Study 1	Subject Study 2	Subject Study 3	Subject Study 4

Study Skills Support   Certificate in adult teaching

Research Proposal and defense
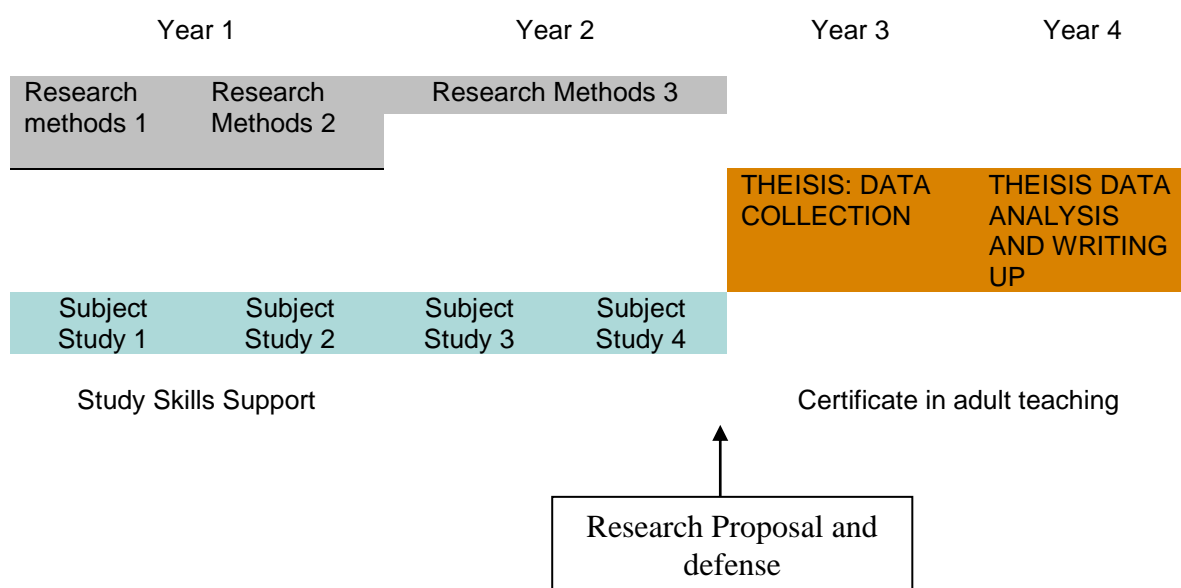
5.2.8 MODULE DESCRIPTORS

DED01601
Research Methodology 1. Qualitative Methods and Different Research Paradigms
This module is an introduction and induction to research in education. This module aims to introduce the new researcher into some of the current debates within educational research and to help them to start to locate themselves within these debates. It aims to introduce them into some of the philosophical aspects that underpin both the selection of methodology and research tools or methods. In addition it will provide the researcher with the experience of a range of qualitative research options used within the social sciences. The emphasis in this module will be on the examination of qualitative methods. Quantitative methods will be the focus of Research Module 2.

DED01602 Research Methodology 2: Quantitative Methods and Analysis
This module will introduce students to, and familiarise them with, a range of methods of data collection and analysis. These will span a range of open and closed ended techniques and both quantitative and qualitative analyses. It will consider the strengths and weaknesses of scientific and quasi-scientific approaches, the proposal and testing of hypotheses and the appropriateness of such methods. It will introduce students to a range of statistical techniques used for interpreting numerical data.

DED01603 Research Design and Research Plan Development
This module will concentrate on the development and design of the students' own research proposals. Drawing ideas from Research Methodology 1 & 2 students will examine the design of their own educational research studies from the philosophical roots and purposes of the study, to the selection of research questions, research design and criteria for appropriate methods of data collection and analysis. While focusing on their own beliefs and purposes in developing their own research designs, they examine relationships between epistemology and research design across a range of social science research options and evaluate their internal integrity and implications for education policy and practice. The module will conclude with a detailed research proposal for their main study.

DED01604 Assessment and Learning
This module helps students to gain in-depth knowledge of the role that student achievement assessment plays in education. It will stimulate students to reflect on their own experience as well as lead them to critically examine the central role that assessment plays within broader education policy and curricula. This will involve examination of the different philosophies of education as exemplified in different education cultures. It also aims to examine traditional testing and examination theory and to understand how the statistical tools and procedures introduced in Research Methodology 2 are applied in testing and assessment in different subject disciplines.

DED01605 Educational Policy: Theory, Development, Practice & Evaluation
Policy development, analysis, and implementation of change processes in educational organizations will be examined. This module will assist educational policy-makers and leaders in thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from a number of philosophical perspectives, and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation.

1   DED01606 Mentorship in Multicultural Settings and Teacher Development
This module looks at aspects of teacher development and enhances the skills of observation in educational institutions. The module develops critical understanding of classroom observation in both teacher development and as an indicator of school effectiveness in different contexts. This forms the basis for establishing strategies for supervision and mentoring of teachers and of collaborative work on school improvement

DED02601 Psycholinguistics and Language Learning and Teaching
This module involves the study of research into language acquisition and resulting ELT methodology. Current research into how languages are learnt, and the implications for language teaching methodology are examined. It provides students with the opportunity to reflect on and re-assess a wide range of recent and traditional approaches to the teaching of second languages such as audiolingualism, task-based approaches, and Communicative Language Teaching. Students will critically examine such methods from the point of view of recent psycholinguistic and applied linguistic frameworks with specific reference to research into learning different contexts.

DED02602 Principles of materials and syllabus design in ELT
This module examines the relationship between cognitive processes involved in second language learning and the pedagogic material used. It allows students to reflect upon and critically analyse the materials used in different contexts. It surveys recent research into language learning materials and it encourages students to critically examine these research findings in the light of their own teaching contexts. It especially examines different approaches to syllabus design such as the role of corpora in syllabus and materials design. It will explore other issues explored such as ESP/EAP, SL writing and types of language examinations, but the specific topics will also be informed by the interests of the student group.

DED02603 Discourse Analysis
The collection of areas grouped in this module under the umbrella term of Discourse Analysis are critically important to the applied linguist in carrying out research into the multiple roles of language in communication and learning. The support provided by the study of language in pragmatic contexts ranges from tools to support the educational researcher in carrying out research in classroom interaction, through insights about language use for the curriculum designer, to the provision of critical analytical tools for the researcher interested in researching the socio-political contexts within which education and discourse exists. The aim of this module is to ground the researcher in the different approaches used to analyse discourse and to develop the tools necessary to conduct research in these areas.

DED03601 Inclusive Education
The inclusion of children with special educational needs into mainstream or other settings is a current policy concern and debate in many contexts. This module enables students to become familiar with issues such as strategic direction, identification and evidence of efficacy, as well as pedagogical issues of teaching and learning in inclusive settings.

DED03602 Education of Children with Exceptional Learning Needs
This module aims to survey the field of pupils with exceptional learning needs. The module focuses on four main categories of such needs: education of pupils with emotional and behavioural difficulties (EBD); education of pupils with Autistic Spectrum Disorders (ASD); education of pupils with any forms of Dyslexia; and Education of those who are gifted or talented. It looks at identification, programme planning, curriculum and pedagogy.

DED03603. Children with Learning Difficulties
This module provides an overview of the education of pupils with learning difficulties (moderate, severe, profound and multiple). It looks at curriculum and development, interdisciplinary work, differentiation of lessons, classroom management strategies and writing individual education plans.

DED04601 Curriculum: History, Theory, Development and Innovation
The nature of innovation in curriculum and teaching is critically evaluated in relation to a range of international case studies, including k-12 curricular changes, effects of increased achievement testing, the international baccalaureate program, learner-centred learning and initiatives in areas such as adult literacy, health education, peace education, community extension, vocational education and. Curriculum analysis, design and development models and approaches are explored, and practical exercises in curriculum development undertaken. Issues of power and control of the curriculum, as well as transfer across national contexts, are explored.

DED04602 Educational Organization: Culture, Theory & Practice
The global economy, technology and communication patterns have changed significantly over the last thirty years. Leaders and managers now work in organisations replete with cultural diversity; the nature of the workforce has changed and old ways and standards no longer hold good. Organisational behaviour is an essential area of study especially education. The module is designed to help students comprehend today's workplace and develop awareness of the skills needed to succeed in it. Though focused on research and theory, the module does not neglect skill developments or ethical principles. It begins with the seminal work in the field of organisational behaviour and examines such areas as stress and conflict, motivation and job satisfaction, all of which affect human behaviour and the attainment of organisational goals. Areas such as leadership, decision-making, communication and other relevant skills are included. The module also looks at change and its implications for the work environment and includes a final section devoted to schools.

DED4603 Theory and Practice of Leadership for Effective Schools
A thorough study of leadership, its various definitions and forms and a systematic analysis of the effects of leadership on school variables such as student achievement, teacher professional behaviour, educational management, curriculum selection and development as well as a venture to identify and develop the leadership capabilities of each participant.

DED04604 Citizenship, Environmental & Human Rights Education
This module presents important, if sometimes controversial areas of education in a globalised world: equity, citizenship, responsibility for the environment and the impact of human rights. The module examines education provided in schools and colleges in these subjects, defining education as a human right and demonstrating the importance of the teaching of human rights in schools, as well as new initiatives in citizenship education, global citizenship and education for sustainable development. The module presents a critical overview of the general subject including critical understanding of the major issues, principles and concepts, including the areas of conflict and complexity. The module further develops abilities to apply a range of standard and specialized quantitative and qualitative research methodologies for working with the subjects in the field of education.

DED06601 Curriculum Development in Mathematics

DED06602 Reading Mathematics Education Research

DED401 Teaching and Learning in Higher Education and Workplaces

SECTION 5.3

PROFESSIONAL GRADUATE DIPLOMA IN EDUCATION (PGDE)

One of the objectives of the Dubai Strategic Plan is "to prepare Dubai's work force for the high value, knowledge-driven economy, which requires attracting and retaining highly skilled employees". The establishment and maintenance of excellent schools throughout the Emirate in both the government and private sectors is crucial to this endeavour. The Professional Graduate Diploma in Education is designed to contribute to the education sector by providing a stream of graduates trained to teach in a modern and enlightened way, taking into account regional and local sensitivities.

The programme has been designed in partnership with the University of Birmingham's School of Education, one of the UK's leading teacher training institutions. The diploma is recognized by Dubai's Commission for Academic Accreditation.

5.3.1 HEAD OF PROGRAMME

Dr Martyn Quigley

5.3.2 ACADEMIC STAFF

Senior Lecturers
Dr Martyn Quigley
Dr Sufian Forawi

Tutor
Ms Mary Mayall
Ms Radhika O'Sullivan

External Examiner
Professor John Collins (Professional Studies Component)
Dr Hassan Tairab, UAE University (Practical Component)

Admissions Tutor
Dr Martyn Quigley

5.3.3 PROGRAMME MISSION & AIMS

The PGDE is a professional qualification which aims to bring students to the level of teaching proficiency required to achieve Qualified Teacher Status (QTS) within the UAE.

5.3.4 PARTNERSHIP WITH UK INSTITUTION

The programme has been designed in partnership with the School of Education at the University of Birmingham, one of the UK's leading education schools.

5.3.5 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:
- Complete 8 taught modules at BUiD, and pass all the elements of assessment of each module, including those of both theoretical and practical components.
- Undertake 435 notional hours of study for the 8 modules.
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 9 months and a maximum of 24 months (dependent on full-time or part-time status).

- Have no outstanding debt with BUiD.

5.3.6   PROGRAMME GOALS

The principal goals of the PGDE are to provide

- the opportunity to develop the necessary skills and attitudes to be able to organise effective learning experiences for school pupils,
- the critical understanding of learning and teaching and the different factors involved such as instruction in a second language,
- an awareness of best practice within the subject areas and to examine these in the cultural context of the UAE, and
- the knowledge and understanding to develop independently as an autonomous practitioner.

5.3.7   PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. These outcomes are modelled on the British Qualified Teacher Status (QTS) model, with appropriate modifications to reflect the UAE context.

Professional attributes

Those recommend for the award of QTS should

Relationships with children and young people
- Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them
- Demonstrate the positive values, attitudes and behaviour they expect from children and young people

Frameworks
- Be aware of the professional duties of teachers and the statutory framework within which they work
- Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation

Communicating and working with others
- Communicate effectively with children, young people, colleagues, parents and carers.
- Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.
- Have a commitment to collaboration and co-operative working.

Personal professional development
- Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs
- Identify priorities for their early professional development in the context of induction.
- Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified
- Act upon advice and feedback and be open to coaching and mentoring.

Professional knowledge and understanding

Those recommended for the award of QTS should:

Teaching and learning

- Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring
- Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.
- Know a range of approaches to assessment, including the importance of formative assessment.
- Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum
- Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.
- Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, Numeracy and ICT
- Have passed the professional skills tests ICDL as required by the Ministry of Education.
- Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity
- Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.
- Know how to make effective personalised provision for those they teach bilingual education contexts for whom English is an additional language, including those or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.
- Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being
- Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.
- Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

Professional skills

Those recommended for the award of QTS (Q) should:

Planning
- Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.
- Design opportunities for learners to develop their literacy, numeracy and ICT skills.
- Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

- Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:
- use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;
- build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;
- adapt their language to suit the learners they teach with particular reference to ESL learners, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback
- Make effective use of a range of assessment, monitoring and recording strategies.
- (Assess the learning needs of those they teach in order to set challenging learning objectives.
- Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.
- Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning
- Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment
- Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.
- Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration
- Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.
- Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.

5.3.8   CREDITS

The programme consists of three blocks of study totalling 120 (level 3) credits. Each block will comprise a school placement and BUiD based study. Each block will consist of a number of required modules, with credits ranging from 10 – 30. A credit is equivalent to approximately 10 hours of study.

5.3.9.   PROGRAMME STRUCTURE

Module Code	Module Title	Credits
PGDE01401	Teaching and Learning 1	20
PGDE01402	Teaching and Learning 2	10
PGDE01403	Teaching and Learning 3	30
PGDE01404	Language 1	10
PGDE01405	Language 2	10
PGDE01406	Language 3	10
PGDE01407	Teaching Experience 1	10
PGDE01408	Teaching Experience 2	20
	Total	120

5.3.10 ASSESSMENT

Students will demonstrate their learning through continuous assessment. Assessments may be conventional essays, portfolios, production of multi-media presentations, mini projects etc. They will be graded and the mark will contribute to the overall profile of achievement. For the practical

component Interim and final reports will be generated by BUiD tutors with input from schools. The philosophy of assessment is that it is diagnostic and formative, so that students are encouraged to engage in self-review and peer review. Assessment is geared to the development of reflective professionals in the field. Any re-assessment of course work will be a decision for the Board of Examiners.

5.3.11 SEMESTER PLANS

Full time route (There are no pre-requisites or co-requisites in this programme)

Semester	Code	Title	Contact Hours	Credit	Student Learning Time (hrs)
Semester 1	PGDE01401	Teaching and Learning 1	70	20	245
	PGDE01402	Teaching and learning 2	40	10	100
	PGDE01404	Language 1	35	10	70
	PGDE01405	Language 2	10	10	40
	PGDE01407	Teaching experience 1	N/A	10	39
Semester Totals			**155**	**60**	**494**

Semester 2	PGDE01403	Teaching and learning 3	80	30	280
	PGDE01406	Language 3	40	10	80
	PGDE01408	Teaching experience 2	N/A	20	52
Semester Totals			**120**	**60**	**412**
Overall Total			**275**	**120**	**906**

5.3.12 MODULE DESCRIPTORS

BLOCK 1

PGDE01401
Teaching and learning 1
University based seminars and school based practical experience offer opportunities for the student to develop their understanding and practice of teaching. Following School Experience 1, continued weekly visits will be made to the School Experience one school interspersed with the BUiD seminars. One of the major experiences is the observation and tracking of learning of a pupil/small group of pupils within the student's subject area in the 1st school placement. Seminars will concentrate on developing an understanding of the subject needs of learners within the 10-13 age group.

Another focus is the planning and evaluation of learning experiences for small groups, within the students' subject areas prior to School Experience 2.

PGDE01404
Language 1
This module comprises BUiD –based seminars and self-study on areas of personal language improvement and study skills to support individual leaning and access to programme. The aim is to establish awareness through self-reflection on personal learning and provide language support for classroom delivery of students' own subject in English

PGDE01407
Teaching Experience 1
This module will be school-based in an "intermediate" school (UAE govt Cycle 2, British "middle"/KS3). It will involve 4 days in school with one day in BUiD. It will involve observation of lessons, small group teaching, leading to 75% teaching load in students' own subject areas. In addition to panning, observing and teaching, documentary evidence will be collected about whole school issues.

BLOCK 2

PGDE01402
Teaching and Learning 2
University based seminars reflection on teaching placement (School Experience 1) in schools, learning to plan and evaluate teaching experiences to consider the role of learners. Seminars will concentrate on

- Developing an understanding of the subject needs of learners within the 14 – 16 age groups
- Planning and evaluation of learning experiences for whole classes, within the students' subject areas prior to School Experience 2
- The planning of Schemes of Work within the students' subject areas prior to School Experience 2.

PGDE01405
Language 2
BUiD-based seminars provide language support for classroom delivery of students' own subject in English

PGDE01408
Teaching Experience 2
This module will be school-based in a "secondary" school (15- 17 age group, UAE govt Cycle 3, British KS4). It will involve 4 days in school with one day in BUiD. It will involve teaching lessons, starting from a 25% load, leading to 75% teaching load in students' own subject areas and the planning and livery of a complete unit of work providing relevant documentation for every lesson taught.
In addition to planning, and teaching, data will be collected for work in Block 3.

BLOCK 3

PGDE01403
Teaching and Learning 3
University based seminars, developing an understanding of the needs of the learners within the 15-17 age group. There will also be 4 days in-school experience during this block to examine whole school issues in operation and to collect data for mini research projects.

The aims are to cover
- Reflection upon teaching placement in schools (School Experience 3),continuing to learn to plan and evaluate teaching experience to consider the role of learners.
- Drawing on teaching experience to develop theoretical framework for 'whole school' issues.
- Cross curricular/professional studies for example psychology of learning, assessment, differentiation and SEN/inclusion, bilingualism and learning, ICT, curriculum and syllabus design.

PGDE01406
Language 3
This module comprises BUiD based sessions examining the language of professional communication between colleagues. To develop areas such as necessary for written communication in English e.g. report writing. Drawing on school experience, develop necessary language for the adaptation and writing of subject specific material. Through the examination of professional literature, students will continue to develop personal language proficiency for professional development.

SECTION 6
FACULTY OF BUSINESS

At the BUiD's Faculty of Business, a range of professional postgraduate qualification programmes are taught, including: MSc Project Management, MSc Finance and Banking, and MSc Human Resource Management. The MSc Finance and Banking is delivered in collaboration with City University (London). The MSc Project Management and the MSc Human Resource Management Programmes are delivered in collaboration with the University of Manchester. Both of the partner universities are top star rated for world class research and share The British University in Dubai culture that is 100% committed to regional and international excellence in teaching.

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

The Best of British Education in Dubai

DEGREES OFFERED

Master of Science (MSc) in Project Management
Master of Science (MSc) in Finance and Banking
Master of Science (MSc) in Human Resource Management
Master of Science (MSc) in Construction Law and Dispute Resolution

DEAN

Professor Ashly Pinnington

ACADEMIC STAFF

Professors
Professor Ashly Pinnington (Human Resource Management and Project Management)
Professor Kostas Giannopoulos (Finance and Banking)

Senior Lecturers
Dr Abubakr Suliman (Human Resource Management)
Dr Dr John Anderson (Finance and Banking)
Dr Mohammed Fadhil Dulaimi (Project Management)
Dr Paul Gardiner (Project Management)

Lecturers
Dr Kasim Randeree (Project Management)
Dr Arun Bajracharya

FACULTY MISSION & AIMS
The mission of the faculty is to provide globally recognised programmes that inspire people and lead to excellent organisational performance. The ultimate aim is to help in development of a sustainable future where societies and individuals progress through learning, communicating and innovating.

PARTNERSHIP WITH UK INSTITUTION
The programmes being offered by the faculty i.e. MSc Project Management, MSc Finance and Banking, and MSc Human Resource Management are delivered in collaboration with City University (London) and University of Manchester. They are all top star rated for world class research and share The British University in Dubai culture that is 100% committed to regional and international excellence in teaching.

MASTERS PREPARATION COURSE
As part of the Student Study Support, on behalf of BUiD, the Faculty of Business (Finance and Banking) oversees a Masters' Preparation Course of 10 weeks full-time or 20 weeks part-time, which takes place before the start of the academic year. This is for those students who have a Bachelors degree in a non-business related discipline, such as Law or the Sciences. They may still be able to join the MSc Finance and Banking programme by studying the specially designed short pre-masters programme first which will provide them with a thorough grounding in the business subjects required to successfully participate in MSc in Finance and Banking. Once the students successfully complete the pre-masters programme and have met all the entry requirements, they are eligible to enter the MSc programme in Finance and Banking.
The students study four modules
- Principles of Finance
- Principles of Accounting
- Principles of Economics
- Quantitative Methods

SECTION 6.1

MSc IN PROJECT MANAGEMENT PROGRAMME

There is an increasing demand for structured, accredited programmes in Project Management which deliver learning experiences that either provide relevant professional development or lead to postgraduate academic awards. Postgraduate education for project management, based on research findings and evidence-based approaches, is appropriate for both recent Bachelors degree graduates as well as practitioners with more experience from industry or the public sector. This programme benefits particularly from the experience the University of Manchester team have gained in the continuing design and delivery of the MSc Project Management Professional Development Programme for Rolls-Royce, AMEC and Goodrich.

6.1.1   HEAD OF PROGRAMME

Dr Paul Gardiner

6.1.2   ACADEMIC STAFF

Professors
Professor Ashly Pinnington

Senior Lecturers
Dr Mohammed Fadhil Dulaimi
Dr Paul Gardiner

Lecturers
Dr Kasim Randeree
Dr Arun Bajracharya

External examiner
Prof Iain Cameron
Glasgow Caledonian University

Admissions Tutor
Dr Paul Gardiner

6.1.3   PROGRAMME MISSION & AIMS

The programme provides students with a sound knowledge of the key principles of project management. In addition, the programme offers the potential for progressive levels of professional qualification in project management.

The programme is designed to develop individuals with no professional knowledge as well as those who have professional knowledge and practical skills, defined by the Project Management professional community through the bodies of knowledge, necessary for the effective management of projects in their respective organizations.

6.1.4   PARTNERSHIP WITH UK INSTITUTION

The University of Manchester has worked in close partnership with the University to develop the MSc in Project Management Programme being offered at BUiD. The School of Mechanical, Aerospace & Civil Engineering at University of Manchester is a 5 rated research School.

6.1.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:
- Complete a (maximum) 20,000 word dissertation on a topic based on one of the modules or specialist themes within the Faculty of Business
- Complete 8 x 15 credit modules and satisfactorily pass all elements of assessment
- Undertake 150 notional hours of study for each 15 credit module

- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

6.1.6   PROGRAMME GOALS

- To provide single modules as specific project management fields to support the professional development requirements of practicing professionals
- To provide student-centred flexible learning to enable recent graduates to study for a postgraduate qualification
- To provide student-centred flexible learning to enable busy engineers, non-engineers, managers and other employees to study for a postgraduate qualification
- To develop theoretical and practical knowledge in Project Management
- To promote the concept that there is a dynamic link between business case, environment and measurable project objectives
- Ensure a critical understanding and sound application of project management planning solutions
- Ensure a critical understand and sound application of project management cost and value techniques
- Provide a comparative generic understanding of theoretical principles and good practice in legal and commercial aspects of Project Management
- Deliver a robust frame of reference integrating key theoretical positions on organisation design and analysis
- Provide a multi-dimensional model, theoretical frame of reference and analytical approach to people and culture (organisational and national) in the project environment
- Provide a holistic learning experience encompassing current research on and relevant to Project Management
- To provide a basis for ladder of opportunities for those seeking a postgraduate qualification

6.1.7   PROGRAMME OUTCOMES

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

- Students with sound theoretical and practical knowledge as the basis for their Project Management professional discipline
- Students with a working understanding that Project Management as a strategic activity in the corporate planning process
- Students with application and able to make an appropriate selection of planning tools and models
- Students with an appreciation of the application of costing techniques and understanding of value in the operational phases of Project Management
- Students with a foundation in good practice with respect to Legal and Commercial issues relating to managing projects
- Students with a clear frame of reference and analytical and critical perspective with respect to the role of organization design and analysis applied to projects
- Students with a critical and analytical approach to people and cultural components of projects and their environments
- Students with a working knowledge of the determinants, sources and main findings of current research in Project Management and an interest and ability to keep up to date and contribute to the Project Management Community of Practice and future research and development

The general programme goals above are further refined when applied to the individual themes as outlined below.

Generic Project Management

Goal
To develop an integrated, theoretically sound approach towards the process and practice of project management in any context.

Outcome
Students will be able to analyse and problematise in order to formulate and prosecute a project strategy and implementation plan in the management of projects in any context.

Oil, Gas and Process Project Management

Goal
To develop an integrated theoretically sound approach towards the process and practice of project management with special focus on oil, gas and process industries.

Outcome
Students will be able to analyse and problematise in order to formulate and prosecute a project strategy and implementation plan in the management of projects with special focus on oil and gas and process industries.

Information Technology Project Management

Goal
To develop an integrated theoretically sound approach towards the process and practice of project management with special focus on the Information Technology sector.

Outcome
Students will be able to analyse and problematise in order to formulate and prosecute a project strategy and implementation plan in the management of projects with special focus on the Information Technology sector.

Civil Project Management, Infrastructure and Construction Project Management

Goal
To develop an integrated theoretically sound approach towards the process and practice of project management with special focus on the Civil Project Management, Infrastructure and Construction sector.

Outcome
Students will be able to analyse and problematise in order to formulate and prosecute a project strategy and implementation plan in the management of projects with special focus on the Civil Project Management, Infrastructure and Construction sector.

Financial Services, Banking and Accounting Project Management

Goal
To develop an integrated theoretically sound approach towards the process and practice of project management with special focus on the financial services sector.

Outcome
Students will be able to analyse and problematise in order to formulate and prosecute a project strategy and implementation plan in the management of projects with special focus on Financial Services, Banking and Accounting.

6.1.8   CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at University of Manchester. That is a programme totalling 180 credits which is broken down into:
- 8 taught modules (total 120 credits)
- A research-based dissertation (60 credits).

6.1.9 CREDIT HOURS

Each module is equivalent to 150 hours of student effort, so that the whole programme is 1,800 hours of student effort.

The hours of student effort comprises:

- The face-to-face contact hours (approx 30 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

6.1.10 PROGRAMME STRUCTURE

a.   Modules

Module Number	Module Title	Credits
PM01501	Programme and Portfolio Management	15
PM01502	Strategy	15
PM01503	Planning and Resource Management	15
PM01504	Cost and Value Management	15
PM01505	Commercial and Procurement	15
PM01506	Organisation	15
PM01507	People and Culture	15
PM01508	Research Methods	15

b.   Themes

The programme will cater for those requiring generic training in Project Management and also for those who wish to apply their training to specific sectors by following special themes within the programme:

- i)   Generic Project Management
- ii)   Oil, Gas and Process Project Management
- iii)   Information Technology Project Management
- iv)   Civil Project Management, Infrastructure and Construction Project Management
- v)   Financial Services, Banking and Accounting

c.   Dissertation

The research project (dissertation) is the point at which the student progresses from structured coursework to independent study. It is a substantial piece of independent work which is recorded and described in the dissertation. The dissertation should not normally exceed 20,000 words depending on the topic.   The dissertation will take one of two forms: Research Dissertation or Practice Dissertation. Students may be required to present their work orally to examiners.

6.1.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation

6.1.12 SEMESTER PLANS

Dubai

Sept 2009 – Semester 1	Feb 2010 – Semester 2
Programme and Portfolio Management (PM01501)	Commercial and Procurement (PM01505)
Strategy (PM01502)	Organisation (PM01506)
Planning and Resource Management (PM01503)	People and Culture (PM01507)
Cost and Value (PM01504)	Research Methods (PM01508)
Research Methods (PM01508)	

June 2010 – Semester 3
Strategy (PM01502)
Planning and Resource Management (PM01503)

Abu Dhabi

Sept 2009	Feb 2010
Commercial and Procurement (PM01505)	Programme and Portfolio Management (PM01501)
People and Culture (PM01507)	Strategy (PM01502)
Research Methods (PM01508)	Planning and Resource Management (PM01503)
	Cost and Value (PM01504)

June 2010 – Semester 3
Organisation (PM01506)
Research Methods (PM01508)

* February and June 2010 plans are subject to change

6.1.13 MODULE DESCRIPTORS

PM01501
Programme and Portfolio Management
This module provides an overview of the project management discipline, its origins and evolution. It will provide an introduction to the principle aspects of the project management process together with an outline of the specific techniques that have been devised to bring about the successful conclusion of projects. It provides a basis for further study of the entire process of managing projects as well as foundation for those wishing to sit the Professional examinations (APM or PMI). The module is intended as an integrative foundation for taught modules on the programme and therefore should be studied first, alone or with one other module.

PM01502
Strategy
The purpose of this module is to place projects in the context of corporate and business strategies, to illustrate their interdependencies, and to show the importance of developing an effective project execution strategy.

PM01503
Planning & Resource Management
The purpose of this module is to place project controls, particularly in respect of time, at the centre of the Project Management process and ensure that students understand and can specify and apply appropriate techniques to control the overall project.

PM01504
Cost & Value Management
The purpose of this module is to place project and product controls, particularly in respect of cost, at the centre of the Project Management process and ensure that delegates understand and can specify and apply appropriate techniques to control the overall project.

PM01505
Commercial & Procurement
This module examines the commercial interests and relationships between companies involved at different levels in projects. In particular it will discuss how these relationships are developing and increasingly varied to meet the needs of projects; the ways in which these relationships are shaped by legal and other restraints; lessons and choices in strategies for the procurement of goods and services; the consequences for managers of projects.

PM01506
Organisation
The module is intended to raise awareness in the student concerning two areas. The first is the diversity of factors to be considered in the determination of an overall organisation structure for a given project. Secondly, the possibilities for varying organisation structure for a given project. Within these areas a range of topics are covered in a manner which is intended to support the student in dealing with other modules through exhibiting that while individuals may seek to compartmentalise their learning, organisations do not always behave in a similar manner.

PM01507
People & Culture
This module is dealt with in an integrated way, with a number of key threads such as communication and culture running throughout. At the end of the module students should have a sound working knowledge of key issues and theoretical models relating to people in project management.

PM01508
Research Methods
This module is designed to prepare students for further study on the dissertation. The module is designed to support the learning of research methods appropriate to dissertation study.

SECTION 6.2

MSc IN FINANCE AND BANKING

The world of finance, with its diverse career opportunities and continuing demand for capable postgraduate executives, is an attractive career choice for high calibre individuals. Taken full time by recent graduates, the MSc programme aims to equip students with the knowledge and skills necessary to enter management-track positions in banks and financial services companies, in central banking and in regulatory authorities. Taken on a part time basis by students with experience in the financial sector, the MSc programme is designed to equip students with the knowledge and skills to advance from junior and mid-career positions into senior posts in these institutions.

The MSc Finance and Banking is offered in partnership with Cass Business School, City of London. (Part of City University), Cass is one of Europe's leading schools for business research, with a 5 rating in the UKs Research Assessment Exercise. Being located in the world's largest international financial centre allows Cass to test theoretical approaches against the realities of practice. The result is a body of rigorous and informed research, combined with a productive and dynamic relationship with the neighbouring financial institutions. A recent global review of Finance research published in the journal Financial Management looked at top 100 academic institutions worldwide, and ranked Cass is ranked 2nd in Europe, and 4th out of all non-US academic departments.

6.2.1   HEAD OF PROGRAMME

Professor Kostas Giannopoulos

6.2.2   ACADEMIC STAFF

Professor
Professor Kostas Giannopoulos

Senior Lecturer
Dr John Anderson

External Examiner
Professor Andrew Mullineux
University of Birmingham

Admissions Tutor
Professor Kostas Giannopoulos

6.2.3   PROGRAMME MISSION & AIMS

The Faculty of Business (Finance and Banking section) aims to be a centre of academic excellence with interests in Banking, derivatives, Islamic financial Instruments, foreign exchange, trading mechanisms, market microstructure, and risk management. The aim is to organise the exchange of views among finance professionals, academics and researchers. Analytically the aims are to:

- Provide a forum for market practitioners, academics and researchers who deal with the engineering, pricing, trading, risk analysis and final use of Islamic financial products.
- Develop contacts among researchers and professionals, both in the UAE and other Gulf countries and internationally. The Faculty will have a scientific committee of highly respected academics and qualified practitioners.
- The studies carried out will include both theoretical and applied research to meet the concerns and expectations of finance professionals.

6.2.4   PARTNERSHIP WITH UK INSTITUTION

The John Cass Business School, City University, London, will works in close partnership with the BUiD faculty of Business for this programme. The. John Cass Business School is Europe's largest

group of academic specialists in finance, risk, insurance and actuarial science. The John Cass Business School is Rated 'Excellent' for teaching and research

6.2.5 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

.
- In order to graduate from the programme, students must complete a dissertation not exceeding 20,000 words, and preferably around 15,000 words on a topic that relates to the subject matter of the programme
- Complete 7 x 18 credit core modules and 2 x 7. elective modules to satisfactorily pass all elements of assessment
- Undertake 180 notional hours of study for each 18 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

6.2.6 PROGRAMME GOALS

The principal goals of the Finance and banking are:
- make students familiar with basic accounting and quantitative skills necessary to appreciate the modern theory and practice of banking and finance
- familiarise students with key concepts of the modern theory of finance and banking
- give students the opportunity to apply these theories by means of classroom exercises, case studies, and a more extended research-based dissertation
- ground the students experience firmly in the realities if international banking as seen from the perspective of the UAE.

6.2.7 PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a typical student will be expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

a. Knowledge
- Systematic and thorough understanding of the modern theory of finance
- Systematic and thorough understanding of the theory and practice of international banking
- Familiarity with quantitative and accounting methods used in finance

b. Understanding
- demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in Finance, Banking and Risk Management
- evaluate advanced practice in Finance, Banking and risk management and, where appropriate, propose new alternatives
- illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

c.   Intellectual Skills
- Ability to apply theory and critically analyse arguments by professionals in academic subject areas related to finance and banking
- Ability to organise and analyse real-world data on banking, financial and economic problems

6.2.8 CREDITS

The Programme is offered in full-time (FT) and part-time (PT) mode. The full-time programme takes almost one year of study to complete, and the part-time, a little over two years.
Elements of the programme are:
- 7 core modules for each of which 18 credits are available,
- 2 elective modules for each of which 7. credits are available
- One research based dissertation, for which 60 credits are available.

6.2.9 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 18 credits is equivalent to 180 hours of student effort and each elective module is equivalent to 70 hours of student effort, so that the whole programme is 2,000 hours of student effort including 600 hours of student effort for dissertation.

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

6.2.10 PROGRAMME STRUCTURE

a. Core modules

These modules are to be taken by all students.

The core modules are listed as under;

Module Code	Module Title	Credits
FIN01501	Commercial and Investment Banking	18
FIN01502	Financial Statement Analysis	18
FIN01503	Quantitative Methods for Finance	18
FIN01504	Financial Markets and Investments	18
FIN01506	Corporate Finance	18
FIN01507	Regulations and Risk Management in Banking	18
FIN01508	Financial Risk Management and Structured Products	18

b. Elective modules

Elective modules are on offer from which students choose 2 modules depending upon their areas of interest. They are;

Module Code	Module Title	Credits
FIN02511	Islamic Finance	7
FIN02512	Marketing Financial Services	7
FIN02513	Clearing and Settlement of Financial Trades	7
FIN02514	Financial Crime, Money Laundering and Governance in Banking	7
FIN02517	Finance and Regulation in Emerging Markets	7
FIN02518	Forecasting and Trading Strategies in Financial Markets	7.
FIN02519	Credit Risk Management	7
FIN02521	Hedging	7
FIN02523	Trading Strategies And Trade Management	7

c. Dissertation

The research project (dissertation) is the point at which the student progresses from structured coursework to independent study. It is a substantial piece of independent work which is recorded and described in the dissertation. The dissertation should not normally exceed 20,000 words depending on the topic. Students may be required to present their work orally to examiners.

6.2.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation

6.2.12 SEMESTER PLANS

The 7 core modules are taught during two twelve-week semesters (10 weeks of lectures/seminars & 2 weeks study) from September through until April. The 4 electives in a 6-week period (5 weeks of lectures/seminars and 1 week of study) between May and mid-June. The writing up of the project is undertaken between July and mid-September. The pattern is shown in the tables below

Full time route

	Module Title	Hours	Credits
Semester 1	12 weeks lectures + 2 weeks revision/ assessment		
FIN01501	Commercial and Investment Banking	36	18
FIN01502	Financial Statement Analysis	36	18
FIN01503	Quantitative Methods and Economics for Finance	36	18
FIN01504	Financial Markets and Investments	36	18
Semester 2	**12 weeks lectures + 2 weeks revision/ assessment**		
FIN01506	Corporate Finance	36	18
FIN01507	Regulation and Risk Management in Banking	36	18
FIN01508	Financial Risk Management and Structured Products	36	18
	Elective 1 (weeks 1 – 6)	*18*	*7*
	Elective 2 (weeks 7 – 12)	*18*	*7*
Semester 3	Dissertation		60
	Total hours/ credits:	288	200

Part time

Commercial and Investment Banking Quantitative Methods and Economics for Finance (12 weeks teaching + 2 weeks revision and assessment)	Financial Statement Analysis Financial Markets and Investments (12 weeks teaching + 2 weeks revision and assessment)	Regulation & Risk Management in Banking Corporate Finance (12 weeks teaching + 2 weeks revision and assessment)	Financial Risk Management & Structured Products Elective 1 Elective 2 (12 weeks teaching + 2 weeks revision and assessment)	Dissertation (12 weeks research + scheduled meetings)

6.2.13   MODULE DESCRIPTORS

FIN01501
Commercial and Investment Banking
The purpose of this module is to provide a solid understanding of the theory and practice of banking. Topics covered include the special nature of banking, the structure of the banking industry (commercial banks, investment banks, universal banks, and financial conglomerates), the diversification of banking activities, international banking and multinational banks. You will also analyse the most relevant issues for banking in the 21st century: e-cash, consolidation and diversification of the banking industry, financial architecture, prudential regulation, etc.

FIN01502
Financial Statements Analysis
The module is tailored to the needs of Finance and Banking students and is designed to develop a solid understanding of how users of financial information interpret accounting reports when making business decisions. The emphasis is on the valuation of both equity and debt instruments. Coverage includes a broad discussion of measurement issues and international accounting standards. The topics that are covered include earnings quality, ratio analysis, fundamental analysis, earnings management, equity-based executive compensation (stock grants and stock options).

FIN01503
Quantitative Methods for Finance
This module introduces students to quantitative techniques commonly used in analysing financial market data. The huge amount of data generated by financial markets has entailed a widespread use of econometrics in empirical finance. While econometric research is conducted by specialists, an introduction to financial econometrics is necessary to understand a number of market and product analyses that are based on the use of econometric methods. You will study the main statistical techniques, and undertake a number of applications, including the estimation of time series models, the modelling of asset price volatility, cross-sectional analysis of stock returns and default events.

Each lecture focuses on a current issue in the international economy. Students are given case material on individual countries as a basis for class discussion.

FIN01504
Financial Markets and Investments
The purpose of this module is to provide a clear understanding of the investment principles of modern capital management. This is one of the main sectors of activity for many banks, investment funds and financial conglomerates. Students will be introduced to the variety of approaches used to price financial assets and to assess both individual asset risk, and the risks embodied in an investment portfolio. This background is crucial for understanding how derivatives can help to manage these risks; how hedge funds operate; how we evaluate the performance of all professional fund managers today; and how high level asset allocation decisions are taken and implemented.

FIN01506
Corporate Finance
The purpose of this module is to develop a clear understanding of the fundamentals of corporate finance and their relationship with the theory and practice of corporate investments through the examination of real-life case studies and contemporary examples. The Module discusses and compares investment appraisal techniques, and examines the relation of finance theory to corporate policy issues such as capital structure, debt policy and capital budgeting.

FIN01507
Regulation and Risk Management in Banking
This module introduces students to the main financial risks faced by banks, financial companies, and corporations. We shall cover the techniques used to measure and manage these risks, and the use of risk-adjusted measures of performance to guide business policy and reward executives. You will become familiar with: the main tools used for measuring financial risks; how to conduct basic risk calculations and interpret their outcome; the major issues involved in the management of financial risks.

FIN01508
Financial Risk Management and Structured Products
The aim of this module is to provide a clear understanding of financial management in companies engaged in international business, with special focus on banks, investment banks, and asset managers.

FIN02511
Islamic Finance
The aim of this module is to introduce students to the concept of Islamic Finance, and the role of Islamic bank products in retail banking, investment banking and project finance.
Lectures are supported by case studies and relevant news of current activity by Islamic banks in the Gulf region.

FIN02513
Clearing and Settlement of Financial Trades
The purpose of this module is to explore the strategic and risk-management aspects of operations in securities, foreign exchange, and derivative markets. To consider the growing internationalisation of these activities, and address the strategic implications for financial firms.

FIN02514
Financial Crime, Money Laundering and Governance in Banking
Financial crime is no longer perceived as 'victimless crime' thanks to a series of corporate scandals and disasters on a global scale, such as Enron. And yet there are still relatively few opportunities for people in managerial positions to discuss, let alone equip themselves with adequate skills to deal with, problems arising from financial crime. With increasing responsibilities imposed on management, the module will provide basic knowledge and skills that are increasingly required of managers in the financial world to prevent, detect and control financial crime.

This elective aims to provide students with a sound understanding of the issues relating to the prevention and control of financial crime. It will introduce them to theoretical, legal and regulatory frameworks within which existing measures to combat financial crime have been devised and introduced, and their practical implications. It will also make them aware of the present inadequacies and shortcomings, and new developments.

FIN02517
Finance and Regulation in Emerging Markets
The purpose of this module is to explain the issues relating to the inclusion of Emerging Markets securities in a global portfolio including
- discussing the sources of risk relating to Emerging Markets, such as the effects of financial regulation and liberalisation, exchange rates, international trade and political risk on stock market returns
- discussing how to measure the degree integration of Emerging Markets with global financial markets
- examining the effects of financial market deregulation on economic growth.

FIN02518
Forecasting and Trading Strategies in Financial Markets
All decisions depend on a forecast. In finance, these forecasts may relate to the demand for banking products, the performance of alternative investments, the volatility of prices, the probability of bankruptcy of a borrower, or short term movements in share prices or exchange rates. The aim of this module is to give students a practical understanding of statistical and judgmental techniques used by traders and analysts to make these forecasts. Each lectures is supported by a session in the computer lab using standard software packages for econometric forecasting and technical analysis

FIN02519
Credit Risk Management
The purpose of this module is to provide a solid understanding of the credit risks that a portfolio of credit assets is exposed and the techniques employed to study and quantify the associated exposure.

FIN02521
Hedging
This module introduces students to principles and techniques commonly used in the management of financial risk.

FIN02523
Trading Strategies and Trade Management
This module introduces students to principles and techniques commonly used in the analysis and trading of financial markets.

SECTION 6.3

MSc IN HUMAN RESOURCE MANAGEMENT

The economy is increasingly reliant on high quality Human Resource Managers who can help to drive forward organisational performance and thus support sustainable economic growth. The MSc in Human Resource Management is a business-oriented degree, aimed to equip students for an enhanced professional role in Human Resource Management. The degree will be of relevance to a wide range of organisations including private and public bodies, small and medium sized businesses as well as large global organisations.

The programme focuses on issues of direct and special relevance to the UAE and its surrounding region.

The programme has been designed in partnership with the Manchester Business School (MBS) at the University of Manchester – one of Europe's leading business schools. MBS is also accredited by AACSB International, AMBA and EQUIS, one of only a small number of schools worldwide to receive accreditation from all three international business school and MBA accrediting bodies. The programme has also received input from the Dubai Human Resources Forum and a wide range of senior HR managers from the region.

6.3.1 HEAD OF PROGRAMME

Dr Abubakr Suliman

6.3.2 ACADEMIC STAFF

Professors
Professor Ashly Pinnington

Senior Lecturers
Dr Abubakr Suliman

External Examiner
Professor Lynette Harris
Nottingham Trent University

Admissions Tutor
Dr Abubakr Suliman

6.3.3 PROGRAMME MISSION & AIMS

The MSc in Human Resource Management is a business-oriented degree, aimed to equip students for an enhanced professional role in HRM. The degree will be of relevance to a wide range of organisations including private and public bodies, SME's as well as large global organisations.

6.3.4 PARTNERSHIP WITH UK INSTITUTION

The programme has been designed in partnership with the Manchester Business School (MBS) at the University of Manchester – one of Europe's leading business schools. MBS is also accredited by AACSB International, AMBA and EQUIS, one of only a small number of schools worldwide to receive accreditation from all three international business schools and MBA accrediting bodies.

6.3.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:
- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the Human Resource Management programme
- Complete 8 x 15 credit modules and satisfactorily pass all elements of assessment
- Undertake 150 notional hours of study for each 15 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

6.3.6   PROGRAMME GOALS

The principal goals of the MSc in Human Resource Management are:
- Familiarise students with best practice in Human Resource Management and its contribution to organisational performance
- Ground the students experience firmly in the realities of international and global Human Resource Management
- Provide an opportunity for students to apply key concepts, and to discuss real-life issues, within the context of Human Resource Management in the UAE
- Give students the opportunity to apply their learning by means of classroom exercises, case studies, and a more extended research-based dissertation

6.3.7   PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a typical student will be expected to have the following abilities:

Knowledge
- Systematic and thorough understanding of the theory and practice of HRM
- Systematic and thorough understanding of how HRM can contribute to improved organisational performance
- Systematic and thorough understanding of how to design HRM solutions which can be applicable to a wide variety of organisational circumstances
- Systematic and thorough understanding of how the specific context of the UAE and the wider gulf region shapes HRM in organisations

Intellectual Skills
- Ability to critically analyse arguments by academics and to apply theory in order to enhance Human Resource Management in a variety of organisational circumstances
- Ability to organise and analyse real-world data on HRM issues and problems such in order to support organisational change and the implementation of specific HRM solutions

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

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

6.3.8   CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at Manchester University. That is a programme totalling 180 credits which are broken down into:
- Eight (Seven core and one elective) taught modules of 15 credits each (total 120 credits)
- A research-based dissertation (60 credits).

6.3.9   CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Therefore, each module is equivalent to 150 hours of student effort, so that the whole programme is 1,800 hours of student effort.
The hours of student effort comprises:
- The face-to-face contact hours (approx 30 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

6.3.10 PROGRAMME STRUCTURE

a. Core modules

These modules are to be taken by all students

Module Code	Module Title	Credits
HRM01501	Strategy and Human Resource Management	15
HRM01502	Human Resource Management in Action	15
HRM01503	Employment Policy	15
HRM01504	Comparative and International Employment Systems	15
HRM01505	Organisational Change	15
HRM01506	The Role of the HR Function in Modern Organisations	15
PM01508	Research Methods	15

All candidates must undertake the module Strategy and Human Resource Management HRM01501 during their first semester of study and the module the Role of the HR Function in Modern Organisations HRM01506 during the final semester of their taught programme.

 b. Elective modules

Elective modules are on offer from which the students have to choose one, depending upon their area of interest. They are

Module Code	Module Title	Credits
HRM02508	Multinationals and Human Resource Management	15
HRM02509	Human Resource Management in the Public Sector	15
PM01506	Organisation	15
PM01507	People and Culture	15

c. Dissertation

All students who successfully complete the taught modules will also undertake a supervised dissertation. The research project (dissertation) is the point at which the student progresses from structured coursework to independent study. It is a substantial piece of independent work which is recorded and described in the dissertation. The dissertation should not normally exceed 20,000 words depending on the topic. This provides an opportunity to focus in depth on one aspect of HRM, which will normally be directly relevant to a real life workplace situation, and allows the students to demonstrate their skills to the course assessors and to employers.

6.3.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation

6.3.12 SEMESTER PLANS

All candidates must undertake the module Strategy and Human Resource Management HRM01501 during their first semester of study and the module the Role of the HR Function in Modern Organisations HRM01506 during the final semester of their taught programme.

Semester	Code	Module Title	Contact Hours	Credit	Student Learning Time (Hrs)
Semester 1 (Year 1)	HRM01501	Strategy and Human Resource Management	30	15	150
	HRM01502	Human Resource Management in Action	30	15	150
Semester Totals			**60**	**30**	**300**

Semester	Code	Module Title	Contact Hours	Credit	Student Learning Time (Hrs)
Semester 2 (Year 1)	HRM01503	Employment Policy	30	15	150
	HRM01504	Comparative and International Employment Systems	30	15	150
Semester Totals			**60**	**30**	**300**

Semester	Code	Module Title	Contact Hours	Credit	Student Learning Time (Hrs)
Semester 1 (Year 2)	HRM01505	Organisational Change	30	15	150
	HRM02508 or HRM02509 or PM01506 or PM01507	ELECTIVE Multinationals and Human Resource Management OR Human Resource Management in the Public Sector OR Organisation OR People and Culture	30	15	150
Semester Totals			**60**	**30**	**300**

Semester	Code	Module Title	Contact Hours	Credit	Student Learning Time (Hrs)
Semester 2 (Year 2)	PM01508	Research Methods	30	15	150
	HRM01506	The Role of the HR Function in Modern Organisations	30	15	150
Semester Totals			**60**		**300**
Grand Total Taught Element			240	120	1200

Semester	Code	Module Title	Contact Hours	Credit	Student Learning Time (Hrs)
Semester 3 (Year 2) AND Semester 1 (Year 3)		Dissertation	-	60	600
Over all Total			**240**	**180**	**1800**

6.3.12 MODULE DESCRIPTORS

a.   Core module descriptors

HRM01501
Strategy and Human Resource Management
This module focuses on the theory and practice of HRM strategy with particular regard to the cultural context in which organisations work, the development of organisational strategy, the adoption of best practice in HRM, and the motivation of and engagement with staff.

HRM01502
Human Resource Management in Action
This module focuses on the nature and content of HRM practices, and their application across a range of activities and different organisational contexts. It will cover a wide spectrum of activities from recruitment, selection and induction through job evaluation, pay systems and performance management to bullying, harassment and grievance handling. It will also consider the importance of human resource planning in relation to the application of specific HRM techniques and systems, as well as considering how these practices might be bundled together to achieve improved organisational performance.

HRM01503
Employment Policy
This module focuses on HRM relevant employment policy within the context of general theory, UAE specific conditions and in relation to different organisations. This will involve consideration of job design and flexibility at work; skill acquisition and learning and development; staff retention and career management; and gender, diversity and Emiratisation.

HRM01504
Comparative and International Employment Systems
This module focuses on comparative international employment systems. This will involve initial consideration of the specific context of globalisation and varieties of capitalism, welfare systems and labour market regulation. Consideration will then be given to specific high-level HRM activities such as training systems, corporate governance systems and employment systems. The second half of the module will consider how HRM activity, in areas such as multicultural workforces, home and host country effects, benchmarking against international best practice and labour standards, is implemented in a UAE context.

HRM01505
Organisational Change
This module focuses on how theories of organisational change and management impacts on HRM in the UAE. This will involve initial consideration of key theories relating to organisational change and how these theories can be applied. Consideration will then be given specific areas of relevance including leadership, organisational culture, power, politics and emotional intelligence. The final part of the module will consider the role of consultants and managers as change agents and the ethics of change management.

HRM01506
The Role of the HR Function in Modern Organisations
This module focuses on the role and contribution of the HR function to organisational success in the context of the UAE and wider Gulf region. This will involve consideration of the nature and role of the HR function within the organisation and its contribution to wider business goals, as well as specific operational issues and tools which can improve the way in which HRM enhances organisational performance.

PM01508
Research Methods
This module is designed to prepare students for further study on the dissertation. The module is designed to support the learning of research methods appropriate to dissertation study.

b.   Elective module descriptors

Students will also choose one of the following two elective modules:

HRM02508
Multinationals and Human Resource Management
This module focuses on how multinational companies operate globally. This will involve initial consideration of the role of multinationals in the global economy, multinational business strategy and organisation, and the impact on HRM of mergers and acquisitions. The module will also consider the applicability of relevant HRM policies and practices including staffing policies and practices, skill structures, pay systems, training, diversity and expatriate selection and performance. The module content will focus on how the HRM practices of multinationals are delivered in a UAE context.

HRM02509
Human Resource Management in the Public Sector
This module focuses on HRM in the public sector. This will involve initial consideration of how public sector strategy is formulated in the context of requirements of government for accountability, outsourcing and quality management standards. The module will then consider how a public sector workforce is managed, and the applicability of relevant HRM policies and practices including staff management, practices, skill structures, pay systems, training and diversity. The module content will be delivered with a view to highlighting the specific issues and practices of relevance to public sector employment in the UAE context.

PM01506
Organisation
The module is intended to raise awareness in the student concerning two areas. The first is the diversity of factors to be considered in the determination of an overall organisation structure for a given project. Secondly, the possibilities for varying organisation structure for a given project. Within these areas a range of topics are covered in a manner which is intended to support the student in dealing with other modules through exhibiting that while individuals may seek to compartmentalise their learning, organisations do not always behave in a similar manner.

PM01507
People & Culture
This module is dealt with in an integrated way, with a number of key threads such as communication and culture running throughout. At the end of the module students should have a sound working knowledge of key issues and theoretical models relating to people in project management.

SECTION 6.4

MSc IN CONSTRCUTION LAW AND DISPUTE RESOLUTION PROGRAMME

Construction – infrastructure as well as buildings – play a very significant part in the UAE economy, as also in neighbouring Gulf States. The MSc in Construction Law & Dispute Resolution (MSc-CL&DR) has been developed following an articulation of need from professionals in the region, as well as private sector developers. This programme is designed to enable practising lawyers, engineers, architects, surveyors and other relevant professionals to gain expertise in a range of studies related to construction law and dispute resolution.

The programme will be awarded by BUiD with close support from King's College London. The Centre of Construction Law & Dispute Resolution at King's College London has since 1987 been running the largest MSc programme in this field in the UK and since 2003 has a similar programme in Singapore, jointly with the National University of Singapore. The Law School at King's College London (of which the Centre of Construction Law is part) is highly rated (5 in the 2001 Research Assessment Exercise), like the UK departments and schools with which BUiD is associated for its other Masters programmes.

6.4.1   HEAD OF PROGRAMME

Dr Haitham Haloush

6.4.2   ACADEMIC STAFF

Senior Lecturer
Dr Haitham Haloush

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

6.4.3   PROGRAMME MISSION & AIMS

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

6.4.4   PARTNERSHIP WITH UK INSTITUTION

 The subject area of law within the Faculty of Business is operated through a partnership arrangement with King's College London.

King's is one of the oldest and largest colleges of the University of London with 13,800 undergraduate students and some 5,300 postgraduates in nine schools of study.

Twenty-four of the College's subject-areas were awarded the highest rating of 5* and 5 for research quality in the last research assessment exercise, demonstrating excellence at an international level.

King's is in the top group of universities for research earnings and is a member of the Russell Group, a coalition of the UK's major research-based universities. Interaction with King's College London will lead to joint research projects and informal networking with King's College London colleagues which will position BUiD academic staff strategically in fast-moving areas of global research and application.

This means that students will benefit from interaction with academic staff members actively engaged in the most cutting-edge developments in the field.

6.4.5 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Complete 5 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Attend at least 70% of all contact sessions
- Complete a dissertation of 40 credits on a topic based on one of the modules or specialist themes as introduced within the programme
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

6.4.6 PROGRAMME GOALS

To:
- Develop critical awareness of contemporary issues in the discipline of construction law from both international and Gulf regional perspectives

- Develop a critically evaluative and evidenced-based research approach to the study of construction law and dispute resolution through review and appraisal of current research and advanced scholarship

- Develop skills and in-depth knowledge to promote a problem-solving approach to standard and unusual scenarios relating to construction law and dispute resolution which can be applied in professional practice

- Develop and enhance skills of teamwork, negotiation and legal reasoning to facilitate the resolution and communication of complex issues relating to construction law and dispute resolution.

6.4.7 PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme.

Upon completion of the programme, a student should be able to:

KNOWLEDGE

1. Critically assess, apply and synthesise the core legal principles relating to the construction law discipline specifically in the areas of the law of contract and tort, the law of property, the law on bonds and insolvency
2. Develop and demonstrate a detailed understanding of the local (i.e. Dubai, UAE, GCC) and international framework for the practice of construction law and dispute resolution including the relevant bodies of private and public law
3. Critically assess the different approaches taken and the diverse methods available to resolve construction disputes including adjudication, arbitration, statutory adjudication and litigation

INTELLECTUAL SKILLS

1. *Synthesise and critically apply legal theory and procedural rules to practical problems* arising in the construction industry
2. Critically analyse and apply the processes of construction and project procurement including new forms of procurement in public and private contexts worldwide, and describe, in detail, the roles of the major actors in that process

3. Demonstrate a capacity to apply complex concepts and develop solutions to both   standard and unusual problems relating to construction law

SUBJECT PRACTICAL SKILLS

1. Appraise and apply the techniques and practical procedures available under the law (both public and private) which relate specifically to construction, including standard forms, building standards, the environment and health and safety
2. Conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract
3. develop critical advisory skills as representatives of parties to construction projects

TRANSFERABLE SKILLS

1. Identify a suitable topic for a research project, formulate and apply an appropriate research methodology and translate this into a feasible plan for its execution and completion within the identified timescale complying with academic best practice

2. analyse and critically evaluate research findings so as to develop and support ideas which can be effectively communicated in both a scholarly and a professional context

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

6.4.8   CREDITS

Students obtaining 200 credits comprising both stages of taught modules and dissertation are eligible for the award of an MSc in Construction Law and Dispute Resolution (MSc-CLDR).

The breakdown of credits is
- 5 taught modules (total 160 credits)
- A research-based dissertation (40 credits).

6.4.9   CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 40 credits is equivalent to 400 hours of student effort and each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 2,000 hours of student effort including 400 hours of student effort for dissertation.

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

6.4.10 PROGRAMME STRUCTURE

The modules required to be taken by the students are as follows:

ONE OF THE FOLLOWING
1a) Introduction to Law (40 credits) (For Construction Professionals)
1b) Introduction to Construction   (40 credits) (For Lawyers)

AND ALL OF
2) Construction Law I (40 credits)
3) Arbitration (20 credits)
4) Dispute Resolution (20 credits)
5) Construction law II (40 credits)

Students attend in three day blocks (normally running between Thursday and Saturday). For a 40 credit module there would normally be three teaching blocks. The subjects are phased so that Year 1 deals with more general basic aspects of Construction Law and Dispute Resolution, and Year 2 with more advanced issues and theories. Students are also asked to prepare a written proposal in preparation for their dissertation at the end of their first year.

6.4.11 SEMESTER PLANS

In the first instance the Programme is offered in part-time mode. Depending on the success of the part-time programme the University may wish to offer the programme on a full-time basis. The part-time programme takes between two and three years to complete.

Given that it is the intention to allow two intakes (ie September and January) it will be necessary to offer the following modules in each semester:-

1a) Introduction to Law (40 credits)
1b) Introduction to Construction   (40 credits)
2) Construction Law I (40 credits)

Modules 3 (Arbitration (20 credits)), 4 (Dispute Resolution (20 credits) and
5 Construction law II (40 credits) are interchangeable and will only be offered once each year.

6.4.12 MODULE DESCRIPTORS

CDR01501
Introduction to Law

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

CDR01502
Introduction to Construction

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

CDR01503
Construction Law I

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

CDR01504
Arbitration and Construction

Following a general introduction to dispute resolution principles, this module aims to provide a solid foundation in the different aspects of arbitration, with a specific focus on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

CDR01505
DISPUTE RESOLUTION AND CONSTRUCTION

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

CDR01506
CONSTRUCTION LAW II

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

SECTION 7
FACULTY OF INFORMATICS

The Faculty of Informatics at BUiD is the first research-based faculty dedicated to Information Technology in the UAE. It currently hosts 4 full-time faculty members with a world-class research and publication record. The Faculty is partnered with the School of Informatics at the University of Edinburgh, one of the UK's highest rated research centres in computer science and related disciplines.

The programmes being offered are designed to harmonise with local needs and the "Dubai Vision 2010," which aims to set Dubai at the centre of the knowledge economy in the Gulf. As Dubai becomes the knowledge hub of the Gulf region, it requires people with leading-edge skills who will drive this development and help Dubai realise its potential as a decision-making centre in the region.

The Best of British Education in Dubai

DEGREES OFFERED
Master of Science in Information Technology
Master of Science in Information Technology Management

DEAN

Professor Abdullah Alshamsi

ACADEMIC STAFF

Senior Lecturers
Dr Saad Ali Amin
Dr Khaled Shaalan
Dr Iyad Rahwan

Lecturers
Dr Sherief Abdallah

FACULTY MISSION & AIMS

The Faculty of Informatics aims to provide a stream of graduates who are capable both of transforming a company's approach to web content management and have the ability to innovate in a research or development environment to create new approaches to these problems. The programmes are designed to harmonise with local needs and the "Dubai Vision 2010," which aims to set Dubai at the centre of the knowledge economy in the Gulf. As Dubai becomes the knowledge hub of the Gulf region, it requires people with leading-edge skills who will drive this development and help Dubai realise its potential as a decision-making centre in the region.

PARTNERSHIP WITH UK INSTITUTION

The programmes are being offered in partnership with the School of Informatics in the University of Edinburgh, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Edinburgh's School of Informatics is one of the largest and arguably the best in the UK, and was awarded the highest rating of 5*A in the most recent national assessment of research quality. Interaction with the University of Edinburgh's School of Informatics has resulted in joint research projects and informal networking with Edinburgh colleagues has positioned BUiD academic staff strategically in fast-moving areas of global research and application. This means that students will benefit from interaction with academic staff members actively engaged in the most cutting-edge developments in the field.

The Information Technology Management Programme has been designed in partnership with The University of Manchester in addition to The University of Edinburgh.

SECTION 7.1

MSc IN INFORMATION TECHNOLOGY

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

7.1.1 HEAD OF PROGRAMME

Professor Abdullah Alshamsi

7.1.2 ACADEMIC STAFF

Senior Lecturers
Dr Saad Ali Amin
Dr Khaled Shaalan
Dr Iyad Rahwan

Lecturers
Dr Sherief Abdallah

External examiner
Prof Ken Turner
Stirling University

Programme Coordinator
Dr Iyad Rahwan
Admissions Tutor
Dr Khaled Shaalan

7.1.3 PROGRAMME MISSION & AIMS

The MSc in Information Technology programme aims to produce highly skilled IT professionals and researchers. Students will gain skills in a variety of cutting edge technologies, ranging from machine translation and language processing, to advanced Web technologies and distributed intelligent systems, to data mining and machine learning. These techniques can be applied in a variety of applications, such as health information systems, education, electronic business, and e-government.

7.1.4 PARTNERSHIP WITH UK INSTITUTION

The programme is being offered in partnership with the School of Informatics in the University of Edinburgh, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Edinburgh's School of Informatics is one of the largest and arguably the best in the UK, and was awarded the highest rating of 5*A in the most recent national assessment of research quality. Interaction with the University of Edinburgh's School of Informatics has resulted in joint research projects and informal networking with Edinburgh colleagues has positioned BUiD academic staff strategically in fast-moving areas of global research and application. This means that students will benefit from interaction with academic staff members actively engaged in the most cutting-edge developments in the field.

7.1.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

The taught component of the programme comprises two 20-credit compulsory modules and a range of 10-credit optional modules.

The pattern of study in full-time mode is:

Module Number	Credits
Semester One	
INF01520 (compulsory module)	20
Optional module	10
Optional module	10
Optional module	10
Semester Two	
INF01521 (compulsory module)	20
Optional module	10
Optional module	10
Optional module	10

In order to graduate from the programme students must pass all of the components at grade C or above:
- Complete and pass INF01520
- Complete and pass INF01521
- Complete 6 optional modules
- Complete and pass a project chosen in consultation with a Supervisor that is assessed by a dissertation of maximum length 20,000 words
- Have no outstanding debt with BUiD.

There is no compensation between these components.

7.1.6   PROGRAMME GOALS

The MSc programme aims to equip its graduates with specialized skills in two main areas, and demonstrate their application in the context of the Web. These are:

a.   Speech and Language Engineering
b.   Knowledge and Data Management

Each of these is a key technology in reducing the cost of managing content and in deriving more benefit from owning and operating a web site. The knowledge gained on the MSc will both be highly applicable in a business context and will provide a good foundation for future research. The module is also suitable for practicing professionals who wish to upgrade their skills and knowledge.

The MSc programme in Informatics is designed to:
- Enable students to attain a high level of competence in the design of Internet applications, in particular, in reducing the cost of content management
- Develop students' capacity to undertake research and development in the management of data and knowledge, learning from data and Natural Language Processing and their application to the creation of Internet applications. Provide students who are capable of developing implementations of Internet applications incorporating Knowledge Management, Learning from Data and Natural Language Processing components. Develop student's capacities to work in a group effectively to create Internet applications
- Provide students with the ability to apply Artificial Intelligence techniques effectively to manage knowledge in an Internet environment

7.1.7   PROGRAMME OUTCOMES

Upon completing the MSc programme, students will have the ability to:
- Create novel Internet applications that make efficient use of management effort.

- Capable of undertaking research in areas included in the programme
- Select appropriate components and architectures to develop Internet applications that can be effectively evaluated and that meet the needs of potential users
- Work effectively in a team oriented to the delivery of a service
- Evaluate an Internet application, decide on an appropriate knowledge management organization and implement systems required to manage knowledge effectively in the application.

7.1.8   CREDITS

The MSc programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at the University of Edinburgh; that is a programme totalling 180 credits. Students will undertake 100 credits of taught course material and will complete a project, assessed by dissertation, which will contribute 80 credits towards the assessment of the programme.

7.1.9   CREDIT HOURS

Each module is equivalent to 100 or 200 hours of student effort, so that the whole programme is 1,800 hours of student effort.
- The hours of student effort comprises:
- The face-to-face teaching (varying from 20 – 60 hours per module)
- Private tutorials
- On-line discussion with tutors
- Independent reading and web-based study.

7.1.10   PROGRAMME STRUCTURE

> a.   Compulsory Modules

The taught component of the programme comprises two 20-credit compulsory modules.

> b.   Streams

The choice of stream modules is subject to the approval of the Head of Programme. Provided a student's choice of modules respects the prerequisite structure it will be considered and students will be advised to review their choice if it is considered to lack breadth or depth. Students will be supplied with some combinations that have the prior approval of the Head of Programme. These are called streams and represent acknowledged module combinations. Other combinations may be suggested to students when they make their module choices. Currently three streams are defined:

> Knowledge and Data Management
> Speech & Language Engineering
> Streamless Option

> i)   Knowledge and Data Management

Today we produce, maintain and consume huge quantities of knowledge - much of this through automatic systems on corporate intranets or the Web. This stream helps students understand (through theory, method and analytical experiments) how knowledge can be expressed formally, used for automated inference, and managed within projects.

This stream addresses challenges including:
- Symbolic modelling techniques
- The building of systems that capture and represent knowledge for people and
- Building and supplying knowledge based systems (such as business modelling).

Module Number	Module Title	Credits
Semester One		
INF01520 (compulsory module)	Artificial Intelligence Techniques	20
INF02506	Knowledge Representation	10
INF02507	Learning from Data 1	10
INF02516	Applied Databases	10

Semester Two		
INF01521 (compulsory module)	Web Design Project	20
INF02511	Knowledge Engineering	10
INF02512	Knowledge Management	10
INF02515	Data Mining and Exploration	10

ii) Speech & Language Engineering

Interaction is at the very heart of computing. It brings with it both challenges and opportunities. As computers become pervasive and ubiquitous, people want and need more natural ways of interacting with them - by speech, handwriting or gesture. And as more and more text and data becomes available via the Web, all kinds of new business ideas become possible if the knowledge locked up in the Web may be liberated. Speech and Language Engineering (SLE) is about natural ways of interacting with computers, and about extracting and exploiting useful information from vast pools of text and data.

On the one hand, significant SLE applications include voice interaction with devices, just-in-time training, customer relationship management, comparison shopping, customer support, and interactive entertainment. On the other hand, major industries like pharmaceuticals, biotechnology, medicine and finance may add value to their activities by exploiting a range of SLE technologies, such as natural language search and question-answering, email filtering, document classification, content management, and summarisation.

The SLE stream aims to provide graduates who are capable both of transforming a company's approach to web content management and have the ability to innovate in a research or development environment to create new approaches to these problems. Graduates will be equipped with key technologies in reducing the cost of managing content and in deriving more benefit from owning and operating a web site. The knowledge gained on this stream of the MSc will both be highly applicable in a business context and will provide a good foundation for future research. The programme is also suitable for practicing professionals who wish to upgrade their skills and knowledge.

Module Number	Module Title	Credits
Semester One		
INF01520 (compulsory module)	Artificial Intelligence Techniques	20
INF02506	Knowledge Representation	10
INF02507	Learning from Data 1	10
INF02516	Applied Databases	10
Semester Two		
INF01521 (compulsory module)	Web Design Project	20
INF03503	Introduction to Computational Linguistics	10
INF03509	Speech Processing 1	10
INF02515	Data Mining and Exploration	10

iii) Streamless Option

This provides more flexibility to students who would like to mix modules based on their research interest while retaining the existing specialisations. The option offers students more customisable pathways that meet their specific workplace and career development paths

Module Number	Module Title	Credits
Semester One		
INF01520 (compulsory module)	Artificial Intelligence Techniques	20
INF02506	Knowledge Representation	10
INF02507	Learning from Data 1	10
INF02516	Applied Databases	10
Semester Two		
INF01521 (compulsory module)	Web Design Project	20
INF02515	Data Mining and Exploration	10
Any two out of the four below		
INF02511	Knowledge Engineering	10
INF02512	Knowledge Management	10
INF03503	Introduction to Computational Linguistics	10
INF03509	Speech Processing 1	10

   c. Dissertation

Students will normally be required to achieve a minimum mark of 50% in all modules to progress to Dissertation stage. The research part of the programme is assessed on the basis of a final dissertation normally not exceeding 40,000 words depending on the nature of the topic chosen.

7.1.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation.

7.1.12 SEMESTER PLANS

The schedule below shows the typical study plan that must be followed for each programme/stream.
Full time route

Semester	Code	Title	Contact hrs	Credits	Student Learning Time (hrs)
Semester 1	INF01521	Web Design Project	37	20	200
	INF02512 or INF03503	Knowledge Management or Introduction to Computational linguistics	30	10	100
	INF02506	Knowledge Representation	30	10	100
	INF02507	Learning from Data	30	10	100
Semester Totals			**127**	**50**	**500**

Semester	Code	Title	Contact hrs	Credits	Student Learning Time (hrs)
Semester 2	INF02516	Applied Databases	30	10	100
	INF02515	Data Mining and Exploration	30	10	100
	INF01520	Introduction to Artificial Intelligence	37	20	200

	INF02511 or INF03509	Knowledge Engineering or Speech Processing 1	30	10	100
Semester Total			**127**	**50**	**500**
Grand Total of Taught Element			254	100	1000
Dissertation				80	800
Overall Totals				**180**	**1800**

Part time route

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 1	INF02506	Knowledge Representation	30	10	100
	INF02507	Learning from Data	30	10	100
Semester Total			**60**	**20**	**200**

Semester 2	INF01520	Artificial Intelligence Techniques	37	20	200
	INF02516	Applied Databases	30	10	100
Semester Totals			**67**	**30**	**300**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 3	INF01521	Web Design Project	37	20	200
	INF2512 or INF03503	Knowledge Management or Introduction to Computational linguistics	30	10	100
Semester Totals			**67**	**30**	**300**

Semester 4	INF02515	Data Mining and Exploration	30	10	100
	INF02511 or INF03509	Knowledge Engineering or Speech Processing 1	30	10	100
Semester Totals			**60**	**20**	**200**

Grand Total for Taught Element			254	100	1000
Dissertation				80	800
Overall Totals				**180**	**1800**

7.1.13 MODULE DESCRIPTORS

INF03503
Introduction to Computational Linguistics
This module introduces formal models of natural language and standard approaches to the process of natural language. Theoretical work is reinforced with experience in constructing robust, effective, systems that communicate with the user.

INF 2506
Knowledge Representation
This module provides the basis for the understanding and use of Knowledge Representation techniques in Artificial Intelligence (AI) systems in general, and in Agent systems in particular.

INF02507
Learning from Data 1
This module introduces machine learning, and involves both supervised and unsupervised learning.

INF03509
Speech Processing 1
The aim of this module is to introduce students to the key concepts of speech recognition (from speech to text) and synthesis (text to speech) systems.

INF02511
Knowledge Engineering
This module introduces a variety of methodologies important to the development of knowledge-based systems and their applications.

INF02512
Knowledge Management
This module introduces the principles and techniques important to knowledge management. This includes the identifying of current or potential knowledge assets within an organisation, and the encouragement, development and distribution of that knowledge through technology and other means.

INF02515
Data Mining & Exploration
The aim of this module is to discuss modern techniques for analyzing, interpreting, visualizing and exploiting the data that is captured scientific and commercial environments.

INF02516
Applied Databases
The module focuses on the implementation of databases with complex structure that are typically used in complex scientific and business environments.

INF01520
Artificial Intelligence Techniques
 This module provides a good grounding in Artificial Intelligence techniques and methods. The module is intended to develop students' capacity to use AI methods together with their ability to use programming as part of the AI experimental method.

INF01521
Web Design Project
This laboratory-based module gives students an opportunity to work collaboratively on the design and implementation of a Web based system of significant size and using state-of–the-art techniques, using off-the-shelf components where these are available.

SECTION 7.2

MSc IN INFORMATION TECHNOLOGY MANAGEMENT

Dubai has positioned itself to become a key player in Information Technology and now has a world-class IT infrastructure. However, the true potential of IT can only be realised by an effective dissemination mechanism to promote new technologies in government and the private sector. To this end, there is a need for a new breed of IT managers, adept in advanced IT skills, but also skilled in project management principles and methodologies.

The Information Technology Management programme is a hybrid programme that combines project management and IT to prepare technologists for leadership in organisations that want to exploit emerging technologies for business success. It is targeting those technologists who aspire to advance their IT skills and broaden their project management skills in order to advance their careers.

The programme has been designed in partnership with The University of Edinburgh and The University of Manchester. The University of Edinburgh is a world-leader in computer science research and has received the highest possible rating of 5*A in the latest UK Universities Research Assessment Exercise conducted in 2001. The other partner University, the University of Manchester, has a worldwide reputation for teaching and research in engineering, and is the founder of the Project Management discipline.

7.2.1   HEAD OF PROGRAMME

Professor Abdullah

7.2.2   ACADEMIC STAFF

Senior Lecturers
Dr Saad Ali Amin
Dr Khaled Shaalan
Dr Iyad Rahwan

Lecturers
Dr Sherief Abdallah

External Examiner
Professor Daniel Remenyi, University of Dublin

Admissions Tutor
Dr Khaled Shaalan

7.2.3   PROGRAMME MISSION & AIMS

The prime objective of the programme is to enable each student to become member of a management team who can use technology to synthesise solutions from a managerial/technical appreciation of business problems

The M Sc in Information Technology Management programme has the following educational aims:

- To enhance the postgraduate students' intellectual, analytical and critical evaluation powers; their understanding and judgement; their problem-solving skills; their ability to communicate; and to evaluate technology within the business context.
- To heighten the students' awareness of the benefits and the impact of Information Technology (IT) and its applicability to the management of a business enterprise.
- To stimulate an enquiring, analytical and creative approach, encouraging independent judgement and critical self-awareness.

7.2.4   PARTNERSHIP WITH UK INSTITUTION

This programme draws its authority in the subject area from the established strengths of the partner institutes. The University of Edinburgh (UoE) is a world-leader in computer science research and has received the highest possible rating of 5*A in the latest UK Universities Research Assessment Exercise conducted in 2001. It had an extremely successful outcome from the QAA Developmental Subject Engagement in 2002 which builds on the 'Excellent' rating it achieved in the earlier Teaching Quality Assessment. The School of Informatics at the UoE is the largest department of its kind in Europe.

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

The University of Edinburgh and the University of Manchester will be directly involved in monitoring and supervising the quality of the curriculum and instruction. The external examiners of both Institutes will make sure that all assessments and examinations are up to those standards.

7.2.5   PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:
- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the Information Technology Management programme
- Complete 8 x 15 credit modules and satisfactorily pass all elements of assessment
- Undertake 150 notional hours of study for each 15 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

7.2.6   PROGRAMME GOALS

The principal goals of the programme of study are:
- To develop in students the knowledge and ability needed to manage IT projects based on sound and scientific principles
- To prepare students for adopting a role in IT management that can promote innovation both in the use of novel methodologies and in the application of the latest information technologies
- To encourage in students an understanding of both the principles and application of the subject, using project work to emphasise practicalities and develop necessary working skills and a research dissertation to emphasise the ongoing development of knowledge
- To draw on the long experience of the University of Edinburgh's School of Informatics and the University of Manchester's Engineering institutes
- To address the need for IT management skills in the Gulf region
- To meet the learning needs of students from diverse academic and professional backgrounds.

7.2.7   PROGRAMME OUTCOMES

The following learning outcomes apply to the programme as a whole, and summarise the achievements of a typical student who has successfully completed the programme. Upon completion of the programme, a typical student will be expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

 a- Knowledge
- Describe the processes that contribute to IT management in an organisation;
- Recount the main principles governing the management of IT;
- Give examples that demonstrate a wide range of IT management strategies for achieving high standards in IT service delivery;

b- Understanding

- Demonstrate a systematic understanding of the theory and techniques of IT management needed at the forefront of professional practice in IT;
- Evaluate advanced practice in IT management critically and, where appropriate, propose new alternatives;
- Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- Apply current knowledge appropriately and with originality towards practical IT management;

c- Skills
- Collect and record relevant informational requirements in an organisation, in order to assess the potential improvements IT can offer;
- Identify the most important aspects of implementing an IT solution to meet the requirements, and deal with them both systematically and critically;
- Use systematic methodologies to identify, evaluate and analyse key knowledge assets in an organisation and how these assets can be captured and disseminated using IT solutions;
- Exercise initiative and personal responsibility in planning and implementing study tasks.

7.2.8 CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The structure follows the UK tradition and the MSc structure at Partner Universities. That is a programme totalling 180 credits which are broken down into
- eight taught modules totalling 110 credits
- one research project module, for which 70 credits are available.

7.2.9 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. The taught component of the programme is 1100 hours of student effort. The whole programme including 700 hours for dissertation is 1,800 hours of student effort.
The hours of student effort comprises:
- The face-to-face contact hours
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

7.2.10 PROGRAMME STRUCTURE

a.   Modules

Module Code	Module Title	Credits
ENG01502	Strategy	15
ENG01504	Cost and Value Management	15
ENG01507	People and Culture	15
INF02512	Knowledge Management	10
INF02515	Data Mining and Exploration	10
INF02516	Applied Databases	10
INF01521	Web Design Project	20
INF04522	IT Project Management	15

b.   Dissertation
Students will normally be required to achieve a minimum mark of 50% in all modules to progress to Dissertation stage. The research part of the programme is assessed on the basis of a final dissertation normally not exceeding 20,000 words depending on the nature of the topic chosen.

7.2.11 ASSESSMENT

Students will demonstrate their learning through conventional essays and written exams. Any re-assessment of course work will be a decision for the Board of Examiners. There will be no compensation within or between modules and/or the dissertation

7.2.12 SEMESTER PLANS

Full time route

Semester	Code	Title	Contact hrs	Credits	Student Learning Time (hrs)
Semester 1	INF01521	Web Design Project	37	20	200
	INF02512	Knowledge Management	30	10	100
	ENG01502	Strategy	36	15	150
	ENG01504	Cost and Value Management	36	15	150
Semester Totals			**139**	**60**	**600**

Semester 2	INF02516	Applied Databases	30	10	100
	INF02515	Data Mining and Exploration	30	10	100
	INF04522	IT Project Management	30	15	150
	ENG01507	People and Culture	36	15	150
Semester Total			**126**	**50**	**500**
Grand Total of Taught Element			265	110	1100
Dissertation			16	70	700
Overall Totals			**281**	**180**	**1800**

Part time route

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 1		Knowledge Management	36	15	150
		Data Mining and Exploration	36	15	150
Semester Total			**72**	**30**	**300**

Semester 2	I	People and Culture	30	10	100
		Applied Databases	30	15	150
Semester Totals			**60**	**35**	**250**

Semester	Code	Title	Contact Hours	Credits	Student Learning Time (hrs)
Semester 3		Web Design Project	37	20	200
		ITP Project Management	30	10	100
Semester Totals			**67**	**30**	**300**

Semester 4		Strategy	30	10	100
		Cost and Value	36	15	150
Semester Totals			**66**	**25**	**350**

Grand Total for Taught Element	265	110	1100
Dissertation	16	70	700
Overall Totals	**281**	**180**	**1800**

7.2.13 MODULE DESCRIPTORS

ENG01502
Strategy
This module includes corporate planning, performance measures, strategy, case studies, value and quality management, risk management and control.

INF04522
IT Project Management
This module is designed to provide both knowledge and a higher level of understanding of information technology project management from requirements analysis, to planning, to implementation, to control and assessment

INF02515
Data Mining & Exploration
The aim of this module is to discuss modern techniques for analysing, interpreting, visualising and exploiting the data that is captured in scientific and commercial environments.

INF02512
Knowledge Management
This module offers an introduction to the principles and techniques related to knowledge management. This includes the identifying of current or potential knowledge assets within an organisation, and the encouragement, development and distribution of that knowledge through technology and other means.

INF02516
Applied Databases
This module focuses on the implementation of databases with complex structures that are typically used in complex scientific and business environments and accessed through the Internet.

PM01504
Cost and Value Management
This modules looks at organisation structures with differing project environments, organization structures and management issues in project context, organizational effectiveness, organizational planning, and communication.

INF01521
Web Design Project
This laboratory-based module gives you an opportunity to work collaboratively on the design and implementation of a Web design system of significant size and using state-of–the-art techniques, using off-the-shelf components where these are available.

PM01507
People and Culture
This module exposes students to teamwork, leadership, motivation, organisation culture, cultural variables, conflict management, negotiation, human resource management.

PM01504
Cost and Value Management
This modules looks at organisation structures with differing project environments, organization structures and management issues in project context, organizational effectiveness, organizational planning, and communication.

SECTION 8
EXPERTISE, RESEARCH, CONSULTANCY & CONTINUING PROFESSIONAL DEVELOPMENT

The Best of British Education in Dubai

SECTION 8.1

RESEARCH AND CONSULTANCY

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

Vice Chancellor's Office

Professor Abdullah Al Shamsi

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

Faculty of Engineering (Systems Engineering)

Professor Robert Whalley

Credentials
(1964) Bachelor of Science in Mechanical Engineering, University of Durham (UK)
(1969) Master of Science in Control Engineering, University of Manchester (UK)
(1971) Doctor of Philosophy in Control Systems, University of Manchester (UK)
(1979 – 80) DIC – Ship Motion Control, Imperial College – London University (UK)
(2003) DSc in Industrial Systems Control, University of Manchester (UK)

Areas of research
Automatic Control
Multivariable System Theory
Least Effort Regulation
Stability Analysis
Computer Aided Control System Design
Hybrid Distributed /Lumped System Modelling
Algebraic Systems Theory
Ship Propulsion System Modelling

Areas of consultancy interest and short course expertise
Aircraft Gas Turbine Control (with RR)
Gas Flow Dynamics (with UoM)
Ship Propulsion System Modelling
Multivariable System Control
Spatially Distributed System Modelling
Adaptive Regulation
Stability Analysis
Engineering System Dynamics

Dr Alaa Ameer

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

Areas of research

Engineering Systems Modelling and Analysis
System Dynamics Modelling and Analysis
Mechatronics System Modelling and Simulation
Machine Tool Modelling and Simulation
Spatially Distributed System Modelling and Simulation
Machine Tool Condition Monitoring and Modelling
Analysis and Modelling of Automotive Systems
Control System Analysis and Design
Scaffolding Loading Diagnostics

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

Faculty of Engineering (Sustainable Design of the Built Environment)

Professor Bassam Abu Hijleh

Credentials
(1985) Bachelor of Science in Mechanical Engineering, Ohio State University (USA)
(1987) Master of Science in Mechanical Engineering, Ohio Sate University (USA)
(1990) Doctor of Philosophy (Ph. D) in Mechanical Engineering, Ohio State University (USA)

Areas of research
Computational Fluid Dynamics (CFD)
Simulation and optimization of heat transfer
Experimental and simulation study of solar energy
Renewable/alternative energy sources
Advanced energy production practices (co- and tri- generation)
Energy auditing, conservation & management

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

Dr Abeer Shaheen

Credentials
(1997) Bachelor of Science in Architectural Engineering
(2000) Master of Science in Computer Aided Environment Design
(2007) Doctor of Philosophy (Ph. D) in Architecture and Urban Planning

Areas of consultancy interest and short course expertise
Architectural Design
Urban Design and Planning
Architectural Education
Ecological Architecture and Urban Planning
Sustainability
Information and Communication Technology (ICT) in Architecture
GIS and 3D GIS applications

Dr Fadeyi Moshood Olawale

Credentials
(2001) Bachelor of Science (Honours) in Architecture, Obafemi Awolowo University, Ile-Ife, Nigeria (Africa)
(2004) Master of Architecture (M.Arch), Obafemi Awolowo University, Ile-Ife, Nigeria (Africa)
(2005) Master of Science in Building Science, National University of Singapore (Asia)
(2009) Doctor of Philosophy (NUS-DTU Joint PhD) in Indoor Environment and Energy, NUS-Technical University of Denmark (Europe)

Areas of research
Indoor air quality, health and comfort
Total Building performance and diagnostics
Building occupants' performance and productivity
Building mechanical ventilation system (Filtration)
Energy performance of building

Areas of consultancy interest and short course expertise
Architecture
Architectural Engineering (Building Engineering/services/science)
Indoor Environment and Energy
Public Health

Faculty of Education

Dr Mick Randall

Credentials
(1969) Bachelor of Arts with Honours (BA (Hons)) in English & Politics, University of Keele (UK)
(1979) Master of Arts (MA) in Second Language Teaching & Learning, University of London (UK)
(1989) Doctorate in Philosophy (PhD), University of London, Birkbeck College (UK).

Areas of research
Different scriptal systems and ESL word recognition processes.
Investigation of the group interaction patterns generated by groups of non-native speakers and British students on degree courses.
The establishment of a corpus of written English by UAE students.
English as a Lingua Franca in the UAE
Cognitive processing of language by SL learners/speakers
The investigation of the structure of effective written feedback on Master's level programmes
The teaching supervision process and in particular in the way that non native English speaking inspectors and trainers approach the task of giving feedback to teachers

Areas of consultancy interest and short course expertise
Mentorship and giving advice
Teacher training and Inspection
English language teaching
Spelling in English for SL writers
Cross-cultural communication

Dr Eman Gaad

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

Areas of research
Inclusion of pupils with exceptional learning needs in regular classrooms
Educating pupils with mental challenges
Effect of cultural attitudes towards individuals with special needs on their education

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

Dr Clifton Chadwick

Credentials
(1960) Bachelor of Arts in Education, University of New Mexico (USA)
(1971) Doctor of Philosophy in Educational Research, Florida State University (USA)

Areas of research

Cultural variables that affect student motivation and achievement
Cognitive and affective variables in instruction
Issues in international comparisons of educational systems
Distributed leadership and school improvement

Areas of consultancy interest and short course expertise
Educational systems analysis
Educational policy development
School planning and management
Cognitive and affective learning strategies for teachers and curriculum specialists
Innovations in curriculum design

Dr Ruqiyabi Naz Awan

Credentials
(1997) Bachelor of Arts in Psychology, University of Sussex (UK)
(2001) Master of Science in Information Systems, University of Portsmouth (UK)
(2002) Monbusho Research Studentship in Education Technology, Tokyo Institute of Technology (Japan)
(2005) Post graduate Certificate in Learning and Teaching at Higher Education, University of Portsmouth (UK)
(2006) Doctorate of Philosophy in Educational Technology, University of Portsmouth (UK)

Areas of research
The use of technology to assist teaching and facilitate formal and informal learning
The role of pedagogy when using educational technology
Knowledge representation
Multimedia learning and assessment methods

Dr Martyn Quigley

Credentials
(1971) BSc, Mathematics, Birmingham University, UK
(1972) PGCE, Birmingham University, UK
(1979) MSc, Mathematical Education, Loughborough University, UK
(1986) PhD, Mathematics Education, Birmingham University, UK

Areas of research
Use of instructional time
Didactical contracts
Analysis of mathematical metaphors
Computer algebra in educational settings
Curriculum development
Philosophy of mathematics education

Areas of consultancy interest and short course expertise
Assessment for learning
ICT in the mathematics classroom
School appraisal

Dr Sufian Forawi

Credentials
(1983) Bachelor of Science in Biology and Education, University of Alexandria, Egypt
(1984) Higher Diploma in Education, Omdurman Islamic University, Sudan
(1987) Master's of Education, Curriculum and Instruction, Omdurman Islamic University, Sudan
(1996) Educational Doctorate in Science Education, University of Massachusetts Lowell, USA

Areas of research
Nature, History, and Philosophy of Science
Guided-inquiry Instruction
Teacher Education Programs
Electronic Portfolio Development
Critical Thinking
Assessment of Students and Evaluation of Schools and Programs

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

Ms Eugenie Samier

Credentials

(1978) BA, Philosophy and History (Minor Psychology), University of Regina, Canada
(1978) BEAD, English, Drama and History, University of Regina, Canada
(1984) MA, English and Creative Writing, University of New Brunswick, Canada
(1989) MEd, Administration, University of Victoria, Canada
1993) PhD, Administration (Interdisciplinary-Cross Faculty), University of Victoria, Canada

Areas of research

Administrative and leadership philosophy and theory
Administrative and leadership ethics, professional ethics, and mentorship
Cultural, political, and aesthetic dimensions of administration and leadership
Emotional and valuational dimensions of administration and leadership practice
Comparative administration and leadership
The role of history and biography in administration and leadership
The critical use of international literature and film for scholarship and teaching in administration and leadership
Bureaupathologies

Areas of consultancy interest and short course expertise

Policy development and evaluation
Organisational structuring
Leadership development
Mentorship programmes
Organisational culture and micropolitics
Governance structures

Ms Lynn Randall

Credentials
(l988) RSA Diploma Teaching English as a Foreign Lanaguage (UK)
(1989) RSA Certificate in Counselling Skills in the Development of Learning (UK)
(1994) Master of Arts, Applied Linguistics for Language Teaching, University of Southampton,(UK)
(2002) Certified IELTS Examiner for Speaking (UK)

Ms Mary Mayall

Credentials
(1994) Bachelor of Arts in English Literature/Language, Bath College of Higher Education (UK)
(1995) PGCE, Southampton University
(1999) CELTA Intensive Course, International Teaching and Training Centre Bournemouth
(2007) Cambridge ESOL Diploma in English Language Teaching to Adults (DELTA)

Ms Radhika OSullivan

Credentials
(1990) BEd Computer Studies/TESL, University of Exeter, UK
(1999) MEd General Education, Deakin University, Australia

Faculty of Business (Human Resource Management)

Professor Ashly Pinnington

Credentials
(1979) Bachelor of Arts in Philosophy, University of Kent (UK)
(1981) PGCE in English, University of Manchester (UK)
(1986) Master of Science in Intelligent Knowledge based Systems, University of Sussex(UK)
(1989) Doctor of Philosophy (Ph. D) in Management, Brunel University (UK)

Areas of research
Leadership development
Ethics

Areas of consultancy interest and short course expertise
Leadership Development
Management of Professional Service Firms (e.g. law, architecture)
Internationalisation of Law Firms
Strategic Management

Dr Abubakr Suliman

Credentials
(1991) Bachelor of Science in Management, Omdurman A University (Sudan)
(1995) Master of Business Administration, University of Jordan (Jordan)
(2000) Doctor of Philosophy in Human Resource Management, Liverpool JM University (UK)

Areas of research
Performance management
Emotional intelligence
Justice & fairness
Team work
HRM in developing countries
Diversity and innovation.

Faculty of Business (Project Management)

Dr Mohammed Fadhil Dulaimi

Credentials
(1982) Bachelor of Science (BSc) in Civil Engineering, University of Baghdad (Iraq);
(1987) Masters of Science (MSc) in Civil Engineering, University of Dundee, (UK);
(1991) Doctor of Philosophy (PhD) in Construction Management, University of Bath (UK).

Areas of research
Management of change and innovation
Project Managers effectiveness
Procurement Strategies
Safety culture
Benchmarking
Leadership and team work
Knowledge management and knowledge sharing
Customer oriented approaches and strategies

Areas of consultancy interest and short course expertise
Management of change and innovation
Project manager's effectiveness
Procurement strategies
Safety culture
Benchmarking
Leadership and team work
Knowledge management and knowledge sharing
Customer oriented approaches and strategies

Dr Paul Gardiner

Credentials
(1985) BSc Engineering in Mineral Technology, Imperial College, UK
(1993) PhD Construction and Engineering Project Management, University of Durham, UK

Areas of research
Strategic project management
Portfolio prioritisation and selection
Complex and global project management
Visualisation in project planning
Operations management

Areas of consultancy interest and short course expertise
Introduction to project management
Advanced project management
Project monitoring and control
Team building and development
Creativity in management
Conflict management and resolution
Programme and portfolio management
TQM and performance improvement

Dr Kasim Randeree

Credentials
(1993) Bachelor of Engineering with Honours (BEng (Hons)) Engineering Design & Manufacture, University of Hull (UK)
(1997) Doctor of Philosophy (PhD) in Engineering Design & Manufacture, University of Hull (UK)
Affiliate Member of the Institution of Mechanical Engineers (IMechE), (UK)

Areas of research

Organisational development and theory, with emphasis on structure, leadership, diversity and multiculturalism and Islamic heritage.

Dr Arun Bajracharya

Credentials
(1995) Bachelor of Engineering (Civil), Tribhuvan University (Nepal)
(1998) Master of Engineering (Infrastructure Planning and Management), Asian Institute of Technology (Thailand)
(2009) Doctor of Philosophy (PhD) (Construction/Project Management), National University of Singapore (Singapore)

Areas of research
Project Management
Innovation Management
Value Chain Management
Quality Management
System Dynamics Modelling of Management Issues

Areas of consultancy interest and short course expertise
Project Modelling
Operations Management in Projects
Project Value Chain Management
Quality Management in Construction
Training with Management Flight Simulators

Faculty of Business (Finance and Banking))

Professor Kostas Giannopoulos

Credentials
(1987 Doctor Laurate, - Banking and Economics, Siena (Italy)
(1990) Master of Arts in Banking and Finance, University of Wales (UK)
(1997) Doctor of Philosophy (Ph. D), London Guildhall University (UK)

Areas of research
Volatility modelling
Risk management
Asset allocation
Derivatives

Areas of consultancy interest and short course expertise
Risk management
Financial forecasting

Dr John Anderson

Credentials
(1992) Bachelor in Finance and Accounting, University of New England (Australia)
(1997) Master of Business in Finance, Southern Cross University (Australia)
(2002) Doctorate of Philosophy (Ph. D) in finance, RMIT University (Australia)

Faculty of Informatics

Dr Saad Ali Amin

Credentials
(1995) Bachelor of Science in Physics, Al-Mustansiriyah University (Iraq)
(1981) Master of Philosophy in computer and control systems, Brunel University (UK)
(1993) Doctor of Philosophy (Ph. D) in Computer Science, Loughborough University (UK)
(2003) Postgraduate Certificate in Learning and teaching in Higher Education, Coventry University (UK)

Areas of research
Health informatics
Project management

Dr Iyad Rahwan

Credentials
(1999) Bachelors of Science with Honours (BSc (Hons)) in Computer Science, The United Arab Emirates University (UAE)
(2000) Master of Information Technology (MIT), University of Melbourne (Australia)
(2004) Doctor of Philosophy (PhD) in Information Systems, University of Melbourne (Australia)

Areas of research
Artificial intelligence
Supporting and automating complex decision-making
Automated negotiation and trading
Negotiation-support systems
Computational models of argumentation
Agent-based modelling
Mobile computing

Areas of consultancy interest and short course expertise
1. Technical
- XML technologies
- Semantic Web technologies
- Artificial Intelligence
- Multi-agent systems
- Knowledge-based Systems

2. Non-technical:
- Logical and critical thinking
- Persuasion and argumentation
- Negotiation Techniques and Game Theory

Dr Khaled Shalaan

Credentials
(1982) Bachelor of Commerce (B.Comm), University of Cairo (Egypt)
(1985) Post-graduate Diploma (PGDip) in Computer Science & Information Science, University of Cairo (Egypt)
(1989) Master of Science (MSc) in Computer Science, University of Cairo (Egypt)
(1995) PhD Computer Science, Institute of Statistical Studies & Research, Cairo University (Egypt) (in collaboration with the Swedish Institute for Computer Science).

Areas of research
Natural language processing
Computers in Education
Expert Systems

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

Dr Sherief Abdallah

Credentials
(1998) Bachelor of Engineering in Computer Engineering, Cairo University (Egypt)
(2001) Master of Science in Computer Engineering, Cairo University (Egypt)

(2006) Master of Science & Doctor of Philosophy in Computer Science, University of Massachusetts (USA)

Areas of research

Development of reinforcement learning algorithms that are scalable and have some guarantee of convergence in a multi-agent context

Application of machine learning to real and novel problems, including mobile devices, network management, and information retrieval.

PROFESSIONAL STAFF CREDENTIALS

Betty Thomas, Head of Business Resources
BA, History of England and Sociology, University of Kerala, India

Farzana Asad Mir   Head of Quality
(1993) Bachelors in Electronics Engineering, University of Engineering and Technology Lahore, Pakistan

Hassan Modiraprambil, Resource Administrator
(2009) MBA, Annamalai University, India

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

Maria Pinto, Institutional Research Administrator
MCom, University of Mumbai, India

Marisol Leonen, Librarian
(2001) BLIS, Polytechnic University, Philippines
(2006) MLIS, Polytechnic University, Philippines

Martin Prince, Registrar
(1976) BA, York University, UK
(1977) MA, European Studies, University of Reading, UK
(2004) CIPD, UK

Mary D'Cunha, Receptionist
(1986) BA, Saint Xaviers College, India

Mohammed Wajahatuddin Ahmed, Accountant
(2001) BCom, Osmania University, India

Muhannad Alsarhan, Faculty Administrator
(2004) BA, English, Al Turath University, Iraq.

Nadia Victor, Student Services Administrator
Diploma in Applied Technology, Miami Florida, USA

Nandini Uchil, Head of Student Administration
(1989) Bachelor of Arts (BA) Psychology, English Literature & Sociology), Jyoti Nivas College, Bangalore University (India).

Remia Philip Faculty Administrator
(1998) BSc Bangalore University, India.
(1999) PGDA, BCM College, Bangalore, India.

Savitha Kiran Gudipati, Marketing Co-ordinator
(1999) BA, Bangalore University, India
(2002) MA, Mass Communication, Bangalore University, India

Sinu Jackson, Head of IT Student Systems & Software
(2000) BSc Mathematics, University of Calicut, Kerala, India
(2003) Masters in Computer Applications, Bharathidasan University, Tamilnadu, India

Simia Kumar, Assistant Librarian
(2000) BSc Chemistry, University of Calicut, India
(2002) BLIS, University of Calicut, India

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

Lordlyn Joy Tabalus, Resource & Library Assistant
(2001) BSc, Central Philippine University, Philippines

Melanie Pereira, Resource Assistant
(1981) BA, University of Bombay, India

Hibathul Careem, Executive Administrator
(1997) MSc, University of Peradeniya, Sri Lanka

Nishath Syed Rizwan, Head of Marketing
(2008) MSM, University of Wollongong in Dubai

Sangeeta Tewar, Executive Secretary
(2000) BSc, University of Mumbai, India

SECTION 8.2

CONTINUING PROFESSIONAL DEVELOPMENT

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

8.2.1   VISITING STUDENT

Individuals may enrol on a full taught module from the official list of a Masters programme and be given the status of Visiting Student.

A Visiting Student is entitled to:
- Class contact with a distinguished academic for the published module duration
- Personal tutoring as appropriate
- Assessment and feedback as appropriate
- Access to BUiD Library
- Access to Study Skills Support
- A University email address
- The opportunity to participate in the life of BUiD

A Visiting student may also be entitled to:
- Credit point towards a Masters level award
- A Transcript of Credit
- A Certificate of Attainment

A Visiting Student who successfully completes the assessments for a full module at grade C or above will be awarded a Transcript of Credit indicating the appropriate module credit towards a Masters level programme.

Should a Visiting Student who has completed a module wish to apply for a place on the full Masters Programme, the normal application procedures must be followed and an application for Credit Transfer made following the appropriate procedures and in payment of the appropriate fees.

8.2.2   CPD Student

Individuals may enrol on any module offered by BUiD as a short course CPD students. These students normally do not fulfil entry requirements to the relevant Masters programme and the student status for the respective module is not for credit.

SECTION 9
ADMISSIONS POLICY & STANDARDS

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

The Best of British Education in Dubai

9.1   ADMISSION TO THE UNIVERSITY[1]

PRINCIPLES

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 exercises.
2. There should be a reasonable expectation that anyone admitted to a programme of study will be able to fulfil the learning objectives of the programme and achieve the standard required for the award.
3. The ability successfully to complete and benefit from a programme should be the basic criterion for admission, and this is not necessarily best evidenced by the highest possible GPA or equivalent.
4. 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.
5. The procedures followed 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. 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.
6. The University does not philosophically distinguish between "standard' and "exceptional" entrants, and itself defines the level of entry for each award in terms of benchmarks which are measured by equivalence to certain qualifications rather than a compulsory general entry requirement. Within the framework of these benchmark admission criteria for programmes of defined duration leading to defined awards, the regulations for particular programmes of study each describe the knowledge, skills and other attributes required for admission.
7. The University must satisfy itself that the applicant has sufficient command of the English language to complete satisfactorily the programme of study.

The University operates a competitive admissions policy which is rigorous in order to maintain the high standards expected of a research-led, postgraduate institution. There are two levels to the University Admissions Policy & Standards.

LEVEL ONE

ADMISSION TO THE UNIVERSITY[2]

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

1. A minimum of a British Upper Second class Honours degree from an internationally accredited institution[3] or its equivalent.[4]

2. The degree must be in a relevant discipline.[5] Relevant work experience and/or training may also be taken into account.

---

[1] *Where the applicant is not normally resident in the UAE, admission to the University is dependent upon obtaining a Knowledge Village Student Residence Visa.*

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

3. Students also require the required level of English language proficiency. [6]

LEVEL TWO

PROGRAMME SPECIFIC ADMISSIONS REQUIREMENTS

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

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

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

Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
Masters in Education	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	-		Minimum of two years teaching experience
MSc Informatics	Minimum 3.0	IELTS 6.0 TOEFL iBT 80	Computer Science, Artificial Intelligence, Cognitive Science **(other subjects at the discretion of the University) the ministry has a list of degrees we can accept**	Maths to the level required of a rigorous Science degree. Programming experience beyond introductory level, preferably in Java or similar.	
MSc Project Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	-	-	Some evidence of quantitative skills. (A refresher course will be provided during Induction)
MSc Finance and Banking	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	A first degree from a Business School	-	-
MSc IT Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92		-	

---

[6] *All applicants will need to supply authenticated evidence of their English language proficiency. All applicants whose first language is not English must supply an IELTS or TOEFL score (The University's Institutional Code for TOEFL is 0168); applicants whose first language is English must supply authenticated evidence of a GCSE English grade.*

Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
MSc Human Resource Management	Minimum 3.0	IELTS 6.0 TOEFL iBT 80	A first degree in a business related subject	-	-
MSc Sustainable Design of the Built Environment	Minimum 3.0	IELTS 6.0 TOEFL iBT 80			
MSc Systems Engineering	Minimum 3.0	IELTS 6.0 TOEFL iBT 80			
Doctorate in Education	Minimum 3.0	IELTS 6.5 TOEFL iBT 92 Minimum 6.0 or 20 on writng band			Minimum of two years teaching experience
PDGE	Minimum 2.0	IELTS 5.5 TOEFL iBT			
MSc in Construction Law and Dispute Resolution	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	First degree relating to buildings, construction and/or law		

PROBATIONARY ENTRY

In accordance with Ministry guidelines a student with a CGPA of 2.5 or higher and a TOEFL score of 530, or its equivalent using a standardized test approved by MoHESR, may be provisionally admitted to a Master's program provided the following:
1. The student achieves the TOEFL score required for the programme by the end of the first semester.
The student takes maximum of six (6) credit hours in the first semester during which they also take **intensive English** whereby they must achieve an **average score of B,** according to the grading structures that prevail within the UAE and Gulf region, in the credit courses taken. **This** is considered equivalent to a 'C' according to BUiD's grading structure.

A student with a CGPA of 2.5 or higher and a TOEFL score of 550, or its equivalent using a standardized test approved by MHESR, may be provisionally admitted to a Master's program provided the following:
1. The student achieves the TOEFL score required for the programme by the end of the first semester.
2. The student takes maximum of nine (9) credit hours in the first semester whereby they must achieve an **average score of B,** according to the grading structures that prevail within the UAE and Gulf region, in the credit courses taken. **This** is considered equivalent to a 'C' according to BUiD's grading structure.

MATURE ENTRY

A mature entry case can be prepared and sent to ministry for admission approval where a student does not meet the stated GPA requirements but has at least 5 years of relevant documented work experience after the Bacclaureate degree was obtained, provided he/she meets the English Proficiency requirements.

Transferred credit can provide no more than 50% of the credit points for the coursework component of the Masters. Therefore, no more than four modules may be transferred (three modules for Education and Sustainable Design of the Built Environment). No transferred credit points can be used in lieu of dissertation project work.

Credit transfer is not applicable on the following programmes:

EdD
PGDE

ADMISSIONS PROCEDURES

There are several stages to the University Admissions procedure.

STAGE ONE – INITIAL APPLICATION

Applicants are asked to complete the on-line application form on the BUiD website (www.buid.ac.ae).

The form requires the following information:

A.   Personal Details

    I.   Name
   II.   Contact details including email address and phone number
  III.   Marital status
  IV.   Sex
   V.   Date of birth
  VI.   Country of birth
 VII.   Country of residence
VIII.   Country (or countries) of which the applicant is a citizen.

B.   Referees

The applicant must provide:

    I.   Details of two individuals who can provide references.[7] [8]

C.   Previous Higher Education Undertaken[9]

Applicants must supply details of **all** higher education undertaken, including:

    I.   Programmes of study that the applicant failed or discontinued
   II.   The name of any qualifications earned, including class of award and subjects studies and dates of attendance.
  III.   The name, address and website of the institution which awarded the qualifications

D.   Skills & Experience

Applicants should provide:
    I.   Details of their English language competency
   II.   Details of their English language qualification
  III.   Other language and computer skills
  IV.   Details of any publications
   V.   Employment history
  VI.   Relevant non-employment experience[10]

---

[7] *The people named as referees should be in a position to comment on the applicant's academic ability and may include the applicants undergraduate tutor, Personal Tutor or Programme Coordinator*
[8] *If it is some years since the applicant has graduated, the applicant should provide one academic referee and one work-related referee such as the applicant's line manager. This latter will be particularly important where work experience may be considered as contributing to the applicants qualifying requirements.*
[9] *Failure to provide all such details or to provide inaccurate details of any qualifications will be considered as sufficient grounds for removal of the student from the programme irrespective of when evidence of such failure emerges and may result in the withdrawal of an award*
[10] *This may include specialised knowledge, technical training or postgraduate experience relevant to the application*

E. FINANCES[11]

Applicants must tell the University how their fees will be paid. They should identify which of the categories they fall into:

   I. Self-funding
   II. Family funded
   III. Employer funded
   IV. Another source (which should be identified)

F. OTHER INFORMATION

G. SUPPORTING DOCUMENTATION[12] [13]

   I. An official Transcript of Credit of any degrees earned
   II. An official Transcript of Credit of any other credit earned from a higher education institution
   III. Where the official transcript is not in English, a certified translation of the document into English must be supplied.
   IV. Passport photo
   V. Passport copy
   VI. Copy of Identity card for UAE Nationals **OR**
   VII. UAE visa copy for non-UAE Nationals resident in UAE
   VIII. Attested Bachelor's certificate (if applicable)
   IX. Certificate of Equivalency (if applicable)
   X. Attested copy of a current TOEFL/IELTS certificate **OR**
   XI. Native English speakers need to provide evidence of continual study in English equivalent to GCSE English Grade C
   XII. 2 Academic Reference letters **OR**
   XIII. 1 Academic Reference letter and 1 Employment reference letter

---

[11] *Knowledge Village has a minimum financial criteria required before issuing a Student Residence Visa*
[12] *Original documents should not be sent to the University, applicants to obtain attested copies of their documentation*
[13] *Where the applicant is stilly studying or is awaiting results, admissions will not be formally confirmed until acceptable evidence of the awarding of the degree has been supplied.*

STAGE TWO – FIRST OFFER

Following receipt of the online application form, the University will consider whether the applicant meets the minimum admissions requirements for the intended programme. Where an applicant meets the minimum requirements the University will enter the first phase of stage two and issue a provisional offer.

a. 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 Knowledge Village Student Residence Visa. Once all of the requirements listed in the Provisional Offer have been satisfied, the University will issue a confirmed offer.

B. CONFIRMED OFFER[14]

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

STAGE THREE

Once the applicant accepts a confirmed offer they will be considered at the pre-registration stage. Fee payment should be made at this stage.

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.

9.2 TRANSFERS

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

1. The award of credit transfer is a privilege, not a right.
2. In order to make a claim for credit transfer, the student should make a request to the Student Services Office presenting the following documentation:
    a. The transcript grade of the module being claimed showing a minimum B grade
    b. The module outcomes and/or learning goals of the modules already completed and claimed as equivalent.
    c. The learning outcomes of the University programme module.
3. The relevant University Faculty is able to determine that the module was taken at graduate level and is equivalent to at least 10 credit points.
4. The student attained credit at an appropriate level which will equate to a grade of at least 'B', according to the grading structures that prevail within the UAE and Gulf region, which is equivalent to a 'C' according to BUiD's grading structure.
5. The institution at which the module was taken is either accredited within the UAE or is an institution with an internationally recognised accreditation and reputation for research. For these purposes the decision regarding determination of which institutions are appropriate resides solely with BUiD.

---

[14] *A confirmed offer is subject to the overseas applicant receiving the appropriate Knowledge Village Student Residence Visa.*

6. The University Faculty will only allow exemptions from modules with content equivalent to that qualification providing the transferable points.[15]
7. Credit points can only be transferred where the work previously undertaken will allow the student to successfully perform the assessment exercise for the exempted module.
8. The decision as to whether a previously taken qualification serves to exempt a Masters student from a current module rests with the Programme Board of Examiners subject to any assessment.
9. Credits which have already formed part of an award and/or experiential learning are not acceptable for transfer.
10. Professional development qualifications may contribute to a credit transfer where these have been at graduate level in accordance with the above conditions.
11. Transferred credit can provide no more than 50% of the credit points for the taught component of the Masters.
12. No transferred credit points can be used in lieu of the dissertation.
13. Where credit transfer is successful, the student should be enrolled into the appropriate module and given a grade.
14. Credit transferred modules will not count towards the University GPA.
15. There will be an administrative charge of 500 AED (per module claimed) for dealing with credit transfer requests.
16. A suitable discount will be made from the tuition fees payable in the semester in which the credit transferred module normally occurs.
17. Credit transfer must be applied for at the time of application to a programme. A registered student may not apply for credit transfer. Students wishing to transfer credit must meet the normal entrance requirement for the programme onto which they wish to transfer credit.

In case of students who are readmitted to the BUiD programme

1) Credit transfer:
   a. is only available for those modules successfully completed where they are still part of the current programme; and
   b. can only be approved for a student whose first registration at this University was not more than eight years from the date of readmission

9.3   STUDENT INDUCTION

There will be an induction programme usually of 02 days duration, which is mandatory for all students, normally held one week before the classes begin. During this first week students will be welcomed and provided with the following:

- An overview of BUiD and of the support services available.
- Introduction to the academic staff who will be teaching and supervising them, and given an opportunity to discuss a Study Plan
- An opportunity to ask specific questions about the programme or any other matters of academic concern
- BUiD's administrative structures; its teaching and research, and how the Masters programmes fit into these
- Academic support services, in particular library and computing services, including arrangements for access and training in the use of these facilities
- Possibilities for further training and skills development
- Pastoral support within the Faculty
- Information concerning the expectations and entitlements of students
- Programme structure, expectations and entitlements will be further explained to ensure that they are fully understood and students will have the opportunity to seek clarity on any points of which they are uncertain
- Diagnostic assessments for study and other foundation skills and knowledge
- Demonstration of the video wall and other equipment

9.4   DEADLINES

---

[15] For example, credit points from a module undertaken earlier in 'Databases' cannot exempt a student from a module in the 'Fundamentals of Artificial Intelligence'

Application Deadline	One week before commencement of classes
Student Registration and Fee Payment	One week before induction
Scholarship Awards	One week before induction

9.5 FINANCIAL SUPPORT & FEES

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

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

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

A number of scholarships are available through BUiD. The University may also be able to provide advice on other potential sources of student funding, and the Student Services Office should be contacted in the first instance. Further details are available on the University website.

Total programme fees for the academic year 2007- 08:

Masters in Education	AED 80,000
Masters in Environmental Design of Buildings	AED 84,000
Masters in Finance and Banking	AED 84,000
Masters in Information Technology	AED 84,000
Masters in IT Management	AED 84,000
Masters in Project Management	AED 84,000
Masters in Human Resource Management	AED 84,000
Masters in Construction and Dispute Resolution	AED 84,000
Master in Systems Engineering	AED 84,000
Doctorate in Education	AED 150,000
PGDE	AED 60,000

The tuition fees is payable in instalments:
   a. An Initial payment of AED 10,000 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 Second payment is for AED 37,000. For full and part-time students this will be paid at the beginning of Year 1 Semester 1 of their programme.
   c. The Third payment is for AED 37,000. For full-time students this will be paid at the beginning of Year 1 Semester 2 and for part-time students at the beginning of Year 2 semester 1.
   d. For the Masters in Education the Second and Third payments are AED 35,000 each.
   e. The Second and Third payments may be made in quarterly or monthly instalments as per the table below :

| | Full-time 12 months | | Part-time 24 months | |
	Quarterly	Monthly	Quarterly	Monthly
Education	17,500	5,834	8,750	2,917
Other	18,500	6,167	9,250	3,084

For EdD students:

An Initial payment of AED 10,000 is paid 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.

Part time EdD student pay AED 30000 at the beginning of year 1 semester 1 of their programme for four years. In the final year the student pays AED 20000 at the beginning of year 1 semester 1 of their programme

Full time EdD student pays AED 50000 at the beginning of year 1 semester 1 of their programme for two years. In the final year the student pays AED 40000 at the beginning of year 1 semester 1 of their programme

f. The tuition fees are applicable to individual students for the entire duration of their programme.

Modes of payment :
After the Initial payment, the entire remaining tuition fees have to be paid. Students will not be registered until the entire programme payments are made.

a. Post dated cheque – the preferred mode of payment is by post-dated cheques, dependent upon the instalment plan chosen. The date of the cheques will be the first of each month.
b. Bank standing order – where students do not have access to a cheque book, then a bank standing order has to be set up and a copy given the university.
c. Cash – exceptionally students may pay by cash. However, the quarterly or monthly instalment plans are not available to cash payers, who have to pay in full at the beginning of each semester. For full-time students this will mean Two payments of AED 37,000 at the beginning of each semester and for part-time students this will mean Four payments of AED 18,500 each.

Returned payments :
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.

Cancellation of a post-dated cheque for tuition fees will result in disciplinary and legal action being taken by BUiD.

Students with outstanding debt to BUiD may not graduate.

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

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

Scholarships :
Students who are awarded a scholarship, will have the value of the scholarship deducted from the Second and Third tuition fee payments in equal parts. The Initial fee payment remains the same for all students.

Refunds :
The Initial payment is non-refundable in all circumstances. If a student has attended more than one-third of the classes of a module, then payment for the entire module has to be made. For attendance of one-third or less then 75% of the tuition fee for that module is refundable. The **Request to Withdraw Form** needs to be submitted. Any claims for refunds must be made within one month of the commencement of tuition.
Students who have their Student Visa withdrawn may not receive a refund of fees.

Late withdrawal from a module
A student who withdraws in the early part of the module (i.e. before 30% of the scheduled classes have been conducted) will be withdrawn upon request. For any such instances the module will be deleted from the student's registration record and the student may seek a refund in accordance with the relevant University policy.
Any student who withdraws after 30% of the scheduled classes have been conducted will be classed as "late withdrawal". Such students will have to complete and submit to the Head of Student

Administration a Late Withdrawal form on which they must check that they are withdrawing either 'With Cause' or 'Without Cause'. Any withdrawals where the student has attended between 30% and 50% of the module and is withdrawing without cause, the student will be liable for the half cost associated with the module.

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

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

Suspension or Permenant Withdrawal from the programme :

Students wishing to suspend or withdraw from their studies must submit a Suspend Study Form/**Request to Withdraw Form** available from Student Services. If the form is not submitted then the university will carry on submitting the cheques deposited. Upon the submitting the Withdrawal form, the remaining cheques will be returned, dependent upon tuition fee payments being up to date.

Failure and Retakes :

If a student fails a module and has to retake the whole module, then a charge of 50% of the full cost of the tuition for that module will be due, irrespective of whether the student has a scholarship or not.

Readmission

Readmission applies only to students who
- i.   have voluntarily withdrawn from a programme
- ii.   did not finish within 5 years
- iii. have failed two attempts at a module
- iv.   did not meet their probationary entry requirements
- v.   intend to change from a Post Graduate (PG) Certificate to a PGDiploma or from PG Diploma to Masters programme or vice versa

There shall be a minimum period between the withdrawal and readmission of the student of one semester except for cases when only the dissertation is pending or the student is intending to move from a Postgraduate Certificate to PGDiploma or from PGDiploma to a Masters programme or vice versa.

2) With the exception of those students who only have their dissertation outstanding or who intend to transfer from a PG Certificate to a PGDiploma or from PGDiploma to a Masters programme or vice versa, students readmitted to the University will resume their studies on a probationary basis and will be permitted to register for one module only in the first semester. The student's academic status will be reviewed by the Dean following completion of the first semester to determine whether or not they will grant permission for the student to continue their studies at the University.

The student will have to meet the entry requirements of the programme as they are at the time of readmission not as they were when s/he first joined this University. This includes, but not limited to, GPA, English and any pre-programme (Masters/PGDiploma/PG Certificate) requirements.

3) The fees for the programme will be as they are at the time of readmission   not as they were when s/he first joined this University. The fees can be reduced by a percentage proportional to the weight of the modules transferred relative to the TOTAL number of credits of the programme, i.e. including the dissertation. An additional new registration/administration fee will be charged upon readmission. A student readmitted to this University under this policy is not eligible for any scholarship support through this University.

A student can only be readmitted once to the same programme

9.6   PERSONAL TUTORING

The Personal Tutor will provide the traditional academic advising role for BUiD students.

Each student is assigned a Personal Tutor at the time of registration to a programme. The Personal Tutor will assist the student to complete registration forms.

All scheduled learning activities must be agreed by the Personal Tutor, who assists in the preparation of a student's Plan of Studies and who regularly meets with the student to review the student's academic progress.

SECTION 10
ACADEMIC POLICIES & ASSESSMENT PROCEDURES

The Best of British Education in Dubai

10.1   ASSESSMENT

Taught Modules

Each module is assessed separately, and in relation to the module learning outcomes found in the module syllabus. Both full-time and part-time students must pass all the taught modules with an aggregate mark of 50% in each. The pass mark for the dissertation is 50%.

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

Coursework assignments are intended to assess the ability of students to apply what they have learned to specific problems. Each coursework assignment has its own brief, in which the particular learning outcomes for that assignment are given. The assignment mark is divided between the learning outcomes.

There are two main types of assignment.
- In one, students hand in a report to the module coordinator for assessment. The student receives written feedback from the module coordinator and an assessment in the form of a provisional percentage mark.
- In the other, students display their work on boards and explain it to a small panel of critics, who assess the work. Feedback to the students comes in three forms: verbal comment and discussion amongst the panel of critics and co-students; written feedback from the module leader or one of the critics; and a provisional assessment in the form of a provisional percentage mark.

The briefs for these will be set by the module coordinator, and they will include submission deadlines to which students must adhere.

Written examinations assess the spread of a student's knowledge in the subject. They will normally be by unseen paper and between 2 and 3 hours duration, depending on their weighting in the module assessment. Each examination paper will normally be set by the academic staff responsible for each module and vetted by appropriate members of the Board of Examiners and the External Examiner. Questions may be set on any aspect of the lectures.

Students will receive details of examinations for each module from the academic staff concerned and these details shall be published by a deadline in advance of the assessment time, to be determined by the Programme Coordinator. Any procedures adopted for the running of examinations will be subject to BUiD general regulations.

Other modes of assessment are possible, with the approval of the Programme Coordinator, such as the use of open-book or pre-released examination papers.

Dissertation Project

Dissertations assess a student's ability to engage in depth with a particular aspect of the subject, to carry out an investigation into it, and to report the outcome.

The Dissertation is a major part of the Masters programme. It is supervised individually and assessed on the basis of a final dissertation which will have a maximum word limit. The project will be a piece of research on a topic that relates to the subject matter of the programme.

The dissertation will be marked by two internal examiners (one of whom can be the Dissertation Supervisor). The internal examiners should come to an agreed mark and comments. In the event that they are unable to agree or wish a third opinion for a good reason (eg they have close marks but these fall either side of 50%) the Programme Coordinator shall oversee the appointment of a third internal examiner. In any case where a third internal marker has been used the External Examiner shall be requested to review the marks and the outcome. In the event of the third internal examiner being unable to resolve the problem, the Chair of the Examination Board shall (following input from the External Examiner) be requested to make a recommendation to the Board of Examiners. In the event of a student being required to resubmit his/her dissertation, the Internal Examiners will agree on

a list of written corrections to be communicated to the student as soon as is practical following the Board of Examiners.

Assessment Regulations

Regulations relating to assessment activities are also detailed in the University Assessment Regulations which are contained in the University's Policies and Procedures Manual Appendix B.

10.2   GRADUATE INSTRUCTION

Programme teaching will have a strong emphasis on interaction in the classroom and, consistent with the British system, it will be made clear to the students that they are expected to challenge perceived wisdom at all times in order to develop their critical faculty. Programme will aim to exploit the mix of new ideas and practical experience within the student body itself.

Teaching and learning on modules will be through a variety of formats:
* Lectures
* Seminars
* Student presentations
* Video conferencing
* External speakers
* Practical teaching at educational institutions

The main style will be the small group seminar, where a topic is introduced and students engage in a range of activity to develop skills and understandings of that topic, for example:
* Pair and group discussion
* Debate
* Prepared presentation
* Case studies
* Simulations
* Text or video analysis
* Materials development
* Independent study will be paper-based and web-based.

Interaction with tutors will be:
* Face-to-face
* Through email to discuss particular problems or to submit outline drafts of assignments.

10.3   UNIVERSITY GRADING SYSTEM

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

Score	Grade	Interpretation
>70	A	Excellent
60-69	B	Very good
50-59	C	Good
40-49	D	Fail - eligible for re-assessment or compensation
<40	E	Fail - not eligible for re-assessment or compensation

10.4   OTHER GRADES AND STATUS INDICATORS

Academic Probation
The student has achieved a D in one assessment and is awaiting the decision of the Board of Examiners.

Academic Progression
Students must maintain a satisfactory rate of progress in their programmes of study. If a student is withdrawn for academic reasons, a statement to that effect will be noted on the transcript.

Academic Standing
A Student is in good academic standing when they have earned a passing grade in all modules in a semester.

Agreed Absence
The student has presented an Advance Notification of Absence form which has been accepted and thus the absence does not count towards the overall absence rate.

Change of Grade
Following an appeal, the Board of Examiners may request a change of grade using the appropriate form.

Failures in Multiple Modules
A student with failures in multiple modules, without mitigating circumstances, will be deemed to have failed the programme.

Failures in Multiple Semesters
Students will not be allowed to progress onto the next semester with a D grade. Any mitigating circumstances will need to be placed before the Board of Examiners. Any student re-taking a failed module, who fails again, will be deemed to have failed the programme.

Grade Point Average
The British Higher Education System does not normally use GPA when calculating student status, however, in recognition of the international arena in which BUiD operates, a GPA will be calculated in the following way:
The Grade Point Average (GPA) is computed on a scale from 0.00 to 4.00. The GPA is calculated by dividing the total number of grade points earned by the total credits attempted. Example:

Module	Grade	Points		Credits	Grade Points
M1	A	4	X	10	40
M2	C	2	X	15	30
M3	B	3	X	20	60
M4	(credit transfer)		X		Not counted In GPA
M5	D	0	X	10	0
Total				55	130
GPA = 130 / 55 = 2.36 GPA					

Official Transcripts
Official Transcripts may be requested by a student at any time. Official Transcripts must be sent directly to another education institution or employer and can not be issued to the student.

Programme Transfer
The University academic advising system should ensure that students are placed on an appropriate programme. However, students may apply to change programme within four weeks of the start of the academic year, following an interview with the Admissions Tutor of the new programme.

Progression
Progression from one semester to another and from the taught modules to the dissertation is a decision of the Board of Examiners based on recommendations from module coordinators.

Re-Assessment

With the agreement of the Board of Examiners, students may be offered one re-assessment opportunity in one module per programme. This re-assessment may be module assessment or the module examination. Re-assessment for written examinations will take place at the next available examination opportunity.

Re-Admission

A student, who has previously withdrawn from BUiD in good academic standing, may apply for readmission in the same programme in accordance with BUiD readmission policy.

Referred

Students who receive a grade of D (between 40 – 49%) in an assessment are deemed to be referred to counselling with their Personal Tutors and their cases are finally decided by the Board of Examiners based on their overall academic progress.

Reinstatement

A student who was withdrawn for breach of academic regulations may apply to the Registrar for reinstatement explaining why reinstatement should occur.

Re-Taking a Failed Module

The Board of Examiners may determine that a student may re-take, completely, a failed module. The student will be re-enrolled for the module a second time. The outcome of the first module enrolment will be D. The outcome of the second module attempt will be that achieved through the assessment and confirmed by the Board of Examiners.

Suspension

One potential outcome of a student disciplinary hearing where the student will be barred from entering BUiD for a designated period.

Intercalation

A student who wishes to intercalate for a period of time, whether due to illness or other reasons, must obtain the authorisation of BUiD.

Transfers

Where a student moves, unexpectedly, to the UK, a request may be made to transfer to the programme at the partner institution.

Transfer Credit

The student has presented appropriate documents and credentials which BUiD has determined meets the learning outcomes of one or more modules in a programme (up to a maximum of 50% of the taught modules)

Withdrawal

Any student may withdraw permanently from a programme at any point in the year. A student is strongly advised to consult beforehand with the Programme Coordinator in order to consider the implications of withdrawal on matters such as re-admission, transfer to another institution, and financial support.

Confidentiality

No information or documents referring to a student's academic or personal life may be released to anyone, other than a sponsor, without the written permission of the student.

Reading Weeks and Other Independent Learning Activities

The objectives of these periods are to:
- Provide an opportunity for review and consolidation of studies
- To provide an opportunity to read more broadly
- To make use of study support services

Graduation Ceremony
The Graduation ceremony will take place at the University campus at an appropriate date after the Board of Examiners meeting in which part-time dissertation outcomes are confirmed. Students attending the ceremony will be required to wear formal academic regalia.

Graduation Date
This is the date noted on the Student Transcript when all graduation requirements have been verified as being met.

10.5   TRANSFERABLE SKILLS

Transferable skills will be woven into programmes, so that students will gain enhanced capacity in, for example:
- Critical reading
- Summarising and communicating what has been read
- Writing
- Presentation skills
- Self-management skills
- Individual project management
- Teamwork skills.

The mix of recent graduates and professionals within the student body will allow for the transfer of innovation and experience between both groups which will be encouraged through seminar and joint project work.

10.6   EVALUATING INSTRUCTION

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

The quality of all programmes will be individually reviewed and evaluated using the following mechanisms:
- The quality of the student work, as evaluated through the external examiner system
- Annual programme review
- Peer review of teaching
- Student module evaluations on a systematic basis
- Ongoing evaluation by the partner 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

10.7   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

	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
A 70 – 100%	**Understanding**: Able to analyse critically, with arguments soundly based, and fully supported by relevant facts. Able to apply correct methods to problem-solving tasks. Evidence of an original or creative approach. **Selection and coverage of material**: Questions answered accurately and with insight, demonstrating a well-informed knowledge of the topic and a clear mastery of relevant skills. **Structure and presentation**: Logical and well-organised flow of content, clearly expressed.	Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology. Able to work independently, or to participate actively in a group. Excellent presentational skills; showing an accurate and fluent analysis of the topic or problem. Answers questions thoughtfully and accurately with independent ideas. Able to reach valid/relevant conclusions, and to suggest logical extensions of the work	A full systematic and accurate account of the assignment; exceptionally well organised and clearly presented. A very clear record of the aims and methods of the work. Data manipulation and analysis carried out thoroughly and correctly. Critical and/or comparative comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations). Considerable evidence of extended reading and original or innovative thinking.	Evidence is analysed in systematic and principled manner which demonstrates thorough understanding of application of theory to evidence producing insightful and original views. Work shows good coverage and critical discussion and awareness of significant literature in the chosen area. Demonstrates high level of ability to select and use literature to substantiate argument.
B 60 – 69%	**Understanding**: Good attempt to analyse critically, with arguments well supported by relevant facts. Able to apply correct methods to problem-solving tasks with some evidence of an original or creative approach. **Selection and coverage of material**: Questions answered accurately, demonstrating a good knowledge of the topic and understanding of relevant skills. **Written Examinations**	Well prepared, displaying a systematic and well planned approach with a good understanding of the material and methodology. Able to work independently, or to participate well in a group. Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem. Answers questions with a good level of accurately with some evidence of **Practical Work and Oral**	A mostly systematic and accurate account of the assignment; well organised and clearly presented. A clear record of the aims and methods of the work. Data manipulation and analysis carried out with good levels of accuracy. Critical and/or comparative comments on most observations, with few 'loose ends' (unexplained observations or unjustified claims and speculations). **Reports and Essays**	Evidence is analysed in systematic and principled manner which demonstrates good understanding of application of theory to evidence producing some insightful analysis. Work shows awareness of and critical discussion of significant literature in the chosen area. Demonstrates the ability to select and use literature to substantiate argument. **Research Process**

		Examinations		
	Structure and presentation: Logical and well-organised flow of content, well expressed.	independent ideas. Able to reach valid/relevant conclusions and to suggest extensions of the work	Good evidence of extended reading and original or innovative thinking.	
C **50 - 59%**	**Understanding**: Attempts to analyse critically: with arguments supported by some relevant facts. Familiar with the correct methods needed for problem-solving tasks, but with some difficulties in their use. Some evidence of an original or creative approach. **Selection and coverage of material**: Questions answered incompletely, but demonstrating some knowledge of the topic and some capability with the relevant skills. **Structure and presentation**: Logical flow of content, with reasonable clarity of expression.	Adequately prepared, displaying a reasonably systematic approach and some understanding of the material and methodology. Able to work independently, or to participate in a group. Adequate presentational skills; showing a credible analysis of the topic or problem. Answers questions with some wider understanding of the key ideas. Able to reach valid conclusions, and to suggest extensions of the work.	A systematic account of the assignment, reasonably presented. An adequate record of the aims and methods of the work. Data manipulation and analysis contains few inaccuracies or omissions. Comments on most observations, mainly reasonable, but with possible 'loose ends'. Evidence of extended reading or of any original or innovative thinking.	Data collection and analysis is adequate and demonstrates an appropriate degree of commitment and the ability to select relevant material to answer the question set. The discussion of the data and other material demonstrates a general understanding of the theoretical principles involved and their application to professional practice. The work may be anecdotal/ descriptive at times, but there must be some evidence of the ability to be analytical. Work shows awareness of some literature in the chosen area, but there may be gaps. Use of literature may be descriptive rather than analytical and supportive of argument.

	Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
D 40 - 49%	**Understanding**: Some capacity to analyse critically: but arguments not always supported by relevant facts. Familiar with the some methods needed for problem-solving tasks, but unable to apply them routinely. No evidence of an original or creative approach. **Selection and coverage of material**: Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills. **Structure and presentation**: Logical flow of content, but with poor clarity of expression. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology. Has difficulty in working independently, or participates only passively in a group. Inadequate presentational skills; showing a confused analysis of the topic or problem. Answers to questions show limited understanding of the key ideas. Able to reach some valid conclusions, but unable to suggest appropriate extensions of the work. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	An unsystematic account of the assignment task. An incomplete record of the aims and methods of the work. Data manipulation and analysis contains significant inaccuracies or omissions. Few comments on the observations, with many 'loose ends'. No evidence of extended reading. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.	Data collection and analysis is adequate and demonstrates an appropriate degree of commitment. However there may be significant deficiencies in one or more of the following areas: 1. The discussion of the data and other material does not demonstrate a sufficient understanding of the theoretical principles involved and their application to professional practice. 2. The work may be anecdotal/ descriptive at times, and there is no evidence of the ability to be analytical. 3. Work shows awareness of some literature in the chosen area, but there may be significant gaps. Use of literature may be descriptive rather than analytical and supportive of argument. **Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.
E< 40%	**Understanding**: Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods	Poor preparation, displaying an unsystematic approach. and very limited understanding of the material and methodology. Has great difficulty in working	An unsystematic, incomplete or inaccurate account of the assignment. A sketchy record of the aims and methods of the work.	Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected for analysis. Commentary shows major problems

Written Examinations	Practical Work and Oral Examinations	Reports and Essays	Research Process
needed for problem-solving tasks, and unable to apply them routinely. No evidence of an original or creative approach. **Selection and coverage of material**: Questions answered incompletely, demonstrating neither breadth nor depth of knowledge. Answers often irrelevant, with key skills rarely and inappropriately deployed when tackling problems. **Structure and presentation**: Disorganised flow of content, with poor clarity of expression.	independently, or cannot participate effectively in a group. Poor presentational skills; showing a very confused analysis of the topic or problem. Answers to questions show almost no understanding of the key ideas. Unable to reach valid conclusions, or to suggest appropriate extensions of the work.	Data manipulation and analysis contains numerous inaccuracies or omissions. Very few comments on the observations, with many 'loose ends'. No evidence of further reading.	in the ability to understand the theoretical principles involved and their application to professional practice. Little or no reference to significant literature in the area. Work is anecdotal rather than analytical.

SECTION 11
RIGHTS & RESPONSIBILITIES

The Best of British Education in Dubai

11.1   STUDENT RIGHTS AND RESPONSIBILITIES

Rights
- To receive fair and equitable treatment through BUiD's policies and procedures
- To receive appropriate induction and orientation, on-going skills support and development
- To be offered appropriate guidance and counselling to support academic study
- To be offered the opportunity to serve on appropriate University committees as a representative of the student body
- To appeal against the results of any assessment using the University Appeals procedure
- To select an appropriate research adviser and to have access to academic staff during published office hours by appointment
- To attend social and cultural activities provided for students
- To organise and participate in appropriate and approved student bodies and groups
- To become a member of the BUiD Alumni Association
- To have the right to confidentiality of personal information
- To be a member of the University Library
- To make suggestions to improve University services

Responsibilities
- To attend all assigned classes as scheduled and participate in all activities in a collegial manner
- To act with the highest standards of integrity
- To be open and honest in all dealings with others and to behave in a responsible and respectful manner at all times
- To maintain professional standards of research, documenting results, questioning one's own findings and acknowledging the contribution of others by adhering to the international conventions on bibliographic referencing
- To maintain satisfactory progress
- To comply with appropriate library and other rules and regulations
- To make appropriate use of the University Information Technology infrastructure and to follow correct usage procedures for email and internet access
- To follow the student behaviour and disciplinary codes
- To adhere to the examination regulations
- To comply with all University policies, rules and regulations
- To respect BUiD's values.

11.2   STUDENT DISCIPLINARY OFFENCES

The following are considered by BUiD to constitute disciplinary offences:
- Disruption of, or improper interference with, the academic, administrative, social or other activities of BUiD, 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 BUiD'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 BUiD or its staff or in connection with holding any office in BUiD or in relation to being a student of BUiD
- Action likely to cause injury or impair safety on University premises
- Damage to University property or possessions
- Conduct which constitutes a criminal offence (including conviction for an offence)
- Behaviour which is such as to render the student unfit to practise any particular profession or calling to which that student's course leads directly
- Without prejudice to the right to fair and justified comment and criticism, behaviour which brings BUiD into disrepute
- Failure to disclose name and other relevant details to an officer or employee of BUiD in circumstances when it is reasonable to require that such information be given

- Without prejudice to the right to raise academic and other concerns responsibly within or out side BUiD, the making of false and malicious reports of malpractice, which upon investigation are proved to be unfounded
- Withdrawal of Student Visa status following action by Knowledge Village
- Disregarding University rules and regulations

The penalties which may be imposed by the Vice-Chancellor on behalf of Council in exercising its original jurisdiction may include:
- Reprimand
- Fine
- Suspension from academic or other privileges for a stated period (which may, in relation to Library offences, include suspension from the Library)
- Expulsion from BUiD as well as requirement to make good any damage done in whole or in part.

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

11.3   STUDENT COMPLAINTS PROCEDURE

BUiD is committed to maintaining an effective procedure to allow all members of its community to make legitimate complaints. Students are entitled to lodge complaints concerning any aspect of University's services, including:
- Teaching and academic facilities such as quality of teaching or laboratory facilities
- Academic services such as computing or library services
- Personal support such as the Careers Service or Project Supervisors
- Administrative services such as Faculty Offices.

Complaints Procedure
If the student wishes to make a complaint, the steps are as follows.

Stage 1 - Informal Complaint to the Person Directly Responsible
a. If possible, the complaint should initially be addressed to the member of BUiD staff who is directly responsible for the situation in question.
b. If the student wishes to complain about treatment by a specific individual, s/he should try to approach this member of staff in the first instance.
c. If a matter of University policy or practice is the source of complaint, the student should seek to identify the person with local responsibility for its implementation or operation. For instance, complaints about the content of a particular module should be addressed to the module lecturer.
d. In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with the member of staff concerned. The member of staff may request the presence of a colleague and the student may wish to bring a friend to the meeting. Staff should be happy to deal with complaints raised on an informal basis, but if the student feels unable to approach the individual directly concerned they may proceed directly to Stage 2.
e. Students are advised to prepare and keep a written record at the end of this stage.

Stage 2 - Informal Complaint to the Dean of Faculty or equivalent
a. If the student feels unable to approach the member of staff who is directly responsible, or considers that the matter has not been satisfactorily resolved, s/he should raise the complaint, either in person at an appointed time or in writing, with the Dean of Faculty or equivalent.
b. Having heard the complaint, the Dean of Faculty or equivalent will outline how he or she intends to deal with the situation and when this is expected to be completed. The student will be notified in the event of any subsequent delay. The investigation should be completed as swiftly as possible and certainly within 3 weeks in term time of its initial hearing.
c. Once the complaint has been considered in full, the Dean or equivalent will notify the student in writing of his or her conclusions and of any consequent action the Faculty intends to take.

d. If the student is not satisfied with the action taken at Faculty level, s/he may then choose to proceed to Stage 3 of this process. If the complaint was made orally at Stage 2, then it should be set it out in writing, and agreed by the person to whom the complaint was reported to in Stage 2.

Stage 3 - Formal Complaint to the Vice-Chancellor

a. If the student is not satisfied that the matter has been resolved at Faculty level, a formal complaint should be made using the Student Complaint Form attached in Annex A.

b. If the complaint has already been heard under the procedure outlined in Stages 1 and 2, then any further investigation under Stages 3 or 4 of this procedure will normally be confined to an investigation of the handling of that complaint, and not into its substance.

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

d. Unless notified otherwise, written confirmation of the outcome of the investigation, and any consequent action BUiD intends to take, will be sent to the student within 3 weeks of submission of the complaint form.

Stage 4 - Formal Appeal to the Student Complaints Committee

a. If the student wishes to take the complaint to this stage of the procedure, they may seek further consideration of the complaint by submitting, within two weeks of notification of the written outcome of Stage 3, a written request to the Vice Chancellor that an appeal on the outcome of the complaint be heard by the Student Complaints Committee. The appeal will be recorded and acknowledged, normally within 5 days in semester time, by the member of staff who handled the case in Stage 3. The Student Complaints Committee will then be convened.

b. The Student Complaints Committee will be convened by the Council and will also include a member of the Senate, who will not be a member of the Faculty associated with the complaint, and a student representative. It will be normal practice for the Committee to interview the complainant and any other appropriate students and members of staff.

c. Unless notified otherwise, the student should expect written confirmation of the Committee's conclusions, and any consequent action BUiD intends to take, to be sent within 5 working days of the hearing. A minute will be kept of the meeting.

d. The decision of the Student Complaints Committee will be final and will bring BUiD's investigation of the case to a close.

11.4 ATTENDANCE POLICY & PROCEDURE[1]

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

---

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

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

Attendance Procedure

a. Capturing Attendance

- Students who arrive within l5 minutes of the start of the class should be marked as late.
- Students who arrived after l5 minutes should be marked as absent.
- The lecturer should confirm the attendance following the appropriate procedure.

b. Notifying BUiD of absence in advance

Where a student notifies BUiD in advance (minimum one week prior to the class to be missed) that they will be unable to attend, the register will be annotated as 'AA' (agreed absence). Students will only be allowed one agreed absence for one week in each semester.

c. Emergency Absences

Where the student is called away on an emergency (such as the death of an immediate family member or emergency hospital treatment), the student should make sure that BUiD is informed as soon as possible. Where medical treatment is involved, a medical certificate will be required.

d. Health Absences

Where the student is involved in a personal health matter which necessitate absence from the programme, an original medical certificate will be required from the attending doctor. BUiD reserves the right to validate the certificate with the medical authorities.

e. Unexplained absence

The lecturer will complete the register as normal. Student Services will review registers on a regular basis and note any unexplained absences.

Faculty Administrators will contact the student to discuss the absence, informing the student that any further absences could have a detrimental impact on their study.

Faculty Administratorswill notify the Personal Tutor of any student absent for two consecutive learning activities. A tutorial will be arranged to discuss the issue with both the Personal Tutor and Head of Student Services.

An appropriate record will be kept of the meeting.

11.5   STUDENT APPEALS POLICY AND PROCEDURE

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

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

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

a.   Substantial information directly relevant to the quality of a performance in the examination which for good reason was not available to the Board of Examiners when their decision was taken.[2]

b.   Alleged improper conduct of the examination

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.

---

[2]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.

Any appeal must be submitted in writing, using the relevant form, to the Head of Quality as soon as possible. Only in special circumstances may an appeal be considered more than three weeks after the confirmed results of an examination have been made available to the appellant. The written presentation of the case, which the appellant is required to submit, should contain all the relevant arguments on the basis of which the appeal is being made. Other than in exceptional circumstances the appellant will not at any point thereafter be permitted to introduce new circumstances into the appeal.

Following submission of an appeal the Head of Quality will inform the relevant Dean of Faculty (or nominee), the Personal Tutor and the Head of Academic Services.

The Appeal will be reviewed by the Head of Quality to assess whether the appeal has been appropriately formulated and, if so, it will be considered by the Appeal Committee.

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

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

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

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

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

A decision of the Appeal Committee is final and only in exceptional circumstances may be appealed. Any such exceptional appeals must demonstrate clear grounds as under 17.3 (above). Appeals against Appeal Committee decisions will be considered by the Academic Board.

Appeal Committee decisions will be reported to the external examiner at the next meeting of the relevant Board of Examiners.

11.6   ACADEMIC HONESTY POLICY

Examination Misconduct
It is an offence against University discipline for any candidate knowingly to:
- make use of unfair means in any University examination
- to assist a candidate to make use of such unfair means
- to do anything prejudicial to the good conduct of an examination
- to impersonate another candidate or allow another candidate to impersonate him/her
- to make use of unfair means in any formally assessed work, including plagiarism.

Cheating
Cheating is an extremely serious offence, and any candidate found by BUiD to have cheated or attempted to cheat in an examination or in any formally assessed work, may be deemed to have failed that examination or module component, or be subject to such penalty as BUiD considers appropriate, such as temporary suspension from BUiD or expulsion.

Examples of cheating include, but are not limited to the following:
- Showing or sharing answers during an assessment, test or other form of assessment
- Copying anything done by another student and submitting it as your own

- Giving another student access to your software files, and allowing him or her to use your work as his or her own
- Telling another student what is on a test that he or she will take later
- Bringing to an assessment, information or materials that are not allowed – even if you do not use them

Plagiarism

Plagiarism is presenting another person's work as the students' own, without acknowledgement. Examples of plagiarism include, but are not limited to, the following:

- Using the work of someone else, or changing some words and keeping the same structure and the same meaning, without noting the sources(s) and submitting it as your own work
- Taking text from many other sources and putting the pieces together as one document and submitting it as your own work, without noting the sources(s)
- Downloading information, pictures or charts, from the Internet and inserting those materials into your own document and submitting it as your own work, without noting the source(s)
- Purchasing assistance from the Internet or another person
- When submitting an academic paper or assessment, students must include in the bibliography every source that has been consulted and used for the paper or assignment. Students must note whether that source is a book, article, television programme, Internet site, or an interview with another individual.
- When working together or collaborating with other students on assignments, projects or dissertations, students must indicate clearly on the assignment, project or dissertation, those portions which are not their own work.
- Students should seek the assistance of their Personal Tutor and/or Module Lecturer before handing in the assignment or project if they need help in properly acknowledging the sources used.

SECTION 12
STUDENT SERVICES

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

The Best of British Education in Dubai

12.1   CAREER DEVELOPMENT SERVICE

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

Career Guidance and Support

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

- Members of the academic staff giving careers advice;
- Students being referred to members of the BUiD Advisory Group and/or the Faculty Advisory Group which comprises specialists in fields relevant to the programme; and
- Access to career related activities organised by Knowledge Village.

Career and Employment Information

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

Career Development Support

BUiD has retained the services of a professional career development organisation, Sandpiper Consultants, to offer the following services:

- Workshops on job search, CV writing and interview techniques.
- Individual one-on-one coaching for career success.
- Organising and facilitating job search groups.

Specialists from Sandpiper are available for two hours every fortnight during semesters. Consultations are by appointment which may be booked with:

Nadia Victor
Phone: 391-3629.
E-mail: nadia.victor@buid.ac.ae
Appointments must be booked at least 24 hours beforehand.

If necessary, appointments may be made for other times subject to the availability of consultants.

Workshops will be advertised in advance and places will be allocated on a first come first serve basis. BUiD reserves the right to charge to the student the cost of the service if an appointment or place on a workshop is booked and the student does not attend all of the sessions. Details of the cost are available with Student Services.

12.2   COUNSELLING SERVICE

The University has contracted the services of a qualified Counsellor who will be available to all staff and students who are experiencing psychological or emotional difficulties of any nature. This service is available from 3pm to 6pm on Wednesdays and can be accessed via the Student Services office.

Access to the counsellor out of designated hours should be organised through the Head of Student Services.

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

12.3   ACCOMMODATION

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

12.4   KNOWLEDGE VILLAGE FACILITIES

A.   FOOD COURT

The Knowledge Village food court is located behind Block 1. The food court is open from 8am to 8pm during the academic year and in summer from 8am to 5pm.

B.   PRAYER ROOMS

Male and female Prayer Rooms are located on the ground floor of Block 18 and Block 2A.

12.5   STUDENT ACTIVITIES AND PUBLICATIONS

BUiD will create and plan several activities for students throughout the year. These activities will be designed to be social and cultural, and will include:
- Musical evenings
- Guest lectures
- Dinners
- International celebrations
- Plays
- Desert safaris and other events

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

Student Organisations
BUiD will have authority over all student organisations and activities.
- To provide for the efficient use of University buildings and facilities and to protect the integrity and reputation of BUiD, no student organisation will be permitted to use BUiD facilities without prior approval. Students will have to complete a request form at least 2 weeks prior to the event.
- Student organisations will be responsible for the conduct of all persons at University-related functions.
- All students and guests must conform to the UAE law. Every organisation will be responsible for taking all reasonable steps to prevent any infraction of the University rules and UAE laws related to activities of the organisation.
- Any individual/group whose conduct violates these rules will be subject to disciplinary action.
- In addition any existing penalties and disciplinary procedures will apply. Such action may include suspension or expulsion of individuals or suspension or termination of a particular activity or club.

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.
- Students will be expected to behave in a responsible and respectful manner when taking part in such organised activities, and will therefore be subject to BUiD's disciplinary code.
- It is particularly important that any publication such as a student newspaper adheres to the code of discipline.
- While BUiD 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 BUiD 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

12.6   ALUMNI ASSOCIATION

BUiD aims to maintain an up-to-date database of its former students. Through this BUiD will act as a contact point for a worldwide network of alumni contacts and groupings of alumni in various countries and regions of the UAE. Inclusion in the database will be voluntary and will form the mailing list for news on developments within BUiD.

12.7   STUDENT PARTICIPATION IN THE UNIVERSITY

Students will have a crucial role in providing feedback to BUiD on the quality of its teaching and learning and support services. Students may participate in the following ways:

- Completing a module feedback form at the end of each module
- Participating in the module review process
- Electing a student to be Programme Representative
- Supporting the Programme Representative at the relevant Board of Studies, Senate and Programme Review Committees
- Offering suggestions to the Library and other support services using the appropriate Suggestions Boxes
- Giving feedback to the Careers, Counselling, Health service and other Knowledge Village service providers using the appropriate questionnaire
- Using the Student Complaints Procedure as appropriate

SECTION 13
ACADEMIC SERVICES

The Best of British Education in Dubai

SECTION 13.1

UNIVERSITY LIBRARY SERVICES

13.1.1 MISSION STATEMENT

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

13.1.2 LIBRARY RESOURCES

a. Electronic resources

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

- E-journals
- Electronic reference materials including dictionaries, encyclopaedias, and newspapers
- Databases providing bibliographic references to literature in specific subject areas, abstracts, and synopses of literature and, in some instances, full-text articles
- Networked CD-ROMS encompassing bibliographic databases, reference works, and textbooks
- Web-based resources such as online databases, bibliographic resources, subject gateways and search tools

b. Books

All books are arranged on the shelves according to the DDC Classification, using a combination of letters and numbers. The required book can be searched by its author, title or subject through the library's material access system.

c. Computer Workstations

The University Library also houses computer workstation Internet labs. With the support of a high-speed network and the latest PCs, students have the tools to complete their research, prepare assignments and produce high quality presentations.

d. Reprographics

Self–photocopy service through pre-paid computerised cards and coin-operated machines is available. The University Library has a photocopier to enable the copying of articles and chapters - within the bounds of copyright legislation.

The University Library abides by national and international copyright laws in force. Copyright regulations will be posted next to or immediately above the photocopier to help prevent any infringement of rules. Photocopying from cover to cover is not allowed.

13.1.3 ACCESS TO LIBRARY FACILITIES

The Library will be open at such times as may be determined by the Head of Academic Services in agreement with the University authorities, and a statement of the hours during which the University Library is open will displayed.

13.1.4 LIBRARY MEMBERSHIP

The use of the University Library for borrowing is normally permitted to registered readers only.
Registration as a reader will be open to all persons in the following categories:

- Full and part-time members of BUiD's academic and academic-related staff,
- Visiting staff who have been given similar status within BUiD.
- Registered postgraduate students of BUiD.

- Graduates of BUiD.
- Members of the Council other than those covered in the above categories.
- Non-members of BUiD may be permitted to use the Library for reference at the discretion of the Head of Academic Services. A charge may be made for this facility.

Registered readers are issued with a University card or a Library card, which must be produced each time a book is borrowed. A Library Card will be issued with the understanding that its owner agrees to abide by the Library rules and regulations; all other categories of users must sign a statement that they agree to abide by all Library rules and regulations.

University cards and library cards are non-transferable. It is the reader's responsibility to ensure that changes of address are notified to the Library.

Students must enrol with the Library at the beginning of each semester.

13.1.5 GENERAL RULES & REGULATIONS

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

13.1.6 LIBRARY INDUCTION

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

13.1.7 BORROWING

- No book may be removed from the University Library without the issue being recorded in the manner prescribed by the Library staff. Library staff are authorised to examine books and bags if a reader activates the book detection system when leaving the Library. The Library staff may restrict or prohibit the borrowing of any book or periodical.
- Borrowing regulations for different categories of users and material are determined from time to time by agreement with the Library Committee. Details of borrowing regulations are available in the University Library guides. These have the status of University Library regulations.
- All materials borrowed from the University Library must be returned by the due date displayed for that item on the Library Catalogue.
- The Library staff may recall materials issued to any reader if the item in question is in demand by other readers. In such cases, items must be returned by the new due date specified on the recall notice sent to the reader and on the University Library Catalogue.
- Readers are at all times responsible for any materials which have been issued in their name and this responsibility ends only when the item has been returned to the University Library and the issue record has been cancelled. Readers are required to pay for the replacement of any materials, which are lost while issued to them, with the addition of an administrative charge.
- The Short Loan Collection consists of texts on student reading lists, which are in high demand. The loan periods will be very short to ensure that as many people as possible get a chance to

read them. Off prints (photocopies of journal articles and book chapters) will be placed in the Reserve Collection.

- Journals and reference material are not available for loan, but may be photocopied, subject to copyright regulations.

13.1.8 INTER-LIBRARY LOANS

The materials, which BUiD does not have in its stocks, will be arranged from other libraries of the country under interlibrary loans upon written requests from the users or from the British Library through its Document Delivery Service. The library will form interlibrary Loan/Document Delivery arrangements with UAE and other academic libraries in GCC countries and the UK. Inter-library loan facilities are available to all categories of borrowers covered by the Library regulations. The use of any material obtained through the inter-library loan service is governed at all times by the regulations of the lending library.

13.1.9 COOPERATIVE ARRANGEMENT

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

13.1.10 LIBRARY STAFF

The Library is staffed by a Librarian, who has a recognized qualification in Librarianship or Information Science.

13.1.11 ASSISTANCE TO USERS

- The Library staff are on hand to answer any questions that staff and students have. In addition, questions to be Library may be posted on the BUiD intranet, and then answered electronically.
- Through the induction programme, and during the course of the academic year, students receive practical training in the use of databases, catalogues and bibliographical management packages they need to use in the course of their studies.

13.1.12 TRAINING

Audiovisual & Video equipment
Special training is offered on the use of audiovisual equipment and video facilities as well as other library services.

Instructional Support
The Library provides advice, individualized instruction and workshops on information sources and how to find information.

13.1.13 SUGGESTIONS PROCEDURE

Suggestions books and/or boxes (which may also be used for complaints) are placed in the University Library. They may be used to air a problem if privacy is not a requirement, or to:
- make comments, negative or positive about Library service
- make suggestions for change or improvement
- suggest items for the Library to add to stock.

Suggestions/complaints forms are provided. Suggestions boxes are emptied weekly. Suggestions and complaints may also be sent by email from where they are forwarded to the member of Library staff best able to address them.

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

The Head of Student Adminstration maintains oversight of the process and produces for the Library Committee at the final meeting each year an analysis of the complaints and/or suggestions received during the previous year, along with the Library's responses. This analysis is used as a check to determine if general changes are required to Library practices or regulations.

SECTION 13.2

STUDY SKILLS SUPPORT

As part of its Student Study Support programme, integrated courses consisting of three areas, Study Skills, IT Support and English Language Support are provided for all students.

Students are given a diagnostic skills audit on entering BUiD and may be directed to take relevant seminars. These seminars are not compulsory but are highly recommended for all students who need them. They operate during the first semester as face-to-face seminars and as web-based or drop-in self-access support in the second semester. These courses are open to students across BUiD.

Integrated courses in the first and second semesters of the student's programme are divided into:

13.2.1 STUDY SKILLS

This is an optional series of seminars, but highly recommended for all students and provided free as part of the entitlement of students. It acts as an applied skills programme, where students apply the strategies and philosophies covered in the module to the actual learning situations in their specialist programme. The seminars include:

- learning and re-learning to learn; reflective learning and the reflective practitioner
- the independent and autonomous learner; active and participatory learning; cooperative learning
- self-organisation
- formulating questions for inquiry; organisation of note-taking
- referencing and databases of evidence; tackling alternative versions of 'fact' and reality
- developing arguments
- assignment, report and dissertation writing
- presentation skills to different audiences.

13.2.2 IT SUPPORT

This aims to introduce the student to the various programmes which will support learning. Thus, it includes:

- word processing
- spreadsheet data entering
- power point slide presentation and graphical representation
- it also introduces the student to the use of the internet for data gathering and the different uses of bibliographic search engines for research.

13.2.3 ENGLISH LANGUAGE SUPPORT

All students will be given a diagnostic test in English (even though they will have achieved at least IELTS 6.0) in order to discern whether additional help is needed in specific areas. Those students who do need help will be advised to attend the classes, which tackle areas such as:

- vocabulary development
- grammar refreshment
- academic English and style
- subject-specific English
- listening skills
- writing for specific purposes and writing an argumentative essay

Assistance is given with the language aspect of their written assignments on an ongoing basis

13.2.4 WEB-BASED PROVISION

This provides study skills guidelines which may be accessed by all students and English language support. The study skills guidelines include hypertext programmes on such areas as essay-writing

skills and the English language support includes looking at records of one-to-one discussions of pieces of written work that have been brought for consultation with a tutor.

SECTION 13.3

RESEARCH & SCHOLARSHIP FUND

BUiD has developed relationships with a number of leading organizations in the UAE. The relationships help in furthering BUiD's objectives and provide benefits for the students and contributors alike.

SCHOLARSHIPS

Under the Research and Scholarship Scheme, a number of commercial and philanthropic organizations have kindly donated fee based Scholarships to enable well qualified students, who might otherwise not be able to study at BUiD, to take up a place.

BUiD expects more Scholarships to be funded in the coming year, details of which will be made available to students as well as being posted on the BUiD website at www.buid.ac.ae .

Students who have received a Confirmed Offer of a place to study at BUiD are eligible to apply for the Scholarships.

Students may indicate a preference for a particular Scholarship, but are automatically considered for all appropriate Scholarships.

SECTION 13.4

ACADEMIC CALENDAR

	2009/10		All Masters programmes (excluding F&B)	F&B
		Ramadan starts 21st August		
	22-Aug			
	29-Aug			
	05-Sep			
	12-Sep	Student Induction and Iftar 13 Sep Diagnostic Test		
1	19-Sep	Eid Al Fitr c.21st		
2	26-Sep	Diagnostic Test 26 Sep	Teaching 1 (Term 1)	Teaching 1 (Term 1)
3	03-Oct	Academic Board	2	2
4	10-Oct		3	3
5	17-Oct	ASSLC	4	4
6	24-Oct		5	5
7	31-Oct		6	6
8	07-Nov		7	7
9	14-Nov	Boards of Study	8	8
10	21-Nov		9	9
11	28-Nov	Eid Al Adha c27th-29th/National Day	Break	Break
12	05-Dec		10	10
13	12-Dec		11	11
14	19-Dec	Hijri c. 1st	Assessment	12
15	26-Dec	New year	Assessment	Self-Study
16	02-Jan		Break	Self-Study
17	09-Jan	Academic Board	Break	Assessment
18	16-Jan		Registration, Diagnostic & Induction - New Students (Induction on Sunday 31st Jan)	Assessment
19	23-Jan		Teaching 1 (Term 2)	Break
20	30-Jan		2	Registration, Diagnostic & Induction - New Students
21	06-Feb	Exam Boards	3	Teaching 1 (Term 2)
22	13-Feb	ASSLC	4	2
23	20-Feb		5	3
24	27-Feb		6	4
25	06-Mar		7	5
26	13-Mar		8	6
27	20-Mar	Boards of Study	9	7
28	27-Mar		10	8
29	03-Apr		11	9
30	10-Apr		Assessment	10
31	17-Apr		Assessment	11

32	24-Apr		Teaching 1 (Term 3)	12
33	01-May		2	Self-Study
34	08-May	Academic Board	3	Self-Study
35	15-May		4	Assessment
36	22-May		5	Assessment
37	29-May	Exam Boards	6	Teaching 1 (Term 3)
38	05-Jun		7	2
39	12-Jun		8	3
40	19-Jun		9	4
41	26-Jun		10	5
42	03-Jul		11	6
43	10-Jul		12	Assessment
44	17-Jul		13	
45	24-Jul			
46	31-Jul			
47	07-Aug			

SECTION 14
GOVERNANCE

The Best of British Education

14.1   QUALITY OF INSTRUCTION

The quality of instruction in individual modules is evaluated regularly, and the results are used to provide a basis for ongoing improvement of teaching effectiveness in each course. 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 the each programme is reviewed and evaluated using the following mechanisms:

   I.   The quality of the student work, as evaluated through the external examiner system.
  II.   Annual programme review.
 III.   Peer review of teaching.
  IV.   Student module evaluations on a systematic basis.
   V.   Ongoing evaluation by the partner university in UK, who will visit on a regular basis to talk to students and staff as well as examine outputs and teaching materials.
  VI.   Scrutiny of existing and new programmes by the Board of Studies, to ensure academic excellence.
 VII.   Annual alumnae survey to gain feedback on the relevance and usefulness of the programme.
VIII.   The number and quality of publications from students, which have been accepted by refereed journals.
  IX.   Presence of staff and students at significant conferences and workshops in the region and internationally.

14.2.   RESPONSIBILITY FOR TEACHING AND LEARNING WITHIN FACULTIES

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

14.2.1 DIRECTOR OF TEACHING

This is a member of academic staff who has responsibility for the running of a Faculty's teaching. The Dean of Faculty may undertake this role in the first instance, or may delegate it to another academic staff member.

14.2.2 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 the module,
- 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 any relevant issues relating to the delivery and syllabus of the programme and for monitoring and evaluating teaching activity within the programme. It will also develop recommendations for teaching policy and monitor existing teaching policy in the areas of recruitment, admissions, and liaison with other Faculties.

In taking forward its responsibilities Boards necessarily need to receive and consider the following inputs:-

- External Examiner Reports
- Lists of any issues raised during Board of Examiner meetings
- Lists of any issues raised during Academic Staff-Student Liaison Committee (ASLC) meetings
- Student Feedback Questionnaires
- Annual Programme Monitoring reports
- Annual Programme Review reports

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).

Agendas, papers and minutes of this committee are published on the BUiD intranet.

14.2.3   EXTERNAL EXAMINERS

The external examiner system forms an important part of BUiD's quality assurance procedures. External examiners help to ensure that degrees awarded by BUiD are comparable in standard to those of other equivalent departments in partner universities, although their content may differ. They also ensure that the assessment system is fair and is fairly operated in the classification of students.

In order to achieve these purposes external examiners :

I.   participate in assessment procedures for the award of degrees
II.   arbitrate in problem cases
III.   comment and give advice on assessment procedures.

If appropriate, External Examiners may also comment on module content, balance and structure; and on degree programme curricula. Faculties may also invite External Examiners to see and comment on reports and feedback related to curriculum review and quality of educational provision.

14.3.   MONITORING AND EVALUATION PROCEDURES

The following outlines Faculties' programme monitoring and evaluation procedures:

14.3.1   ONGOING PROGRAMME MONITORING

The Programme Coordinator and student representatives are invited to table reports for each Board of Studies and Staff-Student Liaison meeting. Significant points from these reports are discussed and progressed. These issues are also fed into Annual Programme Reviews so that the University can assure itself that appropriate actions are being taken.

Issues of relevance may also be raised by Faculty/Subject Area Advisory Groups and these will be fed into the Board of Studies as appropriate.

14.3.2   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 it is an essential element in the quality assurance procedures.

The members of the ASSLC comprise academic staff, other staff and students. The Convenor of the ASLC comprises 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 should include a member of Library staff and the Registrar (or his/her nominee). Student representatives must include a minimum of two students from each programme, who are nominated by class members. The ASSLC also provides 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.

14.3.3 ANNUAL MONITORING

After the completion of all examination and finalisation of student grades within each programme, the Programme Coordinator prepares a report using University template, covering the content of the programme, any problems encountered, and responses to programme assessments by the External Examiner. It is the responsibility of the Annual Programme Review to extract any relevant points from this report and bring them to the attention of the Faculty and the Board of Studies.

14.3.4 ELICITATION OF FEEDBACK FROM STUDENTS

Each programme has two elected student representatives . At least one of these 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. The same representatives will sit, as required, on committees, such as the Senate, in the wider university.

In addition, feedback forms will be administered at the end of each module. The Head of Quality summarises the results and present a report to the Programme Coordinator and the relevant module coordinator/s. The Programme Coordinator is responsible for highlighting to the Board of Studies and the Annual Programme Review any areas of concern and/or suggestions for improvements based on the feedback.

Exiting students are also asked to complete a student feedback form in order to elicit feedback on the programme as a whole (included in this document). The forms are used to produce a report evaluating the success of the programme as a whole and suggesting any improvements that might be made, based on the results of the feedback.

14.3.5 ANNUAL PROGRAMME REVIEW

On an annual basis each programme will be formally reviewed in order to
- 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.

Reviews will take place during Semester Two each year and Review Panels will normally consist of two members of Academic Board, one of whom shall act as the lead for the review and who will convene any specific review meetings.

Review Panels should expect to see the following:

- a completed Annual Report on Programme Monitoring, which includes a summary of student feedback (See Appendix I);
- the relevant programme or faculty handbook;
- relevant external examiners' reports;
- copies of the previous annual review(s) and a report of actions taken as a result of the review(s).

In addition to the above Panels can request access to the following should they so wish:-
- the full data arising from student feedback questionnaires
- papers and minutes for the Board of Studies
- papers and minutes for the Academic Staff Student Liaison Committee

The Review Panel should meet with:
- The Dean of Faculty;
- The Programme Coordinator
- At least one other member of staff involved with the programme
- Members of the student body

Review reports will be sent to Academic Board for comment and approval.

14.3.6 EXTERNAL EXAMINERS REPORT

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

The reports are presented to the Dean of Faculty, and also sent to the Programme Director and Head of Quality for onward transmission to the Board of Studies and the Annual Review Panel. When the reports have been gathered they are read and summarised by the Head of Quality, who will draw to the attention of the Vice-Chancellor any reports that appear to require action. Letters are then written by the Head of Quality to the Deans of Faculty concerned seeking explanations and reports of actions taken.

The points that the External Examiner are asked to comment upon include the availability of information on module 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. External examiners are asked whether they have been consulted on proposed changes or on the introduction of new modules or programmes. External Examiners are also given the opportunity, if they so wish, of making confidential comment to the Vice-Chancellor.

14.3.7 OTHER SOURCES OF INFORMATION

Those who in subsequent years teach the students who have passed through the module may have valuable comments, as may employers of graduates, and alumni of BUiD. If their comments are considered at the programme review meeting, the minutes of the meeting should indicate that this is so.

GLOSSARY

Admissions Tutor	An academic member of the Faculty who makes decisions on applicants' suitability for being offered a place on a programme
Anonymous Marking	A process whereby the names of students on scripts are removed or concealed, so that examiners/markers do not know their identity during the marking process
Appeal	A student may challenge a decision made by selected University committees which directly affects their study
Assessment	Any activity which is graded by academic staff and counts towards the overall module marks, including examinations
Board of Examiners	A formally constituted University committee charged with approving assessment decisions
BUiD	The British University in Dubai
Compensation	When Board of Examiners recommends that a student's less than satisfactory performance in one component of assessment be compensated by better performance in other components within a module
Credit Transfer	A process by which a student may obtain credit for relevant modules undertaken previously at accredited/recognized institutes
Dissertation	A significant piece of individual research undertaken by a student at the end of their taught programme
Dissertation Supervisor	An academic staff member who will support a student during the research period
Distance Learning	A form of learning where the teacher may not be present with the class. BUiD will occasionally use a video wall to bring lectures from the UK
Double Marking	When a student's work is assessed by more than one marker. If the marks and annotation of the first marker are not available to the second marker, this is known as 'blind' double marking
Examination	A formal assessment which is invigilated and subject to BUiD Examination Regulations
Exemption	The status achieved by a student who obtains credit transfer for previous learning
External Examiner	An academic, external to BUiD, who is appointed to ensure that the standards are at the correct level
External marker	A person of experience who may be asked to mark specialised dissertations as a first or second marker
Full-time	A study route whereby a student completes a programme in two semesters & dissertation
GCSE	General Certificate of Secondary Education – a British school qualification normally after 11years of study
Grade Point Average (GPA)	The system by which coursework grades are averaged to indicate the overall level of student performance
Grading System	BUiD uses an agreed grading system for all assessments
Dean	The academic in charge of the curriculum department with overall responsibility for delivery and standards
Faculty	The University internal structure with primary responsibility for delivering learning in a given discipline
Internal marker	A member of BUiD academic staff who marks a student assignment or dissertation
Internationally Accredited University	Every university may obtain accredited status from their home country or through an international recognition system such as NARIC which is

	used in the UK
Mitigating Circumstances	Events which adversely affect a student's performance and which may be taken into account by the Board of Examiners
Moderation	Independent academic checking of assessed work of a student by more than one marker. May involve second marking, double marking or analysis of marks for the cohort
Module	A coherent, credit bearing, curriculum element of a programme
Module Coordinator	An academic staff member responsible for the delivery and assessment of a module
Part-time	A study route whereby a student completes a programme over two or more academic years
Personal Tutor	An academic staff member with primary responsibility for ensuring that students progress appropriately during their studies
Plan of Studies	The initial document produced after a meeting between the Personal Tutor and student
Programme Coordinator	The academic responsible for the oversight of a programme
Provisional	The status of assessment and examinations grades until they are confirmed by the Board of Examiners
Transcript	A list of modules studied and the module grades
UAE	United Arab Emirates
Unfair Means	Assistance that a student uses to gain unfair advantage in assessments or examinations
University	The British University in Dubai
Upper Second Class Honours Degree	A classification of a British Honours Bachelor Degree. This normally equates to a GPA of between 3.0 and 3.5
Video-wall	Technology used to deliver lecturers in real time from UK partner institutions
Viva Voce	An oral examination