



UNIVERSITY CATALOGUE 2010 – 2011

The Best of British Education in Dubai

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“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 associates, the Universities of Birmingham, Cardiff, Edinburgh, Manchester and King's College London 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 associates 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 Mubarak 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.

A handwritten signature in black ink, appearing to be 'Ahmed Bin Saeed Al Maktoum'. The signature is stylized and written in a cursive script.

Ahmed Bin Saeed Al Maktoum
Chairman of the Council

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

The 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.

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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.

The current agreements with associate universities in the UK are not entered into as consortia arrangements, but are bilateral agreements drawn up between different Faculties of BUID and corresponding individual institutions. The associate universities collaborate, however, in ensuring common goals, objectives and procedures for the association 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
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
- Provision of advice on a range of academic and organisational matters
- Academic staff development programmes
- Student visits
- Use of library resources
- Inviting guest speakers

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

- Offering academic staff the opportunity to pursue a research career enables BUID to recruit extremely capable and well-motivated academic staff members, who are interested in teaching related to their research. This feature is autocatalytic, since the presence of an academic staff active in research is a further incentive and attraction to ambitious young 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 Informatics (Knowledge and Data Management)
- 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 in Intelligent Building Design and Automation (IBDAA)
- viii. Post Graduate Diploma in Intelligent Building Design and Automation
- ix. Master of Science (MSc) in Finance and Banking (F&B)
- x. Master of Science (MSc) in Human Resource Management (HRM)
- xi. Master of Science (MSc) in Construction Law and Dispute Resolution (CLDR)
- xii. Doctor of Education (EdD)
- xiii. Professional Graduate Diploma in Education (PGDE)

3.2 PROGRAMMES AND CONCENTRATIONS/THEMES

All programmes are delivered in English.

All programmes are delivered in BUID at Block I1, Dubai International Academic City campus, Dubai, UAE. Master of Science in Project Management Programme is also being offered at ADICOE Abu Dhabi, UAE.

Faculty	Programmes	Concentrations
Engineering	Master of Science (MSc) in Sustainable Design of Built Environment	
	Master of Science (MSc) in Systems Engineering	
	Master of Science (MSc) in Intelligent Building Design and Automation	
	Post Graduate Diploma in Intelligent Building Design and Automation	
Education	Master of Education (MEd)	English Language Teaching
		Special Education

Faculty	Programmes	Concentrations
		International Management & Policy
		Information and Communication Technology
	Doctor of Education	General
		English Language Teaching
		Special Education Needs
		International Management and Policy
		Maths Education
		Professional Graduate Diploma in Education (PGDE)
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
	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 Informatics (Knowledge and Data Management)	
	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 10 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

General

- a. All programmes will be available on either a full-time or a part-time basis.

- b. For all programmes, the allowed Duration of Study is calculated from the date of the first registration in the relevant programme and includes all Suspend Study periods. A new Duration of Study period commences when a student either:
 - Starts a new programme as the result of an official transfer from one programme to another.
 - Is re-admitted to the University to a new programme.
 - Is re-admitted to the same programme.
- c. Any student receiving exemption from a module through credit transfer will have the period of study pro-rated.

Professional Graduate Diplomas

The minimum study period of a full time programme will be nine months. For all students there will be a period of twelve months from the end of programme to re-take and pass any element of the programme for which they have not been successful.

Post Graduate Certificate

- a. Full time student will normally complete in minimum one academic semester and will not exceed two years.
- b. Part time student will normally complete in two academic semesters and will not exceed three years.

Post Graduate Diplomas

- a. Full time students will normally complete in minimum two academic semesters and will not exceed three years
- b. Part time students will normally complete in minimum one year and will not exceed five years.

Masters Programmes

- a. The duration of a full-time Masters programme will be a minimum of one year and will not exceed three years.
- b. The minimum programme duration of programme in part time mode is twenty months and will not exceed five years.

Doctoral Programmes

- a. The duration of a full-time Doctoral programme will be a minimum of three years and will not exceed five years
- b. For part-time students the minimum programme duration will be four years and will not exceed seven years.

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, Sustainable Design of the Built Environment and Intelligent Building Design and Automation 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 associate 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
Master of Science (MSc) in Intelligent Building Design and Automation
Post Graduate Diploma in Intelligent Building Design and Automation

DEAN

Professor Bassam Abu Hijleh

ACADEMIC STAFF

Professors

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

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)

ASSOCIATION WITH UK INSTITUTION

The Systems Engineering Programme is offered in association 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 association 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.

The Intelligent Building Design Automation programme is offered in association with the University of Manchester and Cardiff University which are UK's top rated research universities

MASTERS PREPARATION PROGRAMME

As part of the Student Study Support, the Faculty of Engineering (Systems Engineering) oversees a Masters' Preparation Programme 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.

The students study two modules

- Modelling and Simulation
- Scalar System Analysis

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.

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.

4.1.1 HEAD OF PROGRAMME

Professor Robert Whalley

4.1.2 ACADEMIC STAFF

Professors

Professor Robert Whalley

Senior Lecturers

Dr. Alaa Ameer

External examiner

Dr. John Flower
Warwick University

Admissions Tutor

Dr. Alaa Ameer

4.1.3 ASSOCIATION WITH UK INSTITUTION

The Systems Engineering Programme is offered in association 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.

4.1.4 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.

4.1.5 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

4.1.6 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.

4.1.7 CREDITS

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

- 8 taught modules (total 120 credits)
- A research-based dissertation (60 credits).

4.1.8 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.

4.1.9 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	System Regulation and Computer Control	15
SYS01508	Multivariable Systems and Control 2	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 Dissertation assessors and to employers. The dissertation should not normally exceed 20,000 words depending on the topic.

4.1.10 ASSESSMENT

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

4.1.11 SEMESTER PLANS

September 2010

Code	Title	Tutor
SYS01501	System Analysis Methods	Dr Alaa Ameer
SYS01502	Modelling Methods and Applications	Dr Alaa Ameer
SYS01505	Information and State space System Models	Dr Alaa Ameer
SYS01506	Multivariable Systems and Control 1	Prof Robert Whalley
SYS01507	System Regulation and Computer Control	Prof Robert Whalley
SYS01508	Multivariable Systems and Control 2	Prof Robert Whalley

Full time students can take maximum of four modules per semester and the part-time students take typically 2 modules per semester

4.1.12 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

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.

SYS01508

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.

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.

4.2.1 HEAD OF PROGRAMME

Professor Bassam Abu Hijleh

4.2.2 ACADEMIC STAFF

Professors

Professor Bassam Abu Hijleh

Lecturers

Dr. Abeer Shaheen AlJanahi
Dr. Fadeyi Mashood Olawale

External Examiner

Prof. Stephen Sharples
School of Architecture
University of Sheffield

Admissions Tutor

Dr. Fadeyi Mashood Olawale

4.2.3 ASSOCIATION WITH UK INSTITUTION

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

4.2.4 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.

4.2.5 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.

4.2.6 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:

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.

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.

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.

4.2.7 CREDITS

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

Six (four core and two elective) taught modules (total 120 credits)

A research-based dissertation (60 credits).

4.2.8 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 36 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

4.2.9 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
ENV07515	Corporate Social Responsibility	20

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.

4.2.10 ASSESSMENT

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

4.2.11 SEMESTER PLANS

Academic year 2010/2011

Sept 2010 – Semester 1	Feb 2011 – Semester 2	April 2011 - Semester 3
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Climate and Comfort (ENV01501); Dr. Abeer AlJanahi	Climate and Comfort (ENV01501); Dr. Abeer AlJanahi	Renewable and Sustainable Resources (ENV01504); Prof. Bassam AbuHijleh
Renewable and Sustainable Resources (ENV01504); Prof. Bassam AbuHijleh	Investigations in the Built Environment (ENV01506); Prof. Bassam AbuHijleh	Investigations in the Built Environment (ENV01506); Prof. Bassam AbuHijleh
Sustainable Built Environments (ENV01507); Dr. Moshood Fadeyi	Sustainable Built Environments (ENV01507); Dr. Moshood Fadeyi	Elective (TBA) Dr. Abeer AlJanahi
Passive Design (ENV02503); Dr. Abeer AlJanahi	Elective (TBA) Dr. Abeer AlJanahi	Elective (TBA) Dr. Moshood Fadeyi
Intelligent Building Design (ENV06514); Dr. Moshood Fadeyi	Elective (TBA) Dr. Moshood Fadeyi	
	Elective (TBA) Prof. Bassam AbuHijleh	

Full time students can take maximum of three modules per semester and the part-time students take typically two modules per semester

4.2.12 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

ENV07515

Corporate Social Responsibility

This module defines the components in Corporate Social Responsibility (CSR) and the relevant dependencies and areas of overlap. The combined strategic approach in socio-environmental analysis from the economic perspective will define a baseline. The module introduces the fundamental principles guiding sustainable development best practices ant the global level and its operational examples. The module will focus on the three thematic areas of Triple Bottom Line (TBL), namely people, planet and profits. The socio-developmental aspect will map the cultural change in society over the last decade and hw the international community has responded with shifts in policy and culture, as well as practices. The environmental approach will utilize the carbon (or environmental) footprint as the core competency to assess different applications of environmental policy in reference to project and program environments. The economic dimension will consolidate the socio-environmental practices in different economic models to demonstrate the value proposition of engaging in long term CSR strategies within corporate environment.

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 4.3

MSc IN INTELLIGENT BUILDING DESIGN AND AUTOMATION

There is an increasing demand for structured, accredited, postgraduate programmes in this discipline globally and especially in countries involved in significant advancement of commercial, construction and industrial development. Postgraduate education in this discipline is appropriate for recent bachelor degree holders as well as mature graduates with experience in industry or the public sector.

The BUiD MSc in Intelligent Building Design and Automation (IBDAA) will be a multi-disciplinary programme delivered by the Faculty of Engineering. This choice was based on its suitability to address the educational needs within the UAE and surrounding region. The delivery of the programme will be specially designed to accommodate both full-time and part-time students. It is expected that a significant number of the students will be in full-time employment who will be able to complete the degree in part-time mode within three years. The programme is essentially generic with thematic options, facilitated via focussed coursework. Students would need to have completed an engineering, engineering architecture/ science, maths, computer science or physics undergraduate degree to follow this programme. In addition, the programme offers the potential for progressive levels of professional qualification.

The programme will be awarded by BUiD with close support from Cardiff University and 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 designated Programme Coordinator draws on many years of experience in the design, delivery and management of postgraduate education. The programme maintains a close and careful link between competencies and learning outcomes, as defined by the major UK engineering institutions.

4.3.1 HEAD OF PROGRAMME

Dean of Faculty for Engineering & IT

4.3.2 ACADEMIC STAFF

Professors

Professor Robert Whalley

Professor Bassam Abu Hijleh

Senior Lecturers

Dr. Alaa Ameer

External Examiner

To be appointed

Programme Coordinator

Dr. Alaa Ameer

Admissions Tutor

Dr. Alaa Ameer

4.3.3 ASSOCIATION WITH UK INSTITUTION

The Intelligent Building Design Automation programme is offered in association with the University of Manchester and Cardiff University which are UK's top rated research universities

4.3.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the IBDA programme
- Complete 6 x 20 credit 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 BUd.

4.3.5 PROGRAMME GOALS

The principal goals of the MSc in Intelligent Building Design and Automation are:

- To provide a thorough practical and theoretical understanding of the relevance and importance of Intelligent Buildings Design and Automation
- To provide in-depth knowledge and understanding of a number of key specific tools and techniques in the area of Intelligent Buildings Design and Automation
- 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 skills in the Gulf region in the discipline of Intelligent Buildings Design And Automation

4.3.6 PROGRAMME OUTCOMES

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

By the end of the programme a student should be able to:

Knowledge

1. Describe and assess the processes involved in the development of intelligent buildings.
2. Analyse the theoretical framework which underpins the design of intelligent buildings.
3. Demonstrate in- depth knowledge of specific tools and techniques used in the design process with reference to their contribution to organisational performance.

Intellectual Skills

1. Demonstrate a systematic understanding of the theory and techniques applied at the forefront of professional practice in the discipline.
2. Critically evaluate advanced practices in intelligent buildings design and automation and, where appropriate, propose new alternatives.
3. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
4. Apply current knowledge of practical systems engineering appropriately and with originality.

Subject Practical Skills

1. Collect and record relevant information in an organisational setting, in order to assess the potential for improvements in intelligent buildings design.
2. Identify the most important aspects of implementing solutions in intelligent buildings design and automation and deal with them systematically and critically.
3. Use systematic methodologies to identify, evaluate and analyse key knowledge assets and demonstrate how they can be captured and disseminated using intelligent buildings design and automation solutions.

Transferable Skills

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

4.3.7 CREDITS

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

- taught modules (total 120 credits)
- A research-based dissertation (60 credits).

4.3.8 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 (36 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

4.3.9 PROGRAMME STRUCTURE

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

Module Code	Module Title	Credits
ENV01507	Sustainable Built Environment	20
ENV06505	Efficient Building Services	20
ENV06514	Intelligent Building Design	20
BDA01501	System Analysis Methods	20
BDA01502	Modelling Methods and Applications	20
BDA01503	Process Control Techniques	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.

4.3.10 ASSESSMENT

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

4.3.11 SEMESTER PLANS

September 2010

Code	Title	Tutor
BDA01501	System Analysis Methods	Dr Alaa Ameer
BDA01502	Modelling Methods and Applications	Dr Alaa Ameer

4.3.12 MODULE DESCRIPTORS

ENV01507

Sustainable Built Environment

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

ENV06505

Efficient Building Services

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

ENV06514

Intelligent Building Design

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

BDA01501

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. Time domain approaches to the analysis/design problems investigated will be the principal procedure.

BDA01502

Modelling Methods and Applications

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

BDA01503

Process Control Techniques

This module introduces students to process system modelling, control and simulation methods using modern digital computation methods to validate theoretical predictions. Frequency and time domain

methods will be employed to analyse typical process system applications. Transfer function descriptions for linear, non-linear, rational and irrational system models will be investigated representing lumped and distributed configurations.

BDA01500

Dissertation

The dissertation provides the MSc students an opportunity to focus in depth on one aspect of the Intelligent Buildings Design And Automation (IBDAA) programme, which will normally be directly relevant to a real life workplace situation, and to allow them to demonstrate their skills to the programme assessors and to employers.

SECTION 4.4

POST GRADUATE DIPLOMA IN INTELLIGENT BUILDING DESIGN AND AUTOMATION

When considering the IBDA MSC, the need for a Post Graduate (PG) Diploma within the programme which covered the practical needs of industry was regarded as an attractive option.

The requirement for the MSc taught component alone, without the dissertation and research studies would be adequate for particular industrial appointments. This would be sufficient for practicing engineers where the learning outcomes from the taught modules would be of paramount importance.

In this regard, application, development, testing and tuning, commissioning, estimation and drafting appointments would be appropriately served by the taught course elements. This provision was emphasised by industry professionals during consultations and at advisory group meetings. The practice of offering Post Graduate Diplomas as an option to the full MSc programme is common within UK educational institutes and at the BUiD partner universities.

4.4.1 HEAD OF PROGRAMME

Dean of the Faculty of Engineering & IT

4.4.2 ACADEMIC STAFF

Professors

Professor Robert Whalley
Professor Bassam Abu Hijleh

Senior Lecturers

Dr. Alaa Ameer

External Examiner

To be announced

Programme Coordinator

Dr. Alaa Ameer

Admissions Tutor

Dr. Alaa Ameer

4.4.3 ASSOCIATION WITH UK INSTITUTION

The PG Diploma in Intelligent Building Design and Automation is offered in association with the University of Manchester and Cardiff University which are UK's top rated research universities

4.4.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

- Complete 6 x 20 credit 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 2 semesters and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

4.4.5 PROGRAMME GOALS

The principal goals of the PG Diploma in Intelligent Building Design and Automation are:

- To provide a thorough practical and theoretical understanding of the relevance and importance of Intelligent Buildings Design and Automation
- To provide in-depth knowledge and understanding of a number of key specific tools and techniques in the area of Intelligent Buildings Design and Automation
- 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 skills in the Gulf region in the discipline of Intelligent Buildings Design And Automation

4.4.6 PROGRAMME OUTCOMES

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

Knowledge

1. Describe and assess the processes involved in the development of intelligent buildings.
2. Analyse the theoretical framework which underpins the design of intelligent buildings.
3. Demonstrate in- depth knowledge of specific tools and techniques used in the design process with reference to their contribution to organisational performance.

Intellectual Skills

4. Demonstrate a systematic understanding of the theory and techniques applied at the forefront of professional practice in the discipline.
5. Critically evaluate advanced practices in intelligent buildings design and automation and, where appropriate, propose new alternatives.
6. Apply current knowledge of practical systems engineering appropriately and with originality.

Subject Practical Skills

7. Collect and record relevant information in an organisational setting, in order to assess the potential for improvements in intelligent buildings design.
8. Identify the most important aspects of implementing solutions in intelligent buildings design and automation and deal with them systematically and critically.
9. Use systematic methodologies to identify, evaluate and analyse key knowledge assets and demonstrate how they can be captured and disseminated using intelligent buildings design and automation solutions.

Transferable Skills

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

4.4.7 CREDITS

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

- taught modules (total 120 credits)

4.4.8 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 (36 hours per module)
- Online discussion with tutors
- Private tutorials
- Independent reading and web-based study.

4.4.9 PROGRAMME STRUCTURE

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

Module Code	Module Title	Credits
ENV01507	Sustainable Built Environment	20
ENV06505	Efficient Building Services	20
ENV06514	Intelligent Building Design	20
BDA01501	System Analysis Methods	20
BDA01502	Modelling Methods and Applications	20
BDA01503	Process Control Techniques	20

4.4.10 ASSESSMENT

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

4.4.11 SEMESTER PLANS

The IBDA Diploma programme is identical to the MSc degree programme but excludes the Dissertation requirement.

4.4.12 MODULE DESCRIPTORS

ENV01507

Sustainable Built Environment

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

ENV06505

Efficient Building Services

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

ENV06514

Intelligent Building Design

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

BDA01501

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. Time domain approaches to the analysis/design problems investigated will be the principal procedure.

BDA01502

Modelling Methods and Applications

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

BDA01503

Process Control Techniques

This module introduces students to process system modelling, control and simulation methods using modern digital computation methods to validate theoretical predictions. Frequency and time domain methods will be employed to analyse typical process system applications. Transfer function descriptions for linear, non-linear, rational and irrational system models will be investigated representing lumped and distributed configurations.

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. Eman Gaad

ACADEMIC STAFF

Senior Lecturers

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

Lecturer

Dr. Ruqiyabi Naz Awan

Tutors

Mary Mayall
Radhika O'Sullivan

ASSOCIATION WITH UK INSTITUTION

The Faculty of Education is operated through an association 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.

MASTERS PREPARATION PROGRAMME

As part of the Student Study Support, on behalf of BUiD, the Faculty of Education oversees a Masters' Preparation Programme 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 programme 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 programme.

The content of the programme 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 programme is fee-paying.

SECTION 5.1

MASTER OF EDUCATION PROGRAMME

Master of Education (MEd) programme is offered by BUiD's Faculty of 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 Higher Education and Scientific Research UAE. The Faculty of Education is operated through a contractual association with the School of Education in the University of Birmingham, and this association plays a role in enriching the sources of BUiD's MEd programme.

5.1.1 HEAD OF PROGRAMME

Dean of the Faculty

5.1.2 ACADEMIC STAFF

Senior Lecturers

Dr. Clifton Chadwick

Dr. Eman Gaad

Lecturer

Dr. Ruqiyabi Naz Awan

Tutor

Radhika O'Sullivan

External Examiner

Dr. Paul Thompson (University of Birmingham)

Programme Coordinator

Dr. Ruqiyabi Naz Awan

Admissions Tutor

Dr. Clifton Chadwick

5.1.3 ASSOCIATION WITH UK INSTITUTION

The Faculty of Education is operated through a contractual association 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 a first quartile subject score maintaining its international standing for higher education research in the most recent national assessment of research quality.(RAE 2008)

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.

The association is founded on academic collaboration and advice. The academic consultancy is provided by the University of Birmingham supporting academic quality assurance and governance in accordance with the British model and standards for higher education. Awards are federally accredited and certificated by BUiD as the provider of the academic programme, and endorsed as "an association with the University of Birmingham".

5.1.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Complete a (minimum) 16,000 word dissertation on a topic based on one of the modules or specialist Concentrations within the Faculty of Education
- Successfully complete 6 x 20 credit modules.
- 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.

5.1.5 PROGRAMME OUTCOMES

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

The students will

1. have mastered analyzed knowledge, skills and comprehension of advanced depth and breadth which will enable them to further their own career in education and to advance student learning in various settings.
2. demonstrate a proven ability to use critical inquiry and intellectual challenge: investigate, examine, research and improve instructional effectiveness and student achievement utilizing a sound basis for research in education.
3. bring rigorous research methods and analytic tools that can be explained and justified in order to address the most pressing questions affecting education with particular reference to the UAE, GCC and MENA.
4. have developed skills and attitudes toward continuous professional development and lifelong learning as well as having the ability to lead in the classroom, school and community
5. contribute to the enhancement of the cultural, intellectual and social capital which stems from interacting with a wide range of learners
6. deal with complex issues both systematically and creatively, make sound judgments that can be clearly and logically justified in the absence of complete data, and communicate conclusions clearly to specialist and non-specialist audiences
7. demonstrate self-direction and originality in solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
8. have mastered and incorporated internationally recognized academic intellectual standards such as clarity, precision, accuracy, breadth, depth, significance (meaningfulness), relevance and fairness
9. have ability to express themselves in terms of the content of the field, both verbally and in writing, with clarity, accuracy, relevance and meaningfulness,
10. possess qualities and transferable skills necessary for employment:
 - the exercise of initiative and personal responsibility
 - decision-making in complex and unpredictable situations
 - the independent learning ability required for continuing professional development.
 - the ability to work effectively and productively within a group

CONCENTRATIONS

International Management & Policy

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

Outcomes

The students will

1. have a thorough comprehension of theories and research on education and development, including economic, social and political development with particular application to regional countries,
2. have knowledge and understanding of major theories, approaches, debates and issues in the management of education and be able to relate them to educational contexts
3. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the management and policy area
4. have a awareness and comprehension of the relationship between government policy and practice in education
5. be able to critically assess the impact of leadership management on student's learning
6. have general and specific skills in sector analysis and evaluation of educational processes
7. have improved skills in the evaluation of educational processes
8. be able to a critically evaluate, synthesize and analyse leadership, management, curriculum and innovation literature, at the forefront of the academic discipline and field of study from a range of countries
9. be able to transfer and apply management theory and practice to their own area of responsibility
10. have extensive knowledge and comprehension of approaches to leadership and be able to utilize them in their own context
11. be able to a critically evaluate, synthesize and analyse school effectiveness and school improvement literature and apply findings to their own context,
12. be able to indicate the advantages and disadvantages of centralisation or decentralisation in education governance and finance
13. be aware of issues of gender, language, religion, ethics and ethnicity with regard to management and governance in education
14. have skills in democratic leadership, presentation, delegation, appraisal and team working and the ability to evaluate appropriate contexts for their use.

English Language Teaching

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

Outcomes

The students will

1. have a thorough comprehension of theories and research about recent approaches to language teaching and an awareness of the dynamics of language use
2. be able to make optimal decisions on best classroom methodology based on an understanding of research into second language acquisition
3. through a framework for language analysis and description, be able to make most advantageous decisions in selecting and analysing language materials for use in the classroom
4. demonstrate a broad comprehension of the wider context of language learning as part of an educational, social and political system
5. be able to identify, develop and organise syllabus content to meet a range of students' needs
6. demonstrate an understanding of methods of evaluation and assessment of curricular materials, teaching programmes and individual student achievement
7. bring rigorous research methods and analytic tools to bear in addressing the most pressing questions affecting second language learning and education

Special Education Needs (SEN)

This concentration is intended for those in, or aspiring to a position of management in the provision of special needs in a country, as well as those wanting to extend their own capacity in working with learners with special needs. The concentration has an emphasis upon extending each student's skills

in managing the teaching and learning environment and his or her professional development. It focuses on special education in a range of contexts: the classroom, the school, the local authority and the national government. A particular emphasis is on collaborative, interdisciplinary and multi-agency working. The modules of this concentration critically examine contemporary trends in special needs policy in different parts of the world, for example inclusion.

Outcomes

The students will

1. acquire knowledge and understanding of major theories, approaches, debates and issues in the special education field and be able to relate them to educational contexts
2. show originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the SEN area
3. advise colleagues on helping pupils with SEN to gain access to the curriculum
4. formulate, implement and review individual education plans
5. contribute to the promotion of whole school policies for inclusive education
6. identify issues for school and national policy and practice
7. develop interdisciplinary/multi-agency collaboration
8. critically evaluate theory and research in SEN

Information and Communication Technology

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

Outcomes

The students will

1. be able to demonstrate how information communication technology in general and computers in particular can be used to support teaching and learning
2. be able to demonstrate a critical understanding of the need for, and processes involved in the evaluation of educational software and internet based learning resources
3. be able to demonstrate a critical understanding of how different approaches to teaching and learning influence learning
4. be able to discern the elements of design in relation to online learning theory and contexts, resources, discussion, e-tivities, support, community and blending these to meet learning objectives
5. understand the approaches to designing learning resources, feedback and assessment and quality assurance.
6. demonstrate a critical understanding of the complexity of the role, responsibilities and needs of the ICT co-ordinator
7. demonstrate a critical awareness of the management of change with respect to ICT in education
8. be capable of producing an effective ICT policy and ICT development plan

5.1.6 CREDITS

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

- core modules (total 60 credits)
- 3 elective modules (total 60 credits)
- A research-based dissertation (60 credits).

5.1.7 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 (36 hours per module)
- Private tutorials
- On-line discussion with tutors
- Independent reading and web-based study
- Assessments

5.1.8 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
EDU01503	Educational Policy	20
EDU01504	Teaching and Learning	20

b) Concentration Modules

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

Concentrations	Module Number	Module Title	Credits
International Management & Policy (IMP)	EDU02504	Leadership for School Improvement	20
	EDU02505	Citizenship, Environmental & Human Rights Education	20
	EDU02506	Education, Innovation and Curriculum	20
	¹ EDU02513	Organisational Behaviour	20
	EDU02502	School Observation, Evaluation and Supervision	20
Special Education Needs (SEN)	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 (ELT)	EDU04510	Discourse for Language Teachers	20
	EDU04511	ELT Syllabus and Design	20
	EDU04512	Second Language Teaching and Learning	20
Information and Communication Technology (ICT)	² EDU05514	Learning and Educational Technology	20
	EDU05515	E-Learning and Blended Learning	20
	EDU05516	Managing Educational Technology	20

¹EDU02513, Organisational Behaviour is a pre-requisite for EDU02504 Leadership for School Improvement

² EDU 05514 Learning and Educational Technology is a pre-requisite for EDU05515 E-Learning and Blended Learning and EDU05516 Managing Educational Technology

c) Dissertation (60 credits)

Students should write a research-based dissertation of minimum 16,000 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 will guide the student for the dissertation. While work on the dissertation may informally begin at any stage during the programme, the student the dissertation can not be examined until all taught modules have been submitted and passed. Other policies are in place and applied to save guard this process, such as candidate's approval of progression and advancement to dissertation.

5.1.9 ASSESSMENT

Students will demonstrate their learning through continuous assessment. Assessments may be conventional exams, assignments, 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 coursework will be a decision for the Board of Examiners.

5.1.10 SEMESTER PLANS

September 2010

Code	Title	Tutor
EDU01502	Observation, Teacher Development, Evaluation and Supervision	Radhika Osullivan/ Naz Awan
EDU01503	Educational Policy	Clifton Chadwick
EDU01504	Teaching & Learning	Naz Awan
EDU02513	Organisational Behaviour	Clifton Chadwick
EDU03509	Inclusion and Special Educational Needs	Eman Gaad
EDU04510	Discourse for Language Teachers	TBC
EDU05514	Learning and Educational Technology	Naz Awan

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

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) The lecture time is shown as direct contact hours. Tutorial and seminar are in addition to these contact hours. Contact Hours during the Dissertation period are notional as contact is on an individual basis.

5.1.12 MODULE DESCRIPTIONS

EDU01501

Research Methods in Education

This module develops the skills and understandings necessary to engage in research for a dissertation at Master's level. It also enables critical analysis of research studies in education, so that students can evaluate the relevance and applicability of existing research to their own field. A repertoire of research techniques and approaches will be introduced and discussed with reference to the themes being studied in core and elective modules within the MEd. The module tackles data analysis and writing up, including discussion of dissemination of research to difference audiences. Students will develop skills in critical analysis of existing studies in terms of their methodology, validity, generalisability and ethical base.

EDU01503

Educational Policy

Policy development, analysis, and implementation of change processes in educational organizations are the substance of this module. It will introduce educators and educational policy-makers and leaders to thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from a number of philosophical and practical perspectives, and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation. Further they will be able to offer policy recommendations, evaluate policy

efforts and prepare policy briefs for a range of audiences. Particular attention is paid to policy issues and policy making in the UAE and MENA.

EDU01504

Teaching and Learning

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

EDU02504

Leadership for School Improvement

A thorough study of leadership, its various definitions and forms and a systematic analysis of the effects of leadership on school variables such as student achievement, teacher professional behaviour, educational administration, curriculum selection and development as well as a venture to identify and develop the leadership capabilities of each participant. Careful attention will be given to a) empirical research studies on the effectiveness of various approaches to leadership, and, b) the development and application of research methods for study of leadership in the local context, c) understanding of cross-cultural variables in leadership such as norms and religion, modernization, cultural convergence, issues such as power distance and individualization and development of the role of women in leadership.

EDU02505

Citizenship, Environmental & Human Rights Education

This module examines some of the important, if sometimes controversial, areas of education in a globalised world: citizenship, responsibility for the environment, and the impact of human rights. The module tackles both conceptual and practical issues, looking at the meanings of being an active citizen and the implications for leadership, policy, management, and planning in educational organizations for the Gulf region, as well as principles for curricular goals and guidelines.

EDU02506

Education, Innovation and Curriculum

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

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 apply. Therefore, organisational behaviour is not only an important subject in its own right but also an essential area of study for anyone heading into business, public service, non-governmental organisations, and especially education.

EDU02502

Observation, Teacher Development, Evaluation and Supervision This module looks at aspects of teacher development and enhances the skills of observation in educational institutions. It develops critical understanding of classroom observation in both teacher development and as an indicator of school effectiveness in different contexts. This forms the basis for exploring strategies for

collaboration, supervision and mentoring of teachers within a school-based professional development framework.

EDU03507

Introduction to Learning Difficulties

The UAE is taking a leading role in the Gulf to develop the educational services offered to pupils with special needs in general and LD in particular in the regular classroom. This module provides an overview of the education of pupils with learning difficulties (moderate, severe, profound and multiple). It looks at curriculum and development, interdisciplinary work, differentiation of lessons, classroom management strategies and writing individual education plans. The module provides students with knowledge about challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programs in regular class settings in a country where academic excellence is very important. This module on Learning Difficulties (LD) is essential for students who wish to study the education of pupils with special needs as part of their MEd

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, but not restricted to four main categories of such needs: Education of pupils with social emotional and behavioural difficulties (SEBD), Education of pupils with Autistic Spectrum Disorders (ASD), Education of pupils with any forms of Dyslexia, and Education of those who are gifted or talented. It looks at identification, programme planning, curriculum and pedagogy. The module provides students with knowledge and transferable skills that are related to challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programs in regular class settings in a country where academic excellence is very important. The module also introduces participants to current cultural, ethical and legal issues related to children with exceptional learning needs in their country. The module will particularly examine the different cultural attitudes to exceptional needs education which exists in the UAE, the Gulf and other developing countries.

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. The UAE is taking a leading role in the Gulf to develop the educational services offered to pupils with special needs in the regular classroom. This module enables students to become familiar with issues such as strategic direction, identification and evidence of efficacy, as well as pedagogical issues of teaching and learning in inclusive settings. The module provides students with knowledge about challenges facing decision makers to decide on important matters like provision of placement in the regular school, and production and evaluation of individualized educational programs in regular class settings.

EDU04510

Discourse for Language Teachers

This module covers aspects of written and spoken discourse, with an emphasis on issues which are of interest to language teachers. These include: observing and describing classroom language, discourse intonation, assessing student interaction. The module develops a linguistic approach to the study of discourse and shows how this can sharpen our awareness of spoken and written interaction. The module considers the problems of introducing and handling a range of spontaneous discourses in the classroom. It considers the difference between form and function in language and examines the role of pragmatics in conversation, particularly in a cross-cultural setting. It thus allows teachers to reflect on how they use language in the classroom and how such issues are dealt with in teaching. It also considers how the research techniques of Discourse Analysis and Conversational Analysis can provide insights into the classroom. In the analysis of written texts, the module explores the different rhetorical devices used in writing in English and Arabic, and different written styles in English. It examines micro-analysis of issues of cohesion and coherence in texts as well as the macro organisation of texts as genres. It also introduces students to Critical Discourse Analysis as and critical literacy as a way of approaching the presentation of written texts in the classroom.

EDU04511

ELT Syllabus and Design

This module deals centrally with the issues involved in syllabus design. Linked to this, the module looks at the issue of examining the curriculum; another area central to teachers and managers. The module considers the problem of reconciling syllabus and materials design with what is known about the process of language learning and the attempts of established approaches to syllabus design to solve these problems. It examines the models of language, such as structure and function which have traditionally underpinned such modules. It also looks at the methods used to teach initial literacy skills in a second language, a neglected area in many international text books. The module goes on to examine different approaches involving the establishment of a pedagogic corpus, the use of task-based methodology, and the development of analytical exercises. Having established this general approach, the module goes on to look at: the design of a pedagogic corpus, the design of communicative tasks, and the design of analytical exercises.

EDU04512

Second Language Teaching and Learning

The module examines the psychological and psycholinguistic processes underpinning different approaches to second language teaching. In particular, it examines the differences between first and second language acquisition/learning processes and the effects that these differences have had on instructional processes in second language classrooms. The language acquisition/learning process is examined from a range of perspectives: a) the language knowledge learners bring to the acquisition task, b) how learners process spoken and written language input, and c) the kinds of input which help maximise acquisition. This will involve an examination of pedagogic grammatical descriptions, including recent lexical approaches to language acquisition/learning. The role that Contrastive Analysis has played in learning of phonological skills will also be examined and will allow for the specific problems faced by first language Arabic speakers to be highlighted and discussed. A range of approaches and methods to language teaching will be critically evaluated in terms of their underlying principles and their efficacy, including 'the 'Communicative Approach' and task-based problem-solving approaches.

EDU05514

Learning and Educational Technology

This module will consider the role of the educator and the learner in relation to the use of Educational Technologies in learning environments. Learning theories and the pedagogical issues raised by the use of Information Communication Technologies will be discussed. The ways in which technology can be used to enhance teaching and learning will be examined in relation to theoretical models of good practise as well as practical issues concerning the successful implementation and use of technologies in a pedagogically sound manner. The relationship between technology use and its role in knowledge construction and assessment will be investigated and examined in relation to the needs, attitudes, beliefs and behaviours of teachers, students as well as acknowledging the role and development of the knowledge economy in affecting teaching and learning practices.

EDU05515

E-Learning and Blended Learning

This module will consider the role of the educator and the learner in relation to online learning materials, online learning environments and computer based learning materials. It is acknowledged that connectivity cannot be assumed for all educational institutions in the UAE therefore the remit of this module is to examine how technology can be used to assist teaching and learning in both networked settings and ones where there is no connectivity. The overall aim of this module is to build on students experiences of ICT and teaching and learning in order to help them develop a critical understanding of the issues involved in the use of online and blended learning to support teaching and learning. The module does not emphasise the technology but the application of pedagogic theory to the effective use of technology for educational purposes. The module will expand the students critical understanding of pedagogic design and integration of online learning, virtual learning environments, online learning activities, evaluation of web based resources and educational CD Roms and the issues that must be considered when integrating these activities and resources into teaching and learning settings.

EDU05516

Managing Educational Technology

This module examines the organisational aspects of ICT in Education by discussing the nature of ICT in Education and the role of policy in ICT provision. ICT policy is discussed in relation the process of auditing, planning and implementing change including how to develop models for ICT capability. The impact of the 'anytime, anywhere' model of Education is also considered by critically examining

research evidence on the affect of social networking and mobile learning initiatives (e.g. one student, one laptop drives and the use of mobile phones as an educational teaching and learning resource) upon teaching and learning practices as well as practical issues concerning implementation. Finally this module considers developmental factors influencing online behaviours, risk exposure and psychological outcomes that must be considered when assessing the use of distributed web based learning environments with both children and adults and how these findings can be used in order to education children and young people about safe and responsible use of new technology.

EDU01500

Dissertation

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the masters degree take the project stage. This final project is intended to give students an opportunity to focus on an aspect of the taught subject matter and investigate it in more detail. This will help them consolidate their capacity for independent study, and to learn some of the techniques needed to conduct research and develop knowledge in the subject area of the programme of study. There are thus two aspects to consider: the research and the writing. Both are governed by implicit rules common to the discipline of formal research; part of your training is to become familiar with these rules.

SECTION 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

Dean of the Faculty

5.2.2 ACADEMIC STAFF

Senior Lecturers

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

Lecturer

Dr. Ruqiyabi Naz Awan

External Examiner

Professor Stephen Rayner, Oxford Brookes University

Programme Coordinator

Dr. Eugenie Samier

Admissions Tutor

Dr. Eugenie Samier

5.2.3 ASSOCIATION WITH UK INSTITUTION

The Faculty of Education is operated through a association 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.

5.2.4 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.

5.2.5 PROGRAMME GOALS

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

- 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.
- Develop leading-edge research capability in education through the training of doctoral level students who will carry out research in the region.
- Support the Higher Education institutions in the region by training students at the doctoral level to teach in such institutions.
- 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 through the training of competent education researchers.
- 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.

5.2.6 PROGRAMME STRUCTURE

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

Core Research Modules (3 Modules, 30 Credits Each and 1 module with 40 credits)

The 3 required core modules 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

Subject Study Modules (4 Modules, 20 Credits Each)

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

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.

5.2.6 SEMESTER PLANS

September 2010

Code	Title	Tutor	IT Lab Sessions
DED01601	Research Methodology 1 (9:30am -12:30pm)	Dr Sufian Forawi	Week 3(9am-12pm) & last two weeks of teaching(4pm-7pm)
DED01603	Research Methodology 3	Dr Eugenie Samier/ Dr Sufian Forawi	Week 3(9am-12pm) & last two weeks of teaching(4pm-7pm)
DED01605	Educational Policy	Dr Clifton Chadwick	
DED02601	Current Issues in Psycholinguistics and Language Learning and Teaching	TBC	
DED03601	Research Perspectives on Inclusive Practice (13:30-16:30)	Dr Eman Gaad	
DED04602	Educational Organization: Culture, Theory & Practice (13:30-16:30)	Dr Eugenie Samier	
DED06601	Research on Curriculum Developments in Mathematics	Dr Martyn Quigley	

5.2.7 MODULE DESCRIPTORS

DED01601 Research Methodology 1. Different research paradigms and Advanced Qualitative Methods in Education

This module introduces and enhances existing knowledge of research methods in education. It presents the developing researcher and the more experienced researcher with current debates within educational research and encourages them to develop a personal position within these debates. The module presents some of the philosophical aspects that underpin both the selection of methodology and research tools or methods. In addition it provides the researcher with the use of a significant range of the principal skills and techniques of qualitative research options used within the social sciences. The emphasis in this module will be on the examination of qualitative methods.

DED01602 Research Methodology 2: Quantitative Methods and Analysis

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

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 will 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

The principles, concepts and theories of human learning psychology are presented in detail with emphasis on cognitive approaches, their interpretation of how learning occurs and what is required to orient teaching to respond to the nature of learning. The personality of the human being, the role of IQ, the issues of personal learning characteristics, the situation of human motivation for learning are examined from a research perspective and from the viewpoint of classroom applications. Specific aspects of learning language, mathematics and science are explored. The main concepts, principles, methods and controversies concerning the measurement of student learning are also examined including how the statistical tools and procedures introduced in Research Mythology 2 are applied in testing and assessment in different subject disciplines.

DED01605 Educational Policy: Theory, Development, Practice & Evaluation

Policy development, analysis, and implementation of change processes in educational organizations are the substance of this course. It will introduce educators and educational policy-makers and leaders to thinking critically about the art and processes of educational policy-making through the study of theories, research and experiences of others, as well as by reflecting on their own perspectives and beliefs about policy-making and implementation. Learners will understand educational policy-making and implementation from a number of philosophical and practical perspectives, and will be able to articulate and reflect on their own beliefs about educational policy-making and implementation. Further they will be able to offer policy recommendations, evaluate policy efforts and prepare policy briefs for a range of audiences.

DED01606 Mentorship in Multicultural Settings and Teacher Development

This module recognises that the target group for the programme will desire to advance their careers by moving to posts of greater responsibility in education. As part of their future careers, they will be involved in the management of teachers either in training or appraisal. Observing teaching and providing feedback will play a central role in both. The module looks at strategies for supervision and how democratic supervisory relationships can be established. It also enables participants to reflect on appropriate techniques for providing feedback in different cultural settings. It enables the student to reflect on their own attitudes to counselling and advice and to relate these to different cultures. It will examine research in the area, but more importantly, it will expect the student to become aware of the psychodynamics of counselling and their application to cross-cultural counselling.

It will also examine approaches to teacher development within different institutional contexts and will unpack issues of inspection, assessment, appraisal and development, focusing on issues arising from different institutional roles. This will involve a group research project in a local educational institution.

The counselling approaches taken in the module will be those deriving from humanistic counselling practices and the teacher development models those of reflective practice, but it is realised that different approaches to both may derive from different cultural models. This will be taken into account throughout the discussions, and the students will be encouraged to critically examine and problematise the humanistic paradigm in the light of UAE and other cultural settings. Similarly, processes of teacher development will be equally problematised in the context of multi-racial and multicultural education.

DED02601 Current Issues in 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 Theoretical Perspectives on Materials and Syllabus Design in ELT

Given the importance of materials and syllabus design in language teaching, this module examines the relationship between linguistic theory and cognitive processes involved in second language learning and the pedagogic material used. It allows students to reflect upon and critically analyse the different models of grammatical and linguistic descriptions and their effects on materials. It critically examines the models of language, such as structure and function which have traditionally underpinned such courses as well as more recent models of different grammatical and lexical systems. 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 task-based learning ESP/EAP, SL writing and types of language examinations, but the specific topics will also be informed by the interests of the student group. Based on the theoretical models, the module allows students to critically evaluate different methods and issues involved in examining and evaluating the curriculum

DED02603 Discourse Analysis as a Research Tool

The collection of areas grouped in this module under the umbrella term of Discourse Analysis is 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 Research Perspectives on Inclusive Practice

Many countries in the region are moving towards educating students with disabilities in the regular education classroom, and therefore, teachers face new challenges in assuming new roles and responsibilities. The module aims to enable students to develop critical, detailed and leading knowledge and understanding at the forefront of the area of inclusion and special educational needs. It critically examines aspects of strategic direction and development, identification, assessment and planning, learning, teaching and curriculum, and promoting learner well-being and achievement. It discusses the various concepts used for 'inclusion' and cautions about narrowly constructed concepts of inclusion. The region is characterized by great cultural diversity and teachers face a challenge to both accept the wide cultural differences which the children bring with them and appreciate their different abilities. This module critically examines the evidence for the efficacy of inclusive education in relation to learners with different types of special needs. It encourages reflection on and development of practice in inclusive and special settings and reflects on the attitudes found amongst teachers and the public to the inclusion of children with various disabilities.

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 programme, 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 in Education

A thorough study of leadership, its various definitions and forms and a systematic analysis of the effects of leadership on school variables such as student achievement, teacher professional behaviour, educational administration, curriculum selection and development as well as a venture to identify and develop the leadership capabilities of each participant. Careful attention will be given to a) empirical research studies on the effectiveness of various approaches to leadership, and, b) the development and application of research methods for study of leadership in the local context, c) understanding of cross-cultural variables in leadership such as norms and religion, modernization, cultural convergence, issues such as power distance and individualization and development of the role of women in leadership. Students who take this course will normally have completed Educational Organization: Culture, Theory & Practice

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 Research on Curriculum Developments in Mathematics

In this module "curriculum" is interpreted in the broad sense of referring to (mathematics) curricular content, learning processes, teacher education, instructional practices, instructional materials, assessment, and research policies and mechanisms. Research on mathematics curriculum use over the last 25 years reveals significant variation in findings and in theoretical foundations. Students will demonstrate a critical overview of this body of research, and how this informs developments of and theories on the mathematics curriculum.

DED06602 Reading Mathematics Education Research

This module aims to give students an overview of contemporary research on teaching and learning mathematics in schools and colleges. The purpose is not to prepare students to do a research study per se but to help them to become critical consumers of mathematics education research relevant not only to the school and college, but also at the policy level. A major focus is the reading and interpretation of a range of different types of research studies and research methods in mathematics education, and the drawing of implications from these for teaching, learning and policy making. During the module, students are expected to develop a framework for critically examining research in mathematics education in their own jurisdiction, be that at school, district, region or national level.

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 association 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

Dean of the Faculty of Education

5.3.2 ACADEMIC STAFF

Senior Lecturers

Dr. Martyn Quigley

Dr. Sufian Forawi

Tutor

Mary Mayall

Radhika O’Sullivan

External Examiner

Professor John Collins (Professional Studies Component)

Dr. Hassan Tairab, UAE University (Practical Component)

Programme Coordinator

Dr. Martyn Quigley

Admissions Tutor

Dr. Martyn Quigley

5.3.3 ASSOCIATION WITH UK INSTITUTION

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

5.3.4 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.

5.3.5 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.

5.3.6 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.

5.3.7 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.

5.3.8 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

5.3.9 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 coursework will be a decision for the Board of Examiners.

5.3.10 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

5.3.11 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

BUIID-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 BUIID. It will involve teaching lessons, starting from a 25% load, leading to 75% teaching load in students' own subject areas and the planning and delivery 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 BUIID 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, MSc Construction Law and Dispute Resolution and MSc Human Resource Management. The MSc Finance and Banking is delivered in association with University of Birmingham, the MSc in Construction Law and Dispute Resolution is delivered in association with King's College London) and the MSc Project Management and the MSc Human Resource Management Programmes are delivered in association with the University of Manchester. All of the associate 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)

Senior Lecturers

Dr. Abubakr Suliman (Human Resource Management)
Dr. D. N. Pandey (Finance and Banking)
Dr. John Anderson (Finance and Banking)
Dr. Mohammed Fadhil Dulaimi (Project Management)
Dr. Paul Gardiner (Project Management)

Lecturers

Dr. Arun Bajracharya (Project Management)

ASSOCIATION WITH UK INSTITUTION

The programmes being offered by the faculty i.e. MSc Project Management, MSc Finance and Banking, MSc Construction Law and Dispute Resolution and MSc Human Resource Management are delivered in collaboration with University of Manchester, University of Birmingham and King's College London. 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 PROGRAMME

As part of the Student Study Support, on behalf of BUiD, the Faculty of Business (Finance and Banking) oversees a Masters' Preparation Programme 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. Arun Bajracharya

External examiner

Prof. Iain Cameron

Glasgow Caledonian University

Programme Coordinator

Dr. Paul Gardiner

Admissions Tutor

Dr. Paul Gardiner

6.1.3 ASSOCIATION WITH UK INSTITUTION

The University of Manchester has worked in close association 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.

6.1.4 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.

6.1.5 PROGRAMME GOALS

1. To provide preparation for project management professional qualifications
2. To provide single modules as specific project management fields to support the professional development requirements of practicing professionals

3. To provide student-centred flexible learning to enable recent graduates to study for a postgraduate qualification.
4. To provide student-centred flexible learning to enable busy engineers, non-engineers, managers and other employees to study for a postgraduate qualification.
5. To develop theoretical and practical knowledge in Project Management
6. To promote the concept that there is a dynamic link between business strategy, business case, environment and measurable project objectives including the multi project environment.
7. Ensure a critical understanding and sound application of project management planning solutions
8. Ensure a critical understanding and sound application of project management cost and value techniques
9. Provide a comparative generic understanding of theoretical principles and good practice in legal and commercial aspects of project management
10. Deliver a robust frame of reference integrating key theoretical positions on organisation design and analysis
11. Provide a multi-dimensional model, theoretical frame of reference and analytical approach to people and culture (organisational and national) in the project environment
12. Provide a holistic learning experience encompassing current research on and relevant to Project Management.
13. To provide a basis for ladder of opportunities for those seeking a postgraduate qualification.

6.1.6 PROGRAMME OUTCOMES

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

1. A sound theoretical and practical knowledge as the basis for their Project Management professional discipline.
2. An understanding of strategic management and the role of Project Management as a strategic activity in the corporate planning process.
3. The ability to select and apply appropriate planning tools and models.
4. The ability to apply costing techniques and an understanding of value in the operational phases of Project Management.
5. A foundation in good practice with respect to legal and commercial issues relating to managing projects.
6. A clear frame of reference and analytical and critical perspective with respect to the role of organisation design and analysis applied to projects.
7. A critical and analytical approach to people and cultural components of projects and their environments.
8. 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.

6.1.7 CREDITS

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

- 8 taught modules (total 120 credits)
- A research-based dissertation (60 credits).

6.1.8 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.

6.1.9 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.

6.1.10 ASSESSMENT

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

6.1.11 SEMESTER PLANS

September 2010

Dubai modules		
Code	Title	Tutor
PM01501	Programme and Portfolio Management	Dr Paul Gardiner
PM01502	Strategy	Dr Wafi Dawood
PM01503	Planning and Resource Management	Dr Arun Bajracharya
PM01504	Cost and Value Management	Dr Arun Bajracharya
PM01507	People & Culture	Dr Mohammed Dulaimi
PM01508	Research Methods	Dr Arun Bajracharya/ Dr Abubakr Suliman

Abu Dhabi modules		
Code	Title	Tutor
PM01501	Programme and Portfolio Management	Dr Paul Gardiner
PM01506	Organisation	Dr Timothy Campbell
PM01507	People & Culture	Dr Mohammed Dulaimi
PM01508	Research Methods	Prof Ashly Pinnington/ Dr Abubakr Suliman

6.1.12 MODULE DESCRIPTORS

PM01501

Programme and Portfolio Management

The module is designed to give students an insight into research currently being conducted on the ways in which large organisations use project, programme and portfolio management to implement their strategy. This covers project prioritisation and selection, strategic context of projects, portfolio optimisation, programme management, information architectures to support strategy implementation, role of projects in strategy implementation, corporate and strategic governance. IT, programme and project governance.

PM01502

Strategy

This module is designed to provide knowledge and a higher level of understanding of the role of strategy in the managing of projects.

PM01503

Planning & Resource Management

This module is designed to provide both knowledge and a higher level of understanding in the application of planning and control methodologies and models in the management of projects.

PM01504

Cost & Value Management

This module is designed to provide both knowledge and a higher level of understanding of the role of finance in the operational areas of managing projects. This covers budgeting and role of cost centres as well as planning. Considerable emphasis is also placed on the role of value management.

PM01505

Commercial & Procurement

Understanding in the application of the legal and commercial issues in the management of projects.

There are increasing pressures on industry to deliver increasingly complex products and services to more sophisticated customers and end-users who ask for better value. The problem is not, in many occasions, a technical one only. The challenge is how to manage a multi-disciplinary team(s), functions, and parties to design, develop, and implement increasingly involving projects in continuously changing environments while still meeting customers' requirements in terms of time, cost, quality, and fitness for purpose. That is why the issues of procurement and contract administration are taking a very important role in improving overall project management

PM01506

Organisation

The Organisation module provides an overview of project organisation structures, in the context of the past, present and future and endeavours to provide both knowledge and a higher level of understanding in the role that organisational structure plays in the effective managing of projects. It is important at this level to have an appreciation for the differing organisational types, how they can best be applied to differing environments and understand the relationship between organisation and culture. A variety of additional issues will be dealt with in this module, including the role of teams, systems thinking as applied to organisation, contingency theory and the environment.

PM01507

People & Culture

To gain knowledge and understanding on a wide range of people and culture topics relevant to a project manager. To gain awareness and understanding of a range of perspectives and underpinning techniques for analysing problems. To experience the application of theoretical ideas to work situations through personal reflection. To gain understanding of the theory and practice of creative approaches to problem solving. To create a future learning agenda for personal development. To gain experience and understanding of qualitative concepts and measures with respect to people and culture.

PM01508

Research Methods

The purpose of this module is to provide a solid understanding of research methods for projects/organisations and their applicability to different environments and situations. The initial stages of the module will consider key issues relating to research methods in general and how to design a research project. The module will then consider qualitative research techniques, including interviews and focus group studies. Consideration will then be given to quantitative research techniques such as surveys and analysing data with SPSS. The module will conclude with a consideration of issues relating to developing and maintaining stakeholder relationships and a discussion of the content of the module in relation to student dissertation activities.

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 association with the University of Birmingham.

6.2.1 HEAD OF PROGRAMME

Dr. Dayanand Pandey

6.2.2 ACADEMIC STAFF

Senior Lecturer

Dr. John Anderson
Dr. Dayanand Pandey

External Examiner

Professor Andrew Mullineux
University of Birmingham

Admissions Tutor

Dr. John Anderson

6.2.3 ASSOCIATION WITH UK INSTITUTION

The MSc in Finance and Banking is offered in association with the University of Birmingham. Birmingham Business School (BBS) has been a major player in business education for more than a century and provides a wide variety of highly regarded programmes across a range of business disciplines.

6.2.4 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
- Undertake 70 notional hours for each 7 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.

6.2.5 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 of international banking as seen from the perspective of the UAE.

6.2.6 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:

Knowledge

- 1 Systematic and thorough understanding of the modern theory of finance
- 2 Systematic and thorough understanding of the theory and practice of international banking
- 3 Familiarity with quantitative and accounting methods used in finance

Intellectual Skills

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

Subject Practical Skills

- 6 Application of techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks
- 7 Thorough specialist knowledge in one or more narrow aspects of finance and banking

Transferable Skills

- 8 Data and information collection, organisation, and implementation of theories and strategies using spreadsheets
- 9 Communication of ideas and arguments to fellow professionals and lay audiences
- 10 Ability to operate at a high managerial level in an international and professional environment

6.2.7 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:

- 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.

6.2.8 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.

6.2.9 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.

6.2.10 ASSESSMENT

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

6.2.11 SEMESTER PLANS

September 2010

Code	Title	Tutor
FIN01511	Commercial and Investment Banking	Dr John Anderson
FIN01514	Financial Markets and Investments	Dr John Anderson
FIN01515	Corporate Finance	Dr John Anderson (TBC)

FIN01516	Regulations and Risk Management in Banking	Dr Dayanand Pandey
FIN01517	Financial Risk Management and Structured Products	Dr Dayanand Pandey

6.2.12 MODULE DESCRIPTORS

FIN01511

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.

FIN01512

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).

FIN01513

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.

FIN01514

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.

FIN01515

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.

FIN01516

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.

FIN01517

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.

FIN02523

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.

FIN02512

Marketing Financial Services

The objective of the course is to explain the role and importance of marketing to organizations and companies in general and for financial service companies in particular. We review what marketing can and does contribute to a company's overall strategy in terms of helping to achieve competitive success. This entails examining key marketing concepts such as segmentation, positioning and branding; analyzing how customers make purchasing decisions and identifying what factors will determine the effectiveness of a firm's marketing strategy.

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.

FIN02524

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

FIN02526

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.

FIN02522

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 association 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 ASSOCIATION WITH UK INSTITUTION

The programme has been designed in association 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.

6.3.4 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.

6.3.5 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

6.3.6 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

6.3.7 CREDITS

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 80 credits is broken down into:

- Eight (Seven core and one elective) taught modules of 15 credits each (total 120 credits)
- A research-based dissertation (60 credits).

6.3.8 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.

6.3.9 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 module assessors and to employers.

6.3.10 ASSESSMENT

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

6.3.11 SEMESTER PLANS

September 2010

Code	Title	Tutor
HRM01503	Employment policy	Dr Abubakr Suliman
HRM01505	Organisational Change	Prof Ashly Pinnington

PM01508	Research Methods	Dr Arun Bajracharya/ Dr Abubakr Suliman - Last 4 sessions in IT1
PM01508 - Abu Dhabi	Research Methods	Prof Ashly Pinnington/ Dr Abubakr Suliman - Last 4 sessions in IT1

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 CONSTRUCTION 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

Dean of the Faculty of Business

6.4.2 ACADEMIC STAFF

Senior Lecturer

Dr. Haitham Haloush

External Examiner

Professor Anthony Philip Lavers
Oxford Brookes University

Programme Coordinator

Dr. Haitham Haloush

Admissions Tutor

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 ASSOCIATION WITH UK INSTITUTION

The subject area of law within the Faculty of Business is operated through an association 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.

6.4.4 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.

6.4.5 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.

6.4.6 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

6.4.7 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

- taught modules (total 160 credits)
- A research-based dissertation (40 credits).

6.4.8 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.

6.4.9 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 and Construction (20 credits)
- 4) Dispute Resolution and Construction (20 credits)
- 5) Construction law II (40 credits)

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.

6.4.10 SEMESTER PLANS

September 2010

Module Code	Title	Tutor
CDR01504	Arbitration and Construction	Dr Haitham Haloush
CDR01505	Dispute Resolution and Construction	Dr Haitham Haloush

6.4.11 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 3 full-time faculty members with a world-class research and publication record. The Faculty is associated 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 Informatics (Knowledge and Data Management)
Master of Science in Information Technology Management

DEAN

Professor Bassam Abu Hijleh

ACADEMIC STAFF

Senior Lecturers

Dr. Saad Ali Amin
Dr. Khaled Shaalan

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.

ASSOCIATION WITH UK INSTITUTION

The programmes are being offered in association with the School of Informatics in the University of Edinburgh, whose teaching and research are the sources of BUiD's teaching programmes and research collaboration. The University of Edinburgh's School of Informatics is one of the 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 association with The University of Manchester in addition to The University of Edinburgh.

SECTION 7.1

MSc IN INFORMATICS (KNOWLEDGE AND DATA MANAGEMENT)

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

7.1.1 HEAD OF PROGRAMME

Dr. Khaled Shaalan

7.1.2 ACADEMIC STAFF

Senior Lecturers

Dr. Saad Ali Amin
Dr. Khaled Shaalan

Lecturers

Dr. Sherief Abdallah

External examiner

Prof. Ken Turner
Stirling University

Admissions Tutor

Dr. Khaled Shaalan

7.1.3 ASSOCIATION WITH UK INSTITUTION

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

7.1.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Successfully complete an 80 credit dissertation of between 50 and 80 pages on a topic based on one of the modules or specialist streams within the Faculty of Informatics
- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 year and a maximum of 5 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

7.1.5 PROGRAMME GOALS

1. To familiarize students with the main conceptual approaches in Informatics research and innovation.
2. To enable students to explore advanced techniques in data and knowledge representation and processing, ranging from statistical data mining to symbolic knowledge-based reasoning.
3. To equip students with the skills required for modern Informatics research, including the ability to formulate precise research questions, identify the appropriate methodological tools for answering these questions, and to write about and defend their work rigorously.
4. To develop the students' ability to produce a substantive piece of original Informatics research, and report it in a dissertation.
5. To enable the graduates to pursue a career in Research & Development (R&D) or for enrollment in a Doctorate programme in the field of Informatics.

7.1.6 PROGRAMME OUTCOMES

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

Knowledge and Understanding

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

Intellectual Skills

The ability to:

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

Professional/Subject/Specific/Practical Skills

The ability to:

- Apply academic knowledge and understanding to "real-life" problems and issues in specific areas within Information Technology
- Design, develop and evaluate Internet Applications and Intelligent Systems to meet the needs of potential users
- Develop research projects, including proposal writing

Transferable Skills

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

7.1.7 CREDITS

The MSc programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 120 credits of taught programme material and will complete a project, assessed by dissertation, which will contribute 80 credits towards the assessment of the programme.

7.1.9 CREDIT HOURS

Each module is equivalent to 200 hours of student effort, so that the whole programme is 2000 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 modules

	*Module Code	Module Title	Credits
Core: Complete all of the following modules			
Core	INF01522	Informatics Research Methods	20
	INF01523	Knowledge Representation & Reasoning	20
	INF01524	Introduction to Computational Linguistics	20
	INF01525	Data Mining and Exploration	20
Electives: Take 2 of the following modules			
Electives (select 2)	INF02517	Knowledge Engineering (pre-requisite INF01523, Knowledge Representation & Reasoning)	20
	INF02518	Knowledge Management	20
	INF02519	Learning from Data (pre-requisite INF01525, Data Mining & Exploration)	20
Independent Research			
Core		Dissertation	80

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 40,000 words depending on the nature of the topic chosen.

7.1.10 ASSESSMENT

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

7.1.11 SEMESTER PLANS

September 2010

Code	Title	Tutor
INF02518/INF02512	Knowledge Management	Dr Khaled Shaalan
INF01523	Informatics Research Methods	Dr Sherief Abdallah

7.1.12 MODULE DESCRIPTORS

INF01522

Informatics Research Methods

The aim of this module is to teach the methodologies of and the skills for conducting research in Informatics. It will focus on three main parts: (1) analytical methods, (2) empirical methods, (3) writing and evaluating research. The module will cover: the nature of Informatics and Informatics research; criteria for assessing Informatics research; different methodologies for Informatics research and how

to combine them; analytical proof; algorithm and complexity analysis; the design of experiments and evaluations; practical advice on conducting research and numerous research skills including: reading, reviewing, presenting, writing, design, etc.

INF01523

Knowledge Representation & Reasoning

This module provides the basis for the understanding and use of Knowledge Representation and Reasoning techniques in AI systems in general, and knowledge-based systems in particular. The module covers notions of representation and the relationship between representation and that which is represented, along with issues of the resources required to manipulate such representations. The focus is on different logic-based representation languages and proof search using logical calculi, but other approaches are also discussed.

INF01524

Introduction to Computational Linguistics

This is an introductory course that presumes no prior familiarity with Computational Linguistics. This course provides an introduction to the basic theory and practice of computational approaches to natural language processing. The module cover the following topic: introduction to programming in Python & NLTK, tokenization, part-of-speech tagging, context-free grammars for natural language, evaluating a natural language processing system, parsing techniques, information extraction, Arabic language processing. The course also provides an introductory insight into the state of current research in Computational Linguistics.

INF01525

Data Mining & Exploration

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

INF02517

Knowledge Engineering

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

INF02518

Knowledge Management

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

INF02519

Learning from Data

Machine learning is about making computers learn, rather than simply programming them to do tasks. The course will discuss supervised learning (which is concerned with learning to predict an output, from given inputs), reinforcement learning (which is concerned about learning from interacting with an environment), unsupervised learning, where we wish to discover the structure in a set of patterns; there is no output "teacher signal". We will compare and contrast different learning algorithms, and unlike Data Mining Exploration module where the focus was on the applying algorithms to large real-world data sets, in this course we will get to the technical and mathematical details of the studied algorithms

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 association 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

Dean of Faculty for Engineering &IT

7.2.2 ACADEMIC STAFF

Senior Lecturers

Dr. Saad Ali Amin
Dr. Khaled Shaalan

Lecturers

Dr. Sherief Abdallah

External Examiner

Prof. Ken Turner
Stirling University

Programme Coordinator

Dr. Khaled Shaalan

Admissions Tutor

Dr. Khaled Shaalan

7.2.3 ASSOCIATION WITH UK INSTITUTION

This programme draws its authority in the subject area from the established strengths of the associate 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 associate 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 association 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.

7.2.4 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.

7.2.5 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.

7.2.6 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:

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;

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;

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.

7.2.7 CREDITS

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

- eight taught modules totalling 110 credits
- one research project module, for which 70 credits are available.

7.2.8 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.

7.2.9 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.

7.2.10 ASSESSMENT

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

7.2.11 SEMESTER PLANS

September 2010

Code	Title	Tutor	IT Lab session
INF02518	Knowledge Management	Dr Khaled Shaalan	7pm - 10pm
INF04522	IT Project Management	Dr Saad Amin	7pm - 10pm (Week 1 to Week 4)
PM01502	Strategy	Dr Wafi Dawood	

PM01504	Cost and Value Management	Dr Arun Bajracharya	
PM01507	People & Culture	Dr Mohammed Dulaimi	

7.2.12 MODULE DESCRIPTORS

PM01502

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.

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 State 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 AlJanahi

Credentials

(1997) Bachelor of Science in Architectural Engineering, United Arab Emirates University, UAE
(2000) Master of Science in Computer Aided Environment Design, University of Sheffield, UK
(2007) Doctor of Philosophy (Ph. D) in Architecture and Urban Planning, Architectural School of Architecture London and University of Ulster

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

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. Eman Gaad

Credentials

(1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt);
(1999) 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 Programme Evaluation
- Science Sensor Probe Technology Training
- Critical Thinking and Education
- Standard-based Education

Continuous Process of Improvement Consultancy (CPI)

Dr. 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

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)

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. 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))

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)

Dr. D N Pandey

Credentials

(1989) Bachelor of Arts in Economics, St Xavier College (India)
(1991) Master of Arts in Economics, University of Delhi (India)
(2002) Doctorate of Philosophy (Ph. D) in Business Management, Agra University (India)

Faculty of Business (Construction Law and Dispute Resolution)

Dr. Haitham Haloush

Credentials

(1999) Bachelor of Law, Jerash University (Jordan)
(2000) Master of Law, Aberdeen University School of Law (Scotland)
(2004) Doctor of Philosophy (Ph.D) in Law, Leeds University (United Kingdom)

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. 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

Martin Prince, Registrar

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

Betty Thomas, Head of Business Resources

BA, History of England and Sociology, University of Kerala, India

Nandini Uchil, Head of Student Administration

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

Farzana Asad Mir, Head of Quality

(1993) Bachelors in Electronics Engineering, University of Engineering and Technology Lahore, Pakistan

Nishath Syed Rizwan, Head of Marketing

(2008) MSM, University of Wollongong in Dubai

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

Sangeeta Tewar, Executive Secretary

(2000) BSc, University of Mumbai, India

Hassan Modiraprambil, Resource Administrator

(2009) MBA, Annamalai University, India

Melanie Pereira, Resource Assistant

(1981) BA, University of Bombay, India

Nadia Victor, Student Services Administrator

Diploma in Applied Technology, Miami Florida, USA

Christine Salvador, Faculty Administrator

(2003) BSc, Centro Escolar University, Philippines

Godwin Francis, Faculty Administrator

Bachelor in English, Bangalore University (Expected to complete in April 2011)

Maria Pinto, Institutional Research Administrator

MCom, University of Mumbai, India

Joma Cabales, IT Officer

(2008) CCNA Informatics Institute, UAE

Marisol Leonen, Librarian

(2001) BLIS, Polytechnic University, Philippines
(2006) MLIS, Polytechnic University, Philippines

Simia Kumar, Assistant Librarian

(2000) BSc Chemistry, University of Calicut, India
(2002) BLIS, University of Calicut, India

Lordlyn Joy Tabalus, Resource & Library Assistant

(2001) BSc, Central Philippine University, Philippines

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

Paula Walters, Marketing Coordinator
(1998) MA, University of the West of England, UK

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

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

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

A CPD Student is entitled to:

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

A CPD student may also be entitled to:

- A Transcript of Credit or a Certificate of Attainment

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

Should a CPD 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.

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 UNIVERSITY¹

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

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

LEVEL ONE

ADMISSION TO THE UNIVERSITY²

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

PROFESSIONAL DIPLOMA REQUIREMENTS

1. A Bachelors degree in a related subject with a cumulative GPA of 2.0 on a 4.0 scale or equivalent³ from an accredited university⁴.

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.

- English language proficiency equivalent to IELTS 5.5, or an equivalent using a standardized test approved by the Ministry of Higher Education and Scientific Research.

POST GRADUATE PROGRAMMES (CERTIFICATES, DIPLOMAS, MASTERS PROGRAMMES) REQUIREMENTS

- A Bachelors degree equivalent of a British Upper Second Class Honors degree or with a good GPA (3.0 on 4.0 scale or above) or its established equivalent. The degree should be in a related subject from an accredited university
- English language proficiency equivalent to TOEFL score of 550 or IELTS 6.0 or an equivalent using a standardized test approved by the Ministry of Higher Education and Scientific Research

LEVEL TWO

PROGRAMME SPECIFIC ADMISSIONS REQUIREMENTS

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

Where 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 Programme which does not guarantee entry to the Masters programme but enables the applicant to prepare for the test. The Masters Preparation Programme is fee paying and does not attract credit.

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

Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
Masters in Education	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	-	-	Minimum of two years teaching experience
MSc in Information Technology (Knowledge and Data Management)	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	Computer Science, Artificial Intelligence, Cognitive Science, Engineering, Physics or Mathematics (with a programming background).	Maths to the level required of a rigorous Science degree. Programming experience beyond introductory level, preferably in Java or similar.	-
MSc Project Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	-	-	Some evidence of quantitative skills.
MSc Finance and Banking	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A first degree from a Business School	-	-

³ The equivalent will typically equate to a Grade Point Average of 3.0 (on a 4 point scale) or overall marks of 60 – 65%.

⁴ An internationally accredited University would normally be in receipt of government funding or have obtained accredited status through a recognised accrediting agency

Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
MSc IT Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	Computer Science, Artificial Intelligence, Cognitive Science	-	-
MSc Human Resource Management	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A first degree in a business related subject	-	-
MSc Sustainable Design of the Built Environment	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80		-	-
MSc Systems Engineering	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80		-	-
MSc Intelligent Building Design and Automation	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A first degree Building Physicists, Architectural, Mechanical, Electrical and Civil Engineers.	-	-
Doctorate in Education	Minimum 3.0	IELTS 6.5 TOEFL iBT 92 Minimum 6.0 or 20 on writing band		-	Minimum of three years teaching experience
PDGE	Minimum 2.0	IELTS 5.5 TOEFL iBT 71		-	-
MSc in Construction Law and Dispute Resolution (CLDR)	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	First degree relating to buildings, construction and/or law	-	-
Arabic Language Modules for MSc CLDR	Minimum 3.0	TOEFL 500	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 Post Graduate programme subject to the following:

- a. The student achieves a TOEFL score of 550 or IELTS score of 6.0 by the end of the first semester.
- b. The full time student takes a maximum of 2 modules 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 modules taken. This is considered equivalent to a 'C' according to BUID's grading structure

- c. If either of the provision is not met, the student is dismissed

A student with a GPA of 2.5 and 2.99 and a TOEFL score of 550 (or IELTS score of 6.0 or its equivalent using a standardized test approved by MOHESR) may be admitted to a Post Graduate programme subject to the following:

- a. The student takes a maximum of three modules 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 modules taken. This is considered equivalent to a 'C' according to BUID's grading structure
- b. If the above condition is not met, the student is dismissed

The dismissed students may be considered for re-admission to the programme in accordance with the University re-admission policy.

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 Bacclaireate degree was obtained, provided he/she meets the English Proficiency requirements.

The number of student admitted under the category of mature entry admission must not exceed 10% of the total number of students admitted to a Master's programme.

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.^{5 6}

C. Previous Higher Education Undertaken⁷

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 studied 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 experience⁸

E. FINANCES⁹

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^{10 11}

- 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)

⁵ 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

⁶ 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.

⁷ 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

⁸ This may include specialised knowledge, technical training or postgraduate experience relevant to the application

⁹ Knowledge Village has a minimum financial criteria required before issuing a Student Residence Visa

¹⁰ Original documents should not be sent to the University, applicants to obtain attested copies of their documentation

¹¹ Where the applicant is still studying or is awaiting results, admissions will not be formally confirmed until acceptable evidence of the awarding of the degree has been supplied.

- 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

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 OFFER¹²

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 Admissions Office presenting the following documentation:
 - a. The transcript grade of the module being claimed showing a minimum B grade
 - b. The course outcomes and/or learning goals of the module already completed and claimed as equivalent.

¹² A confirmed offer is subject to the overseas applicant receiving the appropriate Knowledge Village Student Residence Visa.

- c. The learning outcomes of the University module against which the exemption request is made.
3. 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.
4. The institution at which the programme was taken is accredited within the UAE or recognised by the MOHESR.
5. The relevant Faculty is able to determine that the coursework was taken at postgraduate level and is at least equivalent to credit points available for one module of the programme for which the credit transfer is being considered.
6. The student attained credit at an appropriate level which equates to a grade of at least 'B' according to the grading structures that prevail within the UAE and Gulf region which is equivalent to a 'C' according to BUiD's grading structure. The institution at which the module was taken is either accredited within the UAE.
7. Credit points can only be transferred where the work done for the previous qualification would allow the student to successfully perform the assessment exercise for the exempted module.
8. The decision as to whether a previously taken qualification serves to exempt a student from a current module rests with the Board of Examiners on the recommendation of the Dean of the Faculty.
9. Credits which have already formed part of an award are not acceptable for transfer.
10. Credit transfer will not be awarded for study completed as part of any programme for continuing professional development
11. Transferred credit can provide no more than 50% of the credit points for the taught component of the Programme. No transferred credit points can be used in lieu of the dissertation/thesis in case of Masters/doctoral programmes.
12. Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.
13. The modules exempted through credit transfer will be considered as normal pass (grade C at 50%) for the degree completion requirements.
14. As the University does not offer a GPA, credit transferred modules will not count towards any record of 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.

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

Credit transfer is not applicable on the following programmes:

Doctor of Education

Professional Graduate Diploma in Education

9.3 STUDENT INDUCTION

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

- An overview of BUiD and of the support services available.
- Introduction to the academic staff who will be teaching and supervising them, and given an opportunity to discuss a Study Plan
- An opportunity to ask specific questions about the programme or any other matters of academic concern
- 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

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 2010- 11:

Masters in Education	AED 80,000
Masters in Sustainable Design of the Built Environment	AED 84,000
Masters in Finance and Banking	AED 84,000
Masters in Informatics (Knowledge and Data Management)	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
Masters in Systems Engineering	AED 84,000
Masters in Intelligent Building Design and Automation	AED 84,000
Post Graduate Diploma in Intelligent Building Design and Automation	TBA
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.

- Post dated cheque – the preferred mode of payment is by post-dated cheques, dependent upon the instalment plan chosen. The date of the cheques will be the first of each month.
- Bank standing order – where students do not have access to a cheque book, then a bank standing order has to be set up and a copy given the university.
- Cash – exceptionally students may pay by cash. However, the quarterly or monthly instalment plans are not available to cash payers, who have to pay in full at the beginning of each 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 of study

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

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

Periods of leave of absence count towards the student's total permitted duration of study

During the suspension study period, students will not be entitled to supervision or use of any University facilities including ID cards, library and computer access

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

Permanent Withdrawal from the programme :

There are three categories of permanent withdrawal recognised by the University

a. Withdrawal Requirement by the University

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

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

b. Withdrawal due to Lapse of Registration Period

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

c. Voluntary Withdrawal from the Programme

Any student may withdraw permanently from a programme at any point in the year. Students wishing to withdraw from their studies must submit a **Request to Withdraw Form** available from Student Services. If the form is not submitted then the university will carry on submitting the cheques deposited. Upon the submitting the Withdrawal form, the remaining cheques will be returned, dependent upon tuition fee payments being up to date.

Failure and Retakes :

All students who fail a module shall have one opportunity to retrieve the failure, either by re-assessment or by repeating the module. However if a student has been admitted on probationary for the first semester will be dismissed if they do not achieve a C grade in the modules taken in the first semester.

A student who is required to repeat a module is required to attend teaching sessions as specified by the Faculty and to complete all the assessment requirements associated with the module in order to achieve the stated learning outcomes. Repeat students should normally complete the repeat of the module within one calendar year of the initial failure.

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

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.

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.

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 ACADEMIC ADVISORS

Academic advice and support is available to students throughout the course of their programmes through a number of channels. The advisors who are directly involved with student progression and performance are:

- Personal Tutor
- Module tutors/coordinators
- Dissertation Supervisor

Personal Tutor

At the time of admission to a programme each student is assigned a Personal Tutor who then is available to assist the student to complete all registration forms for their taught modules. All scheduled learning activities must be monitored by the Personal Tutor, who is available to assist in the preparation of a student's Plan of Studies and to meet with the student to review the student's academic progress

The Personal Tutor is a full-time academic staff member and is responsible for:

- i. Monitoring students' progress;
- ii. Providing any necessary advice about study skills, dissertation topic, etc.
- iii. Providing support to students where performance is below expectations
- iv. Ratifying each student's choice of modules for the coming semester
- v. Providing advice and support in cases where the student requests to suspend study, withdraw from a module, change programme or withdraw from a programme
- vi. Ensuring that all students have satisfactory projects and supervisors for their dissertations; and
- vii. Being available as a first line of pastoral support.

Module Tutors/Coordinators

During the course of the year, the Module Coordinators teaching each module will make themselves available to students through establishing weekly office hours (minimum of two hours per week for staff teaching current modules, other staff by appointment) during which they may be consulted on curricular and related matters, and give individual advice on matters pertaining to the programme. Outside these office hours, staff should be available by appointment.

Dissertation Supervisor

Each student who is completing a dissertation is allocated a Dissertation Supervisor to provide guidance during the conduct of the dissertation research. The Dissertation Supervisor may be the same academic staff member as the Personal Tutor or another academic staff member. Whatever the case, the academic staff member's consent to serve as the Dissertation Supervisor must be formally obtained

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.

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
- 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

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 **three** 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.

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.

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 an appropriate date after the Board of Examiners meeting in which 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.

10.4 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.

10.5 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
- Informal Peer review of teaching
- Student module evaluations on a systematic basis
- Ongoing evaluation by the associate university in UK, who will visit on a regular basis to talk to students and staff as well as examine outputs and teaching materials
- Scrutiny of existing and new programmes by the Board of Studies, to ensure academic excellence

10.6 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%	<p>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.</p> <p>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.</p> <p>Structure and presentation: Logical and well-organised flow of content, clearly expressed.</p>	<p>Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology.</p> <p>Able to work independently, or to participate actively in a group.</p> <p>Excellent presentational skills; showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant conclusions, and to suggest logical extensions of the work</p>	<p>A full systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>A very clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly and correctly.</p> <p>Critical and/or comparative comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Considerable evidence of extended reading and original or innovative thinking.</p>	<p>Evidence is analysed in systematic and principled manner which demonstrates thorough understanding of application of theory to evidence producing insightful and original views.</p> <p>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.</p>
B 60 – 69%	<p>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.</p> <p>Selection and coverage of material: Questions answered accurately, demonstrating a good knowledge of the topic and understanding of relevant skills.</p> <p>Written Examinations</p>	<p>Well prepared, displaying a systematic and well planned approach with a good understanding of the material and methodology.</p> <p>Able to work independently, or to participate well in a group.</p> <p>Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem.</p> <p>Answers questions with a good level of accurately with some evidence of</p> <p>Practical Work and Oral</p>	<p>A mostly systematic and accurate account of the assignment; well organised and clearly presented.</p> <p>A clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out with good levels of accuracy.</p> <p>Critical and/or comparative comments on most observations, with few 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Reports and Essays</p>	<p>Evidence is analysed in systematic and principled manner which demonstrates good understanding of application of theory to evidence producing some insightful analysis.</p> <p>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.</p> <p>Research Process</p>

	<p>Structure and presentation: Logical and well-organised flow of content, well expressed.</p>	<p><u>Examinations</u> independent ideas. Able to reach valid/relevant conclusions and to suggest extensions of the work</p>	<p>Good evidence of extended reading and original or innovative thinking.</p>	
<p>C 50 - 59%</p>	<p>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.</p> <p>Selection and coverage of material: Questions answered incompletely, but demonstrating some knowledge of the topic and some capability with the relevant skills.</p> <p>Structure and presentation: Logical flow of content, with reasonable clarity of expression.</p>	<p>Adequately prepared, displaying a reasonably systematic approach and some understanding of the material and methodology.</p> <p>Able to work independently, or to participate in a group.</p> <p>Adequate presentational skills; showing a credible analysis of the topic or problem.</p> <p>Answers questions with some wider understanding of the key ideas.</p> <p>Able to reach valid conclusions, and to suggest extensions of the work.</p>	<p>A systematic account of the assignment, reasonably presented.</p> <p>An adequate record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains few inaccuracies or omissions.</p> <p>Comments on most observations, mainly reasonable, but with possible 'loose ends'.</p> <p>Evidence of extended reading or of any original or innovative thinking.</p>	<p>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.</p> <p>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.</p>

	<p><u>Written Examinations</u></p>	<p><u>Practical Work and Oral Examinations</u></p>	<p><u>Reports and Essays</u></p>	<p><u>Research Process</u></p>
<p>D 40 - 49%</p>	<p>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.</p> <p>Selection and coverage of material: Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills.</p> <p>Structure and presentation: Logical flow of content, but with poor clarity of expression.</p> <p>Note: The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p>Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology.</p> <p>Has difficulty in working independently, or participates only passively in a group. Inadequate presentational skills; showing a confused analysis of the topic or problem.</p> <p>Answers to questions show limited understanding of the key ideas.</p> <p>Able to reach some valid conclusions, but unable to suggest appropriate extensions of the work.</p> <p>Note: The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p>An unsystematic account of the assignment task.</p> <p>An incomplete record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains significant inaccuracies or omissions.</p> <p>Few comments on the observations, with many 'loose ends'.</p> <p>No evidence of extended reading.</p> <p>Note: The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p>Data collection and analysis is adequate and demonstrates an appropriate degree of commitment.</p> <p>However there may be significant deficiencies in one or more of the following areas:</p> <ol style="list-style-type: none"> 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. <p>Note: The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>
<p>E < 40%</p>	<p>Understanding: Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods</p>	<p>Poor preparation, displaying an unsystematic approach. and very limited understanding of the material and methodology.</p> <p>Has great difficulty in working</p>	<p>An unsystematic, incomplete or inaccurate account of the assignment.</p> <p>A sketchy record of the aims and methods of the work.</p>	<p>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</p>

<p><u>Written Examinations</u></p> <p>needed for problem-solving tasks, and unable to apply them routinely. No evidence of an original or creative approach.</p> <p>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.</p> <p>Structure and presentation: Disorganised flow of content, with poor clarity of expression.</p>	<p><u>Practical Work and Oral Examinations</u></p> <p>independently, or cannot participate effectively in a group.</p> <p>Poor presentational skills; showing a very confused analysis of the topic or problem.</p> <p>Answers to questions show almost no understanding of the key ideas.</p> <p>Unable to reach valid conclusions, or to suggest appropriate extensions of the work.</p>	<p><u>Reports and Essays</u></p> <p>Data manipulation and analysis contains numerous inaccuracies or omissions.</p> <p>Very few comments on the observations, with many 'loose ends'.</p> <p>No evidence of further reading.</p>	<p><u>Research Process</u></p> <p>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.</p>
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SECTION 11 RIGHTS & RESPONSIBILITIES

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11.1 STUDENT RIGHTS AND RESPONSIBILITIES

Rights

The University's students have the right to:

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

Responsibilities

The University's students have the responsibilities to:

- a. attend all assigned classes as scheduled and participate in all activities in a collegial manner.
- b. act with the highest standards of integrity.
- c. be open and honest in all dealings with others, and to behave in a responsible and respectful manner at all times.
- d. maintain professional standards of research, documenting results, questioning one's own findings and acknowledging the contribution of others by adhering to the international conventions on bibliographic referencing.
- e. maintain satisfactory progress.
- f. comply with appropriate library and other rules and regulations.
- g. make appropriate use of the University Information Technology infrastructure, and to follow correct usage procedures for email and internet access.
- h. follow the student behaviour and disciplinary codes as set out in the student disciplinary policy (Policy # 5.6)
- i. adhere to the examination regulations.
- j. comply with all University policies, rules and regulations.
- k. respect the University's values.
- l. ensure that all University financial payments are up to date

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 the University, whether on its premises or elsewhere.
- Violent, indecent, disorderly, threatening or offensive behaviour or language, whether expressed
- orally or in writing, including electronically, including sexual or racial harassment of any student,
- member of staff or other employee, whilst on the University's premises or engaged in any University
- activity

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

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

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

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

11.3 STUDENT GRIEVANCE PROCEDURE

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

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

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

Complaints Procedure

Stage 1 - Informal Complaint to the Person Directly Responsible

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

If a matter of University policy or practice is the source of the complaint, the student should seek to identify the person with responsibility for its implementation or operation. For instance, complaints

about the content of a particular module should be addressed to the academic staff member teaching the module.

In order to ensure that the complaint is raised at a mutually convenient time, the student should try to arrange an appointment with the staff member concerned. The staff member may request the presence of a colleague and the student may wish to bring a friend to the meeting. Staff should be happy to deal with complaints raised on an informal basis, but if the student feels unable to approach the individual directly concerned they may proceed directly to Stage 2.

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

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

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

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

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

Stage 3 - Formal Complaint to the Vice-Chancellor

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

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

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

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

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

11.4 ATTENDANCE POLICY & PROCEDURE¹

- BUiD expects students to attend all published classes for each module.

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.*

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

Attendance Procedure

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

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

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

An appropriate record will be kept of the meeting.

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

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

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

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 Student Administration.

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 Administration and the Head of Quality. None of the members of a specific Appeal Committee can be drawn from the Faculty in which the student is based.

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

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

A decision of the Appeal Committee is final and only in exceptional circumstances may be appealed. 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

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

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

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

Academic Dishonesty includes, but is not limited to:

- a. recycling – that is, the resubmission of assignment that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different unit of study (except in the case of legitimate resubmission with the approval of the Examiner for purposes of improvement);
- b. fabrication of data;

- c. the engagement of another person to complete or contribute to an Assessment or examination in place of the student, whether for payment or otherwise or accepting such an engagement from another student;
- d. communication, whether by speaking or some other means, to other candidates during an examination;
- e. bringing into an examination forbidden material such as textbooks, notes, calculators or computers;
- f. attempting to read other student's work during an examination; and
- g. writing an examination or test paper, or consulting with another person about the examination or test, outside the confines of the examination room without permission.
- h. Copying from other students during examinations.
- i. Inappropriate use of electronic devices to access information during examinations.

Plagiarism

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

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

Negligent Plagiarism

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

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

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

Collusion

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

SECTION 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.

Access to the Career Development Support

- a. Specialists from Sandpiper Consultants are available in the evenings for two hours every fortnight during semesters
- b. Consultations are by appointment.
- c. Appointments can be made for other times subject to availability of consultants.
- d. The University reserves the right to charge the student the cost of the service if an appointment is booked and the student does not attend the session, without adequate notice.
- e. The University reserves the right to charge the student the cost of the service if a place on a workshop is booked and the student does not attend all of the sessions.

For appointment please contact:

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 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.

Access to facility

- a. Counselling services are available for all registered students during term time.
- b. Services are available from 3pm to 6pm on Wednesday.

- c. Information about the service is provided to students during student induction and via BUiD website and Blackboard.
- d. Access to the counsellor out of designated hours is available and will be organized through the Head of Student Administration

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

12.3 ACCOMMODATION

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

12.4 DIAC FACILITIES

A. FOOD COURT

The DIAC food court is located across Block 11. The food court is open from 9am to 8.30pm from Sunday to Thursday, and 9am to 4.30pm on Friday and Saturday.

B. PRAYER ROOMS

Male and female prayer rooms are located in Block 8. A prayer room for women is available in Block 11. A prayer room for men is available in Block 12.

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:

- Guest lectures
- Dinners
- International celebrations
- Desert safaris and other events

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

Student Organisations

BUiD will have authority over all student organisations and activities.

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

Supervision of Student Activities & Publications

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

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 DIAC service providers using the appropriate questionnaire
- Using the Student Grievance 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 University Librarian in agreement with the University authorities, and a statement of the hours during which the University Library is open will be 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.

All registered students are issued a student ID card which can also be used as the Library card. The student ID card must be produced each time a book is borrowed.

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 Registrar 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 and Resources Forum. Details of borrowing regulations are available with the library staff.
- 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 Library will develop inter-library Loan/Document Delivery arrangements with libraries in UAE, other GCC countries and in the UK

13.1.9 COOPERATIVE ARRANGEMENT

Under the Memoranda of Understanding (MoUs) and agreements signed with the UK associate universities, BUiD will have access to the associates' 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 staffs 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 Librarian maintains oversight of the process and produces for the Library and Resources Forum 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

2010/11		All Masters programmes (Excluding F&B)	F&B
	Ramadan starts on 11th August		
14-Aug	Scholarship deadline (14th)		
21-Aug	Scholarship committee meeting 22nd, inform successful applicants (23 - 24)		
28-Aug	Student Registration and Skills Audit (29 Aug - 2 Sep), Programme application deadline 2 sep		
04-Sep			
11-Sep	Eid Al Fitr 11th Sep, 15 Sep Student Induction		
18-Sep		Teaching 1 (Semester 1)	Teaching 1(Semester 1)
25-Sep		2	2
02-Oct		3	3
9-Oct		4	4
16-Oct	ASSLC/BoS (18th)	5	5
23-Oct		6	6
30-Oct	Academic Board (30th)	7	7
6-Nov		8	8
13-Nov	Eid Al Adha 17th	Break	Break
20-Nov	ASSLC/BoS (25th)	9	9
27-Nov	National Day 2nd Dec	10	10
4-Dec	Islamic New Year Hijri 7 Dec	11	11
11-Dec		Assessment	12
18-Dec		Assessment	Selfstudy
25-Dec		Break	Selfstudy
1-Jan	New Year	Registration, Diagnostics	Assessment
08-Jan		Induction - 9th Jan (New students)	Assessment
15-Jan		Teaching 1 (Semester 2)	Break
22-Jan		2	Registration, Diagnostics & Induction - New students
29-Jan	Exam Boards	3	Teaching 1 (Semester 2)
05-Feb	ASSLC	4	2
12-Feb		5	3
19-Feb		6	4
26-Feb	Prophet's Birthday	7	5
05-Mar		8	6
12-Mar	ASSLC/BoS (15th)	9	7
19-Mar		10	8
26-Mar	Academic Board (30th)	11	9

02-Apr		Assessment	10
9-Apr		Assessment	11
16-Apr		Break	12
23-Apr		Teaching 1 (Semester 3)	Selfstudy
30-Apr		2	Selfstudy
7-May	Academic Board	3	Assessment
14-May		4	Assessment
21-May	Exam Boards	5	Teaching 1 (Semester 3)
28-May		6	2
4-Jun		7	3
11-Jun		8	4
18-Jun		9	5
25-Jun	Lailath Al Meiraj 28 Jun	10	6
2-Jul		11	7
09-Jul			
16-Jul			
23-Jul			
30-Jul			
06-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 programme. Generally, academic staff members assess teaching effectiveness using feedback from student evaluations, peer observations and self-evaluation. Evaluation results are used to improve teaching and learning.

The quality of 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. Informal Peer review of teaching.
- IV. Student module evaluations on a systematic basis.
- V. Ongoing evaluation by the associate university in UK, who will visit on a regular basis to talk to students and staff as well as examine outputs and teaching materials.
- 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 BUjD 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 modules 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).

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 associate 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 Academic 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 at the end of the academic year. Review Panels will normally consist of three members. Two members will be from the Academic Staff, one of whom shall act as the lead for the review and who will convene any specific review meetings.

Review Panels should expect to see the following:

1. A completed Annual Report on Programme Monitoring
2. End of semester module feedback reports
3. Relevant programme or faculty handbook

4. Relevant external examiners' reports
5. Copies of the previous annual review(s)
6. Report of actions taken as a result of the review(s)
7. Papers and minutes for the Board of Studies
8. Papers and minutes for the Academic Staff Student Liaison Committee

The Review Panel should meet with:

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

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 associate institutions
Viva Voce	An oral examination