# UNIVERSITY CATALOGUE
# 2011 – 2012

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.

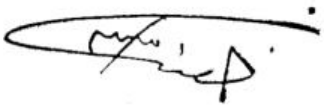
Our UK associates, the Universities of Birmingham, Cardiff, Edinburgh, Manchester and King's College London have been chosen because of their research standing and high standards. I am pleased that they will continue working closely with BUiD to ensure that you are offered high quality programmes which 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 academic programs offered at BUiD have been granted accreditation by the Ministry of Higher Education and Scientific Research, UAE and I am grateful to His Excellency Sheikh Nahayan bin Mabarak al Nahayan for the kind attention he and his Commissioners have given to the BUiD programmes.

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

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

I wish you every success in your studies.



Ahmed Bin Saeed Al Maktoum
Chairman of the Council

HOW TO CONTACT THE UNIVERSITY

| | |
|---|---|
| BY MAIL | PO Box 345015, Dubai,<br>United Arab Emirates |
| BY TELEPHONE | (00 971) 4 391 3626 |
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| IN PERSON | 1st and 2nd Floor, Block 11<br>Dubai International Academic City (DIAC)<br>Dubai |

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

The catalogue is an official BUiD University document describing academic programmes, faculty listings, policies, procedures, regulations and requirements of the University. Every effort has been made to ensure the accuracy of the information presented in this catalogue. However, no responsibility is assumed for editorial, clerical or printing errors, or errors occasioned by mistakes. The University reserves the right to 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.

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# SECTION 1
# INTRODUCTION

The British University in Dubai (BUiD) is the first research-based, postgraduate university in the Middle East. BUiD 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.

Decree No 5 of 2011 dated 7th March 2011 on the signature of His Highness Sheikh Maktoum bin Rashid al Maktoum, Ruler of Dubai renews the formal authority of the University to award degrees upon ratification by the University Senate

## 1.1 UNIVERSITY MISSION

BUiD 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.

## 1.3 LICENSURE AND ACCREDITATION

BUiD located in the Emirate of Dubai, is officially licensed from 01 March 2009 to 28 February 2014 by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees/qualifications in higher education.

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

# 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

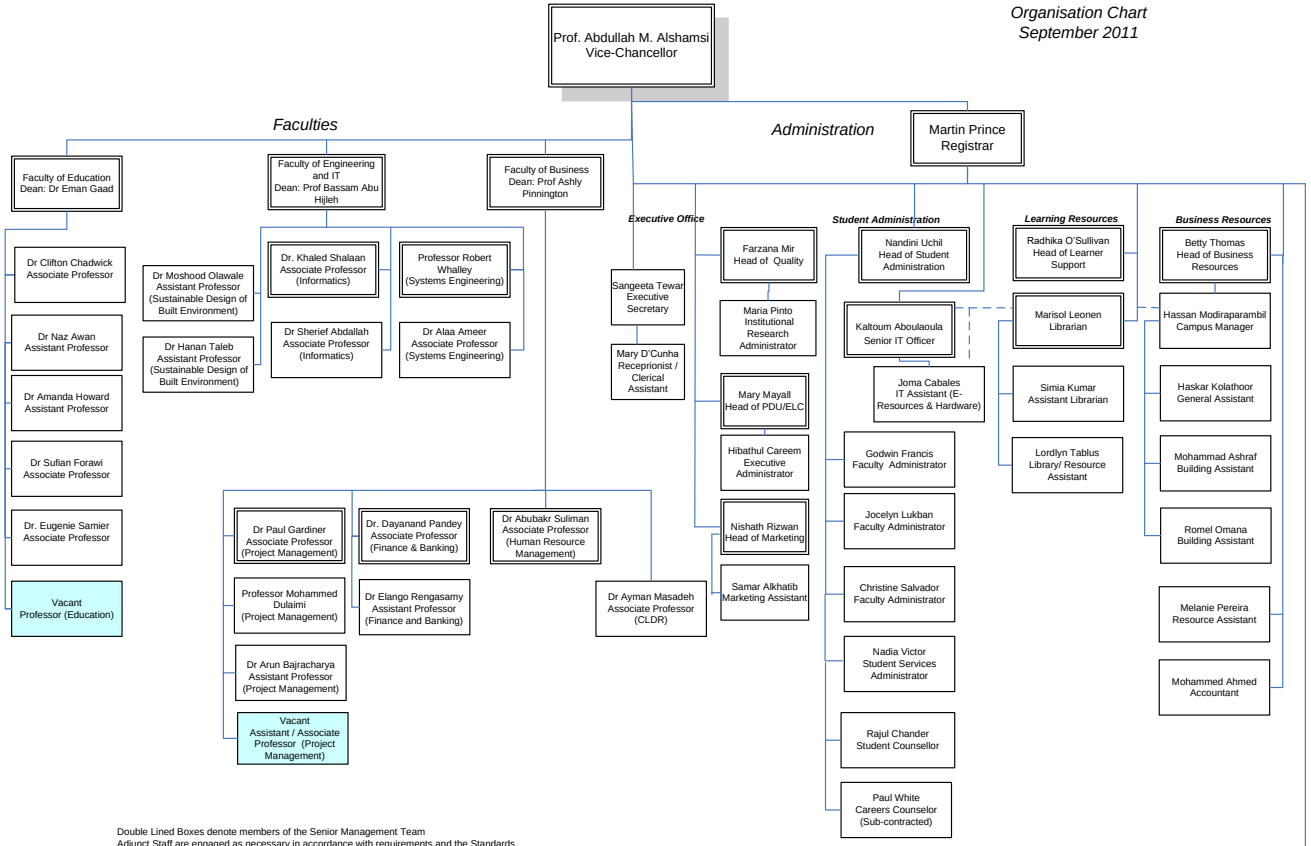
- The opportunity to carry out project work at the forefront of the discipline is a motivator and a stimulus to good students, provides an environment in which the student can interact constructively with researchers and provides a training regime which is relevant to many career opportunities
- Postgraduate 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.

## Board of Trustees/Council

| | | |
|---|---|---|
| 1. | HH Sheikh Ahmed bin Saeed Al Maktoum | Chancellor |
| 2. | Prof. Abdullah M. Alshamsi | Vice Chancellor |
| 3. | HE Mirza Al Sayegh | Council Member |
| 3. | Dr Abdalla Mohammed Al Amiri | Council Member |
| 4. | Dr Ahmed Saeed Bin Hazeem | Council Member |
| 5. | Dr Ayoub Mohammed Kazim | Council Member |
| 6. | David May | Council Member |
| 7. | Douglas Dowie | Council Member |
| 8. | Jennifer Bibbings | Council Member |
| 9. | Rob Watson | Council Member |
| 11. | Richard Cotton | Council Member |
| 12. | Martin Prince | Registrar - Secretary |

# SECTION 3
# ORGANISATION CHART

*Organisation Chart*
*September 2011*




Double Lined Boxes denote members of the Senior Management Team
Adjunct Staff are engaged as necessary in accordance with requirements and the Standards

Flexibility is a key strength of the BUiD administration. The dotted lines indicate one example of this, identifying the key providers of Learning Support.

# SECTION 4
# ACADEMIC DEGREES

## 4.1 ACADEMIC DEGREES CONFERRED BY THE UNIVERSITY

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

BUiD confers the following degrees:

| Faculty | Programmes |
|---|---|
| Engineering & IT | **Master** of Science (MSc) in Sustainable Design of Built Environment |
| | Postgraduate (PG) Diploma in Sustainable Design of Built Environment |
| | Postgraduate (PG) Certificate in Sustainable Design of Built Environment |
| | **Master** of Science (MSc) in Systems Engineering |
| | Postgraduate Diploma Systems Engineering |
| | **Master** of Science (MSc) in Intelligent Building Design and Automation |
| | Postgraduate Diploma in Intelligent Building Design and Automation |
| | **Master** of Science (MSc) in Informatics (Knowledge and Data Management ) |
| | Postgraduate (PG) Diploma in Informatics (Knowledge and Data Management ) |
| | Postgraduate (PG) Certificate in Informatics (Knowledge and Data Management ) |
| | **Master** of Science (MSc) in Information Technology Management |
| | Postgraduate (PG) Diploma in Information Technology Management |
| Education | **Master** of Education (MEd)<br><br><u>Concentrations:</u><br>English Language Teaching<br>Special Education Needs<br>International Management and Policy<br>Science Education |
| | Postgraduate Diploma in Education<br><br><u>Concentrations:</u><br>English Language Teaching<br>Special Education Needs<br>International Management and Policy<br>Science Education |
| | **Doctor** of Education<br><br><u>Subject Study Modules in:</u><br>English Language Teaching<br>Special Education Needs<br>International Management and Policy<br>Math Education |

| **Faculty** | **Programmes** |
|---|---|
| Business | **Master** of Science (MSc) in Project Management |
| | Postgraduate Diploma in Project Management |
| | Postgraduate Certificate in Project Management |
| | **Master** of Science (MSc) in Human Resource Management |
| | Postgraduate Diploma in Human Resource Management |
| | **Master** of Science (MSc) in Finance and Banking |
| | Postgraduate Diploma in Finance and Banking |
| | **Master** of Science (MSc) in Construction Law and Dispute Resolution |

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

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

# SECTION 5
# ACADEMIC CALENDAR (2011-2012)

| **2011/12** | | **All Masters programmes and EdD programme** |
|---|---|---|
| 30-Jul | *Ramadan starts 1st August* | |
| 6-Aug | | |
| 13-Aug | Scholarship deadline (15th) | |
| 20-Aug | Scholarship committee meeting 24th, Inform successful applicants 25th | |
| 27-Aug | *Eid Al Fitr 30 Aug* | |
| 3-Sep | Scholarship acceptance deadline 4th Sept, Programme application deadline 4th Sept, Student Registration and Skills Audit (4th -8th Sept ) | |
| 10-Sep | Student Induction 11th | |
| 17-Sep | | Teaching 1 (Term 1) |
| 24-Sep | Council (28 Sep) | 2 |
| 1-Oct | | 3 |
| 8-Oct | ASSLC/BoS | 4 |
| 15-Oct | | 5 |
| 22-Oct | | 6 |
| 29-Oct | | 7 |
| 5-Nov | *Eid Al Adha 7th,* Academic board | Break |
| 12-Nov | | 8 |
| 19-Nov | | 9 |
| 26-Nov | *New Year 27 Nov,*Senate 30 Nov*, National Day 2nd Dec* | 10 |
| 3-Dec | | 11 |
| 10-Dec | | Assessment |
| 17-Dec | MC Committee meeting | Assessment |
| 24-Dec | | Break |
| 31-Dec | | Student Registration and Skills Audit, Induction |
| 7-Jan | | Teaching 1 (Term 2) |
| 14-Jan | Council (18 Jan), Academic Board | 2 |
| 21-Jan | Exam Boards | 3 |
| 28-Jan | | 4 |
| 4-Feb | *Prophet's Birthday (5 Feb)* | 5 |
| 11-Feb | | 6 |
| 18-Feb | | 7 |
| 25-Feb | | 8 |
| 3-Mar | ASSLC/BoS | 9 |
| 10-Mar | | 10 |
| 17-Mar | | 11 |

| **2011/12** | | **All Masters programmes and EdD programme** |
|---|---|---|
| 24-Mar | | Assessment |
| 31-Mar | | Assessment |
| 7-Apr | | Break |
| 14-Apr | Council (18 April) | Teaching 1 (Term 3) |
| 21-Apr | | 2 |
| 28-Apr | | 3 |
| 5-May | | 4 |
| 12-May | Exam Boards | 5 |
| 19-May | Senate (23 May), Academic Board (19 May) | 6 |
| 26-May | | 7 |
| 2-Jun | | 8 |
| 9-Jun | | 9 |
| 16-Jun | *Lailath Al Meiraj* | 10 |
| 23-Jun | Council (27 June) | 11 |
| 30-Jun | | Assessment |
| 7-Jul | | Assessment |
| 14-Jul | | |
| 21-Jul | Start of Ramadan (22 July) | |
| 28-Jul | | |
| Note: | SENATE | Held twice a year in November and May |
| | Council | Four times a year: September, Dec/Jan, March/April, June/July |

*Islamic Holidays are based on the Official Hijra Calendar and subject to confirmation. The university will officially announce any closure on a religious and/or public holiday to students and staff.

# SECTION 6
# ADMISSIONS POLICIES & STANDARDS

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

### 6.1 GENERAL REQUIREMENTS [1]

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.

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

**LEVEL ONE**

ADMISSION TO THE UNIVERSITY[2]

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 equivalent[3] from an accredited university[4].

2. 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.

**POSTGRADUATE PROGRAMMES (CERTIFICATES, DIPLOMAS, MASTERS PROGRAMMES) REQUIREMENTS**

1. 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

2. 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**

**6.2 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 |
|---|---|---|---|---|---|
| Master of Education | Minimum 3.0 | IELTS 6.5 TOEFL iBT 92 | - | - | Minimum of two years teaching experience |
| Postgraduate Diploma in Education | Minimum 3.0 | IELTS 6.5 TOEFL iBT 92 | - | - | Minimum of two years teaching experience |

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

[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 Informatics (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 | - |
| Postgraduate Certificate in Informatics | 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. | |
| Postgraduate Diploma in Informatics | 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 6.0 TOEFL iBT 79-80<br><br>Progression to Dissertation<br><br>IELTS 6.5 or TOEFL iBT 92 | - | Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or | |

| Programme | GPA | English Language Competency | Relevant Degree | Required prior knowledge | Required prior experience |
|---|---|---|---|---|---|
| | | | | similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD." | |
| Postgraduate Certificate on Project Management | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | | Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD." | |

| Programme | GPA | English Language Competency | Relevant Degree | Required prior knowledge | Required prior experience |
|---|---|---|---|---|---|
| Postgraduate Diploma in Project Management | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | | Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD." | |
| MSc Finance and Banking | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | A first degree from a Business School | - | - |
| MSc IT Management | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | Computer Science, Artificial Intelligence, Cognitive Science | Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project | - |

| Programme | GPA | English Language Competency | Relevant Degree | Required prior knowledge | Required prior experience |
|---|---|---|---|---|---|
| | | | | Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through attending and passing a pre-masters programme (non-credit bearing) offered internally by BUiD." | |
| Postgraduate Diploma in IT Management | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | Computer Science, Artificial Intelligence, Cognitive Science | Applicants must show evidence of basic knowledge and understanding of project management principles. This will be demonstrated through at least two years relevant work experience in a Project Management environment **OR** The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, **OR** The applicant will acquire basic knowledge and understanding of Project Management principles through attending and passing a pre-masters programme | |

| Programme | GPA | English Language Competency | Relevant Degree | Required prior knowledge | Required prior experience |
|---|---|---|---|---|---|
| | | | | (non-credit bearing) offered internally by BUiD." | |
| MSc Human Resource Management | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | A first degree in a business related subject | - | - |
| Postgraduate Diploma in 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 | | - | - |
| Postgraduate Certificate in Sustainable Design of the Built Environment | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | | - | - |
| Postgraduate Diploma in 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 | a Bachelors degree in either Engineering or Physics | Or on successful completion of Premasters, Computer Sciences and Mathematics graduates will be eligible to apply for admission | - |
| Postgraduate Diploma in Systems Engineering | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | A Bachelors degree in either Engineering or Physics | Or on successful completion of Premasters, Computer Sciences and Mathematics graduates will be eligible to apply for admission | - |
| 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. | - | - |
| Postgraduate Diploma in Intelligent | Minimum 3.0 | IELTS 6.0 TOEFL iBT 79-80 | A first degree Building Physicists, | - | - |

| Programme | GPA | English Language Competency | Relevant Degree | Required prior knowledge | Required prior experience |
|---|---|---|---|---|---|
| Building Design and Automation | | | Architectural, Mechanical, Electrical and Civil Engineers. | | |
| 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 | - | - |
| 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 |
| Professional Graduate Diploma in Education | Minimum 2.0 | IELTS 5.5 TOEFL iBT 71 | | - | - |

### 6.3 CONDITIONAL ADMITTANCE FOR POSTGRADUATE CERTIFICATE, POSTGRADUATE DIPLOMA AND MASTERS PROGRAMMES

The University may consider the following cases for conditional admittance:

a. An applicant with a recognised baccalaureate degree with a GPA between 2.5 and 2.99.
b. An applicant with a recognised baccalaureate degree with a GPA less than 2.5 and more than 2.0 on a 4.0 scale.[5] and having at least 3 years of relevant documented work experience after the Bachelors degree was obtained.[6]
c. An applicant with an IELTS score of 5.5 (TOEFL 530, 197 CBT, 71 iBT), or its equivalent in a standardized English language test approved by the Ministry of Higher Education and Scientific Research.

The students who are granted admittance in the above cases are required to meet the conditions stated below:

a. The students can take a maximum of two modules in the first term.

b. The students must achieve an overall grade of C according to BUiD's grading structure (3.0 on a 4.0 scale according to the grading structures that prevail within the UAE and the Gulf region), in the first three modules studied for the programme or be subject to dismissal.

For students who are granted admittance conditional to meeting English Language requirements, the following additional requirements are to be met.

a. Students receive intensive English support during the first term

b. The students must achieve an IELTS score of 6.0 (TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Higher

[5] Applications of graduates with a GPA less than 2.0, including applications of Graduates from UAEU of old batches when minimum GPA for graduation was 1.75, may be considered on a case-to-case basis.

[6] In considering such applications, the applicant may be required to attend and pass a pre-masters course.

Education and Scientific Research by the end of the second term, or be subject to dismissal.

The Admissions Tutor will approve normal and conditional admissions based on the relevant documents except cases of conditional admittance with a GPA less than 2.5, for which approval is required from the Dean or his/her nominee.

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

### 6.4 DOCTORAL PROGRAMME REQUIREMENTS

- A Masters degree with a GPA of 3.0 on 4.0 scale or above or its established equivalent. The degree should be in a related subject from an accredited university.
- Where the masters degree does not have a GPA score, candidates will need to demonstrate that they attained a level of 60% or more on the dissertation or project component of their master's degree or demonstrate outstanding academic achievement on the taught element of such a programme.
- Minimum English language proficiency equivalent to IELTS 6.0 (TOEFL 550, 213 CBT, 79 iBT) or its equivalent in a standardized English language test approved by the Ministry of Higher Education and Scientific Research. The University may raise this requirement for specific programmes.
- Conditional admission is not granted to doctoral-level applicants

### 6.5 EXCEPTIONS TO THE PROOF OF ENGLISH PROFICIENCY REQUIREMENT

- A native speaker of English who has completed his/her undergraduate education in an English medium institution in a country where English is the official language
- A student admitted to and graduated from an English medium institution who can provide evidence of acquiring a minimum TOEFL score of 500 on the Paper-Based test, or its equivalent on another standardized test approved by the MOHESR, upon admission to his/her under graduate programme.
- In the case of applicants applying for doctorate programmes - Students who studied in an English medium Master's programme which required for admission an English proficiency score of 550 on the TOEFL, or its standardized equivalent as approved by the MOHESR, are exempt.
- Subject to the delivery of the initial part of a programme in Arabic, the English requirements as stated in this policy pertain for commencement of module delivered in English. Admission to the initial Arabic modules shall still require a TOEFL score of 500 or equivalent and intensive English language study to achieve the required English proficiency for the English delivery programme modules.

### 6.6 ADMISSIONS PROCEDURES

There are several stages to the University Admissions procedure.

STAGE ONE – INITIAL APPLICATION

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

The form requires the following information:

A. Personal Details

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

B. Referees

The applicant must provide:

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

C. Previous Higher Education Undertaken[9]

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

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

D. Skills & Experience

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

E. FINANCES[11]

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

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

F. OTHER INFORMATION

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

G. SUPPORTING DOCUMENTATION[12] [13]

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

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. Based on the decision taken by the University, the Admissions Office will issue one of the following letters:

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

B. CONFIRMED OFFER[14]

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

C REJECT LETTER

A Reject Letter is issued if a student does not meet the University's entry requirements to the respective programme for which they have applied

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

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*[12] Original documents should not be sent to the University, applicants to obtain attested copies of their documentation*
*[13] 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.*
*[14] A confirmed offer is subject to the overseas applicant receiving the appropriate DIAC Student Residence Visa.*

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.

### 6.7 Admission and Progression through Postgraduate qualifications

For a programme having options of different awards at various exit stages (i.e. Postgraduate Certificate, Postgraduate Diploma or Masters); common entry requirements will be maintained for all awards.

The student can join the programme for any such award, provided they meet the programme entry requirements.

#### 6.7.1 Progression to Higher Award

I. Students who have successfully completed a BUiD Postgraduate (PG) Certificate or PG Diploma, may progress onto a PG Diploma or Masters subject to the following:

   a. All the credit bearing modules of the award were completed within last five years. The credit transfer will be in accordance with University policy on Internal Credit Transfer between PG Qualifications. In cases where a module of the existing award was taken more than five years earlier, academic judgment will be exercised in decision making after evaluating the student though an interview or/and an assessment for that module.

   b. The modules are deemed to have currency and relevance to the extant PGDip or Masters programme in accordance with conditions (based upon academic judgement) approved by the Board of Studies which may include:

      - additional admission assessment to ensure currency and relevance of the prior learning;
      - additional or specific taught modules to be taken.
      - These conditions will be in addition to the conditions as stated in the University Internal Credit Transfer Policy

II. Progression of PG Diploma to Masters, will be dependent on student meeting the progression to dissertation requirements as stated in postgraduate assessment regulations

III. Achievement of the award and issue of the transcript and certificate shall require the progressive accredited award to be relinquished and its certificate and transcript to be returned or overwritten as transferred.

IV. The students requesting progression to higher award will apply through normal University Admissions procedure.

### 6.8 CREDIT TRANSFERS

#### 6.8.1 External Credit Transfers

Transfer of credits may only be considered for Postgraduate Diplomas, Masters and Doctoral Programmes.

At present, BUiD does not allow credit transfer into the Doctorate of Education Programme. However, this shall be kept under review by the University as permissible under MOHESR Standards.

The credit transfer is not applicable to Professional Graduate Diplomas and Postgraduate Certificate Programmes

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

1. Recognised prior learning is assessed on the basis of equivalent learning

outcomes. Assessments will be evidence-based and the faculty will determine a variety of methods and instruments to establish equivalence

2. BUiD does not award credit for experiential learning.

3. BUiD does consider credit transfer arrangements towards its graduate programmes from other higher education institutions subject to the following conditions.

    - 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.
    - 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 programme was taken is accredited within the UAE or recognised by the MOHESR.
    - The Faculty only allows exemptions from modules with content equivalent to that qualification providing the transferable points.
    - Credit points can only be transferred where the work done for the previous qualification would allow the student to successfully perform the assessment exercise for the exempted module.
    - 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.
    - Credits which have already formed part of an award are not acceptable for transfer.
    - Credit transfer will not be awarded for study completed as part of any programme for continuing professional development.

4. 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.

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

6. The modules exempted through credit transfer will be considered as normal pass (grade C at 50%) for the degree completion requirements.

7. As the University does not offer a GPA, credit transferred modules will not count towards any record of GPA.

**In case of students who are 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

### 6.8.2 Internal Credit Transfer within Postgraduate Programmes

Students who have successfully completed BUiD module(s) may transfer his/her credits within BUiD programmes subject to the following:

a. The credit bearing module was completed within the last five years. In cases where the credit transfer is requested for a module which was taken more than five years earlier, academic judgment will be exercised in decision making after evaluating the student though an interview or/and an assessment for that module.

b. Normally the internal credit transfer will be done where the same credit bearing module is transferred to another award or programme (i.e. in cases where progression is required from a progressive to higher award or where a module is common to two different programmes).

c. In cases where the same module is not being transferred, the Faculty only allows exemptions from any module with content equivalent to a module providing the transferable points and where the work done for the previous module would allow the student to successfully perform the assessment exercise for the exempted module.

d. The decision as to whether a previously taken module serves to exempt a student from a current module rests with the Board of Examiners on the recommendation of the Dean of the Faculty.

e. Credits which have already formed part of an award are not acceptable for transfer. BUiD students, however, can opt for progression to a higher award which will require the progressive accredited award to be relinquished and its certificate and transcript to be returned or overwritten as transferred.

f. The fees applicable to the student for the programme in which he/she has registered shall be reduced by a percentage proportional to the weight of the modules transferred relative to the TOTAL number of credits of the taught part of the programme.

g. In the cases of internal credit transfer the period of study for the programme will be pro-rated.

### 6.9 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

### 6.10 DEADLINES

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

### 6.11 STUDENT REGISTRATION

#### 6.11.1 New Students

The University invites its successful applicants to complete registration formalities over a week, usually about two weeks before the commencement of the new term. Students are required to submit the following documents:

- Original attested degree certificate and transcript
- Original IELTS/TOEFL certificate
- Two passport-sized photographs
- Picture ID like passport or Kholsit Al Qaid (for UAE nationals)
- UAE residence visa for non-UAE nationals
- Two reference letters, one academic and employment reference each

Applicants are required to

- Submit a completed Programme Registration form
- Pay an initial fee of AED 10,000 during registration. The remaining tuition fee may be paid as per term payment schedule.

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

**6.11.2 Returning Students**

All returning students are required to complete the Programme Registration form and get it signed by their personal tutor or Director of Studies. Any change in contact details, emergency contact details etc are to be indicated on the registration form. Registration will be complete on getting clearance from the Accounts Department.

Students are required to complete the 'Suspend Study' form if they do not intend to register for a term.

**6.12 ADDING OR DROPPING MODULES**

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

**6.13 READMISSION**

Readmission applies only to students who

a. have voluntarily withdrawn from a programme
b. did not finish within maximum allowed programme duration
c. have failed two attempts at a module
d. did not meet their probationary entry requirements

- A student can only be readmitted once to the same programme.
- There shall be a minimum period between the withdrawal and readmission of the student of one term
- The student needs to include a letter with the readmission application stating why s/he thinks they can perform better now than when they were previously at this University and must indicate their activities during the period they were away from this University. This letter will be taken into consideration by the admissions tutor whose recommendation on readmission will be referred to the Dean for his/her formal confirmation
- 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 term. The student's academic status will be reviewed by the Dean following completion of the first term 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 requirements.
- The student will have to follow the programme structure and fulfill the module requirements of the programme as they are at the time of readmission not as they were when s/he first joined this University.

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

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

### 6.14 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.

### 6.15 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.

### 6.16 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.

# SECTION 7
# FINANCIAL SUPPORT & FEES

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

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

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

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 2011- 12:**

| | |
|---|---|
| Masters in Education | AED 80,000 |
| Postgraduate Diploma in Education | AED 60,000 |
| Masters in Informatics (Knowledge and Data Management) | AED 84,000 |
| Postgraduate Diploma in Informatics (Knowledge and Data Management) | AED 60,000 |
| Postgraduate Certificate in Informatics (Knowledge and Data Management) | AED 30,000 |
| Masters in IT Management | AED 84,000 |
| Postgraduate Diploma in IT Management | AED 60,000 |
| Masters in Project Management | AED 84,000 |
| Postgraduate Diploma in Project Management | AED 60,000 |
| Postgraduate Certificate in Project Management | AED 30,000 |
| Masters in Sustainable Design of the Built Environment | AED 84,000 |
| Postgraduate Diploma in Sustainable Design of Built Environment | AED 60,000 |
| Postgraduate Certificate in Sustainable Design of Built Environment | AED 30,000 |
| Masters in Systems Engineering | AED 84,000 |
| Postgraduate Diploma in Systems Engineering | AED 60,000 |
| Masters in Intelligent Building Design and Automation | AED 84.000 |
| Postgraduate Diploma in Intelligent Building Design and Automation | AED 60,000 |
| Masters in Finance and Banking | AED 84,000 |
| Postgraduate Diploma in Finance and Banking | AED 60,000 |
| Masters in Human Resource Management | AED 84,000 |
| Postgraduate Diploma in Human Resource Management | AED 60,000 |
| Masters in Construction and Dispute Resolution | AED 84,000 |
| Doctorate in Education | AED 150,000 |

**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 Term 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 Term 2 and for part-time students at the beginning of Year 2 term 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 term 1 of their programme for four years. In the final year the student pays AED 20000 at the beginning of year 1 term 1 of their programme
Full time EdD student pays AED 50000 at the beginning of year 1 term 1 of their programme for two years. In the final year the student pays AED 40000 at the beginning of year 1 term 1 of their programme

f. The tuition fees are applicable to individual students for the entire duration of their programme subject to minor variation with price indices.

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

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

**Retake Module**
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.

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

Non-payment of fees will result in the student not being registered and being barred from attending classes. In such cases the blackboard access will be denied and the student will not be allowed to borrow books from the library.

**OTHER FEES**

**Credit Transfer Administration Fee**
Applicants applying for transfer of credit of prior learning towards the University's qualifications are required to pay a fee of AED 500 per module at the time of submitting the Credit Transfer Review Request form.

**Readmission Fees**
Students who seek readmission to the University are required to pay a readmission fee of AED 1,000. This fee is in addition to the University tuition fees.

**Transcript Fees**
Students are provided one set of original transcript along with the degree certificate. Additional original transcript will be provided, on request, for a fee of AED 50 per copy.

**Dissertation Fees**
Students who suspend their study after commencing their dissertation are required to pay a fee of AED 1500 on re-registration after the period of suspension.

Dissertation extension fee is AED 1500, for renewal of registration and the student is provided a further period of study up to one additional term.

An extension of one calendar month may be approved by the Registrar, at his sole discretion, upon the advice of the Dean, without requiring the student to apply for Renewal of Registration and without payment of the AED 1500 Renewal Fee.

Any further extension of registration will be at a fee of AED 4500.

# SECTION 8
# ACADEMIC ADVICE AND PASTORAL SUPPORT

The University is committed to ensuring that its students successfully complete their chosen programme of study and wherever possible do not leave prematurely without obtaining an appropriate qualification. To ensure an excellent student experience, academic advice and support is available to students throughout the course of their programmes through a number of channels. The advisors who are directly involved with student progression and performance are:

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

**Personal Tutor**

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

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

Students' Responsibilities related to Personal Tutoring

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

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

**Module Tutors**
Module tutor is the person responsible for teaching the module. During the term, the Module Tutors teaching each module will make themselves available to students through establishing weekly office hours (minimum of two hours per week for staff teaching current modules, other staff by appointment)

during which they may be consulted on curricular and related matters, and give individual advice on matters pertaining to the programme. Outside these office hours, staff should be available by appointment.

**Module Coordinator**
At BUiD, each module has a designated Module Coordinator, where there is a single module tutor than he/she would hold both roles. However, where there are several module tutors, one will be appointed as Module Coordinator. For any module being taught by an adjunct lecturer a full time staff member of the University will be assigned the responsibilities of Module Coordination.

Module Coordinators should be available to students by appointment so they may be consulted on any module related matters where students need advice in addition to the advice given to them by their Module Tutors.

**Dissertation Supervisor** (Applicable only to programmes having a dissertation component)

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

The responsibilities of the dissertation supervisor are:

a. To give guidance about the nature of the dissertation enquiry and the standard of work to be expected.

b. Guide the student in focusing the study and in drawing up a plan and outline for the dissertation to ensure that a feasible piece of work is proposed.

c. Advise the student on relevant literature and methodology.

d. To maintain contact through dissertation meetings in accordance with University policy and in the light of any agreement reached with the student.

e. Monitor progress against an agreed plan and timetable for the dissertation study.

f. Comment on at least some if not all of the draft chapters of the dissertation.

g. To ensure that the student is made aware if the standard of work is below that expected.

h. Where relevant, advise on ethical and safety implications of the work.

i. Respond promptly and appropriately, by making constructive suggestions both at the planning stage and in response to the material submitted.

j. Give appropriate technical advice and also assist the student in planning and refining the dissertation and working towards agreed targets during the period of work.

k. Ensure that their students are fully aware of their being away for any extended periods such as in annual leave during the summer, and make back-up supervisory arrangements at crucial times, such as when draft chapters are being written or submitted.

l. To give advice on the necessary completion dates of successive stages of the work so that the dissertation may be submitted within the scheduled time.

m. Write a formal progress report for any student who applies for a formal extension to the standard period of dissertation study registration.

n. To advise the HoP/Programme Coordinator, Dean of the Faculty and the student, as soon as it is recognised that there is a problem, if in his or her opinion, there is significant likelihood

that the student is likely to fail the dissertation. Dissertation supervisors are not required to indicate the standard of the work in progress as it is only the final submission which is formally assessed.

o. To be the first marker of the Dissertation. Making sure that all assessment procedures in line with University Regulations are followed.

At the beginning of the dissertation, a learning contract will be signed between the University and the student laying out the scope of research, research milestones and the schedule of meetings between the student and the supervisor. The dissertation supervisors will make themselves available to students for these meetings.

A change of the Dissertation Supervisor may be sought by the student, the adviser, the programme, or the Faculty. Any such change shall only be made with the approvals of Head of Programme /Programme Coordinator and the Dean of the Faculty.

**Head of Programme / Programme Coordinator**
Students may consult the HOP/Programme Coordinator should they experience any difficulty which is impairing academic performance. The HOP/Programme Coordinator will discuss and, if possible, suggest solutions for any problems with academic work, and may involve other members of staff, e.g. personal tutors or module coordinators, where appropriate.

**Supervision for Doctoral Students**

The academic advice and supervision specific to Doctoral students is offered through a Supervisory Team. The aim of the supervisory team is to achieve maximum clarity in the supervisory process to ensure that the student's requirements and issues are addressed throughout their research degree. The team will consist of:

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

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

**Director of Studies**
The Director of Studies performs the main supervisory role for a doctoral student and will meet regularly with the student and advise on academic progress. S/he will be responsible for the overall management and direction of the student's research degree including any administrative issues relating to the student's registration and progress.

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

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

# SECTION 9
# FACULTY OF ENGINEERING & IT

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

The Faculty offers full-time and part-time Postgraduate 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. The degree in Informatics and Information Technology Management programme is offered in collaboration with University of Edinburgh and University of Manchester. Degrees are awarded by BUiD according to standards set by these associate institutes.

**DEGREES OFFERED**
Master of Science (MSc) in Systems Engineering
Postgraduate Diploma (PGDip) in Systems Engineering
Master of Science (MSc) in Sustainable Design of Built Environment
Postgraduate Diploma in Sustainable Design of Built Environment
Postgraduate Certificate in Sustainable Design of Built Environment
Master of Science (MSc) in Intelligent Building Design and Automation
Postgraduate Diploma in Intelligent Building Design and Automation
Master of Science (MSc) in Informatics (Knowledge and Data Management)
Postgraduate Diploma in Informatics (Knowledge and Data Management)
Postgraduate Certificate in Informatics (Knowledge and Data Management)
Master of Science (MSc) in Information Technology Management

DEAN
Professor Bassam Abu Hijleh

ACADEMIC STAFF

**Professors**
Professor Bassam Abu Hijleh
Professor Robert Whalley

**Associate Professors**
Dr. Alaa Ameer
Dr Khaled Shalaan
Dr Sherief Addullah

**Assistant Professor**
Dr. Fadeyi Moshood Olawale

**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 or the PG Dip programme in Systems Engineering.

## 9.1 MSc IN SYSTEMS ENGINEERING PROGRAMME

The purpose of the MSc in 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 MSc degree 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.

### 9.1.1 HEAD OF PROGRAMME

Professor Robert Whalley

### 9.1.2 ACADEMIC STAFF

**Professors**
Professor Robert Whalley

**Associate Professors**
Dr. Alaa Ameer

**External examiner**
Dr. John Flower,Warwick University

**Admissions Tutor**
Dr. Alaa Ameer

### 9.1.3 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 highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 9.1.4 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 6 x 20 credit modules and satisfactorily pass all elements of assessment
- Undertake 200 notional hours of study for each 20 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.

### 9.1.5 PROGRAMME GOALS

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

5. To address the need for systems engineering skills in the Gulf region

### 9.1.6 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

1. Appreciate the processes that contribute to Systems Engineering in organisations.
2. Understand the theoretical and analytical framework for Systems Engineering within organisations
3. Attain in depth knowledge of specific tools and techniques used in Systems Engineering and their contribution to performance and efficiency.

Intellectual Skills

4. Demonstrate a scientific systematic understanding of the theory and techniques of Systems Engineering at the forefront of professional practice.
5. Evaluate advanced methods of Systems Engineering critically and, where appropriate, propose new alternatives.
6. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in this discipline.
7. Apply current knowledge appropriately and with originality towards practical Systems Engineering, Modelling and Automatic Control.
8. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

Subject Practical Skills

9. Collect and record relevant informational requirements in an organisation, in order to assess the potential improvements in systems engineering.
10. Identify the most important aspects of implementing systems engineering solutions to meet the requirements, and dealing with them systematically and critically.
11. 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

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

### 9.1.7 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:

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

### 9.1.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1800 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.

**9.1.9 PROGRAMME STRUCTURE**

| **CORE:** | | **CREDITS** |
|---|---|---|
| 1 | System Analysis Methods | 20 |
| 2 | Modelling Methods and Applications | 20 |
| 3 | Process Control Techniques | 20 |

| ***Electives SET 1:*** *(Student will be required to take at-least two out of these three modules)* | **Credits** |
|---|---|
| 1. Distributed and Discrete System Analysis<br>2. State Space and Multivariable Systems<br>3. Multivariable Systems and Control | 20 Credits each |
| ***Electives SET 2:*** *(Student will be allowed to take at-most one out of these three modules)* | **Credits** |
| 1. Automotive Systems<br>2. Mechatronics Systems<br>3. Manufacturing Systems | 20 Credits each |
| ***Dissertation*** | **60 Credits** |
| ***Total Credits*** | **180** |

**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)

## 9.2 POSTGRADUATE DIPLOMA IN SYSTEMS ENGINEERING

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 9.2.1 HEAD OF PROGRAMME

Professor Robert Whalley

### 9.2.2 ACADEMIC STAFF

**Professors**
Professor Robert Whalley

**Assistant Professor**
Dr. Alaa A Ameeer

**External examiner**
Dr. John Flower, Warwick University

**Admissions Tutor**
Dr. Alaa Ameer

### 9.2.3 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 highest “world-leading’ quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 9.2.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Complete 6 x 20 credit modules (3 core modules and 3 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.

### 9.2.5 PROGRAMME GOALS

The principal goals of the Postgraduate Diploma in Systems Engineering are:

1 To provide a thorough practical and theoretical understanding of the relevance and importance of Systems Engineering

2 To provide in depth knowledge and understanding of a number of key specific tools and techniques in the area of Systems Engineering

3 To provide students with the opportunity to apply learning by means of classroom exercises and case studies.

4 To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment duties.

5 To address the need for systems engineering skills in the Gulf region

### 9.2.6 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

1. Appreciate the processes that contribute to Systems Engineering in organisations.
2. Understand the theoretical and analytical framework for Systems Engineering within organisations
3. Attain in depth knowledge of specific tools and techniques used in Systems Engineering and their contribution to performance and efficiency.

Intellectual Skills

4. Demonstrate a scientific systematic understanding of the theory and techniques of Systems Engineering at the forefront of professional practice.
5. Evaluate advanced methods of Systems Engineering critically and, where appropriate, propose new alternatives.
6. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in this discipline.
7. Apply current knowledge appropriately and with originality towards practical systems engineering, modelling and automatic Control.

Subject Practical Skills

8. Collect and record relevant information requirements to assess the potential improvements in systems engineering, modelling and automatic Control.
9. Identify the most important aspects of implementing Systems Engineering solutions to meet specified requirements, dealing with them in a systematic, scientific manner.
10. Use systematic methodologies to identify, evaluate and analyse key system engineering knowledge and solutions.

Transferable Skills

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

### 9.2.7 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:

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

### 9.2.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1200 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.

### 9.2.9 PROGRAMME STRUCTURE

| **CORE:** | | **CREDITS** |
|---|---|---|
| 1 | System Analysis Methods | 20 |
| 2 | Modelling Methods and Applications | 20 |
| 3 | Process Control Techniques | 20 |

| ***Electives SET 1:*** *(Student will be allowed to take at-least two out of these three modules)* | **Credits** |
|---|---|
| 4. Distributed and Discrete System Analysis<br>5. State Space and Multivariable Systems<br>6. Multivariable Systems and Control | 20 Credits each |
| ***Electives SET 2:*** *(Student will be allowed to take at-most one out of these three modules)* | **Credits** |
| 4. Automotive Systems<br>5. Mechatronics Systems<br>6. Manufacturing Systems | 20 Credits each |
| ***Total Credits*** | **120** |

**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)

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| ENGG501 | System Analysis Methods | Dr Alaa Ameer |
| ENGG502 | Modelling Methods and Applications | Dr Alaa Ameer |
| SYS01505 | Information and State Space System Models | Prof Robert Whalley |
| SYS01506 | Multivariable Systems and Control 1 | Prof Robert Whalley |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| ENGG501 | System Analysis Methods | Dr Alaa Ameer |
| ENGG502 | Modelling Methods and Applications | Dr Alaa Ameer |
| SYS01508 | Multivariable Systems and Control 2 | Prof Robert Whalley |
| SYS01507 | System Regulation and Computer Control | Prof Robert Whalley |
| | Elective | |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| ENGG503 | Process Control Techniques | Prof Robert Whalley |
| ENGG504 | Distributed Parameter System Modelling | Dr Alaa Ameer |

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

**MODULE DESCRIPTIONS**

**ENGG501**
**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.

**ENGG502**
**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.

**ENGG503**
**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.

**ENGG504**
**Distributed Parameter System Modelling**
This module enables students to gain an understanding of Distributed and Discrete System analysis methods with the inclusion of irrational, finite time delay functions. Typically large scale dispersed system models and computer control regulation will be investigated.

**ENGG505**
**State Space and Multivariable Systems**
This module is designed to introduce state space and multivariable techniques, computer simulation, design and analysis methods.

**ENGG506**
**Multivariable Systems and Control**
This module is designed to introduce state space and multivariable techniques, computer simulation, design and compensation methods.

**ENGG507**
**Automotive Systems**
This module is designed to familiarise students with automotive systems, prime movers and vehicle performance.

**ENGG508**
**Mechatronic Systems**
This module introduces the theory and practice of mechatronics with application studies

**ENGG509**
**Manufacturing Systems**
This module is designed to familiarise students with manufacturing systems, factory layout, machines, materials, production processes and performance.

**As the Systems Engineering programme structure was changed from 8 modules to 6 modules, the following modules are offered as part of transition plan for existing students**

**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.

## 9.3 MSc IN SUSTAINABLE DESIGN OF THE BUILT ENVIRONMENT PROGRAMME

The main aim of the Sustainable Design of the Built Environment 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.

### 9.3.1 PROGRAMME COORDINATOR

Professor Bassam Abu Hijleh

### 9.3.2 ACADEMIC STAFF

**Professors**
Professor Bassam Abu Hijleh

**Assistant Professor**
Dr. Fadeyi Mashood Olawale

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

**Admissions Tutor**
Dr. Fadeyi Mashood Olawale

### 9.3.3 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 one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 9.3.4 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 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.

### 9.3.5 PROGRAMME GOALS

The principal goals of the MSc in Sustainable Design of the Built Environment are:

1 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
2 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
3 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

4 To draw on the long experience of Cardiff University's Centre for Research in the Built Environment in research and consultancy in this subject
5 To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region
6 To meet the learning needs of students from diverse academic and professional backgrounds.

### 9.3.6 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 in the three principal areas, i.e. knowledge, understanding and skills:

Knowledge

1. identify the environmental needs and preferences of building users;
2. describe the processes that contribute to physical environments in and around buildings;
3. articulate the main principles governing the design of buildings to be environmentally sound;
4. give examples of buildings that demonstrate a wide range of design strategies for achieving high environmental standards;
5. exhibit advanced and state-of-the-art knowledge in research in at least one specialized area within the built environment;

Understanding

6. demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;
7. evaluate advanced practice in environmental design critically and, where appropriate, propose new alternatives;
8 illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
9. apply current knowledge appropriately and with originality to building for environmental design;
10. anticipate the principal ways in which controlling physical environments can impact on the wider local and global environment;
11. Carry out original research at the forefront of knowledge on a relevant built environment topic through a dissertation;

Skills

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

### 9.3.7 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:

Six (four core and two elective) taught modules (total 120 credits)
Dissertation (60 credits)

### 9.3.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 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

### 9.3.9 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| **Core Modules** | | |
| SDBE501 | Climate and Comfort | 20 |
| SDBE502 | Renewable and Sustainable Resources | 20 |
| SDBE503 | Investigations in the Built Environment | 20 |
| SDBE504 | Sustainable Built Environment | 20 |
| **Elective modules: students have to choose two elective modules, depending upon the area they want to specialise in** | | |
| SDBE505 | Skin and Spaces<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE506 | Passive Design<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE507 | Efficient Building Services<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE508 | Sustainable Urban Design | 20 |
| SDBE509 | Urban Development and Conservation | 20 |
| SDBE510 | Sustainable Indoor Environment<br>(Pre- requisite SDBE502 Renewable and Sustainable Resources) | 20 |
| SDBE511 | An Eco-Pluralistic Approach to Interior Design<br>(Pre- requisite SDBE502 Renewable and Sustainable Resources) | 20 |
| SDBE512 | Ecology of Urban Landscape<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE513 | Liveable Landscape<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE514 | Intelligent Building Design<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE515 | Corporate Social Responsibility | 20 |
| **Total Credits** | | 120 |

## 9.4 POSTGRADUATE DIPLOMA IN SUSTAINABLE DESIGN OF THE BUILT ENVIRONMENT PROGRAMME

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

### 9.4.1 PROGRAMME COORDINATOR

Professor Bassam Abu Hijleh

### 9.4.2 ACADEMIC STAFF

**Professors**
Professor Bassam Abu Hijleh

**Assistant Professor**
Dr. Fadeyi Mashood Olawale

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

**Admissions Tutor**
Dr. Fadeyi Mashood Olawale

### 9.4.3 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 one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 9.4.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- 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.

### 9.4.5 PROGRAMME GOALS

The principal goals of the PG Diploma in Sustainable Design of the Built Environment are:

1. 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;
2. 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;
3. 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 to emphasise the ongoing development of knowledge.

4. To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region;
5. To meet the learning needs of students from diverse academic and professional backgrounds.

### 9.4.6 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 typical student will be expected to have the following abilities in the three principal areas, i.e. knowledge, understanding and skills:

Knowledge

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

Understanding

5. demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;
6. evaluate advanced practices in environmental design critically and, where appropriate, propose alternatives;
7. illustrate how established techniques of research and inquiry are used to create and interpret knowledge in the discipline;
8. apply current knowledge appropriately and with originality to building for environmental design;
9. anticipate the principal ways in which controlling physical environments can impact on the wider local and global;

Skills

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

### 9.4.7 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:
Six (four core and two elective) taught modules (total 120 credits)

### 9.4.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1200 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.

### 9.4.9 PROGRAMME STRUCTURE

| **Module Code** | **Module Title** | **Credits** |
|---|---|---|
| **Core Modules** | | |
| SDBE501 | Climate and Comfort | 20 |

| Module Code | Module Title | Credits |
|---|---|---|
| SDBE502 | Renewable and Sustainable Resources | 20 |
| SDBE503 | Investigations in the Built Environment | 20 |
| SDBE504 | Sustainable Built Environment | 20 |
| **Elective modules: students have to choose two elective modules, depending upon the area they want to specialise in** | | |
| SDBE505 | Skin and Spaces<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE506 | Passive Design<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE507 | Efficient Building Services<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE508 | Sustainable Urban Design | 20 |
| SDBE509 | Urban Development and Conservation | 20 |
| SDBE510 | Sustainable Indoor Environment<br>(Pre- requisite SDBE502 Renewable and Sustainable Resources) | 20 |
| SDBE511 | An Eco-Pluralistic Approach to Interior Design<br>(Pre- requisite SDBE502 Renewable and Sustainable Resources) | 20 |
| SDBE512 | Ecology of Urban Landscape<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE513 | Liveable Landscape<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE514 | Intelligent Building Design<br>(Pre- requisite SDBE501 Climate and Comfort) | 20 |
| SDBE515 | Corporate Social Responsibility | 20 |
| **Total Credits** | | 120 |

## 9.5 POSTGRADUATE CERTIFICATE IN SUSTAINABLE DESIGN OF THE BUILT ENVIRONMENT PROGRAMME

The Postgraduate Certificate in SDBE may be of interest to students who wish to obtain a higher degree in Sustainable Design of the Built Environment in a short duration. The Postgraduate Certificate may also be taken as an exit route by MSc/Diploma students who are unable to continue studies beyond the Postgraduate Certificate due to any circumstances.

### 9.5.1 PROGRAMME COORDINATOR

Professor Bassam Abu Hijleh

### 9.5.2 ACADEMIC STAFF

**Professors**
Professor Bassam Abu Hijleh

**Assistant Professor**
Dr. Fadeyi Mashood Olawale

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

**Admissions Tutor**
Dr. Fadeyi Mashood Olawale

### 9.5.3 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 one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 9.5.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Complete 3 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 BUiD.

### 9.5.5 PROGRAMME GOALS

The Goals of the SDBE PG Certificate are detailed below.

1. 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;
2. 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;
3. To address the different requirements for environmental design raised by the globe's diverse climates, but with particular reference to the Gulf region;

### 9.5.6 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. identify the environmental needs and preferences of building users;
2. describe the processes that contribute to physical environments in and around buildings;
3. articulate the main principles governing the design of buildings to be environmentally sound;

Understanding

4. demonstrate a systematic understanding of the theory and techniques needed at the forefront of professional practice in environmental design;
5. illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline ;
6. anticipate the principal ways in which controlling physical environments can impact on the wider local and global;

Skills

7. identify the nature of complex environmental design problems and deal with them both systematically and critically;
8. engage effectively in debate in a professional manner and prepare and present projects and project reports at a professional standard applicable to industry;

### 9.5.7 CREDITS

The PG Certificate programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 60 credits is broken down into:

3 taught modules (total 60 credits)

### 9.5.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 600 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.

| **Module Code** | **Module Title** | **Credits** |
|---|---|---|
| SDBE501 | Climate and Comfort | 20 |
| SDBE502 | Renewable and Sustainable Resources | 20 |
| SDBE504 | Sustainable Built Environment | 20 |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| SDBE501 | Climate and Comfort | Dr Hanan Taleb |
| SDBE502 | Renewable and Sustainable Resources | Prof Bassam Abuhijleh |
| SDBE504 | Sustainable Built Environment | Dr Fadeyi Olawale |
| SDBE507 | Efficient Building Services | Prof Bassam Abuhijleh |
| SDBE510 | Sustainable Indoor Environment | Dr Fadeyi Olawale |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| SDBE501 | Climate and Comfort | TBA |
| SDBE503 | Investigations in the Built Environment | Prof Bassam Abuhijleh |
| SDBE506 | Passive Design | TBA |
| SDBE514 | Intelligent Building Design | Dr Fadeyi Olawale |
| SDBE513 | Liveable Landscape | Dr Fadeyi Olawale |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| SDBE502 | Renewable and Sustainable Resources | Prof Bassam Abuhijleh |
| SDBE508 | Sustainable Urban Design | TBA |
| SDBE505 | Skins and Spaces | TBA |
| SDBE504 | Sustainable Built Environment | Dr Fadeyi Olawale |

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

## CORE MODULE DESCRIPTIONS

**SDBE501**
**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.

**SDBE502**
**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.

**SDBE503**
**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.

**SDBE504**
**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 DESCRIPTIONS

**SDBE505**
**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.

**SDBE506**
**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.

**SDBE507**
**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.

**SDBE508**
**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.

**SDBE509**
**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.

**SDBE510**
**Sustainable Indoor Environment**
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

**SDBE511**
**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

**SDBE512**
**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.

**SDBE513**
**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.

**SDBE514**
**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

**SDBE515**
**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.

## 9.6 MSc IN INTELLIGENT BUILDING DESIGN AND AUTOMATION

The BUiD MSc in Intelligent Building Design and Automation (IBDAA) is a multi-disciplinary programme delivered by the Faculty of Engineering. This MSc programme is a 'hybrid course' comprising modules from both the Systems Engineering and the Sustainable Design of Built Environments programmes so as to fulfil specific requirements identified by industry.

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 MSc degree is 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.

### 9.6.1 PROGRAMME COORDINATOR

Dr Alaa Ameer

### 9.6.2 ACADEMIC STAFF

**Professors**
Professor Robert Whalley
Professor Bassam Abu Hijleh

**Associate Professors**
Dr. Alaa Ameer
Dr. Fadeyi Mashood Olawale

**External Examiner**
To be appointed

**Admissions Tutor**
Dr. Alaa Ameer

### 9.6.3 ASSOCIATION WITH UK INSTITUTION

The Intelligent Building Design And Automation programme is offered in association with the University of Manchester and Cardiff University which are top rated research universities in the UK, recently awarded the highest "world-leading' quality profile for research in the most recent Research Assessment survey (RAE 2008).

### 9.6.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

- Complete a 20,000 word dissertation on a topic based on one of the modules or specialist themes within the IBDAA 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 BUiD.

### 9.6.5 PROGRAMME GOALS

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

1 To provide a thorough practical and theoretical understanding of the relevance and importance of Intelligent Buildings Design and Automation

2 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

3 To provide students with the opportunity to apply learning by means of classroom exercises and case studies

4 To provide students with the opportunity to apply learning by means of an extended research based dissertation

5 To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.

6 To address the need for skills in the Gulf region in the discipline of Intelligent Buildings Design and Automation

### 9.6.6 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. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
7. Apply current knowledge of practical systems engineering appropriately and with originality.

Subject Practical Skills

8. Collect and record relevant information in an organisational setting, in order to assess the potential for improvements in intelligent buildings design.
9. Identify the most important aspects of implementing solutions in intelligent buildings design and automation and deal with them systematically and critically.
10. 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

11. Exercise initiative and personal responsibility in planning and executing study tasks.

12. Work independently and manage time effectively in order to be able to work to specific deadlines.

### 9.6.7 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).

### 9.6.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 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.

### 9.6.9 PROGRAMME STRUCTURE

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

| **Module Code** | **Module Title** | **Credits** |
|---|---|---|
| SDBE504 | Sustainable Built Environment | 20 |
| SDBE507 | Efficient Building Services | 20 |
| SDBE514 | Intelligent Building Design | 20 |
| ENGG501 | System Analysis Methods | 20 |
| ENGG502 | Modelling Methods and Applications | 20 |
| ENGG503 | Process Control Techniques<br>(pre requisite ENGG501 System Analysis Methods) | 20 |
| RES510 | Dissertation | 60 |
| **Total Credits** | | 180 |

## 9.7 POSTGRADUATE DIPLOMA IN INTELLIGENT BUILDING DESIGN AND AUTOMATION

The award of a PG Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the knowledge/tools/skills needed by professionals in industry.

The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the lecture course, assignments and case studies would provide a sound basis for the compilation of reports, critical assessments, and development studies for industrial purposes. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete their dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

### 9.7.1 PROGRAMME COORDINATOR

Dr Alaa Ameer

### 9.7.2 ACADEMIC STAFF

**Professors**
Professor Robert Whalley
Professor Bassam Abu Hijleh

**Associate Professors**
Dr. Alaa Ameer
Dr. Fadeyi Mashood Olawale

**External Examiner**
To be appointed

**Admissions Tutor**
Dr. Alaa Ameer

### 9.7.3 ASSOCIATION WITH UK INSTITUTION

The Intelligent Building Design And Automation programme is offered in association with the University of Manchester and Cardiff University which are top rated research universities in the UK, recently awarded the highest “world-leading’ quality profile for research in the most recent Research Assessment survey (RAE 2008).

### 9.7.4 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 1 year and a maximum of 5 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

### 9.7.5 PROGRAMME GOALS

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

1 To provide a thorough practical and theoretical understanding of the relevance and importance of Intelligent Buildings Design and Automation

2 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

3 To provide students with the opportunity to apply learning by means of classroom exercises and case studies

4 To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.

5 To address the need for skills in the Gulf region in the discipline of Intelligent Buildings Design and Automation

### 9.7.6 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.

### 9.7.7 CREDITS

The 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)

### 9.7.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1200 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.

### 9.7.9 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| SDBE504 | Sustainable Built Environment | 20 |
| SDBE507 | Efficient Building Services | 20 |
| SDBE514 | Intelligent Building Design | 20 |
| ENGG501 | System Analysis Methods | 20 |
| ENGG502 | Modelling Methods and Applications | 20 |
| ENGG503 | Process Control Techniques<br>(pre requisite ENGG501 System Analysis Methods) | 20 |
| RES510 | Dissertation | 60 |
| **Total Credits** | | 180 |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| SDBE504 | Sustainable Built Environment | Dr Fadeyi Olawale |
| SDBE507 | Efficient Building Services | Prof Bassam Abuhijleh |
| ENGG501 | System Analysis Methods | Dr Alaa Ameer |
| ENGG502 | Modelling Methods and Applications | Dr Alaa Ameer |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| SDBE514 | Intelligent Building Design | Dr Fadeyi Olawale |
| ENGG501 | System Analysis Methods | Dr Alaa Ameer |
| ENGG502 | Modelling Methods and Applications | Dr Alaa Ameer |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| ENGG503 | Process Control Techniques | Prof Rober Whalley |
| SDBE504 | Sustainable Built Environment | Dr Fadeyi Olawale |

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

**MODULE DESCRIPTIONS**

**SDBE504**
**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.

**SDBE507**
**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.

**SDBE514**
**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).

**ENGG501**
**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.

**ENGG502**
**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.

**ENGG503**
**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.

## 9.8 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.

### 9.8.1 HEAD OF PROGRAMME

Dr. Khaled Shaalan

### 9.8.2 ACADEMIC STAFF

**Associate Professors**
Dr. Khaled Shaalan
Dr. Sherief Abdallah

**External examiner**
Prof. Ken Turner,Stirling University

**Admissions Tutor**
Dr. Khaled Shaalan

### 9.8.3 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 UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 9.8.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

1 Successfully complete an 60 credit dissertation of not more than 25,000 words in length on a topic based on one of the modules or specialist streams within the Faculty of Informatics
2 Successfully complete 6 x 20 credit modules
3 Undertake 200 notional hours of study for each 20 credit module
4 Attend for at least 70% of all contact sessions
5 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)
6 Have no outstanding debt with BUiD.

### 9.8.5 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.

### 9.8.6 PROGRAMME OUTCOMES

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

Knowledge and Understanding

1 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.
2 To demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3 Demonstrate advanced knowledge of the state of the art in research in specialist areas within Informatics
4 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

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

Professional/Subject/Specific/Practical Skills

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

Transferable Skills

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

### 9.8.7 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 60 credits towards the assessment of the programme.

### 9.8.9 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 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.

### 9.8.10 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|

| | | |
|---|---|---|
| ***Core: Complete all of the following modules*** | | |
| INF501 | Informatics Research Methods | 20 |
| INF502 | Knowledge Representation & Reasoning | 20 |
| INF503 | Introduction to Computational Linguistics | 20 |
| INF504 | Data Mining and Exploration | 20 |
| ***Electives SET 1: (Student will be required to take at-least one out of these three modules)*** | | |
| INF505 | Knowledge Engineering (pre-requisite INF01523, Knowledge Representation & Reasoning) | 20 |
| INF506 | Knowledge Management | 20 |
| INF507 | Learning from Data (pre-requisite INF01525, Data Mining & Exploration) | 20 |
| ***Electives SET 2: (Student will be allowed to take at-most one out of these three modules)*** | | |
| SDBE514 | Intelligent Building Design | 20 |
| ENGG502 | Modelling Methods and Applications | 20 |
| EDU514 | Learning and Educational Technology | 20 |
| **Independent Research** | | |
| RES506 | Dissertation | 60 |
| | **Total Credits** | **180** |

## 9.9 POSTGRADUATE DIPLOMA IN INFORMATICS (KNOWLEDGE AND DATA MANAGEMENT)

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 9.9.1 HEAD OF PROGRAMME

Dr. Khaled Shaalan

### 9.9.2 ACADEMIC STAFF

**Associate Professors**
Dr. Khaled Shaalan
Dr. Sherief Abdallah

**External examiner**
Prof. Ken Turner, Stirling University

**Admissions Tutor**
Dr. Khaled Shaalan

### 9.9.3 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 one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 9.9.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- 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.

### 9.9.5 PROGRAMME OUTCOMES

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

Knowledge

1. 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.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas related to Informatics
4. Demonstrate an understanding of research methodologies at a level that permits the student to engage in research in the subject area.

Intellectual Skills

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

Subject Practical Skills

9. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas related to Informatics
10. Design, develop and evaluate Internet Applications and Intelligent Systems to meet the needs of potential users
11. Develop projects including proposal writing

Transferable Skills

12. Deploy logical, analytical, and problem solving skills and to synthesise solutions.
13. Show self-direction and time management skills when working independently.
14. Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

### 9.9.6 CREDITS

The 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.

### 9.9.7 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort so that the whole programme is 1200 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.

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### 9.9.8 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| ***Core: Complete all of the following modules*** | | |
| INF01523 | Informatics Research Methods | 20 |
| INF01524 | Knowledge Representation & Reasoning | 20 |
| INF01525 | Introduction to Computational Linguistics | 20 |
| INF01526 | Data Mining and Exploration | 20 |
| ***Electives SET 1: (Student will be required to take at-least one out of these three modules)*** | | |
| INF02517 | Knowledge Engineering<br>(pre-requisite INF01523, Knowledge Representation & Reasoning) | 20 |
| INF02518 | Knowledge Management | 20 |
| INF02519 | Learning from Data<br>(pre-requisite INF01525, Data Mining & Exploration) | 20 |
| ***Electives SET 2: (Student will be allowed to take at-most one out of these three modules)*** | | |
| ENV06514 | Intelligent Building Design | 20 |
| SYS 502 | Modelling Methods and Applications | 20 |
| EDU05514 | Learning and Educational Technology | 20 |
| | **Total Credits** | **120** |

## 9.10 POSTGRADUATE CERTIFICATE IN INFORMATICS (KNOWLEDGE AND DATA MANAGEMENT)

The Postgraduate Certificate award may be of interest to students who wish to obtain a higher degree in Informatics (Knowledge and Data Management) but who may be not currently able or willing to undertake the longer period of study required for MSc or Diploma programme. The Postgraduate Certificate may also be taken as an exit route by MSc/Diploma students who are unable to continue studies beyond the Postgraduate Certificate due to any circumstances.

### 9.10.1 HEAD OF PROGRAMME

Dr. Khaled Shaalan

### 9.10.2 ACADEMIC STAFF

**Associate Professors**
Dr. Khaled Shaalan
Dr. Sherief Abdallah

**External examiner**
Prof. Ken Turner,Stirling University

**Admissions Tutor**
Dr. Khaled Shaalan

### 9.10.3 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 one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 9.10.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Successfully complete 3 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Have no outstanding debt with BUiD

### 9.10.5 PROGRAMME OUTCOMES

The outcomes of the Postgraduate Certificate are listed below:

Knowledge

1. 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.
2. To demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies

Intellectual Skills

3. Make effective use of learning materials and to acquire and apply knowledge from a variety of sources.
4. Apply relevant theories and techniques to a range of application contexts

Subject Practical Skills

5. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas related to Informatics
6. Design, develop and evaluate Internet Applications and Intelligent Systems to meet the needs of potential users

Transferable Skills

7. Deploy logical, analytical, and problem solving skills and to synthesise solutions.
8. Communicate effectively through a variety of media including oral, visual, written, diagrammatic and on-line.

### 9.10.6 CREDITS

The programme is modular, providing elements of compulsory provision but also flexibility to meet the needs and interests of participants. Students will undertake 60 credits of taught programme material.

### 9.10.7 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 600 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.

### 9.10.8 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| INF502 | Knowledge Representation & Reasoning | 20 |
| INF503 | Introduction to Computational Linguistics | 20 |
| INF504 | Data Mining and Exploration | 20 |
| **Total Credits** | | **60** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**

**September 2011, Term 1**

| Core Modules | Elective Modules |
|---|---|
| INF501: Informatics Research Methods<br>Coordinator: Dr Sherief Abdallah | INF506: Knowledge Management<br>Coordinator: Dr Khaled Shalaan |
| INF504: Data Mining & Exploration<br>Coordinator: Dr Sherief Abdallah | |

**January 2012, Term 2**

| Core Modules | Elective Modules |
|---|---|
| INF502: Knowledge Representation & Reasoning<br>Coordinator: Dr Khaled Shalaan | INF507: Learning from Data<br>Coordinator: Dr Sherief Abdallah |
| INF503 Introduction to Computational Linguistics<br>Coordinator: Dr Khaled Shalaan | |
| INF504: Data Mining & Exploration<br>Coordinator: Dr Sherief Abdallah | |

**Summer 2012, Term 3**

| Core Modules | Elective Modules |
|---|---|
| INF501: Informatics Research Methods<br>Coordinator: Dr Sherief Abdallah | INF507: Learning from Data<br>Coordinator: Dr Sherief Abdallah |
| | INF506: Knowledge Management<br>Coordinator: Dr Khaled Shalaan |

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

**MODULE DESCRIPTIONS**

**INF501**
**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.

**INF502**
**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.

**INF503**
**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.

**INF504**
**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.

**INF505**
**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.

**INF506**
**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.

**INF507**
**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

**SDBE514**
**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 BREEAM and LEED programs. An intelligent building also optimizes occupants' circulation and networking enhancing their collaboration, productivity and creativeness (Total Building Performance).

**EDU514**
**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.

**ENGG502**
**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.

## 9.11 MSc IN INFORMATION TECHNOLOGY MANAGEMENT

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.

### 9.11.1 PROGRAMME COORDINATOR

Dr. Sherief Abdallah

### 9.11.2 ACADEMIC STAFF

**Associate Professors**
Dr. Khaled Shaalan
Dr. Sherief Abdallah

**External Examiner**
Prof. Ken Turner, Stirling University

**Admissions Tutor**
Dr. Khaled Shaalan

### 9.11.3 ASSOCIATION WITH UK INSTITUTION

This programme draws its authority in the subject area from the established strengths of the associate institutions. The University of Edinburgh (UoE) is a world-leader in computer science research.

The other associate institution, 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.

Both the associated universities were recently awarded the highest “world-leading’ quality profile for research within the subject area in the most recent Research Assessment survey (RAE 2008)

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.

### 9.11.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Successfully complete a 60 credit dissertation
- 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.

### 9.11.5 PROGRAMME GOALS

The principal goals of the programme of study are:

1. To develop in students the knowledge and ability needed to manage IT projects based on sound and scientific principles;
2. 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;

3. 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.
4. To address the need for IT management skills in the Gulf region;
5. To meet the learning needs of students from diverse academic and professional backgrounds.
6. To draw on the long research experience of the University of Edinburgh's School of Informatics and the University of Manchester's Engineering institute in research and consultancy in this subject.

### 9.11.6 PROGRAMME OUTCOMES

Upon completion of the programme, a student will be expected to have the following abilities in the four principal areas as listed below.

The students will be able to

(a) Knowledge and Understanding

1. 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.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas in ITM
4. Carry out original research at the forefront of knowledge on a relevant Information Technology Management topic through a dissertation

(b) Intellectual Skills

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

(c) Subject Practical Skills

9. Apply academic knowledge and understanding to "real-life" problems and issues in specific areas within Information Technology
10. Develop research projects, including proposal writing

(d) Transferable Skills

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

### 9.11.7 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

- six taught modules totalling 120 credits
- dissertation, for which 60 credits are available.

### 9.11.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 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.

### 9.11.9 PROGRAMME STRUCTURE

**Commented [f1]:** For module description srefer to PM and IT

| Module Code | Module Title | Credits |
|---|---|---|
| INF504 | Data Mining & Exploration | 20 |
| INF506 | Knowledge Management | 20 |
| INF501 | Informatics Research Methods | 20 |
| INF508 | IT Project Management | 20 |
| MGT504 | Planning, Execution and Control | 20 |
| MGT503 | People, Culture and Organisation | 20 |
| RES504 | Dissertation | 60 |
| **Total** | | **180** |

## 9.12 POSTGRADUTE DIPLOMA IN INFORMATION TECHNOLOGY MANAGEMENT

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 9.12.1 PROGRAMME COORDINATOR

Dr. Sherief Abdallah

### 9.12.2 ACADEMIC STAFF

**Associate Professors**
Dr. Khaled Shaalan
Dr. Sherief Abdallah

**External Examiner**
Prof. Ken Turner, Stirling University

**Admissions Tutor**
Dr. Khaled Shaalan

### 9.12.3 ASSOCIATION WITH UK INSTITUTION

This programme draws its authority in the subject area from the established strengths of the associate institutions. The University of Edinburgh (UoE) is a world-leader in computer science research.

The other associate institution, 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.

Both the associated universities were recently awarded the highest “world-leading’ quality profile for research within the subject area in the most recent Research Assessment survey (RAE 2008)

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.

### 9.12.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- 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.

### 9.12.5 PROGRAMME GOALS

The principal goals of the programme of study are:

1. To develop in students the knowledge and ability needed to manage IT projects based on sound and scientific principles;
2. 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
3. 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.
4. To address the need for IT management skills in the Gulf region
5. To meet the learning needs of students from diverse academic and professional backgrounds

### 9.12.6 PROGRAMME OUTCOMES

Upon completion of the programme, a student will be expected to have the following abilities in the four principal areas as listed below.

a) Knowledge and Understanding

1. 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.
2. Demonstrate an understanding of the processes relating to the design, development and evaluation of internet and computer technologies
3. Demonstrate advanced knowledge of the state of the art in research in specialist areas within Information Technology Management.

(b) Intellectual Skills

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

(c) Professional/Subject/Specific/Practical Skills

8. Apply academic knowledge and understanding to “real-life” problems and issues in specific areas within Information Technology
9. Develop research projects, including proposal writing

(d) Transferable Skills

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

### 9.12.7 CREDITS

The 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.

### 9.11.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1200 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.

### 9.11.9 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| INF504 | Data Mining & Exploration | 20 |
| INF506 | Knowledge Management | 20 |
| INF501 | Informatics Research Methods | 20 |
| INF508 | IT Project Management | 20 |
| MGT504 | Planning, Execution and Control | 20 |
| MGT503 | People, Culture and Organisation | 20 |
| **Total** | | **120** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| INF501 | Informatics Research Methods | Dr Sherief Abdallah |
| INF506 | Knowledge Management | Dr Khaled Shaalan |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| INF504 | Data Mining & Exploration | Dr Sherief Abdallah |
| MGT503 | People, Culture and Organisation | Prof Mohammed Dulaimi |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| INF501 | Informatics Research Methods | Dr Sherief Abdallah |
| INF506 | Knowledge Management | Dr Khaled Shaalan |
| INF508 | IT Project Management | Dr Saad Amin/Adjunct |

**MODULE DESCRIPTIONS**

**INF504**
**Data Mining & Exploration**
Data mining is about analyzing, interpreting, visualizing and exploiting the data that is captured scientific and commercial environments. The course will also feature paper presentations and a each student will undertake a mini-project on a real-world dataset.

**INF506**
**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.

**INF501**
**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

**INF508**
**IT Project Management**
In this module students study IT project management activities. Covered topics include software systems engineering, project planning and management, quality assurance, and strategic planning. The student will learn to manage software as a distinct project, use specifications and descriptions, make use of structured techniques, complete reviews and audits, confirm product development with planned verification, and validation and testing. Students will work with essential tools and methodologies for managing an effective IT project, including software for version control, and project management.

**MGT504**
**Planning, Execution and Control**
This module is designed to provide knowledge and a higher level of understanding of planning, execution and control processes in the management of projects. This covers concepts, models, and methodologies of planning and control of project cost and time.

**MGT503**
**People, Culture and Organisation**
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, culture, and organisations.

# SECTION 10
# FACULTY OF EDUCATION

Through identifying particular areas of importance in education for the region, such as in management of education, in language, special needs, science education 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.

**DEGREES OFFERED**

Master of Education (MEd)
Postgraduate Diploma in Education
Doctorate in Education (EdD)

DEAN
Dr. Eman Gaad

ACADEMIC STAFF

**Associate Professors**
Dr. Clifton Chadwick
Dr. Eugenie Samier
Dr. Eman Gaad
Dr. Sufian Forawi

**Assistant Professors**
Dr. Ruqiyabi Naz Awan

**Tutors**
Mary Mayall
Radhika O'Sullivan

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.

## 10.1 MASTER OF EDUCATION PROGRAMME

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 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.

### 10.1.1 PROGRAMME COORDINATOR

Dr Eman Gaad

### 10.1.2 ACADEMIC STAFF

**Associate Professors**
Dr. Clifton Chadwick
Dr. Eman Gaad

**Assistant Professors**
Dr. Ruqiyabi Naz Awan

**Tutor**
Radhika O'Sullivan

**External Examiner**
Dr. Paul Thompson (University of Birmingham)

**Admissions Tutor**
Dr. Clifton Chadwick

### 10.1.3 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 UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 10.1.4 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.

### 10.1.5 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

**Learning Outcomes of 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 an 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

**Science Education**

This concentration aims to enhance the abilities and increase the knowledge of elementary, middle and secondary science teachers and educators enabling them to understand and apply the most updated science research and practice best research.

**Outcomes**

The students will

1. acquire a thorough comprehension of theories and critical analysis onto major philosophies and approaches to science education.

2. be able to make sound decisions on best classroom instruction based on an understanding of research into science education

3. demonstrate a broad comprehension to develop a framework to appropriately examine research in science education based on their own explanations of curriculum and management foci at the UAE, regional and international levels

4. examine the standards of reasoning to develop proficiency in use of critical thinking and moral reasoning, and grasp the relationship between intellectual and moral integrity, and how to assess moral reasoning in science education

5. understand and examine the distinctive nature of math, science, and technology, as well as their optimal interdisciplinary nature

6. establish explicit and implicit connections of research and practice of nature, history, and philosophy of science

7. demonstrate an understanding of methods of evaluation and assessment of science curricular materials, teaching, learning, and policy, including authentic and standardized techniques and international assessments, such as TIMSS

8. develop skills in analytical research, inquiry instruction, critical thinking, and moral reasoning to be utilized in science practice, at elementary or secondary levels

9. conduct and present analytical research in science education for classroom discussion and professional audience

### 10.1.6 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).

### 10.1.7 CREDIT HOURS

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

### 10.1.8 PROGRAMME STRUCTURE

a. Core modules

| Module Number | Module Title | Credits |
|---|---|---|
| | | |
| RES503 | Research Methods in Education | 20 |
| EDU501 | Educational Policy | 20 |
| EDU502 | 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, Information and Communication Technology or Science Education

| Concentration Module | Module Number | Module Title | Credits |
|---|---|---|---|
| International Management & Policy (IMP) | [1]EDU503 | Leadership for School Improvement | 20 |
| | EDU504 | Citizenship, Environmental & Human Rights Education | 20 |
| | EDU505 | Education, Innovation and Curriculum | 20 |
| | EDU506 | Organisational Behaviour | 20 |
| | EDU507 | School Observation, Evaluation & Supervision | 20 |
| Special Education Needs (SEN) | EDU508 | Introduction to Learning Difficulties | 20 |
| | EDU509 | Education of Children with Exceptional Learning Needs | 20 |
| | EDU510 | Inclusion and Special Educational Needs | 20 |
| English Language Teaching (ELT) | EDU511 | Discourse for Language Teachers | 20 |
| | EDU512 | ELT Syllabus and Design | 20 |
| | EDU513 | Second Language Teaching and Learning | 20 |
| Information and Communication Technology (ICT) | [2]EDU514 | Learning and Educational Technology | 20 |
| | EDU515 | E-Learning and Blended Learning | 20 |
| | EDU516 | Managing Educational Technology | 20 |
| Science Education | EDU517 | Trends & Issues in Science Education | 20 |
| | EDU518 | Scientific Ways of Knowing | 20 |
| | EDU519 | Critical Thinking & Moral Reasoning in | 20 |

| **Concentration Module** | **Module Number** | **Module Title** | **Credits** |
|---|---|---|---|
| | | Science Education | |
| | EDU520 | Interdisciplinary Math, Science & Technology | 20 |
| | | | |
| | RES511 | Dissertation | 60 |
| **Total Credits** | | | **180** |

[1]EDU503, *Leadership for School Improvement* has as a pre-requisite EDU506, *Organisational Behaviour*.
[2] EDU514 Learning and Educational Technology is now a pre-requisite for EDU515 *E-Learning and Blended Learning* and EDU516 *Managing Educational Technology*

## 10.2 POSTGRADUATE DIPLOMA IN EDUCATION PROGRAMME

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 10.2.1 PROGRAMME COORDINATOR

Dr Eman Gaad

### 10.2.2 ACADEMIC STAFF

**Associate Professors**
Dr. Clifton Chadwick
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**Assistant Professors**
Dr. Ruqiyabi Naz Awan

**Tutor**
Radhika O'Sullivan

**External Examiner**
Dr. Paul Thompson (University of Birmingham)

**Admissions Tutor**
Dr. Clifton Chadwick

### 10.2.3 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 UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 10.2.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- 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.

### 10.2.5 PROGRAMME OUTCOMES

The PG Dip programme is oriented towards providing students with educational research that will allow them to improve their professional practice.

The students will

1. analyze 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. apply rigorous practical methods and effective tools that can be used in order to respond to the most pressing questions affecting education with particular reference to the UAE, GCC and MENA

4. develop 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. acknowledge and incorporate 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

**Concentration Outcomes**

The learning outcomes of each concentration for a PG Diploma student are listed below

**International Management & Policy 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 an awareness and comprehension of the relationship between government policy and practice in education

5. have general and specific skills in sector analysis and evaluation of educational processes

6. have improved skills in the evaluation of educational processes

7. be able to transfer and apply management theory and practice to their own area of responsibility

8. have extensive knowledge and comprehension of approaches to leadership and be able to utilize them in their own context

9. be able to indicate the advantages and disadvantages of centralisation or decentralisation in education governance and finance

10. be aware of issues of gender, language, religion, ethics and ethnicity with regard to management and governance in education

11. have skills in democratic leadership, presentation, delegation, appraisal and team working and the ability to evaluate appropriate contexts for their use.

**English Language Teaching 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

**Special Education Needs (SEN) Outcomes**

**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

**Information and Communication Technology 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. be capable of producing an effective ICT policy and ICT development plan

**Science Education Outcomes**
The students will

1. acquire a thorough comprehension of theories and critical analysis onto major philosophies and approaches to science education.

2. be able to make sound decisions on best classroom instruction based on an understanding of research into science education.

3. demonstrate a broad comprehension to develop a framework to appropriately examine research in science education based on their own explanations of curriculum and management foci at the UAE, regional and international levels.

4. examine the standards of reasoning to develop proficiency in the use of critical thinking and moral reasoning, and grasp the relationship between intellectual and moral integrity, and how to assess moral reasoning in science education.

5. understand and examine the distinctive nature of math, science, and technology, as well as their optimal interdisciplinary nature.

6. establish explicit and implicit connections of research and practice of nature, history, and philosophy of science.

7. demonstrate an understanding of methods of evaluation and assessment of science curricular materials, teaching, learning, and policy, including authentic and standardized techniques and international assessments, such as TIMSS.

8. conduct and present analytical research in science education for classroom discussion and professional audience.

### 10.2.6 CREDITS

The Postgraduate Diploma 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 120 credits is broken down into:

- core modules (total 60 credits)
- 3 elective modules (total 60 credits)

### 10.2.7 CREDIT HOURS

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

### 10.2.8 PROGRAMME STRUCTURE

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

| Module Number | Module Title | Credits |
|---|---|---|
| RES503 | Research Methods in Education | 20 |
| EDU501 | Educational Policy | 20 |
| EDU502 | 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, Information and Communication Technology or Science Education

| Concentration Modules | Module Number | Module Title | Credits |
|---|---|---|---|
| International Management & Policy (IMP) | [1]EDU503 | Leadership for School Improvement | 20 |
| | EDU504 | Citizenship, Environmental & Human Rights Education | 20 |
| | EDU505 | Education, Innovation and Curriculum | 20 |
| | EDU506 | Organisational Behaviour | 20 |
| | EDU507 | School Observation, Evaluation & Supervision | 20 |
| Special Education Needs (SEN) | EDU508 | Introduction to Learning Difficulties | 20 |
| | EDU509 | Education of Children with Exceptional Learning Needs | 20 |
| | EDU510 | Inclusion and Special Educational Needs | 20 |
| English Language Teaching (ELT) | EDU511 | Discourse for Language Teachers | 20 |
| | EDU512 | ELT Syllabus and Design | 20 |
| | EDU513 | Second Language Teaching and Learning | 20 |
| Information and Communication Technology (ICT) | [2]EDU514 | Learning and Educational Technology | 20 |
| | EDU515 | E-Learning and Blended Learning | 20 |
| | EDU516 | Managing Educational Technology | 20 |
| Science Education | EDU517 | Trends & Issues in Science Education | 20 |
| | EDU518 | Scientific Ways of Knowing | 20 |
| | EDU519 | Critical Thinking & Moral Reasoning in Science Education | 20 |
| | EDU520 | Interdisciplinary Math, Science & Technology | 20 |
| **Total Credits** | | | **180** |

[1]EDU503, *Leadership for School Improvement* has as a pre-requisite EDU5063, *Organisational Behaviour*.
[2] EDU514 Learning and Educational Technology is now a pre-requisite for EDU515 *E-Learning and Blended Learning* and EDU516 *Managing Educational Technology*

**Term by Term Plans:**

**RED – Denotes courses September intake students need to take**
**GREEN – Denotes courses January intake students need to take**
**Blue denotes IMP courses for students**
**Purple denotes ICT modules for students**
**Orange denotes ELT modules for students**

| | Core | IMP Elective Modules | ICT Elective Modules | SEN Elective Modules | ELT Elective Modules | Science Elective Modules |
|---|---|---|---|---|---|---|
| Sept | EDU502 Teaching& Learning<br><br>RES503 Research Methods | EDU506 Organizational Behaviour | EDU514 Learning and Educational Technology[15] | EDU510 Inclusion and Special Educational Needs | EDU511 Discourse for Language Teachers<br><br>EDU512 ELT Syllabus and Design | EDU517 Trends & Issues in Science Ed |
| Jan | RES503Research Methods | EDU503 Leadership, or<br><br>EDU507 School Observation, Teacher Development, Evaluation and Supervision | EDU516 Managing Educational Technology<br><br>EDU515 E learning and Blended Learning | EDU 508 Introduction to Learning Difficulties<br><br>EDU509 Education of children with exceptional learning needs | EDU512 ELT Syllabus and Design | EDU518 Scientific Ways of Knowing |
| Summer | EDU501Education Policy (Both intakes) | EDU505 Education Innovation and Curriculum | EDU515 E learning and Blended Learning | ---------- | EDU511 Discourse for Language Teachers | EDU519 Critical Thinking in Science AND/OR[3] EDU520 Interdisciplinary Science, Math & Technology |

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

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.

[15] Students must take this elective module first it is a pre-requisite for EDU514 and EDU516. It will only be offered once a year.

**MODULE DESCRIPTIONS**

**RES503**
**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.

**EDU501**
**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.

**EDU502**
**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.

**EDU503**
**Leadership for School Improvemen**
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.

**EDU504**
**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.

**EDU505**
**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.

**EDU506**
**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.

**EDU507**
**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.

**EDU508**
**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

**EDU509**
**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.

**EDU510**
**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.

**EDU511**
**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.

**EDU512**
**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.

**EDU513**
**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.

**EDU514**
**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.

**EDU515**
**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.

**EDU516**
**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.

**EDU517**
**Trends & Issues in Science Education Research Rationale**
This module aims to provide students with an overview of major trends and issues of research in science teaching and learning at K-12 schools and college levels. The module assists students to critically acknowledge and analyze readings and interpret data related to science education issues relevant not only at the school and college levels, but also at the policy making level. A major focus is to develop understanding of a range of different types of research studies and research methods in science education, and to draw examples of implications from them for teaching, learning and policy making. One of the main outcome of the module, students are expected to develop a framework to appropriately examine research in science education based on their own explanations of curriculum and instruction foci at school, zone, national or regional levels.

**EDU518**
**Scientific Ways of Knowing: The Philosophical & Historical Discourse (SWOK) Rationale**
The aims of this module are to provide a discourse on major theories and issues on the history and the philosophy of science, develop an informed understanding of the nature of science, and connect discussion to science research and practice. The module provides opportunities to examine the historical and philosophical perspectives of science. It considers the nature of what science is, how it works, and its ethical and societal considerations. It will also critically study the parallel but separate development of science and technology, their differences and their connectedness. Classroom implications for teaching and learning implicit and explicit nature of science and its philosophy will be provided. The impact of each of these entities on society will be addressed where appropriate.

**EDU519**
**Critical Thinking & Moral Reasoning in Science Rationale**
This module aims to provide students with an overview of ethics, moral reasoning and critical thinking skills in science education. Major theories of moral reasoning, such as Kohlberg's and others, will be studied with their connections to science education. Also, common fallacies in students' everyday reasoning will be discussed. Students will understand major theories and principles related to critical thinking, moral reasoning, and ethics; and how they relate to schooling and science teaching and learning. Students will be introduced to the standards of reasoning to develop proficiency in use of critical thinking and moral reasoning; grasp the relationship between intellectual and moral integrity; and how to assess moral reasoning in science education.

**EDU520**
**Educating 21st Century Students: Interdisciplinary Math, Science & Technology**
This module is planned to recognize the interdisciplinary connections among the science, math, and technology. It discusses the union of science, mathematics, and technology that forms the scientific endeavour and that makes it so successful. The module examines the parallel but separate development of math, science and technology, their differences and their connectedness. The impact of this interdisciplinary nature on K-12 student learning, curricular and education policies and reforms for 21$^{st}$ century will be addressed where appropriate.

**RES511**
**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.

## 10.3 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. The EdD programme provides the opportunity for the research student to thoroughly explore and extend their subject knowledge by following a rigorous series of taught modules within a particular subject area.

### 10.3.1 PROGRAMME COORDINATOR

Dr Eugenie Samier

### 10.3.2 ACADEMIC STAFF

**Associate Professors**
Dr. Eman Gaad
Dr. Clifton Chadwick
Dr. Eugenie Samier
Dr. Sufian Forawi

**Assistant Professorr**
Dr. Ruqiyabi Naz Awan

**External Examiner**
Professor Stephen Rayner, Oxford Brookes University

**Admissions Tutor**
Dr. Eugenie Samier

### 10.3.3 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 UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

Interaction with the University of Birmingham's School of Education facilitates joint research projects and informal networking with Birmingham colleagues and positions 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.

### 10.3.4 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
- Successfully complete the non-credit bearing module-Teaching and Learning in Higher Education and Workplaces
- 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.

### 10.3.5 PROGRAMME GOALS

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

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

**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.

### 10.3.6 PROGRAMME STRUCTURE

Students are required to complete 7 taught modules (180 credit hours), including successful completion of the non-credit bearing Teaching and Learning in HE and Workplaces, plus a thesis (360 credit hours) to complete the EdD degree. This requires successful completion of 540 credit hours.

## Core Modules

| Module Number | Module Title | Credits |
|---|---|---|
| DED601 | Research Methodology 1. Different research paradigms and Advanced Qualitative Methods in Education | 30 |
| DED602 | Research Methodology 2: Quantitative Methods and Analysis<br>(pre requisite DED601 Research Methodology 1) | 30 |
| DED603 | Research Methodology 3. Research Design and Research Plan Development | 30 |

**Subject Study Modules**
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. Students must select one module from the General subject strand and any three from the other specialist strands[16].

[16] Subject study modules must include at least one, but not more than two, general modules

| **Subject Study modules** | **Module Number** | **Module Title** | **Credits** |
|---|---|---|---|
| General | DED604 | Assessment and Learning (pre requisite DED602 Research Methodology 2) | 20 |
| | DED605 | Educational Policy: Theory, Development, Practice & Evaluation | 20 |
| | DED606 | Mentorship and Teacher Development in a Multicultural Environment | 20 |
| Non Credit Module | DED607 | Teaching and Learning in Higher Education and Workplaces | 0 |
| English Language Teaching (ELT) | DED608 | Current Issues in Psycholinguistics and Language Learning and Teaching | 20 |
| | DED609 | Theoretical Perspectives on Materials and Syllabus Design in ELT | 20 |
| | DED610 | Discourse Analysis as a Research Tool | 20 |
| Special Needs Education(SNE) | DED611 | Research Perspectives on Inclusive Practice (pre requisite DED612 Education of Children with Exceptional Learning Needs) | 20 |
| | DED612 | Education of Children with Exceptional Learning Needs | 20 |
| Management | DED613 | Curriculum and Innovation: History, Theory, and Development | 20 |
| | DED614 | Educational Organization: Culture, Theory & Practice | 20 |
| | DED615 | Theory and Practice of Leadership in Education | 20 |
| | DED616 | Citizenship, Environmental & Human Rights Education | 20 |
| Mathematics | DED617 | Research on Curriculum Developments in Mathematics | 20 |
| | DED618 | Reading Mathematics Education Research | 20 |
| | | | |
| | RES600 | Dissertation | 360 |
| **Total Credits** | | | **540** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| DED601 | Research Methodology 1. Different research paradigms and Advanced Qualitative Methods in Education | Dr Eugenie Samier |
| DED603 | Research Methodology 3. Research Design and Research Plan Development | Dr Eugenie Samier |
| DED604 | Assessment and Learning | Dr Sufian Forawi |
| DED616 | Citizenship, Environmental & Human Rights Education | Dr Eugenie Samier |
| DED609 | Theoretical Perspectives on Materials and Syllabus Design in ELT | Dr Amanda Howard |
| DED611 | Research Perspectives on Inclusive Practice | Dr Eman Gaad |
| DED614 | Educational Organization: Culture, Theory & Practice | Dr Eugenie Samier |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| DED602 | Research Methodology 2: Quantitative Methods and Analysis | TBA |
| DED603 | Research Methodology 3. Research Design and Research Plan Development | TBA |
| DED607 | Teaching and Learning in Higher Education and Workplaces | Dr Eugenie Samier |
| DED609 | Theoretical Perspectives on Materials and Syllabus Design in ELT | Dr Amanda Howard |
| DED612 | Education of Children with Exceptional Learning Needs | Dr Eman Gaad |
| DED613 | Curriculum and Innovation: History, Theory, and Development | Dr Clifton Chadwick |
| DED615 | Theory and Practice of Leadership in Education | Dr Clifton Chadwick |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| DED605 | Educational Policy: Theory, Development, Practice & Evaluation | Dr Clifton Chadwick |
| DED610 | Discourse Analysis as a Research Tool | Dr Amanda Howard |

**MODULE DESCRIPTIONS**

**DED601**
**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.

**DED602**
**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.

**DED603**
**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.

**DED604**
**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 leaning 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.

**DED605**
**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.

**DED606**
**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.

**DED607**
**Teaching and Learning in Higher Education and Workplaces**
The course aim is to develop competent professionalism in teaching and learning in adult learning environments

**DED608**
**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.
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**DED609**
**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

**DED610**
**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.

**DED611**
**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 varies disabilities.

**DED612**
**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.

**DED613**
**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.

**DED614**
**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.

**DED615**
**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.

**DED616**
**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

**DED617**
**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.

**DED618**
**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.

**DED619**
**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 11
# FACULTY OF BUSINESS

At the BUiD's Faculty of Business, a range of professional postgraduate qualification programmes are taught, including: Project Management, Finance and Banking, Construction Law and Dispute Resolution and Human Resource Management programmes. The Finance and Banking programme 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 Project Management and the 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.

**DEGREES OFFERED**

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

DEAN

Professor Ashly Pinnington

ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington (Human Resource Management and Project Management)
Professor Mohammed Fadhil Dulaimi (Project Management)

**Associate Professors**
Dr. Abubakr Suliman (Human Resource Management)
Dr. D. N. Pandey (Finance and Banking)
Dr. Paul Gardiner (Project Management)

**Assistant Professor**
Dr. Arun Bajracharya (Project Management)
Dr. Elango Rangaswamy (Finance and Banking)

MASTERS PREPARATION PROGRAMMES

I. As part of the Student Study Support, on behalf of BUiD, the Faculty of Business oversees Masters' Preparation Programmes for Finance and Banking and Project Management programmes.

II. The Finance and Banking programme offers 10 weeks full-time or 20 weeks part-time pre masters programme 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

Classes are unlikely to be offered if student numbers are not viable for teaching the premasters modules. In this event the students will be sent information on books and sample questions for self study and take the examinations for the pre-masters modules.

III. The Project Management programme offers a pre- masters programme for applicants who do not have two years relevant work experience in a Project Management environment or do not have Project Management training and related qualifications.

The pre-masters programme covers the introductory Project Management training and assessed through an exam on pass/fail basis. This introductory programme is also attended by the Information Technology Management Students.

## 11.1 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.

### 11.1.1 HEAD OF PROGRAMME

Dr. Paul Gardiner

### 11.1.2 ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington
Professor Mohammed Fadhil Dulaimi

**Associate Professors**
Dr. Paul Gardiner

**Assistant Professor**
Dr. Arun Bajracharya

**External examiner**
Prof. Iain Cameron, Glasgow Caledonian University

**Admissions Tutor**
Dr. Paul Gardiner

### 11.1.3 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 one of the UK's top rated research bodies, recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 11.1.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Successfully complete a 60 credit dissertation of approximately 20,000 words on a topic based on one of the modules or specialist streams within the Faculty of Business
- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 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.

### 11.1.5 PROGRAMME GOALS

1. Provide high quality Masters level education in project management.
2. Foster collaboration with industry and professional organisations to ensure that the Masters programme evolves in line with the needs of a range of organisations.
3. Develop graduates possessing a thorough understanding of the knowledge and skills necessary for professional careers and postgraduate research in project management.
4. Foster the growth of project management research and high quality teaching in BUiD through

synergies between teaching, learning, research and assessment

### 11.1.6 PROGRAMME OUTCOMES

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

Knowledge

1. Systematic understanding of knowledge in the areas associated with project management.
2. Critical awareness of contemporary and pervasive issues in project management which may change over time, both in the academic discipline and professional practice.
3. Understand and evaluate a comprehensive range of research techniques used in the areas of project management in order to create and interpret knowledge.
4. Have advanced and the state-of-the-art knowledge in research in at least one specialist area within project management.

Intellectual Skills

5. Assess and solve a range of problems in project management.
6. Abstract meaning from project case studies and share knowledge.
7. Formulate opinions and conclusions supported by evidence.
8. Evaluate critically academic research, professional research, published case studies and media pronouncements on the development and use of project management in business and management.

Professional/Subject/Specific/Practical Skills

9. Prepare and make a series of individual and group presentations on project management subjects.
10. Select and apply project management processes in the delivery of successful projects.
11. Be able to transfer techniques and solutions for managing projects from one project to another.
12. Carry out original research at the forefront of knowledge on a relevant project management topic through a dissertation.

Transferable Skills

13. Use their knowledge, understanding and skills in the systematic and critical assessment of a wide range of concepts, ideas and data (that may be incomplete), and in both identifying and analysing complex problems and issues.
14. Work as an effective member of a team with the ability to recognise and utilise individuals' contributions in group processes; and engage in team selection, delegation, development, management and communication.
15. Learn through reflection on practice and experience and systematically identify and address their own learning needs in project management.
16. Apply skills learned where there is a requirement for the exercise of personal responsibility and initiative and decision making in complex and unpredictable situations.

### 11.1.7 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:

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

### 11.1.8 CREDIT HOURS

Each module is equivalent to 200 hours of student effort, so that the whole programme is 1,800 hours including 600 hours of student effort for dissertation

The hours of student effort comprises:

- The face-to-face contact hours (approx 36 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

### 11.1.9 PROGRAMME STRUCTURE

| Module Number | Module Title | Credits |
|---|---|---|
| RES501 | Research Methods | 20 |
| MGT501 | Strategic Project Management | 20 |
| MGT502 | Project, Programme and Portfolio Management | 20 |
| MGT503 | People, Culture and Organisation | 20 |
| MGT504 | Planning, Execution and Control | 20 |
| MGT505 | Commercial and Procurement | 20 |
| RES500 | Dissertation | 60 |
| **Total Credits** | | **180** |

## 11.2 POSTGRADUATE DIPLOMA IN PROJECT MANAGEMENT PROGRAMME

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 11.2.1 HEAD OF PROGRAMME

Dr. Paul Gardiner

### 11.2.2 ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington
Professor Mohammed Fadhil Dulaimi

**Associate Professors**
Dr. Paul Gardiner

**Assistant Professor**
Dr. Arun Bajracharya

**External examiner**
Prof. Iain Cameron, Glasgow Caledonian University

**Admissions Tutor**
Dr. Paul Gardiner

### 11.2.3 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 one of the UK's top rated research bodies, recently awarded the highest “world-leading’ quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 11.2.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules
- Undertake 200 notional hours of study for each 20 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.

### 11.2.5 PROGRAMME GOALS

1. Provide high quality postgraduate education in project management at Diploma level.
2. Foster collaboration with industry and professional organisations to ensure that the Diploma programme evolves in line with the needs of a range of organisations
3. Develop graduates possessing a thorough understanding of the knowledge and skills necessary for professional careers in project management

### 11.2.6 PROGRAMME OUTCOMES

The PG Dip programme provides opportunities for learners to achieve the following Diploma level outcome:

Knowledge

1. Systematic understanding of knowledge in the areas associated with project management.
2. Critical awareness of contemporary and pervasive issues in project management which may change over time, both in the academic discipline and professional practice.
3. Understand and evaluate a comprehensive range of research techniques used in the areas of project management in order to create and interpret knowledge.

Intellectual Skills

4. Assess and solve a range of problems in project management.
5. Abstract meaning from project case studies and share knowledge.
6. Formulate opinions and conclusions supported by evidence.

Professional/Subject/Specific/Practical Skills

7. Prepare and make a series of individual and group presentations on project management subjects.
8. Select and apply project management processes in the delivery of successful projects.
9. Be able to transfer techniques and solutions for managing projects from one project to another.

Transferable Skills

10. Use their knowledge, understanding and skills in the systematic and critical assessment of a wide range of concepts, ideas and data (that may be incomplete), and in both identifying and analysing complex problems and issues.
11. Work as an effective member of a team with the ability to recognise and utilise individuals' contributions in group processes; and engage in team selection, delegation, development, management and communication.
12. Learn through reflection on practice and experience and systematically identify and address their own learning needs in project management.

### 11.2.7 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:

- 6 taught modules (total 120 credits)

### 11.2.8 CREDIT HOURS

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

- The face-to-face contact hours (approx 36 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

### 11.2.9 PROGRAMME STRUCTURE

| Module Number | Module Title | Credits |
|---|---|---|
| RES501 | Research Methods | 20 |
| MGT501 | Strategic Project Management | 20 |
| MGT502 | Project, Programme and Portfolio Management | 20 |
| MGT503 | People, Culture and Organisation | 20 |
| MGT504 | Planning, Execution and Control | 20 |
| MGT505 | Commercial and Procurement | 20 |
| **Total Credits** | | 120 |

## 11.3 POSTGRADUATE CERTIFICATE IN PROJECT MANAGEMENT PROGRAMME

The Postgraduate Certificate award may be of interest to students who wish to obtain a higher degree in Project Management but who may be not currently able or willing to undertake the longer period of study required for MSc or Postgraduate Diploma The Postgraduate Certificate may also be taken as an exit route by MSc/Diploma students who are unable to continue studies beyond the Postgraduate Certificate due to any circumstances

### 11.3.1 HEAD OF PROGRAMME

Dr. Paul Gardiner

### 11.3.2 ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington
Professor Mohammed Fadhil Dulaimi

**Associate Professors**
Dr. Paul Gardiner

**Assistant Professor**
Dr. Arun Bajracharya

**External examiner**
Prof. Iain Cameron, Glasgow Caledonian University

**Admissions Tutor**
Dr. Paul Gardiner

### 11.3.3 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 one of the UK's top rated research bodies, recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 11.3.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

To graduate from the programme, students must:

- Successfully complete 3 x 20 credit modules
- Undertake 200 notional hours of study for each 20 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.

### 11.3.5 PROGRAMME GOALS

1. Provide high quality postgraduate education in project management at Certificate level.
2. Foster collaboration with industry and professional organisations to ensure that the Diploma programme evolves in line with the needs of a range of organisations

### 11.3.6 PROGRAMME OUTCOMES

The PG Cert programme provides opportunities for learners to achieve the following Certificate level outcomes which are concerned with understanding and knowledge of the project context and its management

Knowledge

1. Systematic understanding of knowledge in the areas associated with project management.
2. Critical awareness of contemporary and pervasive issues in project management which may change over time, both in the academic discipline and professional practice.

Intellectual Skills

3. Assess and solve a range of problems in project management.

Professional/Subject/Specific/Practical Skills

4. Prepare and make a series of individual and group presentations on project management subjects.

Transferable Skills

5. Use their knowledge, understanding and skills in a range of project management environments
6. Work as an effective member of a team
7. Learn through reflection on practice and experience.

**11.3.7 CREDITS**

The PG Certificate programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 60 credits is broken down into:

- 3 taught modules (total 60 credits)

**11.3.9 CREDIT HOURS**

Each module is equivalent to 200 hours of student effort, so that the whole programme is 600 hours of student effort. The hours of student effort comprises:

- The face-to-face contact hours (approx 36 hours per module)
- On-line discussion with tutors
- Independent reading and web-based study.

**11.3.10 PROGRAMME STRUCTURE**

| **Module Number** | **Module Title** | **Credits** |
|---|---|---|
| MGT501 | Strategic Project Management | 20 |
| MGT502 | Project, Programme and Portfolio Management | 20 |
| MGT505 | Commercial and Procurement | 20 |
| **Total Credits** | | **60** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| **Dubai** | | |
| MGT502 | Project, Programme and Portfolio Management | Dr Paul Gardiner |
| RES501 | Research Methods | Dr Arun Bajracharya |
| MGT505 | Commercial and Procurement | Prof Mohammed Dulaimi |
| **Abu Dhabi (All modules are delivered in Abu Dhabi, except where indicated)** | | |
| MGT503 | People, Culture and Organisation | Prof Mohammed Dulaimi |
| RES501 | Research Methods | Dr Arun Bajracharya |
| PM01506 | Organisation | Prof Mohammed Dulaimi |
| PM01507 | People and Culture | Prof Mohammed Dulaimi |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| **Dubai and Abu Dhabi modules TBA** | | |
| MGT501 | Strategic Project Management | Dr Paul Gardiner |
| MGT503 | People, Culture and Organisation | Prof Mohammed Dulaimi |
| RES501 | Planning, Execution and Control | Dr Arun Bajracharya |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| **Dubai and Abu Dhabi modules TBA** | | |
| RES501 | Research Methods | Dr Arun Bajracharya |
| MGT504 | Planning, Execution and Control | Dr Arun Bajracharya |
| MGT502 | Project, Programme and Portfolio Management | Dr Paul Gardiner |
| MGT505 | Commercial and Procurement | Prof Mohammed Dulaimi |

**MODULE DESCRIPTION**

**RES501**
**Research Methods**
The purpose of this module is to provide a comprehensive understanding of research methods applicable for micro, meso and macro level studies. A particular emphasis is placed on 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, including ethics, and how to design a research proposal and carry out research assignment. The module will then consider qualitative research techniques including data collection, data transcription, and analysis using software packages such as NVivo or CAQDAS. Consideration will then be given to quantitative research techniques such as surveys and analysing data with PASW. Qualitative, quantitative and mixed-methods research approaches such as Action research, Ethnographic research, Case studies, and Modelling/Simulation will also be dealt with. The module will conclude with a discussion of the content of the module in relation to student research-based assignments.

**MGT501**
**Strategic Project Management**
This module is designed to provide knowledge and a higher level of understanding of the strategic planning process in organisations and how this relates to strategy implementation through projects. The importance of strategic planning in the design and selection of projects undertaken by organisations. Project appraisal and finance. Business case, risk management, quality management

**MGT502**
**Project Programme and Portfolio Management**
The module is designed to give students an insight into the fundamentals of project, programme and portfolio management and how these concepts combine in the implementation of organisation strategies. This covers project strategy and risk, prioritisation and selection,, portfolio optimisation, programme management, PMO, information architectures to support strategy implementation, governance, project success and benefits management.

**MGT503**
**People, Culture and Organisation**
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, culture, and organisations.

**MGT504**
**Planning, Execution and Control**
This module is designed to provide knowledge and a higher level of understanding of planning, execution and control processes in the management of projects. This covers concepts, models, and methodologies of planning and control of project cost and time.

**MGT505**
**Commercial and Procurement**
This module is designed to provide both knowledge and a higher level of 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 multi-disciplinary teams, functions, and parties to design, develop, and implement increasingly complex projects in continuously changing environments while still meeting customers' requirements in terms of time, cost, quality, and fitness for purpose.

**As the Project Management programme structure was changed from 8 modules to 6 modules, the following modules are offered as part of transition plan for existing students**

**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 and 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.

## 11.3 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. 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.

### 11.3.1 HEAD OF PROGRAMME

Dr. Dayanand Pandey

### 11.3.2 ACADEMIC STAFF

**Associate Professors**
Dr. Dayanand Pandey
Dr Elago Rangaswamy

**External Examiner**
Professor Roy Bachelor, University of Birmingham

**Admissions Tutor**
Dr. Dayanand Pandey

### 11.3.3 ASSOCIATION WITH UK INSTITUTION

The MSc in Finance and Banking offered in association with the Birmingham Business School (BBS) at the University of Birmingham is one of the UK's top rated research universities. It was awarded the highest “world-leading’ quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 11.3.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

- complete a dissertation normally not exceeding 20,000 words, on a topic that relates to the subject matter of the programme
- Complete 5 x 20 credit core modules and 2 x 10 elective modules
- Undertake 200 notional hours of study for each 20 credit module
- Undertake 100 notional hours for each 10 credit module
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

### 11.3.5 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 if international banking as seen from the perspective of the UAE.

### 11.3.6 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. At the end of the programme, the student will be able to:

Knowledge

1 Acquire systematic and thorough understanding of the modern theory of finance
2 Gain familiarity with quantitative and accounting methods used in finance

Intellectual Skills

3 Apply theory and critically analyse arguments by professionals in academic subject areas related to finance and banking

4 Organise and critically analyse real-world data on banking, financial and economic problems

Subject Practical Skills

5 Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks

6 Gain thorough specialist knowledge in one or more narrow aspects of finance and banking

Transferable Skills

7 Manage data and information collection, organisation, and implementation of theories and strategies using spreadsheets

8 Effectively communicate ideas and arguments to fellow professionals and lay audiences

9 Operate at a high managerial level in an international and professional environment

### 11.3.7 CREDITS

Elements of the programme are:
- core modules for each of which 20 credits are available,
- 2 elective modules for each of which 10 credits are available
- One research based dissertation, for which 60 credits are available.

### 11.3.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort and each elective module is equivalent to 100 hours of student effort, so that the whole programme is 1800 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.

### 11.3.9 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| **Core Modules (All compulsory)** | | |
| FIN501 | Quantitative Methods for Finance | 20 |
| FIN502 | Corporate Finance | 20 |

| Module Code | Module Title | Credits |
|---|---|---|
| | (parallel/pre requisite FIN503 Financial Statement Analysis) | |
| FIN503 | Financial Statement Analysis | 20 |
| FIN504 | Financial Markets & Institutions<br>(pre requisite FIN501 Quantitative Methods for Finance) | 20 |
| FIN505 | Risk Management, Regulation and Structured Products<br>(pre requisite FIN503 Financial Statement Analysis, FIN501 Quantitative Methods for Finance& FIN504 Financial Markets and Investments) | 20 |
| **Elective Modules (Students choose 2 out of these modules)** | | |
| FIN506 | Islamic Finance | 10 credits each<br><br>2 modules are selected |
| FIN507 | Clearing and Settlement of Financial Trades | |
| FIN508 | Financial Crime, Money Laundering and Governance in Banking<br>(pre requisite FIN505 Risk, Regulation and Structured Products) | |
| FIN509 | Finance and Regulation in Emerging Markets<br>(pre requisite FIN505 Risk, Regulation and Structured Products) | |
| FIN510 | Forecasting and Trading Strategies in Financial Markets<br>(pre requisite FIN501 Quantitative Methods for Finance ) | |
| FIN511 | Credit Risk Management<br>(pre requisite FIN501 Quantitative Methods for Finance, FIN504 Financial Markets and Institutions and FIN505 Risk, Regulation & Structured Products ) | |
| FIN512 | Hedging<br>(pre requisite FIN504 Financial Markets and Investments and FIN505 Risk Management Regulation and Structured Products) | |
| FIN513 | Trading Strategies and Trade Management | |
| **Dissertation** | | **60** |
| **Total** | | **180** |

## 11.4 POSTGRADUATE DIPLOMA IN FINANCE AND BANKING

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases.

### 11.4.1 HEAD OF PROGRAMME

Dr. Dayanand Pandey

### 11.4.2 ACADEMIC STAFF

**Associate Professors**
Dr. Dayanand Pandey
Dr Elago Rangaswamy

**External Examiner**
Professor Roy Bachelor, University of Birmingham

**Admissions Tutor**
Dr. Dayanand Pandey

### 11.4.3 ASSOCIATION WITH UK INSTITUTION

The MSc in Finance and Banking offered in association with the Birmingham Business School (BBS) at the University of Birmingham is one of the UK's top rated research universities. It was awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

### 11.4.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

- Complete 5 x 20 credit core modules and 2 x 10 elective modules
- Undertake 200 notional hours of study for each 20 credit module
- Undertake 100 notional hours for each 10 credit module
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

### 11.4.5 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. At the end of the programme, the student will be able to:

Knowledge

1 Acquire systematic and thorough understanding of the modern theory of finance
2 Gain familiarity with quantitative and accounting methods used in finance

Intellectual Skills

3 Apply theory and critically analyse arguments by professionals in academic subject areas related to finance and banking

4 Organise and critically analyse real-world data on banking, financial and economic problems

Subject Practical Skills

5 Apply the techniques of modern finance theory to practical problems of asset management, credit evaluation, and risk management in banks

6 Gain practical knowledge pertaining to various aspects of finance and banking

Transferable Skills

7 Manage data and information collection, organisation, and implementation of theories and strategies using spreadsheets

8 Effectively communicate ideas and arguments to fellow professionals and lay audiences

9 Operate at a high managerial level in an international and professional environment

### 11.4.6 CREDITS

Elements of the programme are:
- core modules for each of which 20 credits are available,
- 2 elective modules for each of which 10 credits are available
-

### 11.4.7 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Each module of 20 credits is equivalent to 200 hours of student effort and each elective module is equivalent to 100 hours of student effort, so that the whole programme is 1200 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.

### 11.4.8 PROGRAMME STRUCTURE

| Module Code | Module Title | Credits |
|---|---|---|
| **Core Modules (All compulsory)** | | |
| FIN501 | Quantitative Methods for Finance | 20 |
| FIN502 | Corporate Finance<br>(parallel/pre requisite FIN503 Financial Statement Analysis) | 20 |
| FIN503 | Financial Statement Analysis | 20 |
| FIN504 | Financial Markets & Institutions<br>(pre requisite FIN501 Quantitative Methods for Finance) | 20 |
| FIN505 | Risk Management, Regulation and Structured Products<br>(pre requisite FIN503 Financial Statement Analysis, FIN501 Quantitative Methods for Finance& FIN504 Financial Markets and Investments) | 20 |
| **Elective Modules (Students choose 2 out of these modules)** | | |
| FIN506 | Islamic Finance | 10 credits each<br><br>2 modules are selected |
| FIN507 | Clearing and Settlement of Financial Trades | |
| FIN508 | Financial Crime, Money Laundering and Governance in Banking<br>(pre requisite FIN505 Risk, Regulation and Structured Products) | |
| FIN509 | Finance and Regulation in Emerging Markets<br>(pre requisite FIN505 Risk, Regulation and Structured Products) | |
| FIN510 | Forecasting and Trading Strategies in Financial Markets<br>(pre requisite FIN501 Quantitative Methods for Finance ) | |
| FIN511 | Credit Risk Management<br>(pre requisite FIN501 Quantitative Methods for Finance, FIN504 Financial Markets and Institutions and FIN505 Risk, Regulation & | |

| Module Code | Module Title | Credits |
|---|---|---|
| | Structured Products ) | |
| FIN512 | Hedging<br>(pre requisite FIN504 Financial Markets and Investments and FIN505 Risk Management Regulation and Structured Products) | |
| FIN513 | Trading Strategies and Trade Management | |
| **Total** | | **120** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Module | Module Coordinator |
|---|---|---|
| **Core** | | |
| FIN501 | Quantitative Methods for Finance | Dr. Elango Rengasamy |
| FIN503 | Financial Statement Analysis | Dr. Elango Rengasamy |
| FIN01511 | Commercial and Investment Banking | Dr. Elango Rengasamy |
| FIN01516 | Regulation and Risk Management in Banking | Dr. Dayanand Pandey |
| **Elective** | | |
| FIN508 | Financial Crime, Money Laundering and Governance in Banking | Dr. Dayanand Pandey |

**January 2012, Term 2**

| Code | Module | Module Coordinator |
|---|---|---|
| **Core** | | |
| FIN502 | Corporate Finance | Dr. Elango Rengasamy |
| FIN501 | Quantitative Methods for Finance | Dr. Elango Rengasamy |
| FIN505 | Risk, Regulation and Structured Products | Dr. Dayanand Pandey |
| **Electives** | | |
| FIN511 | Credit Risk Management | Dr. Dayanand Pandey |
| FIN512 | Hedging* | TBA |

* This elective module will only be offered if there is a reasonable student demand for them

**Summer 2012, Term 3**

| Code | Module | Module Coordinator |
|---|---|---|
| **Electives** | | |
| FIN510 | Forecasting and Trading Strategies in Financial Markets | Dr. Elango Rengasamy |
| FIN508 | Financial Crime, Money Laundering and Governance in Banking | Dr. Dayanand Pandey |
| FIN506 | Islamic Finance | Dr. Sunil Kumar |
| FIN509 | Finance and Regulation in Emerging Markets | Dr. Dayanand Pandey |
| FIN507 | *Clearing and Settlement of Financial Trades | Adjunct Lecturer |
| FIN513 | *Trading Strategies and Trade Management | Adjunct Lecturer |

* These elective modules will only be offered if there is a reasonable student demand for them.

**MODULE DESCRIPTIONS**

**FIN501**
**Quantitative Methods for Finance**
This module introduces students to quantitative techniques commonly used in analysing financial market data. It analyses criteria for guiding investment decisions, considers the measurement of asset risk and return and discusses statistical techniques of forecasting.

**FIN502**
**Corporate Finance**
The purpose of this module is to develop a clear understanding of the fundamentals of corporate finance and their relationship with the theory and practice of corporate investments through the examination of real-life case studies and contemporary examples. Course discusses and compares investment appraisal techniques, and examines the relation of finance theory to corporate policy issues such as capital structure, debt policy and capital budgeting, dividend policy and mergers and acquisitions.

**FIN503**
**Financial Statement Analysis**
The purpose of this module is to provide a clear understanding of how users of financial statements interpret accounting reports when making business decisions. The emphasis is on the valuation of debt and equity instruments. Coverage includes a broad discussion of measurement issues and is based on international accounting standards. Topics covered include earnings quality, ratio analysis, fundamental analysis, earnings management, EVA Analysis, forecasting and valuation.

**FIN504**
**Financial Markets and Institutions**
The module is tailored to the needs of Finance and Banking students and is designed to develop a solid understanding of how users of financial information interpret accounting reports when making business decisions. The 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).

**FIN505**
**Risk Management, Regulation and Structured products**
The purpose of this module is to analyze the approaches to financial (market), credit and Operational risk measurement & management for banks and financial institutions mainly in context of Basel guidelines. It also discusses the pricing and valuation of some existing structured derivative products.

**FIN506**
The aim of this course 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.

**FIN507**
**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.

**FIN508**
**Financial Crime, Money Laundering and Governance in Banking**
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.

**FIN509**
**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: (1) 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; (2) discussing how to measure the degree integration of Emerging Markets with global financial markets; and (3) examining the effects of financial market deregulation on economic growth.

**FIN510**
**Forecasting and Trading Strategies in Financial Markets**
The aim of this course 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.

**FIN511**
**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.

**FIN512**
**Hedging**
This module introduces students to principles and techniques commonly used in the management of financial risk.

**FIN513**
**Trading Strategies and Trade Management**
This module introduces students to principles and techniques commonly used in the analysis and trading of financial markets

**As the Finance and Banking programme structure was changed, the following modules are offered as part of transition plan for existing students**

**FIN01511**
**Commercial and Investment Banking**
The purpose of this module is to provide a solid understanding of the theory and practice of modern banking.

**FIN01516**
**Regulation and Risk Management in Banking**

The purpose of this module is to analyze the most important approaches to financial (market) and credit risk management for banks and financial institutions.

## 11.5 MSc IN HUMAN RESOURCE MANAGEMENT

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 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.

### 11.5.1 HEAD OF PROGRAMME

Dr. Abubakr Suliman

### 11.5.2 ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington

**Associate Professors**
Dr. Abubakr Suliman

**External Examiner**
Professor Lynette Harris, Nottingham Trent University

**Admissions Tutor**
Dr. Abubakr Suliman

### 11.5.3 ASSOCIATION WITH UK INSTITUTION

The programme has been designed in association with the Manchester Business School (MBS) at the University of Manchester – one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

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.

### 11.5.4 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 6X20 credit modules and satisfactorily pass all elements of assessment
- Undertake 200 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.

### 11.5.5 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

- provide an opportunity for students to apply key concepts, and to discuss real life issues, within the context of HRM in the UAE, GCC context and globally

- ground the students' experience firmly in the realities of individual and group behaviour in work organisations
- give students the opportunity to apply self-learning by means of classroom exercises and case studies
- develop through experience on a major dissertation project, high-level research skills in analysis and critical evaluation

### 11.5.6 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:

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

Knowledge

1. Systematic and thorough understanding of the theory and practice of HRM
2. Systematic and thorough understanding of how HRM can contribute to improved organisational performance
3. Systematic and thorough understanding of how to design HRM solutions which can be applicable to a wide variety of organisational circumstances
4. Systematic and thorough understanding of how the specific context of the UAE and the wider Gulf region shapes HRM in organisations
5. Systematic and thorough understanding of how to review and synthesise literature resources relating to a substantial research problem

Intellectual skills

6. Ability to critically analyse arguments by academics and to apply theory in order to enhance Human Resource Management in a variety of organisational circumstances
7. Ability to organise and analyse real-world data on HRM issues and problems in order to support organisational change and the implementation of specific HRM solutions
8. Research and complete a professional management report on an organisational issue in HRM *(New outcome added as a result of revised structure)*
9. Systematic and through understanding of how to design, structure, review literature, conduct and write-up research for an extended dissertation

Subject practical skills

10. Application of HRM techniques in organisations with complex environments and multicultural workforces
11. Identification and implementation of best practice techniques of modern HRM in order to support the effective management of people, especially within the UAE
12. Ability to adopt and promote high level HRM activities in order to support attainment of strategic goals and organisational change
13. Ability to define, specify and investigate a significant research problem in HRM leading to outcomes with implications for theory and practice

Transferable skills

14. 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
15. Ability to operate effectively at a high managerial level in a variety of environments
16. Data and information collection, organisation, and implementation of theories and strategies including the use of databases, spreadsheets and web-based tools

17. Capability to review and evaluate the worth of academic and consultancy research reports and publications in HR

### 11.5.7 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 (4 core and 2 electives) taught modules of 20 credits each (total 120 credits)
- A research-based dissertation (60 credits).

### 11.5.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Therefore, each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 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.

### 11.5.9 PROGRAMME STRUCTURE

| **Module Code** | **Core:** | **Credits** | **Pre-Requisites** |
|---|---|---|---|
| MGT506 | Human Resource Management in Action | 20 | |
| MGT507 | Strategy and Human Resource Management<br>(pre requisite MGT506 Human Resource Management in Action) | 20 | HRM in Action |
| MGT508 | Organisational Behaviour and Business Leadership | 20 | |
| RES502 | Research Methods in HRM | 20 | |
| <br>MGT509<br><br>MGT510<br>MGT511<br>MGT512 | **ELECTIVES:**<br>The Role of the HR Function in the Modern Organisation<br>Organisational Change<br>Comparative and International Employment Systems<br>Employment Policy | <br>20 credits each Two modules are selected | |
| RES508 | **Dissertation** | 60 | Research Methods in HRM |
| | **TOTAL credit hours for award of Masters** | **180** | |

## 11.6 POSTGRADUATE DIPLOMA IN HUMAN RESOURCE MANAGEMENT

The award of a Postgraduate Diploma, as an alternative to the MSc programme addresses the needs of potential students who wish to gain the advanced knowledge/tools/skills needed by professionals in industry. The students who are only interested in the Diploma award would not be required to undertake the dissertation component. Nevertheless, the knowledge and skills gained from the taught modules would provide a sound basis for effective application of knowledge in the practical situations. The Postgraduate Diploma may also be taken as an exit route by MSc students who are unable to complete the dissertation due to any circumstances. The Postgraduate Diploma as an exit route provides a valuable and deserved postgraduate qualification in such cases

### 11.6.1 HEAD OF PROGRAMME

Dr. Abubakr Suliman

### 11.6.2 ACADEMIC STAFF

**Professors**
Professor Ashly Pinnington

**Associate Professors**
Dr. Abubakr Suliman

**External Examiner**
Professor Lynette Harris, Nottingham Trent University

**Admissions Tutor**
Dr. Abubakr Suliman

### 11.6.3 ASSOCIATION WITH UK INSTITUTION

The programme has been designed in association with the Manchester Business School (MBS) at the University of Manchester – one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008).

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.

### 11.6.4 PROGRAMME GRADUATE COMPLETION REQUIREMENTS

In order to graduate from the programme, students must:

- Complete 6X20 credit modules and satisfactorily pass all elements of assessment
- Undertake 200 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.

### 11.6.5 PROGRAMME GOALS

1. familiarise students with best practice in Human Resource Management and its contribution to organisational performance

2. provide an opportunity for students to apply key concepts, and to discuss real life issues, within the context of HRM in the UAE, GCC context and globally.

3. ground the students' experience firmly in the realities of individual and group behaviours in work organisations

4. give students the opportunity to apply self-learning by means of classroom exercises and case studies

### 11.6.6 PROGRAMME OUTCOMES

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

Academic knowledge

1. Systematic and thorough understanding of the theory and practice of HRM
2. Systematic and thorough understanding of how HRM can contribute to improved organisational performance
3. Systematic and thorough understanding of how to design HRM solutions which can be applicable to a wide variety of organisational circumstances
4. Systematic and thorough understanding of how the specific context of the UAE and the wider Gulf region shapes HRM in organisations

Intellectual skills

5. Ability to critically analyse arguments by academics and to apply theory in order to enhance Human Resource Management in a variety of organisational circumstances
6. Ability to organise and analyse real-world data on HRM issues and problems in order to support organisational change and the implementation of specific HRM solutions
7. Research and complete a professional management report on an organisational issue in HRM *(New outcome added as a result of revised structure)*

Subject practical skills

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

Transferable skills

11. 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
12. Ability to operate effectively at a high managerial level in a variety of environments
13. Data and information collection, organisation, and implementation of theories and strategies including the use of databases, spreadsheets and web-based tools

### 11.6.7 CREDITS

The 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 (4 core and 2 electives) taught modules of 20 credits each (total 120 credits)

### 11.6.8 CREDIT HOURS

A credit is equivalent to approximately 10 hours of study. Therefore, each module is equivalent to 200 hours of student effort, so that the whole programme is 1,200 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.

### 11.6.9 PROGRAMME STRUCTURE

| **Module Code** | **Core:** | **Credits** | **Pre-Requisites** |
|---|---|---|---|
| MGT506 | Human Resource Management in Action | 20 | |
| MGT507 | Strategy and Human Resource Management<br>(pre requisite MGT506 Human Resource Management in Action) | 20 | HRM in Action |
| MGT508 | Organisational Behaviour and Business Leadership | 20 | |
| RES502 | Research Methods in HRM | 20 | |
| MGT509<br>MGT510<br>MGT511<br>MGT512 | **ELECTIVES:**<br>The Role of the HR Function in the Modern Organisation.<br>Organisational Change.<br>Comparative and International Employment Systems.<br>Employment Policy. | 20 credits each (Two modules are selected) | |
| | **TOTAL credit hours for award of Diploma** | **120** | |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| MGT506 | Human Resource Management in Action | Dr Abubakr Suliman |
| MGT507 | Strategy and Human Resource Management | Prof Ashly Pinnington |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| MGT509 | The Role of the HR Function in Modern Organisations | Dr Abubakr Suliman |
| RES502 | Research Methods for HRM | Dr Abubakr Suliman/ Prof Ashly Pinnington |
| MGT508 | Organisational Behaviour and Business Leadership | Prof Ashly Pinnington |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| MGT510 | Organisational Change | Prof Ashly Pinnington |
| MGT512 | Employment Policy | Dr Abubakr Suliman |

**MODULE DESCRIPTIONS**

**a. Core module descriptions**

**MGT506**
**Human Resource Management in Action**
This module will provide a solid understanding of 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. The module includes consideration of essential people management skills and effective management of interpersonal skills.

**MGT507**
**Strategy and Human Resource Management**
The purpose of this module is to provide a solid understanding of the theory and practice of HRM strategy with particular regard to the cultural context in which organisations work, the development of organisational strategy, effective decision making, strategising, creative problem solving, the adoption of best practice in HRM, and the motivation of and engagement with staff.
The module seeks to develop further more-specialised skills that are of particular significance to effective higher-level people management and provides opportunities for applied learning and continuous professional development.

**MGT508**
**Organisational Behaviour and Business Leadership**
The purpose of this module is to provide a solid understanding of individuals and group behaviour in work organisations. It examines the role of management in diagnosing behaviours and adopting practices that can improve organisational effectiveness. This will involve consideration of employees' attitudes, motivation, learning and reinforcement, job satisfaction workgroups, organizational culture, leadership, communication, decision making, organization conflict, change management, and management of stress.
This is a mandatory module for any student wanting to pursue membership of the Chartered Institute of Personnel Development (CIPD), which is achieved through formal application to the CIPD and successful completion of approved CIPD Advanced Diploma modules.
A key purpose of this module is thus to encourage learners to develop a strong sense of self-awareness and of their own strengths and weaknesses as managers and colleagues. The module also seeks to develop further more-specialised skills that are of particular significance to effective higher-level people management and provides opportunities for applied learning and continuous professional development. Finally, the module seeks to help learners make the most of their formal programmes of study with the inclusion of key postgraduate study skills and requires critical reflection on theory and practice from an ethical and professional standpoint.

**RES502**
**Research Methods in HRM**
Key elements of professional competence are strategic awareness, a business orientation and a concern with adding value through human resource (HR) practice. Qualified professionals should be able to research relevant topics and write reports that can persuade key stakeholders in the organisation to change or adopt a particular policy and practice. This module provides the opportunity for learners to demonstrate the ability to diagnose and investigate a live, complex business issue from an HR perspective, to locate the work within the body of contemporary knowledge, to collect and analyse data, to derive supportable conclusions and to make practical and actionable recommendations for change, improvement or enhancement of current practice. The applied nature of the report requires a critical evaluative approach, empirical investigation and analysis and a combination of academic research and business report writing skills. It requires reflection on the implications for professional practice from an ethical, professional and continuous professional development standpoint.

The purpose of this module, more specifically in terms of teaching in research methodologies and methods, is to provide a comprehensive understanding of research methods applicable for micro, meso and macro level studies. A particular emphasis is placed on 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, including ethics, and how to design a research proposal and carry out research assignment. The module will then consider qualitative research techniques including data collection, data transcription, and analysis using software packages such as NVivo or CAQDAS. Consideration will then be given to quantitative research techniques such as surveys and analysing data with PASW. Qualitative, quantitative and mixed-methods research approaches such as Action research, Ethnographic research, Case studies, and Modelling/Simulation will also be dealt with. The module will conclude with a discussion of the content of the module in relation to student research-based assignments. It is also concerned with the development of skills, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management research, management practice and effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets and IT proficiency.

**b. Elective module descriptions**

**MGT509**
**The Role of the HR Function in the Modern Organisation**
The purpose of this module is to provide a solid understanding of the role and contribution of the HR function to organisational success in the context of the UAE and wider Gulf. This will involve consideration of specific operation issues and tools as well as the wider role of HRM within organisational strategy.

**MGT510**
**Organisational Change**
The purpose of this module is to provide a solid understanding of 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.
The module is concerned with the development of skills in organisational change and organisational development, and specifically seeks to develop and improve a range of definable skills that are pivotal to successful management practice and to effective leadership. These include thinking and decision-making skills, the management of financial information, managing budgets, a range of team working and interpersonal skills and others associated with developing personal effectiveness and credibility at work. Students are expected to be able to demonstrate leadership skills through the project management of organisational change.

**MGT511**
**Comparative and International Employment Systems**
The purpose of this module is to provide a solid understanding of 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.

**MGT512**
**Employment Policy**
The purpose of this module is to provide a solid understanding of 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.

## 11.7 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 degree 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.

### 11.7.1 HEAD OF PROGRAMME

Dr Ayman Masadeh

### 11.7.2 ACADEMIC STAFF

**Associate Professors**
Dr Ayman Masadeh

**External Examiner**
Professor Anthony Philip Lavers, Oxford Brookes University

**Admissions Tutor**
Dr Ayman Masadeh

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.

### 11.7.3 ASSOCIATION WITH UK INSTITUTION

The subject area of law within the Faculty of Business is operated through an association with King's College London., one of the UK's top rated research universities. It was recently awarded the highest "world-leading' quality profile for research within this subject area in the most recent Research Assessment survey (RAE 2008)

### 11.7.4 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.

### 11.7.5 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.

**11.6.6 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

4. Synthesise and critically apply legal theory and procedural rules to practical problems arising in the construction industry
5. 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
6. Demonstrate a capacity to apply complex concepts and develop solutions to both standard and unusual problems relating to construction law

Subject Practical Skills

7. 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
8. Conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract
9. develop critical advisory skills as representatives of parties to construction projects

Transferable Skills

10. 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

11. 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

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

### 11.7.7 CREDITS

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

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

### 11.7.8 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.

### 11.7.9 PROGRAMME STRUCTURE

| | **Module Title** | **Credits** |
|---|---|---|
| One of the following | | |
| CDR501 | Introduction to Law | 40 |
| CDR502 | Introduction to Construction | 40 |
| All of the following | | |
| CDR503 | Construction Law I<br>(pre requisiteCDR501 Introduction to Law OR CDR502 Introduction to Construction) | 40 |
| CDR504 | Arbitration and Construction<br>(pre requisiteCDR501 Introduction to Law OR CDR502 Introduction to Construction) | 20 |
| CDR505 | Dispute Resolution<br>(pre requisiteCDR501 Introduction to Law OR CDR502 Introduction to Construction AND<br>CDR503 Construction Law I AND<br>CDR504 Arbitration and Construction | 20 |
| CDR506 | Construction Law II<br>(pre requisiteCDR501 Introduction to Law OR CDR502 Introduction to Construction AND<br>CDR503 Construction Law I | 40 |
| RES514 | Dissertation | 40 |
| **Total hours/ credits:** | | **200** |

**Teaching Plan for Academic Year 2011-12 (Modules offered are subject to change)**.

**September 2011, Term 1**

| Code | Title | Tutor |
|---|---|---|
| CDR502 | Introduction to Construction | Dr Ayman Masadeh |
| CDR506 | Construction Law II | Dr Ayman Masadeh |
| CDR501 | Introduction to Law | Dr Ayman Masadeh |

**January 2012, Term 2**

| Code | Title | Tutor |
|---|---|---|
| CDR501 | Introduction to Law | TBA |
| CDR502 | Introduction to Construction | TBA |
| CDR505 | Dispute Resolution and Construction | TBA |

**Summer 2012, Term 3**

| Code | Title | Tutor |
|---|---|---|
| CDR506 | Construction Law I | TBA |

**MODULE DESCRIPTIONS**

**CDR501**
**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. .

**CDR502**
**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.

**CDR503**
**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.

**CDR504**
**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.

**CDR505**
**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.

**CDR506**
**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.

## 12 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.

**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 13
# ACADEMIC POLICIES & ASSESSMENT PROCEDURES

The Best of British Education in Dubai

## 13.1 ASSESSMENT FOR [17]M-LEVEL PROGRAMMES

**Taught Modules**

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

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

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

There are two main types of assignment.

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

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

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

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

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

**Dissertation 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

[17] M-level stands for MSc level. The Postgraduate Certificate, Postgraduate Diploma and MSc are all M-level programmes

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.

### 13.2 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.

### 13.3 UNIVERSITY M-LEVEL 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 for M- Level programmes

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, an approximation to GPA may be calculated in the following way:

Example:

| Module | Grade | Points | | Credits | Grade Points |
|---|---|---|---|---|---|
| M1 | A | 4 | X | 20 | 80 |
| M2 | C | 2 | X | 10 | 20 |

| | | | | | |
|---|---|---|---|---|---|
| M3 | B | 3 | X | 20 | 60 |
| M4 | (credit transfer) | | X | | Not counted In GPA |
| M5 | D | 0 | X | 10 | 0 |
| | | | | | |
| | | | | | |
| Total | | | | 60 | 160 |
| GPA = 160 / 60 = 2.66 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 term 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.

### 13.4 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.

### 13.5 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

**13.6 UNIVERSITY M-LEVEL GRADE DESCRIPTORS**

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

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

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

| | **Written Examinations** | **Practical Work and Oral Examinations** | **Reports and Essays** | **Research Process** |
|---|---|---|---|---|
| **D**<br>**40 - 49%** | **Understanding**:<br>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.<br><br>**Selection and coverage of material**:<br>Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills.<br><br>**Structure and presentation**:<br>Logical flow of content, but with poor clarity of expression.<br><br>**Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment. | Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology.<br><br>Has difficulty in working independently, or participates only passively in a group.<br>Inadequate presentational skills; showing a confused analysis of the topic or problem.<br><br>Answers to questions show limited understanding of the key ideas.<br><br>Able to reach some valid conclusions, but unable to suggest appropriate extensions of the work.<br><br>**Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment. | An unsystematic account of the assignment task.<br><br>An incomplete record of the aims and methods of the work.<br><br>Data manipulation and analysis contains significant inaccuracies or omissions.<br><br>Few comments on the observations, with many 'loose ends'.<br><br>No evidence of extended reading.<br><br>**Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment. | Data collection and analysis is adequate and demonstrates an appropriate degree of commitment.<br><br>However there may be significant deficiencies in one or more of the following areas:<br><br>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.<br>2. The work may be anecdotal/ descriptive at times, and there is no evidence of the ability to be analytical.<br>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.<br><br>**Note:** The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment. |
| **E< 40%** | **Understanding**:<br>Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods | Poor preparation, displaying an unsystematic approach. and very limited understanding of the material and methodology.<br><br>Has great difficulty in working | An unsystematic, incomplete or inaccurate account of the assignment.<br><br>A sketchy record of the aims and methods of the work. | Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected for analysis. Commentary shows major problems |

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

## 13.7 DOCTORAL LEVEL ASSESSMENT REGULATIONS

A. Doctoral programme normally comprises three stages.

**Stage 1** **Taught Modules Stage:**
Candidates need to pass the specified taught module assessments of the programme to complete this stage.

**Stage 2** **Proposal Defence Stage:**
Candidates must present a research proposal, pass a proposal defence and meet any other requirements specified by the RDC to proceed to thesis.

**Stage 3** **Final Thesis Stage:**
The candidates are required to complete their final thesis and pass the thesis submission and viva requirements to be eligible for the award of the doctoral degree.

B. During the taught stage of programmes, individual modules are assessed. The BoE approves the final results of the modules. The section titled " Taught Module Stage Regulations" deals with the assessment regulations for this stage.

C. Candidates who successfully complete all taught modules and who are proceeding to the next stage must appear for proposal defence.

D. Candidates progress to Stage 3 after passing the proposal defence stage.

E. Student advancement in programmes shall require satisfactory progress before the end of each year by submission of a substantial progress report that will be discussed at a formal progress meeting with the supervisory team and an independent assessor.

F. All doctoral students shall maintain a record of their progression and personal development throughout their degree.

G. Students who are not able to demonstrate satisfactory progress within Stage 3 will not be permitted to register for the subsequent year of the doctoral degree.

H. Completion of the Stage 3 of the programme is assessed through a thesis and a viva. The Research Degree Committee (RDC) approves the outcome of the thesis and viva. Section, titled "Final Thesis Examination Regulations", deals with the assessment regulations for this Stage.

**Assessment Criteria**
All assignments and work in both the taught elements and in the thesis will be assessed using the criteria described in the table below which reflect the doctoral-level of attainment to ensure that the credits acquired are doctoral level credits.

**Knowledge and Understanding**

**1. Identification of key issues and recognition of leading edge ideas**

Wide range of background reading including classic and contemporary sources; explicit identification of theoretical foundations; explicit identification of significant themes that recur and of areas of dissonance between studies/ authors/domains within the overall field.

**2. Awareness of a variety of standpoints**

Attention drawn to the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to prevailing views highlighted

| |
|---|
| **Application, Argument & Analysis**<br><br>**3. Extension and application of theoretical knowledge to generate new understandings**<br><br>Integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice and make an original contribution to knowledge.<br><br>**4. Critical analysis of the sources or evidence bases**<br><br>Depth of background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; independent critical evaluation of the validity of claims made; quality of evidence to support claims; attention to features of research and design methodology. |
| **Communication & presentation**<br><br>**5. Suitability and /or potential for dissemination / publication**<br>Purpose, audience, message, quality of presentation and communication; overall coherence and attention to detail |

### 13.7.1 Taught Module Stage Regulations

**Marking Schemes and Grade Descriptors**

Each module is assessed separately, and in relation to the module learning outcomes found in the module descriptor. The grading scheme ~~given~~ in Table below is used for the reference of ~~Board of Examiners~~the BoE ~~but final decisions for each individual will be made on a pass with distinction/pass/fail basis.~~and the RDC.

During the taught module stage, s~~S~~tudents with a grade of 50% and over will be graded pass and those below 50% will be graded as fail. Above 70% will be considered as pass with distinction. Students must pass all required~~of the~~ taught modules before progression to the research stage~~element~~.

The University will use the following marking scheme for feedback purposes and for reporting ~~the~~ marks at the Board of Examiners.

**Grading Scheme for Modules**

| Score % | Grade | Interpretation |
|---|---|---|
| 90 – 100 | A | Excellent~~ – Satisfactory for a distinction~~ |
| 80 – 89 | | |
| 70 – 79 | | |
| 60 – 69 | B | Very good |
| 50 – 59 | C | Good |
| 40 – 49 | D | Marginal Fail |
| 30 – 39 | E | Clear Fail |
| 20 – 29 | | |
| 10 – 19 | | |
| 0 – 10 | | |

~~-~~The marking scheme presented in table below is ~~above~~ used in conjunction with the approved Doctoral ~~-~~Grade Descriptors for assessing all ~~assessment~~ components ~~with~~in taught elements and in the thesis.

The BoE shall determine the satisfactory completion of the taught module stage based on the above stated criteria. Students will then have the option to submit the proposal for defence proposal, on which they are strongly encouraged to continue to seek support from their Director of Studies.

**Commented [E2]:** This could be more simply written: grades below 50% are fail, grades of 50% and over are a pass, and those 70% or over are pass with distinction

**Commented [E3]:** Doesn't this have to be consistent with Table 2.1?

**Commented [E4]:** Proposal?

**Commented [E5]:** Or grades? Or both?

## Doctoral Grade Descriptor Indicators

| Criteria | Doctoral Grade Descriptor Indicators | | | | | |
|---|---|---|---|---|---|---|
| | Clear Fail | | Marginal Fail | Good | Very Good | Excellent |
| | **F** 0-29% | **E** 30- 39% | **D** 40-49% | **C** 50-59% | **B** 60-69% | **A** 70-100% |
| **1. Knowledge and understanding:**<br><br>**Identification of key issues and recognition of leading edge and new ideas** | Little or no evidence of relevant background reading; unfocused; little or no attempt to relate to relevant areas; generally descriptive. | Unfocused background reading, with some reference to a relevant area; little or no identification of significant themes within the field, tends to be descriptive. | Evidence of some background reading in a relevant area; identification of some significant themes within the field. | Evidence of substantial background reading in some relevant areas; basic attempt at identification of theoretical formulation of argument; identification of some significant themes within the field. | Wide background reading including contemporary sources; explicit identification of theoretical formulation of argument; explicit identification and some linking of significant themes and some evidence of recognition of areas of dissonance between studies/ authors/domains within the field. | Extensive background reading including contemporary sources; explicit identification of theoretical formulation of argument; explicit identification and linking of significant and/or new themes and of areas of dissonance between studies/ authors/domains within the overall field. |

| Criteria | Doctoral Grade Descriptor Indicators | | | | | |
|---|---|---|---|---|---|---|
| | Clear Fail | | Marginal Fail | Good | Very Good | Excellent |
| | F<br>0-29% | E<br>30- 39% | D<br>40-49% | C<br>50-59% | B<br>60-69% | A<br>70-100% |
| **2. Knowledge and understanding:**<br><br>**Awareness of a variety of standpoints** | No level of awareness demonstrated between different authors. | Poor level of awareness; some attention drawn to the chronology of ideas and practices. | Basic level of awareness with little or no attempt to show the level of consistency evident within the accounts of authors / researchers / commentators; some attention drawn to the chronology of ideas and practices. | General level of awareness with limited attempt to show the level of consistency evident within the accounts of leading authors / researchers / commentators; some attention drawn to the chronology of ideas and practices; limited challenges to the main prevailing view(s) | High level of awareness with some attempt to show the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to the main prevailing view(s). | Extremely high level of awareness with attention drawn to the level of consistency evident within the accounts of leading authors / researchers / commentators; attention drawn to the chronology of ideas and practices; challenges to prevailing views highlighted, new standpoints proposed and argued. |
| **3. Application, argument and analysis:**<br><br>**Extension and application of theoretical knowledge to generate new understandings** | No evidence of argument or analysis applied to theoretical knowledge. | Generally descriptive accounts from poor quality sources with poor integration; little if any attention to the ways in which theoretical arguments and / or | Generally descriptive accounts of published authors with little or no integration; some attention to the ways in which theoretical arguments and / or research findings have been used to | Limited integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to inform practice. | Significant integration and synthesis of accounts of published authors; attention to the ways in which theoretical arguments and / or research findings have been or could be used to | Extensive and consistent integration and synthesis of accounts of published authors; extrapolation from theory to generate further hypotheses; attention to the ways in which theoretical arguments and / or research findings have |

| Criteria | Doctoral Grade Descriptor Indicators | | | | | |
|---|---|---|---|---|---|---|
| | Clear Fail | | Marginal Fail | Good | Very Good | Excellent |
| | F<br>0-29% | E<br>30- 39% | D<br>40-49% | C<br>50-59% | B<br>60-69% | A<br>70-100% |
| | | research findings have been used to inform practice. | inform practice. | | inform practice and make an original contribution to knowledge. | been or could be used to inform practice and make an original contribution to knowledge. |
| **4. Application, argument and analysis:**<br><br>**Critical analysis of the sources or evidence bases** | Poor evidence of background reading; no evidence of independent critical evaluation of the reliability of 'evidence'. | Evidence of some background reading though generally superficial and not focused; poor evidence of independent critical evaluation of the reliability of 'evidence'. | Evidence of relevant, though not in-depth, background reading; little evidence of independent critical evaluation of the reliability of 'evidence'. | Some evidence of in-depth background reading; some evidence of independent critical evaluation of the reliability of 'evidence'; generally little or no attention to features of research design such as sampling, methods of data collection and analysis. | Evidence of in-depth background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; quality of evidence to support claims; attention to features of research design such as sampling, methods of data collection and analysis. | Evidence of extensive and in-depth background reading with attention to genre and epistemological assumptions; independent critical evaluation of the reliability of 'evidence'; independent critical evaluation of the validity of claims made; quality of evidence to support claims; attention to features of research design methodology |

| Criteria | Doctoral Grade Descriptor Indicators | | | | | |
|---|---|---|---|---|---|---|
| | **Clear Fail** | | **Marginal Fail** | **Good** | **Very Good** | **Excellent** |
| | **F**<br>0-29% | **E**<br>30- 39% | **D**<br>40-49% | **C**<br>50-59% | **B**<br>60-69% | **A**<br>70-100% |
| **5. Communication & presentation:**<br><br>**Suitability and /or potential for dissemination / publication including citation and referencing** | Generally, unintelligible; no articulation of purpose, poor quality of presentation; poor coherence and disjointed flow. | Generally intelligible but articulation of purpose unclear, poor quality of presentation; poor coherence and flow rather disjointed. | Articulation of purpose on topic but lacking in clarity, adequate quality of presentation; poor coherence and flow sometimes disjointed. | Clearly articulated purpose, adequate quality of presentation; overall coherence and flow reasonable. | Communication almost at the standard of published academic work; clearly articulated purpose, good cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail. | Communication at the standard of published academic work and/or critical dialogue and review with peers and experts in other specialisms; clearly articulated purpose, high cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail. |

### 13.7.2 Proposal Defence Assessment

Students must ~~have successfully presented~~submit a detailed research proposal~~.~~ in the prescribed format ~~-~~before appearing for the ~~oral examination~~defence as one of the indications of their ~~, indicating their~~ suitability to successfully pursue their research.

After considering the results of the ~~oral examination~~proposal defence which they have conducted, the examiners, at their discretion, shall make one of the following recommendations to the RDC:

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

ii. Conditional Pass: That the student be allowed to proceed subject to minor changes to the proposal.

~~i.~~iii. Refer: That the student be invited to revise, resubmit and~~/or~~ repeat the proposal ~~defence~~defence~~-~~ within a specified time not exceeding four months~~of the thesis proposal~~. A student will be permitted to repeat on only one occasion. A fresh ~~examination~~defence, normally by the original examiners, is required.

iv. That the student be not allowed to progress to Thesis

### 13.7.3 Final Thesis and Viva Assessment

Students must submit a thesis, in the prescribed format before appearing for the viva.

After examining the thesis presented by a student and considering the results of the ~~any oral~~viva and any ~~or~~ written examination which they have conducted, the examiners, at their discretion, shall make one of the following recommendations:

i. That the student be awarded the doctoral degree ~~of PhD/Doctorate~~ with no corrections to the thesis ~~being~~ required
~~;~~

ii. That the student be awarded the doctoral degree ~~of PhD/Doctorate~~ subject to minor corrections being made to the thesis, to the satisfaction of the Chair of RDC, normally on the recommendation of Director of Studies in consultation with the external examiner.
~~;~~

iii. That the student be invited to revise, resubmit and/or repeat the ~~defence of the thesis~~ viva for the doctoral degree~~ of PhD/Doctorate~~. A student will be permitted to resubmit/repeat the ~~defence~~ viva on only one occasion. A fresh examination, normally by the original examiners, is required.

~~i.~~iv. That no resubmission/repeat ~~defence~~ viva of thesis be permitted

In the case of a resubmitted thesi~~e~~s ~~for a doctoral degree~~, examiners may waive the requirement to hold a viva if the recommendation is to award the degree and all examiners are in agreement.

~~4.2.8 In the case of resubmitted theses for a doctoral degree, examiners may waive the requirement to hold an oral examination if the recommendation is to award the degree and both/all examiners are in agreement.~~

# SECTION 14
# RIGHTS & RESPONSIBILITIES

The Best of British Education in Dubai

## 14.1 STUDENT RIGHTS AND RESPONSIBILITIES

The British University in Dubai's (BUiD) student rights and responsibilities policy is designed to:

- ensure that BUiD's primary purpose of providing world-class scholarship, education and research is achieved by ensuring that the members of the University community work together in conditions that permit freedom of thought and expression within a framework of respect for the rights of other persons.
- ensure that students have a clear understanding and awareness of their rights and responsibilities as this will enable them to achieve world-class scholarship, education and research.

**Student 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.

**Student 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

### 14.2 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.

### 14.3 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.

### 14.4 ATTENDANCE POLICY & PROCEDURE[1]

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

### 14.5 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]

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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.*

[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.*

b. Alleged improper conduct of the examination

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

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

Any appeal must be submitted in writing, 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.

**14.6 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 15
# 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.

## 15.1 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 terms
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 to the student the cost of the service if an appointment or place on a workshop is booked and the student does not attend all of the sessions. Details of the cost are available with Student Services.

## 15.2 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

**15.3 ACCOMMODATION**

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

**15.4 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.

**15.5 STUDENT ACTIVITIES AND PUBLICATIONS**

Both in conjunction with the Dubai International Academic City and as an autonomous institute the University will create and plan several social and cultural activities for students throughout the year. These activities may 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.

**Student-run media**

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

Appropriate disclaimers will be published stating that:

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

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

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

**Student Media and Use of Electronic Information Resources**

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

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

**Social Networks**

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

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

## 15.6 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.

## 15.7 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 16
# LEARNING SUPPORT SERVICES

The Best of British Education in Dubai

## 16.1 UNIVERSITY LIBRARY SERVICES

### 16.1.1 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.

### 16.1.2 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.

### 16.1.3 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 displayed.

### 16.1.4 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 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 used as the Library card. The student id card must be produced each time a book is borrowed.

### 16.1.5 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.

### 16.1.6 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.

### 16.1.7 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.

### 16.1.8 INTER-LIBRARY LOANS

Books and periodical articles not found in the library collection may be obtained through inter-library loan or document delivery request.

Library staff will make every effort to fulfill each request. However, certain restrictions may apply depending on the cost of providing this service. If a request appears to be unobtainable given other access issues, the University Library reserves the right to decline the request. In such cases the University Library will provide guidance if available, about alternative means of accessing the requested document

Requests are normally actioned by the University free of charge on materials which can be obtained through University links, but more complex requests may require a small charge to be levied. Due to the cost of providing this service, certain limits may apply to library users as follows:

- A graduate student (Masters and Doctoral) may request up to **15 items per term.**

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Some materials that can be obtained only by paying a fee shall be subject to approval by the Module Coordinator or the Dean of the Faculty. In such cases, the University will contribute $ 35.00 USD or AED 130 towards the purchasing of the requested item while the remaining cost will be the responsibility of the faculty member or the student.

The use of any material obtained through the inter-library loan service is governed at all times by the regulations of the lending library.

### 16.1.9 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.

### 16.1.10 LIBRARY STAFF

The Library is staffed by a Librarian, who has a recognized qualification in Librarianship or Information Science.

### 16.1.11 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.

### 16.1.12 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.

### 16.1.13 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.

## 16.2 ACADEMIC SUCCESS UNIT

The Academic Success Unit (ASU) is a unit within the British University in Dubai that provides support in terms of academic literacy skills to ALL students. Many of the BUiD students are part-time students who also juggle careers, families and other responsibilities while they are studying and this unit will help students to assimilate the skills and knowledge they would require to be successful students. Many students also come from different educational backgrounds and they may require support in producing work in accordance with British university standards.

The Academic Success Unit is headed by the Learning and Teaching Advisor, Ms. Radhika Iyer-O'Sullivan. The unit also has two other tutors: Dr. Amanda Howard, Faculty of Education and Ms. Mary Mayall, Head of the Professional Development Unit.

### 16.2.1 SKILLS AUDIT

All new students are required to take a skills audit. The skills audit is a 75-minute combined reading and writing task that sets out to test students' level of academic reading and writing. The audit also has a self-audit component where students can rate themselves on a range of skills.
This audit will give an indication to both faculty and ASU the entry level of students. All students would have already taken an IELTS or TOEFL examination; however, the skills audit gives the university a sample of original work done by the students. The results of this test will remain confidential but each student will receive an email which will recommend workshops that will help the student improve particular skills.

As students attend workshops and use the services provided by the Academic Success Unit, their progress will be tracked. The ASU tutors will work closely with faculty members to ascertain students' strengths and weaknesses over the course of an academic term and help will be offered accordingly.

### 16.2.2 MANDATORY WORKSHOPS

At the beginning of each term, the Academic Success Unit will offer mandatory Referencing and Avoiding Plagiarism workshops. These workshops are compulsory as students will have to familiarize themselves with the BUiD Harvard Referencing method and learn how to cite and acknowledge sources accurately. This workshop is divided into two 2-hour parts and it is mandatory that students attend both parts.

### 16.2.3 ASSIGNMENT-FOCUSED WORKSHOPS

The Academic Success Unit will also offer assignment-focused workshops where sessions will be designed to focus on a particular assignment. All features of the assignment in terms of structure, format, language, academic writing style, vocabulary and grammar will be dealt with in these focused sessions.

### 16.2.4 GENERIC WORKSHOPS

The Academic Success Unit also offers optional generic workshops in the following areas:

- Academic Reading
- Skills for graduate success
- Organisation, Planning & Time management
- Research methods
- Critical thinking
- Giving effective presentations
- Listening to lectures and effective note-taking
- Developing oral skills
- Writing a literature review
- Planning and writing a dissertation

Workshop schedules can also be found on Blackboard: Academic Success Unit: Course Information.

### 16.2.5 WRITING CENTRE

The Academic Success Unit also provides individual support for writing through the Writing Centre. The Writing Centre is in situated in the library. The Writing Centre is an accessible corner within the library where students can book in for individual appointments. All appointments last for up to 60 minutes. Dissertation students can request for longer appointments.

1. Students must have taken skills audit and attended the mandatory referencing workshop to be eligible for individual support at the Writing Centre.
2. The Writing Centre does not offer proofreading or editing services. The students will have to bring hard copies of their work with specific questions or concerns for an appointment at Writing Centre. If the tutor spots another problem/issue, the student will be alerted.
3. Schedules are posted on Blackboard and outside the Writing Centre a week in advance. Students may either sign up on the hard copy posted on the Writing Centre partition or email for an appointment.
4. Students are to check schedules on Blackboard: Academic Success Unit: Course Information: Schedules and then email academicsuccess@buid.ac.ae requesting their preferred appointment. Students must include their ID number and programme while requesting for an appointment. Confirmation will be sent to the student if the requested appointment is available. All appointments made by email must be made at least 48 hours prior to appointment.
5. Cancellations must be made 24 hours prior to appointment so that the appointment can be given to another student. On the day or last-minute cancellations may warrant that the student will be given no more appointments for that term. If the student is more than 10 minutes late for an appointment without notification, the appointment will be cancelled and the student may be granted NO further appointments for that particular term.
6. The students must make as many appointments as they wish but remember that Writing Centre helps the students to become better learners but cannot guarantee 'A' grades as Writing Centre cannot interfere with the subject content of student's work.
7. Tutors offering support at the Writing Centre are full-time staff of the university and may sometimes have to attend meetings etc. The Writing Centre will notify the student if the tutor has to cancel an appointment and reschedule.
8. Students are requested not to interrupt when individual support is in progress.
9. When the Writing Centre is not being used for individual support, students may use it as an independent learning centre. The computer within the Writing Centre has links to free sites for language and academic literacy skills development. Students are encouraged to use these sites to improve their skills independently.
10. Dissertation students are to email academicsuccess@buid.ac.ae first before signing up for an appointment. They will be requested to send a soft copy of their work before the scheduled appointment. Detailed reading will only be done for the first 5000 words of dissertation or 3 chapters: Chapter 1 & 2 and additional chapter of student's choice. Citation and referencing will also be checked in detail.
11. Detailed feedback on the consultation will be kept in a file which also holds student's skills audit and record of workshop attendance.

The Writing Centre is a new venture by the university in offering quality academic support to ALL students. Students are requested to help in developing the Writing Centre as a viable student hub by:

- respecting the appointment system
- respecting the tutors who are helping you
- handling ALL hard and soft equipment with care and respect
- giving the University feedback through Academic Success Unit questionnaire

### 16.2.6 WEB-BASED PROVISION

This provides study skills guidelines which may be accessed by all registered students through blackboard. The study skills guidelines include worksheets, activities, handouts and links.

# SECTION 17 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. An applicant with a Provisional Offer will be considered if the English language requirement is met, as per the programme requirements.

Students may indicate a preference for a particular Scholarship, but are automatically considered for all appropriate Scholarships.

# SECTION 18
# GOVERNANCE

The Best of British Education

## 18.1 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 each programme is reviewed and evaluated using the following mechanisms:

I. Collection of Student Feedback through questionnaires and various committee cycles
II. Scrutiny of the programme by the Board of Studies, to ensure academic excellence
III. End of term module reviews by tutors
IV. Annual programme review
V. External Examiner system
VI. Ongoing evaluation by the Dean and the associated UK university

## 18.2. RESPONSIBILITY FOR TEACHING AND LEARNING WITHIN FACULTIES

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

### 18.2.1 BOARD OF STUDIES

Each programme has a Board of Studies. The Board of Studies is responsible to the Dean of Faculty for the curriculum approval process for the programme within the Faculty. The Board of Studies has responsibility for undertaking all necessary consultations within BUiD in order to formulate thorough and well-rounded academic proposals.

Essentially, the main function of the Board of Studies is to consider proposals to change:

- the courses offered within a specific programme,
- overall student assessment within the programme, including mark weighting for courses,
- the general structure of programme

and to ensure that:

- the programme conforms to UAE accreditation and UK QAA requirements
- academic excellence is maintained in the programme
- any proposed programme changes appear to be at a level appropriate to the intended qualification.

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

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

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

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

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

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

### 18.2.2 EXTERNAL EXAMINERS

The External Examiner system forms an important part of BUiD's quality assurance procedures. External Examiners help to ensure that degrees awarded by BUiD are comparable in standard to those of other equivalent departments in the associate universities, although their content may differ. They also ensure that the assessment system is fair and is equitable operated in the classification of students.

In order to achieve these purposes external examiners will:

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.
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## 18.3 MONITORING AND EVALUATION PROCEDURES

The following outlines Faculties' programme monitoring and evaluation procedures:

### 18.3.1 ACADEMIC STAFF-STUDENT LIAISON COMMITTEE

The Academic staff-Student Liaison Committee (ASSLC) is a forum for consultation and reporting between the academic staff and students of the Faculty. The ASSLC plays an important role in the dissemination of information to students and is an essential element in the quality assurance procedures. The ASSLC meetings are held once in the first and second term.

The members of the ASSLC comprise academic staff, other staff and students. The Convenor of the ASSLC is the Dean of Faculty, or his/her nominee. The academic staff membership should consist of at least the Programme Coordinators and Personal Tutors. Other staff members present may include a member of Library staff and the Registrar (or his/her nominee). Allowance is made for student representation at a minimum level of two students from the programme, to be nominated by class members. The ASSLC will also provide a forum from which student representation on the Board of Studies and other Faculty committees may be drawn.

The role of the ASSLC is to address teaching and organisational issues that affect students in the Faculty. This may involve discussion regarding curricula, teaching methods, assessment procedures, facilities and resources within the Faculty, timetable, workload, vocational work etc. Some of these issues may be of wider university concern, such as the Library provision or opening times.

Agendas and papers and minutes from this committee are made available to the student representatives for onwards dissemination to the student community

### 18.3.3 ANNUAL MONITORING

After the completion of all examination and finalisation of student grades within each programme, the Head of programme/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.

### 18.3.4 ELICITATION OF FEEDBACK FROM STUDENTS

Each programme has elected student representatives for every intake. The student representative must be present at Board of Studies meetings, where there will be the opportunity of raising issues pertaining to teaching methods, syllabus or any other matters relating to individual modules, the dissertation or the programme as a whole. A student representative is also elected as a member to the Senate on committees, such as the Senate, in the wider university.

In addition, feedback questionnaires will be administered at the end of each module. The Institutional Research Administrator summarises the results and present a report to the Head of Programme/Programme Coordinator, relevant module coordinator/s, and the Dean. The Head of Programme/Programme Coordinator is responsible for highlighting to the Board of Studies and the Annual Programme Review any areas of concern and/or suggestions for improvements based on the feedback.

**Commented [f6]:** Mention other people to whom you submit reports

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.

### 18.3.5 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.

1. A completed Annual Report on Programme Monitoring
2. End of term module feedback reports
3. Relevant programme or faculty handbook
4. End of term Module Review forms
5. Relevant external examiners' reports
6. Copies of the previous annual review(s)
7. Report of actions taken as a result of the review(s)
8. Papers and minutes for the Board of Studies
9. 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.

### 18.3.6 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 Head of Quality for onward transmission to the Board of Studies and the Annual Review Panel. When the reports have been gathered they are read and summarised by the Head of Quality, who will draw to the attention of the Vice-Chancellor any reports that appear to require executive action.

The points that the External Examiner are asked to comment upon include the availability of information on course aims, structure and content; the extent to which the examinations adequately covered the programme content; the appropriateness of the teaching methods; the appropriateness of the standards of internal markers; the comparability of degree classifications with those in other institutions, and the procedures of the Board of Examiners. The External Examiner would expect to have an opportunity of evaluating the components of continual assessment that contribute to the overall assessment, perhaps by being able to sample material. Inputs from External Examiners are normally sought on substantial changes or on the introduction of new modules or programmes. External Examiners are also given the opportunity, if they so wish, of making confidential comment to the Vice-Chancellor.

# SECTION 19
# PHYSICAL AND TECHNOLOGY RESOURCES

The Best of British Education

## 19.1 PHYSICAL ENVIRONMENT

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

The following table provides details of the current space available within the University

| Category | Rooms | Individual Capacity | Overall Capacity | Current Occupancy |
|---|---|---|---|---|
| Student Area | Student Area | 20 | **30** | As required |
| | Female room | 10 | | |
| Academic Staff Offices | | 1 | **29** | 20 Occupied, 9 vacant |
| ADMINISTRATIVE STAFF | Admin Area | 10 | **26** | 7 Occupied, 3 vacant |
| | Office - Accounts | 1 | | Occupied |
| | Office -Quality | 2 | | 2 Occupied |
| | Office - HOSA | 1 | | Occupied |
| | Office - HOBR | 1 | | Occupied |
| | Library - Office | 2 | | 2 Occupied |
| | EXECUTIVE OFFICE - Reception | 1 | | Occupied |
| | EXECUTIVE OFFICE - Registrar | 1 | | Occupied |
| | EXECUTIVE OFFICE - VC | 1 | | Occupied |
| | Office - Marketing | 2 | | 2 Occupied |
| | Office - PDU | 2 | | 2 Occupied |
| | IT Office | 2 | | 2 Occupied |
| COMMUNAL | Common room - FIRST FLOOR | 10 | **140** | As required |
| | Auditorium | 120 | | As required |
| | Printer room | 0 | | |
| | Office - Student Record | 0 | | |
| | Office - Mail room | 0 | | |
| | Common room - SECOND FLOOR | 10 | | As required |
| IT FACILITIES | IT Lab | 22 Computers | **48** | As required |
| | DDS | 16 Computers | | As required |
| | Library | 10 Computers | | |
| | IT server room | Servers | | As required |
| LIBRARY | Library | 35 computers, 4 computers, 2 staff | **41** | As required |
| MEETING ROOMS | EXECUTIVE OFFICE - Boardroom | 12 | **36** | As required |
| | Meeting room 3 | 8 | | As required |
| | Meeting room 2 | 8 | | As required |
| | Meeting room 1 | 8 | | As required |

| Category | Rooms | Individual | Overall | Current Occupancy |
|---|---|---|---|---|
| STORE ROOMS | Store room - Marketing | | | As required |
| | Store room - PDU | | | As required |
| | LIBRARY STORE | | | As required |
| | Store - Second floor | | | As required |
| TEACHING ROOMS | Classroom 1 | 20 | **244** | As required |
| | Classroom 2 | 30 | | As required |
| | Classroom 3 | 30 | | As required |
| | Science lab | 20 | | As required |
| | Classroom 4 | 12 | | As required |
| | Classroom 5 | 20 | | As required |
| | Classroom 6 (RESEARCH ROOM) | 6 | | As required |
| | Classroom 7 | 6 | | As required |
| | Classroom 8 | 20 | | As required |
| | Classroom 9 | 40 | | As required |
| | Classroom 10 | 40 | | As required |
| | Classroom 11 | 30 | | As required |
| | Classroom 12 | 30 | | As required |
| | Tutorial room 1 | 12 | | As required |
| | Tutorial room 2 | 12 | | As required |

**19.2 PHYSICAL ENVIRONMENT: TECHNOLOGY**

The purpose of the computer facilities in the University is to provide students with state of the art technologies to support the programme. These technologies/facilities include: networking, digital video, internet, and accessibility to software (general and specialised). The IT staff have extensive experience in hardware and software. The Staff is also involved in direct support to students in troubleshooting on the various equipment and specialist software available for student use. A shift system is employed to extend coverage across all times the University is open to students.

1. Within BUiD, there are networked labs that host over 48 PCs for students' use. These PCs can run under both Microsoft Windows and Linux operating systems.

2. Data projectors that allow students to follow along with the Lecturer's concepts and examples are provided in all teaching rooms.

3. Students have access via networked servers to laser printing and applications as well as storage space for data files. Colour printing, scanning and video production equipment are also available.

4. The University encourages all students to make use of ICT services and facilities. Many students prefer to use their own laptops and these are given access to the BUiD wireless network so students may use them throughout the campus.

5. A Virtual Learning Environment (VLE), Blackboard, has been introduced. Different modules use it in different ways but it can be used to post lecture notes, inform students of required readings, or host a discussion forum. Students may also submit assignments and receive feedback through this medium.

The University offers all of its postgraduate programmes in the evening and the office hours of IT personnel are maintained to support these programmes. The IT office working hours are 9am to 7 pm from Sunday to Thursday and from 9am to 6 pm on Saturdays.

# SECTION 12
# EXPERTISE, RESEARCH, CONSULTANCY & CONTINUING PROFESSIONAL DEVELOPMENT

## 12.1 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 and Informatics

**Professor Bassam Abu Hijleh**

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

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

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

**Dr. 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

**Dr. Hanan M Taleb**

**Credentials**
(2004) BA Interior Design, Dar Al Hekma College ( Saudi Arabia)
(2006) MA Interior Design, Bournemouth Univeristy (UK)
(2007) March Architecture, University of Sheffield (UK)
(2011) PhD Architecture, University of Sheffield (UK)

**Areas of research**
Energy-efficient buildings
Building performance simulations
Passive solar design
Water efficiency in buildings
Renewable/alternative energy sources
Sustainable communities
Smart infrastructure
Applications of green roofing
Sustainable design curriculum

**Areas of consultancy interest and short course expertise**
Energy and water conservation measures in buildings
Simulation and optimization of indoor thermal comfort
Sustainability assessment methods
Rendering existing buildings more sustainable
Building physics, daylighting, ventilation and acoustics
Building Integrated PV (BIPV) and wind turbines (BIWT)

**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

**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.

## Faculty of Education

**Dr. Eman Gaad**

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

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

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

**Dr. Clifton Chadwick**

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

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

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

**Dr. Rugiyabi 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) Postgraduate 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. 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 Amanda Howard**

**Credentials**
(1978) Higher National Diploma in Hotel, Catering and Institutional Management, Sheffield Hallam University, UK
(1992) RSA/UCLES Certificate in Teaching English as a foreign language to adults, Leeds Metropolitan University, UK
(1997) MEd, University of Leeds, UK
(2000) PGCE, University of Melbourne, Australia
(2010) PhD (ELT and Applied Linguistics), University of Warwick, UK

**Areas of research**
Researching the prevalence of the use of laptop computers in English language teaching in the UAE
Investigating the career paths of Emirati education graduates.
Using a written error corpus to improve the English spelling of Emirati students.
Developing an effective pedagogy for teaching Arabic grammar.

**Areas of consultancy interest and short course experience**
Classroom observation and feedback
Appraising teachers
Teacher education programmes
English language teacher education and language development
Teaching Young Learners of English
Academic writing and presentations
Teacher support and professional development

**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 (Hons) 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)
(1991) Doctor of Philosophy (Ph. D) in Management, Brunel University (UK)

**Areas of research**
Management of Professional Service Firms
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)

**Prof. 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. 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)

**Areas of Research**
Risk Management
Basel II, III

**Areas of consultancy interest and short course expertise**
Bank Risk Management
Basel II & III
Project Risk Management

**Dr Elango Rangaswamy**

**Credentials**

(1983) Bachelor of Commerce, University of Madras (India)
(1985) Master of Commerce, University of Madras (India)
(1986) M. Phil in Commerce, University of Madras (India)
(2001) PG Diploma in Finance, Annamalai University (India)
(2001) Doctorate of Philosophy (Ph. D) in Corporate Finance, Alagappa University (India)

**Areas of Research**
Equity Research, Market Efficiency and Seasonality,

Global Financial Crisis, BRIC economies and Monetary Unions
Credit lending/bankruptcy and distress prediction models
'Stress test' on banks

**Areas of consultancy interest and short course expertise**

Investment Strategies
Financial Statement Analysis of banks and companies
Econometric Applications and Volatility Modeling for Financial Markets
Finance for Non-Finance Executives

## Faculty of Business (Construction Law and Dispute Resolution)

**Dr Aymen Masadeh**

**Credentials**
(1996) LLB, Jordan University, Jordan
(1997) LLM, Aberdeen University, UK
(2001) PhD (Contract Law), Bristol University, UK

**Areas of Research**
Contract Law, Construction law, IT & IP laws

**Areas of Consultancy and short course expertise**
Construction law
Property law
Arbitration & Mediation
Medical law

**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

**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)

**Jocelyn, Faculty Administrator**
(2004) Bachelor in Business Administration, De La Salle University, Philippines

**Maria Pinto, Institutional Research Administrator**
(1999) MCom, University of Mumbai, India

**Kaltoum Aboulaoula, Senior IT Officer**
MSc Systems and Networking Engineering, Morocco

**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

**Samar Alkhatib, Marketing Coordinator**
(1989), BA in English, University of Jordan, Jordan

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

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

# SECTION 20 MEMORANDUMS OF UNDERSTANDING SIGNED BY BUID

| # | Name | Date |
|---|---|---|
| 1 | Abu Dhabi Police GHQ | 26/07/2005 |
| 2 | Department of Economic Development | 29/08/2005 |
| 3 | The UAE Academy (ADCCI) | 25/06/2006 |
| 4 | Fast Search | 01/09/2006 |
| 5 | Dubai Institute for Human Resource Development | 14/02/2007 |
| 6 | UAE Institute of Administrative Development | 01/05/2007 |
| 7 | National Rehabilitation Center | 25/11/2007 |
| 8 | KHDA (PGDE) | 27/11/2007 |
| 9 | INDEMAJ | 13/12/2007 |
| 10 | DEYAAR | 04/02/2008 |
| 11 | Mohammed Bin Rashid Al Maktoum Foundation | 28/04/2008 |
| 12 | Ministry of Education | 08/07/2008 |
| 13 | King's College London | 11/07/2008 |
| 14 | Emirates Green Building Council | 06/07/2008 |
| 15 | Atkins | 28/10/2008 |
| 16 | Emirates Foundation Grant | 10/11/2008 |
| 17 | CIOB | 27/11/2008 |
| 18 | British Computer Society (BCS) | 18/06/2009 |
| 19 | Dubai Courts | 10/11/2009 |
| 20 | Abu Dhabi International Centre for Organizational Excellence | 19/11/2009 |
| 21 | Roads & Transport Authority | 21/12/2009 |
| 22 | Ajman Chamber of Commerce | 14/04/2010 |
| 23 | Community Development Authority (CDA) | 16/05/2010 |
| 24 | Siegend Informatix | 01/09/2010 |
| 25 | Arabian Child | 08/11/2010 |
| 26 | Society of Engineers, UAE | 06/01/2011 |
| 27 | Ministry of Public Works | 18/01/2011 |
| 28 | Airstream Aviation FZE / City of Bristol College | 02/01/2011 |
| 29 | Global Association of Risk Professionals (GARP) | 06/04/2011 |
| 30 | Dubai School of Government | 15/07/2011 |
| 31 | University of Wollongong in Dubai | 17/08/2011 |

# 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 |
| Concentration | Concentrations are grouping of courses which represent a sub-specialization taken within the major field of study. A concentration may be specified on the diploma or in the student's academic record (transcript). A concentration module is at least 20 term credits of study, or equivalent, in the specialized field |
| 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 |
| Electives | Modules which are not compulsory for students. *Electives* may be *free*—selected by the student from any course offerings, or *restricted*—chosen from a pre-determined list of options. |
| 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 terms & 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 lectures in real time from UK associate institutions |
| Viva Voce | An oral examination |