



**CATALOGUE  
(POSTGRADUATE PROGRAMMES)  
2013 – 2014**

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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

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*Globally Aware – Nationally Accredited- Locally Focused*

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 Cardiff, Edinburgh, Manchester, Reading 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 Hamdan Bin Mubarak Al Nahayan for the kind attention he and his Commissioners have given to the BUiD programmes.

The University is also grateful to its founders the Al Maktoum Foundation, Rolls-Royce, the National Bank of Dubai, the British Business Group, and the Dubai Development and Investment Authority; its contributors, The Emirates Group, DUCAB, Atkins, and Dubai Duty Free; the Dubai & UK Trade & Economic Committee and the members of the 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.

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

Ahmed Bin Saeed Al Maktoum  
Chairman of the Council

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

The 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 (as per University policies), schedules, conditions of admission and credit requirements, and the revision or cancellation of particular modules or programmes.

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## SECTION 1 INTRODUCTION

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The British University in Dubai (BUiD) is the first research-based, postgraduate university in the Middle East which has recently planned to move into undergraduate provision. BUiD was established under Dubai Government Decree No 5 of 2003 dated 19th May 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 7 of 2011 dated 7<sup>th</sup> March 2011 on the signature of His Highness Sheikh Mohammed 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 Vision

The University's vision is to be recognised and supported as Dubai's premier resource and focus for the reflective pursuit, inclusive accessibility, effective transfer and liberal application of scientific, academic and professional knowledge.

### 1.3 University Strategy

The strategy of a modern university operating in a world city within an increasingly global economy needs to have three dimensions:

- a) An offer of advanced education which meets the demands for higher skills and learning of those who are, or aspire to be professional and intellectual leaders in Dubai, UAE & the wider region
- b) The capture, development and extension of knowledge about the complex realities of human society in the 21<sup>st</sup> Century
- c) Promotion of reflection, debate and dissemination of learning and understanding to inform policy, practice and activity of benefit for personal, community and social development.

Such a strategy requires the following fundamental attributes in order to flourish:

- research-based teaching;
- evidence-based analysis;
- student-centred learning;
- knowledge-oriented economy;
- morally responsible society.

Successful higher education assumes a fundamental core and foundation of skills, knowledge and competency. Over the years and through due review processes, the initial (2003-11) post-graduate focus and experiences of BUiD have prompted some questioning of these assumptions, with a consequent strategic shift to embrace relevant undergraduate provision as well, subject as always to the needs of the individual in modern society, and the support of the political economy.

### 1.4 University Goals

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.

### **1.5 Licensure and Accreditation**

BUiD located in the Emirate of Dubai holds the renewable license 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.

### **1.6 Strategic Operations and Plans**

The University progresses its mission, vision, strategy and operations through the focus of its three academic faculties. The Strategic Plans for each faculty are available with Office of Quality and Institutional Effectiveness. These were last formally reviewed and updated in October 2009 and were the subject of a substantial mini-review in autumn 2011. In accordance with the University Planning Policy, the University is currently undergoing a full Strategic Review process.

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## SECTION 2 THE BUID MODEL

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BUID provides a focus for knowledge-led innovation in the Gulf region. BUID is a research-led University founded on the British Model. 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 2015 strategic plan and the on-going 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 associated 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 Manchester  
Cardiff University  
King's College London  
The University of Reading

With these agreements, BUID is able to utilise the services offered by these institutions in several areas, including graduate studies. Such services may include, but are not limited to:

- Joint planning and development of the academic programmes, modules and teaching materials
- 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 academics
- 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
- 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

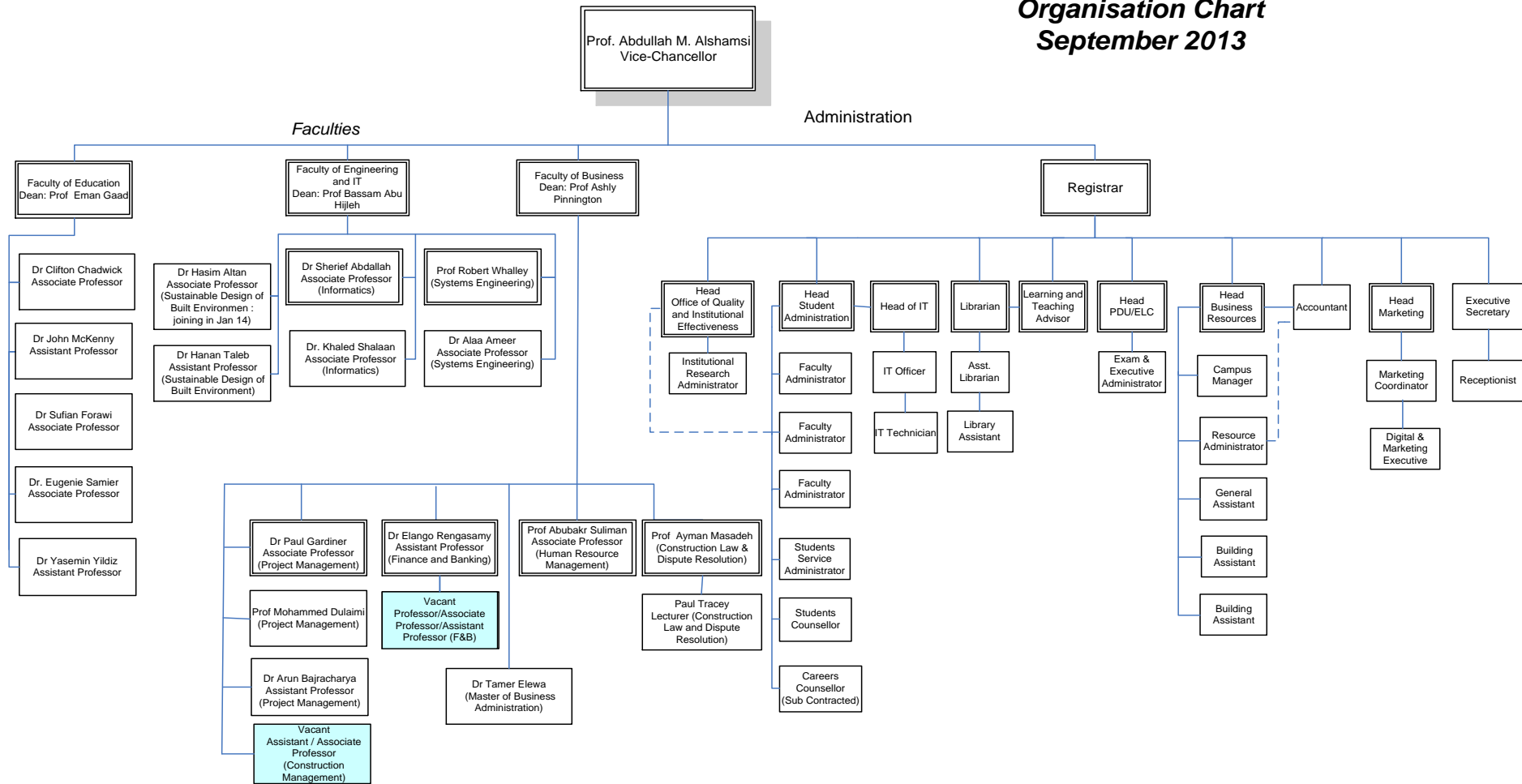
- Teaching and research have overlapping library resource requirements, and provision for the one need can greatly assist the other
- The discipline of publication helps academic staff to maintain standards of scholarship, these same standards are thereby also maintained in their teaching activity and 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**  
President - Dubai Department of Civil Aviation  
Chairman -Dubai Airports  
Chairman & CEO -Emirates  
Chancellor, BUiD
2. **Prof Abdullah M. Alshamsi**  
Vice Chancellor, BUiD
3. **HE Mirza Al Sayegh**  
Chairman, Al-Maktoum Foundation, Scotland - UK  
Director, Office of HH Shaikh Hamdan Bin Rashid Al-Maktoum
4. **Dr Abdalla Mohammed Al Amiri**  
Provost, Zayed University (from 1st Sept 2013)  
Associate Professor, Mechanical Engineering Dept, UAE University
5. **Ahmed Saeed Bin Hezeem**  
General Manager, Dubai Courts
6. **Dr Ayoub Mohammed Kazim**  
Managing Director, Dubai Knowledge Village & Dubai International Academic City (DIAC)
7. **David May**  
Managing Director, MKM Commercial Holdings LLC
8. **Douglas Dowie**  
Advisor to the Governor, Dubai International Financial Centre, Govt of Dubai
9. **Jennifer Bibbings**  
Partner - Trowers and Hamlins
10. **John Gay**  
Regional Director Middle East, Rolls Royce
11. **Marc Jessel**  
Country Director, British Council, UAE
12. **Martin Prince**, Registrar, BUiD

## SECTION 3 ORGANISATION CHART AND FACULTY STRUCTURE

**Organisation Chart  
September 2013**

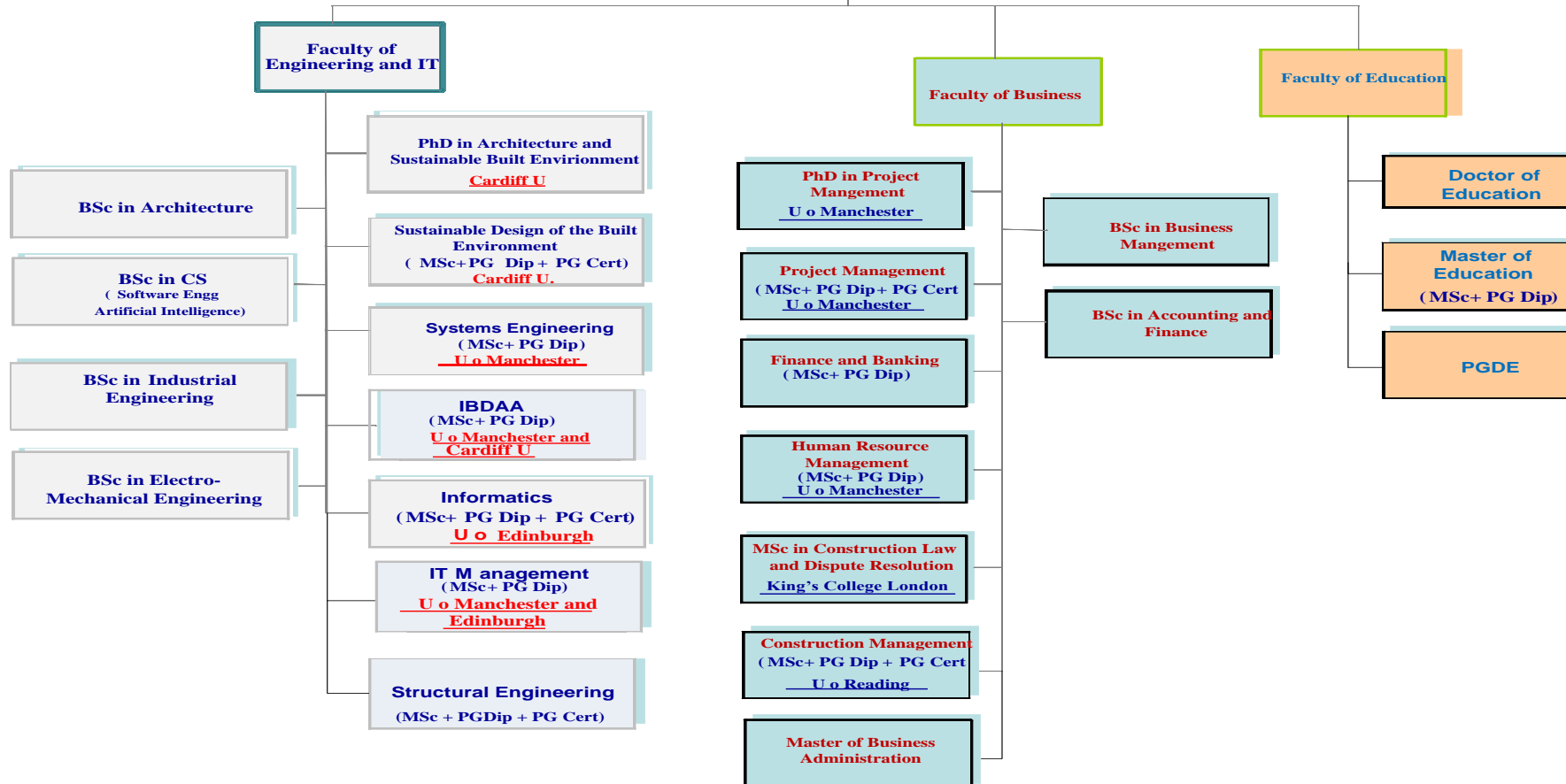


Double Lined Boxes denote members of the Senior Management Team  
Adjunct Staff are engaged as necessary in accordance with requirements and the Standards

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

**Faculties**

**BUID FACULTY STRUCTURE  
September 2013**



## SECTION 4 ACADEMIC DEGREES

All programmes are delivered in English.

All programmes are delivered in BUiD at Block 11, Dubai International Academic City campus, Dubai, UAE.

BUiD confers the following degrees:

Faculty	Programmes
Engineering & IT	<b>PhD</b> - Architecture and Sustainable Built Environment
	<b>Master</b> 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
	<b>Master</b> of Science (MSc) in Systems Engineering
	Postgraduate Diploma Systems Engineering
	<b>Master</b> of Science (MSc) in Intelligent Building Design and Automation
	Postgraduate Diploma in Intelligent Building Design and Automation
	<b>Master</b> 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 )
	<b>Master</b> of Science (MSc) in Information Technology Management
	Postgraduate (PG) Diploma in Information Technology Management
	<b>Master</b> of Science (MSc) in Structural Engineering**
	Postgraduate (PG) Diploma in Structural Engineering
	Postgraduate (PG) Certificate in Structural Engineering
	Bachelor of Science Industrial Engineering*
	Bachelor of Science in Computer Science * <u>Concentrations:</u> Computer Science and Artificial Intelligence Computer Science and Software Engineering
Bachelor of Science in Architecture*	
Bachelor of Science Electro-Mechanical Engineering*	
Education	<b>Doctor</b> of Education  <u>Subject Study Modules in:</u> Teaching English to Speakers of Other Languages Special and Inclusive Education Management Leadership and Policy Math Education
	<b>Master</b> of Education (MEd)  <u>Concentrations:</u> Teaching English to Speakers of Other Languages Special and Inclusive Education Management Leadership and Policy Information and Communication Technology Science Education



Faculty	Programmes
	Postgraduate Diploma in Education  <u>Concentrations:</u> Teaching English to Speakers of Other Languages Special and Inclusive Education Management Leadership and Policy Information and Communication Technology Science Education
Business	<b>PhD</b> – Project Management <b>Master</b> of Science (MSc) in Project Management Postgraduate Diploma in Project Management Postgraduate Certificate in Project Management <b>Master</b> of Science (MSc) in Human Resource Management Postgraduate Diploma in Human Resource Management <b>Master</b> of Science (MSc) in Finance and Banking Postgraduate Diploma in Finance and Banking <b>Master</b> of Science (MSc) in Construction Law and Dispute Resolution Postgraduate Diploma in Construction Management <b>Master</b> of Science (MSc) in Construction Management Postgraduate Diploma in Construction Management Postgraduate Certificate in Construction Management <b>Master</b> of Business Administration <b>Bachelor</b> of Science in Business Management* <b>Bachelor</b> of Science in Accounting and Finance*

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

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

\*To be offered from September 2014

\*\* To be offered from January 2014

## SECTION 5 ACADEMIC CALENDAR (2013-2014)

2013/14	ALL MASTERS PROGRAMMES, EdD AND PhD PROGRAMMES
20-Jul-13	
27-Jul-13	
3-Aug-13	
10-Aug-13	
17-Aug-13	Doctorate Registration starts 18th
24-Aug-13	Doctorate Induction and Orientation 24th to 29th Masters Registration 25th-29th August
31-Aug-13	Student Registration and Skills Audit
7-Sep-13	Student Induction 11th Programme Application Deadline 12th
14-Sep-13	Classes Commence 14th
21-Sep-13	
28-Sep-13	
5-Oct-13	
12-Oct-13	Eid Al Adha Break 12th to 18th
19-Oct-13	
26-Oct-13	
2-Nov-13	Hijri New Year 4th (as approved by the government)
9-Nov-13	
16-Nov-13	
23-Nov-13	Review Classes
30-Nov-13	Review Classes <i>National Day 2nd 3rd Dec</i>

2013/14	ALL MASTERS PROGRAMMES, EdD AND PhD PROGRAMMES
7-Dec-13	Assessment
14-Dec-13	Break
21-Dec-13	Break
28-Dec-13	Break / Student Registration and Skills Audit, Induction (2nd Intake)
4-Jan-14	Classes Commence 04th
11-Jan-14	
18-Jan-14	
25-Jan-14	
1-Feb-14	
8-Feb-14	
15-Feb-14	
22-Feb-14	
1-Mar-14	
8-Mar-14	Review Classes
15-Mar-14	Review Classes
22-Mar-14	Assessment
29-Mar-14	Break
5-Apr-14	Break
12-Apr-14	Classes commence 12th
19-Apr-14	
26-Apr-14	
3-May-14	

2013/14	ALL MASTERS PROGRAMMES, EdD AND PhD PROGRAMMES
10-May-14	
17-May-14	
24-May-14	
31-May-14	
7-Jun-14	
14-Jun-14	Review Classes
21-Jun-14	Review Classes
28-Jun-14	<i>Assessment Ramadan starts 28th June (expected)</i>
5-Jul-14	Assessment
12-Jul-14	
19-Jul-14	
26-Jul-14	

\*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.

Note: Senate Held twice a year in November and May  
Council Four times a year: September, Dec/Jan, March/April, June/July

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## SECTION 6 ADMISSIONS POLICIES & STANDARDS

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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 institution.

### 6.1 General Requirements

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 institution. There are two levels to the University Admissions Policy & Standards.

### Level One

#### ADMISSION TO THE UNIVERSITY<sup>1</sup>

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

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

## **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<sup>2</sup> from an accredited university<sup>3</sup>.
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 M-Level 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

## **Doctoral Programme Requirements**

1. 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.
2. 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.
3. 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.
4. Conditional admission is not granted to doctoral-level applicants

## **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 a Masters programme 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.

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<sup>2</sup> The equivalent will typically equate to a Grade Point Average of 3.0 (on a 4 point scale) or overall marks of 60 – 65%.

<sup>3</sup> 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
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
Master of Education/ Postgraduate Diploma in Education	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	-	-	Minimum of two years teaching experience
Doctor of Philosophy (PhD) Subject: Project Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	A recognised master's degree (or equivalent or higher qualification) in a project management or PM related subject		Considerable experience (3 years or more) in a project management or related environment is desirable.
MSc/Postgraduate Diploma/ Postgraduate Certificate in Project Management	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80  Progression to Dissertation  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 <b>OR</b> 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, <b>OR</b> 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/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/ Postgraduate Diploma in Finance and Banking	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A first degree from a Business School	-	-
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	-	-

Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
MSc/Postgraduate Diploma/ Postgraduate Certificate in Construction Management	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	First degree relating to building, architecture, engineering (civil, structural, mechanical and electrical) and surveying. Students who have a business management can also join the programme provided they have some construction related work experience.	-	Minimum of three years of experience in a relevant field
Master of Business Administration	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A first degree in a business related subject	For conditional admittance applicants may be required to submit a Portfolio of Evidence of their work achievements to demonstrate that they can benefit from, contribute to and succeed on the MBA programme. A Portfolio will include, for example, details of significant work projects or strategic analyses undertaken. It might also include information about other courses taken, and training and development programmes attended.  Students that have non-business related Bachelor degree will be required to complete the BUID MBA Foundation programme.	3 months or more work experience (including internships and part-time employment)
MSc /Postgraduate Diploma / Postgraduate Certificate in 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	-
MSc/Post Graduate Diploma in IT Management	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	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 <b>OR</b> The applicant will show evidence of introductory Project Management training and related qualification (e.g. completion of APM Introductory	-



Programme	GPA	English Language Competency	Relevant Degree	Required prior knowledge	Required prior experience
				Certificate in Project Management or similar) which demonstrates basic knowledge and understanding, <b>OR</b> 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.”	
Doctor of Philosophy (PhD) Subject: Architecture and Sustainable Built Environment	Minimum 3.0	IELTS 6.5 TOEFL iBT 92	A recognised master’s degree (or equivalent or higher qualification) in SDBE or SDBE related subject with a cumulative grade point average of greater than 3.0 on a 4.0 point scale or its equivalent		Relevant work experience will be considered. Considerable experience (3 years or more) in an SDBE or related environment is desirable.
MSc/Postgraduate Diploma/ Postgraduate Certificate in Sustainable Design of the Built Environment	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80		-	-
MSc / 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/ Postgraduate Diploma in 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.	-	-
MSc/Postgraduate Diploma/ Postgraduate Certificate in Structural Engineering	Minimum 3.0	IELTS 6.0 TOEFL iBT 79-80	A Civil Engineering, Mechanical Engineering or any other relevant discipline Bachelors degree equivalent to an Upper Second Class or with a good GPA (3 or above)	-	-

### **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.<sup>1</sup> and having at least 3 years of relevant documented work experience after the Bachelors degree was obtained.<sup>2</sup>
- 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 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 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 undergraduate 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.

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<sup>1</sup> 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.

<sup>2</sup> In considering such applications, the applicant may be required to attend and pass a pre-masters course.

- 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.

## 6.5 Admissions Procedures

There are several stages to the University Admissions procedure.

### Initial Application

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

Applicants to send relevant documents including

- Attested<sup>3</sup> Bachelor's/Masters degree certificate and transcript. Where the official transcript is not in English, a certified translation of the document into English must be supplied
- Certificate of Equivalence (if applicable)<sup>4</sup>
- IELTS/TOEFL certificate
- Work experience letter for Master of Education and Doctor of Education programme and for applications under probationary admission and mature entry category
- 500 word statement of educational philosophy or why the applicant wishes to study for the doctorate. (in case of admission application for doctoral programmes only)

### Application Processing

- Equivalence/recognition of the Bachelors/ Masters degree is checked on NARIC/CAA/MoHESR website<sup>5</sup> by the student services.
- Application with relevant documents is sent to Admissions Tutor of the respective programme who considers the application in light of the approved admission requirements of the programme.
- Short-listed applicants may be invited for an interview
- Successful candidates are given an offer of a place to study on the programme
- Unsuccessful candidates are issued 'regret letters'
- Accepted candidates are required to confirm their acceptance of the offer of admission by the set deadline to reserve their seats. Failure to do so may result in forfeiture of a place in the programme.
- Accepted candidates may defer their admission for up to two years. If they do not enroll within two years of their acceptance, they must re-apply for the programme

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<sup>3</sup> All degree certificates issued in UAE need to be attested by MoHESR. Degrees issued from federal universities are exempted from this requirement

<sup>4</sup> A certificate of Equivalence is required for all degrees awarded outside of UAE.

<sup>5</sup> In cases where the degree is not equivalent to a British Honors degree or the degree is not recognized in the country of study the application will be processed only after a copy of the certificate is submitted to the admissions office

## **Provisional Offer**

The provisional offer from the University will state that the applicant has been offered a place on a programme SUBJECT to meeting a list of requirements detailed in the letter. This may include provision of authorised documents, including attested copy of degree certificate and, for non UAE degree, a letter of equivalency from the Ministry of Education, further details, reference letters etc. This provisional offer is intended to help overseas applicants commence the process of obtaining their DIAC Student Residence Visa. Once all of the requirements listed in the Provisional Offer have been satisfied, the University will issue a confirmed offer.

## **Confirmed Offer<sup>6</sup>**

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.

## **Pre-Registration**

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

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

## **Final Admission**

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

The applicant submits all required documents including original degree certificates, transcript, IELTS/TOEFL certificate, Certificate of Equivalence (if applicable) two passport size photographs and reference letters. The original certificates, transcripts, Certificate of Equivalence and IELTS/TOEFL certificates are returned to the student and a copy of the same is retained by the University<sup>7</sup>.

### **6.6 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.

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 through an interview or/and an assessment for that module.

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<sup>6</sup> A confirmed offer is subject to the overseas applicant receiving the appropriate DIAC Student Residence Visa.

<sup>7</sup> An applicant with a provisional offer can be admitted only if he has met the minimum English language requirement. For submitting original attested documents or Equivalence of certificate students will be given time till the end of first term

- 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
- c. Progression of PG Diploma to Masters, will be dependent on student meeting the progression to dissertation requirements as stated in postgraduate assessment regulations
- d. 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.
- e. The students requesting progression to higher award will apply through normal University Admissions procedure.

## **6.7 Credit Transfers for Post Graduate Programmes**

### **6.7.1 External Credit Transfers**

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

At present, BUiD does not allow credit transfer into the Doctoral Programmes. 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:

- a. 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
- b. BUiD does not award credit for experiential learning.
- c. 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.
- d. 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.
- e. Any student receiving exemption from a module through credit transfer will have their period of study pro-rated.
- f. The modules exempted through credit transfer will be considered as normal pass (grade C at 50%) for the degree completion requirements.
- g. 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**

Students who have successfully completed BUiD module(s) may transfer his/her credits within BUiD programmes in line with University Internal Credit Transfer Policy

#### **6.7.2 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 the Board of Studies has evaluated that module has currency and relevance to the extant programme and the student has been assessed by the relevant module coordinator and the Head of Programme. This internal credit transfer decision will be recommended by the Head of Programme to the Board of Examiners for approval.
- 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 are considered comparable by the Board of Studies to the assessed work 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 evaluation and recommendation.
- 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-rata.

### **6.8 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
  - Information about BUiD's administrative structures and its teaching and research activities
  - Introduction to academic support services, in particular library and computing services, including arrangements for access and training in the use of these facilities
  - Opportunity to explore possibilities for further training and skills development
  - Information and access to pastoral support within the Faculty
  - Information concerning the expectations and entitlements of students
  - Details about Programme structure, expectations and requirements
- Diagnostic assessments for study and other foundation skills and knowledge

## 6.9 Indicative Deadlines

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

## 6.10 Student Registration

### 6.10.1 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
- Passport copy or Kholsit Al Qaid (for UAE nationals)
- UAE residence visa for non-UAE nationals
- Copy of Emirates ID card
- 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 from the programme.

### 6.10.2 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.

## 6.11 Adding or Dropping Modules

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

## 6.12 Readmission

Readmission applies only to students who

- have voluntarily withdrawn from a programme
  - did not finish within maximum allowed programme duration
  - have failed two attempts at a module
  - did not meet their probationary entry requirements
  - want to progress to a higher award after relinquishing previously acquired progressive award
- a. A student can only be readmitted once to the same programme.
  - b. There shall normally be a minimum period of one term between the withdrawal and readmission of the student
  - c. The student needs to include a letter with the readmission application stating why s/he thinks they can perform better now than when 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 approval.
  - d. Student seeking re-admission in order to progress to a higher award after relinquishing previously acquired progressive award will be exempted from clauses “b” and “c” above.
  - e. 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.
  - f. The student still at the taught module stage 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. Exceptions may be considered by a Board of Studies and based on minuted decisions intended to apply to all similar cases.
  - g. The student will be allowed to internally transfer the credit from previously completed taught modules in line with University Internal Credit Transfer Policy.
  - h. In cases where a programme has undergone changes in the structure, applicants who had already completed their taught module (proceed to dissertation) requirements and seek readmission to the programme may be considered eligible to take the dissertation component or equivalent only, to meet their Masters Completion requirements provided that:
    - All the credit bearing modules of the award were completed within the last five years.
    - 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 the student has been assessed by the Head of Programme in consultation with the relevant module coordinator. This internal credit transfer decision will be recommended by the Dean of the relevant faculty for the approval of the Board of Examiners.
  - i. The old structure will become obsolete after five year from the date of change to the programme structure. Any student wishing to continue after this duration will have to meet the requirements of the extant programme structure.
  - j. The period of study for the re-admitted students will be pro-rated according to the elements for the programme to be completed upon readmission.
  - k. 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.



## 6.13 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.

## 6.14 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.

## 6.15 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.

### 7.1 Total Programme Fees for the Academic Year 2013- 14

The tuition fees for full-time and part-time study at BUiD are as follows:

Master of Education	AED 60,000
All other Masters programmes	AED 64,000
Postgraduate Diploma in Education	AED 55,000
All Postgraduate Certificate programmes	AED 32,000
All Postgraduate Diploma programmes	AED 59,000
Doctorate of Education	AED 150,000
PhD in Project Management & PhD in Architecture and Sustainable Built Environment	AED 250, 000

### 7.2 Tuition Fee Terms and Conditions

Tuition fee terms and conditions:

- a. The tuition fee for the UG & PG programs is set and approved by the University Council based on the recommendations of the Vice-Chancellor and the Registrar. The tuition fee will be reviewed annually by the University and may be increased for the following year,
  1. Where the target student registrations were achieved but the operating costs were not adequately covered by the fee income;
  2. Where the actual costs exceed the budgeted costs;
  3. Where the fee charged by the Associated University (if applicable) has increased significantly;
  4. Where additional fees and charges are imposed by the Government for licensure or accreditation of the programme; or
  5. Where market forces or government policy prompt greater emphasis on the student contribution.
- b. The University shall not increase the year on year fee for an existing student beyond the rate of inflation.
- c. In addition, the University may not increase the tuition fee for the academic year after the student either has accepted the offer of otherwise registered for the academic year.
- d. At the same time, the University reserves the right to make an administrative charge for late payments, payment by instalments and other non-standard payment profiles.
- e. Supplementary charges may be levied for non-compulsory provision, services and facilities including social and cultural memberships and activities

### Tuition fees Payment in Instalments

- 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.***
- The first payment is to be made during registration and the term fees are to be made in the first week of each term

### For Masters Programmes

Programmes	Total Fee	Registration Fee	Tuition Fee per 10 Cr Module	Tuition Fee per 20 Cr Module	Tuition Fee per 40 Cr Module
Master of Education	AED 60,000	AED 10,000		AED 8,334	
MSc Informatics	AED 64,000	AED 10,000		AED 9,000	
MSc IT Management	AED 64,000	AED 10,000		AED 9,000	
MSc Systems Engineering	AED 64,000	AED 10,000		AED 9,000	
MSc Sustainable Design of Built Environment	AED 64,000	AED 10,000		AED 9,000	
MSc Intelligent Buildings Design and Automation	AED 64,000	AED 10,000		AED 9,000	
MSc Project Management	AED 64,000	AED 10,000		AED 9,000	
MSc Human Resource Management	AED 64,000	AED 10,000		AED 9,000	
MSc Finance & Banking	AED 64,000	AED 10,000	AED 4,500	AED 9,000	
MSc Construction Law and Dispute Resolution	AED 64,000	AED 10,000		AED 6,750	AED 13,500
MSc Construction Management	AED 64,000	AED 10,000		AED 9,000	
Master in business Administration	AED 64,000	AED 10,000		AED 9,000	
MSc Structural Engineering	AED 64,000	AED 10,000		AED 9,000	

### Fee Payment Schedule for Doctor of Education

Fees	150,000.00
Registration Fee	10,000.00
Payment options	50,000.00 X 2 installments & 40,000.00
	30,000.00 X 4 installments & 20,000.00

### Fee Payment Schedule for PhD in Project Management & PhD in Architecture and Sustainable Built Environment

	Part-time	Full-Time
Registration Fee Year 1	10,000	10,000
Tuition Fee Year 1	60,000	80,000
Tuition Fee Year 2	60,000	80,000
Tuition Fee Year 3	60,000	80,000
Tuition Fee Year 4	60,000	

- c. 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 a commitment for the entire programme payments is made.

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

### **7.3 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.

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## SECTION 8 ACADEMIC ADVICE AND PASTORAL SUPPORT

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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:

1. Personal Tutor
2. Module Tutor
3. Module Coordinator
4. Dissertation Supervisor (Applicable only to programmes having a dissertation component)
5. Head of Programme/ Programme Coordinator

### 8.1 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

### 8.2 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.

### 8.3 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.

### 8.4 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.

## **8.5 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.

## **8.6 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.

### **8.6.1 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.

### **8.6.2 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.

### **8.6.3 Academic Advisor**

The formal involvement of the Academic Advisor, from an 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.

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## SECTION 9 FACULTY OF ENGINEERING & IT PROGRAMMES

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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

PhD: Architecture and Sustainable Built Environment  
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 Systems Engineering  
Postgraduate Diploma (PGDip) in 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 Structural Engineering  
Postgraduate Diploma in Structural Engineering  
Postgraduate Certificate in Structural Engineering  
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

Prof. Bassam Abu Hijleh

### Academic Staff

#### Professors

Prof. Bassam Abu Hijleh  
Prof. Robert Whalley

#### Associate Professors

Dr. Alaa Ameer  
Dr Khaled Shalaan  
Dr Sherief Addullah  
Dr Hasim Altan

#### Assistant Professor

Dr. Hanan Taleb

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## 9.1 PhD : Architecture and Sustainable Built Environment

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### Head of Programme

Prof. Bassam AbuHijleh

### Academic Staff

#### Professor

Prof. Bassam AbuHijleh

#### Assistant Professor

Dr. Hanan Taleb

#### External Examiner

TBA

#### Admissions Tutor

Prof. Bassam AbuHijleh

### Association with UK Institution

Cardiff University, which is one of the top UK universities in this field, and has offered its academic support for offering PhD in this research area Cardiff University, which is one of the top UK universities in this field, and has offered its academic support for offering PhD in this research area

#### 9.1.1 PhD: Architecture and Sustainable Built Environment

The *PhD : Architecture and Sustainable Built Environment* programme meets an important skill/knowledge need in the increasingly important area of environmentally aware design requirements where sustainable and environmentally conscious designs are becoming a major factor in the evaluation of new designs worldwide. Most large projects require an environmental impact assessment before proceeding with them and although this assessment process is currently voluntary for small projects many countries are taking steps to regulate it formally.

### Programme Goals

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 Architecture and Sustainable Built Environment 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 in the Architecture and Sustainable Built Environment discipline.
4. Support other research-led organisations and institutions by building their capacity to carry out distinctive research into Architecture and Sustainable Built Environment in the region in order to Provide sound policies based on research.
5. Become a centre of excellence for research and the training of researchers in Architecture and Sustainable Built Environment within the wider Gulf and Middle East (ME) region.

### Programme Outcomes

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular Architecture and Sustainable Built Environment knowledge area through the pursuit of a major research project contributing to the Architecture and Sustainable Built Environment body of knowledge. In order to carry out this overall aim the following learning outcomes will have to be achieved upon completion of the PhD programme

1. A detailed understanding of applicable techniques for research and advanced academic enquiry in SDBE.

2. The general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;
3. A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice in SDBE;
4. The creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of SDBE, and merit publication;

The achievement of these core learning outcomes will ensure that holders of the PhD will typically be able to:

- Make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences
- Continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.
- The core learning outcomes will also translate in PhD holders having the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

### **Programme Graduate Completion Requirements**

In order to receive degree of PhD in any research area students need to:

Acquire 180 D-level credits through completion of 7 taught modules

Acquire 360 D-level credits by successful completion and viva of a substantial thesis of approximately 80,000 words

### **Credits**

The PhD programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. That is a programme totalling 180 credits which are broken down into

- 7 taught modules totalling 180 credits
- Thesis, for which 360 credits are available.

### **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 5400 hours of student effort including 3600 hours of student effort for thesis.

The hours of student effort comprises:

- The face-to-face contact hours
- On-line discussion with tutors
- Independent reading and web-based study.

### **Programme Structure**

Category	Description	Credits
<b>Taught Modules</b>		
Research Methods Training Modules	Three Compulsory Modules	100
Subject Study Modules	Students will complete 4 taught modules in their selected research area as agreed with	80

Category	Description	Credits
	the Director of Studies (DoS)	
<b>Thesis</b>		360
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

#### Research Methods Modules

Module Code	Module Name	Credits
RES601	Research Methodology 1: Research Paradigms and Advanced Qualitative Methods	30
RES601	RM2: Advanced Quantitative Methods and Analysis	30
RES603	Research Methodology 3: Research Design and Plan Development	40

#### Subject Study Modules

Core Modules		
Module Code	Module Name	Credits
SDBE601	Advanced Building Performance Modelling	20
SDBE602	Sustainable Architecture: Past, Present and Future	20
Elective modules ( select 2 modules)		
SDBE603	Advanced Building Acoustics	20
SDBE604	Advanced Indoor Air Quality and Climate	20
SDBE605	CFD Applications in the Built Environment	20
SDBE606	Environmental Economics and Policy	20
SDBE607	Lighting Performance and Strategies	20
SDBE608	Smart Infrastructure	20
<b>Thesis</b>		360
<b>Total Credits Required for Degree Completion</b>		<b>540</b>

#### 9.1.2 Teaching Plan for Academic Year 2012-2012<sup>8</sup>

##### September 2013, Term 1

Code	Title	Tutor
SDBE602	Sustainable Architecture: Past, Present and Future	Dr. Hanan Taleb

##### January 2014, Term 2

Code	Title	Tutor
SDBE601	Advanced Building Performance Modelling	Prof. Bassam Abu-Hijleh

##### Summer 2014, Term 3

TBA

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<sup>8</sup> (Modules offered are subject to Change)

### ***9.1.3 Module Descriptions for PhD - Architecture and Sustainable Built Environment Programme***

#### **RES601**

##### **Research Methodology 1: Research Paradigms and Advanced Qualitative Methods**

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to the context of the programme. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm. The emphasis in this module will be on an understanding of and rationale for adopting qualitative research, as well as controversies and debates about qualitative forms, the role of the researcher, the rights of the research subject, cultural and social norms, and research practices. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods

#### **RES602**

##### **RM2: Advanced Quantitative Methods and Analysis**

This module introduces students to, and familiarises them with, a wide range of methods of data collection, analysis and interpretation. It will consider the strengths and weaknesses of experimental, quasi-experimental approaches, the proposal and testing of hypotheses and the suitability of such methods. It will introduce students to a range of descriptive and inferential statistical techniques used for interpreting numerical data.

#### **RES603**

##### **RM3: Research Methodology 3: Research Design and Plan Development**

This module concentrates on the development and design of the students' own research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The first section will include developing the rationale for the research question and objectives, as well as a theoretical framework that will identify theories and concepts from relevant disciplines, and any relevant philosophical foundations or concepts, that is coherent and appropriate to the research question and will form part of the final thesis proposal. This section also includes a critical understanding of the general range of disciplinary and interdisciplinary approaches to the students' research topics, as well as an understanding of knowledge transfer and situating their research topic in national and international research and intellectual traditions.

The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or information gathering guides, and guidelines for conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with a draft of a detailed research proposal for their thesis. Where relevant, students may conduct a pilot study.

#### **SDBE601**

##### **Advanced Building Performance Modelling**

In this module the students will learn advanced modelling techniques to simulate and optimise the performance of different components used in buildings. Integration of renewable energy resources will also be addressed, e.g. solar and wind. The integrative effect of these components will also be studied. This includes both thermal & fluid modelling for some components as well as mathematical modelling and optimization for the control systems. One or more commercial software packages will be used, e.g. IES, Matlab and Homer.

#### **SDBE602**

##### **Sustainable Architecture: Past, Present and Future**

Gaining in-depth knowledge with regard to the history of, and theories underlying, the notion of sustainable architecture will help us understand both how it has evolved over the years and what its future directions are likely to be. This module aims to develop critical understanding of past, present and future trends in sustainable built environment. Topics to cover include vernacular architecture; evolution of building materials and design; principles as well as myths associated with sustainable architecture. After successfully completing this module, students will be expected to acquire a strong theoretical background of various aspects that affect the development of sustainable architecture.

#### **SDBE603**

##### **Advanced Building Acoustics**

In this module the students will learn advanced modelling techniques to simulate and optimise the performance of different components used in buildings. Integration of renewable energy resources will also be addressed, e.g.

solar and wind. The integrative effect of these components will also be studied. This includes both thermal & fluid modelling for some components as well as mathematical modelling and optimization for the control systems. One or more commercial software packages will be used, e.g. IES, Matlab and Homer.

#### **SDBE604**

##### **Advanced Indoor Air Quality and Climate**

This module aims to provide students latest research development, knowledge and skills needed for achieving creation of healthy, comfortable and productive indoor environments. Students will acquire knowledge and skills needed to conduct independent research and/or practice as consultants in the industry on topical issues that include indoor air quality (IAQ) and thermal conditions, ventilation, sources and IAQ modelling, particle characterization, indoor air chemistry, environmental tobacco smoke, IAQ purification strategies biological agents effects, and infectious disease transmission and control.

#### **SDBE605**

##### **CFD Applications in the Built Environment**

In this module the students will learn the fundamentals of Computational Fluid Dynamics (CFD) including the governing equations, laminar and turbulent flow, steady and unsteady flows, turbulence modelling, discretization & meshing, types and application of boundary conditions, and the different types of convection heat transfer (natural, mixed and forced). The students will also learn how to use CFD to model internal and external fluid and heat flow as applied to different scenarios in the built environment. One or more commercial CFD packages will be used, e.g. ANSYS, Phoenics, Envimet.

#### **SDBE606**

##### **Environmental Economics and Policy**

The module tackles aspects related to impact of the environmental economics and policy on the built environment the appropriate ways of regulating economic activity, in general, in order to strike a balance among economic, environmental and social goals. Not only will students learn about economics-related concepts such as externalities and public good, but they will also establish an understanding of the role of markets and regulations in determining the 'right' amount of pollution levels that lead to achieving a socially-desirable environment. Through the use of advanced software packages, students will also learn how to assess the marginal costs and benefits associated with an individual policy as well as those resulted from a combination of multiple policies and actions. Last but certainly not least, it is envisaged that by the end of this module, students will appreciate the complex roles of governments in designing and implementing environmental policy with a particular emphasis on the built environment

#### **SDBE607**

##### **Lighting Performance and Strategies**

This module offers an in-depth look at natural light performance and design in the built environment. It aims to provide advanced knowledge on various aspects related to design issues and strategies, the effect of daylighting on occupant performance, calculations methods and visual comfort evaluation. The module will also highlight the role of electrical lighting and investigate ways to compromise its use with daylighting systems. The delivery of this module will largely depend on offering an international perspective with case studies from around the world and up-to-date knowledge of daylighting and electrical lighting innovative designs.

#### **SDBE608**

##### **Smart Infrastructure**

This module offers an in-depth look at sustainable engineering practices in an urban design context. It aims to provide advanced knowledge on various aspects related to achieving smart and sustainable infrastructure including water resource management, materials, environmental performance, site planning and transportation-related issues. The delivery of this module will largely depend on offering an international perspective with case studies from around the world.

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## 9.2 Sustainable Design of the Built Environment Programme

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### Head of Programme

Prof. Bassam Abu Hijleh

### Academic Staff

#### Professors

Prof. Bassam Abu Hijleh

#### Associate Professor

Dr Hasim Altan

#### Assistant Professor

Dr. Hanan Taleb

#### External Examiner

TBA

#### Admissions Tutor

Dr. Hanan Taleb

### 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).

#### 9.2.1 MSc in Sustainable Design of the Built Environment

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.

### 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.

### 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 (for dissertation route) **or**
5. (*Exhibit and apply advanced and the state-of-the-art knowledge in at least one specialist area in the built environment (for Project Based route)*)

### **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; (for dissertation route) **or**  
Carry out research at the forefront of knowledge on a relevant built environment topic (for Project Based route)

### **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

### **Programme Graduate Completion Requirements (Dissertation Route)**

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.

### **Programme Graduate Completion Requirements (Project Based Route)**

- Successfully complete 8 x 20 credit modules
- Successfully complete a 20 credit project based on a topic that relates to the subject matter of the programme
- 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.

## Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

## 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

## Programme Structure

### MSc SDBE Dissertation Route:

#### Core Modules for Dissertation Route

Module Code	Module Title	Credits
RES507	Dissertation	
SDBE501	Climate and Comfort	20
SDBE502	Renewable and Sustainable Resources	20
SDBE503	Investigations in the Built Environment	20
SDBE504	Sustainable Built Environments	20

#### Elective Modules<sup>1</sup> for Dissertation Route

Module Code	Module Title	Credits
SDBE505	Skins and Spaces	20
SDBE506	Passive Design	20
SDBE507	Efficient Building Services	20
SDBE508	Sustainable Urban Design	20
SDBE509	Urban Development and Conservation	20
SDBE510	Sustainable Indoor Environment	20
SDBE511	An Eco-Pluralistic Approach to Interior Design	20
SDBE512	Ecology of Urban Landscapes	20
SDBE513	Liveable Landscapes	20
SDBE514	Intelligent Building Design	20
SDBE515	Corporate Social Responsibility	20

<sup>1</sup> Students select two of the modules from Table 2, depending on their interests and/or possible dissertation topic

### Dissertation (60 credits)

Students are required to write a research-based dissertation in an area of their choice, in consultation with their Dissertation Supervisor.

### MSc SDBE Project-Based Route:

#### Core Modules for Project Based Route

Module Code	Module Title	Credits
SDBE501	Climate and Comfort	20
SDBE502	Renewable and Sustainable Resources	20
SDBE503	Investigations in the Built Environment	20
SDBE504	Sustainable Built Environments	20
SDBE506	Passive Design	20
SDBE510	Sustainable Indoor Environment	20

#### Elective Modules<sup>1</sup> for Project Based Route

Module Code	Module Title	Credits
SDBE505	Skins and Spaces	20

Module Code	Module Title	Credits
SDBE507	Efficient Building Services	20
SDBE508	Sustainable Urban Design	20
SDBE509	Urban Development and Conservation	20
SDBE511	An Eco-Pluralistic Approach to Interior Design	20
SDBE512	Ecology of Urban Landscapes	20
SDBE513	Liveable Landscapes	20
SDBE514	Intelligent Building Design	20
SDBE515	Corporate Social Responsibility	20

<sup>1</sup> Students select two of the modules in Table 4 depending on their interests.

### **MSc Project (20 credits)**

Students are required to undertake a project worth 20 credits in an area of their choice, in consultation with the Project Coordinator.

### **9.2.2 Postgraduate Diploma in Sustainable Design of the Built Environment**

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.

### **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.

### **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

## **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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## **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)

## **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.

## **Programme Structure**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>
<b>Core Modules</b>		
SDBE501	Climate and Comfort	20
SDBE502	Renewable and Sustainable Resources	20
SDBE503	Investigations in the Built Environment	20
SDBE504	Sustainable Built Environment	20
<b>Elective modules: students have to choose two elective modules, depending upon the area they want to specialise in</b>		
SDBE505	Skin and Spaces (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE506	Passive Design (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE507	Efficient Building Services (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE508	Sustainable Urban Design	20
SDBE509	Urban Development and Conservation	20
SDBE510	Sustainable Indoor Environment	20

Module Code	Module Title	Credits
	(Pre- requisite SDBE502 Renewable and Sustainable Resources)	
SDBE511	An Eco-Pluralistic Approach to Interior Design (Pre- requisite SDBE502 Renewable and Sustainable Resources)	20
SDBE512	Ecology of Urban Landscape (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE513	Liveable Landscape (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE514	Intelligent Building Design (Pre- requisite SDBE501 Climate and Comfort)	20
SDBE515	Corporate Social Responsibility	20
<b>Total Credits</b>		<b>120</b>

### 9.2.3 Postgraduate Certificate in Sustainable Design of the Built Environment

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.

#### 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;

#### 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;

#### 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 Term and a maximum of 2 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

### 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)

### 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.

### Programme Structure

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

#### 9.2.4 Teaching Plan for Academic Year 2012-13<sup>9</sup>

##### September 2013, Term 1

Code	Title	Tutor
SDBE501	Climate and Comfort	Dr. Hanan Taleb
SDBE502	Renewable and Sustainable Resources	Prof. Bassam Abuhijleh
SDBE504	Sustainable Built Environment	Prof. Bassam Abuhijleh
SDBE516*	MSc Research Project in SDBE	Prof. Bassam Abuhijleh

\*There will be only one session for this module and the rest will be one-to-one meetings by appointment

##### January 2014, Term 2

Code	Title	Tutor
SDBE507	Efficient Building Services	Prof. Bassam Abu-Hijleh
SDBE516*	MSc Research Project in SDBE (Continued)	Prof. Bassam Abuhijleh
SDBE510	Sustainable Indoor Environment	TBC

<sup>9</sup>Modules offered are subject to change

Code	Title	Tutor
SDBE506**	Passive Design	Dr. Hanan Taleb
SDBE512**	Ecology of Urban Landscapes	Dr. Hanan Taleb

\*\*only one module to be offered

### Summer 2014, Term 3

Code	Title	Tutor
SDBE514	Intelligent Building Design	TBC
SDBE508	Sustainable Urban Design	Dr. Hanan Taleb
SDBE503	Investigation in the Built Environment	Prof. Bassam Abuhijleh

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

## 9.2.5 *Module Descriptions for Sustainable Design of the Built Environment Programme*

### **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

### **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 be 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 and 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 how 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.

### **SDBE516**

#### **MSc Project in Sustainable Design of the Built Environment**

In this module the student will undertake a short practical research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic/design in order to make it more sustainable. This could include topics on building design, interior environments, energy conservation & management, renewable resources, building services, or any other relevant built environment topic as long as it is approved by the module tutor. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant industry who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

### **RES507**

#### **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 dissertation 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.

This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. 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 the students' training is to become familiar with these rules.

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## 9.3 Systems Engineering Programme

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### Head of Programme

Prof. Robert Whalley

### Academic Staff

#### Professors

Prof. Robert Whalley

#### Associate Professors

Dr. Alaa Ameer

#### External examiner

Dr. John Flower, Warwick University

#### Admissions Tutor

Dr. Alaa Ameer

### 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)

#### 9.3.1 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.

### 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

### 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.

## **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.

## **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).

## **Credits 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.

## **Programme Structure**

<b>CORE:</b>	<b>CREDITS</b>
1 System Analysis Methods	20
2 Modelling Methods and Applications	20
3 Process Control Techniques	20

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

### Specific requirements

Candidates must take Systems Analysis Methods and Modelling Methods and Applications before being allowed to take any further modules (unless otherwise approved by the Head of Programme)

### 9.3.2 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

### 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

### 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.

### **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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

### **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)

### **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.

## Programme Structure

<b>CORE:</b>	<b>CREDITS</b>
1 System Analysis Methods	20
2 Modelling Methods and Applications	20
3 Process Control Techniques	20

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

### Specific requirements

Candidates must take Systems Analysis Methods and Modelling Methods and Applications before being allowed to take any further modules (unless otherwise approved by the Head of Programme)

### 9.3.3 Teaching Plan for Academic Year 2012-13<sup>10</sup>

#### September 2013, Term 1

Code	Title	Tutor
ENGG501	System Analysis Methods	Dr Alaa Ameer/Prof Robert Whalley
ENGG502	Modelling Methods and Applications	Prof Robert Whalley
ENGG505	State Space and Multivariable Systems	Prof Robert Whalley
ENGG506	Multivariable Systems and Control	Prof Robert Whalley

#### January 2014, Term 2

Code	Title	Tutor
ENGG501	System Analysis Methods	Prof Robert Whalley
ENGG502	Modelling Methods and Applications	Dr Alaa Ameer
ENGG508	State Space and Multivariable Systems	Dr Alaa Ameer
ENGG506	Multivariable Systems and Control	Prof Robert Whalley

#### Summer 2014, Term 3

Code	Title	Tutor
ENGG503	Process Control Techniques	Prof Robert Whalley
ENGG508	Mechatronics Systems	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

<sup>10</sup> Modules offered are subject to change

### **9.3.4 Module Descriptions for Systems Engineering Programme**

#### **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 and Discrete System Analysis**

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.

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## 9.4 Intelligent Building Design and Automation

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### Head of Programme

Prof. Bassam Abu Hijleh

### Programme Coordinator

Dr. Alaa Ameer

### Academic Staff

#### Professors

Prof. Robert Whalley

Prof. Bassam Abu Hijleh

#### Associate Professors

Dr. Alaa Ameer

#### External Examiner

Dr. John Flower, Warwick University

#### Admissions Tutor

Dr. Alaa Ameer

### 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).

#### 9.4.1 MSc in Intelligent Building Design and Automation Programme

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 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.

### 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

### **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.

### **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.

## 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).

## 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.

## 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 (pre requisite ENGG501 System Analysis Methods)	20
RES510	Dissertation	60
<b>Total Credits</b>		<b>180</b>

### 9.4.2 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.

### 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

### **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.

### **Programme Graduate Completion Requirements**

- Complete 6 x 20 credit modules and satisfactorily pass all elements of assessment
- Undertake 200 notional hours of study for each 20 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

### **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)

### **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.

## 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 (pre requisite ENGG501 System Analysis Methods)	20
<b>Total Credits</b>		<b>180</b>

### 9.4.3 Teaching Plan for Academic Year 2013-14<sup>11</sup>

#### September 2013, Term 1

Code	Title	Tutor
ENGG501	System Analysis Methods	Dr Alaa Ameer/Prof Robert Whalley
ENGG502	Modelling Methods and Applications	Prof Robert Whalley
SDBE504	Sustainable Built Environment	Prof Bassam Abuhijleh

#### January 2013, Term 2

Code	Title	Tutor
ENGG501	System Analysis Methods	Prof Robert Whalley
ENGG502	Modelling Methods and Applications	Dr Alaa Ameer
SDBE507	Efficient Building Services	Prof Bassam Abu-Hijleh

#### Summer 2013, Term 3

Code	Title	Tutor
ENGG508	Mechatronics Systems	Dr Alaa Ameer
ENGG503	Process Control Technique	Prof Robert Whalley
SDBE514	Intelligent Building Design	TBC

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

### 9.4.4 Module Descriptions for Intelligent Building Design and Automation Programme

Please refer to the module descriptions for MSc Systems Engineering and MSc Sustainable Design of the Built Environment programmes .

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<sup>11</sup> Modules offered are subject to change

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## 9.5 Structural Engineering Programme

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### Head of Programme

Professor Abdullah Al Shamsi

### Academic Staff

#### Professors

Professor Abdullah Al Shamsi

Prof Bassam AbuHijleh

Professor Robert Whalley

#### Associate Professors

Dr. Alaa Ameer

#### External examiner

TBA

#### Admissions Tutor

TBA

### 9.5.1 MSc in Structural Engineering (StrE) Programme

BUiD MSc StrE programme is intended to enhance the knowledge-base of structural engineers by offering modules that fill the needs of the industry. The goal of the programme is to provide additional knowledge and skills in structural engineering to permit the candidate to be more effective in engineering and associated firms and organisations.

### Programme Goals

1. Provide students with advanced knowledge in the fundamentals of engineering materials and structures.
2. Provide students with advanced structural engineering knowledge such as advanced structural analysis and design, or durability and rehabilitation of structures.
3. Provide students with an opportunity to apply theoretical concepts by means of short independent assignments and exercises in addition to the extended research and dissertation.
4. Enhance the contribution of the structural engineering profession in the gulf region towards; safety and risk management, sustainable use of resources, use of innovative technologies, and the creation of inspiring and efficient structures.
5. Develop critical thinking, innovation, analytical skills, and interpersonal as well as group-working skills.

### Programme Learning Outcomes

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

#### *Knowledge*

1. Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures.
2. Use advanced knowledge of applicable research principles and methods.
3. Understand the multi-disciplinary nature of structural engineering and the need for the integration of knowledge from a range of engineering disciplines in the management of structural engineering challenges.

### ***Skills***

4. Deploy consistently the advanced skills required in research, analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities.
5. Integrate knowledge from different fields and develop new knowledge and procedures in the field of structural engineering through using highly developed cognitive and creative skills and intellectual independence.
6. Analyse highly complex issues with incomplete data and combine advanced problem-solving skills to construct innovative solutions and proposals relevant to structural engineering.
7. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

### ***Aspects of competence***

#### **Autonomy and responsibility**

8. Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.
9. Ability to do research and further develop knowledge and methods in the field of structural engineering.

#### **Role in context**

10. Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self.
11. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

#### **Self-development**

12. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.
13. Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.

## **MSc StrE Completion Requirements (Dissertation Route)**

In order to graduate from the programme, students must:

- Successfully complete 6 x 20 credit modules and complete a 60 credit Dissertation
- 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.

## **MSc StrE Completion Requirements (Project Based Route)**

- Successfully complete 8 x 20 credit modules
- Successfully complete a 20 credit project based on a topic that relates to the subject matter of the programme
- 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.

### Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

### 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

### Programme Structure

#### Structure of the Structural Engineering programme (Dissertation Route)

	Module Code	Module Title	Credit
	<b>Taught Modules</b>		
(1) Core	SEEM501	Advanced Engineering Materials	20
	ENGG511	Engineering Computational Methods	20
	SEEM531	Concrete Durability	20
	SEEM521	Advanced Structural Analysis	20
	SDBE504	Sustainable Built Environment	20
(2) Elective Modules	SEEM522	<i>One module of the following</i> Advanced Concrete Design	20
	SEEM523	Prestressed Concrete Design	
	SEEM524	Advanced Steel Design	
	SEEM532	Inspection, Repair and Rehabilitation of Structures	
	SEEM502	Advanced Structural Mechanics	
	SEEM525	Earthquake Resistant Design	
(3)	RES513	Dissertation	60
(4)		Workshop on Research & Consultancy Skills & Techniques	-
	<b>Total Credits</b>		<b>180</b>

#### Structure of the Structural Engineering programme (Research Project Route)

Group	Module Code	Module Title	Credit
	<b>Taught Modules</b>		
(1) Core	SEEM501	Advanced Engineering Materials	20
	ENGG511	Engineering Computational Methods	20
	SEEM521	Advanced Structural Analysis	20
	SEEM531	Concrete Durability	20
	SDBE504	Sustainable Built Environment	20
(2)	SEEM522	<i>Three modules of the following</i> Advanced Concrete Design	20
	SEEM523	Prestressed Concrete Design	20
	SEEM524	Advanced Steel Design	20
	SEEM532	Inspection, Repair and Rehabilitation of Structures	20

	SEEM502 SEEM525	Advanced Structural Mechanics *Earthquake Resistant Design	
(3)	SEEM551	Research Project	20
(4)		Workshop on Research & Consultancy Skills & Techniques	-
	<b>Total Credits</b>		<b>180</b>

### 9.5.2 Postgraduate Diploma in Structural Engineering (PGDip StrE)

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.

#### Programme Learning Outcomes

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

##### Knowledge

1. Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures.
2. Understand the multi-disciplinary nature of structural engineering and the need for the integration of knowledge from range of engineering disciplines in the management of structural engineering challenges.

##### Skills

3. Deploy consistently the advanced skills required in analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities.
4. Integrate knowledge from different fields and develop new knowledge and procedures in the field of structural engineering through using highly developed cognitive and creative skills and intellectual independence.
5. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

##### Aspects of competence

###### Autonomy and responsibility

6. Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.

###### Role in context

7. Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self.
8. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.



### Self-development

9. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.
10. Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.

### **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
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

### **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 taught modules (total 120 credits)

### **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.

### **Postgraduate Diploma in StrE Programme Structure**

	Module Code	Module Title	Credit
	<b>Taught Modules</b>		
<b>(1) Core</b>	SEEM501	Advanced Engineering Materials	20
	ENGG511	Engineering Computational Methods	20
	SEEM531	Concrete Durability	20
	SEEM521	Advanced Structural Analysis	20
	SDBE504	Sustainable Built Environment	20
<b>(2) Elective Modules</b>	SEEM522	<i>One module of the following</i> Advanced Concrete Design	20
	SEEM523	Prestressed Concrete Design	
	SEEM524	Advanced Steel Design	
	SEEM532	Inspection, Repair and Rehabilitation of Structures	
	SEEM502	Advanced Structural Mechanics	
	SEEM525	Earthquake Resistant Design	
<b>(3)</b>		Workshop on Research & Consultancy Skills & Techniques	-
	<b>Total Credits</b>		<b>120</b>

### **9.5.3 Postgraduate Certificate in Structural Engineering (PGCert StrE)**

The Postgraduate Certificate in Structural Engineering may be of interest to students who wish to obtain a higher degree in Structural Engineering 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.

#### **Programme Learning Outcomes**

By the end of the programme the students will be able to:

##### ***Knowledge***

1. Demonstrate a detailed understanding of the principles of engineering materials, behaviour, and design of structures.

##### ***Skills***

2. Deploy consistently the advanced skills required in analysis, evaluation and /or innovation of complex ideas, information, concepts and/or activities.
3. Present, explain and/or critique complex matters combining highly specialist communication and information technology skills.

##### ***Aspects of competence***

##### **Autonomy and responsibility**

4. Function autonomously and/or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar.

##### **Role in context**

5. Initiate and manage professional activities that may include a highly complex environment through taking responsibility for leading the strategic performance and development of professional teams and self.
6. Apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

##### **Self-development**

7. Self-evaluate, develop, and implement further learning consistently, sensitively, and independently.
8. Consistently and sensitively handle complex structural issues leading to informed, fair and valid decisions.

#### **Programme 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 Term and a maximum of 2 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## 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)

## 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.

## Postgraduate Certificate in StrE Programme Structure

Group	Module Code	Module Title	Credit
	<b>Taught Modules</b>		
(1)	SEEM 501	Advanced Engineering Materials	20
	ENGG 511	Engineering Computational Methods	20
(2)	SEEM 521 Or SEEM 531	Either: Advanced Structural Analysis Or: Concrete Durability	20
	<b>Total Credits</b>		<b>60</b>

### 9.5.4 Teaching Plan for Academic Year 2013-14<sup>12</sup>

#### September 2013, Term 1

Code	Title	Tutor
SEEM 501	Advanced Engineering Materials	TBA
SDBE504	Sustainable Built Environment	Professor Bassam
ENGG 513	System and Maintenance Management	Professor Robert Whalley/ Dr Alaa Ameer
ENGG 511	Engineering Computational Methods	Professor Robert Whalley/Professor Bassam Abu-Hijleh/Dr Alaa Ameer

#### January 2014, Term 2

Code	Title	Tutor
SEEM 531	Concrete Durability	Professor Abdullah Alshamsi
SEEM 521	Advanced Structural Analysis	TBA
	Elective 1	TBA

#### Summer 2014, Term 3

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<sup>12</sup> Modules offered are subject to change

Code	Title	Tutor
	Elective 2	TBA
	Elective 3	TBA

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

### ***9.5.5 Module Descriptions for Structural Engineering Programme***

#### **SEEM501**

##### **Advanced Engineering Materials**

This module will enable students to gain knowledge and understanding on a wide range of high performance engineering materials. It will provide scientific and practical information on the selected materials. The module covers materials, including concrete, steel, fiber reinforced cement, fiber reinforced plastics, polymeric materials, geosynthetics, masonry materials and coatings. It discusses the scientific bases for the manufacture and use of these high performance materials. Testing and application examples are also included.

#### **ENGG 511**

##### **Engineering Computational Methods**

This module supports the students in the analysis of engineering information; presentation and analysis of data in the development of engineering models of the systems and the use of data and theoretical concepts to make engineering decisions for products, processes designs and problem solving.

This module develops an understanding of variability underpinning engineering experiments. The aim is to cover the common types of problems in engineering practice; engineering scenarios and problems providing the basis for practical – tutorials and computer classes. The focus will be on using MATLAB and SPSS for numerical calculations

#### **SEEM531**

##### **Concrete Durability**

This module will enable students to gain knowledge and understanding and provide scientific and practical information on a wide range of concrete durability issues. The module discusses a number of chemical as well as physical deterioration mechanisms and the modeling and predicting of their effects and also discusses what to consider in the design, selection of materials, and the construction processes to improve and control the concrete durability.

#### **SEEM521**

##### **Advanced Structural Analysis**

This module will enable students to gain knowledge and understanding and provide scientific information on Advanced Matrix Analysis and the introduction to Finite Element Analysis. It is expected that by the end of the module, learners should be able to analyze any framed structure subjected to applied loads, temperature variations, initial strains, and/or support settlements using the direct stiffness method in the context of finite element formulations.

#### **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

#### **SEEM502**

##### **Advanced Structural Mechanics**

This module will enable students to gain knowledge on engineering mechanics and provide scientific information and introduction to theory of elasticity, plane-stress and plane-strain problems. The following topics will be considered: torsion, nonsymmetrical bending, shear center, curved beams, beams on elastic foundations, thick-wall cylinders, column stability, and stress concentration. Throughout the study key kinematic and

material response assumptions are emphasized in order to highlight the applicability and limitations of the analysis methods.

#### **SEEM522**

##### **Advanced Concrete Design**

This module will enable students to gain in depth knowledge and provide scientific information on analysis and design of reinforced concrete members and systems, considering the requirements of the related codes and standards.

#### **SEEM523**

##### **Prestressed Concrete Design**

This module will enable students to gain in depth knowledge and provide scientific information on analysis and design of prestressed concrete members and systems. It will cover a complete comprehensive design example of a prestressed concrete girder bridge. The students will also be introduced to seismic analysis and seismic design of prestressed members.

#### **SEEM524**

##### **Advanced Steel Design**

This module will enable students to gain in depth knowledge and provides comprehensive scientific information on analysis and design of structural steel members and systems. It includes complete design examples for members and connections. Also, students will be introduced to seismic analysis and seismic design of connections and systems.

#### **SEEM525**

##### **Earthquake Resistant Design**

This module is intended as a design guide for engineers and advanced students with a sound knowledge of structural design who are not expert in seismic aspects of design. It provides the practicing engineer with an understanding of those aspects of the subject that are important when designing buildings in earthquake zone. Many of the principles discussed also apply to the design of non-building structures, such as bridges or telecommunications towers. European seismic code Eurocode 8 and US codes are discussed.

#### **SEEM532**

##### **Inspection, Repair and Rehabilitation of Structures**

This module will enable students to gain knowledge and understanding and provide scientific and practical information on the process of inspecting of deteriorated concrete structures and discussing of different methods of repair, retrofit, and protection.

#### **SEEM551**

##### **MSc Research Project in Structural Engineering**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt from the projects submitted in the previous modules. This project would be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. This could include topics on Concrete Design, Prestressed Concrete Design, Steel Design, Inspection, Repair and Rehabilitation of Structures, or Concrete Durability. Or any other relevant built environment topic as long as it is approved by the module tutor. The student will produce an industry type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant industry who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

#### **RES513**

##### **MSc Dissertation**

Having successfully completed the six modules in the taught stage of the programme, students who wish to proceed to the masters degree (Dissertation route) take the dissertation stage. The dissertation 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.

This is a research project. The only piece of work to be submitted for examination is a dissertation, and this is a written report on the research. 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 the students' training is to become familiar with these rules.

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## 9.6 Informatics (Knowledge and Data Management)

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### Head of Programme

Dr. Sherief Abdallah

### Academic Staff

#### Associate Professors

Dr. Khaled Shaalan

Dr. Sherief Abdallah

#### External examiner

Prof. Ken Turner, Stirling University

#### Admissions Tutor

Dr. Khaled Shaalan

### 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)

#### 9.6.1 MSc in Informatics (Knowledge and Data Management)

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

### 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.

### 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.

### **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.

### **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.

### **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.

### **Programme Structure**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>
<b><i>Core: Complete all of the following modules</i></b>		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
<b><i>Electives SET 1: (Student will be required to take at-least one out of these three modules)</i></b>		
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



<i>Electives SET 2: (Student will be allowed to take at-most one out of these three modules)</i>		
SDBE514	Intelligent Building Design	20
ENGG502	Modelling Methods and Applications	20
EDU514	Learning and Educational Technology	20
<b>Independent Research</b>		
RES506	Dissertation	60
<b>Total Credits</b>		<b>180</b>

### **9.6.2 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

#### **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.

#### **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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)

- Have no outstanding debt with BUiD.

## 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.

## 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

## PROGRAMME STRUCTURE

Module Code	Module Title	Credits
<b>Core: Complete all of the following modules</b>		
INF501	Informatics Research Methods	20
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
<b>Electives SET 1: (Student will be required to take at-least one out of these three modules)</b>		
INF505	Knowledge Engineering (pre-requisite INF502, Knowledge Representation & Reasoning)	20
INF506	Knowledge Management	20
INF507	Learning from Data (pre-requisite INF504, Data Mining & Exploration)	20
<b>Electives SET 2: (Student will be allowed to take at-most one out of these three modules)</b>		
SDBE514	Intelligent Building Design	20
ENGG502	Modelling Methods and Applications	20
EDU514	Learning and Educational Technology	20
<b>Total Credits</b>		<b>120</b>

### 9.6.3 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.

## 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.

**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
- Be registered for the programme for a minimum of 1 Terms and a maximum of 2 years (dependent on full-time or part-time status)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt with BUiD

**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.

**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.

**Programme Structure**

Module Code	Module Title	Credits
INF502	Knowledge Representation & Reasoning	20
INF503	Introduction to Computational Linguistics	20
INF504	Data Mining and Exploration	20
<b>Total Credits</b>		<b>60</b>

**9.6.4 Teaching Plan for Academic Year 2013-14<sup>13</sup>**

**September 2013, Term 1**

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

**January 2014, Term 2**

Code	Title	Tutor
INF503	Introduction to Computational Linguistics	Dr Khaled Shaalan

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<sup>13</sup> *Modules offered are subject to change*

INF504	Data Mining and Exploration	Dr Sherief Abdallah
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### Summer 2014, Term 3

Code	Title	Tutor
INF502	Knowledge Representation and Reasoning	Dr Khaled Shaalan
INF507	Learning from Data	Dr Sherief Abdallah

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

## 9.6.5 Module Descriptions for Informatics (Knowledge and Data Management) Programme

### 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.

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## 9.7 Information Technology Management

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### Head of Programme

Dr. Sherief Abdallah

### Programme Coordinator

Dr. Khaled Shaalan

### Academic Staff

#### Associate Professors

Dr. Khaled Shaalan

Dr. Sherief Abdallah

### External Examiner

Prof. Ken Turner, Stirling University

### Admissions Tutor

Dr. Khaled Shaalan

### 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 management, 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.

#### 9.7.1 *MSc in Information Technology Management Programme*

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.

### 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.

## **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

### ***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 in ITM
4. Carry out original research at the forefront of knowledge on a relevant Information Technology Management topic through a dissertation

### ***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

### ***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

### ***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.

## **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.

## **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.

## **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.

## 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
RES504	Dissertation	60
<b>Total</b>		<b>180</b>

### 9.7.2 Postgraduate Diploma in Information Technology 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

#### 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

#### 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.

##### *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 within Information Technology Management.

##### *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



### **Subject 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

### **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.

## **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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## **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.

## **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.

## **Programme Structure**

<b>Module Code</b>	<b>Module Title</b>	<b>Credits</b>
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
<b>Total</b>		<b>120</b>

### 9.7.3 Teaching Plan for Academic Year 2012-2012<sup>14</sup>

#### September 2013, Term 1

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

#### January 2014, Term 2

Code	Title	Tutor
INF504	Data Mining and Exploration	Dr Sherief Abdallah
INF508	Information Technology Project Management	Dr Tareq (adjunct)

#### Summer 2014, Term 3

Code	Title	Tutor
MGT504	Planning, Execution and Control	Dr Arun Bajracharya
MGT503	People, Culture and Organisation	Prof Mohammed Dulaimi

### 9.7.4 Module Descriptions for Information Technology Management Programme

#### 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.

For the rest of the modules, please refer to the module descriptions for MSc Project Management and Informatics (Knowledge and Data Management) programmes

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<sup>14</sup> (Modules offered are subject to Change)

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**

Doctorate in Education (EdD)

Master of Education (MEd)

Postgraduate Diploma in Education

**Dean**

Prof. Eman Gaad

**Academic Staff****Professors**

Prof. Eman Gaad

**Associate Professors**

Dr. Clifton Chadwick

Dr. Eugenie Samier

Dr. Sufian Forawi

**Assistant Professors**

Dr. Yasemin Yildiz

Dr. John Mckenny

**Tutors**

Mary Mayall

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## 10.1 Doctorate in Education

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### Head of Programme

Prof. Eman Gaad

### Academic Staff

#### Professor

Prof. Eman Gaad

#### Associate Professors

Dr. Clifton Chadwick

Dr. Eugenie Samier

Dr. Sufian Forawi

#### Assistant Professors

Dr. Yasemin Yildiz

Dr. John Mckenny

#### External Examiner

Dr. Justine Mercer, University of Warwick

#### Admissions Tutor

Dr. Clifton Chadwick

### 10.1.1 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 earlier development in 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.

### 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 through 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

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.

### 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.

### 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 (pre requisite DED601 Research Methodology 1)	30
DED603	Research Methodology 3. Research Design and Research Plan Development	40

#### 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<sup>15</sup>.

Subject modules	Study	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
Teaching English to Speakers of Other Languages (TESOL)		DED608	Current Issues in Psycholinguistics and Language Learning and Teaching	20
		DED609	Theoretical Perspectives on Materials and Syllabus Design in TESOL	20
		DED610	Discourse Analysis as a Research Tool	20

<sup>15</sup> Subject study modules must include at least one, but not more than two, general modules

Subject modules	Study	Module Number	Module Title	Credits
		DED619	Current Issues in Sociolinguistics	20
Special and Inclusive Education (SIE)		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 Leadership and Policy (MLP)		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
<b>Total Credits</b>				<b>540</b>

**10.1.2 Teaching Plan for Academic Year 2012-13<sup>16</sup>**  
**September 2013, Term 1**

Code	Title	Tutor
DED601	Research Methodology 1. Different research paradigms and Advanced Qualitative Methods in Education	Dr. Eugenie Samier
DED604	Assessment and Learning	Dr. Sufian Forawi
DED607	Current Issues in Sociolinguistics	Dr. Yasemin Yildiz
DED609	Theoretical Perspectives on Materials and Syllabus Design in TESOL	TBC
DED611	Research Perspectives on Inclusive Practice	Prof. Eman Gaad
DED614	Educational Organization: Culture, Theory & Practice	Dr. Eugenie Samier
DED603	Research Methodology 3: Research Design and Research Plan	Dr. Eugenie Samier

**January 2014, Term 2**

Code	Title	Tutor
DED612	Education of Children with Exceptional Learning Needs	Prof. Eman Gaad
DED607	Teaching & Learning at Higher ED	Dr. Sufian Forawi
DED615	Theory and Practice of Leadership in Education	Dr. Eugenie Samier
DED603	Research Methodology 3: Research Design and Research Plan	Dr. Eugenie Samier

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<sup>16</sup> Modules offered are subject to change

Code	Title	Tutor
	Development	
DED609	Psycholinguistics	Dr. Yasemin Yildiz
DED602	RM2 Quantitative Research Methods	Dr. Clifton Chadwick

### Summer 2014, Term 3

Code	Title	Tutor
DED610	Discourse Analysis	Dr. Yasemin Yildiz
DED605	Educational Policy: Theory, Development, Practice & Evaluation	Dr. Clifton Chadwick
DED613	Curriculum and Innovation: History, Theory, and Development	Dr. Clifton Chadwick

### 10.1.3 Module Descriptions for Doctorate of Education Programme

#### 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.

#### **DED609**

##### **Theoretical Perspectives on Materials and Syllabus Design in TESOL**

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 various 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**

##### **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.

#### **DED614**

##### **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.

### **DED615**

#### **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

### **DED616**

#### **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.

### **DED617**

#### **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.

### **DED618**

#### **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.

### **DED619**

#### **Current Issues in Sociolinguistics**

Sociolinguistics is the study of the position and importance of language in human societies, and its relationship to social factors. This module allows students to reflect on, and analyse, the way in which the educational context can be adapted in order to encompass the cross-cultural learning challenges that are a significant part of the current teaching and learning environment.

This course studies language in its sociocultural context, investigating how social and cultural factors influence language use, and language learning and teaching. The main aim of this module is to engage students with the key issues in sociolinguistics and illustrate the relevance of their application in language and education. The course will also investigate the practical aspects of using sociolinguistic data/information to critically analyse particular educational situations. Although based in TESOL, it is envisioned that module content will be applicable to a range of disciplines within the Faculty.

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## 10.2 Master of Education Programme

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### Head of Programme

Prof. Eman Gaad

### Programme Coordinator

Dr. Sufian Forawi

### Academic Staff

#### Professor

Prof. Eman Gaad

#### Associate Professors

Dr. Clifton Chadwick

Dr. Eugenie Samier

Dr. Sufian Forawi

#### Assistant Professors

Dr. Yasemin Yildiz

Dr. John Mckenny

#### External Examiner

Dr. Susan Garton, Aston University

#### Admissions Tutor

Dr. Clifton Chadwick

### 10.2.1 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.

### 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**

### **Management Leadership and 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 critically evaluate, synthesise 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.

### **Teaching English to Speakers of Other Languages (TESOL)**

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 and Inclusive Education (SIE)**

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

### **Programme Graduate Completion Requirements (Dissertation Route)**

- 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.

### **Programme Graduate Completion Requirements (Project Based Route)**

- Successfully complete 8 x 20 credit modules
- Successfully complete a 20 credit project based on a topic that relates to the subject matter of the programme and their chosen concentration
- 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.

The allowable maximum and minimum durations for both the dissertation and project- based routes will be the same. In both routes, the students will be eligible for the award of MEd after acquiring 180 credits.

### **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 is of 180 credits

### **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

## Programme Structure

### Master of Education Dissertation route:

#### Core Modules for Dissertation Route

Module Number	Module Title	Credits
RES503	Research Methods in Education	20
EDU501	Educational Policy	20
EDU502	Teaching and Learning	20

#### Concentration Modules for Dissertation Route

Concentration	Module Number	Module Title	Credits
Management Leadership and Policy (MLP) <i>(Students choose 3 out of the available concentration modules)</i>	<sup>1</sup> 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 and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	<sup>2</sup> EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education <i>(Students choose 3 out of the available concentration modules)</i>	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

<sup>1</sup>EDU503, *Leadership for School Improvement* has as a pre-requisite EDU506, *Organisational Behaviour*.

<sup>2</sup> EDU514 *Learning and Educational Technology* is now a pre-requisite for EDU515 *E-Learning and Blended Learning* and EDU516 *Managing Educational Technology*

#### Core Modules for Project Based Route

Module Number	Module Title	Credits
RES503	Research Methods in Education	20
EDU501	Educational Policy	20
EDU502	Teaching and Learning	20

#### Concentration Modules for Project Based Route

Concentration	Module Number	Module Title	Credits
Management Leadership and	<sup>1</sup> EDU503	Leadership for School Improvement	20
	EDU504	Citizenship, Environmental & Human Rights	20



Concentration	Module Number	Module Title	Credits
Policy (MLP)  <i>(Students choose 3 out of the available concentration modules)</i>		Education	
	EDU505	Education, Innovation and Curriculum	20
	EDU506	Organisational Behaviour	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	<sup>2</sup> EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education  <i>(Students choose 3 out of the available concentration modules)</i>	EDU519	Trends & Issues in Science Education	20
	EDU520	Scientific Ways of Knowing	20
	EDU521	Critical Thinking & Moral Reasoning in Science Education	20
	EDU522	Interdisciplinary Math, Science & Technology	20

**Elective Modules for Project-based Route (Students will choose any two modules from concentrations other than their selected one)**

Concentration	Module Number	Module Title	Credits
Management Leadership and Policy (MLP)	EDU505	Education, Innovation and Curriculum	20
	EDU507	School Observation, Evaluation & Supervision	20
Special and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	TESOL Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
Information and Communication Technology (ICT)	EDU514	Learning and Educational Technology	20
Science Education	EDU521	Critical Thinking & Moral Reasoning in Science Education	20
	EDU522	Interdisciplinary Math, Science & Technology	20

### 10.2.2 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

### **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

#### **Management Leadership and 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.

### **Teaching English to Speakers of Other Languages 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 and Inclusive Education 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.

### **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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## 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)

## 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

## Programme Structure

**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

## 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
Management and Leadership Policy (MLP)	<sup>1</sup> 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 and Inclusive Education (SIE)	EDU508	Introduction to Learning Difficulties	20
	EDU509	Education of Children with Exceptional Learning Needs	20
	EDU510	Inclusion and Special Educational Needs	20
Teaching English to Speakers of Other Languages (TESOL)	EDU511	Discourse for Language Teachers	20
	EDU512	ELT Syllabus and Design	20
	EDU513	Second Language Teaching and Learning	20
	EDU517	Sociolinguistics for TESOL	20
Information and Communication Technology (ICT)	<sup>2</sup> EDU514	Learning and Educational Technology	20
	EDU515	E-Learning and Blended Learning	20
	EDU516	Managing Educational Technology	20
Science Education	EDU519	Trends & Issues in Science Education	20
	EDU520	Scientific Ways of Knowing	20
	EDU521	Critical Thinking & Moral Reasoning in	20

Concentration Modules	Module Number	Module Title	Credits
		Science Education	
	EDU522	Interdisciplinary Math, Science & Technology	20
<b>Total Credits</b>			<b>180</b>

<sup>1</sup>EDU503, *Leadership for School Improvement* has as a pre-requisite EDU5063, *Organisational Behaviour*.

<sup>2</sup> EDU514 Learning and Educational Technology is now a pre-requisite for EDU515 *E-Learning and Blended Learning* and EDU516 *Managing Educational Technology*

### 10.2.3 Teaching Plan for Academic Year 2012-13<sup>17</sup>

#### September 2013, Term 1

Code	Title	Tutor
EDU502	Teaching and Learning	Dr Sufian Forawi
EDU519	Trends and Issues in Science Education	Dr Sufian Forawi
EDU518	Sociolinguistics for TESOL	Dr Yasemin Yildiz
EDU506	Organisational Behaviour	Dr Clifton Chadwick
EDU512	TESOL syllabus design	New faculty
EDU510	Inclusion and Special Educational Needs	Prof Eman Gaad

#### January 2014, Term 2 - TBA

Code	Title	Tutor
EDU 508	Introduction to Learning Difficulties	Prof Eman Gaad
EDU509	Education of Children with Exceptional Learning Needs	Prof Eman Gaad
EDU520	Scientific Ways of Knowing	Dr Sufian Forawi
RES503	Research Methods in Education	Dr Sufian Forawi
EDU513	Second Language Learning and Teaching	TBC
EDU503	Leadership for School Improvement	Dr Clifton Chadwick

#### Summer 2014, Term 3 - TBA

Code	Title	Tutor
EDU511	Discourse Analysis	TBC
EDU501	Educational Policy	Dr Clifton Chadwick
EDU505	Curriculum and Innovation	Dr Clifton Chadwick

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)

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<sup>17</sup> *Modules offered are subject to change*

## **10.1.4 Module Descriptions for Master of Education Programme**

### **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 different 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 as 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 Improvement**

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

### **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**

### **TESOL 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**

##### **Sociolinguistics for TESOL**

Sociolinguistics is the study of the position and importance of language in human societies, and its relationship to social factors. Thus the focus of this module is the way in which the teaching and learning context can be adapted in order to encompass the cross-cultural learning challenges that are a significant part of the educational environment.

This course studies language in its sociocultural context, investigating how social and cultural factors influence language use, and language learning and teaching. The main aim of this module is to engage students with the key issues in sociolinguistics and illustrate the relevance of their application in language and education. The course will also focus on the practical aspects of using sociolinguistic data/information to evaluate and prepare materials and activities for raising learners' awareness of cross-cultural differences.

#### **EDU519**

##### **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.

#### **EDU520**

##### **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.

#### **EDU521**

##### **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.

### **EDU522**

#### **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<sup>st</sup> century will be addressed where appropriate.

### **EDU523**

#### **MEd Project In Specialised Concentration Area**

In this module the student will undertake a short practical research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic in order to offer recommendation based on undertaken authentic research supported by the guidance of the supervisor in the designated area. This could include topics on any of the five concentration areas that the faculty of Education offers and these are, TESOL, SIE, IMP, ICT, and Science education. A topic can vary as long as it is approved by the module tutor. The student will produce a critical educational type report, including an executive summary and a detailed report, plus give a presentation explaining and defending the steps undertaken during the project. The jury for the presentation will include one or more jurors from the relevant area of study who will take part in the assessment of the presentation as well. This module will run over two consecutive terms in order to give the student enough time to properly research, document, propose and assess their selected topic of the project.

### **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.

#### **10.1.5 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.

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, and Business Administration programmes. 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**

PhD – Project Management  
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  
Master of Science (MSc) in Construction Management  
Postgraduate Diploma in Construction Management  
Postgraduate Certificate in Construction Management  
Master of Business Administration

### **Dean**

Prof. Ashly Pinnington

### **Academic Staff**

#### **Professors**

Prof. Ashly Pinnington (Human Resource Management and Project Management)  
Prof. Mohammed Fadhil Dulaimi (Project Management)  
Prof. Abubakr Suliman (Human Resource Management)

#### **Associate Professors**

Dr. Paul Gardiner (Project Management)

#### **Assistant Professor**

Dr. Arun Bajracharya (Project Management)  
Dr. Elango Rangaswamy (Finance and Banking)  
Dr Tamer Elewa (MBA)

#### **Lecturer**

Mr. Paul Tracey (CLDR)

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## 11.1 PhD (Subject: Project Management)

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### Head of Programme

Dr. Paul Gardiner

### Academic Staff

#### Professors

Prof. Ashly Pinnington

Prof. Mohammed Fadhil Dulaimi

Prof. Abubakr Suliman

#### Associate Professors

Dr. Paul Gardiner

Dr Khaled Shalaan

#### Assistant Professor

Dr. Arun Bajracharya

#### External examiner

Dr Andrew D Ross, Liverpool John Moores University

#### Admissions Tutor

Professor Abubakr Suliman

### 11.1.1 PhD (Subject: Project Management)

The programme has been developed to meet the growing needs of professionals in the UAE who have already achieved their Masters degree and now wish to pursue higher ambitions and achieve the highest academic qualification while continuing to live and work in the UAE.

### Programme Goals

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 project management 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 in the project management discipline.
4. Support other research-led organisations and institutions by building their capacity to carry out distinctive research into project, programme and portfolio management in the region in order to provide sound policies based on research.
5. Become a centre of excellence for research and the training of researchers in project, programme and portfolio management within the wider Gulf and Middle East (ME) region.

### Programme Outcomes

By the end of the programme, students will have demonstrated the ability to carry out leading edge research in a particular project management knowledge area through the pursuit of a major research project contributing to the project management body of knowledge. In order to carry out this overall aim the following learning outcomes (based on FHEQ Level 8 qualifications) will have to be achieved upon completion of the PhD programme

BUiD doctoral degrees in the subject of project management are awarded to students who have demonstrated:

- a detailed understanding of applicable techniques for research and advanced academic enquiry in project management.
- the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.
- a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of the academic discipline or area of professional practice in project management.

- the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline of project management, and merit publication.

The achievement of these core learning outcomes will ensure that holders of the PhD will typically be able to:

- make informed judgements on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences.
- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches.

### Programme Graduate Completion Requirements

To graduate from the programme, students must:

- Successfully complete a 360 D level credit dissertation of approximately 80,000 words
- Successfully complete 7 modules totalling to 180 credits
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 3 years and a maximum of 7 years (dependent on full-time or part-time status).
- Have no outstanding debt with BUiD.

### Credits

The PhD programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The programme total of 540 credits is broken down into:

- 7 taught modules (total 180 credits)
- A research-based dissertation (360 credits).

### Programme Structure

Module Number	Module Title	Credits
RES601	Research Methodology 1: Research Paradigms and Advanced Qualitative Methods	30
RES602	Research Methodology 2: Advanced Quantitative Methods and Analysis	30
RES603	Research Methodology 3: Research Design and Plan Development	40
<b>Subject Study Modules (any 4)</b>		
MGT601	Management of Knowledge in Projects	20
MGT602	Managing Large Programmes	20
MGT603	Managing Projects for Innovation	20
MGT604	Organisations, Projects and Sustainability	20
MGT605	Project Dynamics and Complexity	20
MGT606	Project Portfolio Management	20
MGT607	Project Financing	20
<b>Total Credits</b>		<b>180</b>

### Transferable Skills (Non-credit)

During the programme students will need to successfully complete a number of hours of training through special sessions to develop competence and skills in targeted areas relevant to scholarly activity and project management practice as discussed with their Director of Studies.

### Dissertation/Thesis (360 credit hours)

This element comprises the planning, development and submission of a doctoral research thesis of 60 – 80,000 words. This will draw on a major research investigation that you have carried out. It requires individual work under the supervision of a Director of Studies and second supervisor and critical feedback and oversight from an academic advisor. The PhD thesis will be expected to make a distinct and original contribution to the knowledge of the topic addressed.

### ***11.1.2 Teaching Plan for Academic Year 2012-13<sup>18</sup>***

#### **September 2013, Term 1**

<b>Code</b>	<b>Title</b>	<b>Tutor</b>
<b>Dubai</b>		
RES601	Research Methods 1: Research Paradigms and Advanced Qualitative	Prof. Ashly Pinnington
RES603	Research Methodology 3: Research Design and Plan Development	Dr. Paul Gardiner
MGT605	Project Dynamics and Complexity	Dr. Arun Bajracharya
MGT601	Management of Knowledge in Projects	Dr. Khaled Shaalan

#### **January 2013, Term 2**

<b>Code</b>	<b>Title</b>	<b>Tutor</b>
<b>Dubai</b>		
RES602	Research Methodology 2: Advanced Quantitative Methods and Analysis	Prof. Abubakr Suliman
RES603	Research Methodology 3: Research Design and Plan Development	Dr. Paul Gardiner
MGT606	Project Portfolio Management	Dr Paul Gardiner
MGT603	Managing Projects for Innovation	Prof. Mohammed Dulaimi

#### **Summer 2013, Term 3**

<b>Code</b>	<b>Title</b>	<b>Tutor</b>
<b>Dubai</b>		
MGT604	Organisations, Projects and Sustainability	Prof. Ashly Pinnington
MGT602	Managing Large Programmes	TBC

### ***11.1.3 Module Description for Project Management Programme***

#### **RES601**

#### **Research Methodology 1: Research Paradigms and Advanced Qualitative Methods**

This module covers the underlying theory and forms of qualitative research approaches, methods and ethics as they apply to the context of the programme. This includes acquiring a critical and interpretive understanding of qualitative research approaches, theories and concepts, as well as methods and techniques that constitute the qualitative research realm. The emphasis in this module will be on an understanding of and rationale for adopting qualitative research, as well as controversies and debates about qualitative forms, the role of the

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<sup>18</sup> (Modules offered are subject to change)

researcher, the rights of the research subject, cultural and social norms, and research practices. The module will also cover the distinctions between qualitative and quantitative research and the role of mixed methods.

### **RES602**

#### **Research Methodology 2: Advanced Quantitative Methods and Analysis**

This module introduces students to, and familiarises them with, a wide range of methods of data collection, analysis and interpretation. It will consider the strengths and weaknesses of experimental, quasi-experimental approaches, the proposal and testing of hypotheses and the suitability of such methods. It will introduce students to a range of descriptive and inferential statistical techniques used for interpreting numerical data.

### **RES603**

#### **Research Methodology 3: Research Design and Plan Development**

This module concentrates on the development and design of the students' own research proposals, consisting of two main sections: first, developing the research question and objectives and designing the theoretical framework; secondly, designing the research methodology including the research approach, methods, instruments or information gathering guidelines, and method of results analysis. The first section will include developing the rationale for the research question and objectives, as well as a theoretical framework that will identify theories and concepts from relevant disciplines, and any relevant philosophical foundations or concepts, that is coherent and appropriate to the research question and will form part of the final thesis proposal. This section also includes a critical understanding of the general range of disciplinary and interdisciplinary approaches to the students' research topics, as well as an understanding of knowledge transfer and situating their research topic in national and international research and intellectual traditions.

The second section focuses on the selection and development of a methodology consistent with the theoretical framework including the approach, methods, instruments or information gathering guides, and guidelines for conduct of the study including a draft ethics proposal. The module will also discuss the development of theoretical sections of a thesis in addition to empirical research designs, and the implications of their research for professional practice. The module will conclude with a draft of a detailed research proposal for their thesis. Where relevant, students may conduct a pilot study.

### **MGT601**

#### **Management of Knowledge in Projects**

The aim of this module is to teach the principles and technologies of knowledge management in the context of projectised organisations. 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 knowledge sharing in projectised organisations.

### **MGT602**

#### **Managing Large Programmes**

This module addresses the special requirements of large programmes and mega-projects. A distinguishing factor is the inherent increase in complexity which requires a different, more advanced, skill set. The module draws from international large project and programme case studies in the public and private sector. Key differentiating factors for large programme management considered are: integrated programme plan and strategy; stakeholder management complexity; risk management for high risk profile programmes; and, programme governance complexity.

### **MGT603**

#### **Managing Projects for Innovation**

This module addresses the need to manage projects to deliver innovations as well as provide the knowledge that would help students understand the purpose of projects and their relationship to corporate strategic objectives, Project managers need to understand the drivers for change and innovation in the way projects are managed and how the different models of innovation and change and their applicability in a project environment. The module advocates the need to view project management as the management of innovation which in the past was limited to "new product development". The module will examine the role of project managers in encouraging creativity, creating a climate of innovation and Innovation networks. The module will examine the relevant issues at team level and at supply chain level. In particular, using case studies, examine how an effective knowledge sharing and learning within the team and between the supply chain will create the support and incentive for innovation.



**MGT604****Organisations, Projects and Sustainability**

This module is designed to provide advanced knowledge and higher level understanding of concepts of organisation in relation to the public, private and not-for-profit sectors. The focus of interest is on projects and their implementation for achieving goals of strategic alignment, knowledge management, sustainability and corporate social responsibility.

**MGT605****Project Dynamics and Complexity**

This module is designed to provide advanced knowledge and higher level of understanding of the use of systems thinking and dynamic modelling to address the complexity in project management.

**MGT606****Project Portfolio Management**

This module aims to provide advanced knowledge on the selection and prioritisation of projects and the measurement of project and programme outcomes to maximise portfolio value contribution to organisations. The module will apply qualitative and quantitative modelling techniques.

**MGT607****Project Financing**

This module covers the theoretical background and the different sources of project finance available for large-scale investments in residential, industrial commercial, development projects, joint venture and other alliances. It develops a critical understanding of appraisal and selection of projects clearly focusing on the financial aspects in addition to evaluating the risks inherently present in such projects. The syllabus incorporates an introduction to project financing, analyses the risk and return dynamics carefully taking into account various factors that affect a project such as fluctuation in prices and the economic factors. It also covers discussion of different case studies applying real-option analysis and other techniques under different scenarios. Dispute resolution and its impact on project financing shall also be discussed with real-life cases in both local and multinational contexts.

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## 11.2 Project Management Programme

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### Head of Programme

Dr. Paul Gardiner

### Programme Coordinator

Dr. Arun Bajracharya

### Academic Staff

#### Professors

Prof. Ashly Pinnington

Prof. Mohammed Fadhil Dulaimi

#### Associate Professors

Dr. Paul Gardiner

#### Assistant Professor

Dr. Arun Bajracharya

#### External examiner

Dr Andrew D Ross, Liverpool John Moores University

#### Admissions Tutor

Prof. Mohammed Fadhil Dulaimi

### 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).

#### 11.2.1 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 Bachelor's 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.

### 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

### 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.

#### ***Subject 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.

### **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.

### **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).

### **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.

## 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
<b>Total Credits</b>		<b>180</b>

### ***11.2.2 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

### **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

### **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.

#### ***Subject 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.

## 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 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## 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)

## 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.

## 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
<b>Total Credits</b>		120

### 11.2.3 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.

## 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.

## 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.

#### **Subject 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.

### **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 Term and a maximum of 2 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

### **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)

### **Credits 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.

### **Programme Structure**

<b>Module Number</b>	<b>Module Title</b>	<b>Credits</b>
MGT501	Strategic Project Management	20
MGT502	Project, Programme and Portfolio Management	20
MGT505	Commercial and Procurement	20
<b>Total Credits</b>		<b>60</b>

#### **11.2.4 Teaching Plan for Academic Year 2012-13<sup>19</sup>**

##### **September 2013, Term 1**

<b>Code</b>	<b>Title</b>	<b>Tutor</b>
<b>Dubai</b>		
MGT502	Project Programme and Portfolio Management	Dr. Paul Gardiner
MGT505	Commercial and Procurement	Prof. Mohammed Dulaimi
<b>Abu Dhabi</b>		

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<sup>19</sup> (Modules offered are subject to change)

RES501*	Research Methods	Prof. Ashly Pinnington/Prof. Abubakr Suliman
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\*RES501 in Abu Dhabi Term 1, 2013-2014 will run depending on numbers

### January 2014, Term 2

Code	Title	Tutor
<b>Dubai</b>		
MGT501	Strategic Project Management	Dr. Paul Gardiner
RES501	Research Methods	Dr Arun Bajracharya

### Summer 2014, Term 3

Code	Title	Tutor
<b>Dubai</b>		
MGT504	Planning, Execution and Contro	Prof. Mohammed Dulaimi
MGT503	People, Culture and Organisation	Dr. Arun Bajracharya

## 11.2.5 Module Description for Project Management Programme

### 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.



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## 11.3 Finance and Banking

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### Head of Programme

Dr. Elango Rangaswamy

### Academic Staff

#### Associate Professors

Dr. Elango Rangaswamy

#### External Examiner

TBA

#### Admissions Tutor

Dr Elango Rangaswamy

### 11.3.1 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.

### Programme Goals

The principal goals of the Finance and banking are:

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

### 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

### 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
- 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)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

### 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.

### 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.

### Programme Structure

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

Module Code	Module Title	Credits
	Products )	
FIN512	Hedging (pre requisite FIN504 Financial Markets and Investments and FIN505 Risk Management Regulation and Structured Products)	
FIN513	Trading Strategies and Trade Management	
<b>Dissertation</b>		<b>60</b>
<b>Total</b>		<b>180</b>

### ***11.3.2 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

### **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

### **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
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

## 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

## 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.

## Programme Structure

Module Code	Module Title	Credits
<b>Core Modules (All compulsory)</b>		
FIN501	Quantitative Methods for Finance	20
FIN502	Corporate Finance (parallel/pre requisite FIN503 Financial Statement Analysis)	20
FIN503	Financial Statement Analysis	20
FIN504	Financial Markets & Institutions (pre requisite FIN501 Quantitative Methods for Finance)	20
FIN505	Risk Management, Regulation and Structured Products (pre requisite FIN503 Financial Statement Analysis, FIN501 Quantitative Methods for Finance & FIN504 Financial Markets and Investments)	20
<b>Elective Modules (Students choose 2 out of these modules)</b>		
FIN506	Islamic Finance	10 credits each 2 modules are selected
FIN507	Clearing and Settlement of Financial Trades	
FIN508	Financial Crime, Money Laundering and Governance in Banking (pre requisite FIN505 Risk, Regulation and Structured Products)	
FIN509	Finance and Regulation in Emerging Markets (pre requisite FIN505 Risk, Regulation and Structured Products)	
FIN510	Forecasting and Trading Strategies in Financial Markets (pre requisite FIN501 Quantitative Methods for Finance )	
FIN511	Credit Risk Management (pre requisite FIN501 Quantitative Methods for Finance, FIN504 Financial Markets and Institutions and FIN505 Risk, Regulation & Structured Products )	
FIN512	Hedging (pre requisite FIN504 Financial Markets and Investments and FIN505 Risk Management Regulation and Structured Products)	
FIN513	Trading Strategies and Trade Management	
<b>Total</b>		<b>120</b>

### 11.3.3 Teaching Plan for Academic Year 2012-13<sup>20</sup>

September 2013, Term 1

Code	Module	Module Coordinator
FIN501	Quantitative Methods for Finance	Dr. Elango Rengasamy
FIN503	Financial Statement Analysis	Dr. Usman Rahman

January 2014, Term 2

Code	Module	Module Coordinator
FIN502	Corporate Finance	Dr Elango Rengasamy
FIN504	Financial Markets and Institutions	Mr. Matein Khalid (Adjunct Lecturer)
FIN505	Risk, Regulation and Structured Products	Mr. Usman Rahman (Adjunct Lecturer)

Summer 2014, Term 3

Code	Module	Module Coordinator
FIN506	Islamic Finance	Mr. Khurram Abdullah (Adjunct Lecturer)
FIN508	Financial Crime, Money Laundering and Governance in Banking	Dr. Elango Rengasamy
FIN510	Forecasting and Trading Strategies in Financial Markets	Dr. Elango Rengasamy

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

### 11.3.4 Module Descriptions for MSc Finance and Banking Programme

#### 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.

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<sup>20</sup> (Modules offered are subject to change).

**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****Islamic Finance**

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

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## 11.4 Human Resource Management Programme

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### Head of Programme

Prof. Abubakr Suliman

### Academic Staff

#### Professors

Prof. Ashly Pinnington

Prof. Abubakr Suliman

#### External Examiner

Professor Andrew Pendleton University of York

#### Admissions Tutor

Prof. Abubakr Suliman,

### 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.

#### 11.4.1 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.

### 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

### 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 thorough 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

## **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 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.

## **Credits**

Elements of the programme are:

- core modules for each of which 20 credits are available,
- 2 elective modules for each of which 20 credits are available

One research based dissertation, for which 60 credits are available

## **Credit Hours**



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).

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.

## Programme Structure

Module Code	Core:	Credits	Pre-Requisites
MGT506	Human Resource Management in Action	20	
MGT507	Strategy and Human Resource Management (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 MGT510 MGT511 MGT512 MGT513 MGT522	<b>ELECTIVES:</b> The Role of the HR Function in the Modern Organisation Organisational Change Comparative and International Employment Systems Employment Policy Multinational Corporations and Human Resource Management Governance and Corporate Social Responsibility	20 credits each Two modules are selected	
RES508	<b>Dissertation</b>	60	Research Methods in HRM
	<b>TOTAL credit hours for award of Masters</b>	<b>180</b>	

### 11.4.2 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

### 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

## 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

## 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 20 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## 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)

## 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.

## Programme Structure

<b>Module Code</b>	<b>Core:</b>	<b>Credits</b>	<b>Pre-Requisites</b>
MGT506	Human Resource Management in Action	20	
MGT507	Strategy and Human Resource Management (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 MGT510 MGT511 MGT512 MGT513 MGT522	<b>ELECTIVES:</b> The Role of the HR Function in the Modern Organisation. Organisational Change. Comparative and International Employment Systems. Employment Policy. Multinational Corporations and Human Resource Management Governance and Corporate Social Responsibility	20 credits each (Two modules are selected)	
	<b>TOTAL credit hours for award of Diploma</b>	<b>120</b>	

### ***11.4.3 Teaching Plan for Academic Year 2012-13<sup>21</sup>***

#### **September 2013, Term 1**

<b>Code</b>	<b>Title</b>	<b>Tutor</b>
MGT509	The Role of HR Function in Modern Organisation	Prof Abubakr Suliman
MGT508	Organisational Behaviour and Business Leadership	Prof Ashly Pinnington, Prof Abubakr and Dr. Tamer Elewa

#### **January 2014, Term 2**

TBA

#### **Summer 2014, Term 3**

TBA

### ***11.4.4 Module Descriptions for in Human Resource Management Programme***

#### **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.

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<sup>21</sup> *Modules offered are subject to change*

## **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.

## **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.

## **MGT513**

The purpose of this module is to provide a solid understanding of how multinational companies operate globally. This will involve initial consideration of the role of multinationals in the global economy, multinational business strategy and organisation, and the impact on HRM of mergers and acquisitions.

The module will also consider the applicability of relevant HRM policies and practices including staffing policies and practices, skill structures, pay systems, training, diversity and expatriate selection and performance. The module content will focus on how the HRM practices of multinationals are delivered in a UAE context

## **MGT522**

### **Governance and 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 at 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 how 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.

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## 11.5 Construction Law and Dispute Resolution Programme

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### Head of Programme

Prof. Aymen Masadeh

### Academic Staff

#### Associate Professors

Prof. Aymen Masadeh

#### External Examiner

Prof. Anthony Philip Lavers, Oxford Brookes University

#### Admissions Tutor

Prof. Aymen Masadeh

#### Lecturer

Mr. Paul Tracey

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.

### 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)

#### 11.5.1 MSc in Construction Law and Dispute Resolution

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.

### Programme Goals

- 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.

## **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

## **Programme Graduate Completion Requirements (Dissertation Route)**

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.

## **Programme Graduate Completion Requirements (Project Based Route)**

- Complete 6 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Successfully complete a 20 credit project based on a topic that relates to the subject matter of the programme

- Undertake 200 notional hours of study for each 20 credit module and 400 notional hours of study for each 40 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.

## Credits

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 180 credits to complete the programme.

## Credit Hours

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 1800 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.

## Programme Structure

### Dissertation Route

	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 (pre requisite CDR501 Introduction to Law)	40
CDR504	Arbitration and Construction (pre requisite CDR 503 Construction Law 1)	20
CDR505	Dispute Resolution (pre requisite CDR503 Construction Law I )	20
CDR509	Construction Law II (pre requisite CDR503 Construction Law I )	20
RES514	Dissertation	40
<b>Total hours/ credits:</b>		<b>180</b>

### Project-Based Route

	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 (pre requisite CDR501 Introduction to Law)	40
CDR504	Arbitration and Construction (pre requisite CDR 503 Construction Law 1)	20
CDR505	Dispute Resolution	20



	(pre requisite CDR503 Construction Law I )	
CDR509	Construction Law II (pre requisite CDR503 Construction Law I )	20
CDR507	Arbitration Award Writing (pre requisite CDR503 Construction Law I, co –requisite CDR504 Arbitration and Construction)	20
CDR508	MSc Research Project in Construction Law and Dispute Resolution (pre requisite CDR503 Construction Law I )	20
<b>Total hours/ credits:</b>		<b>180</b>

### ***11.5.2 Postgraduate Diploma in Construction Law and Dispute Resolution***

The Postgraduate Diploma in CLDR award will be of interest to students who wish to obtain a higher degree in this field but who may be not currently able or willing to undertake the intensive period of study and research for the dissertation. They need to develop their skills in this subject but may require a shorter duration programme.

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

### **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. 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

#### ***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. 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
7. Accurately conduct technical discussions with authority between lawyers and construction professionals on key matters arising during the course of a construction contract

8. Develop critical advisory skills as representatives of parties to construction projects

### *Aspects Of Competence*

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

### **Programme Graduate Completion Requirements**

- Complete 5 modules for each of which either 40 or 20 credits are available and satisfactorily pass all elements of assessment
- Undertake 200 notional hours of study for each 20 credit module and 400 notional hours of study for each 40 credit module
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Attend for at least 70% of all contact sessions
- Have no outstanding debt or liability with BUiD.

### **Credits**

The MSc programme is modular, providing elements of common provision but also flexibility to meet the needs and interests of participants. The students are required to acquire 120 credits to complete the programme

### **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 40 credits is equivalent to 400 hours of student effort. 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.

### **Programme Structure**

	<b>Module Title</b>	<b>Credits</b>	<b>Pre-requisites</b>
One of the following			
CDR501	<b>Introduction to Law (For non-lawyers)</b>	40	-
CDR502	<b>Introduction to Construction (For lawyers)</b>	40	-
All of the following			
CDR503	<b>Construction Law I</b>	40	CDR501 Introduction to Law for Non-Lawyers
CDR504	<b>Arbitration and Construction</b>	20	CDR 503 Construction Law 1
CDR505	<b>Dispute Resolution and Construction</b>	20	CDR 503 Construction Law 1
<b>Total hours/ credits:</b>		<b>120</b>	

### 11.5.3 Teaching Plan for Academic Year 2012-13<sup>22</sup>

#### September 2013, Term 1

Code	Title	Tutor
CDR501	Introduction to Law	Professor Aymen Masadeh
CDR502	Introduction to Construction	Prof Mohammed Dulaimi
CDR509	Construction Law II	Prof. Aymen Masadeh

#### January 2014, Term 2

Code	Title	Tutor
CDR501	Introduction to Law	Professor Aymen Masadeh
CDR502	Introduction to Construction	Prof Mohammed Dulaimi
CDR504	Arbitration and Construction	TBA
CDR505	Dispute Resolution and Construction	TBA

#### Summer 2014, Term 3

TBA

### 11.5.4 Module Descriptions for Construction Law and Dispute Resolution Programme

#### 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.

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<sup>22</sup> Modules offered are subject to change

**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.

**CDR509****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.

**CDR507****Arbitration Award Writing**

This module aims to provide sufficient knowledge of all the requirements for the writing of a final, reasoned and enforceable arbitration Award in a commercial dispute. This module focuses on international commercial arbitration as it applies to construction, including issues which are specific to Dubai, the UAE and the wider Gulf Region.

**CDR508****Research Project in Construction Law and Dispute Resolution**

In this module the student will undertake a short research project. The student will focus on applying the knowledge learnt from the projects submitted in the previous modules. This project would be an extension to one or more projects submitted in previous modules. Either way the student will reflect on all his research activities in the previous modules and try to incorporate in this project including critical review of previous outcomes to be used to prepare a proposal for new research project. The student will focus on applying the knowledge learnt in several modules to analyse, revise, improve and assess a relevant topic. This could include procurement contracts, variation orders, extension of time, payment, insurance, construction arbitration and dispute resolutions topics as long as it is approved by the tutor. The research project module will be delivered in a different way than other modules. It will rely on independent study by the student/s. there will however be a class activity for all students. The module will start in the first week in a class attended by all students where they will be exposed to the concept of the project, outline and scope, requirements and deadlines.

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## 11.6 Construction Management Programme

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### Head of Programme

Prof. Ashly Pinnington

### Programme Coordinator

Prof. Mohammed Fadhil Dulaimi

### Academic Staff

#### Associate Professors

Prof. Mohammed Fadhil Dulaimi

### External Examiner

Prof. Nigel John Smith, University of Leeds

### Admissions Tutor

Prof. Mohammed Fadhil Dulaimi

### Association with UK Institution

The programme has been designed with the support of the University of Reading which has one of the most successful MSc in CM programme that has been running for the last 3 decades. The University of Reading will work in close partnership with the University to develop collaborative research initiatives and construction management courses at both institutions. The School of Construction Management and Engineering at the University of Reading is an internationally recognised centre of excellence for teaching and research in the built environment

#### *11.6.1 MSc in Construction Management*

The MSc in Construction Management programme provides students the knowledge and skills that would enable them to effectively manage organisations and activities in construction.

The aim of this programme of study is the education of construction professionals to enable them to play a leading role in building a progressive and competitive construction industry. The term “Construction” includes construction professional services, embracing architects, engineers and surveyors.

The programme provides modules that address issues related to the management of the construction business and construction projects. This would prepare such professionals to take management positions at corporate and project levels. Hence the programme provides modules in managing the construction business, understanding the construction market, financial management of the business, the human resource needs of the organisation; understanding the characteristics of national and international construction industries, international construction markets, effect of government policy on construction, macro and micro economic theories; management of people, leadership, knowledge management, organisational and project cultures, management of change and innovation; procurement, sustainability, contracts, contract law, dispute resolution, supply chain management, and design management.

### Programme Goals

- To provide a thorough practical and theoretical understanding of the effective management of construction at corporate and project levels.
- To provide in-depth knowledge and understanding of a number of key specific tools and techniques in the area of construction management
- To provide students with the opportunity to apply learning by means of classroom exercises case studies and a more extended research based dissertation
- To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.
- To address the need for skills in the Gulf region in the effective management of construction.
- To provide students with knowledge and skills in conducting academic research
- Enable students to develop an in depth knowledge in a construction management related topics through conducting a focused research exercise.

## **Programme Outcomes**

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

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

### ***Knowledge***

1. Describe and evaluate the management of the construction business and construction projects.
2. Analyse the theoretical framework which underpins the management of construction.
3. Demonstrate in- depth knowledge of specific tools and techniques used in the management of construction and their impact on the effective performance of the construction business and project.
4. Have advanced and the state-of-the-art knowledge in research in at least one specialist area within construction management

### ***Intellectual Skills***

5. Demonstrate a systematic understanding of the theory and techniques applied at the forefront of professional practice in the discipline.
6. Critically evaluate advanced practices in the management of construction and, where appropriate, propose new alternatives.
7. Illustrate how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
8. Apply current knowledge of practical construction management appropriately and with originality.
9. Carry out original research at the forefront of knowledge on a relevant construction management topic through a dissertation

### ***Subject Practical Skills***

10. Collect and record relevant information in an organisational and project setting, in order to assess the potential for improvements in construction management.
11. Identify the most important aspects of implementing solutions in the management of construction at corporate and project levels and deal with them systematically and critically.
12. Identify, evaluate and analyse key knowledge assets and intelligence and demonstrate how they can be captured and disseminated using management solutions.

### ***Transferable Skills***

13. Acquire an ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments.
14. Able to research a variety of sources in libraries and on the internet, and, in particular, to research and assess academic literature.
15. Develop general professional capabilities including recognition of deadlines, time management and communication skills

## **Programme Graduate Completion Requirements**

To graduate from the programme, students must:

- Complete 6 modules for each of which is of 20 credits and satisfactorily pass all elements of assessment
- Attend at least 70% of all contact sessions
- Complete a dissertation of 60 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.

## Credits

Students obtaining 180 credits comprising both stages of taught modules and dissertation are eligible for the award of an MSc in Construction Management.

The breakdown of credits is

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

## 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.

## Programme Structure

Module Code	Module Title	Credit
<b>Taught Modules</b>		
MGT514	Construction Procurement	20
MGT503	People, Culture and Organisation	20
MGT515	Construction Business Management	20
MGT516	International Construction	20
SDBE504	Sustainable Built Environment	20
RES501	Research Methods	20
<b>Dissertation Component</b>		
RES505	Dissertation	60
<b>Total Credits</b>		<b>180</b>

### 11.6.2 Post Graduate Diploma in Construction Management

The award of a Postgraduate Diploma may be of interest to students who wish to obtain a higher degree in construction management but who do not wish to undertake a dissertation. They will also be of interest to students whose circumstances may change for whatever reason. These progressive provide a valuable postgraduate qualification in these cases when a student cannot or do not wish to complete the full requirement for a Master programme.

## Programme Goals

- To provide a thorough practical and theoretical understanding of the effective management of construction at corporate and project levels.
- To provide in-depth knowledge and understanding of a number of key specific tools and techniques in the area of construction management
- To provide students with the opportunity to apply learning by means of classroom exercises case studies
- To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.
- To provide students with knowledge and skills in conducting academic research.
- To address the need for skills in the Gulf region in the effective management of construction.

## Programme Outcomes

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

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

### ***Knowledge***

1. Describe and evaluate the management of the construction business and construction projects.
2. Analyse the theoretical framework which underpins the management of construction.
3. Demonstrate in- depth knowledge of specific tools and techniques used in the management of construction and their impact on the effective performance of the construction business and project.

### ***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 the management of construction 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 construction management appropriately and with originality.

### ***Subject Practical Skills***

8. Collect and record relevant information in an organisational and project setting, in order to assess the potential for improvements in construction management.
9. Identify the most important aspects of implementing solutions in the management of construction at corporate and project levels and deal with them systematically and critically.
10. Identify, evaluate and analyse key knowledge assets and intelligence and demonstrate how they can be captured and disseminated using management solutions.

### ***Transferable Skills***

11. Acquire an ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments.
12. Able to research a variety of sources in libraries and on the internet, and, in particular, to research and assess academic literature.
13. Develop general professional capabilities including recognition of deadlines, time management and communication skills

## **Programme Graduate Completion Requirements**

To graduate from the programme, students must:

- Complete 6 modules for each of which is of 20 credits and satisfactorily pass all elements of assessment
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 2 Terms and a maximum of 3 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## **Credits**

Students obtaining 120 credits comprising both stages of taught modules are eligible for the award of an Post Graduate Diploma in Construction Management.

The breakdown of credits is

- taught modules (total 120 credits)

## **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.

## Programme Structure

Module Code	Module Title	Credit
MGT514	Construction Procurement	20
MGT503	People, Culture and Organisation	20
MGT515	Construction Business Management	20
MGT516	International Construction	20
SDBE504	Sustainable Built Environment	20
RES501	Research Methods	20
<b>Total Credits</b>		<b>120</b>

### 11.6.3 Post Graduate Certificate in Construction Management

The Postgraduate Certificate in Construction Management may be of interest to students who wish to obtain a higher degree in Construction Management 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.

#### Programme Goals

- To provide in-depth knowledge and understanding of a number of key specific tools and techniques in the area of construction management
- To provide students with the opportunity to apply learning by means of classroom exercises case studies
- To provide students with relevant practical and transferable skills which they can use to contribute proactively and positively to their employment settings.
- To address the need for skills in the Gulf region in the effective management of construction.

#### Programme Outcomes

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

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

##### *Knowledge*

1. Describe and evaluate the management of the construction business and construction projects.
2. Demonstrate in-depth knowledge of specific tools and techniques used in the management of construction and their impact on the effective performance of the construction business and project.
3. Analyse the theoretical framework which underpins the management of construction.

##### *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 the management of construction and, where appropriate, propose new alternatives.
6. Apply current knowledge of practical construction management appropriately and with originality.

##### *Subject Practical Skills*

7. Collect and record relevant information in an organisational and project setting, in order to assess the potential for improvements in construction management.
8. Identify the most important aspects of implementing solutions in the management of construction at corporate and project levels and deal with them systematically and critically.
9. Identify, evaluate and analyse key knowledge assets and intelligence and demonstrate how they can be captured and disseminated using management solutions.

##### *Transferable Skills*

10. Acquire an ability to think analytically, to develop frameworks for considering and resolving complex problems, and to discriminate between good and bad arguments.
11. Develop general professional capabilities including recognition of deadlines, time management and communication skills
12. Able to research a variety of sources in libraries and on the internet, and, in particular, to research and assess academic literature.

## Programme Graduate Completion Requirements

To graduate from the programme, students must:

- Complete 3 modules for each of which is of 20 credits and satisfactorily pass all elements of assessment
- Attend at least 70% of all contact sessions
- Be registered for the programme for a minimum of 1 Term and a maximum of 2 years (dependent on full-time or part-time status)
- Have no outstanding debt with BUiD.

## Credits

Students obtaining 60 credits comprising both stages of taught modules are eligible for the award of an Post Graduate Diploma in Construction Management.

The breakdown of credits is

- taught modules (total 60 credits)

## 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.

## Programme Structure

Module Code	Module Title	Credit
MGT514	Construction Procurement	20
MGT515	Construction Business Management	20
Option (one of the Following):		
MGT503	People, Culture and Organisation	20
MGT516	International Construction	
SDBE504	Sustainable Built Environment	
<b>Total Credits</b>		<b>60</b>

### 11.6.4 Teaching Plan for Academic Year 2012-13<sup>23</sup>

#### September 2013, Term 1

Code	Title	Tutor
MGT514	Construction Procurement	Prof Mohammed Dulaimi
SDBE504	Sustainable Built Environment	Dr Fadeyi Olawale

#### January 2014, Term 2

Code	Title	Tutor
MGT516	International Construction	TBA
RES501	Research Methods	TBA

#### Summer 2014, Term 3

Code	Title	Tutor
MGT503	People, Culture and Organization	TBA
MGT515	Construction Business Management	TBA

### 11.6.5 Module Descriptions for Construction Management Programme

#### 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.

#### MGT514

##### Construction Procurement

This module is designed to provide both knowledge and a higher level of understanding the effective procurement of construction projects. The module will provide the knowledge and understanding of the different procurement methods/strategies and contracts. The selection and management of procurement and its impact on the different parties and professionals will be thoroughly examined.. The selection of suppliers, tendering methods, and supply chain management topics will be introduced and linked to procurement strategy formulation. The module will provide also knowledge and understanding of pre-contract management, key issues in design management and the impact of BIM and its impact on the role and management of the different members of the design/project team. The module will also offer an overview of the application of contract law and conflict resolution in the UAE .

#### MGT515

##### Construction Business Management

This module is designed to provide knowledge and a higher level understanding of the construction firm as a business unit. Firstly the impact of the construction market on the behaviour of the construction business will be closely examined. Then some of the important aspects of the construction business such as cost accounting, financial management and human resources management will be focussed. The issues of health and safety management will also be dealt as a part of construction business. The main purpose is to help students gain

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<sup>23</sup>Modules offered are subject to change

knowledge and understanding about how a construction firm should position itself in the prevailing market environment and then how to manage the internal resources so as to perform well and grow in the given environment.

#### **MGT516**

##### **International Construction**

This module is designed to provide knowledge and a higher level understanding of the international construction and its regional and global market. The module focuses into the strategic and operational issues in international construction. The GCC based regional perspective will also be explored considering the state and probable trend of construction market in GCC, and capabilities of GCC based construction enterprises. Besides that the concept of international construction supply chain will also be dealt with, considering the issues of building materials and construction equipment management.

#### **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.

#### **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.

#### **RES505**

##### **Dissertation**

The aim of the dissertation is to give students an opportunity to focus in depth on one aspect of CM, which will normally be directly relevant to a real life workplace situation, and to allow them to demonstrate their independent research skills to the course assessors.

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## 11.7 Master in Business Administration

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### Head of Programme

Prof. Abubakr Suliman

### Academic Staff

#### Professors

Prof. Ashly Pinnington

Prof. Abubakr Suliman

#### Assistant Professor

Dr Tamer Elewa

#### External Examiner

TBA

#### Admissions Tutor

Prof. Abubakr Suliman

### 11.7.1 Master in Business Administration

In today's rapidly changing business environment more and more employers and employees recognise MBA as a programme of study that provides competency in all the major functional management areas of an organisation. The BUiD-MBA is designed to incorporate and reflect on International best practices in MBA delivery and is based on the best methods for business education founded upon critical enquiry and challenge.

### Programme Goals

The goals of the BUiD MBA programme are to:

- Enhance and develop previous experience in business and management
- Prepare students for leadership and transformational roles in business
- Develop strategic thinking, innovation and entrepreneurial skills
- Develop an understanding and provide experience of global business issues, including the potential contribution that business can make to solve these issues
- Develop the ability to apply previous and newly acquired knowledge and experience to complex business issues in a range of contexts
- Develop knowledge, at an advanced level, of organisations, their management and the environment in which they operate
- Develop an understanding of responsible risk management and sustainable value creation on the basis of the environmental, social and governance impacts of business
- Develop interpersonal and group-working skills
- Develop the ability to apply knowledge and understanding of general management through conducting a Business Consultancy Project
- Address the need for general management and leadership skills in the Gulf.

### 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:

## **Learning Outcomes of the MBA Programme**

The programme provides an opportunity for students to develop and demonstrate knowledge and understanding, intellectual and practical skills, aspects of competence and other attributes in the areas described below.

### ***Knowledge***

1. Comprehensive, highly specialised knowledge of leadership and general management and the interface between different fields of management, including frontier concepts and recent developments.
2. Critical awareness and advanced knowledge of techniques and tools useful for analysing economic factors/indicators, business environments, financial measures and control in work organisations.
3. Detailed body of knowledge of recent developments in business operations, logistics, marketing and the relevant legal issues related to the different aspects of the business.

### ***Skills***

4. Skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of business management.
5. Advanced problem-solving skills to analyse highly complex issues with incomplete data and develop innovative solutions and proposals relevant to business management, e.g. communication and information technology skills.
6. Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variable and complexity) with appropriately selected research methodologies producing sound conclusions.

### ***Aspects of competence***

#### **Autonomy and responsibility**

7. Can account for high level governance of processes and systems.
8. Can understand global issues, analyse and reflect on socio-cultural norms and relationships and act to build and transform them.

#### **Role in context**

9. Can contribute to the transformation of organisations through strategic leadership, intellectual rigour and professional ethical values.
10. Can apply well-developed interpersonal skills including the ability to communicate effectively and to interact with groups and individuals at all levels.

#### **Self-development**

11. Can self-assess and plan self-development and take responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts.
12. Can consistently and sensitively manage highly complex ethical issues leading to informed, fair and valid decisions.
- 13.

## **Programme Graduate Completion Requirements**

In order to graduate from the programme, students must:

- Successfully complete a 20 credit In-Company Project (or appropriate alternative) based on one of the modules or a topic that relates to the subject matter of the programme
- Successfully complete 8 x 20 credit modules
- Undertake 200 notional hours of study for each 20 credit module

- Attend and complete workshop on Research & Consultancy Skills & Techniques and at least three more personal development workshops
- Attend for at least 70% of all contact sessions
- Be registered for the programme for a minimum of twenty months and a maximum of 5 years
- Have no outstanding debt with BUiD.

## Credits

Students obtaining 180 credits comprising both stages of taught modules and dissertation are eligible for the award of a Master in Business Administration.

The breakdown of credits is

- taught modules (total 160 credits)
- Business Consultancy Project (20 credits).

## 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 module of 20 credits is equivalent to 200 hours of student effort, so that the whole programme is 1800 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.

## Programme Structure

Module Code	Module Title	Credit
<b>Taught Modules</b>		
MGT510	Organisational Change	20
MGT520	Marketing Management	20
MGT508	Organisational Behaviour and Business Leadership	20
MGT521	Economics and Business Environment	20
MGT525	Operations Management	20
MGT519	Accounting and Finance For Managers	20
MGT524	Strategic Management	20
MGT523 MGT526 INF511	<b>Electives: (choose one)</b> Governance and Corporate Social Responsibility Introduction to Law Management Information System	20
<b>Business Consultancy Project</b>		
	Business Consultancy Project	20
<b>Skills &amp; Personal Development Workshops</b>	<b><u>Mandatory Workshop:</u></b> Research & Consultancy Skills & Techniques	
	<b><u>**Students will choose three out of the proposed workshops</u></b> Self-Management Interpersonal skills Team Skills Leadership	
<b>Total Credits</b>		<b>180</b>

### 11.7.2 Teaching Plan for Academic Year 2012-13<sup>24</sup>

#### September 2013, Term 1

Code	Title	Tutor
	Foundation	
MGT508	Organisational Behaviour and Business Leadership	Prof. Ashly H. Pinnington / Prof. Abubakr Suliman / Dr. Tamer Elewa
MGT520	Marketing Management	TBC
	Personal Development workshop (2 day)	

#### January 2014, Term 2

Code	Title	Tutor
MGT521	Economics and Business Environment	TBC
MGT525	Operations Management	TBC

#### Summer 2013, Term 3

TBA

### 11.7.3 Module Descriptions for Construction Law and Dispute Resolution programme

#### 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.

Successful managers have different approaches to their work, sharing a range of diverse personality traits, attributes and beliefs. These underpin skills proficiency, but cannot in themselves be described as 'skills'. Yet often they are central determinants of an individual manager's effectiveness and are developed consciously over time and with an awareness of differing cultural contexts and operating environments. 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. This 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. An emphasis is placed on Organisational Behaviour and Business Leadership in a mixed global environment. The module encourages learning about talent management in developing economies with diverse national, organizational and group cultures. In these different local and global contexts, managing diversity is central along with cross-cultural communication and motivation.

#### MGT510

##### Organisational Change

The purpose of this module is to provide a solid understanding of how theories of organisational change and management impacts on organisations 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

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<sup>24</sup> Modules offered are subject to change



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 in developing countries and GCC contexts, especially the UAE.

#### **MGT519**

##### **Accounting and Finance for Managers**

This module will enable students to gain an advanced knowledge and deep understanding of accounting and financial aspects that are expected to be acquired by a manager working for a modern organization. Students will, applying different analytical tools, learn to identify the relevant information for better decision making to the advantage of the organization. The topics include cost concepts, cost-volume profit relationships and cost information for decision making, analysing and interpreting financial statements applying ratio analysis. It also includes important areas of management accounting useful for decision making purposes which includes preparation of cash flow, funds flow statements and budgets. Financial accounting covers external as well as accounting to be prepared by organisations. The finance component of this module aims at developing a clear understanding of the fundamental and advanced concepts 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 which helps decision-making. It, therefore, discusses and compares investment appraisal techniques, risk & return and examines the relation of finance theory to corporate policy issues such as cost of capital & capital structure, debt policy & leverage and capital budgeting, dividend policy and mergers and acquisitions.

#### **MGT520**

##### **Marketing Management**

The module develops a managerial overview of the role of the marketing function within an organisation. Students will gain knowledge of the key concepts of marketing that will enable an understanding of the role of marketing in the current highly competitive environment.

#### **MGT521**

##### **Economics and Business Environment**

The module covers principles of macroeconomics and microeconomics, and deals with their applications to private and public sector management contexts. It provides an understanding of global macroeconomics and its importance in the development of effective corporate strategies. The module will present fundamental concepts of macroeconomics and develop analytical tools that can be used to study economic scenarios and performance. Students will gain insight into how external influences such as global trade and international capital flows are driving the world economy in addition to governmental fiscal and monetary policy. It develops the student's knowledge and understanding of the concepts of microeconomics and to apply principles and models to real world cases and situations. In addition, by the end of the module students will have an appreciation of the relevance of economics for business. The module facilitates the application of basic economic concepts, principles and models to understand and analyse the business and economic environment in which we live and work, and to appreciate the impacts of economic decisions and events.

#### **MGT522**

##### **Governance and 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 at 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 how 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.

### **MGT523**

#### **Strategic Management**

Strategic management is concerned with the direction and scope of an organisation. The module conveys how this involves determining the purpose of the organisation, establishing objectives and formulating strategies to achieve the objectives through projects and programmes in a multi-project environment. Strategy formation, including emergent strategy, business case development, risk management, and quality management at a strategic level. The module explores how an organisation positions itself with regard to dynamic internal and external environments. Strategic management is holistic and hence builds on and develops the range of subjects of an MBA

### **MGT524**

#### **Business Consultancy Project.**

The Business Consultancy Project is an important part of the MBA programme. The Project provides an opportunity for the student to apply their learning to a real business issue or topic, to engage in depth with a particular aspect of the subject, to carry out an investigation into it, and to report the outcome. The students will be provided with the knowledge and skills they need in order to develop a proposal, design a research plan, undertake literature review (if appropriate) and collect and analyse qualitative and quantitative data. Project supervision will be undertaken by a member of the MBA teaching team and a mentor representing the student's employer (if applicable). Assessment is based on the project proposal, a management report to the organisation, an academic report (not exceeding 15,000 words) and a presentation. The project topic will be agreed with the student's employer and will involve a piece of research on a topic that is of relevance to the employer's business and which relates to the subject matter of the programme.

If it is not possible for a student to undertake an in-company project at their place of work, a suitable alternative (e.g. a research or generic consultancy project) may be agreed with the student's academic supervisor.

### **MGT525**

#### **Operations Management**

The purpose of this module is to develop a clear understanding of the topics of operations management and their interrelationship, based on theory and illustrated with real-life case studies. Module discusses and compares critical topics in service and production operations management such as process design, inventory control, performance management and supply chain management.

### **MGT526**

#### **Introduction to Law**

This module is intended for students who do not have a law degree. The module provides a general overview of the law of obligations. Topics include: the law of contract, particular contracts (agency, sale & employment contracts), law of tort, unjust enrichment and Legal remedies.

### **INF511**

#### **Management Information Systems**

Managers have increasing responsibility for determining their information system needs and for designing and implementing information systems that support these needs. Management information systems integrate, for purposes of information requirements, the accounting, financial, and operations management functions of an organization. This course will examine the various levels and types of software and information systems required by an organization to integrate these functions.

#### **Personal Development Workshops**

The four personal development workshops are designed to develop the skills required for effective research, management and leadership in business. The workshops are practical, interactive events taking place over two days. The first day will consist of some input, discussion and coaching for the key concepts and ideas from the lecturer/facilitator and the second day will involve a series of structured group and individual activities (e.g. case studies, scenarios, research papers and audio/videos); which will allow students to apply the knowledge that they gained from the first day following which participants will review their performance, give and receive feedback. At the end of each workshop day students will complete their personal action plan identifying the steps they will take to build on and implement their learning from the workshops. Workshops will also be provided to help students plan and prepare for their Business Consultancy Project.

## 11.8 Masters Preparation Programmes

I. As part of the Student Study Support, BUiD offer Masters' Preparation Programmes for Finance and Banking, Project Management, Systems Engineering, Master of Business Administration and IT Management programme

II. The Finance and Banking programme offers 10 weeks full-time or 20 weeks part-time pre masters programme which takes place at 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 progress within the MSc programme in Finance and Banking.

The students study four modules

- Principles of Finance
- Principles of Accounting
- Principles of Economics
- Quantitative Methods

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.

IV. The MBA programme offers a Foundation programme for applicants who have non-business related Bachelor degree. The foundation programme will cover four core concentrations of Business and Management, namely:

1. Principles of Management
2. Principles of Marketing
3. Principles of Accounting
4. Principles of Finance

If the student has already taken one or more of the concentrations covered in the foundation programme, he/she may seek exemption from that concentration provided that they achieved grade 'C' or above in a comparable and accredited (MoHESR) undergraduate module completed within the past five years. An official transcript must be submitted for evaluation at the time of admission if students want to consider the said exemption. Meanwhile, the decision to waive one or more concentration will be made jointly by the Dean of the faculty of Business and the Program Head

V. The Systems Engineering programme oversees a Masters' Preparation Programme which takes place at 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 progress within the MSc or the PG Dip programme in Systems Engineering.

## SECTION 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 (CPD) 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 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 at the designated level.

Should a CPD student who has completed a module wish to apply for a place on the relevant programme, the normal application procedures must be followed, an application for Credit Transfer should be made following the appropriate procedures, and appropriate fees will be applicable.

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## SECTION 13 ACADEMIC POLICIES & ASSESSMENT PROCEDURES

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### 13.1 Assessment for M-Level<sup>25</sup> Programmes

#### 13.1.1 *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.

#### 13.1.2 *Dissertation*

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 most 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.

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<sup>25</sup> M-level stands for MSc level. The Postgraduate Certificate, Postgraduate Diploma and MSc are all M-level programmes

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

### **13.1.3 Project**

Students will undertake a practical research, investigation project. Each student will focus on applying the knowledge gained from the taught modules to analyse, revise, improve and assess a relevant topic. A presentation explaining and defending the procedures undertaken and the results attained during the project will be required. The assessors for the presentation will include industrial delegates who will contribute to the project critique and discussion. This module will continue over two consecutive terms in order to give time to properly research, document, propose and assess the selected topics.

## **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:

<b>Score</b>	<b>Grade</b>	<b>Interpretation</b>
>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					

### 13.4 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
<b>A</b> <b>70 – 100%</b>	<p><b>Understanding:</b> Able to analyse critically, with arguments soundly based, and fully supported by relevant facts. Able to apply correct methods to problem-solving tasks. Evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately and with insight, demonstrating a well-informed knowledge of the topic and a clear mastery of relevant skills.</p> <p><b>Structure and presentation:</b> Logical and well-organised flow of content, clearly expressed.</p>	<p>Very well prepared, displaying a systematic and carefully planned approach with a clear understanding of the material and methodology.</p> <p>Able to work independently, or to participate actively in a group.</p> <p>Excellent presentational skills; showing an accurate and fluent analysis of the topic or problem.</p> <p>Answers questions thoughtfully and accurately with independent ideas.</p> <p>Able to reach valid/relevant conclusions, and to suggest logical extensions of the work</p>	<p>A full systematic and accurate account of the assignment; exceptionally well organised and clearly presented.</p> <p>A very clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out thoroughly and correctly.</p> <p>Critical and/or comparative comments on all observations, with no 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p>Considerable evidence of extended reading and original or innovative thinking.</p>	<p>Evidence is analysed in systematic and principled manner which demonstrates thorough understanding of application of theory to evidence producing insightful and original views.</p> <p>Work shows good coverage and critical discussion and awareness of significant literature in the chosen area. Demonstrates high level of ability to select and use literature to substantiate argument.</p>
<b>B</b> <b>60 – 69%</b>	<p><b>Understanding:</b> Good attempt to analyse critically, with arguments well supported by relevant facts. Able to apply correct methods to problem-solving tasks with some evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered accurately, demonstrating a good knowledge of the topic and understanding of relevant skills.</p> <p><b>Written Examinations</b></p> <p><b>Structure and presentation:</b> Logical and well-organised flow of</p>	<p>Well prepared, displaying a systematic and well planned approach with a good understanding of the material and methodology.</p> <p>Able to work independently, or to participate well in a group.</p> <p>Good presentational skills; showing a fairly accurate and fluent analysis of the topic or problem.</p> <p>Answers questions with a good level of accuracy with some evidence of</p> <p><b>Practical Work and Oral Examinations</b></p> <p>independent ideas.</p>	<p>A mostly systematic and accurate account of the assignment; well organised and clearly presented.</p> <p>A clear record of the aims and methods of the work.</p> <p>Data manipulation and analysis carried out with good levels of accuracy.</p> <p>Critical and/or comparative comments on most observations, with few 'loose ends' (unexplained observations or unjustified claims and speculations).</p> <p><b>Reports and Essays</b></p>	<p>Evidence is analysed in systematic and principled manner which demonstrates good understanding of application of theory to evidence producing some insightful analysis.</p> <p>Work shows awareness of and critical discussion of significant literature in the chosen area. Demonstrates the ability to select and use literature to substantiate argument.</p> <p><b>Research Process</b></p>



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

<p><b>D</b> <b>40 - 49%</b></p>	<p><b><u>Written Examinations</u></b></p> <p><b>Understanding:</b> Some capacity to analyse critically: but arguments not always supported by relevant facts. Familiar with the some methods needed for problem-solving tasks, but unable to apply them routinely. No evidence of an original or creative approach.</p> <p><b>Selection and coverage of material:</b> Questions answered incompletely, demonstrating a patchy knowledge of the topic and limited capability with the relevant skills.</p> <p><b>Structure and presentation:</b> Logical flow of content, but with poor clarity of expression.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p><b><u>Practical Work and Oral Examinations</u></b></p> <p>Disorganised preparation, displaying an unsystematic approach and only partial understanding of the material and methodology.</p> <p>Has difficulty in working independently, or participates only passively in a group. Inadequate presentational skills; showing a confused analysis of the topic or problem.</p> <p>Answers to questions show limited understanding of the key ideas.</p> <p>Able to reach some valid conclusions, but unable to suggest appropriate extensions of the work.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p><b><u>Reports and Essays</u></b></p> <p>An unsystematic account of the assignment task.</p> <p>An incomplete record of the aims and methods of the work.</p> <p>Data manipulation and analysis contains significant inaccuracies or omissions.</p> <p>Few comments on the observations, with many 'loose ends'.</p> <p>No evidence of extended reading.</p> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>	<p><b><u>Research Process</u></b></p> <p>Data collection and analysis is adequate and demonstrates an appropriate degree of commitment.</p> <p>However there may be significant deficiencies in one or more of the following areas:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. The work may be anecdotal/ descriptive at times, and there is no evidence of the ability to be analytical.</li> <li>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.</li> </ol> <p><b>Note:</b> The work demonstrates sufficient qualities to allow either for recommendation for compensation or re-assessment.</p>
<p><b>E &lt; 40%</b></p>	<p><b>Understanding:</b> Poor attempts to analyse critically: with ill-informed arguments unsupported by relevant facts. Unfamiliar with many methods</p>	<p>Poor preparation, displaying an unsystematic approach and very limited understanding of the material and methodology.</p> <p>Has great difficulty in working</p>	<p>An unsystematic, incomplete or inaccurate account of the assignment.</p> <p>A sketchy record of the aims and methods of the work.</p>	<p>Data collection is inadequate indicating lack of commitment. Poor analysis of the data which is wholly descriptive and/or inappropriate material selected for analysis. Commentary shows major problems</p>

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

## 13.5 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, all the individual modules are assessed. The BoE approves the final results of the modules.

C. Candidates who successfully complete all taught modules and are not progressing to the next stage can be considered for a Master of Research (MRes) at the discretion of the University in accordance with the approved award completion requirements.

D. Candidates who successfully complete all taught modules and who are proceeding to the next stage must appear for proposal defence. Candidates progress to Stage 3 after passing the proposal defence stage. Candidates not progressing to Stage 3, at the discretion of the RDC, may be offered the opportunity to exit the programme with an MRes award.

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 the various stages of the programme.

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. They may, at the discretion of the RDC, be offered the opportunity to exit the programme with an MRes award.

H. Completion of the third stage of the programme is assessed through a thesis and a viva. The RDC approves the outcome of the Stage 3 assessments.

### 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**

#### **3. Extension and application of theoretical knowledge to generate new understandings**

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.

#### **4. Critical analysis of the sources or evidence bases**

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**

#### **5. Suitability and /or potential for dissemination / publication**

Purpose, audience, message, quality of presentation and communication; overall coherence and attention to detail

### ***13.5.1 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 in the table below is used for the reference of the BoE and the RDC.

During the taught module stage, students 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 taught modules before progression to the proposal defence stage .

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

#### **Feedback Scheme for Modules**

<b>Score %</b>	<b>Grade</b>	<b>Interpretation</b>
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	F	
10 – 19		
0 – 10		

The marking scheme presented in table above is used in conjunction with the approved Doctoral Grade Descriptors for assessing all components 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.

### ***13.5.2 Proposal Defence Assessment***

Students must submit a detailed research proposal in the prescribed format before appearing for the defence as one of the indications of their suitability to successfully pursue their research.

After considering the results of the 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 within a clearly specified (short) timescale.
- iii. Refer: That the student be invited to revise, resubmit and repeat the proposal defence within a specified time not exceeding four months. A student will be permitted to repeat on only one occasion. A fresh defence, normally by the original examiners, is required.
- iv. That the student be not allowed to progress to Thesis and be awarded the degree of MRes.

### ***13.5.3 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 viva and any 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 with no corrections to the thesis required
- ii. That the student be awarded the doctoral degree 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 viva for the doctoral degree. A student will be permitted to resubmit/repeat the viva on only one occasion. A fresh examination, normally by the original examiners, is required.
- iv. That no resubmission/repeat viva of thesis be permitted

In the case of a resubmitted thesis, examiners may waive the requirement to hold a viva if the recommendation is to award the degree and all examiners are in agreement.

### 13.6 University D-Level Grade Descriptors

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%
<b>1. Knowledge and understanding:</b>  <b>Identification of key issues and recognition of leading edge and new ideas</b>	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 0-29%	E 30- 39%	D 40-49%	C 50-59%	B 60-69%	A 70-100%
<b>2. Knowledge and understanding:</b>  <b>Awareness of a variety of standpoints</b>	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.
<b>3. Application, argument and analysis:</b>  <b>Extension and application of theoretical knowledge to generate new understandings</b>	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 research findings have been used to inform	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 inform practice.	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 inform practice and make an original	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 been or could be used to inform practice and make an original



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%
		practice.			contribution to knowledge.	contribution to knowledge.
<b>4. Application, argument and analysis:</b>  <b>Critical analysis of the sources or evidence bases</b>	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
<b>5. Communication &amp; presentation:</b>  <b>Suitability and /or potential for</b>	Generally, unintelligible; no articulation of purpose, poor	Generally intelligible but articulation of purpose unclear, poor quality of	Articulation of purpose on topic but lacking in clarity, adequate quality of presentation; poor	Clearly articulated purpose, adequate quality of presentation; overall coherence and flow	Communication almost at the standard of published academic work; clearly articulated	Communication at the standard of published academic work and/or critical dialogue and review with

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%
<b>dissemination / publication including citation and referencing</b>	quality of presentation; poor coherence and disjointed flow.	presentation; poor coherence and flow rather disjointed.	coherence and flow sometimes disjointed.	reasonable.	purpose, good cognizance of the audience, high quality of presentation; overall coherence, flow, linkage and attention to detail.	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 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.

### **13.8 Evaluating Instruction**

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

The quality of all programmes will be individually reviewed and evaluated using the following mechanisms:

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

## 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.

### 14.1.1 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.

### 14.1.2 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
- 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 Complaint 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.

#### **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 and Procedure<sup>29</sup>**

- 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.

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

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

- Students 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 was not available to the Board of Examiners when their decision was taken.<sup>30</sup>

- 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.

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<sup>30</sup> 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.

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.

## 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.

### **14.6.1 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

### ***14.6.2 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.

### ***14.6.3 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.

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## SECTION 15 STUDENT SERVICES

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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](mailto: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](mailto: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 inappropriate 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

## 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 Dewey Decimal Classification (DDC) system, using a combination of letters and numbers. The required book can be searched by its author, title or subject through the library's online catalogue

#### 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. Printing and Reprographics

Self-photocopy service using 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. Printing service is through a prepaid computerized card is also available. Students can print their assignments, projects from the Library using their BUiD account.

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 be displayed outside the Library. During teaching, this is currently 9am to 9pm.

Access to electronic resources requires University login details from on-campus, or off-campus at any time of the day. However, there are some databases that require a specific username and password in order to access them and students can find the access information through the E-resources page on the Library website

### 16.1.4 Library Membership

The use of the University Library for borrowing is normally permitted to registered readers subject on the Library Borrowing Policy on which type of user.

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.
- Alumni
- Members of the Council other than those covered in the above categories.
- Non-members of BUiD may be permitted to use the Library for reference at the discretion of the Head of Academic Services. A charge may be made for this facility.

All registered students are issued a student ID card which can also be used as the Library card. The student id card must be produced each time a book is borrowed and on the understanding that its owner agrees to abide by the Library rules and regulations. Users in the other categories of membership must sign a statement that they agree to abide by all Library rules and regulations.

External Borrowers or Visiting Scholars may vary according to differences in their requested type of use. External borrowers must submit required identity and request documents, and must pay a refundable security deposit fee in order to secure privileges for borrowing which shall be limited to books only. Visiting scholars, must comply with the general library polices set forth in the Library Borrowing Policy.

### ***16.1.5 General Rules and 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 guide which is available on Blackboard and provided to students during induction.
- In accordance with BUiD's general disciplinary regulations, the librarian 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 a reader if the item has been requested by another reader or is in demand. In such cases, items must be returned by the due date specified on the recall notice and will not be allowed for renewal.
- 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.
- Journals and reference material will not be available for loan, but may be photocopied, subject to copyright regulations.

A detailed guide on library borrowing information is available on the Library website.

### **16.1.8 Inter-Library Loans and Document Delivery Requests**

Inter-library loan is a system whereby libraries (not individual users) gain access to needed materials from other repositories.

Document delivery service is a personal transaction whereby a library endeavors to provide materials to an individual user. It is a transaction between library and an individual, mostly using commercial delivery services as the delivery agents rather than other libraries.

Access to materials which the University does not have may be arranged from other libraries in the country or within the University agreements with the associate universities through an online request available in the Library website. Such services will be available to all categories of borrowers covered by the Library regulations, although some restrictions may apply.

The use of any material obtained through the inter-library loan service is governed at all times by the regulations of the lending library. This service will be limited according to cost.

A detailed guide on inter-library loan/ document delivery request is available in the Library website.

### **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' electronic resources 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 Head Librarian, who has a recognised qualification in Librarianship, two full-time library assistants, and two part-time support staff.

#### **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 the Library may be emailed to [library@buid.ac.ae](mailto:library@buid.ac.ae), and the library staff will address the queries.

Ask a Librarian chat reference is also open during Library hours with one of the professional library staff.

#### **16.1.12 Training**

Through the induction programme, and during the course of the academic year, students will receive practical training in the use of databases, catalogues and bibliographical management packages they will need to use in the course of their studies.

Special training will be offered on the use of audio-visual equipment and facilities by the IT Office.

#### **16.1.13 Suggestions Procedure**

An online feedback form (which can be used for suggestions and complaints) is available in the Library website. This process can be used:

- To make comments, negative or positive, about Library service;
- To make suggestions for change or improvement; or
- To suggest items for the Library to add to stock.

Where those the online 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 overseen by Ms. Mary Mayall, Head of Development, and its activities are provided by academic and learning support staff co-ordinated by supporting administrative staff.

### ***16.2.1 Skills Audit***

All new students are required to take a skills audit which is available on-line. 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 of the entry level of students. 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 skills audit is administered as an online test so students can complete it at their own convenience. 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 1/2-hour parts and it is mandatory that students attend both parts. Students on the Construction Law and Dispute Resolution (CLDR) programme are required to attend the mandatory 3-hour OSCOLA Referencing workshop.

### ***16.2.3 Writing Workshops***

There are a range of writing workshops offered. Some deal with general academic writing skills whereas others are more focused on particular assignments:

- Writing a Literature Review
- Writing a research proposal
- Writing a research paper
- Critically using evidence
- Data commentary and analysis
- Writing critiques
- Dissertation
- Writing introductions, definitions, conclusions and abstracts

### ***16.2.4 Generic Workshops***

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

- Academic Reading

- Developing academic vocabulary
- Giving effective presentations

Workshop schedules can be found on Blackboard: Academic Success Unit: Course Information and on Notice Boards around the university.

### ***16.2.5 Writing Centre***

The Academic Success Unit also provides individual support for writing through the Writing Centre. The Writing Centre is situated opposite the library in the Learning Centre. Students can book for an individual appointment using an online system. 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](mailto: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 may 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](mailto: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 2 selected chapters or an equivalent of 20 pages. Citation and referencing will also be checked.

11. Detailed feedback on the consultation will be kept in a file which also holds each student's skills audit and record of workshop attendance.

The Writing Centre is a relatively young 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***

Many of the workshops are offered as online versions. These include the Referencing workshops, many writing workshops and some of the generic workshops. There are also guidelines, tip sheets and links to partner university and other institutions' resource sites that can be helpful in the development of a students' academic journey. The BUId's Blackboard displays all online support available regularly.

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## SECTION 17 RESEARCH AND SCHOLARSHIP FUND

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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](http://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.

## 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 Self- Study reports
- Programme Review reports
- Minutes from Advisory Boards

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

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

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

### ***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.

## **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

### ***18.3.2 Annual Programme Self-Study Reports***

At the end of each academic year, the Head of Programme/Programme Coordinator prepares a report using a University template, covering the content of the programme, any problems encountered, and responses to programme assessments by the External Examiner. This report summarizes the performance of the programme over the full academic year. This report is submitted to BoS for consideration of any issues and acts as an important input for the proceedings of the annual review of the programme.

### ***18.3.3 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.

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.

### ***18.3.4 Programme Review***

The purposes of the reviews are:

- to ensure that the academic standard and content are appropriate to the purpose of the programme concerned, and
- to ensure that the functioning and administration of the programme is in good order.

The reviews are intended to be constructive, and should aim to enhance the quality of provision within a Faculty. They should encourage Faculties to scrutinise critically their aspirations for and implementation of specific programmes.

All the well-established programmes will be reviewed every other year unless a specific request for review is initiated due to a significant reason and approved by the Chair of the Academic Board.

All new programmes and programmes that have undergone substantial changes will be reviewed annually for three years. If there are no substantial issues after the first three years of operation, the review frequency will be reduced to once every two years.

Reviews will take place at the end of the academic year. Review Panels will normally consist of three members. Two members will be from the Academic Staff, one of whom shall act as the lead for the review and who will convene any specific review meetings and will be in-charge of writing the final report.

Review Panels should see the following documentation for the period under review:

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

The Review Panel should meet with:

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

Programme Review Reports and action items will be sent to Academic Board for comment and approval.

### ***18.3.5 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

### 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	<b>30</b>	As required
	Female room	10		
Academic Staff Offices		1	<b>29</b>	20 Occupied, 9 vacant
ADMINISTRATIVE STAFF	Admin Area	10	<b>27</b>	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	3		2 Occupied
	Office - PDU	2		2 Occupied
	IT Office	2		2 Occupied
	COMMUNAL	Common room - FIRST FLOOR		10
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	<b>48</b>	As required
	DDS	16 Computers		As required
	Library	10 Computers		
	IT server room	Servers		As required
LIBRARY	Library	35 computers, 4 computers, 2 staff	<b>41</b>	As required
MEETING ROOMS	EXECUTIVE OFFICE - Boardroom	12	<b>36</b>	As required
	Meeting room 3	8		As required

Category	Rooms	Individual	Overall	Current Occupancy
	Meeting room 2	8		As required
	Meeting room 1	8		As required
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	25	244	As required
	Classroom 2	30		As required
	Classroom 3	30		As required
	Science lab	25		As required
	Classroom 4	12		As required
	Classroom 5	20		As required
	Classroom 6 (RESEARCH ROOM)	6		As required
	Classroom 7	10		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
	Learning Centre	12		As required
	Tutorial room 1	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: printing, email, networking, digital video, internet, and accessibility to software (general and specialised). The IT staffs 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 49 PCs for students' use. These PCs can run under Microsoft Windows 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. Color printing, scanning 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.
4. A Learning Management System (LMS), Blackboard, has been introduced. Different modules use its features 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 turnitin module that is integrated with Blackboard.

The University offers all of its postgraduate programmes in the evening or on Saturday 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.

### **12.1 Academic Staff Credentials**

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. 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)

**Dr. Hasim Altan**

**Credentials**

(2004) Diploma in Architecture, Technical University of Istanbul (Turkey)  
(1998) Master of Architecture, University of Sheffield (UK)  
(2004) Doctor of Philosophy, University of Sheffield (UK)  
(2008) MEd/Postgraduate Diploma in Teaching and Learning for University Lecturers,  
University of Sheffield (UK)

**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)  
(1980) 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**

### **Prof. Eman Gaad**

#### **Credentials**

- (1987) Bachelors of Science (BSc) in Biology, Alexandria University (Egypt);
- (1999) Doctor of Philosophy (PhD) in Education, The University of East Anglia (UK).

#### **Areas of research**

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

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

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

### **Dr. Clifton Chadwick**

#### **Credentials**

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

#### **Areas of research**

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

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

Educational systems analysis  
Educational policy development  
School planning and management  
Cognitive and affective learning strategies for teachers and curriculum specialists  
Innovations in curriculum design

### **Dr. Sufian Forawi**

#### **Credentials**

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

#### **Areas of research**

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

#### **Areas of consultancy interest and short course experience**

Science Guide-inquiry Instruction  
Student Assessment and Programme Evaluation  
Science Sensor Probe Technology Training  
Critical Thinking and Education

Standard-based Education  
Continuous Process of Improvement Consultancy (CPI)

### **Dr. Eugenie Samier**

#### **Credentials**

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

#### **Areas of research**

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

#### **Areas of consultancy interest and short course experience**

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

### **Dr. Yasemin Yildiz**

#### **Credentials**

- (2001) BA, English Language and Linguistics, University of Westminster, UK
- (2002) MA, Descriptive and Applied Linguistics, University of Essex, UK
- (2006) PhD, Linguistics, University of Essex, UK

#### **Areas of research**

Second language acquisition, phonetics, phonology, language contact, sociolinguistics, applied linguistics, language disorders and special education  
Conducting inter-/multi-disciplinary research that seeks to find ways of putting linguistic theory into practice  
Language Specialization: English and Turkish Linguistics

#### **Areas of consultancy interest and short course experience**

Second Language Acquisition- L1/L2/L3 phonetics, phonology, speech perception, syntax, sociolinguistics, vocabulary, reading, pragmatics.  
Descriptive & Theoretical Linguistics- Language Typology, articulatory & auditory phonetics, phonology, morphology, syntax, pragmatics and psycholinguistics  
Second Language Pedagogy- Teacher Education, L2 input and instruction, strategies, comparative education, special education, and all other research which aims to bridge linguistic theory to practice and analyse language teaching from a cognitive, linguistic, social, and/or pedagogical context  
Sociolinguistics- Language contact, bilingual education, language change, bilingualism, language attrition, discourse analysis, pragmatics, multiculturalism, third culture kids (TCK).

### **Dr. John Mckenny**

#### **Credentials**

- (1978) PGCE, University of Cambridge (UK)
- (1987) M.Sc. Teaching English for Specific Purposes, University of Aston (UK)
- (2000) Equivalence granted of Mestrado em Artes, Applied Linguistics, University of Oporto (Portugal)

(2007) PhD, Corpus analysis of EAP writing, University of Leeds, UK

### **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)

### **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) National Diploma in Educational Technology, South Thames College (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)

(2011) Academic Fellow, Chartered Institute of Personnel & Development

#### **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

### **Prof. 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 Elango Rengasamy**

**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)**

**Prof 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

**Mr. Paul Tracey**

**Credentials**

(1988) BSc (Hons) Quantity Surveying Bristol Polytechnic University Of West Of England (UK)  
(1992) Bachelor Of Laws LLB Bristol Polytechnic University Of West Of England (UK)  
(1996) Post Graduate Certificate In Applied Contract University Of Bristol (UK)  
(2011) Post Graduate Certificate In Academic Practice University Of Salford (UK)

## **Faculty of Business (MBA)**

### **Dr Tamer Elewa**

#### **Credentials**

- (1998) BSc Pharmaceutical sciences, Alexandria University (Egypt)
- (2008) MBA, Change Management, The Robert Gordon University, Aberdeen (UK)
- (2011) PGCERT, Research Methodology, The Robert Gordon University, Aberdeen (UK)
- (2012) DBA, Organisational Behaviour (Employee Engagement), The Robert Gordon University, Aberdeen (UK)

#### **Areas of Research:**

- Employee engagement.
- Change management strategies.
- Leadership development.

#### **Areas of consultancy interest and short course experience:**

- Engaging employees and driving high performance cultures.
- Managing strategy in a shifting landscape.
- Leading in a cross-cultural environment.

## **12.2 Professional Staff Credentials**

### **Martin Prince, Registrar**

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

### **Betty Thomas, Head of Business Resources**

- BA, History of England and Sociology, University of Kerala, India
- (2011) MSc Human Resource Management, The British University in Dubai, UAE

### **Nandini Uchil, Head of Student Administration**

- (1989) Bachelor of Arts (BA) Psychology, English Literature & Sociology), Jyoti Nivas College, Bangalore University (India).
- (2012) Master of Education (International Management Policy), The British University in Dubai, UAE

### **Farzana Asad Mir, Head of Quality**

- (1993) Bachelors in Electronics Engineering, University of Engineering and Technology Lahore, Pakistan
- (2012) MSc Project Management, The British University in Dubai, UAE

### **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

### **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**

- (2011) Bachelor in English, Bangalore University

### **Josephine Joy, Faculty Administrator**

- (2004) MPhil (Computer Science), St Joseph College, India

**Maria Pinto, Institutional Research Administrator**

(1999) M.Com, University of Mumbai, India

**Kaltoum Aboulaoula, Head of IT**

MSc Systems and Networking Engineering, Morocco

**Joma Cabales, IT Officer**

(2008) CCNA Informatics Institute, UAE

**Sarwathullah Mohammed, IT Assistant**

(2006) MCA, Osmania University, India

**Marisol Leonen, Librarian**

(2001) BLIS, Polytechnic University, Philippines

(2006) MLIS, Polytechnic University, Philippines

(2012) Master of Education (International Management Policy), The British University in Dubai, UAE

**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

**Carolina Dionsio, Assistant Librarian**

(2000) Bachelor of Secondary Education, Saint Louis University, Philippines

**Mohammad Mesfer Rashed, Intern**

**Amer Alaya, Examination & Assessment Officer**

(2010), Abu Dhabi University, UAE

**Samar Alkhatib, Marketing Coordinator**

(1989) BA in English, University of Jordan, Jordan

**Mohammed Wajahatuddin Ahmed, Accountant**

(2001) BCom, Osmania University, India

**Ahmed Ali, Social Media and Digital Marketing Executive**

(2004) Diploma in Computer Studies from Computer College, Dubai

**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	Emirates Green Building Council	06/07/2008
14	Atkins	28/10/2008
15	Emirates Foundation Grant	10/11/2008
16	CIOB	27/11/2008
17	British Computer Society (BCS)	18/06/2009
18	Dubai Courts	10/11/2009
19	Abu Dhabi International Centre for Organizational Excellence (ADICOE)	19/11/2009
20	Roads & Transport Authority	21/12/2009
21	Ajman Chamber of Commerce	14/04/2010
22	Community Development Authority (CDA)	16/05/2010
23	Arabian Child	08/11/2010
24	Society of Engineers, UAE	06/01/2011
25	Ministry of Public Works	18/01/2011
26	Airstream Aviation FZE / City of Bristol College	02/01/2011
27	Global Association of Risk Professionals (GARP)	06/04/2011
28	University of Wollongong in Dubai	17/08/2011
29	Association of Energy Engineers	03/01/2012
30	UAE Down Syndrome Association	04/01/2012
31	PTL Solar Academy	05/02/2012

32	Du	14/01/2013
33	Dubai Statistic Center	30/01/2013
34	Petroleum Institute	19/02/2013
35	Al Jalila Foundation	13/05/2013
36	Al Khawarizmi International College	22/08/2013

## 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. <i>Electives</i> may be <i>free</i> —selected by the student from any course offerings, or <i>restricted</i> —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 11 years 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

