Graduate Academic Catalogue 2024-2025

كلية محمد بن راشد للإدارة الحكومية
MOHAMMED BIN RASHID SCHOOL OF GOVERNMENT

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His Highness Sheikh Mohammed bin Rashid Al Maktoum
Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai.

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I. Welcome Message from the Executive President

By preparing, qualifying and empowering the leaders of the future, and by strengthening government capacity in the UAE and the Arab world, the Mohammed Bin Rashid School of Government School aims to promote effective public policy through focusing on applied research and engaging the public and private sectors in the development process.

Since its establishment in 2005 under the name Dubai School of Government, the School has proved its importance as a unique role model for academic institutions. The School works in close partnership with UAE government departments, combining applied research, training, consulting and academic programs. The school is a multidisciplinary think tank that provides a platform for knowledge creation and dissemination.

Collaborative efforts and the resilience in the face of crisis and challenges have enabled MBRSG to become the first research and teaching institution focused on governance and public policy in the Arab world. In this context, the School has taken on the task of disseminating the UAE's exceptional experience in governance and implementing the vision of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE and Ruler of Dubai.

It gives me great pleasure to invite and welcome you to familiarize yourselves with the School's diverse portfolio of knowledge sharing sessions and academic programs. As prospective students, the School will endeavor to provide you with career relevant skills, knowledge and applied expertise to enable you, and the School, to strive to build a brighter future for the UAE and the wider Arab region.

H.E. Dr. Ali Bin Sebaa Al Marri
Executive President
Mohammed Bin Rashid School of Government

II. Board of Trustees

The MBRSG Board of Trustees membership was updated in June 2024 for a period of three years. The Board, is chaired by H.E. Abdulla Ali Bin Zayed Al Falasi, Director-General of the Dubai Government Human Resources Department and comprises of prominent public officials and esteemed members as follows:

H.E. Abdulla Ali Bin Zayed Al Falasi (Chairman)
Director General- Dubai Government Human Resources Department

Mrs. Sameera Mohammad Al Rais
Senior Director of Policies and Strategies for Sustainable Development- General Secretariat of The Executive Council Dubai

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Dr. Yasar Jarrar
Managing Partner IAG

H.E. Dr. Ali Bin Sebaa Al Marri
Executive President – Mohammed Bin Rashed School of Government

III. MBRSG Administration

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Executive President

Rasha Sleiman,
Senior Manager-Executive President's Office & Legal Affairs

Houreya Almarzooqi
Senior Administration Officer Executive President Office

Department of Planning & Institutional Effectiveness

Aisha Zayed Al Ali
Director of Planning & Institutional Effectiveness

Maryam Abdulrab
Senior Quality Officer

Planning and Project Management

Maha Abdulqader
Planning and Project Manager

Acting Dean

Dr. Arthur Seakhoa-King
Associate Professor
Acting Dean and Director of Academic Affairs

Roqaya Faramarzy
Dean's Office Coordinator

Academic Affairs

Professor Melodena Stephens Professor in Innovation Management

Professor Immanuel Azaad Moonesar R.D. Professor of Health Policy and Systems Research

Dr. Yousif Al Ghalayini
Associate Professor in Public Administration

Dr Khalid Wazani
Professor of Economics and Public Policy

Dr. Mona Mostafa ElSholkamy
Assistant Professor in Public Policy and Administration

Dr Mounia Drissi
Assistant Professor in Public Policy

Dr. Abdulla Alawadhi
Assistant Professor in Public Finance

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Manager Admissions and Program Relations

Shamsa Habash
Admissions Officer

Student Affairs

Hayathem Shukri
Manager of Student Affairs

Library

Dr. Hamid Saeed
Library and Knowledge Support Manager

Maryam Alblooshi
Library and Knowledge Support Officer

Research & Advisory

Fadi Salem
Director of Research & Advisory

Eiman Almarzooqi
Research Projects Manager

Lama Zakzak
Principal Researcher

Engy Osman
Associate Researcher

Keertana Subramani
Associate Researcher

Zina Akrout
Associate Researcher

Sara Shaer
Principal Researcher

Executive Education Programs

Aisha Al Shamsi
Director of Executive Education

Yousuf Ramadhan
Senior Manager Evaluation and Development

Saleh Al Hammouri
Consultant – Executive Education

Abdulla Almulla
Customised Programs Manager

Amani Mohamed
Executive Education Programs Coordinator

Maryam Alshamsi
Executive Education Officer

Marwah Almaamari
Executive Education Officer

Muhammad Hussain
Executive Education Officer

Rashid Alnaqbi
Executive Education Programs Officer

Iman Koshen
Executive Education Specialist

Corporate Communications & Marketing

Salha Bu-Kattara
Director of Corporate Communications and Marketing

Marwah Alantali
Events Manager

Fatma Almheiri
Corporate Communications Officer

Fatma Almarri
Administrative Affairs Officer

Marouen Ghezal
Senior Graphic Designer

Shuaib Kunnoth
Programmer

Corporate Support Services

Mohammed Al Khatib
Senior Director of Corporate Support Services

Financial Affairs

Esam Dukhan
Senior Financial Controller

Salman Mehdi
Senior Accountant

Ahmad Abu Amarah
Accountant

Human Resources

Khalid Essa AlMarri
Senior Manager Human Resources

Roudha Alamri
Senior Human Resources Officer

Malak Doria Raad
Talent Management Officer

Sara Bin Jarsh
Human Resources Officer

Information Technology

Obaid Asheer
Senior IT Officer

Anthony Bartolo
IT Administrator

Bryan Teofil
IT Technician

Administrative Affairs

Ali Hamad Al Huraiz
Administrative Affairs Manager

Gir Bahadur Aryal
Administrative Affairs Administrator

Masood Hilal
Public Relations Officer

Saleh Lahdad
Administrative Assistance

Mohammed Shahzad
Driver

Business Development

Lulwa Abdulla
Senior Business Development Officer

Research Fellows (Non-Resident)

Dr. Amal Sultan Al-Halyan

Dr. Irina Berezhnova Godchaux

Dr. Mari Luomi

Dr. Mohammad Rahman

Dr. Ramsi Jazmati Akili

Dr. Racquel Warner

Dr. Scott Fargher

Dr. Victor S. Pineda

Khamis Al Alawy

Malik Almadani

Salma Refass

Sara Ardila-Gómez

Taufiq Rahim

IV. MBRSG Directory

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V. Disclaimer

The Mohammed Bin Rashid School of Government has taken due care and diligence to ensure all information provided in the Graduate Academic Catalogue 2024/2025 is correct at the time of publication. The Mohammed Bin Rashid School of Government regularly reviews **all** its policies, procedures, and services; therefore, the information contained in this Graduate Academic Catalogue 2024/2025 is subject to change without notice. Please refer to the Mohammed Bin Rashid School of Government website at: www.mbrsg.ae for further information.

Students are responsible for adherence to the most up-to-date policies, procedures and academic regulations. It is important to iterate that Graduation Completion Requirements may change during the period of your study; based on requirements and/or approvals related to Licensure and Accreditation with the Commission for Academic Accreditation under the auspices of the Ministry of Education in the United Arab Emirates. Please seek clarification from the Registrar, the Director of Academic Affairs or the Dean to clarify any academic related issues you may have.

VI. Academic Calendar 2024-2025: Fall 2024

SEMESTER 1 – FALL 2024		
JULY 2024	Monday 1st - Wednesday 31st	Admission and Registration Period
	Sunday 7th	Al Hijra – Islamic New Year Holiday***
AUGUST 2024	Thursday 1st to Friday 16th	Admission and Registration Period continues.
	Friday 16th & Saturday 17th & Sunday 18th	**Return to Learning (Orientation) for New Students**: *MPA, MIM & EMPA(Arabic): Timings: Friday 2pm – 6pm, Saturday & Sunday 9:00am – 12pm and 1pm – 5pm.*
	Monday 19th	**Dissertation Induction Workshop** – MPA, MIM and MPP students 4:30pm-6:30pm
	Saturday 24th – Sunday 25th	**Fall Semester Commences: EMPA (1501, 1504A & 1505B) & MIM (MIM711) and MPA (NEW) - (MPA513)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
	Monday 26th	**Fall Semester Commences for MPA(Continuing) and MPP students**. Weekday Module class timings are from 4:30pm to 8:00pm.
	Saturday 31st	**Fall Semester Commences: EMPA (1502, 1504B, 1505A) & MIM (MIM712) and MPA (NEW) - (MPA512)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
SEPTEMBER 2024	Sunday 1st	**Fall Semester Commences: EMPA (1502, 1504B, 1505A) & MIM (MIM712) and MPA (NEW) - (MPA512)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
	Saturday 7th and Sunday 8th	**Fall Semester Commences: EMPA (1503, 1507 & 1508) & MIM (MIM713) and MPA (NEW) - (MPA511)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
	Monday 9th	Last Day to Add/Drop Modules for All Programs (NO financial penalty)
	Sunday 15th	***Prophet Mohammad's Birthday (*Public Holiday*)
	Monday 16th – Friday 20th	Program (Enrolment) Review Week (Survey) - New Students
	Monday 16th – Friday 20th	Independent Study Week (*MPA continuing students – no classes*)
	Friday 20th, Saturday 21st & Sunday 22nd	**Foundation Course in Research Methods for Public Policy (ASM001):** (Compulsory for all **NEW MIM and MPA** students). **Timings:** Friday 2:30pm-8:30pm. **Timings:** Saturday and Sunday 8:30am-12:30pm and 1:30pm – 5:30pm.
	Saturday 28th & Sunday 29th	**Fall Semester Continues: EMPA (1501, 1504A & 1505B) & MIM (MIM712) and MPA (NEW) - (MPA513)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
OCTOBER 2024	Saturday 5th and Sunday 6th	**Fall Semester Continues: EMPA (1502, 1504B, 1505A) & MIM (MIM713) and MPA (NEW) - (MPA512)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm.
	Saturday 12th and Sunday 13th	**Fall Semester Continues: EMPA (1503, 1507 & 1508) & MIM (MIM711) and MPA (NEW) - (MPA511)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
	Monday 14th	Deadline to Withdraw from a Module without a Grade Penalty (4:30pm). MPA, MIM, MPP and EMPA students.
	Sunday 20th – Sunday 27th	International Field Trip (Optional) – Geneva, Switzerland Independent Study Week (All Programs – *no classes*)
	Monday 28th – Wednesday 30th PBL Workshops	**PBL 3 Hour Workshops for MPA (continuing students) and MPP classes** (as per academic timetable 4:30pm – 7:30pm each day).

NOVEMBER 2024	Saturday 2nd - PBL Workshops	**Fall Semester Continues: EMPA (1501, 1504A & 1505B) & MIM (MIM711) and MPA (NEW) - (MPA513)** students. **Timings:** Saturday 9:00am-12:00pm **EMPA (1502, 1504B, 1505A) & MIM (MIM712) and MPA (NEW) - (MPA512)** students. **Timings:** Saturday 2:00pm-5:00pm
	Sunday 3rd PBL Workshops (cont.)	**EMPA (1503, 1507 & 1508) & MIM (MIM713) and MPA (NEW) - (MPA513)** students. **Timings:** 9am-12:00pm
	Saturday 9th and Sunday 10th	**Fall Semester Continues: EMPA (1501, 1504A & 1505B) & MIM (MIM711) and MPA (NEW) - (MPA512)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm
	Saturday 16th and Sunday 17th	**Fall Semester Continues: EMPA (1503, 1507, 1508) & MIM (MIM712) and MPA (NEW) - (MPA513)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm.
	Monday 18th – Sunday 24th	Module Evaluation Surveys - (Student Surveys).
	Saturday 23rd and Sunday 24th	**Fall Semester Continues: EMPA (1502, 1504B & 1505A) & MIM (MIM713) and MPA (NEW) - (MPA511)** students. **Timings:** 8:30am-12:30pm and 2:00pm-5:00pm **Timings:** Sunday 9:00am-12:00pm.
	Wednesday 27th	Last day of Classes for MPA (continuing) and MPP Programs ∞
	Monday 25th – Thursday 28th	Independent Study Week (*All Programs*)
	Saturday 30th	Commemoration (Martyr's) Day
DECEMBER 2024	Sunday 1st – Monday 2nd	UAE National Day Holiday(s)
	Monday 2nd – Saturday 7th	Independent Study Week (*All Programs*)
	Sunday 8th – Sunday 15th	**Final Assessment Period – EMPA, MIM and MPA(New)** Programs (Exams, Projects, Presentations etc.)
	Monday 9th – Wednesday 11th	**Final Assessment Period – MPA (continuing) and MPP** Programs (Projects, Presentations etc.)
	Monday 16th – Friday 20th	Dissertation Viva Voce (Oral Defense Presentations for MPA901, MPP901, MIM901 & EMPA901 Cohorts)
	Thursday 19th	**Exam Board and Progression Board Meetings – MPA, MIM and MPP Programs** (*excluding, MPA901, MIM901 and MPP901 students*)
	Friday 20th	**Declaration of Grades and Progression Decisions - MPA MIM and MPP Programs** (*excluding, MPA901, MIM901 and MPP901 students*)
	Friday 20th	Commencement of Semester Break (MPA, MIM and MPP Students)
	Friday 20th, Saturday 21st and Sunday 22nd	**Foundation Course in Research Methods for Public Policy (ASM001A) – Cohort 1:** (Compulsory for EMPA (Arabic) students entering EMPA901 Dissertation in Spring 2025 semester). Timings *Friday 20th Saturday 21st and Sunday 22nd December* from *8:30am-12:30pm and 2pm-5:30pm each day.*
	Thursday 26th	**Exam Board and Progression Board Meetings – EMPA Program** (*excluding, EMPA901 students*)
	Friday 27th	**Declaration of Grades and Progression Decisions – EMPA Program** (*excluding, EMPA901 students*)
	Friday 27th Saturday 28th and Sunday 29h	**Foundation Course in Research Methods for Public Policy (ASM001B) – Cohort 2:** (Compulsory for EMPA (Arabic) students entering EMPA901 Dissertation in Spring 2024 semester). Timings *Friday 27th Saturday 28th and Sunday 29th December* from *8:30am-12:30pm and 2pm-5:30pm each day.*
	Monday 30th	Commencement of Semester Break (EMPA – Students)
JANUARY 2025	Monday 1st	Gregorian Calendar New Year's Holiday
	Sunday 12th - Sunday 19th	**RESIT/DEFERRAL Examination & Coursework Submission Period All Programs (*MPA (continuing and New), MIM, MPP & EMPA students).***
	Thursday 23rd	**Exam Board, Progression Board and Award Board Meetings (Resits and Dissertations) (*MPA, MIM, MPP and EMPA students*).**

JANUARY 2025 cont.	Friday 24th	**Declaration of Reassessment Grades, Progression & Award Decisions (Resits and Dissertations) (*MPA, MIM, MPP and EMPA students)***
		Fall Semester 2024 closed.
	***	*Islamic Holidays are subject to confirmation*
	∞	*Coursework deadlines are set throughout the term. Students must refer to their module handbooks for deadlines for individual assessment tasks.*
Independent Study Week		*Students undertake directed independent learning. No classes.*

*** For students undertaking study in the 2024/2025 Academic Year.**

<u>Please Note:</u> The Academic Calendar is subject to change, please check the Academic Calendar regularly to keep up to date with any updates that may be made.

VII. Academic Calendar 2024-2025: Spring 2025

*MBRSG Graduate Programmes**

SEMESTER 2 – SPRING 2025		
JANUARY 2025	Wednesday 1st	Gregorian Calendar New Year's Holiday
	Thursday 2nd – Friday 24th	Registration Period (commences) New & Continuing Students
	Friday 24th & Saturday 25th & Sunday 26th	**Return to Learning (Orientation) for New Students**: *MPA, MPP, MIM & EMPA(Arabic): Timings: Friday 2pm – 6pm, Saturday & Sunday 9:00am – 12pm and 1pm – 5pm.*
	Monday 27th	Isra Wal Meraj (*No longer a public holiday*)
	Tuesday 28th	**Dissertation Induction Workshop** – MPA, MIM and MPP students 4:30pm-6:30pm
	Monday 27th – Friday 31st	Registration Period continues
FEBRUARY 2025	Saturday 1st & Sunday 2nd	**Spring Semester Commences: EMPA** (**1501 and 1504**) **& MIM (MIM711 and MIM714) and MPA (NEW) - (MPA511 & MPA514)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Monday 3rd	**Spring Semester Commences**: **MPA (old program) & MPP** students. Weekday class timings are from 4:30pm to 8:30pm as per Academic Timetable
	Saturday 8th & Sunday 9th	**Spring Semester Commences: EMPA** (**1502 and 1505**) **& MIM (MIM712 and MIM715) and MPA (NEW) - (MPA512 & MPA515)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Saturday 15h & Sunday 16th	**Spring Semester Commences: EMPA** (**1503, 1507 and 1508**) **& MIM713 & MIM716 and MPA (NEW) - (MPA513 & MPA516)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Monday 17th	Last Day to Add/Drop Modules for All Programs (NO financial penalty)
	Friday 21st Saturday 22nd and Sunday 23rd	**Spring Semester Commences: Foundation Course in Research Methods for Public Policy (ASM001):** (Compulsory for all **NEW MPA** and **MIM** students). **Timings:** Friday 2:30pm-8:30pm. **Timings:** Saturday and Sunday 8:30am-12:30pm and 1:30pm – 5:30pm.
	Monday 24th to Friday 28th	Program (Enrolment) Review Week (Survey) - New Students
	Friday 28th February	Holy Month of Ramadan expected to commence
MARCH 2025	Saturday 1st to Sunday 2nd	Program (Enrolment) Review Week (Survey) - New Students
	Monday 3rd – Sunday 9th	Independent Study Week (*All Programs*)
	Monday 10th	Ramadan Timings for **MPA (Old Program) & MPP students.** Weekday class timings are from 3:00pm to 5:30pm during Ramadan (see Timetable)
	Monday 24th	Deadline to Withdraw from a Module without a Grade Penalty (4:30pm). All MPA, MIM, MPP and EMPA students.
	Friday 29th – Monday 31st	Eid Al Fitr Holidays***
APRIL 2025	Tuesday 1st – Friday 4th	Independent Study Week (*All Programs*)
	Saturday 5th and Sunday 6th	**Spring Semester Continues: EMPA** (**1501 and 1504**) **& MIM (MIM711 and MIM714) and MPA (NEW) - (MPA511 & MPA514)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Monday 7th - PBL Workshops	**Spring Semester Continues**: **MPA (Old Program) & MPP** students. Weekday class timings are from 4:30pm to 8:30pm as per Academic Timetable.
	Saturday 12th – Sunday 13th	**Spring Semester Continues: EMPA** (**1502 and 1505**) **& MIM (MIM712 and MIM715) and MPA (NEW PROGRAM) - (MPA512 & MPA515)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Saturday 19h & Sunday 20th	**Spring Semester Continues: EMPA** (**1503, 1507 and 1508**) **& MIM713 & MIM716 and MPA (NEW) - (MPA513 & MPA516)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Monday 28th – Wednesday 30th	Independent Study Week (*All Programs*)

MAY 2025	Thursday 1st – Friday 2nd	Independent Study Week (*All Programs*)
	Saturday 3rd & Sunday 4th	**Spring Semester Continues: EMPA** (**1501 and 1504**) **& MIM (MIM711 and MIM714) and MPA (NEW) - (MPA511 & MPA514)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Saturday 10th & Sunday 11th	**Spring Semester Continues: EMPA** (**1502 and 1505**) **& MIM (MIM712 and MIM715) and MPA (NEW PROGRAM) - (MPA512 & MPA515)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Saturday 17th & Sunday 18th	**EMPA** (**1503, 1507 and 1508**) **& MIM713 & MIM716 and MPA (NEW) - (MPA513 & MPA516)** students. **Timings:** 8:30am-12:30pm and 1:30pm-5:00pm
	Monday 19th – Sunday 25th	Module Review Evaluation Survey (ALL Programs) - (Student Survey)
	Sunday 25th – Saturday 31st	**Final Assessment Period** – **EMPA, MIM and MPA(New)** Programs (Exams, Projects, Presentations etc.)
	Monday 26th – Wednesday 28th	**Final Assessment Period** – **MPA (continuing) and MPP** Programs (Projects, Presentations etc.)
	Wednesday 28th	Last day of Classes for **MPA (Old Program) and MPP Programs** ∞
	Monday 26th – Thursday 29th	Dissertation Viva Voce (Oral Defense Presentations for MPA901, MPP901, MIM901 & EMPA901 Cohorts)
JUNE 2025	Sunday 1st	**Final Assessment Period** – **EMPA, MIM and MPA(New)** Programs (Exams, Projects, Presentations etc.)
	Monday 2nd	Commencement of Semester Break (*Excluding Dissertation students and ASM001 (EMPA) students*)
	Friday 6th – Tuesday 10th	Eid Al Adha Holidays***
	Thursday 19th	**Exam Board and Progression Board Meetings (*excluding EMPA901, MPA901, MIM901 and MPP901 students*)**
	Friday 20th	**Declaration of Grades and Progression Decisions (*MPA, MIM, MPP and EMPA students - (excluding EMPA901, MPA901, MIM901 and MPP901 students)*)**
	Friday 20th, Saturday 21st and Sunday 22nd	**Foundation Course in Research Methods for Public Policy (ASM001):** (Compulsory for EMPA (Arabic) students entering EMPA901 Dissertation in Fall 2025 semester). Timings 8:30am-12:30pm and 2:00pm-5:30pm on Friday 20th and 8:30am-12:30pm and 1:30pm-5:00pm on Saturday 21st and Sunday 22nd June 2025.
	Sunday 29th – Monday 30th	**RESIT/DEFERRAL Examination & Coursework Submission Period All Students (*MPA, MIM, MPP & EMPA students).***
JULY 2025	Tuesday 1st - Sunday 6th	**RESIT/DEFERRAL Examination & Coursework Submission Period All Students (*MPA, MIM, MPP & EMPA students).***
	Thursday 10th	**Exam Board, Progression Board and Award Board Meetings (*RESITS and DISSERTATION Students – All Programs*)**
	Friday 11th	**Declaration of RESIT & DISSERTATION Grades, Progression and Awards Decisions (*All Programs)***
		Spring Semester 2025 Closed
	**	*Islamic Holidays are subject to confirmation*
	∞	*Coursework deadlines are set throughout the term. Students must refer to their module handbooks for deadlines for individual assessment tasks.*
		Period when formal classes cease. Students undertake directed independent learning

*** For students undertaking study in the 2024/2025 Academic Year.**

<u>Please Note:</u> The Academic Calendar is subject to change, please check the Academic Calendar regularly to keep up to date with any updates that may be made.

Section 1 Welcome to the MBRSG

1.1 MBRSG History and Profile

The school was established in 2005 as the Dubai School of Government under Decree No. (6) of 2005, which was superseded by Law No. (3) of 2012. On 11 August 2013, the School's name, Dubai School of Government, was changed to Mohammed Bin Rashid School of Government by Law No. (6) of 2013 issued by Dubai Government.

Under the patronage of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, UAE Vice President, Prime Minister, and Ruler of Dubai; the School was the first research and teaching institution focusing on governance and public policy in the Arab world. The School aims to support good governance in the UAE and the Arab world and build future leaders through an integrated system offering education and training programs, as well as research and studies.

More than 850 students have or are currently undertaken a graduate program of study with the MBRSG and over 700 students have graduated. Our Graduates have secured employment and promotion across various government departments and in the private sector.

1.1.1 MBRSG Graduate Programs

The MBRSG suite of accredited graduate program(s) of study are noted below:

- Master of Public Administration (MPA)
- Executive Master of Public Administration (English) – not offered in 2024/2025
- Executive Master of Public Administration (Arabic)
- Master in Innovation Management
- Master in Public Policy – continuing students only in 2024/2025
- Postgraduate Diploma in Public Administration (English) – *Exit Award Only – not available in 2024/2025*
- Postgraduate Diploma in Public Administration (Arabic) – *Exit Award Only*
- Postgraduate Diploma in Innovation Management – *Exit Award Only*
- Postgraduate Diploma in Public Policy – *Exit Award Only*
- ** No Postgraduate Diploma in Public Administration Award is possible an Exit Award from the Master of Public Administration program.*

1.1.2 Faculty Profile

Faculty employed with Mohammed Bin Rashid School of Government have a mix of local and international teaching experience, well-respected research profiles, business and/or industry experience and excellent teaching skills. MBRSG Faculty foster an excellent teaching and learning environment to enable students to receive a quality learning experience during their studies at the Mohammed Bin Rashid School of

Government.

Please refer to the School website at http://www.mbrsg.ae/HOME/ABOUT-US/Faculty-Researchers.aspx for more information concerning our faculty or to Section 7 of this Catalog for a listing of faculty and their terminal qualification.

1.2 MBRSG Vision, Mission, Goals and Guiding Principles

MBRSG has clearly articulated its Vision and Mission statements, which guide the future development of the School. MBRSG's strategic plan outlines our relevant goals and objectives in specific and measurable terms.

Dr. Ali Sebaa Al Marri, The Executive President sets the context within which the development of the MBRSG strategic plan takes place:

> *"The Mohammed Bin Rashid School of Government strives to embed the guidelines set forth by the UAE and to support the vision of its leaders for national growth. Our School aims to develop and empower future leaders and prepare them for the next stage – achieving sustainable administrative development, fostering knowledge, exchanging views and applied research, and collaborating with the public and private sectors as a gateway to managerial excellence."*

MBRSG has developed an integrated system of strategic planning to develop and promote high quality education, research and training programs aligned with the vision of the UAE's leaders.

1.2.1 MBRSG Vision

The School **Vision** is for MBRSG to become:

> "*The leaders of tomorrow are our focus and the foundation of the future. Our duty is to advance their skills and knowledge to continually enhance the quality of public administration".*
>
> ***His Highness Sheikh Mohammed bin Rashid Al Maktoum***

1.2.2 MBRSG Mission

The School **Mission:**

"To build a sustainable future through wise leadership & impactful public administration."

The Vision and Mission of MBRSG are underpinned by the following **core values:**

> "Innovate, Collaborate, Empower and Excel."

1.2.3 MBRSG Strategic Objectives

MBRSG has developed the following Strategic Objectives to guide the way we work. (*see* Figure 1 *"MBRSG Strategic Objectives"* below)

Figure 1: MBRSG Strategic Objectives

1.2.4 MBRSG Values

The way in which the Mohammed Bin Rashid School of Government conducts its operations are reflected in its espoused values. The core values are innovate, collaborate, empower and excel, which underpin all staff interactions with our key stakeholders. (see Figure 2 below).

Figure 2: MBRSG Values

Innovate	Collaborate	Empower	Excel
We embrace and engage with new technology to creating new values, and explore channels for executing new techniques, approaches, and styles in learning and knowledge dissemination.	We look for opportunities to share and exchange knowledge and seek continuous learning with strategic partners. We target collective goals and recognize potential for impactful collaboration with both internal and external stakeholders.	We believe in the capabilities and talents of employees, and delegate responsibilities to develop their potential. We set clear expectations and get everyone involved in the communication to deliver the best services to students, clients and government leaders. We provide the required resources to support the school's mission, and we are keen to celebrate achievements and recognize our best efforts.	We set best practices and excel in achievements. We care about research quality, leadership development, and a positive student experience. We strive for internationalization through our strong and sustainable partnership, with our partners we look for joint projects, adaptability, innovation and vigilance to achieve success.

The Mohammed Bin Rashid School of Government is committed to achieving its vision and mission and we look forward to you, our prospective students, joining us and being an integral part of and contributor to the future success of the School going forward.

1.3 Community Engagement and Cooperative Relationships

MBRSG is a research and teaching institution that has a primary focus on governance and public policy development in the Arab world. Due to the school's non-traditional structure and enviable position, MBRSG is well placed to exploit and develop close ties with Dubai Government entities and key stakeholder groups including multinational organization and influential employers in the public and private sectors.

MBRSG continues to develop and maintains close links with strategic partnerships with other educational institutions and public policy think tanks regionally and globally. These strategic partnerships support the teaching and research initiatives of the School.

1.3.1 MBRSG Affiliations

- **International Affiliations**
  These agreements support the exchange of faculty and students, creating opportunities for joint international research and best practice conferences contributing to a creative learning environment.

- **Academic Affiliations**
  These formal relationships center on the development and delivery of programs and curricula, to ensure that our students have a world class learning experience.

- **Knowledge Partners**
  Here the school strives to collaborate with internationally respected and received institutions with whom MBRSG can jointly develop new and customized program, research topics and share speakers and experts in the field.

The MBRSG Community Engagement and Employer Engagement activities are supported by the work of the External Advisory Board. Our internal departments within MBRSG contribute significantly to the development and implementation of such plans, through the development of strategic alliances and Memorandums of Understanding. Academic Affairs, and Student Affairs lead such efforts with active participation from other stakeholders including faculty and employer networks and our Alumni. Such relationships inform research, the teaching and learning process, the development of curriculum and new graduate programs.

MBRSG's position as a government institution gives it unique access to government and industry partners across various sectors. MBRSG's business operations involve collaboration with several government entities for research purposes and executive education training programs. Key entities including the Prime Minister's Office, Ministry of Interior, Dubai Executive Council, Dubai Municipality, Dubai Government Human Resources Department, Dubai Health Authority, Police, Road and Transport Authority, and Dubai Electric and Water Authority are amongst our top-level stakeholders. We also have significant relationships and understandings with several local and international firms including CISCO, SAP, and Du.

We regularly provide our stakeholders with training, consulting, and research services. This results in the school building long-term sustainable relationships with vital entities in the public and private sector.

In terms of emphasizing community and employer engagement from our graduate students' perspective, opportunities for engagement are demonstrated as follows:

1.3.2 Innovation Week

MBRSG intends to host an "Innovation Week" with the support of our school's faculty and research members. The school will encourage students to work on current challenges within the employer's organization.

Industry associates will be invited to our campus and discuss with our students the details and complexity of the challenges and students will then work in groups on innovative solutions to these problems and present them on the last day of the week to the employer.

Employers and MBRSG faculty will assess the project and provide the students with feedback on their creativity and problem-solving skills.

1.3.3 Career Fair

The MBRSG will seek to invite employers, students and alumni to an annual MBRSG career fair which will be held on campus. This initiative will actively engage employers with our students and they will be able to explore our school's talents.

Workshops/seminars will be held prior to the career fair for students with sessions focused on CV writing, interview skills, and wider career/employability trends.

1.3.4 Field Trips (International and Domestic)

Domestic and International Field visits to industries, within both the public and private sectors, will be organized for our students and alumni. They will be granted the opportunity to visit selected firms to observe and learn from best practice both domestically and internationally. In 2023/2024, students can attend an international field trip to Geneva (which has a focus on global governance).

1.3.5 Dissertation Presentations

Dissertations are an integral part of all MBRSG Master programs. Our unique programs, along with the fact that most of our students are employed, provide an opportunity to make all dissertations focused on real life problems/challenges that are experienced by employers. Involving employers with these projects from day one, is a joint responsibility of students and the school. The school will invite employers and industry specialists to attend a yearly event organized by the academic team to showcase students' dissertations. Students will be provided with feedback and insight from professionals on their work.

1.4 MBRSG Research Strategy 2022-2026

MBRSG continues to build its culture of research, as detailed in the MBRSG Research Strategy 2022-2026, which seeks to advance quality research outcomes and generate a sustained impact regionally and globally.

Research production at MBRSG is not just encouraged as a method of advancing careers and contributing to knowledge; in addition to these important goals, the School views research as the primary driver for higher quality educational outcomes and as a key influencer of better regional and national government.

MBRSG's is recognised for its role and valuable contribution, from a research perspective , which include recognition or contribution to/as a:

- Research and Knowledge Producer
- Public Policy think tank
- Regional Policy Platform
- Global Credibility for Competitiveness
- Communities of Research and Practice
- Research for Education

MBRSG core research domains include contributions to and knowledge outputs, in terms of academic research, institutional publications and funded research in the following areas :

- Future Government and Innovation Policy
- Sustainability Policy
- Public Leadership
- Social Policy
- Health Policy
- Education Policy
- Economic Policy

The Strategic Directions identified in the MBRSG Research Strategy 2022-2026 include the Strategic Sustainability of Research, a focus on Specialisation and Depth of Research and enhancing research Impact on Policy and Scholarly Discourse.

The strategic goals of the MBRSG Research Strategy 2022-2026, to enable MBRSG's approach to research to transition from regional to global leadership and to embed an entrepreneurial approach to deliver sustained Institutionalized Research Impact are;

- Thriving and Stimulating a Research Centre of Excellence
- Scale-up high-impact driven research
- Global leader in public policy research

The strategic initiatives that underpin the achievement of the Schools research objectives are briefly noted as follows:

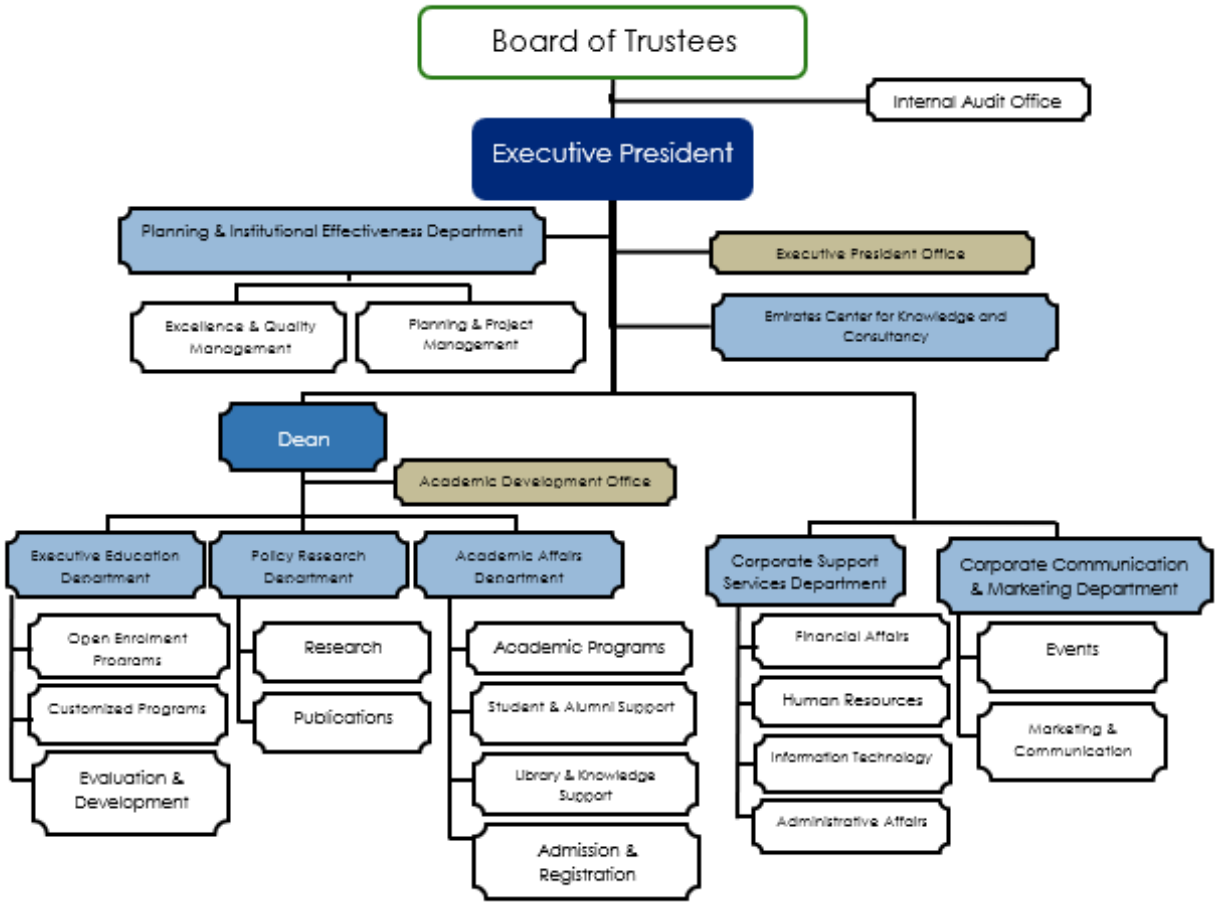
- To cultivate a stimulating research environment through enhancing and strengthening research planning and coordination and the collaboration and co-production of knowledge to facilitate new collaborative research synergies, both internally and externally.
- Produce Impact Driven Research through the provision of
    - Resources and Funding to increase and diversify funding that support research activities across all phases of policy research cycle and across different policy research disciplines.
    - Scholarly influence to increase the impact of MBRSG research on multidisciplinary scholarly discourses.
    - Impact assessment, to employ an impact evaluation framework, specific to policy research domains in the region.
- Become a global leader in public policy research by:
    - Developing Centers of research excellence: To produce sustained and consistently high- quality research in areas of expertise by producing iterative, excellent anchor and flagship anchor reports
    - Attracting the most talented researchers from the region and abroad: To make the MBRSG a highly attractive research centre that attracts talented scholars and researchers from all over the world
    - Ensuring the sustainability of anchor publications that have the most impact.

MBRSG will continue to disseminate its research outcome in variety of different way including policy briefs, research reports, policy council proceedings, academic and professional conferences, journal articles, newspaper opinion articles, public research seminars government conferences and workshops, research blog posts, Executive education programs, Master programs, books, book chapters and book reviews.

Further information regarding the researchers at MBRSG is available on the MBRSG website at **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

1.5 MBRSG Organisational Chart

Figure 3: MBRSG Organisational Chart



1.6 MBRSG Accreditation and Licensure Statement

The Mohammed Bin Rashid School of Government, located in the Emirate of Dubai, is officially Licensed from 10th February 2019 by the Ministry of Education of the United Arab Emirates to award degree qualifications in higher education.

Section 2 MBRSG Campus Life

2.1 Campus Locations – City Walk Dubai and DWTC

2.1.1 Main Campus Location – City Walk Dubai

The Mohammed Bin Rashid School of Government is a non-profit institution funded by the Government of Dubai.

The primary campus is in the vibrant city of Dubai, in the City Walk complex. Students have an excellent opportunity to benefit from MBRSG's specialized academic programs (master and executive education), participate in research, undertake practical workshops and attend seminars. In addition, the School's library is rapidly becoming a knowledge resource center for the region on issues related to public policy and administration. Networked for Life, MBRSG Graduates will connect with MBRSG's extensive networks of distinguished Arab public policy and public administration leaders, through lifelong membership, in the MBRSG Alumni Association. Members will have opportunities for participation and exchange at the School, through online alumni communities, and at alumni gatherings held around the Arab world.

The MBRSG City walk Campus is situated in Level 1, Building 02, City Walk Area, Dubai, P.O. Box 72229, Dubai, UAE.

Figure 4: Campus Location – MBRSG at City Walk Dubai

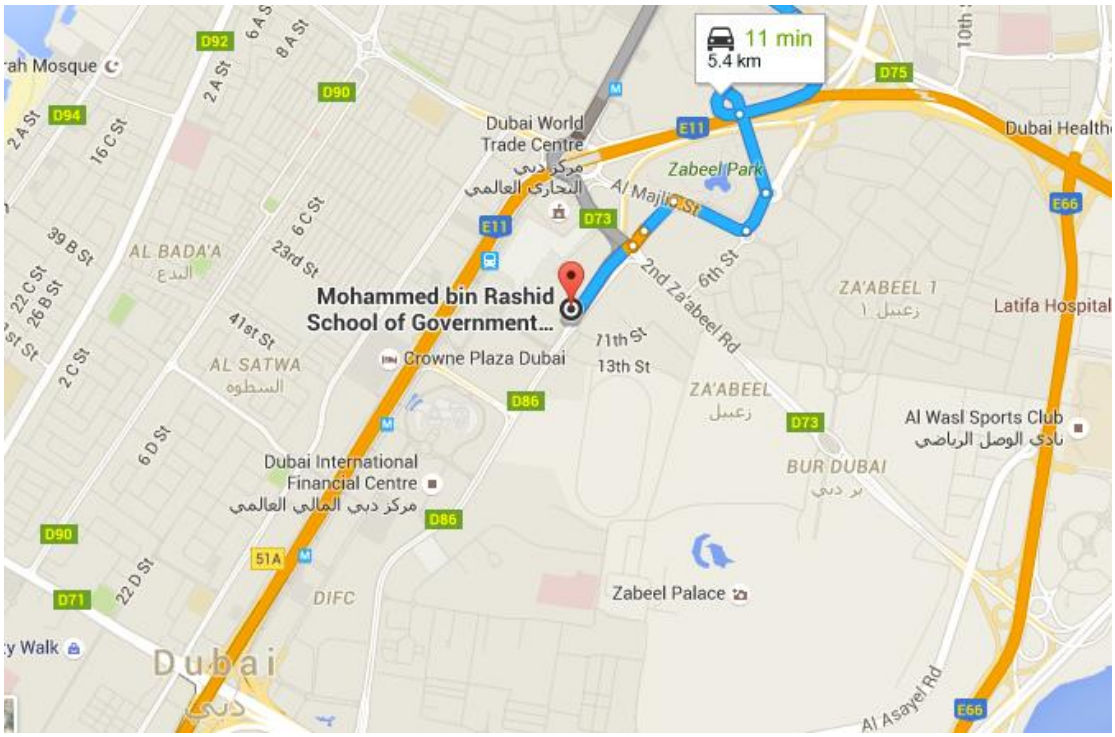
2.1.2 Campus Location – Dubai World Trade Centre – Convention Tower

The Mohammed Bin Rashid School of Government also has a campus located in the Dubai World Trade Centre (DWTC) complex.

The Dubai World Trade Centre Campus of MBRSG is situated on the thirteenth floor of the Convention Tower, Dubai World Trade Centre, P.O. Box 72229, Dubai, UAE.

The DWTC Campus provides teaching and learning and research facilities, classrooms, board rooms and offices for the MBRSG Executive Management team and some support services.

Figure 5: Campus Location– MBRSG at Dubai World Trade Centre



2.2 Parking

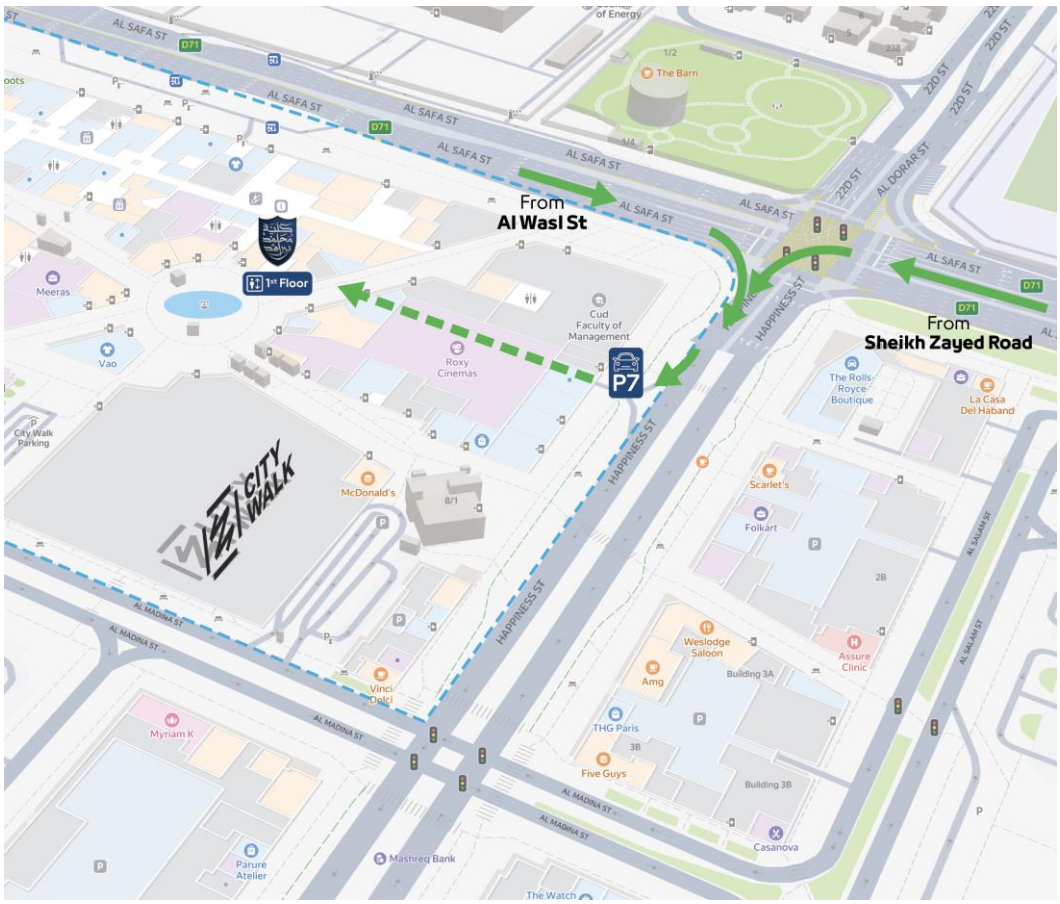
2.2.1 Parking – MBRSG at City Walk Dubai

Car parking is available in and around the Mohammed Bin Rashid School of Government in the City Walk Dubai area. Most car parking will be paid parking on weekdays. Parking at City Walk Dubai is free on the weekends.

Visitors to the Mohammed Bin Rashid School of Government can enter the underground parking available at City Walk Dubai via the P7 Entry point as noted in the Map below. Students should park near H10 or I10 sections of the car park and then enter "The Courtyard" Lift and take the Lift to the 1st Floor which enters the MBRSG Reception area. Students may also enter "The Courtyard Lift" next to the Mint Café from the ground floor promenade area near the Fountain and take the Lift to the 1st floor.

The Mohammed Bin Rashid School of Government will provide subsidized parking for students studying in an academic program of study (Master program) through the parking ticket validation process with MBRSG Security at the Reception Desk upon leaving the City Walk Campus.

Figure 6: MBRSG Parking Map – MBRSG at City Walk Dubai

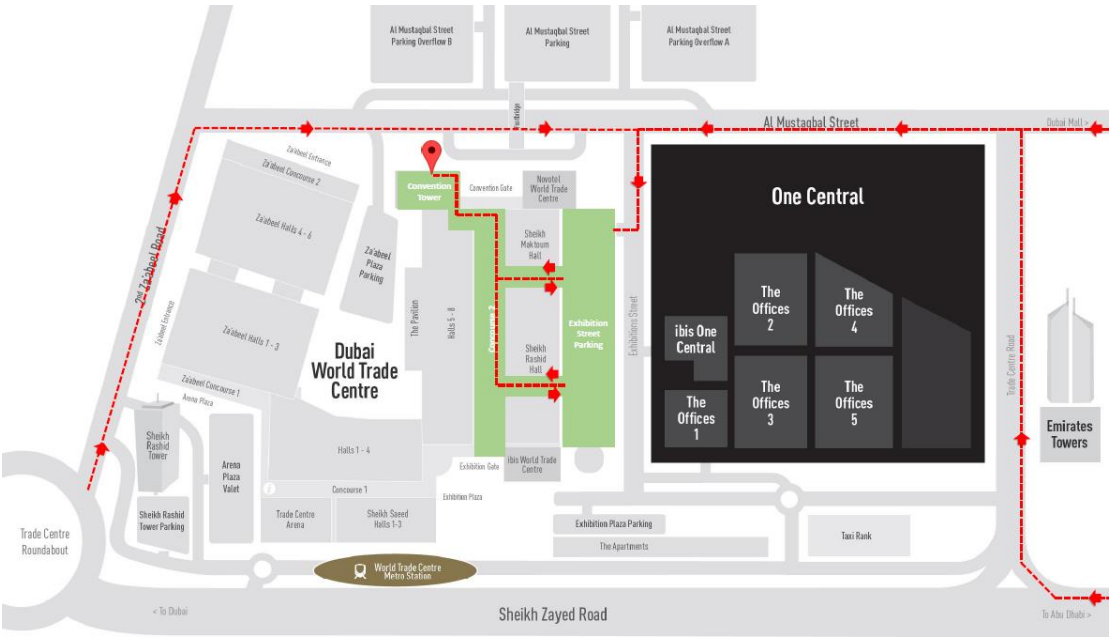


2.2.2 Parking – MBRSG at Dubai World Trade Centre

Car parking is available in and around the Mohammed Bin Rashid School of Government and Dubai World Trade Centre area. Most car parking will be paid parking. Please see the attached website provided by the Dubai World Trade Centre in regard to parking availability: https://ae.parkopedia.com/parking/carpark/convention_tower/dubai/?arriving=202203180830&leaving=202203181030

The Mohammed Bin Rashid School of Government is located in the Convention Tower on the 13th Floor and is identified (by an) in the following map provided by the Dubai World Trade Centre.

Figure 7: MBRSG Parking Map - Dubai World Trade Centre- (Convention Centre)



2.3 MBRSG Campus: Facilities and Community Resources

The Mohammed Bin Rashid School of Government provides students with access to various facilities, services and resources whilst studying at MBRSG in its City Walk Dubai Campus and Dubai World Trade Centre (Convention Tower) Campus.

These facilities, services and resources are in addition to those available to students and members of the public that are provided in both the City Walk Dubai complex and the Dubai World Trade Centre complex.

2.3.1 Campus Facilities and Resources – MBRSG at City Walk Dubai

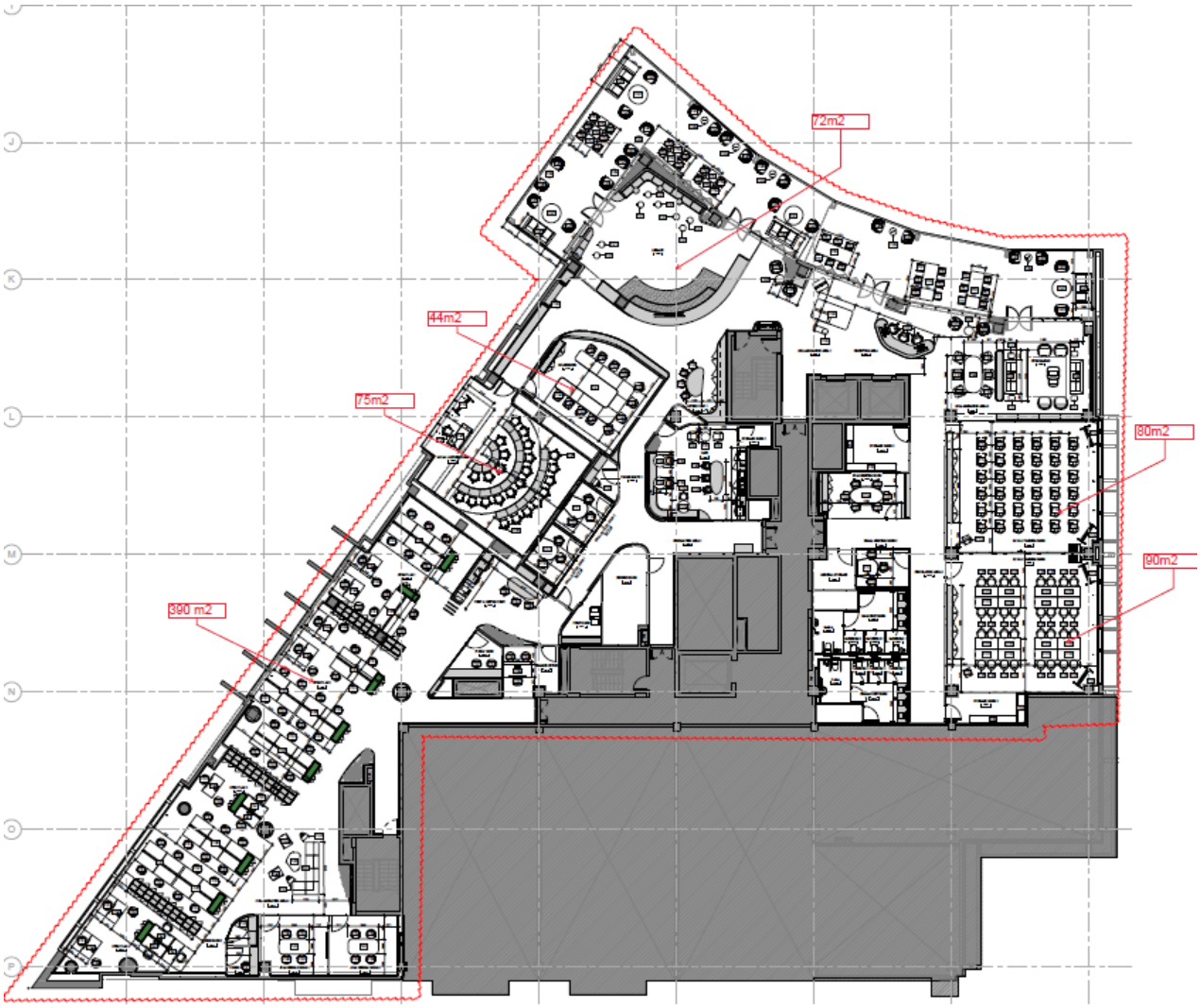
The Mohammed Bin Rashid School of Government City Walk Campus covers 751 square metres and provides excellent facilities and resources to facilitate teaching and learning, executive training, research and administrative and support services.

Table 1 below provides an overview of the dimensions of the City Walk Campus and Figure 8, on the following page, provides the Campus Layout

Table 1: MBRSG City Walk Campus – Overview and Dimensions

Data Item	Data definition	Data value
Total area of Facilities	Total built area of facilities at the institution in square meters (across all categories)	751 square metres
Total area of Classrooms	Total built area dedicated to classrooms in square meters	289 square metres
Total area of Library	Total built area dedicated to libraries in square meters	72 square metres
Total area for Student Services	Total built area dedicated to student services in square meters	390 square metrres
Total area for Administration	Total built area dedicated to administrative services in square meters	
Parking Spaces	Total number of parking spaces available at the institution	All parking located in the City walk underground Parking Complex
Classrooms	Number of operational classrooms that are available at the institution; classrooms that are accessible to both gender classes.	3
Laboratories	Number of laboratories, studios, and clinics at the institution; those that are accessible to both gender classes.	0

Figure 8: MBRSG City Walk Campus Layout



The City Walk Campus Layout provides facilities for teaching and learning including 3 dedicated training and lecture rooms, a Board Room, 4 dedicated meeting rooms, an open plan area with workstations for faculty, researchers and administrative support staff. This includes dedicated offices for IT and Finance.

The Campus layout also provides dedicated open spaces known as “collaboration areas”, to foster discussion in small groups, greet visitors, and/or informal meetings.

The Campus has a dedicated Reception point, an open-plan Library area, a Majlis, small meeting (huddle and focus rooms), a File Room (student files and sensitive documents), a server room, storage rooms, a café (pantry), coffee meeting points and restroom facilities.

2.3.1.1 MBRSG at City Walk Dubai – Summary of Campus Facilities

A brief description of the key facilities at the MBRSG City Walk Campus are provided as follows:

2.3.1.2 Reception Area

MBRSG provides a staffed Reception desk, which is directly adjacent to the Lift when visitors arrive on Campus. Reception staff will assist all visitors, guests and students as they arrive.

2.3.1.3 Majilis

The Majlis is situated near the Reception area and serves as an area for entertaining high-profile dignitaries and guests.

2.3.1.4 Board Room

The MBRSG Board Room at City Walk provides seating for 12 people. It is fitted with audio and visual technologies, provides HDMI and wireless connectivity via Clickshare and has a large smart screen. It will enable video conferencing and can also be used for teaching and/or training purposes.

2.3.1.5 Lecture and Training Rooms

The 2 Training Rooms and 1 Lecture Room will be used for teaching and training and are equipped with large smart screens which facilitate computer-based applications.

The Lecture Room (capacity for 25) each room has a suspended projector, built-in computer, terminals for laptops, and audio/video system and provides HDMI and wireless connectivity via Clickshare.

The Training Rooms have a capacity of 30 students each and feature smart screens, HDMI and wireless connectivity via Clickshare, enable lap-top connectivity and are designed to enable encourage classroom engagement and an enjoyable learning experience.

2.3.1.6 Meeting Rooms

MBRSG City Walk Campus has 6 Meeting Rooms, 3 with a seating capacity for 6 people and 3 with a seating capacity for 3 people each. Each meeting room is enabled with a smart screen and built-in computer, terminals for laptops, and audio/video system and provides HDMI and wireless connectivity via Clickshare. The Campus also provides for 2 Focus Rooms with a capacity of 2 people in each room, which can host small discussions should privacy be required.

2.3.1.7 Special Purpose Rooms

City Walk Campus has a dedicated File Room, equipped with fireproof cabinets, to maintain student files, exam documents, award documentation, and other sensitive institutional documentation.

City Walk Campus has a dedicated Server Room which hosts the School's servers and IT-related equipment for the safe and secure running of the School's IT Infrastructure.

City Walk Campus has 2 storage rooms dedicated to providing space for storage of documents and materials as required.

2.3.1.8 Open Plan – Faculty, Research and Administrative Staff

MBRSG has adopted an "Open Plan" approach to the provision of working spaces for faculty, researchers and administrative support staff. Dedicated work-stations are provided to all staff and the Office is designed to promote collegiality and teamwork across all staff at all levels. Staff and students have access to meeting rooms as required should privacy and confidentiality in discussions be required. Separate Offices are also provided for IT and Finance staff.

2.3.1.9 Collaboration Areas

The MBRSG City Walk Campus provides areas of open space which are referred to as "Collaboration Areas." Students or visitors may wish to sit in the seating provided in such spaces to conduct meetings or have a discussion.

The City Walk Campus also has a large balcony surrounding the First Floor Office Space. This area is furnished with tables, chairs and couches to enable meeting to occur, or as an extra study space, during the good weather. The outdoor balcony space can accommodate up to 64 people.

2.3.1.10 Printing Room and Printer Facilities

MBRSG provides a printing room with printing facilities and access to office supplies. Students can approach staff to assist with their printing requirements.

2.3.1.11 Library

The Library is situated to the left of the Reception point when entering the MBRSG City Walk Campus from the Lift. The Library has tables, chairs and seating to provide a comfortable study environment. A smart screen is also provided in the Library, should students need to interact virtually online. The Library provides a range of resources and services to help students undertake effective research and develop their information literacy skills. The Library provides digital services, research support, borrowing and lending privileges and library membership for students enrolled in a graduate degree program at MBRSG. Further information regarding the Library is provided in Section 2.4 of this Catalogue.

2.3.1.12 Café Points and Café (Pantry)

The MBRSG City Walk Campus has two dedicated Café points where visitors, students and staff can meet, have a snack and get a refreshment. There is also a room dedicated as a Café which provides a refrigerator, microwave, dishwasher, tea and coffee and snack facilities. The Café has seating with chairs and tables for up to 15 people.

2.3.1.13 Male, Female and Special Needs Restrooms

MBRSG City Walk Campus provides male, female and special needs restroom facilities on Campus.

2.3.1.14 Prayer Rooms

Prayer rooms are not available within the MBRSG City Walk Campus, however separate prayer rooms for men and women are available within 75 metres of the Campus on the Ground Floor of the City Walk Complex.

2.3.2 Campus Facilities and Resources – MBRSG at Dubai World Trade Centre- (Convention Tower)

The Mohammed Bin Rashid School of Government provides the following facilities and resources which are available to students on the 13th floor of the Convention Tower.

Table 2: MBRSG Campus Facilities- DWTC – Conventiuon Tower – 13th Floor

Facilities 13th Floor
Executive Conference Room
Board Room
Main Auditorium (Leadership Hall)
Microsoft Innovation Policy Centre (2 rooms)
Multimedia Production Facility (Green Room) – (renovation in progress)
Majilis
Prayer Room
Male, Female and Special Needs Restrooms
Administrative Offices
Staff and Faculty Pantry

A brief description of the key facilities on the 13th Floor at MBRSG DWTC are provided as follows:

2.3.2.1 Main Auditorium

The Main Auditorium has been designed to promote effective instruction, classroom discussion and conferencing. It can comfortably seat more than 60 students.

2.3.2.2 Translation services

A mobile wireless system is available for translation. It is programmed to ensure that, at any stage, more than two active languages can be translated and communicated through wireless headphones.

2.3.2.3 Video-Conferencing

This facility is also equipped with a video-conferencing system, allowing School groups to link up with other organizations elsewhere in the world.

2.3.2.4 Audio-visual Equipment in Teaching Rooms

Three teaching rooms and Board Room are equipped with a screen which facilitates computer-based applications. In addition, each room has a flip chart, suspended projector, built-in computer, terminals for laptops, an audio/video system, and a built-in VCR and DVD.

2.3.2.5 Conference Room

This U-shaped conference room can seat up to 22 students in an interactive environment, and this room has all the necessary audio-visual equipment associated with discussion and lecture teaching methods.

2.3.2.6 Audio-visual System in Conference Room

The facilities in the room are geared towards enhancing meaningful interaction between faculty and students. With adequate amplification, the room has its own smart board, DVD/VCR, projector, and computer for enhancing the quality of the teaching session.

2.3.2.7 Translation Services

For simultaneous translation services, this facility has a desk system in place, and this is programmed to ensure that at any stage more than two active languages can be translated and communicated from a soundproof booth and through wired headphones.

2.3.2.8 Microsoft Innovation Policy Centre

The 13th Floor has 2 rooms which comprise the Microsoft Innovation Policy Centre. The first room contains 14 computers on a round table and 2 screens to facilitate group meetings and activities. The second room is set-up in a classroom / training format with tables, chairs and a projection screen, suitable for up to 18 students.

2.3.2.9 Administrative Offices

The 13th Floor hosts Offices for the Executive President, the Executive President's Office staff, for some Director's and for administrative staff.

2.3.2.10 Majilis

The ambience of the Majlis serves as a useful area for entertaining high-profile dignitaries and guests.

2.3.2.11 Prayer Room

A Prayer room is available on the 13th Floor. Prayers rooms are also available in the Dubai World Trade Centre (Convention Centre), a short walk from the Convention Tower.

2.3.2.12 Pantry Facility

A Pantry is provided for staff and faculty to use. It is equipped with A refrigerator, microwave, a food preparation area and includes a dining table and seating arrangements.

2.3.2.13 Printing Room and Printer Facilities

MBRSG provides a printing room with printing facilities and office supplies.

2.3.2.14 Male, Female and Special Needs Restrooms

MBRSG provides male, female and special needs restroom facilities on the 13th floor near the Lift area.

2.3.2.15 Multimedia Production Facility (Green Room)

The School has implemented a multimedia production facility which includes a green room to enable the development and delivery of high-quality content for students. MBRSG has partnered with Jalinga Innovation Video Studio to install UAE a versatile and technologically advanced green room for video production, content creation and broadcasting. The room is currently being moved to the 13th Floor. It will be equipped with state-of-the-art equipment, professional-grade facilities, and a streamlined workflow processes makes it an ideal site for faculty to develop engaging content, broadcast classes in online mode of teaching which are of a high-quality and professionally produced.

The following technical specifications and features of the MBRSG Multimedia Production Facility (Green Room) include:

Studio Setup

- Spacious studio area with customizable set designs and backgrounds.
- Green screen capabilities for virtual backgrounds and special effects.
- Acoustic treatments to ensure optimal sound quality.
- Dedicated control room for monitoring and managing production.

Lighting and Camera

- Professional-grade lighting setup with adjustable intensity and color temperature.
- High-definition cameras with various lens options for different shooting requirements.
- Motorized camera rigs for smooth and dynamic shots.
- Teleprompter for scripted content delivery.

Studio Equipment

- Studio-quality microphones for capturing clear and crisp sound.
- Audio mixing console for real-time control and adjustments.
- Soundproofing to minimize external noise interference.
- Voiceover booth for professional narration and recording.

Post-production Facilities

- Advanced video editing software and workstations.
- High-performance computers for seamless rendering and processing.
- Color grading and correction tools for enhancing visual aesthetics.
- Sound editing and mixing capabilities for superior audio quality.

Live Streaming and Broadcasting

- High-speed internet connection for seamless live streaming.
- Multi-camera switching and video switching equipment for live production.
- Integration with popular streaming platforms and social media channels.
- On-screen graphics and overlays for branding and information display.

Control and Automation

- Centralized control system for managing lighting, cameras, and audio.
- Automation software for simplifying complex production workflows.
- Integration with teleprompter, prompter software, and other studio components.
- Remote access capabilities for monitoring and control.

2.3.3 Library Facilities

The mission of the Mohammed Bin Rashid School of Government library is to support teaching, research and lifelong learning by utilizing the best possible resources and latest information technologies. The library is situated in the City Walk Campus and aims to be a knowledge resource center for the region on issues related to public policy and administration. More information regarding the Library can be found in this Catalog under the Student Educational Services Section (See Section 2.4.2 below) and on the MBRSG website at http://www.mbrsg.ae/HOME/Library/Library.aspx

2.3.4 IT Support Facilities

The Information Technology Department, based at the City Walk Campus, provides a safe, secure, and reliable suite of IT services that supports teaching and learning, research and library services to enable students to study effectively. More information regarding the IT Support available can be found in this Catalog under the Student Educational Services Section (See Section 2.4.1 below) or by contacting the IT Department on (+971 4) 3175 648.

2.4 Student Educational Services

The Mohammed Bin Rashid School of Government is committed to providing an excellent education infrastructure and support services to enable students to study and learn effectively.

In this Section key educational services available to students in respect of Information Technology Services, Library Services, Student Affairs, Admissions and Program Relations, Faculty Affairs and Registrar and Student Affairs and Alumni.

2.4.1 Information Technology Services

The Information Technology (IT) Team will provide services to enable students to access and use MBRSG's electronic resources and services. The IT Team is responsible for maintaining all applications, software (i.e., SPSS), systems, networks, and technical capabilities across the School. This includes access to Wi Fi, video-conferencing conferencing, telephone services and voicemail. They will ensure internal data systems security and provide technical expertise to effectively manage the MBRSG website and its design and contents. The IT Team will provide technical support for the needs of students, faculty and employees. Support will also be provided for the Blackboard system (online learning) and technical support to develop educational material and solve computer problems.

New students upon enrolling in their graduate program of study should contact the IT Team to enable laptop access to the Internet through the School's secure wireless network, which will provide students with immediate access to research materials and online journals. Wireless networking is available throughout both floors of the School. The service is available to all staff and students of the Mohammed Bin Rashid School of Government, using a MBRSG academic password or, alternately, a MBRSG administrative password. The Information Technology Team will be available to assist students with any technology related issues by contacting them on (+971 4) 3175 648.

2.4.2 Library

The MBRSG Library, located at the City Walk Campus, aims to meet the research, teaching, and learning needs of its academic community by providing access to the best available resources and services. The Library staff has the required qualifications and experience to provide a range of services effectively and efficiently.

The Library and Knowledge Support Center is situated in the academic block at the City Walk Campus (1st Floor) and provides a range of resources and services to support research, teaching and learning in a collaborative environment at MBRSG. The Library provides digital services, research support, borrowing and lending privileges and library membership for students enrolled in a graduate degree program.

The Library makes available to students' access to various electronic subscriptions (databases and journal articles) for printing and downloading (subject to copyright provisions). A state-of-the-art electronic resource discovery tool (EBSCO EDS) is employed to search across multiple databases for an effective resource discovery.

MBRSG continues to develop the library collection (hard copy and electronic resources) to support our graduate program(s).

Student requests to acquire books and recommendations for subscription to academic journals are welcomed and are assessed based on the Collection Development Policy.

MBRSG has a fully resourced library containing over 7000 books in print and over 200,000 eBooks in electronic format through its subscription to eBook Central platform. The collection is focused on key subject areas related to public policy and public administration. Some of the main subject areas are:

- Public Policy
- Public Administration
- Electronic Government
- Public Finance & Economics
- Ethics in Public administration
- Research Methods
- Political Science
- Leadership
- Human Resource Management
- Organizational Behavior
- Knowledge Management
- Middle Eastern Studies

2.4.2.1 Online Access to Journals and Databases

Access to the School Library databases is based on IP authentication as well as remote access using individual login access. All MBRSG registered library users have unlimited access on the campus network and remotely including wi-fi. Students should contact the librarian for individual user ID and Passwords to access these resources remotely or through mobile devices.

The MBRSG Library provides access to electronic databases including:

- EBSCO Business Source Premier
- EBSCO Arab World Research Database
- EBSCO EDS
- Proquest ABI/Inform Global
- Proquest eBook Central
- JSTOR
- Al-Manhal (Arabic)

- ARADO (Arabic)

2.4.2.2 Library Services

The Library provides the following services for enrolled students studying at MBRSG:

2.4.2.2.1 Open Learning Resources

The library is equipped with the latest computers providing access to the Internet, Microsoft Applications, and Statistical Databases. These computers are connected to the central printing services.

2.4.2.2.2 Reference and Lending Services

The library provides active research, reference and lending services during operating hours. Readers are encouraged to consult the librarian to locate the desired material and lend books.

2.4.2.2.3 Inter-Library Cooperation

If a particular article or research paper is not found in our subscribed databases, the library can acquire it through its inter-library lending network. Library users may forward their inquiries on document delivery services to the librarian. The document requests are fulfilled within 24 hours.

2.4.2.2.4 Information Literacy Skills Enhancement Program

The library has an active information literacy skills enhancement program. The program enables students to improve their information literacy skills for lifelong learning. It helps them find, evaluate, and use the needed information effectively. The Library and Knowledge Support staff facilitates the Information Literacy Skills Enhancement Program and can be contacted via e-mail at library@mbrsg.ac.ae for further information and assistance.

2.4.2.3 Lending Privileges

Students may borrow a total of six (6) books at any time for a maximum loan period of two (2) weeks each.

2.4.2.3.1 Lending Rules

- Users must produce a valid MBRSG ID card to borrow books.
- Periodicals, current and back issues, are not to be issued.
- Reference books cannot be borrowed and taken out of the library.
- A user may renew a book if it is not requested by any other user.
  A fine of 1.00 AED per day will be imposed if an item is not returned by the due date.
  Lost or damaged material will have to be paid by the user.

2.4.2.4 General Library Rules

- All users are expected to observe silence and keep their mobiles in silent mode so that other readers do not feel distracted.
- Copyright laws will be strictly observed in respect to students making photocopies of any materials.

2.4.3 Student Affairs and Alumni

The Manager of Student Affairs offers services to current students of MBRSG and our graduates (Alumni). The remit of the Manager of Student Affairs concerning current students is essentially a pastoral care role. Should students need any support they should contact the Manager of Student Affairs for either direct assistance or referral assistance particularly in respect of health, counseling, study support or careers services.

The Manager of Student Affairs will help organize and encourage student involvement in curricular and non-curricular related activities. This may include involving students in community service, field trips, and experimental education opportunities, which link their learning with community related services to enhance their skills and enrich their educational experience.

The Manager of Student Affairs will also provide help to international students to adapt culturally and academically to life in the UAE and to their graduate studies. This will normally occur as part of the Orientation Session and be evaluated in the New Student Experience (enrolment) Survey. Once a student has graduated from the Mohammed Bin Rashid School of Government, they become our Alumni and are considered Ambassadors to build and promote the reputation and graduate programs of MBRSG. The Manager of Student Affairs is responsible for leveraging and developing our Alumni Association to provide services concerned with seminars, conferences, and professional support to facilitate networking and career development opportunities.

2.4.3.1 Student Affairs Committee

MBRSG makes available the opportunity for students to be part of the Student Affairs Committee. This Committee provides a forum for students and is responsible for ensuring that all matters relating to students, their education, facilities, disciplinary concerns, grievances and appeals are addressed and enhanced. The members of this committee will include an IT officer, facilities officer, faculty representative, library representative, three student representatives, Manager of Student Affairs and the Director of Academic Affairs.

Students who are interested in arranging an activity need to contact their representatives on the Student Affairs Committee to have it approved.

2.4.3.2 Student Associations

MBRSG students may, through a letter addressed to the Manager of Student Affairs, request to establish student associations that are consistent with the learning outcomes, vision and mission of the program and institution. Approval for such associations will be determined by the Dean.

2.4.3.3 Alumni Association

MBRSG graduates can become members of the Alumni Association, which serves as a platform for connecting with MBRSG's extensive networks of distinguished Arab public policy and public administration leaders. Members will have opportunities for participation and exchange at the School, through online alumni communities, and at alumni gatherings held around the Arab world.

2.4.3.4 Career Counselling Services

MBRSG provides students access to professional career counselling via a service agreement contract. Should students wish to avail themselves of the career counselling services, they should contact the Manager of Student Affairs who will arrange a career counselling session appointment.

2.4.3.5 Professional Counselling Services

MBRSG provides students access to professional (psychological) counselling via a service agreement contract. Should students wish to avail themselves of the professional (psychological) counselling services, they should contact the Manager of Student Affairs who will arrange an appointment.

2.4.4 Admissions

The first point of contact a prospective student is likely to have with the Mohammed Bin Rashid School of Government is with the Admissions team within the Admissions and Registration Section at MBRSG. The Admissions team provides all relevant services and support to enable a student to find information in relation to a graduate program of study and then guide them through the Admission Process.

The key responsibilities of the Admissions team include:

- Managing all aspects of students' admission
- Evaluating the admission credentials of each graduate applicant and determining the admission eligibility furthermore to inform the students of their admission status.
- Ensuring that all new students meet the admissions requirements of MBRSG in accordance with those stipulated by the CAA standards.
- Creating, managing, and securing the student file (hard and electronic) with all relevant documentation necessary to make an accurate admission determination.
- Liaising with various government departments and other sectors to promote and market MBRSG academic programs.
- Disseminating information and responding to prospective students queries about the academic programs and about the admission requirements.
- Accurately publishing official information about graduate programs offered at MBRSG.
- Attracting international students, to enrich students' experience and to enhance the School reputation globally.

2.4.5 Registrar's Office

Once you have accepted an Offer Letter of Admission by completing the online Acceptance Form to secure your place in a graduate program of study at the Mohammed Bin Rashid School of Government; your next point of contact for support will be with the Registrar's Office which is part of the Admissions and Registration Section at MBRSG.

2.4.5.1 Online Enrolment and Tuition Fees Information

The Registrar's Office will guide you through the online process of enrolment during the enrolment (registration) period each semester. The Registrar's Office will confirm that you have:

(a) been enrolled in a specific Module or Modules for study in the upcoming academic semester, and
(b) the applicable tuition fees payable (based on number of Module(s) enrolled in).

Students may not attend class until they have formally enrolled in their Module(s)

Throughout your studies, the Registrar's Office will assist you with any queries or concerns you have regarding any non-classroom related queries you have regarding your graduate program of study. This will include clarification of the application of relevant policies or procedures and your rights and responsibilities in relation to such policies. Regarding academic issues, a graduate student's first point of contact is likely to be their Module Leader or their Academic Advisor.

2.4.5.2 Registrar's Office Services and Support

The services that the Registrar's Office can provide to graduate students include, but are not limited to:

- Providing academic information and internal awareness in accordance with the established procedures and policies.
- Updating and collecting relevant data from faculty and/or the relevant Board's in relation to Module Handbooks, grading rubric's, student grades and Module files.
- Ensuring that the educational process and the delivery of lectures are conducted according to the approved academic schedule, and to issue and publish academic timetables.
- Managing, updating and maintaining students' official records in accordance with all regulatory requirements
- Updating and reviewing students' records, grades and related academic decisions and ascertain eligibility to continue or to graduate.
- Issuing transcripts and letters of permission.
- Verifying academic standing and follow up the completion of studies.
- Arranging graduation. (i.e., follow up on graduation procedures, final grades and certificates, and graduation robes etc.).
- Preparing, publishing, and updating the Student Handbook detailing all degree requirements and School regulations.
- Providing formal written confirmation and notification to students (either in hard copy and/or electronic format) in relation to academic performance (grades, progression, achievement of awards), academic integrity or misconduct, student appeals based on academic grievance or mitigating circumstances, or any other such student related issue based on direction from the Executive President, the Dean, the Director of Academic Affairs and/or relevant School Board, Committee or Council.

2.5 Student Rights and Responsibilities

The Mohammed Bin Rashid School of Government is committed to enabling an excellent student experience , through the provision of facilities, resources, services and staffing, that fosters a learning environment that is supportive of teaching and learning, research and executive education and embodies the School's values to innovate, collaborate, empower and excel.

To this end MBRSG will conduct its activities in accordance with the premise that all students will respect and are provided with the following rights and responsibilities:

2.5.1 Maintain MBRSG Core Values

- Students (and staff) at MBRSG are encouraged to maintain and demonstrate the School's values to innovate, collaborate, empower and excel in their studies and interactions with others at, and while representing, MBRSG.

2.5.2 Comply with Academic Integrity requirements and avoid Misconduct

- All students are expected to abide by the requirements of academic integrity and avoid misconduct regarding academic and non-academic behaviours in accordance with the provisions of the Academic Integrity and Misconduct Policy (P-ACD-118)

2.5.3 Comply with MBRSG Policies and Procedures

- All students are expected to abide by the requirements detailed in MBRSG's Policies and Procedures. Should a student need more information as to MBRSG's Policies and Procedures, they should contact the School Registrar at kieran.ross@mbrsg.ac.ae

2.5.4 Respect MBRSG facilities, resources, staff and students

- All students are expected to conduct themselves in a manner that shows respect for all School facilities and resources, whether physical, digital or personal. Students are expected to show and be treated with respect when interacting with staff, faculty and students during their studies at MBRSG and/or when representing MBRSG. Students are required to respect UAE cultural norms and to dress modestly, not wear revealing clothing, or clothing with slogans or logos that may be deemed offensive. Students may be referred to the Student Disciplinary Board in such instances.

2.5.5 Responsibility to ensure that all Student Information provided is accurate and current

- Students have the responsibility to ensure that they provide accurate information regarding their circumstances when studying at MBRSG and when they become an Alumni. Should students or Alumni need to update their information they can update information via the student portal from the MBRSG website or contact the School Registrar at kieran.ross@mbrsg.ac.ae

2.5.6 Responsibility to Submit Assessments on time and meet published deadlines

- All students are expected to be aware of and ensure they meet published deadlines related to assessment submissions and/or requests for information requested by staff at MBRSG. Should a student be unable to meet a published deadline, they should contact the faculty member concerned or the School Registrar at kieran.ross@mbrsg.ac.ae.

2.5.7 Right to a Safe and Supportive Study Environment

- All students have the right to a safe and supportive study environment at MBRSG., which is conducive to research and teaching and learning, and free from discrimination and harassment. Furthermore, smoking is not allowed on Campus at MBRSG. Students are encouraged to report any issues related to the campus, facilities, staff or student behaviour in a timely manner. Students may contact the School Registrar at kieran.ross@mbrsg.ac.ae or the Student Affairs Manager at hayathem.shukri@mbrsg.ac.ae to report such issues. In an emergency situation a student should contact the nearest member of staff or MBRSG Security for assistance.

2.5.8 Right to Seek and Provide Feedback

- All students have the right to seek and be provided with feedback, in a timely manner (normally 14 days), regarding academic assessment submissions. Students also have the right to receive feedback regarding suggestions for improvements, complaint resolution and results of survey information provided during their studies at MBRSG.

2.5.9 Rights of Appeal and Academic Grievance

- All students have a right to appeal regarding an academic or non-academic decision made regarding their studies at MBRSG. Rights of appeal, and the process of appeal are documented in specific MBRSG policies and procedures. Students may also submit an academic grievance in accordance with the Student Academic Grievance Policy (P-ACD-117).

- For further information on rights of appeal or academic grievance process, students can contact the School Registrar at kieran.ross@mbrsg.ac.ae or the Student Affairs Manager at hayathem.shukri@mbrsg.ac.ae .

2.5.10 Right to Student Privacy

- The School protects students' rights and privacy and will not release any educational records or any other information personally identifying student without the student's signed dated written permission. However, in circumstances within the extent of UAE federal and local laws. The School may be required to provide student information to the relevant authority. MBRSG will apply such laws and requests accordingly.
- For further information on students' records, please check with the Registrar at kieran.ross@mbrsg.ac.ae to attain the MBRSG Student Records Policy.

2.6 Student Experience

The Mohammed Bin Rashid School of Government (MBRSG) is committed to providing excellence in research, teaching, and learning across all graduate program(s) of study. Our graduates are our ambassadors, upon which we build our academic reputation, and many do and will, lead and actively contribute to the development of public policy in Dubai and the UAE over the years to come. To this end, MBRSG has instituted a comprehensive framework of 'action and review' to provide an excellent and holistic student study experience. The student experience is governed in accordance with a comprehensive set of policies and procedures. These are available to all students (via a request to the Registrar's Office and/or available in the Graduate Student Handbook), to ensure transparency and consistency in the decision-making processes within the School.

The Department of Planning and Institutional Effectiveness collects and reports on relevant statistical data to measure student satisfaction and to guide continuous improvement in the School's core teaching and service provision activities.

MBRSG has developed numerous activities to ensure students admitted to a graduate program of study have every opportunity to reach their potential and successfully complete their studies.

MBRSG recognizes that many graduate applicants may have had a significant break between completing their undergraduate studies and enrolling in a graduate program. The MBRSG Orientation Session; together with an optional series of educational enrichment workshops and the compulsory Foundation Course for Research Methods in Public Policy (ASM001), have been developed to enable students to successfully integrate into graduate level studies.

Academic Advisors and our Student Support Services will help graduate students plan their program of study and address any academic and/or non-academic issues students are facing during their program of study.

MBRSG collects a wide variety of statistical information for internal and regulatory purposes, which provide an indication as to student performance, achievement and satisfaction and therefore their graduate student experience. From an academic perspective, MBRSG is continuously looking to drive best practices to enhance; student retention, progression, overall average grades, pass and graduation rates year on year. MBRSG undertakes numerous student surveys each year, throughout and after a student's program of study to assess student satisfaction. Such surveys include the New Student Enrolment Survey, Module Evaluation Survey, Graduate Survey and Alumni Survey. Opportunities also exist for students to address any immediate academic or non-academic issues they may be experiencing either by contacting the Admissions and Registration Section, Manager of Student Affairs and Alumni, their Academic Advisor, their Module Leader, their Program Leader, the Director of Academic Affairs, or the Dean.

As a School focused on graduate level tuition, MBRSG realises that most of our students are likely to be working professionals endeavoring to balance work, study and family commitments. To this end, MBRSG does provide like-minded students the opportunity to form Clubs or Groups to enhance their overall graduate study experience. Information regarding the development of such Clubs or Groups can be obtained from the Manager of Student Affairs and Alumni.

MBRSG understands that the core focus for a superior graduate student experience is the delivery and participation in a challenging and engaging teaching and learning environment. To this end, MBRSG has experienced and qualified faculty and provides a comfortable and technologically enabled facilities and learning environment to enable all students to achieve their goals.

At MBRSG we look forward to working with you to provide an excellent student experience throughout your graduate program of study.

Section 3 Academic Policies, Procedures and Regulations

The Mohammed Bin Rashid School of Government has developed relevant policies and procedures to enable students studying in graduate programs to be admitted to, enrolled in and graduate from their chosen program of study.

All policies and procedures relevant to the operations of the Mohammed Bin Rashid School of Government are documented in the IE Policies and Procedures Manual. This Manual is maintained by the Department of Planning and Institutional Effectiveness. Academic relevant policies and procedures will be made available to students on the Student Information System, on Blackboard (virtual learning environment) from the Registrar's Office. For more information, please contact the Registrar at kieran.ross@mbrsg.ac.ae .

For the purposes of this Graduate Academic Catalog for the 2024/2025Academic year, specific policies and procedures in relation to Admissions, Tuition and Fees, Enrolment, Academic Integrity and Misconduct, Module Grades and Academic Standing, Dissertation, Student Appeals, Graduation and Program Completion will be outlined in the relevant Sections that follow within this Catalogue.

Section 4 General Information for Prospective and Current Graduate Students

4.1 General Information on Graduate Programs of Study available at MBRSG

The Mohammed Bin Rashid School of Government, in accordance with its mission and vision, seeks to develop and offer a range of graduate programs to prepare, qualify and empower tomorrow's leaders, and by strengthening government capacity in the UAE and the Arab world. Our School aims to promote effective public policy through focusing on applied research and engaging the public and private sectors in the development process. You will be advised, guided, and taught by highly qualified faculty from across the world. We therefore invite you to familiarse yourself with our graduate program(s) and the admission process.

4.2 Graduate Programs of Study available at MBRSG

The Mohammed Bin Rashid School of Government currently offers graduate programs of study at the Masters level and various Postgraduate Diploma (Exit) awards. More detailed information in respect of each Master program and Postgraduate Diploma (Exit) awards are explained in Section 5 of this Catalog. The program and award titles and completion information are noted below:

4.2.1 Master of Public Administration (MPA)

To be awarded a Master of Public Administration degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

4.2.1.1 Postgraduate Diploma in Public Administration (PgD)

No Postgraduate Diploma in Administration is offered as an Exit award from the Master of Public Administration degree program.

4.2.2 Executive Master of Public Administration (EMPA) - Arabic

To be awarded an Executive Master of Public Administration (Arabic) degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

4.2.2.1 Postgraduate Diploma in Public Administration (PgD) – (Arabic) – *Exit Award Only*

To be awarded a Postgraduate Diploma in Public Administration (Arabic), the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above. This is an Exit Award only from the Executive Master of Public Administration (Arabic) degree.

4.2.3 Executive Master of Public Administration (EMPA) – English – (*Not Offered in 2024/2025*)

To be awarded an Executive Master of Public Administration (English) degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

4.2.3.1 Postgraduate Diploma in Public Administration (PgD) – (English) – *Exit Award Only*

To be awarded a Postgraduate Diploma in Public Administration (English), the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above. This is an Exit Award only from the Executive Master of Public Administration (English) degree.

4.2.4 Master in Innovation Management (MIM)

To be awarded a Master in Innovation Management degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

4.2.4.1 Postgraduate Diploma in Innovation Management (PgD) - *Exit Award Only*

To be awarded a Postgraduate Diploma in Innovation Management, the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above. This is an Exit Award only from the Master in Innovation Management degree program.

4.2.5 Master in Public Policy (MPP)

To be awarded a Master in Public Policy degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

To be awarded a Master in Public Policy, the program requires the successful completion of four (4) Core Modules, two (2) Elective Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

4.2.5.1 Postgraduate Diploma in Public Policy (PgD) – *Exit Award Only*

To be awarded a Postgraduate Diploma in Public Policy, the program requires the successful completion of four (4) Core Modules and two (2) Elective Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above.

To be awarded a Postgraduate Diploma in Public Policy, the program requires the successful completion of four (4) Core Modules and two (2) Elective Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above.

More comprehensive information for each graduate program is provided at ***Section 5 "Graduate Program Information"*** of this Academic Catalog.

4.3 Graduate Program Admission Information and Application Process

4.3.1 Information on Admission to Graduate Studies at MBRSG

Admission to a graduate program of study at MBRSG is through the Admissions and Registration Section. Applicants should address all enquiries to:

Mohammed Bin Rashid School of Government
Admissions and Registration Section
Level 1, Building 2, City Walk Area
P.O. Box 72229
Dubai, United Arab Emirates
Tel: +971-4-329-3290 /+ 971-4-317-5548/ +971-4-317-5645
Fax: +971-4-329-3291
E-mail: admissions@mbrsg.ac.ae

The Admissions and Registration Section is responsible for receiving inquiries and admitting students to MBRSG programs. Other tasks of this Section include developing the Graduate Academic Catalog, promoting MBRSG programs, maintaining students' personal and academic records, ensuring the security, privacy and confidentiality of these records and implementing the academic policies and regulations of the School concerning graduate admission. The Admissions and Registration Section is the only section with authority to admit students to a graduate program of study at MBRSG.

4.3.2 Information on Application Requirements

All applicants seeking admission to a graduate program of study must submit an Online Application for Admission available from the MBRSG website at https://www.mbrsg.ae/home/programs/introduction .

The *Apply Online Tab*, relevant to the specific Academic Program of study the applicant wishes to apply to, details the terms and conditions of Admission, the documents required to be submitted as part of the Admission process and a (full or part-time) link to the Student Portal (Quercus, Student Information System) which will enable an applicant to commence and complete the Online Application Process.

The application process for candidates wishing to apply for post-graduate programs at MBRSG will include, but are not limited, to the following:

- Completion of the online Graduate Study Application Form available on the Student Information System accessible via the Academic Program link from the MBRSG website.

- Provision of attested official university and college degrees and transcripts (back and front), from a recognized Bachelor's degree, earned in a discipline appropriate for the prospective graduate degree, with a minimum (equivalent) Grade Point Average (GPA) of 3.00 (on a 4.0 Scale) for full admission or 2.50 (on a 4.0 Scale) for Conditional Admission.
- Provision of an equivalence certificate from the Ministry of Education in the United Arab Emirates for degrees completed outside the United Arab Emirates.
- Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for EmSAT or TOEFL or Academic IELTS scores as required to satisfy the *English language proficiency requirement*, relevant to the graduate program of study:
    - Full Admission: Master Program taught in English: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (1400 or more) or (ii) a TOEFL score of 550 or more (213 CBT, 79 iBT) equivalent or IELTS (6.0 or more) OR
    - Conditional Admission: Master Program taught in English: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for an (i) EmSAT score of a minimum of 1250, OR (ii) a TOEFL score of 530 or more (197 CBT, 71 iBT) equivalent OR an IELTS (Academic) score of a minimum of 5.5.
    - Full Admission: Master Program taught in Arabic: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (950 or more) or (ii) a TOEFL score of 450 or more (133 CBT, 45 iBT) equivalent or IELTS (4.5 or more).
- For a Master Program taught in Arabic: Arabic language proficiency requirement, in the form of an EmSAT exam, is no longer an admission requirement as per advice from the Ministry of Education in the UAE.
- Provision of a Passport copy (*personal details page, Ethbara Number page and/or visa page (if applicable))*
- Provision of two passport-size photos.
- Provision of an Emirates ID card (if relevant)
- Provision of a Family Book (if relevant)
- Provision of their Curriculum Vitae
- Provision of a short essay to demonstrate your reasons for wanting to study in the program.
- Provision of two individual, sealed reference letters.
- Confirmation that the relevant work experience requirement has been satisfied: (a minimum of five (5) years for EMPA (English or Arabic) programs).
- An interview may also be required as part of the admission process.

Applicants must satisfy both the general MBRSG requirements for graduate admission and/or any graduate program-specific admission criteria. The Admissions and Registration Section, or if circumstances require, the Director of Academic Affairs, will determine if the applicant meets the School requirements for graduate admission.

A member of the Admissions and Registration Section will notify the applicant of the School's decision as to whether to admit the applicant to a graduate program of study or not and the reason(s) for the decision.

4.3.3 Applications for Admission Timeframes and Deadlines

Applicants should submit the required documents and complete the online Application for Admission process by the due date to be eligible to for Admission to a graduate program of study for the upcoming semester. Deadline date(s) for Admission each semester are detailed on the Academic Program pages specific to each graduate program which are published on the School website:
http://www.mbrsg.ae/home/programs.aspx

4.3.3.1 Deadlines for Applications for Admission at MBRSG for the 2024/2025 Academic Year

- **Fall Semester 2024/2025.**

Friday 16th August 2024.

- **Spring Semester 2024/2025.**

Friday 24th January 2025.

Acceptance of late applications for admission to a graduate program of study at MBRSG will be determined at the discretion of the Director of Academic Affairs.

International students are advised to contact the Admissions & Registration Section at admissions@mbrsg.ac.ae to check on any additional requirements.

4.3.3.2 International Student Applications or Applicants with International Qualifications

International applicants (students living outside the UAE), and students who are graduates from higher education institutions located outside the UAE, as part of their application for admission process, are required to complete the online Application for Admission Form and provide all supporting documents to the Admissions & Registration Section by the following dates:

- **Fall Semester 2024/2025.**
  Friday 9th August 2024.
- **Spring Semester 2024/2025.**
  Friday 17th January 2025.

Acceptance of late applications for admission to a graduate program of study at the Mohammed Bin Rashid School of Government will be determined at the discretion of the Director of Academic Affairs or the Dean.

International applicants and applicants with degree certificates from higher education institutions outside the UAE, are required to present an equivalency of their degree certificates from the UAE Ministry of Education located in Abu Dhabi, UAE. This necessitates that applicants prepare and attest all the required documents before leaving their home country or the country they have graduated from.

For details on the attestation and equivalency processes, contact the Admissions and Registration Section at admissions@mbrsg.ac.ae. Admitted international students who need visas for the UAE should submit the visa application form (available upon request from the Admissions and Registration Section) at least two months prior to commencement of classes.

4.3.4 MBRSG Requirements for Graduate Admission

MBRSG seeks candidates who are highly motivated, outward looking, open to new ideas, and able to share insights from their own work experience. Applicants will be evaluated on academic preparation and the depth and quality of experience, as demonstrated by work history, references, and the applicant's essays.

4.3.4.1 Full Admission – EMPA, MPA, MIM & MPP Programs

As specified in the Graduate Admissions Criteria Policy (P-REG-101), applicants should satisfy the following general admissions criteria for full admission to Graduate programs at MBRSG. However, potential applicants are advised to refer to the work experience requirements (if relevant) for different programs.

4.3.4.1.1 General Admission Requirements for Full Admission

1. Completion of the online Graduate Study Application Form available on the Student Information System accessible via the Academic Program link from the MBRSG website.
2. Provision of attested official university and college degrees and transcripts (back and front), from a recognized Bachelor's degree, earned in a discipline appropriate for the prospective graduate degree, with a minimum (equivalent) Grade Point Average (GPA) of 3.00 (on a 4.0 Scale).
3. Provision of an equivalence certificate from the Ministry of Education in the United Arab Emirates for degrees completed outside the United Arab Emirates.
4. Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for EmSAT or TOEFL or Academic IELTS scores as required to satisfy the *English language proficiency requirement*, relevant to the graduate program of study:

a. Full Admission: Master Program taught in English: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (1400 or more) or (ii) a TOEFL score of 550 or more (213 CBT, 79 iBT) equivalent or IELTS (6.0 or more) OR
b. Full Admission: Master Program taught in Arabic: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (950 or more) or (ii) a TOEFL score of 450 or more (133 CBT, 45 iBT) equivalent or IELTS (4.5 or more).

5. For a Master Program taught in Arabic: Arabic language proficiency requirement, in the form of an EmSAT exam, is no longer an admission requirement as per advice from the Ministry of Education in the UAE.
6. Provision of a Passport copy (*personal details page, Ethbara Number page and/or visa page (if applicable))*
7. Provision of two passport-size photos.
8. Provision of an Emirates ID card (if relevant)
9. Provision of a Family Book (if relevant)
10. Provision of their Curriculum Vitae
11. Provision of a short essay to demonstrate your reasons for wanting to study in the program.
12. Provision of two individual, sealed reference letters.
13. An interview may also be required as part of the admission process.
14. Meet the Work Experience Requirements for each graduate program: Please see Table 3 below.

Table 3: Work Experience Requirements for Program Admission

Program	Work Experience
Executive Master of Public Administration (English)	Minimum of five years of experience
Executive Master of Public Administration (Arabic)	Minimum of five years of experience
Additional Requirements: The work experience is in addition to the general admission requirements detailed in the Graduate Admissions Criteria Policy (P REG 101).	

4.3.4.2 Conditional Admission for Master Degrees taught in the English Language Only

As specified in the Graduate Admissions Criteria Policy (P REG 101), applicants should satisfy the following admissions criteria for conditional admission to a Graduate program, that is taught in the English Language.

4.3.4.2.1 Conditional Admission – English Language Proficiency and Grade Point Average

To be considered for Conditional Admission under the English Language Proficiency and Grade Point Average provisions requires:

1. Completion of the online Graduate Study Application Form available on the Student Information System accessible via the Academic Program link from the MBRSG website.
2. Provision of attested official university and college degrees and transcripts (back and front), from a recognized Bachelor's degree, earned in a discipline appropriate for the prospective graduate degree, with a minimum (equivalent) Grade Point Average (GPA) of 2.5 (on a 4.0 Scale).
3. Provision of an equivalence certificate from the Ministry of Education in the United Arab Emirates for degrees completed outside the United Arab Emirates.
4. Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for EmSAT or TOEFL or Academic IELTS scores as required to satisfy the *English language proficiency requirement*, relevant to the graduate program of study:
    a. Full Admission: Master Program taught in English: Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (1400 or more) or (ii) a TOEFL score of 550 or more (213 CBT, 79 iBT) equivalent or IELTS (6.0 or more) OR
5. Provision of a Passport copy (*personal details page, Ethbara Number page and/or visa page (if applicable))*
6. Provision of two passport-size photos.
7. Provision of an Emirates ID card (if relevant)
8. Provision of a Family Book (if relevant)
9. Provision of their Curriculum Vitae
10. Provision of a short essay to demonstrate your reasons for wanting to study in the program.
11. Provision of two individual, sealed reference letters.
12. An interview may also be required as part of the admission process.
13. Confirmation that the relevant work experience requirement (if relevant) has been satisfied as per Table 3 on page 72 above.

4.3.4.3 Conditional Admission for (Executive) Master Degrees taught in the Arabic Language Only

As specified in the Graduate Admissions Criteria Policy (P REG 101), applicants should satisfy the following admissions criteria for conditional admission to a Graduate program, that is taught in the Arabic Language.

4.3.4.3.1 Conditional Admission – Grade Point Average, English Language Proficiency and Arabic Language Proficiency

To be considered for Conditional Admission under the Grade Point Average, English Language Proficiency and Arabic Language Proficiency provisions requires:

1. Completion of the online Graduate Study Application Form available on the Student Information System accessible via the Academic Program link from the MBRSG website.
2. Provision of attested official university and college degrees and transcripts (back and front), from a recognized Bachelor's degree, earned in a discipline appropriate for the prospective graduate degree, with a minimum (equivalent) Grade Point Average (GPA) of 2.5 (on a 4.0 Scale).
3. Provision of an equivalence certificate from the Ministry of Education in the United Arab Emirates for degrees completed outside the United Arab Emirates.
4. Provision of a current (no more than 2 years old) Official standardized test score(s) document issued for (i) EmSAT (950 or more) or (ii) a TOEFL score of 450 or more (133 CBT, 45 iBT) equivalent or IELTS (4.5 or more) to satisfy the *English language proficiency condition*.
5. A minimum of five (5) years of documented professional work experience (gained prior to admission).
6. Provision of a Passport copy (*personal details page, Ethbara Number page and/or visa page (if applicable))*
7. Provision of two passport-size photos.
8. Provision of an Emirates ID card (if relevant)
9. Provision of a Family Book (if relevant)
10. Provision of their Curriculum Vitae
11. Provision of a short essay to demonstrate your reasons for wanting to study in the program.
12. Provision of two individual, sealed reference letters.
13. An interview may also be required as part of the admission process.
14. Confirmation that the relevant work experience requirement has been satisfied as per Table 3 on page 72 above.

4.3.4.4 Conditional Admission Requirements – Additional Requirements (All Graduate Programs)

Students applying for conditional entry admission may also be interviewed by the Program Coordinator of their intended degree program and/or the Director of Academic Affairs. They will then provide an explanation of their reasons for recommending or not recommending an applicant to be admitted. The recommendation will be kept in the student admission file (hard copy or digitally).

Students granted conditional admission will also be required to take the (ASM001) "*Foundation Course for Research Methods in Public Policy*" during their program of academic study. It is a "Not for Credit" Module but will appear on the student's academic transcript.

4.3.4.5 Conditional Admission Requirements – Enrolment Restrictions (All Graduate Programs)

Students admitted on conditional basis to a graduate program of study will normally be limited to studying two (2) Modules (20 CATS credits each) of coursework, thus a total of 40 CATS Credits, in the first semester of study.

In extraordinary circumstances, at the discretion of and upon approval by the Director of Academic Affairs (or nominee appointed by the Dean), a conditionally admitted student may study three (3) Modules (20 CATS credits each) of coursework, thus a total of 60 CATS Credits, in the first semester of study. This is in accordance with provision 6.3.8 of the *Standards 2019*.

4.3.4.6 Satisfying Conditional Admission Requirements – Timeframe

The progress of students granted Conditional Admission will be monitored by the Director of Academic Affairs (Chair of the Progression Board), who will lead a review of the performance of each conditional entry student as part of Progression Board Meetings held at the end of each semester.

Students granted Conditional Admission under the provisions noted at Sections 4.3.4.2 or 4.3.4.3 above must have satisfied the relevant language proficiency condition (as noted in Section 4.3.4.1.1) and achieve an overall average grade (GPA) of at least "Pass with Merit" to continue into their second semester of study.

Upon achievement of the language proficiency and Overall Average Grade provisions, the student's admission status will no longer be considered as conditional. If the student does not obtain the minimum average grade of at least "Pass with Merit", he or she may be dismissed from the program.

The Chair of the Progression Board may use their discretion to determine whether students, who achieve a grade within three (3) marks of a grade "Pass with Merit" can

continue in the program. If such a decision is made the student will be subject to *academic probation*.

Failure to meet the Language Proficiency and Overall Average Grade requirements (Pass with Merit) criteria by the end of the first semester of study will lead to the student:

- Having to defer for the following semester (to meet the language proficiency requirement).
- Upon the decision of the discretion of the Chair of the Progression Board, who achieve a grade "Pass" or "Pass with Credit" but do not achieve a grade "Pass with Merit" may be given the opportunity to repeat the Module(s) (once).
- Having to withdraw from the program or study.
- Having to seek special consideration from the Dean or Director of Academic Affairs for an extension in which to satisfy the condition due to unforeseen or extraordinary circumstances which would also require supporting documentation.

Students will not be allowed to progress to the second semester subject to satisfying the provisional conditions as noted in Graduate Admissions Criteria Policy (P-REG-101).

The Registrar will notify students, in writing (in Letter or e-mail format), at the end of the first semester of study of their admission status. This will occur within seven (7) days of official grades being released by the Examination Board and of decisions made by the Progression Board. Student file records will be updated to reflect the decision.

4.3.5 Preparatory Courses: Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about what being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided in the following Table:

Table 4: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	14:00 – 14:30	14:30 – 14:45	14:45 – 15:30	15:30 – 16:00	Prayer Break	16:45 – 18:00	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

4.3.5.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - Friday 16th, Saturday 17th and Sunday 18th August 2024: New EMPA, MPA, MPP and MIM students).
- **Spring Semester 2025**
    - Friday 24th, Saturday 25th and Sunday 26th January 2025: New EMPA, MPA, MPP and MIM students).

4.3.5.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

4.3.6 Foundation Course for Research Methods in Public Policy (ASM001)

All students admitted to a graduate program of study take the "*Foundation Course for Research Methods in Public Policy"* (ASM001). This is a "not for credit" Module. This Module will be included on their Academic Transcript and is a Pass/Fail Module only. The aim of this compulsory foundation Module is to ensure that all students have a minimum level of understanding in basic statistics and research methods, prior to studying a Research Methods Module or undertaking a Dissertation at postgraduate level.

4.3.7 Transfer of Credits and Advanced Standing

The Mohammed Bin Rashid School of Government (MBRSG) does not currently allow students seeking admission to a graduate program of study the ability to transfer credits, have prior learning recognized or provide for advanced standing to be counted towards CATS Credits in the graduate program of study they are applying for.

All students applying for admission to a graduate program of study will therefore be required to complete the full program requirements of 180 CATS credits. Students seeking Re-Admission to a graduate program of study at MBRSG may have previous credits recognized in accordance with the Graduate Re-Admission Criteria Policy (P-REG-102).

4.3.8 Offer of Admission Letter and Acceptance of Offer

Students applying for admission to a graduate program of study with the Mohammed Bin Rashid School of Government will be issued with either an Offer Letter either confirming full, conditional or re –admission to a graduate program of study or with a Rejection Letter to advise them that their application to a graduate program of study was unsuccessful. An Offer Letter of Admission is valid only for 2 academic semesters as per the Offer Letter.

Students who wish to accept their Letter of Offer for admission to a graduate program of study must do so online using the Quercus Student Information System accessible via the Student Gateway on the MBRSG website (www.mbrsg.ac).

4.3.9 Deferment Request and Conditions

If an applicant has accepted an offer letter of admission and for some reason cannot join the School in the academic semester that admission was granted for, then a student can elect to defer their studies. To request a deferral, the student should submit a written request to the Registrar's Office within the Admissions and Registration Section, not later than the end of the add/drop period each semester. For Fall 2024 this date will be Monday 9th September 2024 and for Spring 2025 this date will be Monday 17th February 2025. The School may permit deferment of admission for up to one year (two academic semesters). This will be acknowledged by the Registrar and/or the Director of Academic Affairs and recorded on the student record (hard-copy or digitally).

Admission for the following semester/year will depend on the availability of places and be determined by the Registrar and/or the Director of Academic Affairs. The School reserves the right to request further documentation at the end of the deferment period in accordance with the Graduate Admissions Criteria Policy (P-REG-101).

4.3.10 Visa

The Mohammed Bin Rashid School of Government has a Student Visa Issuance Policy (P-REG-104) outlining the provisions for prospective students to obtain a visa for study purposes. To apply for a student visa, the graduate student must be enrolled in a full-time program of study.

The Visa application process can only commence once a student has submitted all relevant forms, paid appropriate fees, and accepted an unconditional offer of admission to commence studies in their nominated program. Student visa applications are subject to approval by the UAE's Immigration Department. Students who have a visa application rejected will not be able to undertake their graduate program of study with MBRSG.

4.3.10.1 Visa Compliance and Cancellation

Students studying under an MBRSG visa must comply with all relevant School policies and procedures. Failure to do so may lead to cancellation of the visa.
A student visa may be cancelled under the following provisions as specified in the Student Visa Issuance Policy (P-REG-104), including, but not limited to:

- When a student wishes to terminate his/her studies prior to the expiry of the visa.
- Graduating students' visas will be cancelled following the Graduation committee's confirmation of the students' eligibility to graduate.
- Failure to maintain the relevant study load in any given session for the program for which the student is enrolled.
- Failure to maintain the attendance requirements as outlined in the Student Attendance Policy (P-REG-107).
- A student has outstanding fees or late payment charges as per the Student Payment Guide (P-ACD-126).
- A student who fails to meet the minimum rate of progress requirements as per the Student Academic Progress Policy (P-REG-105) for the program for which they are enrolled.
- A student has been expelled or excluded from MBRSG for either academic or non-academic reasons.
- A student has been convicted of a criminal offence where the MBRSG deems expulsion from the School is warranted.
- A student is found to be violating the Visa Sponsorship policy and / or not abiding by the MBRSG rules and regulations.

- A student does not apply for a Leave of Absence before taking a semester off.
- A student fails to respond to requests to contact the Visa Officer regarding any issues relating to a student's visa status.
- A student visa may be cancelled under any other circumstance (not covered above) that MBRSG, at its discretion, deems appropriate.

4.3.11 Health Insurance

All visa sponsored students must have valid medical insurance which is either private or through MBRSG's preferred provider. Health insurance will become valid following the medical examination and final stamping of a student's visa. Students will be required to renew either their private or MBRSG's health insurance prior to the expiry date of their visa and/or the process for the extension of the visa.

4.3.12 Re-Admission to a Graduate Program of Study at MBRSG

The Mohammed Bin Rashid School of Government has provisions in place, as per the Graduate Re-Admission Criteria Policy (P-REG-102) to readmit students to a graduate program of Study. A student can only be readmitted once to the same degree program.

Readmission will only apply to previously admitted and enrolled students who:

a. have voluntarily withdrawn from a graduate degree program, who were in good academic standard and good financial standing with the School at the time of their voluntary withdrawal.

To be eligible for re-admission the following criteria must be met and/or followed:

- A student can only be readmitted once to the same degree program.
- The student needs to include a letter with the readmission application stating how their circumstances have changed and why they now seek re-admission to the graduate program of study that they had previously withdrawn from. This letter will be taken into consideration by the Director of Academic Affairs for their formal confirmation.
- The student will have to follow the program structure and fulfill the module requirements of the program as they are at the time of readmission not as they were when s/he first joined this, School.
- The fees for the program of study will be as they are at the time of readmission not as they were when s/he first joined the School. 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 program, i.e., including the dissertation. An additional new registration/administration fee may be charged upon

readmission. A student readmitted to this School under this policy is not eligible for any scholarship support through this School.

- Re-admitted students must complete their graduate program of study within the timeframe provisions detailed in the Graduate Program Duration Policy (P-REG-116).
- The program duration timeframe for a re-admitted student will be calculated as follows:
    - the length of the period from the start of the semester, in which the student initially enrolled in a course/module of study, until the start of the semester, in which withdrawal from the School was approved, ***will be added to***
    - the length of the period from the start of the semester, upon re-admission, in which the student enrolled in a module of study up until the end of the semester in which they complete their graduate program of study requirements.
- Any cases that are not covered by the items above will be referred to the Director of Academic Affairs for their consideration and approval. Such decision(s) will thereafter become part of this policy on readmission.

4.3.13 Falsified and Fraudulent Admission Documents

The Mohammed Bin Rashid School of Government reserves the right to take disciplinary action up to and including the revocation of admission or permanent dismissal if the School determines that information has been misrepresented or falsified documents have been submitted in support of an application for admission.

Section 5 Tuition and Fees

The Mohammed Bin Rashid School of Government (MBRSG) has a Tuition Fee Policy (P-ACD-113) and a Student Payment Guide (P-ACD-126) which clearly state and establish the principles applicable to the payment of tuition fees for postgraduate study at MBRSG. Tuition fee rates apply to all accredited programs of study at MBRSG. The Student Payment Guide (P-ACD-126) details fee payment amounts and payment options across all MBRSG graduate programs of study.

The payment of fees is the responsibility of the student and, in the event of a student's sponsoring authority (if any) failing to make payment, the student will be held personally liable for payment.

MBRSG recognises that students have a variety of personal and financial circumstances and sets and collects Fees and Charges with this in mind.

The MBRSG School Council sets the Tuition Fees payable for each and all graduate programs of study at the commencement of each academic year (Semester 1 – Fall).

Students must be in good financial standing with MBRSG throughout their period of study. 'Good financial standing' means not owing MBRSG money (tuition and/or other fees due and payable) other than with the written consent of the MBRSG.

The MBRSG Finance Team is responsible for the collection of all fees and charges payable by students.

5.1 Responsibility for Tuition and Fee Payment

Enrolment as a Postgraduate student at MBRSG is conditional upon all tuition fees being paid in advance of the academic year, or stage of the program for which the fees are due except:

- where the student has produced written evidence satisfactory to MBRSG that he/she is the holder of an award, scholarship or sponsorship which includes payment of fees.
- in the case of self-financing students, where fees are being paid by approved instalments.
- where the MBRSG Finance Team has exceptionally granted permission for payment to be delayed.

Students withdrawing from MBRSG, temporarily or permanently, or otherwise failing for any reason to complete a program of study, are required to contact the Registrar's Office for further information about their fee's liability.

MBRSG shall not be under any obligation to disregard any part of the fees due, or to return any sums paid by, or on behalf, of the student.

Students who are admitted to any MBRSG Master or Executive Master program but exit with an award of Postgraduate Diploma, are liable to pay the full tuition fee appropriate to six (6) taught Modules as detailed in the Student Payment Guide (P-ACD-126).

Students who are not in good financial standing may be subject to action by MBRSG, including withholding of MBRSG services, possible termination of enrolment being prevented from using MBRSG resources and being stopped from entering MBRSG buildings. Students whose studies are terminated are not permitted to finish their program of study, receive award certification or attend their graduation ceremony unless the debt is cleared in full and in a timely fashion. The debt they owe to the MBRSG remains outstanding irrespective of their Student status until cleared by the Student.

5.2 Program Tuition Fees 2024/2025 Academic Year

The Student Payment Guide (P-ACD-126) clearly explains the Tuition Fee payments due for each graduate program of study at MBRSG. The Student Payment Guide is available on the MBRSG website at:
http://www.mbrsg.ae/HOME/PROGRAMS/Fees-and-Grants.aspx

The Program fees for each graduate program at MBRSG in the 2024/2025 Academic year are provided in the Table 5 below:

Table 5: Fees Payable per Academic Program

Academic Program	Fees Payable
Master of Public Administration (MPA)	120,000 AED
Master in Innovation Management (MIM)	120,000 AED
Master in Public Policy (MPP)	120,000 AED
Executive Master of Public Administration (Arabic) (EMPA-Arabic)	140,000 AED

5.2.1 Fee Payment Enquiries

All tuition fee payments and installment inquiries should be directed to the Finance Department. Please see the Finance Department contact details in Table 6 below:

Table 6: Finance Department Contact Details

Senior Financial Controller	Accountant
Mr. Esam Dukhan	Mr. Ahmad Abu Amarah
Phone: +9714-3175515	Phone: +9714-3175540 Mobile: +971558995104
E-Mail: esam.dukhan@mbrsg.ac.ae	E-Mail: ahmad.abuamarah@mbrsg.ac.ae
Mohammed Bin Rashid School of Government	Mohammed Bin Rashid School of Government
Level 13, Convention Tower	Level 1, Building 2, City Walk Campus
P.O. Box 72229, Dubai, UAE.	P.O. Box 72229, Dubai, UAE.

5.3 Grants towards Payment of Tuition Fees – EMPA, MPA, MIM and MPP Students

5.3.1 Grants applicable for 2024/2025– New Students Only – all Programs

The Mohammed Bin Rashid School of Government provides the following opportunities for students to receive a grant, if applicable. Grant(s) will be deducted from the total tuition fees payable for all postgraduate programs. Each grant is detailed as follows:

- Government Employee Grant: AED20,000 grant (deducted from total program fees) to be offered to all who work in Federal or Local government including all Domestic students (UAE Nationals & all others)
- International Student Grant: AED30,000 grant (deducted from total program fees) to be offered to all International Students. (*An International Student is a student who has moved to the UAE for the purposes of undertaking an MBRSG postgraduate program of study).
- Entity sponsoring 5 to 10 students: AED40,000 grant (deducted from total program fees) to be offered, per enrolled student, if an entity sponsors 5-10 new students in an academic semester of study.
- Entity sponsoring 11 or more students: AED50,000 grant (deducted from total program fees) to be offered, per enrolled student, if an entity sponsors 11 or more new students in an academic semester of study.

5.4 Scholarships

Mohammed Bin Rashid School of Government (MBRSG) offers merit based Academic Scholarships to students who have achieved a minimum GPA of 3.0 and the passion and commitment to maintain a high standard of academic excellence.

Academic Scholarships shall be awarded to candidates with proven outstanding academic and professional achievements and are subject to the student maintaining a high level of academic excellence. Academic Scholarships are available to prospective students of MBRSG and are awarded based on a competitive application process. Academic Scholarships may be awarded for 25%, 50%, 75% and up to 100% of program tuition fees only.

The MBRSG School Council may also offer a Scholarship to people of determination. The MBRSG School Council will decide on such Scholarships on a case-by-case basis.

Notification of Scholarships being offered will be advertised by MBRSG on an annual basis. Applications will not be considered unless the Scholarship Application Form and supporting documents are completed and received by the Submission date deadlines.

5.4.1 Scholarship Application Date Deadlines 2024/2025 Academic Year

For the 2024/2025 Academic Year the Scholarship date deadlines are:

- **Friday 16th August 2024** for candidates applying for the **Fall Semester 2024.**
- **Friday 24th January 2024** for candidates applying for the **Spring Semester 2025**.

Academic Scholarships will be awarded based on:

- the assessment by MBRSG School Council of the candidate's Scholarship Application Form and all supporting documents submitted with the application.
- the results of verbal and non-verbal communication with the candidate; and
- an interview with the MBRSG School Council (optional)

More information on Scholarships offered by MBRS are available on the website at: http://www.mbrsg.ae/home/programs/scholarships-terms.aspx and the MBRSG Merit-Based Scholarship Application Form is available at: https://www.mbrsg.ae/home/programs/mbrsg_scholarship_application_form.pdf

5.5 Program Tuition Fees Payable Per Semester for Each Module based on Grant Entitlement.

The Program fees for the MBRSG Master (including Executive Master) programs at MBRSG are payable on a semesterly basis based on the number of Modules (or Dissertation) that a student is registered in. Further details are provided in the Student Payment Guide (P-ACD-126) Please also see the Tables 7 & 8 below:

Table 7: Master Program Fees: Module and Dissertation per Semester 2024-2025 – Full Fee Paying Student

Academic Program	**Fees Payable Per Semester – Full Fee-Paying Student**			
	1 Module	2 Modules	3 Modules	**Dissertation
Master of Public Administration	13,334 AED	26,666 AED	40,000 AED	**40,000 AED
Master in Innovation Management	13,334 AED	26,666 AED	40,000 AED	**40,000 AED
Master in Public Policy	13,334 AED	26,666 AED	40,000 AED	**40,000 AED
Executive Master of Public Administration (Arabic)	15,555 AED	31,111 AED	46,667 AED	**46,667 AED

***Students have 2 semesters to complete Dissertation.*

Table 8: Program Fees Payable 2024/2025Academic Year – Fall 2024 – NEW Students

Academic Program	Fees Payable Per Semester – Full Fee-Paying Student			
	1 Module	2 Modules	3 Modules	*Dissertation
Master of Public Administration	13,334AED	26,666 AED	40,000 AED	**40,000 AED
Master in Innovation Management	13,334 AED	26,666 AED	40,000 AED	**40,000 AED
Master in Public Policy	13,334 AED	26,666 AED	40,000 AED	**40,000 AED
Executive Master of Public Administration (Arabic)	15,555 AED	31,111 AED	46,667 AED	**46,667 AED

Academic Program	Fees Payable Per Semester –Receive 20,000 AED Grant			
	1 Module	2 Modules	3 Modules	Dissertation
Master of Public Administration	11,111AED	22,222AED	33,333 AED	**33,334 AED
Master in Innovation Management	11,111 AED	22,222 AED	33,333 AED	**33,334 AED
Master in Public Policy	11,111 AED	22,222 AED	33,333 AED	**33,334 AED
Executive Master of Public Administration (Arabic)	13,334 AED	26,666 AED	40,000 AED	**40,000 AED

Academic Program	Fees Payable Per Semester – Receive 30,000 AED Grant			
	1 Module	2 Modules	3 Modules	Dissertation
Master of Public Administration	10,000 AED	20,000 AED	30,000 AED	**30,000 AED
Master in Innovation Management	10,000 AED	20,000 AED	30,000 AED	**30,000 AED
Master in Public Policy	10,000 AED	20,000 AED	30,000 AED	**30,000 AED
Executive Master of Public Administration (Arabic)	12,222 AED	24,444 AED	36,666 AED	**36,667 AED

Academic Program	Fees Payable Per Semester – Receive 40,000 AED Grant			
	1 Module	2 Modules	3 Modules	Dissertation
Master of Public Administration	8,889 AED	17,778AED	26,667 AED	**26,667 AED
Master in Innovation Management	8,889 AED	17,778AED	26,667 AED	**26,667 AED
Master in Public Policy	8,889 AED	17,778AED	26,667 AED	**26,667 AED
Executive Master of Public Administration (Arabic)	11,111AED	22,222AED	33,333 AED	**33,334 AED

**Table 6 – continued on next page

Academic Program	Fees Payable Per Semester – Receive 50,000 AED Grant			
	1 Module	2 Modules	3 Modules	Dissertation
Master of Public Administration	7,778 AED	15,556 AED	23,334 AED	**23,334 AED
Master in Innovation Management	7,778 AED	15,556 AED	23,334 AED	**23,334 AED
Master in Public Policy	7,778 AED	15,556 AED	23,334 AED	**23,334 AED
Executive Master of Public Administration	10,000 AED	20,000 AED	30,000 AED	**30,000 AED

**Students have 2 semesters to complete their Dissertation.

5.5.1 Enrolment in a Third (3rd) and Subsequent Semesters of the Dissertation Module – Tuition Fees Payable

The Dissertation Fees, as noted in Tables 6 and 7 above, represent tuition fees payable for a maximum of two (2) semesters in which to complete the Dissertation Module.

Should a student be required to enroll in a third (3rd) semester, and in each subsequent semester, of a Dissertation Module, a tuition fee will be payable representing half (1/2) of the Dissertation fees noted in the applicable section of Tables (7 and 8) above for each semester thereafter, relevant to the program of study.

5.6 Tuition Fee Payment: Installment Options

MBRSG expects all students to pay their full tuition fee payments, based on Modules enrolled in, prior to the commencement of each semester. MBRSG recognizes that in some instances this is not possible, therefore students may ask MBRSG for permission to pay Fees by installments. Where permission is granted, MBRSG will set up an authorized payment arrangement.

Authorised payment arrangements must be formalised by an agreement signed at enrolment or such later date as may be agreed by the Finance Department. An additional administration charge may also be applied to authorised payment arrangements.

MBRSG will normally agree to a request to pay by installments through no more than six installments. Three installments are usually the preferred plan for instalments.

Authorised installment payment arrangements must be completed before the start of the relevant final academic assessment period in the academic year of the program of study.

MBRSG will not approve authorised installment payment arrangements for students who have not previously been in good financial standing.

For students who have an authorised three (3) payment Instalment Plan, the instalment plan is noted in the Table 9 below:

Table 9: MBRSG Tuition Fees Payment Installment Plan

MBRSG Tuition Fee Payment Installment Plan	
Fall Semester 2024	**Amount Payable**
First Installment Due: 09 September 2024	33% of Semester Tuition Fees payable
Second Installment Due: 18 October 2024	33% of Semester Tuition Fees payable
Final Installment Due: 2 December 2024	34% of Semester Tuition Fees payable
Spring Semester 2025	**Amount Payable**
First Installment Due: 17 February 2025	33% of Semester Tuition Fees payable
Second Installment Due: 11 April 2025	33% of Semester Tuition Fees payable
Final Installment Due: 23 May 2025	34% of Semester Tuition Fees payable

5.7 Tuition Fees: Payment Options

The Mohammed Bin Rashid School of Government provides various tuition fee payment options including:

5.7.1 Methods of Payment

- Cash
- *Cheques (returned check policy)
- **Bank Transfer
- Bank Dr.aft
- Credit Card *(including online via the secure Payfort System)*

5.7.1.1 Cash

Students may make cash payments to the MBRSG Accountant on the 13th Floor of the Convention Tower, within the Finance Office, from 7:30am – 3:30pm Monday to Thursday and from 7:30am to 12:00pm on Friday during semester.

5.7.1.2 Cheque Payments

Cheques should be made payable to The Mohammed Bin Rashid School of Government and forwarded and or delivered to the to the MBRSG Accountant on the 13th Floor of the Convention Tower, within the Finance Office, from 7:30am – 3:30pm Monday to Thursday and from 7:30am to 12:00pm on Friday during semester.

5.7.1.3 Bank Transfer

Students who would like to pay their tuition fees via a bank transfer, should make payments to the MBRSG bank account, as noted in Table 10 below:

Table 10: MBRSG Bank Account Details for Fee Payment via Bank Transfer

Beneficiary	Mohammed Bin Rashid School of Government
Bank Name	Mashreq Bank
Branch	Al Riqa
Account #	010393100316
IBAN #	AE89 0330 0000 1039 3100 316
SWIFT#	BOMLAEAD

5.7.1.4 Credit Card

Students may make a credit card payment, in person, with the MBRSG on Level 1, Building 2, City Walk Campus, within the Finance Office, from 7:30am – 3:30pm Monday to Thursday and from 7:30am to 12:00pm on Friday during semester.

Students may make an online credit card payment of tuition fees, via the Student Information System, using the secure Payfort payment platform. The Registrar's Office provides *Guidelines for Online Payments using Payfort* to all enrolled students at the commencement of semester (via e-mail).

5.8 Payment Options: Sponsored Students

If a student advises MBRSG that they are sponsored by their employer or other party for their tuition fees, the student MUST provide a Letter from their sponsor (on official corporate letterhead) confirming the sponsorship and the sponsor contact details. The MBRSG Finance Department will then invoice the Sponsor for payment of the tuition fees for the relevant semester of study.

If a student advises that they will be sponsored for tuition fee purposes, and for whatever reason, the sponsor is unable to pay the tuition fees due and payable, then the student will be responsible for paying any outstanding tuition fees.

5.9 Withdrawal and Refund of Tuition Fees

The Table 11 below specifies the percentage of tuition fee refund payable to a student who withdraws from a Module of study during the academic semester. The refund percentage is based on the week during which a student withdraws.

Table 11: MBRSG Refund Details based on Week of Semester in which the Student Withdraws from their Program or Module(s) of Study

Semester Week	Percentage Refund
Weeks 1 and 2 (Add / Drop period)	100%
Week 3	75%
Week 4	50%
Week 5	25%
Week 6 and Beyond	0%

5.10 Financial Hardship – Financial Aid and Deferment of Payment of Tuition Fees

Students admitted to and enrolled on a graduate program of study should advise the Manager of Financial Affairs immediately, should any issues of financial hardship arise due to a change in circumstances. Individual cases requesting financial aid or deferment of payment of tuition fees under financial hardship will be assessed on their merits. The provision of documentary evidence to support claims of financial hardship will be required.

5.10.1 Financial Aid

Applicants may indicate when completing their online 'Application for Admission' Form their interest in financial aid and/or financial assistance. These prospective students, who have previously demonstrated exceptional academic ability and/or professional distinction, as determined by the Dean, will be considered for financial aid or a scholarship award. Scholarships and financial aid awards will be automatically deducted from the overall tuition costs for students who receive them; based on the discretion of the Dean.

5.10.2 Deferment of Payment of Tuition Fees

Upon provision of supporting documentary evidence to support claims of financial hardship a decision as to whether it is possible to defer payment of tuition and/or other outstanding fees will be made. Decisions regarding granting of financial hardship will be at the discretion of the Executive President based on advice from the Dean.

5.11 Consequences of Failing to Pay Tuition Fees and Charges

If a Student misses a payment date for Fees, the Student will not be in good financial standing, and may be subject to further action by MBRSG, including possible termination of enrolment.

Students who have defaulted upon an authorised payment arrangement will become immediately liable for full payment of the balance of their Fees and shall not normally be permitted to establish a new authorised payment arrangement.

Students whose enrolment is terminated will not be permitted to continue their program of study, receive an award certification, or attend their graduation ceremony.

In cases of students experiencing unexpected and significant hardship, the Director of Support Services has the discretion to consider and agree to special or exceptional payment arrangements.

MBRSG takes seriously any attempt to pay through illegal means and cases of fraud, use of counterfeit credit cards or other false payments may be reported to the police or other authorities.

5.12 Request of Official Letters or Replacement Documents

The Registrar's Office can provide official letters to students based on their request through an official email only. Student must collect the original copy of the letter and pay the document fees which are shown in Table 12 below:

Table 12: Fees Payable for Request of Official Letters or Replacement Documents

Service Request	Fee Payable
Letter from MBRSG (i.e., confirming enrollment and/or Exams etc.)	25AED
*Academic Transcript & Letter	75AED
**Replacement Testamur (Degree Certificate) (i.e., lost/destroyed)	250AED

*****Students will be provided with one original Academic Transcript and Testamur (Degree Certificate), based on approval by the Exam Board and if awarded by the Award Board at the completion of their degree. Additional requests will incur a fee.

** MBRSG will only issue a 'replacement' Testamur (Degree Certificates) in English and/or Arabic if the original has been lost or destroyed. In such cases the student would need to sign a Declaration (available for the Registrar's Office) to this effect before we could issue a replacement. We then may be required to notify the Ministry of Education accordingly.

*** In some instances, the MBRSG Board of Trustees may approve a Special Grant which reduces the tuition fees payable for an Academic Program. Should such a grant be approved, the tuition fees payable for a program of study, for a specific student, for a specific period will be stated in the Offer Letter provided to the student upon Admission to a program of study at MBRSG.

Section 6: Enrolment and Program Information

Upon confirmation of acceptance of an Offer of Admission to a graduate program of study at the Mohammed Bin Rashid School of Government, students must then formally enroll or register online, using the Student Gateway, in specific Module(s) within their program each academic semester.

Students should seek to confirm their enrolment with the Registrar, prior to the start of each academic semester. Students can formally enroll in Module(s) up to and including the end of the add/drop period as noted in the Academic Calendar.

6.1 Enrolment Deadlines for 2024/2025Academic Year

The deadlines for enrolment during the 2024/2025Academic year are as follows:

- **Fall Semester 2024**: Monday 9th September 2024.
- **Spring Semester 2025**: Monday 17th February 2025.

6.2 Enrolment (Registration) Process

All new, continuing and returning students will need to complete an online Enrolment Form to select the Module(s) they wish to study in the upcoming academic semester. Students will be required to submit the online Enrolment Form using the Quercus Student Management System.

Students will be required to upload a Letter from their employer if they are employed (to confirm grant eligibility) and provide a Letter from their sponsor (if their sponsor will be paying their student tuition fees).

The Registrar will check the student enrolment details and e-mail the student to confirm enrolment in specific Modules for the relevant semester of study.

All students are encouraged to meet with their Academic Advisor prior to enrolment to confirm their program study plan. Students must be aware of their academic and financial standing prior to Enrolment. Enrolment may be restricted or not allowed based on decisions made by the Progression Board and whether all required tuition fees and other charges have been paid.

The Academic Timetable for the upcoming semester will be published online prior to the commencement of the Enrolment period. It will be accessible and downloadable from the Academic Programs Section of the MBRSG website.

Students must register in a Module(s) prior to attending classes. It is the responsibility of the individual student to monitor his/her registration status, which must be confirmed by the Registrar's Office.

New students are reminded that all original documents required for finalizing their admission, particularly those indicated in the Offer Letter are submitted to the Admissions and Registration Section before enrolment can commence.

Registration on behalf of another student or in proxy is not permitted.

6.3 Module Load

It is expected that full-time students will enroll in three (3) Modules per academic semester and that part-time students will enroll in two (2) Module each academic semester. Conditionally admitted students will be restricted to studying in a maximum of (2) Modules in their first semester of study until the condition(s) is/are satisfied.

To enroll in three (3) Modules per academic semester; new students must have been offered full admission status and for current/existing students they must be in good academic standing (i.e., achieving an overall average grade of Pass with Merit or more). Students under academic probation will be subject to restricted enrolment (one module per semester) until they return to good academic standing.

6.4 Full Time Study - Good Academic Standing

The Module load for a full-time graduate student in good academic standing is three (3) Modules (60 CATS credits in total) per semester. The Director of Academic Affairs must, at their discretion, approve a student in good academic standing (i.e., achieving an overall average grade of Pass with Merit or more). to enroll in three (3) Modules (60 CATS credits in total) per semester. This is determined at the Progression Board each Semester.

6.5 Part Time Study - Good Academic Standing

The Module load for a part-time graduate student in good academic standing is a maximum of two (2) Modules (40 CATS credits in total) per semester. Students studying in a part time mode must maintain a good academic standing (i.e., achieving an overall average grade of Pass with Merit or more).to enroll in two (2) Modules (40 CATS credits in total) per semester.

6.6 Conditionally Admitted Students

Students admitted on a conditional basis are normally limited to enrolment in two (2) Modules (40 CATS credits) of coursework in their first semester. The student must achieve an average grade of at least “Pass with Merit” to maintain a good academic standing.

6.6.1 Restricted Enrolment based on Conditional Admission

Conditionally admitted students are normally eligible to enroll in a maximum of (2) Modules (a maximum of forty (40 CATS) credits) in their first semester of study. These students will also enroll in the (not for credit) Foundation Course in Research Methods in Public Policy (ASM001).

Conditionally admitted students, should achieve a minimum of a "Pass with Merit" grade in their first Semester of graduate study, and satisfy any other conditional admission requirements (i.e., English Language Proficiency) to achieve Full Admission status.

If the student does not obtain the minimum grade of "Pass with Merit" in their first Semester of graduate study, or satisfy any other conditional admission requirements (i.e., Language Proficiency) the Chair of the Progression Board may recommend their dismissal from the graduate program, or the requirement to repeat a module(s) to attain good academic standing (i.e., achieving an overall average grade of Pass with Merit or more).

6.7 Restricted Enrolment - Academic Probation

Students who fail to maintain an overall average a "Pass with Merit", under the CATS credit system, in each semester of study, will be placed on probation, on the determination of the Progression Board, in accordance with the Student Academic Progress Policy (P-REG-105).

Students who are subject to academic probation under the provisions of the Student Academic Progress Policy are restricted to enrolling in one (1) Module (a maximum of twenty (20 CATS) credits) in a semester of study.

Students are generally only allowed to incur one academic probation status during their program of study. Students placed on academic probation may be allowed an extension of up to two semesters to improve their overall average grade with approval of the MBRSG Progression Board. The student will be removed from academic probation when the student's overall average grade (for the graduate program of study) meets a minimum of a "Pass with Merit", under the CATS credit system.

If a student fails to meet the minimum overall grade of "Pass with Merit" after a period of study under the Academic Probation restrictions, the Progression Board will determine that the student should be dismissed from their graduate program of study. The Registrar's Office will notify the student, in writing (e-mail), of the decision(s) of the Progression Board.

6.8 Preparatory Courses: Returning to Learning (Orientation)

Each new student admitted to a graduate program of study at MBRSG should attend the Return to Learning (Orientation) Program which is offered prior to the commencement of each academic semester. The Schedule for 2024/2025 is provided at Section 4.3.5 (4.3.5.1. and 4.3.5.2) on pages 76 and 77 of this Catalogue.

6.9 Add and Drop Module(s)

Students can withdraw or enroll in (approved) modules before the published last date to add and Drop, as set by the Board of Studies (See Section 6.1 for specific dates for 2024/2025 Academic Year). The Add/Drop provisions are in accordance with the Enrolment Policy (P-REG-110).

This date is also included in the Academic Calendar 2024/2025 (See Section V1 page 31 and VII page 34 in this Catalog) and is available on the MBRSG website and uploaded on Blackboard prior to the start of each semester.

A student seeking to withdraw from a module should notify the Registrar's Office. See also Section 5.9, Table 11, p.91 of this Catalog, which summarises the MBRSG refund policy upon withdrawal from a module(s) or program of study.

6.10 Withdrawal from a Module(s) after the Add/Drop Period: Academic Implications

As per the provisions of the Student Academic Progress Policy (P-REG-105) if a student withdraws from a Module or Modules of study, that have been formally enrolled in, after the end of the add/Drop period, the following academic implications will arise, depending upon the date of withdrawal.

- **Withdrawal from a Module with a grade of (W) Withdrawn recorded**: If a student formally withdraws after the end of the add/Drop period and up until the end of the seventh (7th) week of classes, a grade of 'W' will be recorded on the academic transcript for the Module(s) from which the student has withdrawn. A 'W' grade does not impact the student's overall average grade calculation.

- **Withdrawal from a Module with a grade of (F) Fail recorded:** As of the commencement of the eighth (8th) week of classes, a grade of 'F' (Fail) will be recorded on the academic transcript, for those students who formally withdraw from a Module(s). The student will receive 0% (F grade) for the Module and this will be used in calculating the student's overall average grade. It may also impact their ability to continue in their program of study dependent upon the decision of the Chair of the Progression Board. Full tuition fees will also be payable for the Module(s) they withdrew from, in accordance with the provisions in the Student Payment Guide (P-ACD-126).

6.11 Withdrawal from a Master Program of Study

MBRSG recognizes that students may need to leave the program for a variety of reasons. Students who wish to leave a program must notify and get confirmation from the Registrar's Office and ensure that all equipment or property of MBRSG is returned. Prior to the release of any transcript to the student, all fees for studies completed to the date of leaving must be settled.

Academic credit will only be shown where a student has fully completed a module, and the mark for any assessment has been approved by the MBRSG Examination Board. See Section 5.9, Table 10 of this Catalog, which summarizes the MBRSG refund policy upon withdrawal from a module(s) or program of study.

6.12 Leave of Absence

Students are expected to maintain continuous enrollment (fall and spring semesters) until they complete their graduate program of study. However, in certain circumstances students may wish to apply for a Leave of Absence from their program of study in accordance with the provisions of the Deferral, Leave of Absence and withdrawal Policy provisions detailed in the Enrolment Policy (P-REG-110). Such approvals may be granted from the Registrar's Office upon confirmation from the Director of Academic Affairs.

6.12.1 Leave of Absence: Up to Two Semesters

A graduate student may take up to two semesters off for a Deferral (prior to commencing a program of study) or for a Leave of Absence (during a program of study) from their graduate studies as per the provisions detailed in the Enrolment Policy (P-REG-110).

Students must apply in writing for a Deferral or Leave of Absence to the Registrar's Office. The Director of Academic Affairs will determine whether such requests are granted or not.

Reactivation of the student's record is automatic; however, students must submit a request in writing (hard copy or via e-mail) to the Registrar's Office one month prior to registration in the upcoming semester for which they intend to resume their program of study.

Graduate students who were on probation prior to interrupting their program of study must have the reactivation of their re-enrolment approved by the Director of Academic Affairs.

6.12.2 Leave of Absence: National Service

Students who have been on military service for longer than two semesters, will be exempted from the 2 (two) semesters leave of absence provision, and will be able to re-commence their studies, upon provision of a letter confirming the completion of their military service.

6.12.3 Leave of Absence: Longer than Two Semesters not due to National Service

Graduate students who were granted a Deferral or Leave of Absence from their graduate program of study but are absent for more than two consecutive semesters must submit a new application for admission to the Admissions Office as per the provisions detailed in the Graduate Re-Admissions Criteria Policy (P-REG-102).

Students who were previously on probation, or who were academically dismissed and who have been away longer than two consecutive semesters, must seek approval from the Director of Academic Affairs for a determination as to whether readmission will be allowed as per the Graduate Re-Admissions Criteria Policy (P-REG-102).

6.13 Attendance and Lateness

Student attendance and participation in all scheduled classes is expected as it is essential to teaching and learning and academic success in a graduate program of study at MBRSG. Student Attendance requirements are stipulated in the Student Attendance Policy (P-REG-107) and specific attendance requirements relevant to each Module are clearly stated in each Module Handbook. Student Attendance is monitored and failure to abide by the attendance requirements may lead to warning letter(s) and/or administrative withdrawal from the Module(s). Students must have a minimum attendance of 80% at all scheduled classes (including “face to face” and online modes). Failure to achieve the minimum attendance requirements may lead to the Exam Board awarding an F (Fail) grade for the Module.

6.14 Academic Advisor - Allocation

Academic Advising is an essential element of the educational process at the Mohammed Bin Rashid School of Government.

MBRSG mandates that all students will be allocated an Academic Advisor and that all students should meet with their Academic Advisor at least once each semester. Students are assigned academic advisors who help them in planning their program of study. However, students are responsible for selecting their Modules, meeting Module prerequisites and adhering to all current School policies, procedures and regulations.

The Academic Advisor will provide guidance for the student in interpreting and fulfilling the requirements as specified in the School policies and procedures. Students are required to consult with their advisor on issues regarding degree requirements and prior to the commencement of the Dissertation Module.

More details regarding Academic Advising are available in the Student Advisement Policy (P-SA-103) and at Section 6.17 in this Academic Catalog.

6.15 Module Information

6.15.1 Module Code

Every Module in each graduate program of study offered by the School is represented by a three or four-letter prefix followed by a three or four-digit number indicating the level of the Module content.

6.15.2 Program and Module Credits

MBRSG has made a strategic decision to use the widely accepted Credit Accumulation and Transfer Scheme (CATS) to specify each of its Graduate programs.

With the wider acceptability and ability to transfer credit(s), CATS provides an advantage to students who may wish to undertake further study either in the UAE or abroad. All graduate programs and the associated Modules are valued in CATS credits and are detailed in the Module and Academic Credit Points Policy (P-ACD-128).

A Master Degree requires successful completion of 180 CATS Credits, whereas a Postgraduate Diploma requires successful completion of 120 CATS Credits. Each taught Module within a graduate program of study is worth 20 CATS Credits. The Dissertation Module is worth 60 CATS Credits.

Each CATS Credit represents a workload expectation to achieve the required teaching and learning outcomes and successfully complete a graduate degree program. The Table 13 below highlights the expected notional hours of study allocated for each CATS Credit across a Master's program of study. For each CATS credit, ten hours of study is expected. This includes actual teaching contact hours, directed study hours and independent study hours.

Table 13: CATS Credits (Notional Study Hours) per Program

CATS Credits (Notional Study Hours)				
CATS Credit	180 CATS Credits	Teaching Contact and Directed Study 900	Independent Study 900	Total Study Hours 1800
		900	900	1800

6.15.3 Module Descriptions and Module Handbooks

Program Information specific to each graduate program of study offered at the Mohammed Bin Rashid School of Government (MBRSG) are detailed in Section 11 of this Academic Catalog and on the School website at https://www.mbrsg.ae/home/programs/introduction

Module Descriptions for each Module, within a graduate program of study offered at MBRSG, are listed at Section 11 of this Academic Catalog and on the university website at https://www.mbrsg.ae/home/programs/introduction under the relevant Academic Program.

The Module Handbook are updated each semester and provide information including Module title and Module code; prerequisites (if any) and co-requisites (if any); name, contact information and office hours of the instructor; Module description; Module teaching and learning outcomes; Module schedule; all assessments and due dates; assessment methods and the weights assigned to them, reading material and Module textbooks and recommended reading materials. Module Handbooks will be uploaded to the Blackboard (virtual learning environment).

6.15.4 Module Prerequisites and Co-requisites

During a graduate program of study, specific Modules may require a minimum background of knowledge as indicated by prerequisite Modules (which must be studied first). In some instances, specific Modules may be able to be studied together and these Modules are indicated as co-requisite Modules. Prerequisite and co-requisite Modules will be cited in individual Module descriptions.

Modules for which a grade below “Pass with Merit” was awarded may not satisfy prerequisite requirements and therefore may adversely impact a student’s progression throughout a graduate program of study.

6.15.5 Module Offerings and the Academic Timetable

Modules are offered at the discretion of the Director of Academic Affairs, who is responsible for managing all graduate programs at the Mohammed Bin Rashid School of Government. Students should check with the Registrar and their Academic Advisor as to when (which academic semester) Module(s) will likely be offered as this will impact the student's individual program study plan.

To accommodate graduate student work schedules, some graduate programs may schedule teaching over the weekend. For details on Module offerings please refer to the Academic Timetable which will be released prior to the start of each academic semester and available from the Registrar's Office and on the School website under Academic Programs.

6.16 MBRSG Teaching Philosophy

At MBRSG, we use a collaborative learning approach where student engagement is critical. Students are actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self-access and field trips are some of the learning activities that will add value to the student experience in their academic program.

Modules within the Executive Master of Public Administration (Arabic/English) and the Master of Public Administration program may be offered in a Blended Learning Mode (It is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via Block 2 of teaching being conducted online.).

Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. MBRSG fosters active participation in learning activities and engagement with fellow students both individually and collaboratively. In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

Each student will be supported by the concerned MBRSG faculty and other support teams including those in the Registrar's office, IT and Library. The five 'E principles' will be adopted by each faculty to facilitate and enrich the remote learning and teaching environment – **E**ngage, **E**xplore, **E**xplain, **E**laborate and **E**valuate.

6.16.1 Delivery Mode – Block Teaching and Face-to-Face

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Modules are delivered over 45 teaching/contact hours each semester, which allow time for consolidation of content through self- access. Following the teaching sessions, the students are given time for Directed Independent Study (DIL) and critical analysis and reflection. During that time, the students will be working on assignment(s) that build their analytical skills.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Modules are delivered in blocks (on weekends) and allows time for reflection between delivery sessions. Module teaching and learning is supported by the Blackboard virtual learning environment which enables online webinars, online discussion, for uploading of lecture materials and assessment submissions (via TurnItIn).

At the commencement of each semester in each Module a Module Handbook is provided to students which outlines the Module Objectives, Module Outcomes, Teaching timings and assessment requirements.

The Dissertation Module in an academic program is conducted in an independent learning mode under the guidance of a faculty Supervisor supported by regular Workshops which are detailed in the Dissertation Handbook.

Students can work on skills development or other topics of interest offered through the MBRSG Executive Education team; this will help build on their professional expertise. To help them adjust to academic requirements, students will complete a not for credit module, ASM001 Foundation Course in Research Methods for Public Policy, usually, in their first semester of study.

6.16.2 Block Teaching

For students studying in the EMPA (Arabic), MPA(New students commencing in Fall 2024 onwards) and MIM programs MBRSG has adopted a ***block delivery*** mode for the course work with ongoing online and supervisory support.

Part-Time Students will be advised to take a maximum of two modules per semester which is the equivalent of 40 CATS Credits. The core modules will be delivered in blocks over weekends spaced out over the semester allowing busy professionals to manage their study.

Each block will be two days. Students must attend at least 80% of all contact sessions. The face-to-face classes will be held at the MBRSG campus. The Program Study Plans, for EMPA, MPA and MIM are detailed under the specific academic program in this Catalogue and provide the Block Teaching schedule throughout the program for each Module during Semester.

The face-to-face blocks are spaced out to allow sufficient time for:

- class preparation;
- reflection;
- analysis;
- assessment;
- achievement of course learning outcomes;

The MBRSG teaching pedagogy is designed around interaction and critical reflection to ensure that students engage with the content and apply what they have learnt.

Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self-access study time for critical analysis and reflection on content, before resuming for a final two-day period. For the duration of the program students will be working on assignments that measures their applied and analytical skills.

Each module Handbook articulates “Discussions on Blackboard”. In addition, through formative assessments, Module instructors keep close watch on our students to help them with their learning. This is in line with our requirements for independent study.

6.16.3 MBRSG Blended Learning Methodology

6.16.3.1 Introduction to Blended Learning at MBRSG

A core tenet of MBRSG’s approach to enhance its teaching and learning strategy, within the Executive Master of Public Administration (Arabic) and Master of Public Administration degree programs, includes the provision of blended or hybrid learning.

This instructional approach combines traditional face-to-face instruction with online learning activities. This incorporates synchronous and asynchronous activities to reinforce learning using the School’s virtual learning environment (Blackboard).

It is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via the Block 2 of teaching being conducted online.). The Academic Timetable and Module Handbooks, given to students at the start of each academic session, also detail which sessions will be taught in a hybrid mode.

MBRSG contends that the adoption of a blended learning approach provides many benefits including:

- Flexibility and Accessibility:
- Enhanced Student Engagement:
- Personalised learning
- Integration of Technology and Digital Literacy Skills
- Cost-Efficiency and Scalability.

6.16.3.2 Aims of Blended Learning at MBRSG

As highlighted in the MBRSG E-Learning Strategy (P-ACD-148), MBRSG seeks to foster, support, and promote pedagogical excellence in its e-learning activities and environment by:

- Endorsing a philosophy of learner engagement through multiple interfaces.
- Promoting innovative pedagogical practices that meet the needs of a diverse learner demography.
- Facilitating an academically rigorous and relevant hybrid learning environment.
- Enhancing school-wide commitment that supports student development, academic progression, access to resources, and satisfactory completion of programs.

6.16.3.3 Goals of Blended Learning at MBRSG

To deliver an effective blended learning experience for our students, MBRSG will seek to achieve the following e-learning goals:

Goal (1): Program Coordinators will collaborate with the E-Learning Coordinator, Multimedia specialist and IT Department in the development of hybrid content across all programs in a consistent and replicable manner.

Goal (2): Provide faculty professional development opportunities to enable them to work more effectively with technology in an online teaching and learning environment.

Goal (3): Produce new online courses of a consistently high quality.

Goal (4): Provide exemplary support services for students online.

Goal (5): Design and administer assessments that are adaptive for blended learning

Goal (6): Empower students to make prudent online learning decisions; provide academic and technological support to enhance student learning.

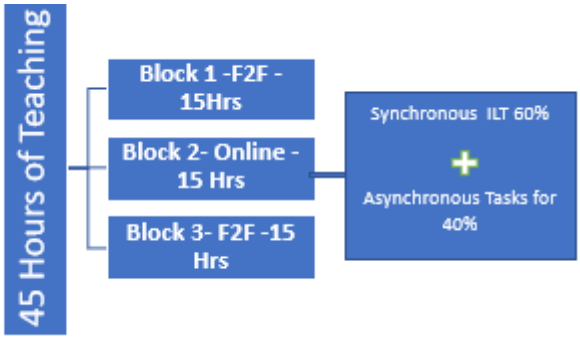
Goal (7): Develop a comprehensive marketing plan to promote MBRSG's hybrid learning offerings.

6.16.3.4 MBRSG Blended Learning Delivery Supporting Block Teaching

From Fall Semester 2024, new students admitted to the Executive Master of Public Administration (Arabic) and Master of Public Administration degree programs, will study in a Blended Learning Mode. The MBRSG Blended Learning Delivery Model is designed to deliver the curriculum digitally through synchronous and asynchronous learning, supplemented with projects, online tutoring, and small group instruction. Students will work collaboratively and independently to meet the learning outcomes for each module over the 17 weeks semester taught predominantly in 3 blocks, through a mix of online and face to face interactions as shown below in Figure 9 below. It is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via the Block 2 of teaching being conducted online.).

MBRSG may also offer a 3-hour Project Based Learning Workshop for each Module in addition to the 3 blocks. It is also noted that any Exams will be conducted in a face-to-face mode on campus. It must be noted that faculty will be given the flexibility to determine, based on content, assessments, logistical and operational factors, which block they will deliver online. In most instances, it is expected that the 2nd Block of weekend teaching in each Module will be taught in a blended learning mode. Cross program collaboration in each semester will ensure alignment across the timetable.

Figure 9: MBRSG Blended Learning Approach (Block 2 in Blended Learning Mode)



MBRSG contends that blended learning can enhance student learning during block teaching as it provides for pre and post block teaching engagement, enables a flipped classroom approach, supports collaborative learning, provides opportunities for reinforcement, review and timely assessment and feedback during block teaching.

6.16.4 Module Workload Expectations

Each Module, excluding the Dissertation, will include 45 hours of teaching. We expect you to put in an additional 155 hours of self-access study, for each Module, to enable success in your studies. Self- access tasks are completed at the learner's own initiative. The term self-access is a general classification under which Directed Independent Learning (DIL) and other tasks done in preparation for classes and coursework are included.

DIL activities are extension tasks that are aligned with learning outcomes of the Module, which students can complete in their own time individually or as a group outside of the teaching time with the faculty (see Section 6.16.4 on Directed Independent Learning below). Other examples of self- access tasks include:

· research about the weekly content,

· reviewing designated materials, lecture slides and handouts after each teaching session,

· participating in discussion boards or other formative assignments,

· working on summative assignments

· preparation for next lesson.

To gain the maximum benefit from the classroom sessions it is strongly recommended that students dedicate this time to preparation before attending the prescribed sessions.

6.16.5 Interactive Lectures

An ethos of student engagement underpins the interactive lecture technique, which is the main face to face delivery mode at MBRSG. In these weekly sessions your lecturer will deliver theoretical and conceptual constructs related to the module for each week.

Your lecturer will incorporate engagement activities in each class which will encourage student participation in a task that lets them work directly with the content in an applied manner. Activities could include, but are not limited to, discussions, simulations, model making or role plays. The interactive lecture technique captures and maintains student attention and allow students to apply what they have learned with the guidance of the lecturer. Delivering interactive lectures not only provide a format change from the traditional lecture, but they also provide students with an opportunity to immediately apply content and provide feedback to the instructor on student understanding.

6.16.6 Guest Lectures

The implementation of a structured guest lecturing program, particularly within Master in Public Policy elective, seeks to improve students' first-hand knowledge of contemporary public policy practices in specific sectors.

Guest Lectures aim to enhance the students learning experience by providing current and relevant examples of the practical applications of theory they are learning in a particular subject.

Guest Lectures provide students with an understanding of professional activity by providing a real-world example of applied theory.

6.16.7 Student Led Seminars

In a student-led seminar, pairs (or small groups) of students take responsibility for selecting and researching a topic, setting the goals for the session, deciding on the format and learning tasks, and facilitating the seminar on that day. Student-led seminars give students practice in defining issues, identifying questions for the class, exploring content in more depth and working in a team.

6.16.8 Directed Independent Learning (DIL)

To assist students in developing the essential reading, writing, study, or research skills and/or strategies needed to succeed in their Modules, Directed Independent Learning activities (DIL) will be designed by close collaboration among faculty in the content areas. This will require 80 hours of study time outside of class for the duration of this semester.

DIL activities are extension tasks that are aligned with learning outcomes of the Module, which students can complete in their own time individually or as a group outside of the teaching time with the faculty.

DIL activities are not graded but are very effective for formative assessment and student engagement outside of class contact time. Faculty members will factor the affective aspect of the students' response to the DIL by promoting the students' senses of self-confidence or self-efficacy about applying skills and/or strategies in the future.

6.16.9 Self-Access Study

Your Module Handbook provides the teaching plan which outlines various resources which you can access on your own to reinforce and enhance your learning. There are also numerous online sources of information that will be relevant to your graduate program of study. Time outside of class spent engaging with these materials count toward the 80 hours of self -access you are required to undertake in specified Modules.

6.16.10 Brief Guide to Web-based Module Material - Blackboard

Module materials are available on Blackboard (virtual learning environment). It is a place where you can find online materials to support your studies together with discussion areas, Module information and calendar dates. You should access Blackboard as soon as possible to access the web-based resources and commence your studies.

Blackboard Collaborate, which is a web-conferencing software, enables Lectures to be delivered and recorded in an on-line mode.

All materials and assessments for each Module can be accessed online and you will submit your written assessments via Blackboard through TurnItIn (text matching software).

6.17 Academic Advising

MBRSG is fully committed to ensuring that its students successfully complete their chosen program of study and wherever possible do not leave prematurely without obtaining an appropriate qualification. To ensure that students have a positive experience at MBRSG, academic advice and support is available throughout their program. The MBRSG Student Advisement Policy (P-SA-103) provides more information for students in respect of academic advice.

You will be assigned an academic faculty member as your personal academic advisor for the duration of your study. Any queries, concerns, or suggestions you have related to academic issues can be discussed with your advisor. It is your responsibility to book appointments with your advisor throughout the semester.

Students are expected to meet with their academic advisor a minimum of twice per semester (once prior to module registration and once during semester).

Academic advising is recognized as a crucial and valuable activity within the School, with the core tenet being to provide the best advice possible to graduate students. Such advice should, as noted above, enhance student retention, progression, and achievement.

Advising is primarily directed towards the academic program of the student. However, some advising can include non-academic recommendations, such as referrals to other services according to the needs of the student. Some aspects of academic advice also involve various administrative tasks. All academic advice must comply with MBRSG policies and procedures.

At the commencement of the first semester of study, each new student receives an orientation session to MBRSG. The orientation details the expectations of student study and provides a clear introduction to each of the modules of study, along with a library introduction, and enables the meeting of all members of faculty and representatives of the management team.

Early in the first semester of enrolment, each student is allocated a personal advisor who is a member of faculty. Faculty Advisors counsel students on a variety of matters, the majority on a walk-in basis. Faculty Advisors may discuss special circumstances and personal issues affecting their students and offer guidance. For more specific advice, the student affairs manager will attempt to deal with the matter in the first instance, however, if the issue is not able to be resolved in this way, it will be passed to the Director of Academic Affairs.

The advisors who are directly involved with student support and performance are:

- Personal Faculty Advisor
- Module Leader
- Dissertation/Project Supervisor
- Director of Academic Affairs

MBRSG recognizes that attendance and participation at and during class timings is important to successfully completing a program of graduate study. Students who do not make the requisite attendances to classes are reminded by email. This is precautionary and ensures that the students can retrieve the situation without penalty.

The Academic Advisor will also meet with students in these circumstances to reduce the possibility of students, failing to meet the attendance requirements, of being reported to the Board of Studies, following which any cessations of studies required by non-attendance is reported to the Exam Board.

The main aims of MBRSG advising services are to:

- Enable students to become more dependent on themselves in solving their own problems efficiently, helping them develop their own personal skills.
- Follow up on students who exhibit low levels of achievement to identify causes and raise student motivation to learn, improve achievement and overcome problems.

In accordance with the abovementioned aims, MBRSG academic advisors, will provide comprehensive and accurate advice to students in accordance with the following tenets:

- *collaborative* (advice will be given in a respectful manner and relevant consultation will be sought to ensure completeness of information and advice),
- *consistent* (advice will be in accordance with relevant policies and regulations and be equitable and fair across all students),
- *communicative* (advisors will provide timely, complete, and understandable advice), accessible (advisors will be available at convenient and appropriate times to facilitate advice),
- *representative* (advisors will be experienced, engaged and active in the student experience during their program of studies) and *student-centred* (advisors will provide information in the best interests of students to enable them to become independent and resourceful learners).

6.18 Student Records

The Mohammad Bin Rashid School of Government, as an educational services provider, has relevant policies and procedures in place to record, maintain and secure data and information provided by applicants, current students, and past students. In recording and maintaining this information, the School will adopt appropriate standards regarding information security and confidentiality accordingly.

6.18.1 Custody of Records

Admissions and Registration Section staff are responsible for creating and maintaining the accuracy and currency of the student records in physical and/or digital format. MBRSG utilizes a (Cloud-Based) Student Information System known as Quercus. In addition to the retention, archiving and destruction of administrative records related to the student in accordance with school approved procedures.

All students are responsible for providing and maintaining accurate personal information and details of his/her sponsor to the school. The student must also provide written consent for his/her personal and academic information to be released thought-out the duration of his/her enrollment in the School to any sponsor, person, or organization with whom the student has contractual or legal obligation or where the student is authorizing someone on his/her behalf to collect information.

All transcripts and other documents students submit from other institutions at the time of admission or later are the property of the Mohammad Bin Rashid School of Government, and, as such, are part of the student record that are under the custody of the School.

6.18.2 Records on Academic Integrity and Misconduct Violations

The Mohammed Bin Rashid School of Government takes cases relating to academic integrity and misconduct very seriously. The Academic Misconduct Panel, which is a sub-board of the Board of Studies, is responsible for hearing and case of academic misconduct and determining any penalties which should be applied for such cases in accordance with the Academic Integrity and Misconduct Policy (P-ACD-118).

MBRSG will record violations of academic integrity and misconduct. This will be maintained by the Registrar and kept on the student file in hard copy and/or in electronic copy on the MBRSG Student Information System. The retention of records on academic integrity and misconduct policy violations are governed by the Students Records Policy (P-REG-111). In instances where the student graduates, the paper records on the student file will be destroyed one (1) year after graduation whilst the Electronic copy will be kept on the MBRSG Student Information System.

In instances where the student is dismissed, withdraws, or does not return from leave of absence, the paper records on the student file will be destroyed after two (2) years from the date of dismissal, withdrawal or from the leave of absence expected return date, whilst the Electronic copy will be kept on the MBRSG Student Information System.

Records on Student Academic Integrity and Misconduct Policy (P-ACD-118) violations maintained by the Registrar are subject to regulations stipulated in the Students Record Policy (P-ACD-135) regarding confidentiality of student records. Upon written request to the Registrar, students have the right to inspect their records related to violations of the integrity code.

6.19 Award Documents: Testamurs and Academic Transcripts

The Registrar's Office maintains and updates the academic records of all students who are enrolled at the Mohammed Bin Rashid School of Government. The permanent record reflecting the academic grades of each student throughout his/her entire study period at the School is referred to as the academic transcript.

At the end of every semester, after the Exam Board, Progression Board and Award Board have met, the Registrar's Office updates the academic transcripts of the students who were enrolled in Module(s) within a graduate program of study for that semester.

Students will be notified in writing of their academic performance for the relevant academic semester and by accessing the (online) Student Information System.

Those students who are not in good academic standing as per the Student Academic Progress Policy (P-REG-105), will be notified in writing (via hard copy or digitally (e-mail) by the Registrar. For further details on academic standing, please refer to Academic Standing Sections 6.4 and 6.5 of this Academic Catalog

Students may request a copy of his /her unofficial Academic transcript at any time from the Registrar. An Official transcript will be provided once a written (or electronic) request signed by the student has been received. No official transcript may be issued or handed over to any party other than the concerned student without his/her signed assent. All official Testamurs and academic transcripts will be signed by the Registrar and the appropriate designee of the school. Such signatures will be registered with the Commission for Academic Accreditation in the UAE. This will ensure that Testamurs and academic transcripts will be recognized outside the School, before being released to the student or to the third party authorized by student to receive the document. A nominal fee applies for additional Transcript requests. The School will only issue complete transcripts, not parts of the student record. An explanation of the School's grading system is included in the Grading Scheme at Section 8.5 within this Academic Catalog.

6.20 Student Publications

Students may contribute to research by submitting their research to the Director of Academic Affairs for approval and potential publication. Students are encouraged to contribute to MBRSG events and research; details of these activities will be posted in the virtual learning environment. Students may not publish using MBRSG logo and name without prior approval from the School. Students may take advantage of social media networking groups which have been set-up by MBRSG as a student community.

6.21 Student Privacy - Rights

The School protects students' rights and privacy and will not release any educational records or any other information personally identifying student without the student's signed dated written permission. However, in circumstances within the extent of UAE federal and local laws, the School may be required to provide student information to the relevant authority. MBRSG will apply such laws and requests accordingly.

All students have the right to inspect, review and be provided with copies of his/her academic information. Students also have the right to rectify personal and academic information where he/she believes that to be inaccurate.

For further information on students' records, please check with the Registrar at kieran.ross@mbrsg.ac.ae to attain the MBRSG Student Records Policy (P-REG-111)..

Section 7 Dissertation Policy at MBRSG

To complete a Master degree program at MBRSG, students will be required to successfully complete the Dissertation Module (60 CATS Credits). The Dissertation Module is undertaken at the completion of the 6 taught Modules in a degree program, whereby the student has maintained a minimum overall average grade of a Pass with Meriton the MBRSG Grading Scheme.

The Dissertation Module is the major research component of a student's degree program and as such MBRSG has developed a Dissertation Policy (P-ACD-154) inform students of the expectations, requirements and process to undertake and complete their Dissertation.

A summary of the information noted in the Dissertation Policy (P-ACD-154) are provided below. Students may request the full policy or address any enquiries concerning the Dissertation Policy to the Registrar at kieran.ross@mbrsg.ac.ae

7.1 Introduction to the Dissertation

The Mohammed Bin Rashid School of Government (MBRSG) is committed to supporting graduate research by providing guidance and support to help them complete their research thesis and by providing guidance, mentorship, and help to submit their theses and preparing them for the VIVA Exam to ensure rigor and alignment with the scholarly requirements. MBRSG will provide its students with literature resources to foster an environment for research activities and nurture creative thinking, inquiry, and analytical skills.

7.2 Enrolment in the Dissertation

Students are required to register for their Modules each semester. Module registration forms can be obtained from the Registrar. Forms must be completed and returned to the Registrar by the second week of the semester. Failure to register for a Module could result in a student not being enrolled on that Module. Students can register for the dissertation subject to the following criteria:

- Progression Board (from the/a previous Semester) determines which students may proceed to the Dissertation Module upon completion and achievement of the required taught Modules, GPA (Pass with Merit or above).
- Achievement of language requirement (English Program – EmSAT 1400, IELTS 6.0 or TOEFL 550 equivalent).

- Students need to have paid all relevant tuition fees prior to enrolling in the Dissertation.
- Failure to register may lead to non-enrollment in the module.

7.3 Module Withdrawal or Deferral

A serious and compelling reason is required to withdrawal from the Module of defer from your program of study. It is the student's responsibility to understand when they need to consider withdrawing from the Module. The permitted period for Module Drop is stated in the Academic Calendar.

7.4 Supervision / Additional Support

7.4.1 Supervision

- Students are assigned to their supervisors based on faculty research interests, experience, and faculty load. Supervisors are allocated by the Dissertation Program Coordinator in consultation with the Academic Director.
- Expectations of supervisors are detailed under 'Module Expectations', in section 9 of the Dissertation Handbook. These include technical advice, regular feedback and guidance.
- Supervisors are to maintain regular contact with their students and enable regular meetings.
- All supervisors are also provided with a Virtual Meeting Room on Blackboard, this enables virtual face to face meetings and ready access for students.
- Students are guided to make regular submissions of dissertation chapters to discuss with their supervisor.

7.4.2 Additional Support

- In addition to one-to-one supervision, the School also provides a series of research support seminars to help scaffold the research journey as students' progress. Topics include research design, literature review and reference management software, ethics and data management, quantitative and qualitative tools (student driven), writing-up and reporting of results, and viva voce preparation.
- Students are expected to attend all workshops.
- The School has developed a dissertation template that provides guidance on structure and formatting.

7.5 The Dissertation Process

There are generally no restrictions on the type of study that students can undertake. Students' dissertation may be carried out within one of the systematic branches of the subject. Studies involving first-hand field work or personal inquiry and data collection tend to be suitable in many cases, but original comparative or critical studies based on library material are equally acceptable. The study must be, however, more than a mere compilation of existing information. The sources of data must be made clear.

7.5.1 Requirements

As part of the coursework components of the Masters program, students are required to produce a formal dissertation proposal, this is normally completed as an assessment component of your research methods module. It is expected that students will continue to develop their proposal and agree on the final research design with their supervisor no later than the 2nd week of the semester.

7.5.1.1 Proposal Content

Students should incorporate the feedback received on their research proposal from their research methods instructor and supervisor. The proposal should:

- Define and defend the purpose of the dissertation.
- Define its place and function within the chosen discipline
- Demonstrate its philosophy and methodology.
- Demonstrate a rigorous research design – data collection instruments and sampling.
- Demonstrate an appropriate approach to analysis.
- Demonstrate a rational synthesis.
- Demonstrate a relevant and realistic conclusion.
- Demonstrate an appropriately high level of literacy, graphical data representation, numeracy and conceptual sophistication.
- Realize its limitations within the specific field of research.

*** It is important that students bear the above in mind when designing, implementing, and reporting on research project.

What Makes a Good Dissertation?

- Set in its scientific, naturalistic or, academic context.
- Clear statement of aims, research questions and objectives.
- Logical research program.
- Clearly defined and appropriate methodology.

- Adequate and appropriate data analysis.
- Adequate and appropriate data for the problem.
- Clear statement of results and your interpretation.
- Well-structured and clearly written.
- Intellectual achievement.
- Correct conclusions that relate to the stated aims and research questions.
- Good presentation.

*** The assessment of the dissertation is based on the degree to which the report meets these criteria. Details of dissertation reports assessment are provided in the appendices to this handbook.

7.5.1.2 Getting Started

Students' dissertation should be framed within a broad area of study (a research topic). We strongly advise students to continue developing the topic you worked on in your research methods module, if applicable. Within this, students should identify a research problem, this is a more specific, smaller issue within the topic. The research problem should lead to the identification of research questions. These are specific questions that you ask in relation to your problem, i.e., how you approach the problem.

In choosing a topic students need to consider the following:

- Is it interesting?
- Can the topic retain your interest and motivation?
- Is it realistic?
- Is there enough time?
- Are the data available?
- Is it financially viable?
- Can you afford the transport and materials?
- Where can I do it?
- Can you research at a fixed location, or is there only a limited choice of sites?
- What equipment do I need?
- Does the School have it?
- Will it be available? (this applies to any field equipment, e.g. recording devices, etc.).
- Is it practical?
- Is there time available for data collection?
- What other commitments (work, holidays) do you need to consider?
- Do you need permission for access to field sites, or unusual data sources?
- Do you need assistance in the field?

- Is the time required for analysis reasonable and realistic?
- For example, will there be sufficient access to computer facilities/software? (Check with advisor and/or technical staff).
- Safety? Are there any risks that need to be identified in the field work?
- Do you need assistance in the field?
- Ethical considerations? Are there any?

In most cases students will choose their topic while completing the research methods module within their program. The choice of a topic can be crucial to the success of the dissertation and students should spend some time and effort in choosing the topic carefully. The key point is that the dissertation must focus on a topic that is closely related to the master's degree program; if in doubt, students should consult a member of the supervisory staff for the program as early as possible or seek an appointment with the Program/Academic Director. If students have thought about the matter a great deal, but still cannot find a topic, they should try brainstorming. Remember the rules of brainstorming: capture and list on paper or on a board every idea (however silly, odd or way out) that comes to you. Do not stop to dissect or analyze your thoughts at this stage. When you have run out of ideas, read the list through; more ideas are likely to emerge. When you can think of no more ideas, go through the list grouping the thoughts together and testing them against the criteria outlined below.
Broadly, there are four criteria against which you should test your ideas for a topic:

- Is it a significant problem or opportunity?
- Is it realistic given the time and resources available?
- Is it intellectually challenging?
- Will it keep your interest over the time available?

Flowerdew and Martin (1997) suggest the following tips for generating research ideas:

- Follow up an idea that arose in a lecture.
- Read articles or books on a topic that interests you.
- Be on the look-out for ideas in the media: newspapers, radio, television etc.
- Talk to organizations or individuals working in your area.
- Think about your own outside interests: can they generate a research topic?

Research Questions

Research questions should be well defined – again it is critical to consider the feedback from your research methods instructors. Specific research questions

should be directly related to, and arise logically from, the research topic/problem you are addressing.

- Only pursue questions that lead to new knowledge or solve a particular problem.
- Questions are usually good if you can suggest or predict what answers they may have (i.e., set up hypotheses) and what the implications of these answers are.
- The best questions are relatively easy to answer but make significant steps forward in the investigation.

Research questions can be stated in terms of questions or experimental hypotheses. For example: Is X related to Y? (Research question), or X is related to Y (experimental hypothesis). Perhaps one of the most important issues to take note of is the difference between a casual and a causal relationship. Just because two factors may appear to be linked (i.e., statistically, or by observation) it does not necessarily mean that there is a cause-and-effect relationship. It is up to you to interpret the results of your observations and to devise research strategies by which you might establish causality.

7.5.1.3 Research Aims and Objectives

Research aims and objectives should be clearly stated in the dissertation proposal. Students 'will also need to state these clearly and succinctly in their dissertation project report. Research aims should set out clearly the main aim(s) of the project; these are research questions, testable hypotheses, proposition, or themes. A clear statement of research questions is important because these statements determine the direction of your project; the type of information you require to answer the questions determines the methods you need to use and the way you analyze the data collected. The conclusions should reflect the original aims and research questions. In other words, the conclusions should answer the research questions.

Aims give rise to main research objectives. These are operational steps, or specific tasks by which the aims will be achieved; they are usually measurable (i.e., there is evidence that they've been done). The specific aim(s), research question(s) and objectives can be framed within a broad overarching aim/theme; this will give the reader a good idea about the scope of the project. The aim(s) and research question(s) should ideally be capable of leading to the Dr.awing of conclusions. 'Woolly' aims and research question(s) often result in overly descriptive rambling discussions that fail to reach any firm conclusions.

7.5.2 Dissertation Module Expectations

7.5.2.1 What can students expect from their Dissertation Supervisor?

The dissertation is your own piece of independent research. You should, therefore, expect to undertake the necessary activities - thinking and doing - independently. Your Dissertation supervisor's principal responsibility is to monitor your progress.

- The Dissertation supervisor or other staff members can offer technical advice on the dissertation, e.g. appropriate methodology, logistics, resources.
- Your Dissertation Supervisor will read your Dissertation Progress Reports to ensure that you are making progress.
- On the basis of your progress reports, your Dissertation Supervisor will give advice regarding your progress towards your aims and objectives.
- On the basis of your reports, alert the Module Coordinator regarding any unsatisfactory progress.
- When required and requested, your Dissertation Supervisor will answer direct and specific questions of a technical nature (e.g. is this analytical method appropriate?) - this direction may also be obtained from other staff where appropriate.
- Your Dissertation Supervisor, along with any other member of staff you care to consult, can offer you technical advice at any time during the dissertation, but this should not include proofreading any Dr.aft chapters.

7.5.2.2 What can students not expect your Dissertation Supervisor to do?

- Tell them what to do next.
- Tell them what to do with their data.
- Think of new projects for them.
- Read or edit multiple Dr.aft copies of dissertation materials.

1.1 <u>What will the Dissertation Supervisor expect from students?</u>

- That students complete and present a satisfactory Ethical Checklist and Research Clearance Form.
- Students should complete an Ethics checklist (to assess risk, see the guidelines and forms on Blackboard) and present it to their supervisor for signing. The School will not support field work undertaken without satisfactory Ethics clearance.
- That students attend Dissertation Progress Monitoring Meetings: Supervision meetings can be conducted on campus or online using Blackboard Collaborate or Zoom. Students need to keep in regular contact with their supervisor whether by e-mail, phone or online meetings.

- Students can use the Dissertation Progress Report Form (see Blackboard) to minute meetings and monitor progress in relation to their research plan.

7.5.2.3 What is the protocol regarding students attending Group Meetings with their Dissertation Supervisor?

- During the dissertation module, there will be a number of consultation meetings between the Supervisor, other faculty members and the students undertaking their dissertation. These can be on-campus or online. At these meetings there will be generic information about how to progress in the dissertation, as well as an opportunity to raise general questions around the process.
- Virtual Meeting Room: As noted above, all faculty have a virtual meeting room on Blackboard Collaborate Ultra, the School's virtual learning environment (VLE).
- To set up a meeting, students can simply email their supervisor or the faculty member they want to meet, with a suggested time.

7.5.2.4 That students make progress on their Dissertation

Students should make substantial progress on their dissertation during the semester. This period should be used to collect and organize any needed data. If for any reason a student have modified (in a substantive way) his/her topic after submitting the proposal, he/she must inform his/her Dissertation Supervisor immediately.

Students should discuss their progress with their Dissertation Supervisor regularly to ensure they meet the dissertation milestones as detailed in Section 8 of the module Handbook. The progress report (available on Blackboard) will assist students in this process.

7.5.2.5 That students keep an archive of their research and all their research data

Students should keep an archive of all your research information, including, for example, field notebooks, primary data (paper and/or electronic records) such as completed/returned questionnaires, calculations, correspondence with subjects, tapes of interviews, and Dr.afts.

7.5.3 Dissertation Planning

As noted above, regular discussions with the supervisor are critical to the successful completion of the dissertation. As early as possible, students should determine a doable timeline. We have also developed a dissertation template, available on the Blackboard page, which will assist students in terms of planning the structure and layout of the dissertation. Using the template will also ensure that students meet the guidelines for library submission.

7.5.4 Dissertation and Research Ethics

Before commencing any data collection for the proposed research or beginning any 'fieldwork' (i.e. any research undertaken outside of MBRSG), students must complete an Ethics Checklist and Research Clearance Form (see the Ethics Guidelines and forms on Blackboard). This must be counter-signed by the Dissertation Supervisor, and a copy kept on record. The School will not support projects that are deemed to pose an unacceptable risk. If a student subsequently changes topics, he/she will need to complete a new Research Clearance Form. Failure to submit a satisfactory Ethics Checklist and Research Clearance Form will be reported to the Director of Academic Affairs and the dissertation research will not be supported by the School.

7.5.4.1 Ethical Considerations in Research Projects

Much research in public policy, public administration and innovation management involves people, either directly (as subjects who will be interviewed) or indirectly (as members of a broader community in which research in being undertaken). It is essential that students consider the ethical implications of research that they are undertaking and take all possible action to ensure people are not harmed, worried or inconvenienced by your research. Students should always ensure that you gain permission to access and collect data. Explain to participants any investigations that you propose to conduct. Good ethical research practice also ensures that the participants involved in your research are not harmed. For more details on ethical considerations see the module folder on Blackboard. As a general rule, students should ensure that they follow the following guidelines in designing your research and collecting your data.

7.5.4.2 Guidelines for Projects Involving People

- Students must carry identification including information that allows a potential participant to contact the School if she/he wishes, in order to ensure that the work is bona fide. Students who require letters of introduction and identification should ask their dissertation supervisor before commencing fieldwork.
- All participants must be assured at the outset that information they provide will be treated in the strictest confidence. The student must adhere to this

throughout the research process including production of the dissertation. At no stage should it be possible to link information with individual participants. Participants may, however, give their consent for this confidentiality to be waived so that, for example, quotations may be linked with individual consent. See sample Participant consent forms on Blackboard.

- Personal and/or sensitive questions should not be asked unless they are directly necessary for the project.
- No data may be stored electronically in a way that allows individuals and their information to be identified. Names and addresses should not, therefore, be placed on computer file.
- All participants in the research must be involved voluntarily. A participant may withdraw at any time and must be allowed to do so. No pressure to continue as a participant must be applied.
- The purpose of the research must be explained to each participant at the outset, and she/he must not be misled.
- Dissertations involving observation of behavior without interaction with the people observed (e.g. counting the number of people using a particular service) obviously cannot obtain the consent of all observed. However, such observation could cause suspicion or distress if the observation is unexplained. You should think very carefully about your observation site and explain and seek consent from someone in authority.

7.5.4.3 Ethics Checklist Form

Students should ensure that any ethical considerations that your research entails are initially addressed in their dissertation proposal. Prior to submitting the research proposal to the allocated supervisor, students will have to complete an Ethics Checklist (see ethics forms on Blackboard). Students should use this form to demonstrate that they have thought through the ethical implications of their research. If necessary, they should outline the steps they will take to ensure that their research is undertaken in an ethical way. If in doubt, students should discuss this with their dissertation supervisor.

7.5.5 Dissertation Progress Monitoring

Failure to make satisfactory progress on your dissertation, including non-attendance at Dissertation Progress Monitoring Meetings, and non-submission of a satisfactory Research Clearance Form will be reported to the Director of Academic Affairs.

7.5.6 Dissertation Submission

This section describes the procedures for submission of the dissertation. The section Dr.aws attention to regulations concerning late submission, plagiarism and collusion, and penalties for exceeding the word limit.

The dissertation must be submitted at the date set by the module coordinator. The dissertation will be submitted via Blackboard using Turn-it-in; you will receive information beforehand detailing the exact procedure.

Your dissertation will be retained in the School for 5 years. It will be held in the dissertation repository and made accessible through the library. If you wish for your dissertation to remain private, you must sign a disclaimer to this effect with the dissertation supervisor and submit it with the thesis.

You should sign a declaration that, except where referenced, the dissertation is your own work. This is to avoid plagiarism and collusion (see the Dissertation Template on Blackboard).

7.5.6.1 Dissertation Archive

Students should keep an archive (i.e. portfolio) of all their dissertation research information for inspection by the School Examination Board and/or the External Examiner. Failure to maintain and provide this archive on request could result in loss of marks. This is to assist any investigation should students need to substantiate their findings.

7.5.6.2 Dissertation Presentation and Layout

7.5.6.2.1 MBRSG Policy on Dissertation Word Limit

The word limit for the dissertation is 15,000 words. If the dissertation is much less than this it suggests that more detail, relevant information or explanation may be required; if it is much more it suggest that it have been overly descriptive or that unrelated material is included. Subsequently MBRSG will allow a tolerance of no more than plus or minus 10% in length. This section provides information about how to organize and set out the dissertation report, as well as when and how to submit it. A detailed template is available on the Dissertation Blackboard page. We strongly recommend you start using this from day 1.

7.5.6.3 MBRSG Dissertation Structure and Contents

- Title page
- Abstract
- Acknowledgement
- Contents
- List of figures and tables Introduction
- Main body of the dissertation – introduction, literature review, methodology, results & analysis of findings,
- Conclusion & recommendations and Reflection
- Appendices, covering detailed material and date, elaboration of methods and techniques.
- Reference List

7.5.6.3.1 Chapters, Headings and Subheadings

The use of Chapters, Headings and Sub-Headings will help the reader (i.e. examiner) navigate their way around the report. There is a balance between over and under dividing the report up into sections. Too many sections and subsections may break up the flow and make the report appear bitty or fragmented. Too few sections or subsections will make it more difficult for the reader to work out whereabouts they are and where they are going. Organizing the report into sections will also help you to organize and decide where to place various bits of information. It is a good idea to include a brief statement of what each chapter is about at the beginning to help the reader work out where they are going in. A short summary at the end of each chapter can be equally valuable in helping navigation and general flow, i.e.

"This chapter discusses the results of…"

"This chapter has discussed the…and leads onto…"

You can number the sections and subsections in order to help navigation. This system will enable you to refer the reader to particular sections in the text (e.g. see Section 5.3). The Table of Contents example provided in the Dissertation Template on Blackboard shows how this numerical system works. If this type of system is used then all tables and figures can be numbered within each chapter accordingly, e.g. table 3.1 and 3.2 correspond to the first and second tables referred to in the text of Chapter three.

7.5.6.3.2 Title Page

You must put the title of your dissertation, your name, the date, and a signed declaration attesting that the work in your dissertation has not been submitted to any other university for a higher degree, that you have personally consulted the cited publications, in other words that the dissertation is your own work. See the Dissertation Template on Blackboard for an example title page.

This declaration must be taken very seriously as if at any time it is shown that you have significantly misrepresented material presented in your dissertation, any degree or credits awarded on the basis of that material may be revoked by MBRSG. Please see Section 6 for information regarding the School disciplinary policy towards plagiarism and collusion.

7.5.6.3.3 Abstract

The abstract should not exceed 200 words and should contain the essence of the dissertation but should not refer to the main body of the dissertation.

7.5.6.3.4 Acknowledgements

This section recognizes and shows appreciation for people who have assisted you in completing the dissertation.

7.5.6.3.5 Table of Contents

The Dissertation Template on Blackboard provides an example of a Table of Contents. Note that the section headings have been numbered and assigned a page number. The list of contents will help the reader navigate their way around the report. Obviously, your individual chapter headings will vary from those in the example provided in the template. You may wish to present the site description and previous research as a separate chapter, depending on the amount of material you want to present.

7.5.6.3.6 Figures and Tables

- separately from figures. In all cases, an explanatory title should be provided next to the figure or table number.
- Figures and tables should, where possible, be integrated into the text. All figures and tables must be numbered. Tables are numbered separately from figures. For example, using the numerical system, Table 4.1 would be the

first table cited in chapter 4; Figure 4.1 would be the first figure cited in chapter 4. Figures include all graphs diagrams, charts and images. Tables are considered and numbered separately from figures. In all cases, an explanatory title should be provided next to the figure or table number.

- Figures and tables should, where possible, be integrated into the text. All figures and tables must be numbered. Tables are numbered separately from figures. For example, using the numerical system, Table 4.1 would be the first table cited in chapter 4; Figure 4.1 would be the first figure cited in chapter 4.
- All tables and figures should be closely integrated with, and referred to, in the text, using appropriate phrasing, e.g.: The site is located in the Dubai (Figure 1.1). Figure 3.1 provides a summary of the results. NOT: The location of the site can be seen in the map below. A summary of the results can be seen in the graph on page 31. It is not sufficient simply to put text and illustrations side by side hoping that the reader/examiner will make the connection.

7.5.6.3.7 Introduction

Typically, the Introduction includes the following:

- A background - which briefly explains and introduces the subject of your investigation.
- The study aims and objectives or research questions - clear and precise statement of the aims of your project as well as the objectives. Objectives can be stated in the form of research questions. Note that research questions are equivalent to objectives. You cannot, therefore, state both objectives and research questions. Make sure that the objectives or the research questions contribute directly to achieving the study aim.
- An introduction to the way your report is structured.

7.5.6.3.8 Literature Review

- provide context for the research
- justify the research
- ensure the research has not been undertaken before (or if it is repeated, that it is marked as a "replication study")
- show where the research fits into the existing body of knowledge
- enable the researcher to learn from previous theory on the subject
- illustrate how the subject has been studied previously
- highlight flaws in previous research
- outline gaps in previous research

- show that the work is adding to the understanding and knowledge of the field
- help refine, refocus or even change the topic

***This section is a crucial component of your dissertation and you should critically evaluate the literature (arguments and reliability of different sources) and create a coherent sequence of arguments from the themes Dr.awn from the literature.

7.5.6.3.9 Research Methodology and Methods

In this section you should:

- Discuss the nature of the questions you are asking and choose an appropriate methodological stance for answering them
- Describe, explain and justify the research methods you are using,
- Describe and justify your sampling method
- Describe the practical and technical aspects of conducting the research
- Discuss any ethical issues connected with the project

7.5.6.3.10 Research Results and Analysis of Findings

In this section you should:

- Describe what you found out and what it means
- Tie back to the literature review and your conceptual framework. Use the literature to interrogate and evaluate your research material and vice versa.
- Figures and tables should be used to summaries the results, where appropriate. Results and findings should be compared with the hypotheses or expectations held before the study.

7.5.6.3.11 Conclusions and Recommendations

In thus section you should:

- Summaries the main argument of your dissertation
- Either discuss the validity and reliability of the findings and arguments or reflectively critique the account provided in your dissertation.
- Frame the conclusions and recommendations if appropriate.
- Discuss the implications of your research in the area of study (on the population, the sector, the context)

It is important that all conclusions are clearly linked to the objectives or research questions and ultimately the study aim. It is a good practice to present conclusions under the subheadings of the objectives or research questions and the aim to make sure that all the relevant research issues are covered. Conclusions to your dissertation will normally be supported by recommendations on ways of improving or enhancing the policy or procedure under investigation. Conclusions should always be related to content presented in the main body of the text (plus appendices), so you should not introduce new material. It is good practice to identify in the conclusions the location of the evidence to which you are referring, by including a reference to the appropriate page or appendix.

7.5.6.3.12 Reflection

Postgraduate students should demonstrate their reflective ability at every stage of their academic journey. In the dissertation the reflection is an evaluation of the process you undertook to complete the dissertation. It is an examination of what worked well and what you could have done differently. What lessons and skills have you learned which you can transfer to other areas of your practice?

7.5.6.3.13 Appendices

- Appendices must not exceed 25 percent of the text. Material for appendices, (e.g. organization charts, copies of questionnaires, policy documents for particular entity) should be letter referenced in the text, e.g. see the Dissertation Template on Blackboard.
- It is also helpful if the appendices section is preceded by a separate contents page e.g. Appendix A: The Survey Questionnaire, Appendix B: performance report, etc. Use the Harvard referencing format to refer readers to the relevant appendix which supports your statement in the body of the report for example.

7.5.6.3.14 References

- Whenever you use the words, concepts or ideas of another person, you must give full credit to them, by means of a formal reference. This needs to be done within the text of your dissertation and in a list of references/bibliography at the end. We expect a completed dissertation to be full of references to the works of others, and to contain both quotations and paraphrases from relevant sources.

- The use of many references is a positive feature of a good dissertation, and marks are given for correct citation and referencing. The word count of your dissertation does not include the bibliography or references in the text, as usually practiced in the Harvard style referencing.

7.5.6.3.15 Referencing and the Bibliography

- Referencing format. MBRSG requires the Harvard referencing style for the dissertation. A useful guide to Harvard referencing can be found at www.citethemright.com. Reference management systems like Endnotes or Mendeley can be used to organize and automatically generate your reference list.
- Here is an example of in-text citation format which you would use in your work: There is only one detailed book on the subject of dissertations (Thurston, 2001), although more recent research papers have touched on the subject (Al Heshmi 2010, BaDr., 2013, Quirke, 2015.). Devon (1990, p.10) for example claims that 'all good dissertations should contain some element of tourism research in a warm country'. Ravensburg and Perry (2001), Byran (1991a; 1991b; 1999), Chin, et al. (1994) and Roberts (1991) do not mention dissertations.

  *** Note: items should be listed alphabetically

7.5.6.3.16 Checking your Work

Before submission, the whole text of your dissertation should be checked carefully for typing errors. You should also check that you have listed all your references and that all tables and figures are clearly presented and referenced. Dissertation supervisors will not offer proof reading service. If you wish to engage an external proofreader, you need to notify your supervisor; you should also send them a copy of the dissertation before and after proof-reading.

7.5.7 Dissertation Submission - Process

An electronic copy of the completed dissertation must be submitted through turn-it-in via Blackboard by the due date at the semester; this will be followed oral defense in at a date to be confirmed by the dissertation coordinator. For any technical difficulty please contact your supervisor and the IT team.

7.5.8 Academic Integrity

Honesty and respect for knowledge and truth mean taking responsibility and giving credit or acknowledgement to the work or scholarship of others. MBRSG requires that all students meet the provisions as noted in the Academic Integrity

and Misconduct Policy (P-ACD-118) . Please see Section 8 of this Catalogue for more information on the Academic Integrity and Misconduct Policy.

7.5.9 Dissertation Marking Criteria and Assessment Scheme

7.5.9.1 Marking Criteria

The Dissertation will be marked against the following criteria. The allocation of marks provides an indication of how much space should be given to each element of the Dissertation itself.

The dissertation should add some new information to the existing body of knowledge, and it should demonstrate your ability to critically evaluate the academic literature, collect data systematically, organize your findings, and ensure that your research results are presented in a logical and clear manner.

The dissertation should demonstrate both the technical knowledge that you have acquired throughout your master's degree program and also the ability to integrate knowledge from different subject areas in order to apply it analytically to deal with a policy sector and/or other topical public policy/management problem.

In marking your dissertation, examiners will be looking for the following attributes:

- Does the student show awareness of the academic literature in the topic area chosen for the dissertation?
- Has the student used scholarly journal articles, books and websites appropriately? Has the student followed carefully the referencing format?
- Has the student identified all the variables relevant to the problems examined and recognized the inter-relationships between them?
- Has the student adopted and used appropriate methods of investigation?
- Has the student carried out an appropriate and sufficient analysis of the findings?
- Has the student presented the report effectively and professionally?
- Where appropriate, has the student examined a range of possible solutions, framed suitable criteria and proposed a viable solution or recommendation?
- If the topic of the dissertation requires the student to seek:
    - permission to undertake the research.
    - a formal ethical assessment and approval (through an ethics committee or a similar body) to undertake the research.
    - permission to quote a person, a company or an organization.
    - permission to write up the research material; or
    - permission to publish any research results.

7.5.9.2 Examiners

The examiners will note whether such permission or approval has been ought and acquired. Each of these attributes is important. A good dissertation must score well on each criterion. The detailed grading rubric is included in section 21 of this handbook.

- Marking, second marking and moderation
  All dissertations are double marked. A member of faculty and your supervisor will mark your written dissertation. They will determine a provisional grade based on the following scale. This will be followed by a viva voce which will serve as a confirmatory examination. The grade rubric can be viewed on the module's Blackboard page.

7.5.9.3 Grading Scheme

MBRSG Dissertations will be graded in accordance with the MBRSG Graading Scheme

Grading Scheme	
Description	**Percentage**
Pass with Distinction	70-100
Pass with Merit	60-69
Pass with Credit	50-59
Pass	40-49
Fail (re-sit)	0-39

7.5.10 Viva Voce

MBRSG adopts "Viva Voce" as a best practice in academia in dissertation assessments.

7.5.10.1 Objectives of the Viva-Voce

Viva voce literally means "with the living voice", i.e. taking part in an assessment through word of mouth as opposed to writing – hence the often-used expression 'oral defense' to a written dissertation. By assessing your ability to participate in academic discussion with examiners/panel of examiners, the viva seeks to:

- determine that the dissertation is your own work.
- assess your responses to the examiners' questions on your dissertation.
- confirm that you understand what you have written and can adequately explain your analyses and their policy implications.
- measure your level of original contribution to the wider research field/body of knowledge; and
- establish whether your dissertation is of a satisfactory standard to merit the award of the degree for which it is submitted.

7.5.10.2 Interval between Dissertation Report Submission and Viva Voce

You should submit your dissertation electronically through Turn-it-in via Blackboard. The viva examination will typically be arranged to take place between 1-2 weeks following submission.

7.5.10.3 Viva-Voce Duration

A typical viva will last approximately 30 - 40 minutes but be prepared for defending your dissertation for up to one hour.

7.5.10.4 Viva-Voce Examination Committee

The Chair will arrange the viva, appoint the examiners, determine the venue and ensure that the examination is conducted in line with School regulations. The chair will also moderate viva voce proceedings without grading responsibility. The first examiner will be a faculty member familiar with the research topic and who has evaluated the dissertation report. The second examiner will be the dissertation supervisor.

Dissertation Coordinator (or nominee)	Chair
First Examiner: Faculty Member	Confirmatory examiner
Second Examiner: Dissertation Supervisor	Confirmatory examiner

7.5.10.5 Dissertation Revision and Final Submission – Post Viva Voce Feedback

The Chair of the viva voce will notify the candidate of the outcome of their viva and any required revisions in writing. Revisions are generally completed under the guidance of the supervisor but may also require approval of the examiners. After the revisions have been completed and approved students are required to complete the MBRSG Post Examination Library Dissertation Submission form (F-LIB-100) and proceed to final submission. The form can be accessed on the module's Blackboard page.

7.5.11 Mitigating Circumstances

Dissertations that are received after the due date will be subject to grade penalties. Submission deadlines are detailed in the Dissertation Module syllabus. However, MBRSG recognizes that there may be occasions when a student is unable to undertake, complete or hand-in required work due to circumstances beyond his/her control.

MBRSG has introduced a process of mitigating circumstances to assist students who encounter difficulties or circumstances beyond their control; the provisions for which are detailed in the Assessment Deadlines and Mitigating Circumstances Procedure (PRO-REG-101) and apply using the Notification of Mitigating Circumstances Form (F-ACD-109). Applications for Mitigating Circumstances will be determined by the Mitigating Circumstances Panel which is Chaired by the Director of Academic Affairs.

7.5.12 Dissertation Duration Timeline

Students are allowed a maximum of two semesters to complete their dissertation. Any extension in time needs to be formally requested from and approved by the Academic Director to extend their studies.
Key milestones are set out at the beginning of each semester in the dissertation module handbook. These include:

- Dissertation Induction (student attendance is compulsory)
- Confirmation of proposal (students are encouraged to work on the proposal they developed in their research methods course)
- Regular progress meetings between supervisors and students
- Submission of the dissertation report for examination (see section 8.0)
- Viva Voce
- Completion of amendments and submission to the library.

Should students require a third or subsequent Semester in which to complete their Dissertation an application for Mitigating Circumstances would be required as noted at Section 7.5.11 above.

Section 8 Student Conduct and Academic Integrity

8.1 Expectations of Student Conduct at MBRSG

The Mohammed Bin Rashid School of Government (MBRSG) is committed to upholding the tenets of academic integrity, good behavior, and honesty across all of its faculty and student body. This is clearly stipulated in the Academic Integrity and Misconduct Policy (P-ACD-118) which is available, upon request from the Registrar's Office and in the Student Handbook.

Academic integrity is the commitment to behave ethically with honesty, fairness, trust, respect and responsibility in all aspects of your academic work, research or study. These values underlie acceptable conduct and are expected standards of behavior at MBRSG. Academic integrity is expected not only in formal coursework and examination situations, but in all School relationships and interactions connected to the educational process, including the use of School resources and when undertaking research. Faculty and students assume the responsibility of maintaining and furthering these values.

A student's submission of work for academic credit, indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported. In addition, MBRSG students have a right to expect academic integrity from each of their peers. Misunderstanding of appropriate academic integrity or conduct will not be accepted as an excuse for academic misconduct. If a faculty member or student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the Director of Academic Affairs to avoid the serious charge of academic misconduct.

8.1.1 Communicating with Faculty and Staff

When communicating with faculty or Staff, you are expected to be always honest, you are expected to behave courteously and obey the commands of faculty and staff.

8.2 Types of Academic Misconduct

MBRSG considers breaches of academic integrity and misconduct to include, but are not limited to:

8.2.1 Piracy

The deliberate exploitation of the ideas from others without proper acknowledgement.

8.2.2 Plagiarism

The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. This includes the copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one's own efforts.

8.2.3 Misrepresentation

Any deliberate attempt to represent falsely or unfairly facts or the ideas or work of others, whether or not for personal gain or enhancement.

8.2.3 Facilitating Academic Dishonesty

Assisting another in violating the Academic Integrity and Misconduct Policy (P-ACD-118), such as taking an exam for another student or providing coursework for another student to turn in as his or her own effort.

8.2.5 Fraud

Deliberate deception, which may include the invention, or fabrication, of data. Fraud may also include the engagement of another person to complete or contribute to an assessment or examination in place of the student, whether for payment, or accepting such an engagement from another student.

8.2.6 Fabrication

Making up data or results and recording or reporting them, including laboratory or field research results. In the context of student academic integrity, this also includes falsifying academic or university documents and providing false information or testimony in connection with any investigation or hearing under this policy.

8.2.7 Recycling

Recycling is considered as the resubmission of an assignment that is the same, or substantially the same, as work previously submitted for assessment in the same or in a different module of study (except in the case of legitimate resubmission with the approval of the Faculty for purposes of improvement).

8.2.8 Failure to follow Protocols

Failure to follow established protocols (e.g., research, ethics, or examinations, etc.)

- If the failure to follow research protocols results in unreasonable risk or harm to humans, other sentient creatures generally recognised in this context, or the environment, and facilitating of misconduct in research by collusion in, or concealment of, such actions by others.
- Removal or damage – intentional, unauthorised removal of or damage to research-related property of another including apparatus, materials, writings, data, hardware or software or any other substances or devices used in or produced by the conduct of research.
- Failure to follow Examination protocols as per the Examination Conduct and Invigilation Policy (P-ACD-129).

8.2.9 Unauthorized collaboration

Working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This applies to in-class or take-home tests, papers, labs, or homework assignments. Students may not collaborate without faculty authorization.

8.2.10 Collusion

Collusion is the presentation of an assessment as his or her own work, which is in fact the result in whole or in part of unauthorized collaboration with another person or persons. Collusion may involve the cooperation of two or more students in plagiarism or other forms of academic misconduct.

8.2.11 Interference or sabotage

Damaging, removing, or otherwise harming another student's work or University materials and systems to affect the academic performance of others.

8.2.12 Retaliation

Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

8.3 Using Artificial Intelligence (AI) – Generative AI Tools

MBRSG does not totally ban the use of AI. The Academic Committee recognizes that AI tools have applications that foster student learning and understanding to serve an educational purpose, aiding students in deepening their comprehension of course material and honing relevant skills. If students use these tools to learn, they can use them to seek advice or consult external resources.

Faculty members are encouraged to offer guidance on the effective integration of AI tools into the learning process, aiming to enhance student engagement and comprehension. While the MBRSG does not impose a blanket ban on AI usage, it mandates that such tools be employed ethically and responsibly, in alignment with the standards of learning, assessment, and academic integrity.

It is imperative for students to ensure that their use of AI remains in accordance with the requirements for referencing of academic sources in accordance with the Harvard Referencing style guidelines.

Students utilizing AI-generated content should be aware that the TurnItIn text matching software tool will identify AI generated content. MBRSG expects that students in their academic writing must cite all references, sources and give due acknowledgements (including the use of AI tools) in an accurate and comprehensive manner (i.e. using direct quotations and relevant in-text citations)

Students are encouraged to maintain the integrity of their thought processes, engage in critical thinking, and supplement AI-generated content with their own ideas and insights. By upholding these principles, students can leverage AI as a beneficial learning tool while preserving academic integrity and personal growth.

To ensure ethical and responsible utilization of generative AI, students are expected to adhere to the following guidelines:

- Compliance with MBRSG Policies and must adhere to institutional guidelines regarding the use of generative AI in any academic context, recognizing that its application may not always be suitable.
- Proper attribution in which any text or output generated by AI that is incorporated into assignments must be appropriately cited and referenced. Clear indication should be given within the assessment task regarding the use of AI-generated material.
- Students should be aware of the limitations of AI tools and to use them alongside other sources to verify the credibility and reliability of generated information. It is the student's responsibility to verify the accuracy of all AI-generated content.
- Students need to assure the originality of work where the final submissions must reflect their own ideas and understanding. Merely copying content generated by an AI tool is not acceptable.
- Students should be careful to ensure that they do not demonstrate an over-reliance on generative AI tools, even if referenced correctly, as such an over-reliance may demonstrate little independent thought and original contribution in their academic writing which can also adversely impact the final grade awarded for the assessment.

8.4 Detecting Academic Misconduct – TurnItIn

To detect instances of possible plagiarism and/or collusion; where practicable MBRSG expects all faculty research and student assessments to be submitted via TurnItIn. For students, each Module Handbook will outline which assessments will be required to be submitted via TurnItIn.

MBRSG uses the TurnItIn software tool(s) which identifies text-matching (overlap) between submitted assessments.
These tools are used to assess whether submitted work has acknowledged and cited the work of others correctly and/or completely. It gives an indication as to the extent to which the author has directly cited and/or paraphrased the work of others and to the extent the work submitted represents the independent thoughts and/or original contribution of the author.

Within the Academic Integrity and Misconduct Policy (P-ACD-118), MBRSG has developed a category known as Negligent Plagiarism.

Negligent Plagiarism is the most serious form of plagiarism and refers to recklessly or carelessly presenting another person's work or one's own previously acknowledged work as one's original work without any attempt to acknowledge the source. (i.e., via in-text citation or in the Reference List).

8.5 Detecting Academic Misconduct – Examinations

MBRSG conducts various forms of examinations including online and in-class examinations. Students are responsible for and understanding the conditions under which an examination will be held and meeting the requirements as per the Examination Policy (P-ACD-116).

The following actions, albeit not an exhaustive list, represent academic misconduct under examination conditions:

- Taking an examination for another student.
- Bringing into an examination forbidden material such as textbooks, notes, calculators, or computers.
- Communication, whether by speaking or some other means, to other candidates during an examination.
- Attempting to read other student's work during an examination.
- 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.
- Copying from other students during examinations.

- Inappropriate use of electronic devices to access information during examinations.
- Failing to use the appropriate software (i.e., such as Lockdown Browser), as directed, in online examinations, to ensure that students complete exams in a secure browser environment.

Faculty, staff (e.g., invigilators) and/or students upon discovering an alleged violation of academic integrity or misconduct should report the matter to the faculty member in charge of the Module and/or to the Director of Academic Affairs for investigation.

8.6 Penalties for breaching Academic Integrity and Misconduct

Allegations of breaches of academic misconduct and integrity will be referred to the Academic Misconduct Panel for a hearing and a decision. Student violations will be treated seriously and will be documented on the student's permanent record.

Penalties that the Academic Misconduct Panel has at its discretion, based on the severity of the violation of academic integrity or misconduct, may include:

- a formal written warning letter,
- a fail grade (0%) for the assessment (with referral opportunity),
- a fail grade for the Module, (with resit opportunity)
- a period of suspension,
- dismissal
- a graduate award being revoked.

A student or faculty member can only be given one (1) warning for a violation of academic integrity or misconduct. A subsequent violation will result in a dismissal.

8.7 Notification of Penalties for breaches of Academic Integrity and Misconduct

The Academic Misconduct Panel will advise the Chair of the Board of Studies (the Director of Academic Affairs) and the Registrar of the decision regarding allegations of academic misconduct.

The Registrar will notify the student in writing of the findings and, if applicable, the assigned penalty awarded by the Academic Misconduct Panel. Rights of appeal will also be included in the notification.

All documents pertaining to the decision and notification of a breach of academic integrity and misconduct will be kept on the student file in accordance with the Student Records Policy (P-REG-111).

8.8 Appeal of Penalties applied for breaches of Academic Integrity and Misconduct

A student may submit an appeal in relation to decisions made by the Academic Misconduct Panel under the Academic Integrity and Misconduct Policy (P-ACD-118) in accordance with the provisions of the Student Academic Grievance Policy (P-ACD-117). The School Council will decide on appeals lodged in these circumstances.

Section 9 Assessment, Grades and Academic Progression

9.1 Assessment

The Mohammed Bin Rashid School of Government Assessment Policy (P-ACD-123) clearly states and establishes the principles on which assessment and grading will be developed and undertaken within all graduate programs of study at MBRSG.

9.1.1 Assessment and Grading Principles

The following principles outline the MBRSG approach to assessment and grading:

- Assessment will be developed at a graduate level that is designed to enable module learning outcomes, program outcomes and graduate attributes to be achieved.
- Assessment and grading in all modules will be criterion-based and aligned to specific learning outcomes including the generic skills, knowledge, and aspects of competence they incorporate.
- Assessment will link to and align with specified learning outcomes at the module level.
- Assessment at MBRSG is used to guide and support student learning, encourage effective study habits and patterns of study.
- Assessment arrangements will ensure that student and staff workloads are considered.
- Assessment criteria and grading rubrics will be published with the details of each assessment task in each Module Handbook.
- Assessment will be balanced to enable timely and useful formative feedback, as well as summative judgments about academic performance.
- Assessment will use a variety of assessment instruments. Assessment will be transparent, fair, equitable, inclusive, objective, and auditable and meet the needs of MBRSG programs.
- Grading is designed to record and report whether students have demonstrated an overall level of performance that signifies successful completion of an assessment task and to allow achievement of the learning outcomes to be recognised and rewarded.
- Assessment practices will ensure that reliable and consistent judgments about student performance are made.
- All summative assessments will be subject to internal moderation, and post application ‘double marking’ to ensure fairness and equity in the grading process (see Assessment Procedure).
- Examinations will be double marked anonymously to ensure fairness and equity in the grading process.

- Student achievement in individual subjects will be graded in accordance with the MBRSG Grading Scheme Procedure.
- External Examiners will be used to assure the appropriateness, level and quality of assessment and grading processes across all programs of study at MBRSG in accordance with the External Examiner Policy (P-ACD-130).

9.2 Tests and Examination

Exams are used as a summative evaluation tool in some modules. These may occur at the mid -term or at the end of term interval. The format of an exam may require students to give extended, written and applied responses to theories, concepts and/or issues that were covered in a module of study in a specific time under examination conditions in accordance with the Examination Conduct and Invigilation Policy (P-ACD-129).

Information about exams, including the timetable and advice on preparing and revising will be offered prior to the exam and e-tutorials on exam preparation are available on Blackboard.

If you are concerned about your exams, please contact your Lecturer, Academic Advisor or Program Leader.

9.3 Late Submission of Coursework

Assignments that are received after the due date will be subject to grade penalties. Assignment submission deadlines are detailed in the module syllabus. However, MBRSG recognizes that there may be occasions when a student is unable to undertake, complete or hand-in required work due to circumstances beyond his/her control.

MBRSG has introduced a process of mitigating circumstances to assist students who encounter difficulties or circumstances beyond their control; the provisions for which are detailed in the Assessment Deadlines and Mitigating Circumstances Procedure (PRO-REG-101).

9.4 Exam Board

The Exam Board will confirm whether students have met the completion requirements of a Module within a program of study as stipulated per the MBRSG regulations and policies (including the Assessment Policy (P-ACD-123), Module and Academic Credit Point Policy (P-ACD-128) and Grading Scheme Procedure (PRO-ACD-104)) and therefore their eligibility to be awarded credits as part of a program of study offered by MBRSG.

The Exam Board will ensure that the status and/or outcome of all (pending) decisions made regarding Academic Integrity, Mitigating Circumstances and Student Academic Grievance(s) and Student Attendance are recorded and considered before confirming assessment and Module grades and awarding credit points each academic semester.

Results confirmed by the Exam Board will be provided to the Registrar's Office who will inform students, via the Student Information System, of their assessment and final grades for each Module in accordance with the dates specified in the Academic Calendar.

9.5 Grading Scheme

The Grading Scheme adopted by the Mohammed Bin Rashid School of Government is detailed in the Grading Scheme Procedure (PRO-ACD-104).

The MBRSG Grading Scheme changed as at the commencement of the Summer Semester (May) 2016 as a result a shift from the American Credit Hours system to the European Credit Accumulation Transfer Scheme (CATS) Credits system.

9.5.1 Grading Scale – All Programs

MBRSG uses the following grading scale(s) as detailed in Table 14 on the following page:

Table 14: MBRSG Grading Scale – All Programs

Pre-Summer Semester (May) 2016 Master of Public Administration			Post Summer Semester (May) 2016 to and including new students commencing Spring Semester 2024 Master of Public Administration	Post Spring Semester 2017 All Master and Postgraduate Diploma Awards in Innovation Management, Public Policy and Executive Public Administration (English or Arabic). Master of Public Administration students commencing Fall Semester 2024 onwards
Marks	Grade	GPA	Description	Description
95 and above	A	4.0	Pass with Distinction A	Pass with Distinction A
90-94.99	A-	3.70		
85-89.99	B+	3.30		
80-84.99	B	3.00		
75-79.99	B-	2.70	Pass with Merit	
70-74.99	C+	2.30	B	
65-69.99	C	2.00	Pass with Credit	Pass with Merit
60-64.99		0.00	C	B
50-59.99		0.00	Pass D	Pass with Credit C
40-49.99	F (Fail)	0.00	Fail (Resit Component) E	Pass D
0-39.99		0.00	Fail Resit (Module) F	Fail (Resit Component) F
I (Incomplete) W (Withdrawn)				

9.5.2 Incomplete or Withdrawn Grades

All summative assessments including examinations for each Module within a program of study must be completed according to the deadlines as noted in the relevant Module Handbooks and as published in the Academic Calendar (with respect to the Examination period).

In situations where a student has applied for mitigating circumstances and has been granted a referral or deferral assessment, as approved by the Exam Board, a student may need to complete an assessment in the reassessment period, or at another time as specified by the Exam Board, in the following semester.
In such instances, a grade of I (incomplete) will be assigned for the Module by the Exam Board. Failure to complete the referred or deferred assessment by the due deadline may result in the grade being recorded as F (Fail), based on the discretion of the Exam Board.

Students who enroll in a Module of study and remain registered after the end of the ADD/Drop period and then with to withdraw from a Module, prior to the end of Week 7, will be assigned a W (Withdrawn) grade for that Module at the Exam Board at the end of Semester. Students who withdraw after the end of Week 7 of Semester will be allocated an F (Fail) grade for that Module at the Exam Board at the end of Semester.

Part-Time Students who are studying their Dissertation will normally take two semesters to complete their Dissertation. At the completion of the first semester of the Dissertation, the Exam Board will declare a grade of I (Incomplete). In such circumstances the overall average grade is not adversely impacted.

9.6 Grading Point Average Information

9.6.1 Grade Point Average

Prior to the commencement of Summer Semester (May) 2016, the DSG and MBRSG grading system provided two grade point averages: the Semester Grade Point Average (SGPA) and the Cumulative Grade Point Average (CGPA). Post Summer Semester 2016 MBRSG changed from the American Credit Hours System to the European Credit Accumulation Transfer Scheme (CATS) Credits system.

MBRSG, post Summer 2016, adopted an Overall Average Grade calculation based on a grade percentage. An Award may only be granted if a student's CGPA is at least 3.0/4.0 (American Credit Hours) or an Overall Average Grade of Pass with Merit or above equivalent (CATS Credits).

9.6.2 Calculating Overall Average Grade

9.6.2.1 Overall Average Grade - Semester

The overall average grade earned in a specific semester is calculated by summing the Final Module Grade Percentage (%) awarded for each Module and dividing this amount by the number of Module taken in the Semester. To be in good academic standing, the calculated overall average grade should be a Pass with Merit or above.

9.6.2.2 Overall Average Grade - Program

The overall average grade earned at a particular time during a graduate program of study is calculated by summing the Final Module Grade Percentage (%) awarded for each Module taken and dividing this amount by the number of Modules taken in the graduate program of study. To be in good academic standing, the calculated overall average grade should be Pass with Merit or above.

9.7 Academic Progress

9.7.1 Progression through a Program of Study

The Student Academic Progress Policy (P-REG-105) ensures that students are given every opportunity and assistance to successfully complete the requirements of their chosen degree program in accordance with the relevant award. The Progression Board reviews student performance, via the application of the Student Academic Progress Policy, to enable corrective action to be implemented in time to rectify and improve a student's academic performance.

Failure to maintain 'Good Academic Standing' will lead a student's academic status to be subject to review. Ultimately, failure to rectify or improve performance (and academic status) can lead to dismissal from the program.

Students should be aware of the minimum and maximum timeframes for completion of a graduate program of study and the required cumulative grade point average to be eligible for an Award. These requirements are specified in the Graduate Completion Policy (P-ACD-134).

9.8 Progression Board

The Progression Board monitors each student's progress towards the successful completion of their degree program on a semesterly basis. The Progression Board checks to ensure that any offer conditions have been satisfied, comments on the likely completion timeframe and that overall grade performance (GPA) is being met.

The Progression Board will make decisions in respect of the Module(s) a student should study in the following semester, whether a student should be placed on academic probation and whether formal academic advising is recommended to improve overall performance in the following semester(s).

Decisions of the Progression Board will be provided to the Registrar's Office who will inform students, in writing and/or on the Student Information System.

9.9 Academic Standing

A student's academic standing depends upon academic performance (grades) during his/her program of study. Students must maintain an overall average grade of (Pass with Merit) or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system. This is equivalent to a CGPA of 3.0/4.0 using the American Credit Hours system.

In accordance with MBRSG's Student Academic Progress Policy (P-REG-105), a student's academic standing can be classified as follows:

9.9.1 Good Academic Standing

These are students who meet the minimum rate of progress requirements by achieving an overall average grade of at least (Pass with Merit) under the European Credit Accumulation Transfer Scheme (CATS) Credits system in each semester and are deemed to be in good academic standing. A student must be in Good Academic Standing to be eligible to enroll in the Dissertation component of their program of study.

9.9.2 Academic Probation

Students who fail to maintain an overall average grade of at least (Pass with Merit) under the European Credit Accumulation Transfer Scheme (CATS) Credits system or better in each semester will be placed on probation in accordance with the Graduate Admissions Criteria Policy (P-REG-101).

Students are allowed to incur one academic probation status during their program of study. The student will be removed from academic probation when the student's overall average grade increases to Pass with Merit, or above.

Students placed on Probation may be allowed an extension of up to two semesters to improve their overall average grade with approval of the MBRSG School Council. A student on Academic Probation may not register (enroll) in their Dissertation.

9.9.3 Unsatisfactory Progress

Students who are not making satisfactory progress toward the completion of their graduate program are subject to termination from their program of study. This will require the approval of the Progression Board and ratification by the Board of Studies.

A student will be notified of any formal termination from a graduate program of study by the School's Registrar, in accordance with the provisions of the Student Academic Progress Policy (P-REG-105).

9.9.4 Repeating Modules

In accordance with the transition to the European Credit Accumulation Transfer Scheme (CATS) Credits system, and as per the Student Academic Progress Policy (P-REG-105), a student may be able to repeat a Module (once) within a graduate program of study at MBRSG. Such decisions will be determined by the Progression Board.

9.10 Academic Dismissal

To enable a student to achieve a cumulative average grade of "Pass with Merit", a student may be given one opportunity to retake a Module that they had previously been awarded a F (Fail) grade. A student may also be given one opportunity to retake a Module for which they had received a "Pass" or "Pass with Credit" grade.

Should a student be unable to achieve a cumulative average grade of "Pass with Merit", the student will be eligible for academic dismissal from the program in accordance with the Student Academic Progress Policy (P-REG-105). The dismissed student has the right to appeal the decision to the MBRSG Grievance Review Panel.

9.11 Appeal of Academic Dismissal

A Student who is dismissed from the School may appeal that decision in writing, to the MBRSG School Council, under the provisions of the Student Academic Grievance Policy (P-ACD-117). The letter and relevant Academic Grievance Form must be submitted to the Registrar within 5 working days of the date of the notification of their Dismissal.

Appeals will be considered in exceptional cases only. Students will be notified in writing, by the Registrar, informing them of the decision regarding the appeal as determined by the MBRSG Grievance Review Panel.

9.12 Readmission to the School after Dismissal

A student excluded from the School under the provisions of the Student Academic Progress Policy (P-ACD-117) may not apply for readmission to the same program. Readmission to the School is not automatic and students must meet the relevant re-admission criteria as specified in the Graduate Re-Admissions Criteria Policy (P-REG-102).

Students who have been dismissed from the school for a specified period, or have had their admission or enrolment withdrawn, may apply for recommencement of study after the specified period of dismissal has lapsed (one academic semester).

Section 10 Academic Grievances and Student Appeals

10.1 Academic Grievance

MBRSG recognizes the need to provide a policy for students with academic grievances and appeals during their time of study at the School. The Student Academic Grievance Policy (P-ACD-117) outlines the circumstances in which students may appeal a decision or lodge a grievance.

A student with concerns about a graduate program of study, a specific module, an instructor, an academic decision(s) or other academic issue must first approach the relevant faculty member to resolve the issue. If the grievance or issue is not resolved the student should contact the Director of Academic Affairs, who may request additional information or documentation to clarify the specific grievance.

The Director of Academic Affairs will refer the grievance and associated documentation in respect of matters relating to students, faculty, or the institution to the MBRSG Student Grievance Committee for consideration.

The MBRSG Student Grievance Committee shall meet within seven days of the receipt of the grievance and associated documentation being provided to the Director of Academic Affairs. The MBRSG Student Grievance Committee will decide and determine the appropriate action to be taken in relation to the grievance submitted within seven days of receiving formal notification of a grievance by the Director of Academic Affairs.

The MBRSG Student Grievance Committee will inform the Registrar's Office of their decision and the Registrar's Office will then formally notify the student(s) in writing. A copy of which will be maintained on the student file either electronically or in hard copy.

Students are entitled to a fair and objective evaluation of their work as detailed in the MBRSG Assessment Policy (P-ACD-123) An individual student who believes his or her work was subject to a procedural error may appeal the grading decision to the Director of Academic Affairs within five working days of the release of the confirmed grade by the Examination Board. Students may appeal against procedural errors but may not appeal against academic judgment.

10.2 Student Responsibility to Maintain Documentary Evidence

All official MBRSG communications via the student's e-mail address. These e-mail messages are considered official and sufficient notification. Students are responsible to check their (stated) e-mail account and act on messages in a timely manner.

Students must keep their own copies or other records of transactions with MBRSG. Documents to be kept should include registration schedules, forms, grade reports, payment records and course syllabi. Copies of tests, reports or other in-course assessments should also be kept for at least one year following posting of a final grade.

10.3 Petitions and Appeals

Students may petition for exceptions to academic policies by submitting such requests to the Registrar's Office. Such exception requests will be reviewed by the Director of Academic Affairs, who will grant or deny such petitions consistent with MBRSG School policies, the requirements of the CAA Standards 2019, and the best interests of both the student and the best interests of MBRSG.

The Director of Academic Affairs may refer matters relating to students, faculty, or the institution to the MBRSG School Council for consideration.

Students are entitled to a fair and objective evaluation of their work as shown in the MBRSG Internal Moderation of Assessment Instruments Procedure (PRO-ACD-106). An individual student who believes his or her work was subject to a procedural error may appeal the grading decision to the Director of Academic Affairs within five working days of the release of the confirmed grade by the Examination Board. Students may appeal against procedural errors but may not appeal against academic judgment.

Students may also lodge an appeal, under the Student Academic Grievance Policy (P-ACD-117), based on a decision made by a specific Board or Committee. In these instances, the appeal will be heard by the relevant authority, as stipulated in the applicable Terms of Reference, for that Board or Committee.

Section 11 Graduation

11.1 Award Board

The MBRSG Award Board is responsible for conferring degrees to students who have satisfied the requirements of the Graduate Completion Policy (P-ACD-134). The Award Board meets each semester after the Exam Board. Awards confirmed by the Award Board will be provided to the Registrar's Office who will inform students, in writing and/or via the Student Information System, of their Award.

Students must also be in good financial standing and have received clearance from the IT Office and the Library to be eligible to have an award conferred.

11.2 Graduation Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134). A graduate award will only be conferred upon the approval of the Award Board.

The primary graduate completion criteria are summarised below; students should, however, refer to the Graduate Completions Policy (P-ACD-134) and/or discuss with the Registrar and/or Director of Academic Affairs any issues in relating to their eligibility to graduate.

11.2.1 Master Degree (MPA, MIM and MPP)

For those students who are admitted to, enrolled, and commenced study in a Master Program in and post the Summer Semester (May 2016) of the 2015/2016 Academic Year; the following requirements must be satisfied to be awarded a Master Degree in the MPA, MPP or MIM degree programs:

11.2.1.1 Credits & GPA Requirements: MPA, MIM and MPP

To earn a Master Degree award in an MPA, MPP or MIM program, a student must complete 180 (CATS) credits of coursework as follows:

I. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
II. Students must achieve an overall grade average of Merit on the Grading Scale to graduate from the Master Degree program.

11.2.1.2 Timeframe for Completion: MPA, MIM and MPP

Students must complete their Master Degree within the stipulated duration timeframe to meet the graduate award requirements. The duration timeframes for a student undertaking a full-time Master's program will be a minimum of one academic year (twelve (12) months) and a maximum of three academic years (thirty-six (36) months).

The duration timeframes for a student undertaking a part-time Master's program will be a minimum of one and a half academic years (eighteen (18) months) and a maximum of five academic years (sixty (60) months).

11.2.1.3 Administrative Requirements: MPA, MIM and MPP

Students must also satisfy relevant administrative requirements. These include financial and non-financial obligations to MBRSG. The Director of Academic Affairs must verify that all tuition bills, fees, or fines have been paid based on confirmation from the Financial Affairs Department, and that all MBRSG materials such as library books and IT equipment have been returned and any fines or damage have been paid and/or rectified upon confirmation from the Librarian and IT Manager. Students must satisfy these administrative requirements to be awarded a Master Degree.

11.2.2 Executive Master Degree (EMPA –English or Arabic)

11.2.2.1 Credits & GPA Requirements: (EMPA –English or Arabic)

To earn an Executive Master of Public Administration award (English or Arabic) a student must complete 180 (CATS) credits of coursework as follows:

I. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
II. Students must achieve an overall grade average of Pass with Merit or more on the Grading Scale to graduate from the Executive Master Public Administration (English or Arabic) Degree program.

11.2.2.2 Timeframe for Completion: (EMPA –English or Arabic)

Students must complete their Executive Master Public Administration (English or Arabic) within the stipulated duration timeframe to meet the graduate award requirements. The duration timeframes for a student undertaking a full-time Executive Master Public Administration (English or Arabic) degree program will be a minimum of one academic year (twelve (12) months) and a maximum of three academic years (thirty-six (36) months).

The duration timeframes for a student undertaking a part-time Executive Master Public Administration (English or Arabic) degree program will be a minimum of one and a half academic years (eighteen (18) months) and a maximum of five academic years (sixty (60) months).

11.2.2.3 Administrative Requirements: (EMPA –English or Arabic)

Students must also satisfy relevant administrative requirements to be eligible for an Executive Master Public Administration (English or Arabic) award. These include financial and non-financial obligations to MBRSG.

The Director of Academic Affairs must verify that all tuition bills, fees, or fines have been paid based on confirmation from the Financial Affairs Department, and that all MBRSG materials such as library books and IT equipment have been returned and any fines or damage have been paid and/or rectified upon confirmation from the Librarian and IT Manager.

11.2.3 Postgraduate Diploma (Exit) Award

11.2.3.1 Postgraduate Diploma (Exit) Awards Available

MBRSG may award a Postgraduate Diploma to students who ***exit*** from a Master or an Executive Master Degree program of study.

As from the renewal of accreditation received in 2022, MBRSG has accreditation status to award the following Postgraduate Diploma's:

- Postgraduate Diploma in Public Administration (English) (*relevant to Exit from Executive Master of Public Administration (English) program only*).
- Postgraduate Diploma in Public Administration (Arabic)
- Postgraduate Diploma in Innovation Management
- Postgraduate Diploma in Public Policy.

11.2.3.2 Credits & GPA Requirements for a Postgraduate Diploma (Exit Award)

To be eligible for a Postgraduate Diploma (Exit) award, the following requirements must be met.

- a student must complete 120 (CATS) credits of coursework as follows:
  a) 120 (CATS) Credits in six (6) Modules
  b) Students must achieve an overall grade average of Pass with Merit on the Grading Scale to graduate with a Postgraduate Diploma.

11.2.3.3 Timeframe for Completion: Postgraduate Diploma (Exit Award)

Students must complete a Postgraduate Diploma within the stipulated duration timeframe to meet the graduate award requirements. The relevant duration timeframes to be eligible for a Postgraduate Diploma (Exit) award, if studying full-time, are a minimum of one academic year (twelve (12) months) and a maximum of three academic years (thirty-six (36) months).

The duration timeframes for a student undertaking a part-time study, to be eligible for a Postgraduate Diploma (Exit) award, will be a minimum of one and a half academic years (eighteen (18) months) or a maximum of five academic years (sixty (60) months).

11.2.3.4 Administrative Requirements: Postgraduate Diploma (Exit Award)

Students must also satisfy relevant administrative requirements to be eligible for a Postgraduate Diploma (Exit) award. These include financial and non-financial obligations to MBRSG.

The Director of Academic Affairs must verify that all tuition bills, fees or fines have been paid based on confirmation from the Financial Affairs Department, and that all MBRSG materials such as library books and IT equipment have been returned and any fines or damage have been paid and/or rectified upon confirmation from the Librarian and IT Manager.

11.3 Conferral of Awards

11.3.1 Conferral of a Master Degree Award

A student who has completed the Master Degree requirements, as detailed in the Graduate Completions Policy (P-ACD-134), will then be considered as a candidate, and may be admitted to the degree of master, appropriate to the discipline or specialty studied, with the award title listed upon approval by the Award Board pursuant to MBRSG By-Laws and regulations.

11.3.2 Conferral of a Postgraduate Diploma Award – *Exit Award Only*

A student who has completed the Postgraduate Diploma requirements, as detailed in the Graduate Completions Policy (P-ACD-134), will then be considered as a candidate, and may be admitted to the award of Postgraduate Diploma, appropriate to the discipline studied, upon approval by the Award Board pursuant to MBRSG By-Laws and regulations.

Once a student has exited from a Master program with a postgraduate diploma, re-admission to the same program to achieve a Master Degree is not possible.

11.4 Application for Graduation

Students who have received notification from the Registrar's Office that they have been confirmed as a graduation candidate by the Award Board, will then be asked to confirm their attendance at the (next available) graduation ceremony. The Registrar's Office will also collect specific information from the candidate for preparation of the Testamur and other award documents.

Students who do not wish to participate in the graduation ceremony must complete the Absentia Form, which is available from the Registrar's Office. Absentia graduates are not eligible to participate in a future graduation ceremony; however, they will be able to collect their Award documents from the Registrar's Office.

11.4.1 Name on Testamur and Academic Transcripts

Students will be issued with a Testamur in English and in Arabic and an Academic Transcript in the language of the program of study. For preparation of the Testamur and Academic Transcripts, the full name which appears on the documents will be spelled and printed in English/Arabic exactly as it appears on the student's passport or identity card, which has been provided to the Registrar's Office. If a name on a passport or an identity card does not appear in English/Arabic, then the spelling of the name will be printed according to the personal preference of the student.

11.5 Graduation Ceremony

The Mohammad Bin Rashid School of Government will hold one graduation ceremony each year; this will usually be in September or October. Details will be published on the School website accordingly.

Only those students who have successfully completed all the requirements of their program of study and have been confirmed by the Award Board will be eligible to attend the graduation ceremony. Students who have been confirmed by the Award Board will be notified in writing by the Registrar's Office.

11.6 Attestation of Testamurs and Transcripts

The Registrar, upon request, will provide relevant information to graduates as to how they can get their testamurs and transcripts attested with the UAE Ministry of Education.

Section 12 Graduate Program Information

I. Welcome from the Acting Dean

Welcome to the Mohamed Bin Rashid School of Government

It is with great pleasure that I welcome all students to the Mohammed Bin Rashid School of Government (MBR School of Government). Since 2005, graduate study has been an integral part of MBR School of Government. The School an engaging academic environment and a positive student experience which enables our students to develop and fulfill their learning potential. MBR School of Government is in a unique position, given its close ties with government, to support the vision of the UAE and its leaders. We are committed to the success of our students. We attest that the critical analysis and research skills developed and enhanced during graduate study are critical for career success within various professional contexts in both the public and private sector. Together, we will endeavor to prepare, inspire, qualify, and empower our graduates to become tomorrow's leaders and to strengthen government capacity in the UAE and the Arab world.

As the world continues to deal with geopolitical challenges, it has become very apparent that our interdependence and interconnectedness requires all sectors of society to coalesce around the need to find solutions to the complex challenges we are facing. The past few years have been a test of the agility and resilience of many governments. This is time for strong citizen- centric leadership which serves and protects while creating public value. and we take pride in foresight and responsiveness the leaders of the UAE have demonstrated. The MBR School of Government aims to prepare its students with the kind of public service values and skills that leaders will need to tackle complexity and address immediate and long-term needs.

Success in graduate study at MBR School of Government requires students to be passionate about and committed to their program of study. Students must be responsible and proactive throughout their studies. With the assistance of an Academic Advisor and experienced and qualified faculty, a pathway to success is available for students. The start of your journey as a graduate student may seem daunting but rest assured that you will be provided with and have access to the people, support, and resources to help you succeed and enjoy your graduate study experience.

We look forward to our graduates becoming future leaders, who drive development and growth, efficiency and effectiveness and inspire innovation within the government of the UAE and across the Arab world.

Once again, welcome to the Mohammed Bin Rashid School of Government, and I wish you great success.

Dr. Arthur Seakhoa-King
Acting Dean
Mohammed Bin Rashid School of Government

II. Welcome from the Director of Academic Affairs

Welcome to the Mohamed Bin Rashid School of Government

We are delighted to welcome you the Mohammed Bin Rashid School of Government and excited by the return to on campus learning. Over past few years, we have all made significant sacrifices for the greater good of society as we have battled the coronavirus. In October 2021 Dubai opened the "Greatest Show on Earth" the Dubai EXPO 2020 and has since welcomed millions of visitors from all over the world. This ebb and flow of life has built resilience and gratitude in many of us. This academic year brings us renewed pride and hope in our nation and in the mission of the Mohammed Bin Rashid School of Government, which is to advance knowledge and empower government leaders and policy makers through graduate level education, executive training, research and advisory to come up with innovative solutions to the most pressing issues of our time. We instill in our students a growth mindset that will make them proactive advocates for good governance and high performance in all sectors.

The 2024-2025 academic year still holds many uncertainties for the world, but the past few years have taught us preparedness and readiness for change. The UAE has demonstrated that the world-class infrastructure, robust economy, and resilience in the face of challenges give us the ability to continue to achieve our strategic goals and aspirations for progress and prosperity. As such, the school has invested in the resources to provide you with continuous support for your academic journey. We will continue to follow the safety protocols from the Ministry of Education to ensure the well- being of all stakeholders. Our faculty and staff provide a student-centred learning experience, and we continually strive to provide you with an environment that allows you to achieve your goals.

Paramount to the academic achievement and excellence at Mohammed Bin Rashid School of Government, is our commitment to the scholarship of teaching and learning. Our fully accredited Future Government Programs adhere to the highest global academic standards and equip leaders that are shaping the future of the UAE with the required skills and knowledge to undertake their roles efficiently and ethically.

We are happy you chose the Mohammed Bin Rashid School of Government to advance your personal and academic goals and we pledge to do our best to ensure that you succeed. Best wishes on your academic journey with us.

Dr. Arthur Seakhoa-King
Director of Academic Affairs
Mohammed Bin Rashid School of Government

12.1 Executive Master of Public Administration (Arabic)

12.1.1 Introduction

The introduction of an Executive Master of Public Administration (EMPA), in Arabic, program provides students with the opportunity, skills and knowledge to coordinate and implement coherent policy alternatives, to implement successful cost-effective programs. The 'executive' element of the proposed EMPA program is primarily designed to educate working executives, managers, and other business leaders in a cohesive learning environment that is designed to fit the variety of different students' schedules.

The EMPA program requires students to attend blocks of lectures, and then complete a large portion of the work on their own time. Because module schedules are preset at the beginning of the program, the EMPA will not seek to use elective modules in its initial cohorts, however, as the market evolves this may be reconsidered.

The Executive MPA is taught within a truly global context and requires students to complete modules in a step-lock method, synchronously attending modules with the same classmates for the duration of the program.

The delivery of the EMPA, in Arabic, supports the UAE government mission to emphasize the importance of the Arabic language. The ability to deliver the EMPA in Arabic brings a competitive advantage to MBRSG and fills a significant gap in the service delivery of such bespoke higher education provision.

The Executive MPA has been designed to meet the needs of currently employed, high-achieving professionals from the public sector; it would be unusual for students with less than 5 years of work experience; and who have demonstrated their leadership potential to be admitted to the program.

12.1.2 Program Mission

The Executive Master of Public Administration (EMPA), in Arabic, is specifically tailored to meet the professional challenges and time constraints of midcareer professionals in the public, private and nonprofit sectors.

The program consists of block teaching held on weekends approximately every four weeks (per Module), as well as directed independent learning (DIL) that takes place between weekend sessions**.** The EMPA program tackles challenges of governance and management in a unique forum for exchange, learning, and professional development.

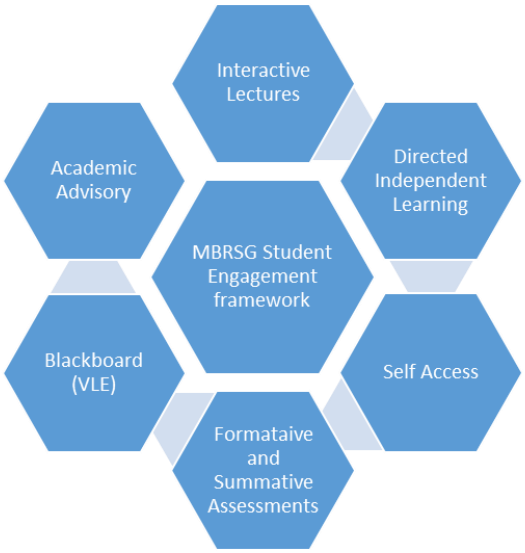
The flexible program can be completed in a full-time mode (three academic semesters) or, in a part-time mode, over a period of two years (four academic semesters) while working.

12.1.3 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 10 below*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the EMPA. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. The EMPA program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 10: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students to interact via Blackboard Collaborate (an online- web conferencing feature), flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of teaching. With the adoption of the blended learning approach, it is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via the Block 2 of teaching being conducted online.).

Classes are delivered across three staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self - access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills. It is also noted that any Exams will be conducted in a face-to-face mode on campus.

Students will receive detailed Module Handbooks each semester with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.1.4 Special Features of the Teaching and Learning Experience

The EMPA adopts the following features to enhance the teaching and learning experience:

- Professional Development sessions running throughout the year which are supported by MBRSG Executive Education
- Executive MPA Networking Events which are established through MBRSG Business Development.
- MENA specific case analysis

What makes the MBRSG EMPA distinctive is the concept of learning through action, which shapes the entire program design, and its focus on both personal development and government development. The proposed program will offer the opportunity for a study visit for students that will reinforce classroom teaching by enabling MBRSG students to learn more about the subject of Global Governance and Administration by encouraging intercultural competency and understanding, and developing knowledge of the international community, and a sense of shared understanding within the field.

12.1.5 Program Content

The six (6) Executive Master of Public Administration (EMPA), core modules have each been designed to extend the students' knowledge of the variety of public administration functions, processes, and strategies, in a context that will engage new ideas and concepts. The addition of an elective module 'Global Governance' (EMPA 1507) will enable Executive MPA students to complete their studies entirely within the UAE or to participate in an enhanced international context.

Students wishing to study EMPA1507 or EMPA1508 can do so as an alternative to EMPA 1506. The Executive MPA modules will challenge existing practices, and the student's personal management style. Upon completing the 6 core taught Modules, students will progress to the Dissertation.

The EMPA proposes to enhance strategic thinking skills and the capacity to reflect critically on what works, and why.

Within the Executive MPA, students will experience fresh perspectives from their fellow students, faculty members and guest lecturers, as well as gaining an international perspective on public sector issues. The debate and discussion, both in the classroom and in subsequent online debate, will provide a powerful test-bed for ideas and potentially also a valuable source of professional advice.

The Executive MPA has synergies with both the UAE National and Dubai Government visions and plans where priority areas are encouraged to be engaged in Government Excellence.

12.1.6 Program Objectives and Outcomes

Students successfully completing the Executive Master of Public Administration (EMPA), in Arabic, program will be able to:

- Critically analyse and evaluate the ethical and cultural dimensions of policy making and management in the public sector.
- Determine and evaluate organizational and management theory, process, structure, and systems in the public sector.
- Synthesize the purposes, design, functions, and character of government organizations, market, and civil society and the interactions among them.
- Utilise advanced problem-solving skills to utilize knowledge from the external and domestic factors and drivers that determine the policy space.
- Appraise and assess the role of global political and economic institutions and events in driving local outcomes.
- Decide on effective leadership and teamwork skills to solve complex/advanced public organizational problems and communicate policy decisions.

12.1.7 Admission Requirements

To be admitted to the Executive Master of Public Administration (EMPA), in Arabic, program(s) applicants will need to provide evidence that they have five (5) years of work experience. This is in addition to the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and detailed at Section 4.3.4.1 full admission and Section 4.3.4.3 for conditional admission. in this Graduate Academic Catalog above.

12.1.8 Proficiency Requirements

Students enrolling in the Executive Master of Public Administration (EMPA), in Arabic, program students need to demonstrate proficiency in basic statistics and research methods. All new students admitted to the EMPA program will be required to take the (ASM001) Foundation course for Research Methods in Public Policy during their academic program of study.

12.1.9 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided in the following Table:

Table 15: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	**14:00 – 14:30**	**14:30 – 14:45**	**14:45 – 15:30**	**15:30 – 16:00**	**Prayer Break**	**16:45 – 18:00**	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.1.9.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - Friday 16th, Saturday 17th and Sunday 18th August 2024: New EMPA students).
- **Spring Semester 2025**
    - Friday 24th, Saturday 25th and Sunday 26th January 2025: New EMPA students).

12.1.9.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to the EMPA(Arabic) program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

MBRSG realises that the course provided is in the English language only and that it may not be possible for all EMPA(Arabic) students to complete this course.

The Registrar will be responsible for following up with new students that have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.1.10 Academic Workload

An Executive Master of Public Administration (EMPA), in Arabic, program full-time student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that some graduate students will enroll as part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to change from Part-Time to Full-Time study (i.e., enroll in a third Module), in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current EMPA studies.

12.1.11 Program Requirements

12.1.11.1 Executive Master of Public Administration (EMPA) – English – (Not Available in 2024/2025)

To be awarded an Executive Master of Public Administration degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of (Pass with Merit) or above.

The Executive Master of Public Administration (EMPA) program learning outcomes have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.1.11.2 Postgraduate Diploma in Public Administration (PgD (English) – Exit Award - (Not Available in 2024/2025)

The MBRSG Executive Master of Public Administration (EMPA) – English program has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Public Administration (PgD) (Exit) award, which requires the completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of (Pass with Merit) or above.

The Postgraduate Diploma program learning outcomes have been developed and aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

12.1.11.3 Executive Master of Public Administration (EMPA) - Arabic

To be awarded an Executive Master of Public Administration (Arabic) degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

The Executive Master of Public Administration (EMPA) program learning outcomes have been developed and aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.1.11.4 Postgraduate Diploma in Public Administration (PgD) – Arabic – Exit Award

The MBRSG Executive Master of Public Administration (EMPA) – Arabic program has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Public Administration (PgD) – Arabic - (Exit) award, which requires the completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of (Pass with Merit) or above in accordance with the Graduate Completion Policy (P-ACD-134).

The Postgraduate Diploma program learning outcomes have been developed and aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

12.1.12 Program Structure

12.1.12.1 Executive Master of Public Administration (EMPA) – Arabic

Developing an effective leadership role is not limited to policy formulation and implementation. It extends to innovation as well. In addition, policy makers face tremendous challenges and pressures in dealing with high paced changing environment which requires continuous learning. To cope with these challenges, policy makers must acquire new skills that enable them to apply innovation and leadership to their policy formulation. In addition, policy makers must blend theory with application to tackle the complex issues they face. The design of the EMPA at MBRSG recognizes the fundamental inter-play between public policy analysis and leadership with the following core and elective module(s).

Students admitted to the Executive Master of Public Administration (Arabic) graduate program of study at MBRSG, will study the prescribed study plan as follows in Table 16 below:

Table 16: Structure for the Executive Master of Public Administration (Arabic) Program

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM0001	0 credits
	EMPA1501	20 credits	EMPA1501	20 credits
	EMPA1502	20 credits	EMPA1502	20 credits
	EMPA1503	20 credits		
2	EMPA1504	20 credits	EMPA1503	20 credits
	EMPA1505	20 credits	EMPA1504	20 credits
	EMPA1506 EMPA1507 or EMPA15087	20 credits		
3	EMPA901 Dissertation	60 credits	EMPA1505	20 credits
			EMPA1506 EMPA1507 or EMPA1508	20 credits
4			EMPA901 Dissertation – 1st Semester	60 credits
5			EMPA901 Dissertation –2nd Semester	
Total	180 credits		180 credits	

Please note that the Dissertation may take up to two (2) Semesters to complete.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 16 above.

12.1.12.2 Program Design

The design of the EMPA (Arabic) degree program at MBRSG recognizes the fundamental inter-play between public policy analysis and leadership with the following core modules.

During the first sixty credits, students enroll in the following modules:

- *ASM 001 Foundation Course in Research Methods for Public Policy
- EMPA 1501 Comparative Public Administration and Governance
- EMPA 1502 Human Resources and Performance Management in Government Organizations
- EMPA 1503 Public Finance and Government Funding

During the second sixty credits, students enroll in EMPA 1504, 1505 and 1506 **OR** EMPA 1504,1505 and 1507 **OR** EMPA 1504,1505 and 1508:

- EMPA 1504 Public Policy Analysis
- EMPA 1505 Administrative Leadership and Institutional Performance Management
- EMPA 1506 Leadership in Conflict Resolution and Negotiation.
- EMPA 1507 Global Governance
- EMPA 1508 Advanced Topics in Contemporary Public Administration

During the final sixty credits, students enroll in:

- EMPA 901 Dissertation

*New Students must take ASM001 Foundation Course for Research Methods in Public Policy (not for credit) Module.

Moving from the taught elements of the core to the dissertation requires that all taught elements are satisfactorily completed. Results for each module are considered separately at the Exam Board, and results are moderated. Students who do not wish to proceed to the dissertation for any reason will be eligible for an exit award provided they satisfy the required number of credits and GPA requirement (Pass with Merit or higher).

12.1.12.3 Elective Modules

There are no formal Elective Modules in the Executive Master of Public Administration (EMPA) (Arabic) degree programs.

However, students must study EMPA 1504, 1505 and 1506 **OR** EMPA 1504,1505 and 1507 **OR** EMPA 1504,1505 and 1508:

- EMPA 1504 Public Policy Analysis
- EMPA 1505 Administrative Leadership and Institutional Performance Management
- EMPA 1506 Leadership in Conflict Resolution and Negotiation. OR
- EMPA 1507 Global Governance
- EMPA 1508 Advanced Topics in Contemporary Public Administration

12.1.12.4 Pre-Requisite and/or Co-Requisite Modules

The Executive Master of Public Administration (EMPA) (Arabic) program of study has the following pre-requisite requirements.

- EMPA 1501, EMPA1502 and EMPA1503 are prerequisites for EMPA1504, EMPA1505 and EMPA1506 or EMPA1507 or EMPA1508.

Students may seek permission from the Director of Academic Affairs for permission to study Modules in a different plan (order) than recommended. Such decisions must be determined, on a case-by-case basis, after considering the extraordinary and/or unforeseen circumstances of the student seeking the revised study plan permission.

12.1.12.5 Dissertation

The research dissertation is a very important part of a student's Master's degree. It is an opportunity for the student to acquire and apply transferable researching and academic writing skills. It is the part of the program where students can apply the analytical and problem-solving techniques, they have acquired during their studies to explore a specialist interest in greater depth. Although demanding, students often find the dissertation one of the most rewarding aspects of their Master's experience.

The requirements to undertake and complete the Dissertation Module within the Executive Master of Public Administration (Arabic) program are clearly specified in the Dissertation Handbook. Students undertaking the Dissertation will prepare and successfully defend their Dissertation presenting results from their independent research performed under the direct supervision of a School faculty member.

The Dissertation Module Handbook details a series of stages that must be completed to successfully complete the Dissertation requirements of the EMPA (Arabic) program.

Students commencing their dissertations will initially meet to attend an induction session, academic skills workshops and a proposal writing workshop.
Students will then engage with faculty and discuss their individual topics.

The submission of proposals will be in week 3 and students will defend their proposals at the end of that week.

They will be assigned and meet with their supervisor and arrange supervisory meetings for the remainder of the semester; the recommended minimum is four meetings per semester as detailed in the dissertation handbook.

For full-time students a progress report will be due in weeks 3 & 7; the submission of the dissertation is in week 15 and the defense in weeks 16 or 17.

Part-time students a progress report will be due in weeks 3, 15, 21 & 26; the submission of the dissertation is in week 31 and the defense in weeks 32-34.

Table 17: EMPA901 Dissertation Module Milestones (Full Time & Part Time)

Module Milestones: Full-time Students (Part-time students)		
Week	***Requirement***	***Assessment***
1	Information Session including Introduction and Course Outline and Setting of the Proposal requirements.	N/A
2	Supervised Independent Study	
3	Proposal Approval & Progress Report	
4-6 /(4-14)	Supervised Independent Study	
7 / (15)	Progress Report	
8-14 / (16-20)	Supervised Independent Study	
15 / (21)	Submission of Dissertation (Progress Report)	
16-17 / (27-30)	Oral defense (Viva Voce) of Dissertation (Supervised Independent Study)	
(31)	Submission of Dissertation	
(32-34)	Oral defense (Viva Voce of Dissertation)	
Exam Board	Final Grade	**Assessment 100%**

12.1.12.6 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying the Executive Master of Public Administration (EMPA), Arabic, program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the Executive Master of Public Administration (EMPA), Arabic, program must maintain an overall average grade of (Pass with Merit) or above under the European Credit Accumulation Transfer Scheme (CATS) Credits system, failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. The Progression Board will decide on such issues.

12.1.12.7 Program Duration

The minimum and maximum timeframes for completion of the Executive Master of Public Administration (EMPA), Arabic, degree program(s) are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 18 below:

Table 18: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)
Part-time	18 months	60 months (10 Academic Semesters)

12.1.13 EMPA (Arabic) Program Study Plan

The Executive Master of Public Administration (EMPA), Arabic, degree program study plan for full and/or part-time students are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Tables 19A– 19G below. Note that the Tables covers 17 weeks given the staggered start of different modules.

12.1.13.1 Executive Master of Public Administration – Fall Semester 2024 or Spring Semester 2025 - Full Time Program Study Plan – Semester 1 – (For Full Admission Students Only)

The Executive Master of Public Administration program study plan for full-time students is summarised in the Exhibits below.

Table 19A: EMPA Modular Study Plan - Fall 2024 or Spring 2025 - Full Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6** Online Learning	**7** Online Learning	**8** Online Learning	**9**	**10** PBL Workshop	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1501 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5pm*	**Independent Study**			**Final Assessment Period**
EMPA1502 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5pm*	**Independent Study**		**Final Assessment Period**
EMPA1503 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5pm*	**D& I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5pm*	**I.S**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun*** *8:30-12:30 & 1:30-5:30pm*											
Classes	**2 days**	**2 days**	**2 days**	**3 days**		**2 days Online Learning**	**2 days Online Learning**	**2 days Online Learning**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.1.13.2 Executive Master of Public Administration – Spring Semester 2025 or Fall Semester 2025 - Full Time Program Study Plan – Semester 2

Table 19B: EMPA Modular Study Plan – Spring 2025 or Fall 2025- Full Time Students – Semester 2 - Continuing Students.

Semester 2 – Spring Semester 2025 or Fall 2025														
Module	**Week 1**	**2**	**3**	**4-5**	**6** Online Learning	**7** Online Learning	**8** Online Learning	**9**	**10** PBL Workshop	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1504 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
EMPA1505 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**		**Saturday 9am-12pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1507/ EMPA1508 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**D&I**	**Saturday 2pm -5pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5*	**I.S**	**Final Assessment Period**
Classes	**2 days**	**2 days**	**2 days**		**2 days Online Learning**	**2 days Online Learning**	**2 days Online Learning**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.1.13.3 Executive Master of Public Administration – Fall Semester 2025 or Spring Semester 2026 - Full Time Program Study Plan – Semester 3 (For EMPA901 Dissertation Students Only)

Table 19C: EMPA Modular Study Plan Full Time Students –Fall 2025 or Spring 2026– Semester 3 – Dissertation Students

Semester 3 – Fall 2025 or Spring 2026								
Module	**Week 1**	**2**	**3**	**4-6**	**7**	**8-14**	**15**	**16-17**
EMPA901	**Information Session**	**Supervised Independent Study**	**Proposal Approval & Progress Report**	**Supervised Independent Study**	**Progress Report**	**Supervised Independent Study**	**Submission**	**Defence**
Attendance	**1 day**		**1 day**		**1 day**			**1 day**

12.1.13.4 Executive Master of Public Administration – Fall Semester 2024 or Spring Semester 2025 - Part Time Program Study Plan – Semester 1 – (New Students Only)

The Executive Master of Public Administration program study plan for part-time students is summarised in the Exhibits below.

Table 19D: EMPA Modular Study Plan - Fall 2024/Spring 2025 - Part Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025													
Module	**Week 1**	**2**	**3**	**4**	**5**	**6** Online Learning	**7** Online Learning	**8-9**	**10** Project Based Learning Workshop	**11**	**12**	**13-15**	**16-17**
EMPA1501 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1502 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm *Sat & Sun* *8:30-12:30 & 1:30-5:30pm*									
Classes	**2 days**	**2 days**		**3 days**		**2 days Online Learning**	**2 days Online Learning**		**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.1.13.5 Executive Master of Public Administration – Spring Semester 2025 or Fall Semester 2025- Part Time Program Study Plan – Semester 2 – (For Continuing Students Only)

Table 19E: EMPA Modular Study Plan – Spring 2025 or Fall 2025 - Part Time Students – Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6** Online Learning	**7**	**8** Online Learning	**9**	**10** Project Based Learning Workshop	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1503 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
EMPA1504 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
Classes	**2 days**		**2 days**			**2 days Online Learning**		**2 days Online Learning**		**2 days**	**2 days**		**2 days**		**Final Assessment Period**

12.1.13.6 Executive Master of Public Administration – Fall Semester 2025 or Spring Semester 2026 - Part Time Program Study Plan – Semester 3 – (Continuing Students Only)

Table 19F: EMPA Modular Study Plan - Fall 2025 or Spring 2026 – Part Time Students – Semester 3 – Continuing Students

Semester 3 – Fall Semester 2025 or Spring Semester 2026													
Module	**Week 1**	**2**	**3**	**4-6**	**7** Online Learning	**8** Online Learning	**9**	**10** PBL Workshop	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1505 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1507/ EMPA1508 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
Classes		**2 days**	**2 days**		**2 days Online Learning**	**2 days Online Learning**		**2 days**		**2 days**	**2 days**		**Final Assessment Period**

12.1.13.7 Executive Master of Public Administration – Spring Semester 2026 and Fall Semester 2026 or Fall Semester 2026 and Spring Semester 2027 - Part Time Program Study Plan – Semesters 4 & 5 – (Dissertation Students Only)

Table 19G: EMPA Modular Study Plan – Spring Semester 2026 and Fall Semester 2026 or Fall Semester 2026 and Spring Semester 2027 – Part Time Students – Semesters 4 & 5–Dissertation Students

Semesters 4 &5 (Spring Semester 2026 & Fall Semester 2026) or (Fall Semester 2026 & Spring Semester 2027)												
Module	**Week 1**	**2**	**3**	**4 – 14**	**15**	**16-20**	**21**	**22-25**	**26**	**27-30**	**31**	**32-34**
EMPA901	Information Session		Proposal Approval	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Submission	Defence
Attendance	1 Day		1 day		1 day		1 day		1 day			1 day

12.1.13.8 Program Study Plan - Dissertation

The study plan detailed above provides students with an indicative pathway on your academic journey throughout your studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

12.1.14 Delivery Mode – Block Teaching - Face to Face for Continuing Students who commenced prior to Fall Semester 2024

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of teaching. This will equate to 45 hours of "face-to-face" teaching on campus.

Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester.

Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measures their applied and analytical skills.

Students may be required to attend an Examination at the end of semester as per the Examination Timetable published each semester.

12.1.15 Delivery Mode – Block Teaching and Blended Learning for New Students commencing in and post Fall Semester 2024.

New students commencing the Executive Master of Public Administration (Arabic) program in Fall Semester 2024 and beyond will have Teaching and Learning delivered in staggered weekend blocks and be taught in a blended learning approach.

Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester. ***The 2nd Weekend Block will be delivered in a (virtual) online blended teaching mode using Blackboard Collaborate.***

With the adoption of the blended learning approach to curriculum delivery in the EMPA(Arabic) degree program, it is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via the Block 2 of teaching being conducted in an online blended teaching mode.).

Students will receive detailed Module Handbooks each semester with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.1.16 Faculty Teaching Allocation for the EMPA(Arabic) Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Executive Master of Public Administration (Arabic) program Modules for the 2024/2025 Academic Year are detailed in Table 20 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 20: Module Leader Teaching Allocations EMPA(Arabic) 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Yousif Al Ghalayini
EMPA1501	Comparative Public Administration and Governance	Dr. Yousif Al Ghalayini
EMPA1502	Human Resources and Performance Management in Government Organizations	Dr. Jasim Alali
EMPA1503	Public Finance and Government Funding	Dr. Abdulla Alawadhi
EMPA1504	Public Policy Analysis	Dr. Abdulaziz Istatieh
EMPA1505	Administrative Leadership and Institutional Performance Management	Professor Khaled Alwazani
EMPA1506	Not Offered in 2024/2025	
EMPA1507	Global Governance	Dr. Mona Elsholkamy
EMPA1508	Advanced Topics in Contemporary Public Administration	Dr. Jasim Alali
EMPA901	Dissertation	Dr. Yousif Al Ghalayini

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.1.17 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Executive Master of Public Administration (EMPA) Program, each student is allocated a personal advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103) available from the Registrar and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.1.18 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134) and explained in 11.1.16.1 and 11.1.16.2 below. A graduate award will only be conferred upon the approval of the Award Board.

12.1.18.1 Executive Master of Public Administration (EMPA) – Arabic

To be awarded an Executive Master of Public Administration (EMPA) (Arabic) Program degree, the following requirements must be satisfied:

- a student must complete 180 (CATS) credits of module work as follows:
  I. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
  II. Students must achieve a minimum overall grade average of Pass with Merit on the Grading Scale to graduate from the Executive Master of Public Administration (EMPA) – Arabic - Degree program.

12.1.18.2 Postgraduate Diploma in Public Administration (Arabic)

To be awarded a Postgraduate Diploma in Public Administration (Arabic) award, the following must be satisfied:

- a student must complete 120 (CATS) credits of module work as follows:
  a) 120 (CATS) Credits in six (6) Modules
  b) Students must achieve a minimum overall grade average of Pass with Merit on the Grading Scale to graduate with Postgraduate Diploma in Public Administration (Arabic)

12.1.19 Careers and Employability

The transformational nature of the Executive Master of Public Administration (EMPA) – Arabic - program equips graduates with transferable skills and knowledge which will enhance their career prospects and open career possibilities in the field of public policy. MBRSG Executive Master of Public Administration (EMPA) – Arabic - alumni will occupy positions in the public and private sectors, international organizations and think tanks around the world.

12.1.20 Graduate Module Descriptions: EMPA (Arabic)

12.1.20.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for research projects in other Modules in their degree program.

12.1.20.2 EMPA1501 Comparative Public Administration and Governance (20 CATS Credits)

This module aims to provide students with the knowledge and theoretical foundations of the comparative of public administration and governance systems that regulate the work of administrative bodies in the Arab countries and Gulf States. The module introduces the challenges of governance reform as well as some of the key issues and problems confronting public sector management, such as globalization, modernization, accountability, ethical action, public engagement, decentralization, results-based policy delivery and public-private partnerships .In this regard the module covers different topics including the concept of comparative public administration and a review of the most important global and regional models in management developments. Students also study the impact of the global environment on administrative reform experiments in the Arab countries and the Gulf States. The module also distinguishes the impact of the political, legal and social environments on the design and the work of administrative bodies in the Arab countries.

This module enables the student to gain an overall picture of the most important trends of administrative reform and development globally, regionally and locally using a comparative approach. The Comparative approach also helps students to identify similarities and differences in the administrative systems and governance models under study. Accordingly, students can decide on how to benefit from the experiences of other countries in the field of administrative reform of the governance system at the regional and local levels.

12.1.20.3 EMPA1502 Human Resources and Performance Management in Government Organizations (20 CATS Credits)

This dynamic and interactive module is designed to help students improve their understanding of the importance of the human capital in government organizations. The module also helps participants to better design and run performance management systems for the employees in their organizations. Managerial practices with regard to human capital and performance management strategies and techniques are brought into sharper focus in an attempt to explain how to recruit, motivate, manage and measure the performance of public employees. The module builds upon students' knowledge and understanding in the areas of organizational behavior and leadership, encouraging them to evaluate their own experiences and to discover the link between interpersonal skills, performance management, and organizational goals.

The theoretical discussions of HR models and performance management will be accompanied by case study analysis and group discussions of genuine organizational problems. Combining the theoretical and practical aspects will enable students to develop general frameworks of understanding and apply these frameworks to solve organizational and performance issues in a wide range of administrative situations.

12.1.20.4 EMPA1503 Public Finance and Government Funding (20 CATS Credits)

Public finance issues are central to economic and political landscapes worldwide, as one of the primary functions of government is to generate resources from its people, and in return to spend the money to improve their lives. However, while the concept of "money from the people, for the people" is quite simple conceptually, there is little agreement on how best to raise and spend public funds in practice.

The module covers: the role and size of the public sector, including the rationale for public sector interventions such as market failure and distributional concerns; key factors determining a nation's fiscal architecture; public resource mobilization via user charges and taxation, including the economics of taxation, taxation of income (personal and corporate income tax), wealth (property tax), and consumption (sales, excise, and value added taxes), tax incentives, tax compliance and enforcement, and tax reform; public expenditure policy, including assessment of government social protection programs, megaprojects, public sector efficiency and effectiveness, and the role of the private sector in the production and provision of public goods and services; fiscal balance and deficit financing; and fiscal decentralization and intergovernmental fiscal relations.

The module will also explore public finance challenges for both national and subnational governments in coping with the impact of the recent global economic crisis.

12.1.20.5 EMPA1504 Public Policy Analysis (20 CATS Credits)

The module explores the different traditions and theories of public policy analysis and the importance of using such theoretical frameworks for the analysis and understanding of governance and development. Its focal aim is to explore various analytical approaches and tools in the way in which policymaking and policy evaluation within the public sector are necessarily different to the approaches adopted in private sector and third sector organizations.

The module also seeks to examine how complex structures and institutions can be explained in ways which are meaningful and have an academic and practitioner interest in the UAE, MENA and beyond the Arab region.

12.1.20.6 EMPA1505 Administrative Leadership and Institutional Performance Management (20 CATS Credits)

This module introduces students to theories and practice of administrative leadership in public sector organizations and the impact they make on institutional performance management. The way in which administrative leaders undertake their duties influences organizational performance and in turn the ability of employees to achieve organizational goals and objectives.

This module considers the interrelationship between organizational performance and leadership in government. The module discusses resolving strategy paradoxes to create competitive advantage. The impact of leadership styles and dynamics on organizational performance will be studied to determine how different leadership practices affect organizational performance in public organizations. Class discussions and activities will focus on the analysis of administrative leadership and organizational performance in the context of the GCC as well as comparing this experience with other nations. Case studies will help students to underscoring the pitfalls of ineffective administrative leadership and how weak and poor leaders may hamper the efforts for achieving organizational and institutional goals.

12.1.20.7 EMPA1506 Leadership in Conflict Resolution and Negotiation (20 CATS Credits)

This module develops paradigm of leadership within conflict and negotiation. It facilitates the students' understanding of the nature of various types of conflicts in public and private sectors and how good negotiations could mitigate their effects on work morale.

The module proposes to enable students to address the causes and appreciate the consequences of conflict as well as to offer them the conflict resolution skills and strategies in public sector organizations. The module also develops the concept of Game Theory within areas of conflict and cooperation and competing interests and discusses complex adaptive systems in the context of global macroeconomic networks.

12.1.20.8 EMPA1507 Global Governance (20 CATS Credits)

This module will investigate diverse policy issues and the equally diverse structures of governance and diplomacy regulating them at the international, transnational, state and sub-state levels.

The program will equip students to understand, explain and practice governance and diplomacy in the contemporary global era. Inter-Governmental Organizations provide important channels of communication between states and mechanisms for galvanizing international action on issues of global concern. They are also important actors in global governance.

The module will include a study visit for students that will reinforce classroom teaching by enabling MBRSG students to learn more about the subject of Global Governance encouraging intercultural competency and understanding, and developing knowledge of the international community, and a sense of global understanding within the field.

The module will address three key 'gaps' that are referred to in global governance discussions:

1. The jurisdictional gap, between the increasing need for global governance in many areas - such as health - and the lack of an authority with the power, or jurisdiction, to act.
2. The incentive gap, between the need for international cooperation and the motivation to undertake it. The incentive gap is said to be closing as globalization provides increasing impetus for countries to cooperate. However, there are concerns that, as a Country lags further behind economically, its influence on global governance processes will diminish.
3. The participation gap, which refers to the fact that international cooperation, remains primarily the affair of governments, leaving civil society groups on the fringes of policy-making. On the other hand, globalization of communication is facilitating the development of global civil society movements.

12.1.20.9 EMPA1508 Advanced Topics in Contemporary Public Administration (20 CATS Credits)

This is an elective module within the Executive Master of Public Administration program. The module aims to develop the student's academic, professional and personal knowledge of the latest contemporary issues and topics in public administration, as it specifically discusses what is The “new” in the field of public administration. This includes challenges, problems and opportunities within the field and what are their effects on the practice of public administration in the UAE.

The module also introduces the latest innovations and developments at the global level in terms of the directions that governments take to deal with organizational, social, technological and economic impacts of these innovations and developments.

Finally, the module discusses other topics such as public sector reform, digital governance, institutional agility along with some of the contemporary issues facing the public sector including the dynamics of hybrid work, civil service challenges, artificial intelligence.

11.1.18.10 EMPA901 Dissertation (60 CATS Credits)

The Dissertation is designed to enable MBRSG Master’s candidates to integrate, apply and extend the knowledge and skills they have acquired throughout their module work. The subject matter for the dissertation should also be based upon skills and concepts acquired during the taught part of the program. However, to satisfy the requirements for a Masters level dissertation, it will be necessary for the candidate to develop, enhance and apply these concepts through demonstration of independent research skills beyond the level achieved in prior module-work. To this end, candidates will conduct substantive original research on a public administration, public management, or contemporary policy issue of importance to the region. The outcome will be the development and presentation of the research results and recommendations.

12.2 Master in Innovation Management

12.2.1 Introduction

The Master in Innovation Management (MIM) program has been developed in such a way as to provide students with the practical skills, mental models, and theoretical background to attain or undertake a professional role in their organization.

Teaching on the MIM program will use a pedagogical approach that enables students to reflect on innovation management activities in a real-world context. It will provide an essential overview of the key concepts of innovation management, by utilizing both theoretical and practical perspectives on the current realities of innovation management techniques in a variety of contemporary organizational settings.

This program has been developed for current and future managers and leaders in national and international public and private sector organisations. It is particularly relevant in the current climate of governance and Government and will be of interest to those who want to keep ahead of these activities.

12.2.2 Program Mission

The MIM program is designed specifically for students wishing to develop their skills and understanding of the management activities undertaken within the context of the evolving and complex world of innovation management. Primarily the student cohort will be individual students selected and supported by Dubai Government as part of the Government training and development initiatives. The MIM will support the UAE Innovation Strategy, as it has been designed to help students improve their ability to analyses and solve problems in the context of contemporary innovation management scenarios.

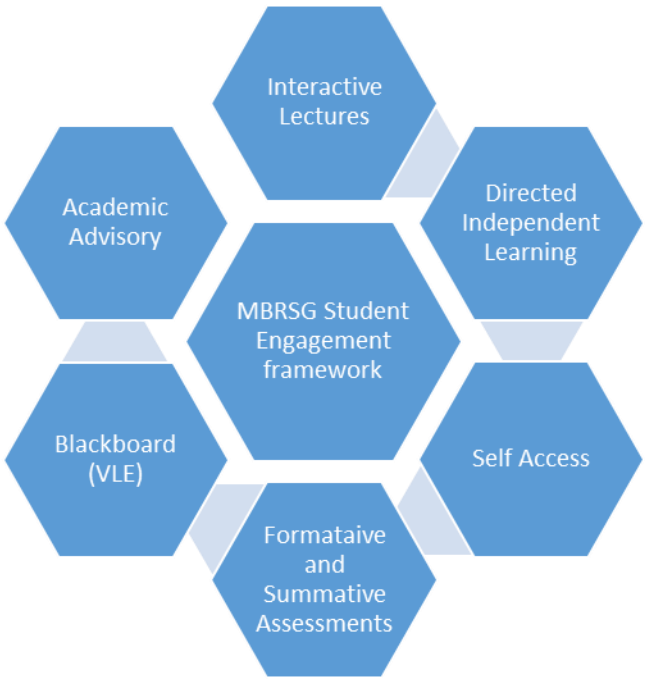
This program is ideal for students seeking a career where innovation, entrepreneurship and creativity are defining key features. These roles can be found in public and private sector organisations, in small to medium-sized enterprises (SMEs) and in start-up businesses.

12.2.3 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 11*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the MIM. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. The MIM program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 11: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Modules are delivered over staggered weekends, which allow time for reflection between delivery sessions. Each day comprises of a minimum of seven hours direct contact.

Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content, before resuming for the following teaching block. For the duration of the program students will be working on assignments that measures their applied and analytical skills.

Students will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.2.4 Special Features of the Teaching and Learning Experience

- Block delivery of modules
- Guest lectures from Industry Specialists
- Use of MENA specific case studies
- Directed Independent learning task to support students between blocks of teaching.
- Use of Blackboard as an online learning platform for discussions and extension tasks

12.2.5 Program Content

The program consists of six core modules in the first year; these are all worth 20 CATS credits each and then a Dissertation worth 60 CATS credits.

First Year modules – Semester 1 and 2 (Full Time Study Load)

MIM 711	Frontiers of Innovation
MIM 712	Public Sector Innovation and Foresight
MIM 713	Service Innovation
MIM 714	Microeconomics of Competitiveness
MIM 715	Research Methods
MIM 716	Strategic Management and Leadership

Second Year module - Semester 3 (Full Time Study Load)

After successful completion of 6 core modules, students will then be eligible to commence ***Dissertation Module MIM901*** to complete their program, provided they have satisfied the overall average grade requirement of grade (Pass with Merit) or higher.

12.2.6 Program Objectives and Learning Outcomes

12.2.6.1 MIM Program Objectives

The overall design aims of the Master in Innovation Management (MIM) program are to:

- Provide an underpinning of both the knowledge and skills needed by managers in the field of innovation management, so that students can contribute to and improve the achievement of their organization's strategic objectives.
- Provide an analytical and multi-perspective framework, to enable students to recognize, identify and evaluate key management issues which critically impact on organizational performance and strategic direction in the context of innovation management.
- Encourage holistic thinking within the areas of innovation management.
- Motivate and equip students to play a leading role in innovation management, engage effectively in improving the process through which innovation is managed.

12.2.6.2 Program Outcomes

The Master in Innovation Management (MIM) program will enable successful graduates to be able to

- Critically analyse and evaluate the ethical and cultural dimensions of innovation management in the public and private sectors.
- Understand and apply innovation theory to processes, structures and ecosystems.
- Synthesize the purpose, design, functions, and character of innovation management.
- Utilise advanced problem-solving skills to utilize knowledge from the external and domestic factors and drivers that determine innovation management.
- Appraise and assess the role of innovation management driving local outcomes.
- Demonstrate effective leadership, strategic choices, and teamwork skills to solve complex innovation management problems and communicate decisions to relevant audiences.

The Master in Innovation Management (MIM) program learning outcomes are at a level commensurate with the award of a Master degree and have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.2.7 Admission Requirements

No additional admission requirements are required for entry into the Master in Innovation Management program to those stated in the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1 (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.2.8 Proficiency Requirements

Prior to enrolling in a Master in Innovation Management (MIM) program students must demonstrate proficiency in (i) English Language (as per Admission Requirements) and (ii) basic statistics and research methods. The basic statistics and research methods requirements can be met by passing an undergraduate university level subject in statistics and/or research methods. All New Students admitted to the MIM program will also be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study.

12.2.9 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about what being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided at Table 21 below.

Table 21: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	14:00 – 14:30	14:30 – 14:45	14:45 – 15:30	15:30 – 16:00	Prayer Break	16:45 – 18:00	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.2.9.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - Friday 16th, Saturday 17th and Sunday 18th August 2024: New MIM students).
- **Spring Semester 2025**
    - Friday 24th, Saturday 25th and Sunday 26th January 2025: New MIM students).

12.2.9.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.2.10 Academic Workload

A Master in Innovation Management (MIM) full-time student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll part-time in a maximum of two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to transfer from part time to full time study and thus enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current MIM studies (in a prior semester).

12.2.11 Program Requirements

12.2.11.1 Master in Innovation Management (MIM)

To be awarded a Master in Innovation Management (MIM) degree, the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

12.2.11.2 Postgraduate Diploma in Innovation Management (PgD)

The MBRSG Master in Innovation Management (MIM) program has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Innovation Management (PgD).

The Postgraduate Diploma in Innovation Management program learning outcomes have been developed an aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

To be awarded a Postgraduate Diploma in Innovation Management, the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

12.2.12 Program Structure

12.2.12.1 Master in Innovation Management Program Structure

Students admitted to the Master in Innovation Management graduate program of study at MBRSG, will study the prescribed study plan as per Table 22 below:

Table 22: Structure for the Master in Innovation Management Program

Semester	Full Time		Part Time (Including Conditional Admission)	
1	ASM001	0 credits	ASM001	0 credits
	MIM 711	20 credits	MIM 711	20 credits
	MIM 712	20 credits	MIM 712	20 credits
	MIM 713	20 credits		
2	MIM 714	20 credits	MIM 713	20 credits
	MIM 715	20 credits	MIM 714	20 credits
	MIM 716	20 credits		
3	MIM901 Dissertation	60 credits	MIM 715	20 credits
			MIM 716	20 credits
4			MIM901 Dissertation - 1st Semester	
5			MIM901 Dissertation 2nd Semester	60 credits
Total	180 credits		180 credits	

Please note that the Dissertation may take up to two (2) Semesters to complete.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in the Table 22 above.

12.2.12.2 Program Design

The Master in Innovation Management (MIM) and Postgraduate Diploma Modules are shown in the Table 23 below:

Table 23: Master in Innovation Management Program Design – Modules and Dissertation

Module code	Module Title
MIM 711	Frontiers of Innovation
MIM 712	Public Sector Innovation and Foresight
MIM 713	Service Innovation
MIM 714	Microeconomics of Competitiveness
MIM 715	Research Methods
MIM 716	Strategic Management and Leadership
Postgraduate Diploma in Innovation Management –Exit Award Point (120 Cats Credits). An MIM award requires successful completion of the Dissertation (60 CATS Credits)	
MIM901	Dissertation

12.2.12.3 Elective Modules

No Elective Modules currently exist in the Master in Innovation Management (MIM) degree program as from the commencement of the 2024/2025 academic year.

12.2.12.4 Pre-Requisite and/or Co-Requisite Modules

The Master in Innovation Management degree program has specific co-requisite Modules.

- *MIM 711 *Frontiers of Innovation* and MIM 712 *Public Sector Innovation* will generally be studied together (part-time students take 2 subjects per semester) and we have hence assigned them as co-requisites.

All Modules MIM711-MIM716 must be successfully completed, and an overall average grade of Pass with Merit or above achieved, prior to progression to the Dissertation Module. This will be confirmed by the Progression Board.

12.2.12.5 Dissertation

The research dissertation is a very important part of a student's Master's degree. It is an opportunity for the student to acquire and apply transferable researching and academic writing skills. It is the part of the program where students can apply the analytical and problem-solving techniques, they have acquired during their studies to explore a specialist interest in greater depth. Although demanding, students often find the dissertation one of the most rewarding aspects of their Master's experience.

The requirements to undertake and complete the Dissertation Module within the Master in Innovation Management program are clearly specified in the Dissertation Handbook.

Students undertaking the Dissertation will prepare and successfully defend their Dissertation presenting results from their independent research performed under the direct supervision of a School faculty member.

The Dissertation Module Handbook details a series of stages that must be completed to successfully complete the Dissertation requirements of the MIM program.

Students commencing their dissertations will initially meet to attend an induction session, academic skills workshops and a proposal writing workshop. Students will then engage with faculty and discuss their individual topics.

The submission of proposals will be in week 3 and students will defend their proposals at the end of that week.

They will be assigned and meet with their supervisor and arrange supervisory meetings for the remainder of the semester; the recommended minimum is four meetings per semester as detailed in the dissertation handbook.

For full-time students a progress report will be due in weeks 3 & 7; the submission of the dissertation is in week 15 and the defense in weeks 16 or 17.

Part-time students a progress report will be due in weeks 3, 15, 21 & 26; the submission of the dissertation is in week 31 and the defense in weeks 32-34.

Table 24: MIM 901 Dissertation Module Milestones (Full Time & Part Time)

Module Milestones: Full-time Students (Part-time students)		
Week	***Requirement***	***Assessment***
1	Information Session including Introduction and Course Outline and Setting of the Proposal requirements.	N/A
2	Supervised Independent Study	
3	Proposal Approval & Progress Report	
4-6 /(4-14)	Supervised Independent Study	
7 / (15)	Progress Report	
8-14 / (16-20)	Supervised Independent Study	
15 / (21)	Submission of Dissertation (Progress Report)	
16-17 / (27-30)	Oral defense (Viva Voce) of Dissertation (Supervised Independent Study)	
(31)	Submission of Dissertation	
(32-34)	Oral defense (Viva Voce of Dissertation)	
Exam Board	Final Grade	**Assessment 100%**

12.2.12.7 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master in Innovation Management (MIM) program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the MIM program must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system, failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve.

12.2.12.7 Program Duration

The minimum and maximum timeframes for completion of the Master in Innovation Management (MIM) degree program are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 25 below:

Table 25: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)
Part-time	18 months	60 months (10 Academic Semesters)

12.2.13 MIM Program Study Plan

The study plan for full and part time students in the MIM program are detailed in Tables 26A – 26G below. This provides students with an indicative pathway on their academic journey throughout their studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

12.2.13.1 Master in Innovation Management – Fall Semester 2024 or Spring Semester 2025- Full Time Program Study Plan – Semester 1 – (For Full Admission Students Only)

The Master in Innovation Management (MIM) program study plan for full-time students is summarised in the Exhibits below.

Table 26A: MIM Modular Study Plan - Fall 2024 or Spring Semester 2025 - Full Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring Semester 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10** Project Based Learning Workshop	**11**	**12**	**13**	**14-15**	**16-17**
MIM 711 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
MIM 712 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
MIM 713 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**D & I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**I.S**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm *Sat & Sun 8:30-12:30 & 1:30-5:30pm*											
Classes	**2 days**	**2 days**	**2 days**	**3 days**		**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**	**2 days**		

12.2.13.2 Master in Innovation Management – Full Time Program Study Plan – Spring Semester 2025 or Fall Semester 2025 - Semester 2 (For Full Admission Students Only)

The Master in Innovation Management (MIM) program study plan for full-time students is summarised in the Exhibit below.

Table 26B: MIM Modular Study Plan Full Time Students –Spring 2025 or Fall 2025– Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025														
Module	**Week 1**	**2**	**3**	**4-5**	**6**	**7**	**8**	**9**	**10 Project Based Learning Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MIM 714 *Sessions*	**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**			**Final Assessment Period**
MIM 715 *Sessions*		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MIM 716 *Sessions*			**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun *8:30-12:30 & 2-5 per day***	**D & I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**I . S**	**Final Assessment Period**
Classes	**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.2.13.3 Master in Innovation Management – Full Time Program Study Plan – Fall Semester 2025 or Spring Semester 2026 - Semester 3 - (For Full Admission Students Only)

The Master in Innovation Management (MIM) program study plan for full-time students is summarised in the Exhibit below.

Table 26C: MIM Modular Study Plan Full Time Students –Fall 2025 or Spring 2026 – Semester 3 – Continuing Students

Semester 3 – Fall 2025								
Module	**Week 1**	**2**	**3**	**4-6**	**7**	**8-14**	**15**	**16-17**
MIM 901	**Information Session**	**Supervised Independent Study**	**Proposal Approval & Progress Report**	**Supervised Independent Study**	**Progress Report**	**Supervised Independent Study**	**Submission**	**Defence**
Attendance	**1 day**		**1 day**		**1 day**			**1 day**

12.2.13.4 Master in Innovation Management – Fall Semester 2024 or Spring Semester 2025-Part Time Program Study Plan – Semester 1

The Master in Innovation Management (MIM) program study plan for part-time students is summarised in the Exhibits below.

Table 26D: MIM Modular Study Plan, Fall Semester 2023 or Spring Semester 2024, Part Time Students, Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring Semester 2025													
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8-9**	**10 PBL Workshop**	**11**	**12**	**13-15**	**16-17**
MIM 711 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
MIM 712 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm *Sat & Sun 8:30-12:30 & 1:30-5:30pm*									
Classes	**2 days**	**2 days**		**3 days**		**2 days**	**2 days**		**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.2.13.5 Master in Innovation Management – Part Time Program Study Plan – Spring Semester 2025 or Fall Semester 2025 - Semester 2

The Master in Innovation Management (MIM) program study plan for part-time students is summarised in the Exhibit below.

Table 26E: MIM Modular Study Plan Part Time Students – Spring 2025 or Fall 2025- Semester 2 – Continuing Students

Semester 2 – Spring Semester 2024 or Fall Semester 2024															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10** Project Based Learning Workshop	**11**	**12**	**13**	**14-15**	**16-17**
MIM 713 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
MIM 714 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
Classes	**2 days**		**2 days**			**2 days**		**2 days**		**2 days**	**2 days**		**2 days**		**Final Assessment Period**

12.2.13.6 Master in Innovation Management – Part Time Program Study Plan – Fall Semester 2025 or Spring Semester 2026- Semester 3

The Master in Innovation Management (MIM) program study plan for part-time students is summarised in the Exhibit below.

Table 26F: MIM Modular Study Plan - Part Time Students – Fall 2025 or Spring 2026 - Semester 3 – Continuing Students

Semester 3 – Fall Semester 2025 or Spring Semester 2026													
Module	**Week 1**	**2**	**3**	**4-6**	**7**	**8**	**9**	**10 Project Based Learning Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MIM 715 *Sessions*		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MIM 716 *Sessions*			**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**	**Final Assessment Period**
Classes		**2 days**	**2 days**		**2 days**	**2 days**		**2 days**		**2 days**	**2 days**		**Final Assessment Period**

12.2.13.7 Master in Innovation Management – Part Time Program Study Plan – Spring Semester 2026 & Fall Semester 2026 or Fall Semester 2026 & Spring Semester 2027 - Semesters 4 & 5

The Master in Innovation Management (MIM) program study plan for part-time students is summarised in the Exhibit below.

Table 26G: MIM Modular Study Plan - Part Time Students – Spring 2026 & Fall 2026 or Fall 2026 and Spring 2027 – Semesters 4 and 5 – Continuing Students

Semesters 4 &5 (Spring Semester 2026 & Fall Semester 2026) or (Fall Semester 2026 & Spring Semester 2027)												
Module	**Week 1**	**2**	**3**	**4 – 14**	**15**	**16-20**	**21**	**22-25**	**26**	**27-30**	**31**	**32-34**
MIM 901	Information Session		Proposal Approval	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Submission	Defence
Attendance	1 Day		1 day		1 day		1 day		1 day			1 day

12.2.14 Delivery Mode

Each taught Master in Innovation (MIM) module, excluding the Dissertation, comprises 45 hours of "face to face" teaching on campus. Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further "face to face", 3-hour, Project Block Learning Workshop is included, for each Module, each semester. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills.

12.2.15 Faculty Teaching Allocation for the MIM Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Master in Innovation Management program Modules for the 2024/2025 Academic Year are detailed in Table 27 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 27: Module Leader Teaching Allocations MIM Program 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Arthur Seakhoa-King
MIM711	Frontiers of Innovation	Professor Melodena Stephens
MIM712	Public Sector Innovation and Foresight	Dr. Swetal Sindhvad
MIM713	Service Innovation	Professor Melodena Stephens
MIM714	Microeconomics of Competitiveness	Professor Mark Esposito
MIM715	Research Methods	Dr. Mounia Drissi
MIM716	Strategic Management and Leadership	Dr. Swetal Sindhvad
MIM901	Dissertation	Dr. Scott Fargher

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.2.16 Academic Advisory

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Master in Innovation Management (MIM). Program, each student is allocated an academic advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.2.17 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134) and explained in 11.2.16.1 and 11.2.16.2 below. A graduate award will only be conferred upon the approval of the Award Board.

12.2.17.1 Completion Requirements for Master in Innovation Management Degree

To be awarded a Master in Innovation Management (MIM) degree, the following requirements must be satisfied:

- a student must complete 180 (CATS) credits of coursework as follows:
  I. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
  II. Students must achieve a minimum overall grade average of Pass with Merit or above on the Grading Scale to graduate from the Master Degree program.

12.2.17.2 Completion Requirements for a Postgraduate Diploma in Innovation Management (*Exit Award Only*)

To be awarded a Postgraduate Diploma in Innovation Management the following must be satisfied:

- a student must complete 120 (CATS) credits of coursework as follows:
  a) 120 (CATS) Credits in six (6) Modules
  b) Students must achieve a minimum overall grade average of Pass with Merit or above on the Grading Scale to graduate with Postgraduate Diploma in Innovation Management.

12.2.18 Careers and Employability

An increasing number of public and private sector entities are becoming aware of the imperative to innovate to remain viable in the 21st Century. The creative process of generating ideas for new products, services and new business models is a human skill and the future for innovation leaders looks bright.

Master in Innovation Management (MIM) graduates will find themselves working in a range of public and private sector organisations in areas of new business development, innovation project management and innovation consultancy. They will work in product and service contexts across a variety of industries. Their daily jobs will involve supporting development teams when new products are being developed, and they devise and initiate new products and services themselves, becoming new business developers. They also act as consultants to small and medium-sized enterprises, advising on organizing businesses for innovation.

12.2.19 Graduate Module Descriptions: Master in Innovation Management

12.2.19.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.2.19.2 MIM711: Frontiers of Innovation (20 CATS Credits)

Organizations that are consistently successful at managing innovation outperform their peers in terms of growth, financial performance, and employment. The broader social benefits of innovation are even greater. However, as this course will demonstrate, innovation is not easy to develop within any organization and requires an approach that is quite different from that offered by standard management tools. The strategic management of innovation requires more than just adding it to the functions of an organization. Instead, it needs an integrated approach that deals with interactions between changes in technology, organizations, and markets. This course will explore the different elements that develop and sustain innovation within various organizations and, given the strategic imperative within the UAE to develop a more innovative economy, will also explore the importance of innovation within a national context. It will therefore provide learners with opportunities to explore experiences of innovation and entrepreneurship in action and reflect, in a structured manner, on these experiences and the lessons that emerge from them. It will also introduce concepts that provide the basis for understanding innovation, how it can be managed, and enable the student to experiment with these conceptual models to help make sense of managing innovation.

This module will introduce you to the basic concepts and terminology of innovation that provide for a common foundation of the subject that will help you interact with other innovation experts. You will learn theoretical frameworks and develop the necessary skills to implement them successfully by analyzing information, managing expectations, learning experimentation to test your ideas and thus create robust innovation strategies. You should be able to recommend, monitor and manage innovation within your organizations. Given the strategic imperative within the UAE to develop a more innovative economy and UAE’s vision to be a leader in the international context, this course will also explore the importance of innovation within a national and international context. You will also get opportunities to explore experiences of innovation and entrepreneurship in action and reflect in a structured manner on these experiences and the lessons that emerge from them.

12.2.19.3 MIM712: Public Sector Innovation and Foresight (20 CATS Credits)

Public sector innovation - where new ideas create value for society. In recent years, there has been increasingly more concerted efforts to develop a systematic approach to creating innovative solutions to address societal challenges as well as understand potential future changes.

This Module will examine key issues in terms of public sector innovation as well as horizon scanning, which, because of changing political agendas and a desire for action during the last few decades, has led to continuous organizational change becoming common in many parts of the public sector.

This trend has accelerated after the last global economic and financial crises, as governments seek to understand potential future scenarios, and reform, restructure and reorganize their public sector activities to deliver more efficient and effective services. In addition, citizens' expectations of higher value service innovations are increasing despite fiscal pressures, especially in terms of greater choice and quality.

Other important issues such as demographics, technology, and climate change. Some would argue that many public sector organizations are not up to the job of developing and implementing solutions to deal with these challenges. Many public servants focus too much on short-term needs of politicians; are too bureaucratic and hierarchical to deal with change; have an aversion to failure that restricts new ideas; do not place citizens at the heart of their policymaking; cannot scale new solutions sufficiently; and have few formal methods for promoting innovation.

12.2.19.4 MIM713: Service Innovation (20 CATS Credits)

Public value is heavily dependent on the services employed as a method of delivery. Very often these are services where the user has no choice, which makes them critical to a government's success and international competitiveness. With the service sector creating most of the wealth and employment within developed and emerging economies, ensuring that the sector continues to innovate presents several challenges. These challenges are not only about the design and development of the service innovation, its delivery, and its impact measurement. This course will not only examine some of the key issues from academic research and management practice on services innovation but will enable the learner to build the skills and capabilities necessary to better design services, especially in new ways in which service innovation takes place. The pedagogical method we use is that of design thinking for problem solving and this is done through a series of lectures and workshops.

The service sector creates most of the wealth and employment within developed and emerging economies. This fact alone ensures that the need to innovate in this sector maybe critical for ongoing competitiveness of the country. For citizens, often the first stage of interaction with the government is the services they experience. Service innovation begins with a customer centric process.

We will use design-thinking in this course and workshop pedagogical model to understand service strategy design for complex problems at both organizational levels and at the national level. This course will examine some of the key issues from academic research (like behavioral insights) and management practice on services innovation which will enable the learner to build the skills and capabilities necessary to better design services, leading to greater customer satisfaction.

Service innovation is needed also at the supra-country level. The global goals which are wicked problems need a collaborative global perspective - across countries, across sectors, across both private and public organizations if we are to achieve SDGs like zero poverty and zero hunger by 2030. For example, one study states there is enough food to feed every single individual, but we may need to redesign processes in our supply chain and change regulations.

12.2.19.5 MIM714: Microeconomics of Competitiveness (20 CATS Credits)

The module is concerned with the determinants of competitiveness and economic development viewed from a bottom up, microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is created at the microeconomic level. The strategies of firms, the vitality of clusters, and quality of the business environment in which competition takes place are what ultimately determines a nation's or region's productivity and wealth. The content covers both developing and advanced economies. The focus is on emerging, transitioning, and advanced countries where microeconomic agendas are critical to sustained success. Furthermore, the module addresses competitiveness at the level of nations, states or cities within nations, clusters, and groups of neighboring countries. A major theme of the course is that competitiveness and economic development are affected by policies at all these levels.

The module is not only concerned with government policy, but also with the roles of business, universities, and other institutions in competitiveness. In modern international competition, the roles of the constituencies have shifted and expanded, and the traditional separation between them works against successful economic development. Also, the ability to mount and sustain a competitiveness strategy for a nation or region is a daunting challenge. The course explores not only theory and policy, but also the nature of the organizational structure and institutions for sustained improvements in competitiveness. In addition to both macro and micro policy choices, the course underlines the role of history, i.e., the legacy of nations (such as language, culture and general institutions), and geography, i.e. the regional circumstances (such as the level of development among neighboring nations and the intensity in regional interaction).

12.2.19.6 MIM715: Research Methods (20 CATS Credits)

This Module is designed to give students an understanding of the qualitative and quantitative research methods needed by public administrators. Course topics include research design (this includes defining research problems, formulating research questions, and reviewing literature), research strategy, methods and data collection tools. Students will be introduced to a wide range of qualitative tools such as case studies, grounded theory, and action research as well as quantitative tools moving from descriptive statistics to regression analysis.

The Module will enhance students' skill in evaluating published research and learn how to use research methods in their own research, to grasp and analyses issues related to public administration and public policy. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables.

12.2.19.7 MIM716: Strategic Management and Leadership (20 CATS Credits)

This module facilitates students' understanding of the process of strategic thinking, planning, and implementation, to facilitate a culture of innovation in government organizations. The relationships between organizational resources, goals, objectives and means will be fully considered to find out how public organizations deploy these resources to achieve their visions and missions, and to advance innovative public services. The role of leadership in defining organizational processes, goals, objectives and shaping the overall strategic orientation of the organization will be discussed to highlight how dynamic interactions between different organizational levels and teams could achieve innovation.

The module also addresses the difficulty of adopting strategic management in public sector innovation and considers how to deal with the problems of implementation of innovative strategies. A case study approach will be adopted to link theory with practice and help students apply their knowledge in the UAE and the MENA region.

12.2.19.8 MIM901: Dissertation (60 CATS Credits)

The Dissertation in Innovation Management is designed to enable MBRSG's Master candidates to integrate, apply and extend the knowledge and skills they have acquired throughout their course work. The subject matter for the dissertation should be based on skills and concepts acquired during the taught part of the program.

To satisfy the requirements for a Masters level dissertation, it will be necessary for the candidate to develop, enhance and apply these concepts through demonstration of independent research skills beyond the level achieved in prior coursework. To this end, candidates will conduct substantive original research on a strategic management, innovation management or service innovation issue of importance to the region. The outcome will be the development and presentation of the research results and recommendations that can inform innovation management in the UAE and beyond.

12.3 Master of Public Administration (Continuing Students Only)

12.3.1 Introduction

The Master of Public Administration (MPA) degree is considered as the core professional degree for students seeking a career in public service or nonprofit management. At MBRSG our bespoke MPA program will guide you to develop the skills and techniques used to implement policies, and programs that resolve important problems within the UAE Government and our society, by placing increased emphasis on management and implementation techniques. The MBRSG MPA program provides you with an opportunity to study key management and policy issues that are relevant to the UAE and the Region.

The program aims to develop your critical thinking, analytical skills, ensuring a sensitivity to the ethical and value concerns that are central to the traditions of the field of public administration. MBRSG graduates are well-equipped for careers throughout all levels of government, across the nonprofit sector and in the private sector. The MBRSG MPA can be completed by students attending either in part-time or full-time study mode.

12.3.2 Program Mission

To develop advanced knowledge, skills and competencies in governance and leadership of public affairs, which will enhance public service delivery locally and regionally. This mission will be accomplished as the MPA seeks to:

1. Foster the creation of knowledge about public administration and to disseminate competencies and skills to future leaders, public affairs professionals, and citizens to enable them to make positive impacts locally, regionally, and globally.

2. Promote excellence and best practice in education through public policy analysis and management using a collaborative and multi-sectoral approach.

3. Engage faculty and students at MBRSG in ongoing relationships with the public and private sectors to impact the critical issues facing society.

4. Prepare leaders for the public and private sector to lead using a professional and ethical framework.

5. Engage public sector officials, representatives of public groups and citizens in dialogue and action to improve the performance of the public sector in area of governance and leadership.

12.3.3 Linking Theory to Practice

The MPA program prepares students for a career in the public sector or non-profit management. Students research and examine how governmental policies are developed and implemented to enhance performance in society.

The MPA program will instruct participants how to advance management and policies in order that governmental agencies function and public programs are managed to benefit societies. Students will also examine topics related to government decision making; policy analysis; human resource management in the public sector; micro/macroeconomics; budgeting on the state and federal level; all of which will develop skills and techniques to prepare them to become public administrators functioning at all levels of government. Since linking theory to practice is at the core of the curriculum, students will benefit from regular interactions with regional and international experts in public policy through the following programs:

- Guest Lectures: Practitioners (regional and international) are invited to interact with students and share their experiences.
- Policy Debates: Students are invited to exchange views in structured debates on current issues of public policy, moderated by guest media and public sector personalities.
- Colloquia Faculty: Members team up with practitioners from think tanks and the public and non-profit sector to discuss topics that include recent developments in public administration theory and research, public and non-profit sector behavior, and public policy.
- Case Studies: Case studies are an important addition to the spectrum of teaching methodology in public administration. Students will examine as well as develop cases that are relevant to governance in the United Arab Emirates and the Arab region.

12.3.4 The Advantage of Studying the MPA at the Mohammed Bin Rashid School of Government

Located in the vibrant city of Dubai, students have an excellent opportunity to benefit from the Mohammed Bin Rashid School of Government specialized research programs, practical workshops, and seminars. In addition, the School's library is rapidly becoming a knowledge resource center for the region on issues related to public policy and administration.

Networked for Life Graduates will connect with MBRSG's extensive networks of distinguished Arab public policy and public administration leaders through lifelong membership in the MBRSG Alumni Association. Members will have opportunities for participation and exchange at the School, through online alumni communities, and at alumni gatherings held around the Arab world.

12.3.5 Program Outcomes

The Master of Public Administration program will enable successful graduates to be able to:

1. Apply contemporary organizational and management theories to the analysis of institutional performance and the development of innovative structures, processes, and systems in public management.
2. Compare how laws, norms and ethical principles influence the effectiveness of public organizations.
3. Differentiate the character of public organizations and the nature of their interaction with markets and with civil society.
4. Analyze public policy issues using applicable research principles and methods to formulate alternative solutions and make evidence-based decisions.
5. Evaluate the impact of global political and economic institutions, knowledge sharing and current trends on public governance.
6. Use effective leadership and teamwork skills to solve complex organizational problems and communicate policy decisions.

The Master of Public Administration program learning outcomes are at a level commensurate with the award of a Master degree and have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.3.6 Admission Requirements

No additional admission requirements are required for entry into the Master of Public Administration program to those stated in the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1. (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.3.7 Proficiency Requirements

Prior to enrolling in a Master of Public Administration (MPA) program students must demonstrate proficiency in (i) English Language (as per Admission Requirements) and (ii) basic statistics and research methods.

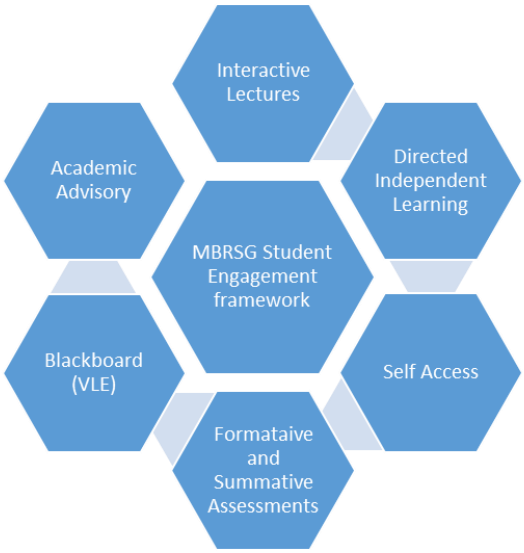
All New Students admitted to the MPA program will be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study. This foundation course is considered a "not for credit" Module but will appear on the student's Academic Transcript.

12.3.8 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 12 below*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the MPA. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. The MPA program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 12: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students to interact via Blackboard Collaborate (an online- web conferencing feature), flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of face-to-face teaching. Semesters are usually held over a period of 16 or 17 Weeks. The Timetable will normally consist of 13 teaching weeks, an International Field Trip (optional) Week, 1 or 2 weeks of Independent Study and a Final Assessment (Examination) week. The 45 hours of face-to-face teaching will be delivered in 12 weekly 3.5-hour lectures from 4:30pm – 8.00pm from Sunday to Thursday, in accordance with the Academic Timetable. One further face to face, 3 hours, Project Block Learning Workshop is included, for each Module, each semester.

Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills. It is also noted that any Exams will be conducted in a face-to-face mode on campus.

Students will receive detailed Module Handbooks each semester with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.3.9 Academic Workload

A full-time Master of Public Administration (MPA) student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll, part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to transfer from part time to full time study and thus enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current MPA studies (from prior semester studies).

12.3.10 MPA Program Requirements

12.3.10.1 Master of Public Administration (MPA)

To be awarded a Master of Public Administration degree, the program requires the successful completion of six (6) Modules (20 CATS credits each) and a Dissertation (60 CATS credits) totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

12.3.10.2 NO Postgraduate Diploma – Exit Award is possible from the Master of Public Administration (MPA) degree program

12.3.11 Program Structure and Study Plan

12.3.11.1 MPA Program Study Plan

Students admitted to the Master of Public Administration graduate program of study at MBRSG, will study the prescribed study plan as per Table 28 below:

Table 28: MPA Study Plan: Full Time and Part Time Modes

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM001	0 credits
	MPA501	20 credits	MPA501	20 credits
	MPA502	20 credits	MPA502	20 credits
	MPA506	20 credits		
2	MPA503	20 credits	MPA506	20 credits
	MPA504	20 credits	MPA504	20 credits
	MPA505	20 credits		
3	MPA901 Dissertation	60 credits	MPA503	20 credits
			MPA505	20 credits
4			MPA901 Dissertation – 1st Semester	60 credits
5			MPA901 Dissertation - 2nd Semester	
Total	180 credits		180 credits	

Please note that the Dissertation may take up to two (2) Semesters to complete.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in the Table above.

The MPA study plan provides you with an indicative pathway on your academic journey throughout your studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in the Table 28 above.

12.3.11.2 Program Modules

The Master of Public Administration Modules are shown in the Table 29 below:

Table 29: MPA Module Codes and Titles

Module code	Module Title	Credits
ASM001	Foundation Course in Research Methods for Public Policy	0
MPA501	Public Administration and Governance	20
MPA502	Public Policy Analysis	20
MPA503	Public Sector Finance	20
MPA504	Organizational Behaviour and Leadership in the Public Sector	20
MPA505	Research Methods	20
MPA506	Economic Foundations of Policy Analysis	20
MPA901	Dissertation	60
	Total Credits	**180**

12.3.11.3 Elective Modules

No Elective Modules are offered in the Master of Public Administration (MPA) degree program.

12.3.11.4 Pre-Requisite and/or Co-Requisite Modules

In the Master of Public Administration (MPA) degree program one specific pre-requisite or co-requisite Modules exist. As from Fall Semester 2024, MPA506 Economic Foundations in Policy Analysis is a pre-requisite Module for studying MPA503 Public Sector Finance. However, all Modules MPA501-MPA506 must be successfully completed, and a cumulative overall average grade of Pass with Merit or above achieved, prior to progression to the Dissertation Module. This will be confirmed by the Progression Board. Students are encouraged to study Modules within the MPA program in accordance with the Study Plan detailed in Table 27 at Section 11.3.12.1 above.

12.3.11.5 Dissertation

The research dissertation is a very important part of a student's Master's degree. It is an opportunity for the student to acquire and apply transferable researching and academic writing skills. It is the part of the program where students can apply the analytical and problem-solving techniques, they have acquired during their studies to explore a specialist interest in greater depth. Although demanding, students often find the dissertation one of the most rewarding aspects of their Master's experience.

The requirements to undertake and complete the Dissertation Module within the Master of Public Administration program are clearly specified in the Dissertation Handbook.

Students undertaking the Dissertation will prepare and successfully defend their Dissertation presenting results from their independent research performed under the direct supervision of a School faculty member.

The Dissertation Module Handbook details a series of stages that must be completed to successfully complete the Dissertation requirements of the MPA program.

Students commencing their dissertations will initially meet to attend an induction session, academic skills workshops and a proposal writing workshop. Students will then engage with faculty and discuss their individual topics.

The submission of proposals will be in week 3 and students will defend their proposals at the end of that week.

They will be assigned and meet with their supervisor and arrange supervisory meetings for the remainder of the semester; the recommended minimum is four meetings per semester as detailed in the dissertation handbook.

For full-time students a progress report will be due in weeks 3 & 7; the submission of the dissertation is in week 15 and the defense in weeks 16 or 17.

Part-time students a progress report will be due in weeks 3, 15, 21 & 26; the submission of the dissertation is in week 31 and the defense in weeks 32-34.

Table 30: MPA 901 Dissertation Module Milestones (Full Time & Part Time)

Module Milestones: Full-time Students (Part-time students)		
Week	***Requirement***	***Assessment***
1	Information Session including Introduction and Course Outline and Setting of the Proposal requirements.	N/A
2	Supervised Independent Study	
3	Proposal Approval & Progress Report	
4-6 /(4-14)	Supervised Independent Study	
7 / (15)	Progress Report	
8-14 / (16-20)	Supervised Independent Study	
15 / (21)	Submission of Dissertation (Progress Report)	
16-17 / (27-30)	Oral defense (Viva Voce) of Dissertation (Supervised Independent Study)	
(31)	Submission of Dissertation	
(32-34)	Oral defense (Viva Voce of Dissertation)	
Exam Board	Final Grade	**Assessment 100%**

12.3.11.6 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master of Public Administration (MPA) program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the MPA program must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system. Failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. This will be confirmed by the Progression Board.

12.3.11.7 Program Duration

The minimum and maximum timeframes for completion of the Master of Public Administration (MPA) degree program are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 31 below:

Table 31: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)
Part-time	18 months	60 months (10 Academic Semesters)

12.3.12 Delivery Mode – Face -to Face

The delivery of each MPA module is designed to allow students to actively engage with the material and critically reflect on the delivered content.

Each taught Module (MPA501-MPA506), excluding the Dissertation, within the Master of Public Administration degree comprises 45 hours of face-to-face teaching. Semesters are usually held over a period of 16 or 17 Weeks. The Timetable will normally consist of 13 teaching weeks, an International Field Trip (optional) Week, 1 or 2 weeks of Independent Study and a Final Assessment (Examination) week.

The 45 hours of face-to-face teaching will be delivered in 12 weekly 3.5-hour lectures from 4:30pm – 8.00pm from Sunday to Thursday, in accordance with the Academic Timetable. One further face to face, 3 hours, Project Block Learning Workshop is included, for each Module, each semester.

Modules are delivered on a weekly basis, which allows time for reflection between delivery sessions. Module teaching and learning is supported by the Blackboard virtual learning environment which enables online webinars, online discussion, for uploading of lecture materials and assessment submissions (via TurnItIn).

At the commencement of each semester in each Module a Module Handbook is provided to students which outlines the Module Objectives, Module Outcomes, Teaching timings and assessment requirements.

The Dissertation Module (MPA901) is conducted in an independent learning mode under the guidance of a faculty Supervisor supported by regular Workshops which are detailed in the Dissertation Handbook.

12.3.13 Faculty Teaching Allocation for the MPA Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Master of Public Administration program Modules for the 2024/2025 Academic Year are detailed in Table 32 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 32: Module Leader Teaching Allocations MPA 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Arthur Seakhoa-King
MPA501	Public Administration and Governance	Not Offered in 2024/2025
MPA502	Public Policy Analysis	Not Offered in 2024/2025
MPA503	Public Sector Finance	Professor Melodena Stephens
MPA504	Organizational Behaviour and Leadership in the Public Sector	Professor Immanuel Moonesar and Dr. Irina Berezhnova Godchaux
MPA505	Research Methods	Dr. Mounia Drissi
MPA506	Economic Foundations of Policy Analysis	Dr. Mona Elsholkamy
MIM901	Dissertation	Dr. Scott Fargher

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.3.14 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Master of Public Administration Program, each student is allocated a personal advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.3.15 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134) and noted in Section 11.3.15.1 below. A graduate award will only be conferred upon the approval of the Award Board.

12.3.15.1 Completion Requirements for Master of Public Administration Degree

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134).

A graduate award will only be conferred upon the approval of the Award Board.

To be awarded a Master of Public Administration degree, for those students who are admitted to, enrolled, and commenced study in and post the Summer Semester (May 2016) of the 2015/2016 Academic Year; the following requirements must be satisfied to be awarded a Master of Public Administration Degree:

- To earn a Master of Public Administration Degree a student must complete 180 (CATS) credits of coursework as follows:
  I. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
  II. Students must achieve an overall grade average of Pass with Merit or above on the Grading Scale to graduate from the Master of Public Administration Degree program.

12.3.16 Careers and Employability

The MBRSG MPA program will provide you with contemporary knowledge of current trends in public management and support your development as a leader / manager. MBRSG MPA graduates currently work in a variety of levels within the public and private sectors as directors, managers, policy analysts and advisors. MBRSG MPA graduates are noted for using the skills which have been developed in the MPA program to promote social and economic development.

The program equips aspiring and current managers in government, private and non-profit organizations with applied knowledge of collaborative governance, smart government, public-private partnership, and innovation that expedite economic growth, social welfare and environmental sustainability. The MBRSG MPA is a stepping-stone toward a career or promotion in government and other sectors.

12.3.17 Graduate Module Descriptions: Master of Public Administration (MPA) Program

12.3.17.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.3.17.2 MPA501 Public Administration and Governance (20 CATS Credits)

This module introduces students to the broad issues of Public Administration and Governance in comparative perspective on a global, regional and national level. The opening set of themes and topics delivered through this module prepares students for other modules in the MPA.

It explores evolving administrative theories and the major shifts in administrative practice and processes, underlining the importance of the context in which they operate. It also develops a critical awareness of the approaches of theoretical and practical understanding of the impact of globalization on governance. The module introduces the challenges of governance reform as well as some of the key issues confronting public sector management such as globalization, public value, leadership, citizen engagement, ethics, smart government and innovation.

12.3.17.3 MPA502 Public Policy Analysis (20 CATS Credits)

What are public policy and governance?

These are the central ideas associated with the Module, which takes a practical and theoretical approach to the UAE and across the region.

The Module examines the themes associated with the governance and public policy, from the role of the government, its organization and management, to the purpose, design and delivery of public services.

The Module takes students on a journey of guided learning and self-study, which applies governance and public policy concepts to their own experiences and areas of expertise. Over the 15 weeks that the Module runs, students will be introduced to the various stages of public policy design and development, working in groups and individually to address a policy problem and propose a policy solution. To facilitate the learning process, different assessment forms are undertaken, including a midsemester exam, a group report and an oral Presentation; all marked, with weekly practice activities where feedback is provided.

The Module is tailored towards the local experience of governance and public policy in Dubai and the UAE. Therefore, students will acquire insight and knowledge about policymaking and development alongside governance by Dr.awing on practical, real world cases and examples. At the same time, students will also be encouraged to gain a broader perspective of the Module's themes by studying the theories and concepts associated with the governance and public policy, benchmarking local cases against international policies. Lectures (including guest speakers) will complement their learning, alongside audiovisual and written content that provides insights into the various state and government organization models, the role of international and regional organizations, and various models of policymaking.

Students who will benefit from this Module include those already working in the public sector, media, consultancy or private businesses in Dubai or the UAE. The Module will allow them to understand why and how public policies are designed, implemented and evaluated.

12.3.17.4 MPA503 Public Sector Finance (20 CATS Credits)

This Module introduces public financial management and is intended to give students a working knowledge of the key concepts, theories, and structures of fiscal administration. It explores the sources of public funds and mechanisms used to collect them as well as the impact of decisions about how government raises revenue.

We develop an understanding of public sector budgeting and other methods for financial management and control using an exploration of contemporary public finance issues. Also explored are the political, economic, historical, institutional, and cultural dynamics that influence public finance decisions in the context of the Gulf region.

This Module requires students to develop a hands-on familiarity with financial management techniques using practical exercises in budgeting, cost-benefit analysis, project evaluation and proposal preparation.

12.3.17.5 MPA504 Organisational Behaviour and Leadership in the Public Sector (20 CATS Credits)

The MPA504, Organizational Behavior and Leadership in the Public Sector aims to prepare the student to understand and use the learnings to improve their leadership skills. The future public sector requires disruptive change: smaller more agile teams, future thinking and an ability to be innovative. This is not easy with the existing structures and systems. Further in the UAE, talent management needs a huge upskilling and must be able to move people from various cultures to a common mission. Hence, we will not only address the topic of human resource management but also organizational behavior.

We use project-based learning and this one of your assignments and you will write a teaching case.

12.3.17.6 MPA505 Research Methods (20 CATS Credits)

This is a core module within the MPA program as it will help you understand the process of research and develop quantitative and qualitative analytical tools which will help you to conduct research in your field of interest.

This module is designed to give students an understanding of the qualitative and quantitative research methods needed for public policy analysis. Module topics include research design (this includes defining research problems, formulating research questions and reviewing literature), research strategy, methods and data collection tools. Students will be introduced with a wide range of qualitative tools such as case studies, grounded theory and action research as well as quantitative tools moving from descriptive statistics to regression analysis. The course will enhance students' skill in evaluating published research and learn how to use different research methods in their own research and studies in order to grasp and analyse issues related to public administration, including the evaluation of policy alternatives. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables. It also prepares students for the Dissertation (MPP 901) and research projects in other courses.

This Module Handbook contains key information including contact details of academic faculty, learning and teaching plans, how and when you will be assessed and attendance requirements so, please ensure that you read through it carefully. The information in this handbook has been condensed and therefore should be read in conjunction with your *Programme Handbook* and other MBRSG regulations.

12.3.17.7 MPA506 Economic Foundations of Policy Analysis (20 CATS Credits)

This Module will prepare students for more advanced courses in public administration and be able to apply economic tools to analyse questions in public administration and policy.

This module examines the economic foundations of policy analysis and fiscal administration by introducing basic microeconomic principles and tools required to understand the role of government in the economy. It explores the rationale for government intervention, the goals of intervention (achieving allocative efficiency, redistribution and stabilization), and the prospect of government failure in making such interventions succeed. More specifically, the course provides an overview of the assumptions of perfect competition and considers a variety of situations in which the ideal of a 'perfect market' breaks down, including the cases of public goods, externalities, market power, natural monopolies and asymmetric information. It uses actual policy problems to demonstrate applications of the theoretical framework to areas of education, health, environment, social security and economic development. It also provides an overview of regulatory economics and reviews the recent research on implications of behavioral economics for public policy making.

12.3.17.8 MPA901 Dissertation (60 CATS Credits)

The Dissertation in Public Administration is designed to enable MBRSG's Master candidates to integrate, apply and extend the knowledge and skills they have acquired throughout their Module work. The subject matter for the dissertation should also be based upon skills and concepts acquired during the taught part of the program. However, to satisfy the requirements for a Masters level dissertation, the candidate will need to develop, enhance, and apply these concepts through demonstrating independent research skills beyond the level achieved in prior coursework.

To this end, candidates will conduct substantive original research on a public administration issue of importance to the region or one which has the potential to impact on the region. The outcome will be the development and presentation of the research results and recommendations. Emphasis will be placed on developing, planning, analytical and evaluation skills and the choice and utilization of research methods.

By the end of the dissertation, students will have demonstrated their ability to conduct applied research, engaging the capacities and knowledge gained during the program. In essence, the dissertation will also serve as a program-level assessment of student performance.

12.4 Master in Public Administration Degree Program (New Students from Fall 2024 onwards)

12.4.1 Introduction

The Master of Public Administration (MPA) degree is considered as the core professional degree for students seeking a career in public service or nonprofit management. At MBRSG our bespoke MPA program will guide you to develop the skills and techniques used to implement policies, and programs that resolve important problems within the UAE Government and our society, by placing increased emphasis on management and implementation techniques. The MBRSG MPA program provides you with an opportunity to study key management and policy issues that are relevant to the UAE and the Region.

The program aims to develop your critical thinking, analytical skills, ensuring a sensitivity to the ethical and value concerns that are central to the traditions of the field of public administration. MBRSG graduates are well-equipped for careers throughout all levels of government, across the nonprofit sector and in the private sector. The MBRSG MPA can be completed by students attending either in part-time or full-time study mode.

12.4.2 Program Mission

The mission for the MPA program is **"*to create leaders for a public sector that serves society and is future-ready to lead and create public value globally*"**.

The program provides rigorous academic training with an emphasis on the real-world practical application of theory. In addition to functional and regional specializations, participants will gain a deep understanding of the development of public administration internationally and within the region. MBRSG's focus is to provide a Master's program that meets the highest international standards of quality.

Successful candidates for the MPA program will be selected from among promising mid-career, in-service professionals with three or more years of progressive experience. Applicants should have held positions of responsibility for supervision of staff, budget preparation, and organizational control of public agencies, or executive responsibility for policy analysis and planning. In line with the Mohammed Bin Rashid School of Government mission, the program aims to attract a diverse group of students from the Arab region and other parts of the world.

12.4.3 Linking Theory to Practice

The MPA program prepares students for a career in the public sector or non-profit management. Students research and examine how governmental policies are developed and implemented to enhance performance in society.

The MPA program will instruct participants how to advance management and policies in order that governmental agencies function and public programs are managed to benefit societies. Students will also examine topics related to government decision making; policy analysis; human resource management in the public sector; micro/macroeconomics; budgeting on the state and federal level; all of which will develop skills and techniques to prepare them to become public administrators functioning at all levels of government. Since linking theory to practice is at the core of the curriculum, students will benefit from regular interactions with regional and international experts in public policy through the following programs:

- Guest Lectures: Practitioners (regional and international) are invited to interact with students and share their experiences.
- Policy Debates: Students are invited to exchange views in structured debates on current issues of public policy, moderated by guest media and public sector personalities.
- Colloquia Faculty: Members team up with practitioners from think tanks and the public and non-profit sector to discuss topics that include recent developments in public administration theory and research, public and non-profit sector behavior, and public policy.
- Case Studies: Case studies are an important addition to the spectrum of teaching methodology in public administration. Students will examine as well as develop cases that are relevant to governance in the United Arab Emirates and the Arab region.

12.4.5 The Advantage of Studying the MPA at the Mohammed Bin Rashid School of Government

Located in the vibrant city of Dubai, students have an excellent opportunity to benefit from the Mohammed Bin Rashid School of Government specialized research programs, practical workshops, and seminars. In addition, the School's library is rapidly becoming a knowledge resource center for the region on issues related to public policy and administration. Networked for Life Graduates will connect with MBRSG's extensive networks of distinguished Arab public policy and public administration leaders through lifelong membership in the MBRSG Alumni Association. Members will have opportunities for participation and exchange at the School, through online alumni communities, and at alumni gatherings held around the Arab world.

12.4.6 Program Outcomes

The Master of Public Administration program will enable successful graduates to be able to:

- Explain the applicability and limitations of contemporary public management and governance theories.
- Appraise and assess the role of public management and policy data in Dr.iving local outcomes.
- Justify the need for contextualization in analysis, and formulation of strategies for the public sector.
- Design policy frameworks to solve wicked problems.
- Demonstrate effective leadership and teamwork skills to solve complex problems and present recommendations to diverse stakeholders.

The Master of Public Administration program learning outcomes are at a level commensurate with the award of a Master degree and have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.4.7 Admission Requirements

No additional admission requirements are required for entry into the Master of Public Administration program to those stated in the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1. (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.4.8 Proficiency Requirements

Prior to enrolling in a Master of Public Administration (MPA) program students must demonstrate proficiency in (i) English Language (as per Admission Requirements) and (ii) basic statistics and research methods.

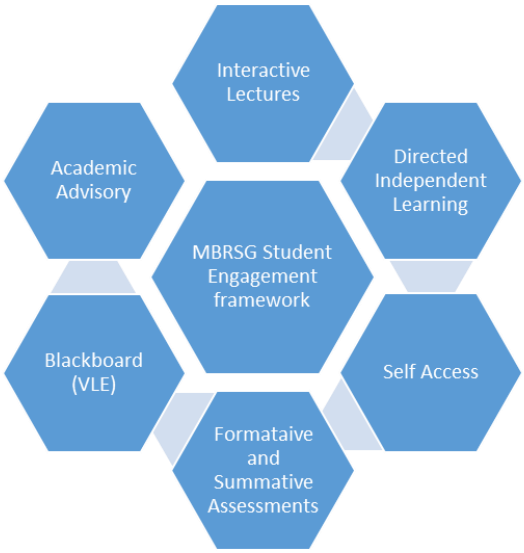
All New Students admitted to the MPA program will be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study. This foundation course is considered a “not for credit” Module but will appear on the student’s Academic Transcript.

12.4.9 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 13 below*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the MPA. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. The MPA program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 13: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students to interact via Blackboard Collaborate (an online- web conferencing feature), flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of face-to-face teaching.

With the adoption of the blended learning approach to curriculum delivery in the MPA degree program, it is expected that 67% teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via Block 2 of teaching being conducted online.).

Classes are delivered across three staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self - access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills. It is also noted that any Exams will be conducted in a face-to-face mode on campus.

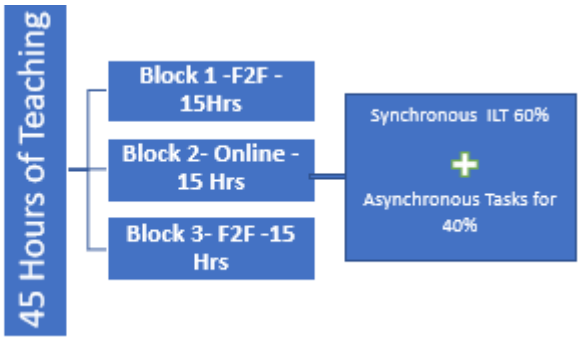
Students will receive detailed Module Handbooks each semester with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.4.10 MBRSG Blended Learning Delivery Supporting Block Teaching

The MBRSG Blended Learning Delivery Model is designed to deliver the curriculum digitally through synchronous and asynchronous learning, supplemented with projects, online tutoring, and small group instruction. Students will work collaboratively and independently to meet the learning outcomes for each module over the 17 weeks semester taught predominantly in 3 blocks, through a mix of online and face to face interactions as shown below in Figure 14 below.

It must be noted that faculty will be given the flexibility to determine, based on content, assessments, logistical and operational factors, which block they will deliver online. In most instances, it is expected that the 2nd Block of weekend teaching in each Module will be taught in a blended learning (online) mode. Cross program collaboration in each semester will ensure alignment across the timetable.

Figure 14: MBRSG Blended Learning Approach (Block 2 in Blended Learning Mode)



MBRSG contends that blended learning can enhance student learning during block teaching as it provides for pre and post block teaching engagement, enables a flipped classroom approach, supports collaborative learning, provides opportunities for reinforcement, review and timely assessment and feedback during block teaching.

12.4.11 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about what being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided at Table 33 on the following page.

Table 33: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	14:00 – 14:30	14:30 – 14:45	14:45 – 15:30	15:30 – 16:00	Prayer Break	16:45 – 18:00	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.4.11.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - Friday 16th, Saturday 17th and Sunday 18th August 2024: New MPA students).
- **Spring Semester 2025**
    - Friday 24th, Saturday 25th and Sunday 26th January 2025: New MPA students).

12.4.11.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.4.12 Academic Workload

A full-time Master of Public Administration (MPA) student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll, part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to transfer from part time to full time study and thus enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current MPA studies (from prior semester studies).

12.4.13 MPA Program Requirements

12.4.13.1 Master of Public Administration (MPA)

To be awarded a Master of Public Administration degree, the program requires the successful completion of six (6) Modules (20 CATS credits each) and a Dissertation (60 CATS credits) totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above.

12.4.13.2 NO Postgraduate Diploma – Exit Award is possible from the Master of Public Administration (MPA) degree program

12.4.14 Program Structure and Study Plan

12.3.14.1 MPA Program Study Plan

Students admitted to the Master of Public Administration graduate program of study at MBRSG will study the prescribed study plan as per Table 34 on the following page.

Table 34: MPA Study Plan: Full Time and Part Time Modes

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM001	0 credits
	MPA511	20 credits	MPA511	20 credits
	MPA512	20 credits	MPA512	20 credits
	MPA513	20 credits		
2	MPA514	20 credits	MPA513	20 credits
	MPA515	20 credits	MPA514	20 credits
	MPA516	20 credits		
3	MPA901 Dissertation	60 credits	MPA515	20 credits
			MPA516	20 credits
4			MPA901 Dissertation – 1st Semester	60 credits
5			MPA901 Dissertation - 2nd Semester	
Total	180 credits		180 credits	

Please note that the Dissertation may take up to two (2) Semesters to complete.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in the Table above.

The MPA study plan provides you with an indicative pathway on your academic journey throughout your studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 34 above.

12.3.14.2 Program Modules

The Master of Public Administration Modules are shown in the Table 35 below:

Table 35 MPA Module Codes and Titles

Module code	Module Title	Credits
ASM001	Foundation Course in Research Methods for Public Policy	0
MPA511	Contemporary Public Management and Governance	20
MPA512	Economics of Public Finance	20
MPA513	Organizational Leadership and HR Management	20
MPA514	Policy Analysis for Administrators	20
MPA515	Technology and Innovation Governance	20
MPA516	Research Methods	20
MPA901	Dissertation	60
	Total Credits	**180**

12.3.14.3 Elective Modules

No Elective Modules are offered in the Master of Public Administration (MPA) degree program.

12.3.14.4 Pre-Requisite and/or Co-Requisite Modules

In the Master of Public Administration (MPA) degree program no specific pre-requisite or co-requisite Modules exist. However, all Modules MPA511-MPA516 must be successfully completed, and a cumulative overall average grade of Pass with Merit or above achieved, prior to progression to the Dissertation Module. This will be confirmed by the Progression Board. Students are encouraged to study Modules within the MPA program in accordance with the Study Plan detailed in Table 26 at Section 11.3.12.1 above.

12.3.14.5 Dissertation

The research dissertation is a very important part of a student's Master's degree. It is an opportunity for the student to acquire and apply transferable research and academic writing skills. It is the part of the program where students can apply the analytical and problem-solving techniques, they have acquired during their studies to explore a specialist interest in greater depth. Although demanding, students often find the dissertation one of the most rewarding aspects of their Master's experience.

The requirements to undertake and complete the Dissertation Module within the Master of Public Administration program are clearly specified in the Dissertation Handbook.

Students undertaking the Dissertation will prepare and successfully defend their Dissertation presenting results from their independent research performed under the direct supervision of a School faculty member.

The Dissertation Module Handbook details a series of stages that must be completed to successfully complete the Dissertation requirements of the MPA program.

Students commencing their dissertations will initially meet to attend an induction session, academic skills workshops and a proposal writing workshop. Students will then engage with faculty and discuss their individual topics.

The submission of proposals will be in week 3 and students will defend their proposals at the end of that week.

They will be assigned and meet with their supervisor and arrange supervisory meetings for the remainder of the semester; the recommended minimum is four meetings per semester as detailed in the dissertation handbook.

For full-time students a progress report will be due in weeks 3 & 7; the submission of the dissertation is in week 15 and the defense in weeks 16 or 17.

Part-time students a progress report will be due in weeks 3, 15, 21 & 26; the submission of the dissertation is in week 31 and the defense in weeks 32-34.

Table 36: MPA 901 Dissertation Module Milestones (Full Time & Part Time)

Module Milestones: Full-time Students (Part-time students)		
Week	***Requirement***	***Assessment***
1	Information Session including Introduction and Course Outline and Setting of the Proposal requirements.	N/A
2	Supervised Independent Study	
3	Proposal Approval & Progress Report	
4-6 /(4-14)	Supervised Independent Study	
7 / (15)	Progress Report	
8-14 / (16-20)	Supervised Independent Study	
15 / (21)	Submission of Dissertation (Progress Report)	
16-17 / (27-30)	Oral defense (Viva Voce) of Dissertation (Supervised Independent Study)	
(31)	Submission of Dissertation	
(32-34)	Oral defense (Viva Voce of Dissertation)	
Exam Board	Final Grade	**Assessment 100%**

12.3.14.6 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master of Public Administration (MPA) program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the MPA program must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system. Failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. This will be confirmed by the Progression Board.

12.3.14.7 Program Duration

The minimum and maximum timeframes for completion of the Master of Public Administration (MPA) degree program are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 37 below:

Table 37: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)
Part-time	18 months	60 months (10 Academic Semesters)

12.3.15 MPA Program Study Plan

The Master of Public Administration degree program study plan for full and/or part-time students are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Tables 38A– 38G below. Note that the Tables covers 17 weeks given the staggered start of different modules.

12.3.15.1 Master of Public Administration – Fall Semester 2024 or Spring Semester 2025 - Full Time Program Study Plan – Semester 1 – (For Full Admission – NEW Students Only)

The Master of Public Administration program study plan for full-time students is summarised in the Exhibits below. **Block 2** is taught in online mode

Table 38A: MPA Modular Study Plan - Fall 2024 or Spring 2025 - Full Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 (online) Block 2**	**7 (online) Block 2**	**8 (Online) Block 2**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MPA511 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Independent Study**			**Final Assessment Period**
MPA512 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Independent Study**		**Final Assessment Period**
MPA513 ***Sessions***			**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**D& I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**I.S**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun*** *8:30-12:30 & 1:30-5:30pm*											
Classes	**2 days**	**2 days**	**2 days**	**3 days**		**2 days Blended Online**	**2 days Blended Online**	**2 days Blended Online**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.3.15.2 Master of Public Administration – Spring Semester 2025 or Fall Semester 2025 - Full Time Program Study Plan – Semester 2

Table 38B: MPA Modular Study Plan – Spring 2025 or Fall 2025- Full Time Students – Semester 2 - Continuing Students.

Semester 2 – Spring Semester 2025 or Fall 2025														
Module	**Week 1**	**2**	**3**	**4-5**	**6 (online) Block 2**	**7 (online) Block 2**	**8 (Online) Block 2**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MPA514 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**			**Final Assessment Period**
MPA515 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**		**Saturday 9am-12pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MPA516 ***Sessions***			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5pm***	**D&I**	**Saturday 2pm -5pm**	**Directed and Independent Study**		**Sat & Sun** ***8:30-12:30 & 2-5***	**I.S**	**Final Assessment Period**
Classes	**2 days**	**2 days**	**2 days**		**2 days Blended Online**	**2 days Blended Online**	**2 days Blended Online**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.3.15.3 Master of Public Administration – Fall Semester 2025 or Spring Semester 2026 - Full Time Program Study Plan – Semester 3 (For MPA901 Dissertation Students Only)

Table 38C: MPA Modular Study Plan Full Time Students –Fall 2025 or Spring 2026– Semester 3 – Dissertation Students

Semester 3 – Fall 2025 or Spring 2026								
Module	**Week 1**	**2**	**3**	**4-6**	**7**	**8-14**	**15**	**16-17**
MPA901	**Information Session**	**Supervised Independent Study**	**Proposal Approval & Progress Report**	**Supervised Independent Study**	**Progress Report**	**Supervised Independent Study**	**Submission**	**Defence**
Attendance	**1 day**		**1 day**		**1 day**			**1 day**

12.3.15.4 Master of Public Administration – Fall Semester 2024 or Spring Semester 2025 - Part Time Program Study Plan – Semester 1 – (New Students Only)

The Master of Public Administration program study plan for part-time students is summarised in the Exhibits below. **Block 2** is taught in online mode.

Table 38D: MPA Modular Study Plan - Fall 2024/Spring 2025 - Part Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025													
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 (online) Block 2**	**7 (online) Block 2**	**8-9**	**10 Project Based Learning Workshop**	**11**	**12**	**13-15**	**16-17**
MPA511 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MPA512 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**	**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun*** *8:30-12:30 & 1:30-5:30pm*									
Classes	**2 days**	**2 days**		**3 days**		**2 days Blended Online**	**2 days Blended Online**		**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.3.15.5 Master of Public Administration – Spring Semester 2025 or Fall Semester 2025- Part Time Program Study Plan – Semester 2 – (For Continuing Students Only)

Table 38E: MPA Modular Study Plan – Spring 2025 or Fall 2025 - Part Time Students – Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 (online) Block 2**	**7**	**8 (online) Block 2**	**9**	**10 Project Based Learning Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MPA513 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
MPA514 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
Classes	**2 days**		**2 days**			**2 days Blended Online**		**2 days Blended Online**		**2 days**	**2 days**		**2 days**		**Final Assessment Period**

12.3.15.6 Master of Public Administration – Fall Semester 2025 or Spring Semester 2026 - Part Time Program Study Plan – Semester 3 – (Continuing Students Only)

Table 38F: MPA Modular Study Plan - Fall 2025 or Spring 2026 – Part Time Students – Semester 3 – Continuing Students

Semester 3 – Fall Semester 2025 or Spring Semester 2026													
Module	**Week 1**	**2**	**3**	**4-6**	**7 (online)**	**8 (online)**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MPA515 *Sessions*		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MPA516 *Sessions*			**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun *8:30-12:30 & 2-5 per day***	**Independent Study**	**Final Assessment Period**
Classes		**2 days**	**2 days**		**2 days Blended Online**	**2 days Blended Online**		**2 days**		**2 days**	**2 days**		**Final Assessment Period**

12.3.15.7 Master of Public Administration – Spring Semester 2026 and Fall Semester 2026 or Fall Semester 2026 and Spring Semester 2027 - Part Time Program Study Plan – Semesters 4 & 5 – (Dissertation Students Only)

Table 38G: MPA Modular Study Plan – Spring Semester 2026 and Fall Semester 2026 or Fall Semester 2026 and Spring Semester 2027 – Part Time Students – Semesters 4 & 5–Dissertation Students

Semesters 4 &5 (Spring Semester 2026 & Fall Semester 2026) or (Fall Semester 2026 & Spring Semester 2027)												
Module	**Week 1**	**2**	**3**	**4 – 14**	**15**	**16-20**	**21**	**22-25**	**26**	**27-30**	**31**	**32-34**
MPA901	Information Session		Proposal Approval	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Progress Report	Supervised Independent Study	Submission	Defence
Attendance	1 Day		1 day		1 day		1 day		1 day			1 day

12.4.16 Delivery Mode – Weekend Blocks and a Blended Learning Approach

The delivery of each MPA module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of teaching. This will equate to 30 hours of "face-to-face" teaching on campus and 15 hours of (virtual) online teaching using Blackboard Collaborate.

Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester. The 2nd Weekend Block will be delivered in a (virtual) online teaching mode using Blackboard Collaborate.

Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills.

Students may be required to attend an Examination at the end of semester as per the Examination Timetable published each semester.

The Dissertation Module (MPA901) is conducted in an independent learning mode under the guidance of a faculty Supervisor supported by regular Workshops which are detailed in the Dissertation Handbook.

12.4.17 Faculty Teaching Allocation for the MPA Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Master of Public Administration program Modules for the 2024/2025 Academic Year are detailed in Table 39 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 39: Module Leader Teaching Allocations MPA 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Arthur Seakhoa-King
MPA511	Contemporary Public Management and Governance	Dr. Leonie Jooste & Professor Immanuel Moonesar and Professor Mark Esposito
MPA512	Economics of Public Finance	Dr. Mona Elsholkamy
MPA513	Organizational Leadership and HR Management	Professor Immanuel Moonesar
MPA514	Policy Analysis for Administrators	Dr. Mounia Drissi
MPA515	Technology and Innovation Governance	Professor Melodena Stephens
MPA516	Research Methods	Dr. Mounia Drissi
MIM901	Dissertation	Dr. Scott Fargher

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.4.18 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Master of Public Administration Program, each student is allocated a personal advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.4.19 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134) and noted in Section 11.3.15.1 below. A graduate award will only be conferred upon the approval of the Award Board.

12.4.19.1 Completion Requirements for Master of Public Administration Degree

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134).

A graduate award will only be conferred upon the approval of the Award Board.

To be awarded a Master of Public Administration degree, for those students who are admitted to, enrolled, and commenced study in and post the Summer Semester (May 2016) of the 2015/2016 Academic Year; the following requirements must be satisfied to be awarded a Master of Public Administration Degree:

- To earn a Master of Public Administration Degree a student must complete 180 (CATS) credits of coursework as follows:

III. 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation

IV. Students must achieve an overall grade average of Pass with Merit or above on the Grading Scale to graduate from the Master of Public Administration Degree program.

12.4.20 Careers and Employability

The MBRSG MPA program will provide you with contemporary knowledge of current trends in public management and support your development as a leader / manager. MBRSG MPA graduates currently work in a variety of levels within the public and private sectors as directors, managers, policy analysts and advisors. MBRSG MPA graduates are noted for using the skills which have been developed in the MPA program to promote social and economic development.

The program equips aspiring and current managers in government, private and non-profit organizations with applied knowledge of collaborative governance, smart government, public-private partnership, and innovation that expedite economic growth, social welfare and environmental sustainability. The MBRSG MPA is a stepping-stone toward a career or promotion in government and other sectors.

12.4.20 Graduate Module Descriptions: Master of Public Administration (MPA) Program

12.4.20.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.4.20.2 MPA511 Contemporary Public Management and Governance (20 CATS Credits)

The public sector is the backbone of a country. Its smooth operation ensures that the country utilizes its resources optimally (people, natural resources, geographic positioning, etc.). However, we see that the public sector worldwide is struggling as grapples with global challenges (global value chains, pandemic, economic spillovers etc.) as most of the systems and processes the public sector has developed are rapidly becoming obsolete.

This module will form a foundation for your program. The objective is to introduce you to contemporary thought on public management and governance in the form of research articles, policy briefs and cases from around the world. By engaging in cases from different parts of the world, you see how different governments solve similar problems in various ways.

The course will also help you form a foundation in research skills. Through this module we will look at firstly a literature review. Knowledge is always built on the previous knowledge – hence an important part of looking at a problem or a solution, is knowing how to research. Second, we will conduct interviews and analyse them. This will allow you to understand coding and how a literature review informs the interview protocol. Last, we will write a case, which will highlight important parts of theory. The objective of the case is to allow the reader to learn by teaching.

You are going to engage your critical thinking skills. While there are many researcher perspectives on how to measure critical thinking and what is critical thinking, perhaps this chart below is a good way to start.[1] Which do you need to develop?

Another important part of your development is time and project management. This subject has inter-connected assignments (so to finish assignment 3 and 4 from the project-based learning, you need to complete assignment 2 as a group. Assignment 1 helps you work on assignment 2 and 4 (presentation).

We want to ensure that this module sets you up for success. If it seems tough it's because you are learning the basics of what is needed for a successful policy innovator or agile government disruptor.

[1] National geographic (2017). Global Digital Citizen Foundation. Available: https://i0.wp.com/blog.education.nationalgeographic.org/wp-content/uploads/2017/01/ultimate-critical-thinking-worksheet.jpg?ssl=1

12.4.20.3 MPA512 Economics of Public Finance (20 CATS Credits)

The Module focuses on the intersection of economics, public policy, and government finance. It explores how governments make decisions regarding taxation, public spending, and resource allocation to achieve economic efficiency and social welfare. The module introduces the fundamental principles and concepts of public economics, including market failures, externalities, public goods, and social welfare. It examines the role of government in addressing these market failures and improving economic outcomes. The material explores topics such as Taxation and Fiscal Policy, with the focus on theory and practice of taxation and fiscal policy. It explores different tax systems, such as income taxes, consumption taxes, and wealth taxes, along with their implications for economic efficiency and equity. It also covers topics related to tax administration, tax evasion, and optimal tax design.

The module also examines the theory and analysis of public expenditures. It explores how governments allocate resources across different sectors, such as education, healthcare, infrastructure, and social welfare. It covers issues related to cost-benefit analysis, public investment, public-private partnerships, and the evaluation of government programs. The module looks at Government Budgeting and Debt. This part of the module focuses on government budgeting processes, including revenue forecasting, expenditure prioritization, and budgetary decision-making. It also explores the management of government debt and fiscal sustainability, analyzing topics such as public debt dynamics, debt financing strategies, and debt sustainability analysis.

Additionally, the module examines how economic principles and tools can inform public policy decisions, such as designing optimal social insurance programs, evaluating the impact of government interventions, and analyzing the effects of taxation on behaviour and economic growth. Throughout the module, students may engage in case studies, empirical analyses, and policy discussions to apply the theoretical concepts learned and develop a deeper understanding of the complexities and challenges in public economics and finance.

12.4.20.4 MPA513 Organisational Leadership and HR Management (20 CATS Credits)

The public sector is being disrupted by change and the future of work. This requires a rethinking of how we design public sector organizations, the people we hire and promote and the role the organization plays in the larger ecosystem to deliver public value. The competitive mindset that dominated the private sector may not always be beneficial for the public sector.

Further in their role as ambassadors of soft power, the public sector needs to think beyond the local and national boundaries to international markets. This requires introspection on HR practices and leadership itself.

A significant expenditure of public budgets is human capital and hence the role of people management is critical to explain why and how public sector can be relevant and contribute rather than detract from the process of public value.

In the UAE, which is expatriate focused, another key objective is to ensure we retain knowledge, but this can only come with long-term policies that support a culture of knowledge-transfer.

Technology being used in HR itself is a two-edged sword and policy makers need to look at the role of people and technology in new teams being formed.

Finally, the value with which a public sector organization operates is a function of the public value they are supposed to deliver. How do we prevent mission Dr.ift by creating a culture of trust and rewarding for performance and contribution to public value ?

These are some topics we will explore in this module through discussions, readings and cases. We are creating a new stronger public sector, one that can weather the crisis of time and generational gaps, and changes in global culture and technology.

12.4.20.5 MPA514 Policy Analysis for Administrators (20 CATS Credits)

What are public policy and governance?

These are the central ideas associated with the Module, which takes a practical and theoretical approach to the UAE and across the region.

The Module examines the themes associated with governance and public policy, from the role of the government, its organization and management, to the purpose, design and delivery of public services.

The Module takes students on a journey of guided learning and self-study, which applies governance and public policy concepts to their own experiences and areas of expertise. Over the 15 weeks that the Module runs, students will be introduced to the various stages of public policy design and development, working in groups and individually to address a policy problem and propose a policy solution. To facilitate the learning process, different assessment forms are undertaken, including a mid-semester exam, a group report and an oral Presentation; all marked, with weekly practice activities where feedback is provided.

The Module is tailored towards the local experience of governance and public policy in Dubai and the UAE. Therefore, students will acquire insight and knowledge about policymaking and development alongside governance by Dr.awing on practical, real-world cases and examples. At the same time, students will also be encouraged to gain a broader perspective of the Module's themes by studying the theories and concepts associated with governance and public policy, benchmarking local cases against international policies. Lectures (including guest speakers) will complement their learning, alongside audiovisual and written content that provides insights into the various state and government organization models, the role of international and regional organizations, and various models of policymaking.

Students who will benefit from this Module include those already working in the public sector, media, consultancy or private businesses in Dubai or the UAE. The Module will allow them to understand why and how public policies are designed, implemented and evaluated.

12.4.20.6 MPA515 Technology and Innovation Governance (20 CATS Credits)

Advanced countries are technology dependent to drive their economies. The challenge is balancing human capital development with technology. The research pipeline from basic to commercial research takes decades and often governments are the key stakeholder in the early stages. However, this focus is changing.

This module will challenge your assumptions about the role of governments in technology development, supporting innovation and its governance. The objective is to build your knowledge and understanding of the topic and use practical examples to understand the complexity of thought required for governance. These answers require systems thinking and an ability to "foresee" the future advantages and consequences. The future is not simple but grey and fuzzy.

We will "borrow" theory from the recent government thinking, public management and digital transformation, engineering management (including new topics like synthetic biology) and business management. This breadth of knowledge will give you an overview of the complexity of new technology and innovation governance.

Further, the readings are chosen to motivate you to probe more into the topic via your assignments. The reality is that though we prepare for the future from the past, the past alone cannot prepare us for the future.

The assignments have been designed to understand the role of design thinking centering on the human on planet even though the focus is technology. This "human and planet centeredness" will allow you to ensure that you deliver public value that is inclusive, fair and transparent.

12.4.20.7 MPA516 Research Methods (20 CATS Credits)

This is a core module within the MPA program as it will help you understand the process of research and develop quantitative and qualitative analytical tools which will help you to conduct research in your field of interest.

This module is designed to give students an understanding of the qualitative and quantitative research methods needed for public policy analysis. Module topics include research design (this includes defining research problems, formulating research questions and reviewing literature), research strategy, methods and data collection tools. Students will be introduced with a wide range of qualitative tools such as case studies, grounded theory and action research as well as quantitative tools moving from descriptive statistics to regression analysis. The course will enhance students' skill in evaluating published research and learn how to use different research methods in their own research and studies to grasp and analyse issues related to public administration, including the evaluation of policy alternatives. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables. It also prepares students for the Dissertation (MPP 901) and research projects in other courses.

This Module Handbook contains key information including contact details of academic faculty, learning and teaching plans, how and when you will be assessed and attendance requirements so, please ensure that you read through it carefully. The information in this handbook has been condensed and therefore should be read in conjunction with your *Programme Handbook* and other MBRSG regulations.

12.4.20.8 MPA901 Dissertation (60 CATS Credits)

The Dissertation in Public Administration is designed to enable MBRSG's Master candidates to integrate, apply and extend the knowledge and skills they have acquired throughout their Module work. The subject matter for the dissertation should also be based upon skills and concepts acquired during the taught part of the program. However, to satisfy the requirements for a Masters level dissertation, the candidate will need to develop, enhance, and apply these concepts through demonstrating independent research skills beyond the level achieved in prior coursework.

To this end, candidates will conduct substantive original research on a public administration issue of importance to the region or one which has the potential to impact on the region. The outcome will be the development and presentation of the research results and recommendations. Emphasis will be placed on developing, planning, analytical and evaluation skills and the choice and utilization of research methods.

By the end of the dissertation, students will have demonstrated their ability to conduct applied research, engaging the capacities and knowledge gained during the program. In essence, the dissertation will also serve as a program-level assessment of student performance.

12.5 Master in Public Policy Degree Program (Continuing Students Only)

12.5.1 Master in Public Policy Degree Program

MBRSG has received initial accreditation from the Commission for Academic Accreditation under the auspices of the Ministry of Education in the United Arab Emirates to offer the Master in Public Policy (MPP) degree program.

12.5.2 Program Overview

"The purpose of government is to serve the serve the people, the aim of public policy and administration is to serve society in relation to the role of government policies, procedures, systems and laws is to serve human beings".

The Master in Public Policy (MPP) program is designed to provide education which complies with international norms, for professionals to develop further as leaders in a variety of roles, including public policy analysis and planning, public management and services, research institutes, and government-orientated positions within the private sector and the non-profit organizations.

The MPP's scope includes providing students with the theoretical and practical knowledge to develop and apply the analytical tools necessary for high quality policy analysis and strategic development. This includes aspects of design, advocacy and evaluation of public policies and strategies. It will contribute to growth in program management capabilities within a dynamic economic and global context. As a student, you will receive a rich combination of theory through interactive lectures, group projects, coursework and practical experience, with hands-on opportunities offered both inside and outside of the classroom.

You will be part of a cohort of in-service public service employees who bring a rich experience which adds value to peer interaction and collaboration in the classroom. MPP graduates go on to work for a wide range of governmental, non-profit, and private organizations, where they serve as managers, executives, and policy analysts, among various other positions.

The MPP Program is also aligned to the seven key strategic objectives of the UAE National Innovation Strategy (NIS), which are:

1 Renewable Energy
2 Transportation
3 Education
4 Health
5 Technology
6 Water
7 Space

12.5.3 Program Mission

12.5.3.1 Master in Public Policy

The Master in Public Policy (MPP) program provides an opportunity for students to develop and demonstrate knowledge and understanding, intellectual and practical skills, aspects of competence and other attributes in Public Policy. In the current context of the rapidly evolving global socio-economic reality and technological spread, the policy making, and delivery function of the State have now become more challenging than at any time in the past.

Students who study the MPP at MBRSG can become specialized policymakers and policy analysts as well as public governance leaders who facilitate creativity, skill and commitment in managing innovative and smart public policies.

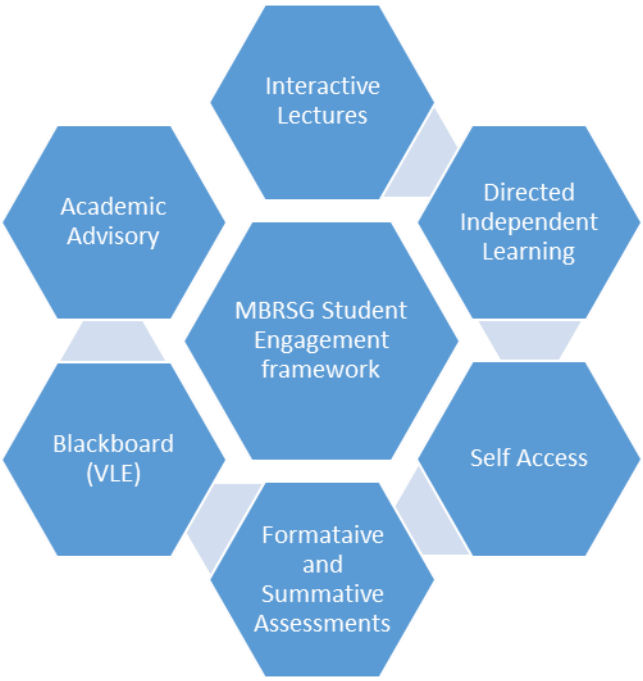
12.5.4 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (see *Figure 14* on the next page). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the MPP. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning.

The MPP program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 14: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

Students will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any required support to students studying at MBRSG.

You will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any support you may need while studying at MBRSG.

12.5.4.1 Special Features of the Teaching and Learning Experience

- High Impact Learning using interactive lectures, seminars, case studies, guest lectures and field trips
- Use of online resources for e-learning and discussions
- Learner autonomy through Directed Independent Learning (DIL) tasks.

12.5.5 Program Content

The Program consists of four core modules; these are all worth 20 CATS credits each.

First Year Modules – Semester 1 and 2

MPP 701	Governance and Policy Process
MPP 703	Public Economics and Finance
MPP 702	Research Methods in Public Policy
MPP 704	Microeconomics of Competitiveness

Second Year Modules – Semester 3 and 4

In the second-year student can choose two (2) Elective Module (s) relevant to the MPP program. Each Elective Module is worth 20 CATS credits. Students can select from 5 possible elective modules depending on their interest to complete their taught module requirements for the MPP. Students will then be required to complete a Dissertation Module MPP 901, 60 CATS Credits, to complete their Master in Public Policy program.

12.5.6 Program Objectives and Outcomes

The overall design aims of the Master in Public Policy (MPP) programs are to:

- Compare and contrast current governance and public policy theories and perspectives to the analysis of the relationship between structure of governance and policy performance and the development of innovative public governance systems and policy processes to face the future challenges in public service delivery.
- Evaluate how various principles, tools and methods influence the effectiveness of public policy development, implementation, and evaluation.
- Measure the values of governance not only in terms of better performance, accountability, and transparency but also how they engage citizens, markets and the third sector in participatory policymaking and policy change.
- Analyze public policies in key sectors such as economic, social, education, health and sustainable environment using appropriate research principles and methods.
- Appraise the impact of global political and economic institutions, knowledge sharing and current trends on governance and public policy.
- Utilize effective leadership and teamwork skills to solve complex/ advanced public organizational problems and communicate policy decisions.

The Master in Public Policy (MPP) program learning outcomes are at a level commensurate with the award of a Master degree and have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.5.7 Admission Requirements

No additional admission requirements are required for entry into the Master in Public Policy (MPP) program(s) to those stated in the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1. (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.5.8 Proficiency Requirements

Prior to enrolling in a Master in Public Policy (MPP) program students must demonstrate proficiency in (i) English Language (as per Admission Requirements) and (ii) basic statistics and research methods. The basic statistics and research methods requirements can be met by passing an undergraduate university level subject in statistics and/or research methods.

All New Students admitted to the MPP program will also be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study. program students must demonstrate proficiency in basic statistics and research methods. This foundation course is considered a “not for credit” Module but will appear on the student’s Academic Transcript.

12.5.9 Academic Workload

A full time Master in Public Policy (MPP) student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll, part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student’s request to enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum cumulative GPA of 3.50 (or equivalent) in their undergraduate studies and/or a minimum an overall average grade of Pass with Distinction in their current MPP studies.

12.5.10 Program Requirements

12.5.10.1 Master in Public Policy (MPP)

Award Available:

- Master in Public Policy

To be awarded a Master in Public Policy (MPP) degree (as detailed above) the program requires the successful completion of six (6) Modules and a Dissertation totaling 180 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

The Master in Public Policy program learning outcomes have been developed an aligned to meet the Level 9 requirements of Emirates Qualifications Framework.

12.5.10.2 Postgraduate Diploma in Public Policy (PgD) – Exit Award(s) Only

Award Available:

- Postgraduate Diploma in Public Policy – *Exit Award Only*

The MBRSG Master in Public Policy (MPP) program has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Public Policy (PgD) as an Exit Award only from an MPP program of study.

The Postgraduate Diploma in Public Policy program learning outcomes have been developed an aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

To be awarded a Postgraduate Diploma in Public Policy (as detailed above), the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

12.5.11 Program Structure and Study Plan

12.5.11.1 Master in Public Policy Program Study Plan

Students admitted to a Master in Public Policy graduate program of study at MBRSG, will study the prescribed study plan detailed in Table 40 below:

Table 40: Master in Public Policy Study Plan: Full Time and Part Time Modes

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM001	0 credits
	MPP 701	20 credits	MPP 701	20 credits
	MPP 702	20 credits	MPP 703	20 credits
	MPP 703	20 credits		
2	MPP 704	20 credits	MPP 702	20 credits
	Elective 1	20 credits	MPP 704	20 credits
	Elective 2	20 credits		
3	MPP901 Dissertation	60 credits	Elective 1	20 credits
			Elective 2	20 credits
4			MPP901 Dissertation – 1st Semester	60 credits
5			MPP901 Dissertation – 2nd Semester	
Total	180 CATS credits		180 CATS credits	

Please Note that the Electives correspond to two modules from (MPP711, MPP713, MPP715, MPP717 or MPP719).

Please note that the Dissertation may take up to two (2) Semesters to complete.

The MPP program requires students to satisfactorily complete all the core modules before proceeding to the Elective Modules. Similarly, students will need to satisfactorily complete 120 credits before proceeding to the dissertation (worth 60 credits).

The study plan provides students with an indicative pathway on your academic journey throughout your studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 40 above.

12.5.11.2 MPP Program: Modules Codes and Titles

The program modules for the Master in Public Policy (MPP) program are shown in Table 41 below:

Table 41: Master in Public Policy – Modules, Codes and Titles

Module Code	Module Title	Credits
Core Modules		
MPP701	Governance & Policy Process	20
MPP702	Research Methods in Public Policy Analysis	20
MPP703	Public Economics & Finance	20
MPP704	Microeconomics of Competitiveness	20
Elective Modules: Students are required to take two modules from the Elective options noted below		
Elective Modules		
MPP711	Social Policy	20
MPP713	Education Policy and Development	20
MPP715	Health Policy, Law & Ethics Management	20
MPP717	Global Sustainable Development – the Challenge	20
MPP719	The Political Economy of Science Policy	20
	Elective Credits upon successful completion of 2 Elective Modules from (MPP711, MPP713, MPP715, MPP717 or MPP719)	40
MPP901	Dissertation	60
Total Credits		**180**

12.5.11.3 Elective Modules

Students studying in the Master in Public Policy (MPP), are required to take two (2) elective Modules as part of their degree program. The Electives can only be selected from the following Modules (MPP711, MPP713, MPP715, MPP717 or MPP719).

12.5.11.4 Pre-Requisite and/or Co-Requisite Modules

There are no pre-requisite and/or c-requisite Module(s) for students studying in the Master in Public Policy Program. Students must however have completed all four core (MPP701, MPP702, MPP703 and MPP704) and the two Elective Modules prior to being able to undertake the Dissertation Module.

12.5.11.5 Dissertation

The research dissertation is a very important part of a student's Master's degree. It is an opportunity for the student to acquire and apply transferable research and academic writing skills. It is the part of the program where students can apply the analytical and problem-solving techniques, they have acquired during their studies to explore a specialist interest in greater depth. Although demanding, students often find the dissertation one of the most rewarding aspects of their Master's experience.

The requirements to undertake and complete the Dissertation Module within the Master in Public Policy programs are clearly specified in the Dissertation Handbook.

Students undertaking the Dissertation will prepare and successfully defend their Dissertation presenting results from their independent research performed under the direct supervision of a School faculty member.

The Dissertation Module Handbook details a series of stages that must be completed to successfully complete the Dissertation requirements of the MPP program.

Students commencing their dissertations will initially meet to attend an induction session, academic skills workshops and a proposal writing workshop. Students will then engage with faculty and discuss their individual topics.

The submission of proposals will be in week 3 and students will defend their proposals at the end of that week.

They will be assigned and meet with their supervisor and arrange supervisory meetings for the remainder of the semester; the recommended minimum is four meetings per semester as detailed in the dissertation handbook.

For full-time students a progress report will be due in weeks 3 & 7; the submission of the dissertation is in week 15 and the defense in weeks 16 or 17.

Part-time students a progress report will be due in weeks 3, 15, 21 & 26; the submission of the dissertation is in week 31 and the defense in weeks 32-34.

Table 42: MPP 901 Dissertation Module Milestones (Full Time & Part Time)

Module Milestones: Full-time Students (Part-time students)		
Week	***Requirement***	***Assessment***
1	Information Session including Introduction and Course Outline and Setting of the Proposal requirements.	N/A
2	Supervised Independent Study	
3	Proposal Approval & Progress Report	
4-6 /(4-14)	Supervised Independent Study	
7 / (15)	Progress Report	
8-14 / (16-20)	Supervised Independent Study	
15 / (21)	Submission of Dissertation (Progress Report)	
16-17 / (27-30)	Oral defense (Viva Voce) of Dissertation (Supervised Independent Study)	
(31)	Submission of Dissertation	
(32-34)	Oral defense (Viva Voce of Dissertation)	
Exam Board	Final Grade	**Assessment 100%**

12.5.11.6 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master in Public Policy (MPP) program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Students studying in the Master in Public Policy (MPP) program must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system. Failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. This will be confirmed by the Progression Board.

12.5.11.7 Program Duration

The minimum and maximum timeframes for completion of the Master in Public Policy (MPP) degree program are specified in the Graduate Completion Policy (P-ACD-134) and in Table 43 below:

Table 43: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)
Part-time	18 months	60 months (10 Academic Semesters)

12.5.12 Delivery Mode

Each taught Module, excluding the Dissertation, within the Master in Public Policy degree comprises 45 hours of face to face teaching each semester. Semesters are usually held over a period of 16 or 17 Weeks. The Timetable will normally consist of 13 teaching weeks, an International Field Trip (optional) Week, 1 or 2 weeks of Independent Study and a Final Assessment (Examination) week.

The 45 hours of face-to-face teaching will be delivered in 12 weekly 3.5-hour lectures from 4:30pm – 8.00pm from Sunday to Thursday, in accordance with the Academic Timetable. One further face to face, 3 hours, Project Block Learning Workshop is included, for each Module, each semester.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content.

Modules are delivered on a weekly basis, which allows time for reflection between delivery sessions. Module teaching and learning is supported by the Blackboard virtual learning environment which enables online webinars, online discussion, for uploading of lecture materials and assessment submissions (via TurnItIn).

At the commencement of each semester in each Module a Module Handbook is provided to students which outlines the Module Objectives, Module Outcomes, Teaching timings and assessment requirements.

The Dissertation Module (MPP901) is conducted in an independent learning mode under the guidance of a faculty Supervisor supported by regular Workshops which are detailed in the Dissertation Handbook.

In some instances, it may be necessary to teach an MPP module (i.e., MPP704 Microeconomics of Competitiveness and some Elective Modules) in integrated units over weekend blocks during semester. In these instances, classes are delivered across three staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further “face to face”, 3 hours, Project Block Learning Workshop is also included. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self-access study time for critical analysis and reflection on content.

The Academic Calendar and Academic Timetable are published by the Registrar's Office at the commencement of each Semester and made available on the School website. The Academic Timetable will specify the dates and timings of Lectures for each MPP Module and details which MPP Modules will be taught on a weekly basis, and which will be taught in intensive blocks (weekends) mode.

12.5.13 Faculty Teaching Allocation for the MPP Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Master in Public Policy program Modules for the 2024/2025 Academic Year are detailed in Table 44 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 44: Module Leader Teaching Allocations MPP 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Not offered in 2024/2025
MPP 701	Governance & Policy Process	Not offered in 2024/2025
MPP 702	Research Methods in Public Policy Analysis	Dr. Mounia Drissi
MPP 703	Public Economics & Finance	Not offered in 2024/2025
MPP 704	Microeconomics of Competitiveness	Not offered in 2024/2025
MPP711	Social Policy	Not offered in 2024/2025
MPP713	Education Policy and Development	Not offered in 2024/2025
MPP715	Health Policy, Law & Ethics Management	Not offered in 2024/2025
MPP717	Global Sustainable Development – the Challenge	Not offered in 2024/2025
MPP719	The Political Economy of Science Policy	Not offered in 2024/2025
MIM901	Dissertation	Dr. Scott Fargher

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.5.14 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in a Master in Public Policy (MPP) Program, each student is allocated a personal advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.5.15 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134) and noted in Section 11.4.15.1 and 11.4.15.2 below. A graduate award will only be conferred upon the approval of the Award Board.

12.5.15.1 Completion Requirements for a Master in Public Policy Degree

To be awarded a Master Public Policy (MPP) degree the following requirements must be satisfied:

- a student must complete 180 (CATS) credits of coursework as follows:
  - i) 120 (CATS) Credits in six (6) Modules and 60 (CATS) Credits in a Dissertation
  - ii) Students must achieve a minimum overall grade average of Pass with Merit or above, on the Grading Scale to graduate from the Master in Public Policy Degree program.

12.5.15.2 Completion Requirements for a Postgraduate Diploma in Public Policy Award

To be awarded a Postgraduate Diploma in Public Policy (PgD) the following must be satisfied:

- a student must complete 120 (CATS) credits of coursework as follows:
  a) 120 (CATS) Credits in six (6) Modules
  b) Students must achieve a minimum overall grade average of Pass with Merit or above, on the MBRSG Grading Scale.

12.5.16 Careers and Employability

Our Master in Public Policy graduates will find themselves working in a range of public and private sector organizations. The MPP degree will equip graduates to operate effectively in an environment where public policy options have multiplied and where the boundaries between public and private entities have become increasingly blurred.

MPP graduates can also be promoted into senior policy making and decision-making roles with the public or private sector, because they now have a breath of applied knowledge related to the field of public policy.

12.5.17 Graduate Module Descriptions: Master in Public Policy (MPP) Program

12.5.17.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.5.17.2 MPP701: Governance and Policy Process (Core) (20 CATS Credits)

This module facilitates the students' understanding of the theories of governance and public policy process as a critical step to analyze policies in the current context of globalization and governance. The aim of the module is to offer students the knowledge of key issues and processes in public policy to enable them to appreciate how globalization, technology, innovation, and other emerging challenges impact the various phases of policymaking as well as policy implementation and evaluation.

Through local and international case studies, the module also provides a comparative perspective of different public policy paradigms in the contemporary world with a special reference to the UAE and MENA region.

This module also explores the institutions and processes in public policy making, implementation and evaluation and how leadership plays a catalyst role in policy change and policy adaptation. Finally, it examines how future governments will adopt smart policies to shape the social, economic, and environmental growth and sustainability in the UAE and Arab region.

12.5.17.3 MPP702: Research Methods for Public Policy Analysis (Core) (20 CATS Credits)

This module is designed to give students an understanding of the qualitative and quantitative research methods needed for public policy analysis. Module topics include research design (this includes defining research problems, formulating research questions and reviewing literature), research strategy, methods and data collection tools. Students will be introduced with a wide range of qualitative tools such as case studies, grounded theory, and action research as well as quantitative tools moving from descriptive statistics to regression analysis.

The module will enhance students' skill in evaluating published research and learn how to use different research methods in their own research and studies in order to grasp and analyze issues related to public administration and public policy, including the evaluation of policy alternatives. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables.

12.5.17.4 MPP703: Public Economic and Finance (Core) (20 CATS Credits)

This module examines the economic foundations of policy analysis and fiscal administration by introducing basic microeconomic principles and tools required to understand the role of government in the economy. It explores the rationale for government intervention, the goals of intervention (achieving allocative efficiency, redistribution, and stabilization), and the prospect of government failure in making such interventions succeed.

More specifically, the module provides an overview of the assumptions of perfect competition and considers a variety of situations in which the ideal of a perfect market breaks down, including the cases of public goods, externalities, market power, natural monopolies and asymmetric information. It uses actual policy problems to demonstrate applications of the theoretical framework to areas of education, health, environment, social security and others. It also provides an overview of public sector budgeting and other methods for financial management, regulation and control Dr.awing on contemporary public finance issues. It also provides an overview of regulatory economics and reviews the recent research on implications of behavioral economics for public policy making.

12.5.17.5 MPP704: Microeconomics of Competitiveness (Core) (20 CATS Credits)

The module is concerned with the determinants of competitiveness and economic development viewed from a bottom up, microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is created at the microeconomic level. The strategies of firms, the vitality of clusters, and quality of the business environment in which competition takes place are what ultimately determines a nations or region's productivity and wealth. The content covers both developing and advanced economies. The focus is on emerging, transition and advanced countries where microeconomic agendas are critical to sustained success. Furthermore, the module addresses competitiveness at the level of nations, states or cities within nations, clusters, and groups of neighboring countries. A major theme of the module is that competitiveness and economic development is affected by policies at all these levels.

The module is also concerned with government policy but also with the roles of business, universities, and other institutions in competitiveness. In modern international competition, the roles of the constituencies have shifted and expanded, and the traditional separation between them works against successful economic development. Also, the ability to mount and sustain a competitiveness strategy for a nation or region is a daunting challenge.

The module explores not only theory and policy, but also the nature of the organizational structure and institutions for sustained improvements in competitiveness. In addition to both macro and micro policy choices, the module underlines the role of history, i.e., the legacy of nations (such as language, culture and general institutions), and geography, i.e., the regional circumstances (such as the level of development among neighboring nations and the intensity in regional interaction).

12.5.17.6 MPP711: Social Policy (20 CATS Credits)

This module explains theories of public policy with a focus on social policies and current reform challenges in that. The overall aim of the module is to help the students understand the interplay between socio-economic context, social policy actors and institutions in a global, regional (MENA) and local (UAE) setting. The module highlights how social policies are analyzed and developed through this interplay. The role of global governance in shaping social policy reform processes is investigated to underscore the interplay dynamics.

This module also introduces students to contemporary political economy of the MENA region - this includes the role of government, civil society, and private sector as well as the legacy of Islamic institutions and the oil economics. After this, it covers key social (and economic) policy sectors including health, education, public welfare, demography, labor markets & unemployment, elderly care, gender, and youth development.

12.5.17.7 MPP713: Education Policy and Development (20 CATS Credits)

Education is a significant area of public policy; the main aim of this module is to provide students with a holistic understanding of core debates in education policy and a practical knowledge of how education policy is shaped.

This module will use a comparative perspective to introduce students to education challenges in the MENA region, especially as they relate to educational access and equality of educational opportunities.

This Module will provide students with an overview of the process of education policy formation, analysis, and evaluation while paying special attention to the role of research in the policy making process. Finally, selected cases and research on education challenges and reforms in the MENA will be utilized to put into practice the knowledge and policy analysis skills gained earlier in the module.

12.5.17.8 MPP715: Health Policy Law & Ethics Management (20 CATS Credits)

This module provides an understanding of health policy, which reflects authoritative decisions and the process of decision-making, carried out at the federal, state, and local levels, which affect personal health and access to and delivery of health services in the United Arab Emirates. Students will gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United Arab Emirates and other countries such as the United States.

The health policy management aspect of this module provides the student with an understanding of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. In addition, accreditation as a form of regulation will be addressed. Key ethical principles underpinning healthcare organizations will be considered, as will recent court decisions that impact healthcare organizations and management roles.

12.5.17.9 MPP717: Sustainable Development: The Challenge (20 CATS Credits)

This module develops the study of sustainable development through a focus on governance and policy. It considers the core Global and Regional challenges of sustainable development: the problem of balancing the economic, social and environmental costs and benefits of development, both for people now and for future generations. The module investigates who applies and implements sustainable development principles, and where and how these principles are applied and implemented. The module emphasizes that sustainable development is a political process, one that raises important ethical questions.

Students will analyze some of the different policies and approaches that have been formulated to implement sustainable development by governments, communities, and corporate sectors. In establishing the locus of sustainable development principles, the module will examine who the different actors are, and how sustainability is measured in different contexts including in developed and developing countries.

12.5.17.10 MPP719: The Political Economy of Science Policy (20 CATS Credits)

This module focuses on policy issues concerning the organization, funding and performance of research systems. These issues are at the heart of Science and Technology. They are also highly topical and international in scope. The module will encourage a greater depth of analysis and independent study by students of current theories, policies and practices in key areas of research policy. Investment in new production facilities is one of the main ways industries apply new technology. The economic, social and environmental consequences of industrial expansion depend heavily on how firms manage the technological aspects of investment projects. The concepts of Cyber security and Energy security are additionally developed within the module.

Topics to be covered include changing rationales for the public funding of research; the US research system; the European research system; the Chinese research system; systems of research assessment; science and research indicators & metrics; foresight methods and tools; science diplomacy; responsible research and innovation; and the governance of emerging technologies.

12.5.17.11 MPP901: Dissertation (60 CATS Credits)

The Dissertation in Public Policy is designed to enable MBRSG Master's candidates to integrate, apply and extend the knowledge and skills they have acquired throughout their program. The subject matter for the dissertation should also be based upon skills and concepts acquired during the taught part of the program.

To satisfy the requirements for a Masters level dissertation, it will be necessary for the candidate to develop, enhance and apply these concepts through demonstration of independent research skills beyond the level achieved in prior coursework. To this end, candidates will conduct substantive original research on strategic management, innovation management or service innovation issues of importance to the region.

The outcome will be the development and presentation of the research results and recommendations that can inform innovation management in the UAE and beyond.

12.6 Postgraduate Diploma in Public Administration (Arabic) – *Exit Award Only*

12.6.1 Introduction

The Postgraduate Diploma in Public Administration (Arabic) is an **Exit Award only from Executive Master of Public Administration (Arabic) program.*

The introduction of a Postgraduate Diploma (PgD) in Public Administration, in English or Arabic, program provides students with the opportunity, skills and knowledge to coordinate and implement coherent policy alternatives, to implement successful cost-effective programs. The Postgraduate Diploma (PgD) in Public Administration program (English or Arabic) is primarily designed to educate working executives, managers, and other business leaders in a cohesive learning environment that is designed to fit the variety of different students' schedules.

The Postgraduate Diploma (PgD) in Public Administration program (Arabic) program requires students to attend blocks of lectures, and then complete a large portion of the work on their own time.

The Postgraduate Diploma (PgD) in Public Administration program (Arabic) is taught within a truly global context and requires students to complete modules in a step-lock method, synchronously attending modules with the same classmates for the duration of the program.

The delivery of the Postgraduate Diploma in Public Administration, separately, in Arabic supports the UAE government mission to emphasize the importance of the Arabic language. The ability to deliver the Postgraduate Diploma in Public Administration in Arabic brings a competitive advantage to MBRSG and fills a significant gap in the service delivery of such bespoke higher education provision.

The Postgraduate Diploma in Public Administration has been designed to meet the needs of currently employed, high-achieving professionals from the public sector; students will be required to have more than 5 years of work experience; and have demonstrated their leadership potential to be admitted to the Executive Master of Public Administration (Arabic) degree program.

12.6.2 Program Mission

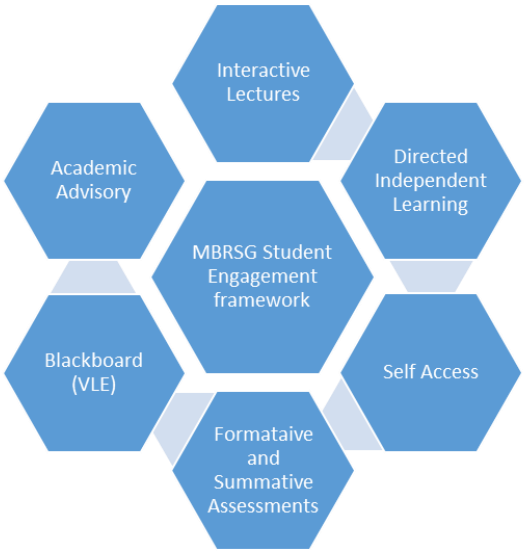
The Postgraduate Diploma in Public Administration (PgD), in Arabic, is specifically tailored to meet the professional challenges and time constraints of midcareer professionals in the public, private and nonprofit sectors. The program consists of block teaching direct contact sessions held on weekends every six weeks or so, as well as directed independent learning (DIL) that takes place between weekend sessions**.** The PgD in Public Administration (Arabic) program tackles challenges of governance and management in a unique forum for exchange, learning, and professional development. The flexible program can be completed full-time in one academic year (two semesters) or over a period of two years (in part-time mode) while working.

12.6.3 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 15 below*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the EMPA. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning. The EMPA (Postgraduate Diploma in Public Administration) program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 15: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

Students will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.6.4 Special Features of the Teaching and Learning Experience

- Professional Development sessions run throughout the year which are supported by MBRSG Education.
- Postgraduate Diploma in Public Administration (PgD), in (Arabic). Networking Events.
- MENA specific case analysis.

What makes the MBRSG Postgraduate Diploma in Public Administration (Arabic) distinctive is the concept of learning through action, which shapes the entire program design, and its focus on both personal development and government development.

The program will offer the opportunity for a study visit (EMPA1507) for students that will reinforce classroom teaching by enabling MBRSG students to learn more about the subject of Global Governance and Administration by encouraging intercultural competency and understanding, and developing knowledge of the international community, and a sense of shared understanding within the field.

12.6.5 Program Content

The Postgraduate Diploma in Public Administration (Arabic) modules have each been designed to extend the students' knowledge of the variety of public administration functions, processes and strategies, in a context that will engage new ideas and concepts. The addition of an elective module 'Global Governance' (EMPA 1507) will enable Postgraduate Diploma in Public Administration (Arabic) students to complete their studies entirely within the UAE or to participate in an enhanced international context.

Students wishing to study EMPA1507 or EMPA1508 can do so as an alternative to EMPA 1506. The Modules will challenge existing practices, and the student's personal management style. The Postgraduate Diploma in Public Administration (Arabic) proposes to enhance strategic thinking skills and the capacity to reflect critically on what works, and why.

Within the Postgraduate Diploma in Public Administration (Arabic), students will experience fresh perspectives from their fellow students, faculty members and guest lecturers, as well as gaining an international perspective on public sector issues. The debate and discussion, both in the classroom and in subsequent online debate, will provide a powerful test-bed for ideas and potentially also a valuable source of professional advice.

The Postgraduate Diploma in Public Administration (Arabic) has synergies has synergies with both the UAE National and Dubai Government visions and plans where priority areas are encouraged to be engaged in Government Excellence.

12.6.6 Program Objectives and Outcomes

Students successfully completing the Postgraduate Diploma in Public Administration (Arabic) program will be able to:

- Critically analyse and evaluate the ethical and cultural dimensions of policy making and management in the public sector.
- Determine and evaluate organizational and management theory, process, structure and systems in the public sector.
- Synthesize the purposes, design, functions, and character of government organizations, market, and civil society and the interactions among them.
- Utilise advanced problem-solving skills to utilize knowledge from the external and domestic factors and drivers that determine the policy space.
- Appraise and assess the role of global political and economic institutions and events in driving local outcomes.
- Decide on effective leadership and teamwork skills to solve complex/advanced public organizational problems and communicate policy decisions.

12.6.7 Admission Requirements

To be admitted to the Executive Master of Public Administration (EMPA), in Arabic, program applicants will need to provide evidence that they have five (5) years of work experience. This is in addition to the general admission requirements detailed in the Graduate Admissions Criteria Policy (P-REG-101) and detailed at Section 4.3.4.1 full admission and Section 4.3.4.3 for conditional admission. in this Graduate Academic Catalog above. The Postgraduate Diploma in Public Administration (Arabic) is an Exit Award only from the Executive Master of Public Administration (EMPA), in Arabic, program.

12.6.8 Proficiency Requirements

Prior to enrolling in a Postgraduate Diploma in Public Administration (Arabic) students must demonstrate proficiency in (in Arabic, program students need to demonstrate proficiency in basic statistics and research methods.

All students admitted to the EMPA program will be required to take the (ASM001) Foundation course for Research Methods in Public Policy.

12.6.9 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided in the following Table:

Table 45: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	**14:00 – 14:30**	**14:30 – 14:45**	**14:45 – 15:30**	**15:30 – 16:00**	**Prayer Break**	**16:45 – 18:00**	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.6.9.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - Friday 16th, Saturday 17th and Sunday 18th August 2024: New Postgraduate Diploma in Public Administration students.
- **Spring Semester 2025**
    - Friday 24th, Saturday 25th and Sunday 26th January 2025: New Postgraduate Diploma in Public Administration students.

12.6.9.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

MBRSG realises that the course provided is in the English language only and that it may not be possible for all EMPA(Arabic) students to complete this course.

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.6.10 Academic Workload

A Postgraduate Diploma in Public Administration (Arabic) program full-time student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that some graduate students will enroll as part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to change for Part-Time to full-time study (i.e., enroll in a third Module), in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current Postgraduate Diploma in Public Administration (Arabic) studies.

12.6.11 Program Requirements

12.6.11.1 Postgraduate Diploma in Public Administration (Arabic) – Exit Award Only

To be awarded a Postgraduate Diploma in Public Administration (Arabic) award, the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

The Postgraduate Diploma in Public Administration (Arabic) program learning outcomes have been developed an aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

12.6.12 Program Structure

12.6.12.1 Structure of Postgraduate Diploma in Public Administration (Arabic) – Exit Award Only

Developing an effective leadership role is not limited to policy formulation and implementation. It extends to innovation as well. In addition, policy makers face tremendous challenges and pressures in dealing with high paced changing environment which requires continuous learning.

To cope with these challenges, policy makers must acquire new skills that enable them to apply innovation and leadership to their policy formulation. In addition, policy makers must blend theory with application to tackle the complex issues they face.

The design of the Postgraduate Diploma in Public Administration (Arabic) at MBRSG recognizes the fundamental inter-play between public policy analysis and leadership with the following core and elective module(s). The structure is detailed in Table 46 on the next page below:

Table 46: Structure of Postgraduate Diploma in Public Administration (Arabic) – Exit Award Only

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM0001	0 credits
	EMPA1501	20 credits	EMPA1501	20 credits
	EMPA1502	20 credits	EMPA1502	20 credits
	EMPA1503	20 credits		
2	EMPA1504	20 credits	EMPA1503	20 credits
	EMPA1505	20 credits	EMPA1504	20 credits
	EMPA1506 EMPA1507 OR EMPA1508	20 credits		
3			EMPA1505	20 credits
			EMPA1506 EMPA1507 OR EMPA1508	20 credits
Total	120 credits		120 credits	

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 46 above.

12.6.12.2 Program Modules

The Postgraduate Diploma in Public Administration (Arabic) program Modules are explained as follows:

During the first sixty credits, students enroll in the following modules:

- *ASM 001 Foundation Course in Research Methods for Public Policy
- EMPA 1501 Comparative Public Administration and Governance
- EMPA 1502 Human Resources and Performance Management in Government Organizations
- EMPA 1503 Public Finance and Government Funding

During the second sixty credits, students enroll in EMPA 1504, 1505 and 1506 **OR** EMPA 1504,1505 and 1507 **OR** EMPA 1504,1505 and 1508:

- EMPA 1504 Public Policy Analysis
- EMPA 1505 Administrative Leadership and Institutional Performance Management
- EMPA 1506 Leadership in Conflict Resolution and Negotiation. OR
- EMPA 1507 Global Governance OR
- EMPA 1508 Advanced Topics in Contemporary Public Administration

*New Students must take ASM001 Foundation Course for Research Methods in Public Policy (not for credit) Module. This module equips students with the research, quantitative and qualitative skills needed for the program. This is no dissertation requirement in the Postgraduate Diploma in Public Administration (Arabic) program.

12.6.12.3 Elective Modules

There are no formal Elective Modules in the Postgraduate Diploma in Public Administration (Arabic) degree program.

However, students must study EMPA 1504, 1505 and 1506 **OR** EMPA 1504,1505 and 1507 **OR** EMPA 1504,1505 and 1508:

- EMPA 1504 Design Thinking and Public Project Management
- EMPA 1505 Administrative Leadership and Institutional Performance Management
- EMPA 1506 Leadership in Conflict Resolution and Negotiation OR
- EMPA 1507 Global Governance OR
- EMPA 1508 Advanced Topics in Contemporary Public Administration.

12.6.12.4 Pre-Requisite and/or Co-Requisite Modules

The Postgraduate Diploma in Public Administration (Arabic) program(s) of study have the following pre-requisite requirements.

- EMPA 1501, EMPA1502 and EMPA1503 are pre-requisites for EMPA1504, EMPA1505 and EMPA1506 or EMPA1507 or EMPA1508.

12.6.12.5 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Postgraduate Diploma in Public Administration (Arabic) program must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the program(s) must maintain an overall average grade of (Pass with Merit) or above under the European Credit Accumulation Transfer Scheme (CATS) Credits system, failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. The Progression Board will decide on such issues.

12.6.12.6 Program Duration

The minimum and maximum timeframes for completion of the Postgraduate Diploma in Public Administration (Arabic) program(s) are specified in the Graduate Completion Policy (P-ACD-134) and are summarized in the Table 47 below:

Table 47: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 2 Academic Semesters)	24 months (4 Academic Semesters)
Part-time	18 months (normally 2 Academic Semesters)	36 months (6 Academic Semesters)

12.6.13 EMPA (English or Arabic) Program Study Plan

The Postgraduate Diploma in Public Administration (Arabic) program study plan for full and/or part-time students are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Tables 47A– 47E below. Note that the Tables covers 17 weeks given the staggered start of different module.

12.6.13.1 Postgraduate Diploma in Public Administration – Fall Semester 2024 or Spring Semester 2025 - Full Time Program Study Plan – Semester 1 – (For Full Admission Students Only)

The Postgraduate Diploma in Public Administration program(s) study plan for full-time students is summarised in the Exhibits below.

Table 47A: PgD in PA Modular Study Plan - Fall 2024 or Spring 2025 - Full Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 Blended Learning (Online)**	**7 Blended Learning (Online)**	**8 Blended Learning (Online)**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1501 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Independent Study**			**Final Assessment Period**
EMPA1502 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Independent Study**		**Final Assessment Period**
EMPA1503 ***Sessions***			**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5pm***	**D& I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**I.S**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun*** *8:30-12:30 & 1:30-5:30pm*											
Classes	**2 days**	**2 days**	**2 days**	**3 days**		**2 days Blended/ Online**	**2 days Blended/ Online**	**2 days Blended/ Online**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.6.13.2 Postgraduate Diploma in Public Administration – Spring Semester 2025 or Fall Semester 2025 - Full Time Program Study Plan – Semester 2

Table 47B: PgD in PA Modular Study Plan – Spring 2025 or Fall 2025- Full Time Students – Semester 2 - Continuing Students.

Semester 2 – Spring Semester 2025 or Fall 2025														
Module	**Week 1**	**2**	**3**	**4-5**	**6 Blended Learning (Online)**	**7 Blended Learning (Online)**	**8 Blended Learning (Online)**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1504 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
EMPA1505 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**		**Saturday 9am-12pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1507/ EMPA1508 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5pm*	**D&I**	**Saturday 2pm -5pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5*	**I.S**	**Final Assessment Period**
Classes	**2 days**	**2 days**	**2 days**		**2 days Blended/ Online**	**2 days Blended/ Online**	**2 days Blended/ Online**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.6.13.3 Postgraduate Diploma in Public Administration – Fall Semester 2024 or Spring Semester 2025 - Part Time Program Study Plan – Semester 1 – (New Students Only)

The Postgraduate Diploma in Public Administration program(s) study plan for part-time students is summarised in the Exhibits below.

Table 47C: PgD in PA Modular Study Plan - Fall 2024 or Spring 2025 - Part Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring 2025													
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 Blended Learning (Online)**	**7 Blended Learning (Online)**	**8-9**	**10 Project Based Learning Workshop**	**11**	**12**	**13-15**	**16-17**
EMPA1501 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1502 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5pm*	**Directed and Independent Study**			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun*** *8:30-12:30 & 1:30-5:30pm*									
Classes	**2 days**	**2 days**		**3 days**		**2 days Blended/ Online**	**2 days Blended/ Online**		**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.6.13.4 Postgraduate Diploma in Public Administration – Spring Semester 2025 or Fall Semester 2025- Part Time Program Study Plan – Semester 2 – (For Continuing Students Only)

Table 47D: PgD in PA Modular Study Plan – Spring 2025 or Fall 2025 - Part Time Students – Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6 Blended Learning (Online)**	**7**	**8 Blended Learning (Online)**	**9**	**10 Project Based Learning Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1503 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
EMPA1504 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
Classes	**2 days**		**2 days**			**2 days Blended/ Online**		**2 days Blended/ Online**		**2 days**	**2 days**		**2 days**		**Final Assessment Period**

12.6.13.5 Postgraduate Diploma in Public Administration – Fall Semester 2025 or Spring Semester 2026 - Part Time Program Study Plan – Semester 3 – (Continuing Students Only)

Table 47E: PgD in PA Modular Study Plan - Fall 2025 or Spring 2026 – Part Time Students – Semester 3 – Continuing Students

Semester 3 – Fall Semester 2025 or Spring Semester 2026													
Module	**Week 1**	**2**	**3**	**4-6**	**7 Blended Learning (Online)**	**8 Blended Learning (Online)**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
EMPA1505 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
EMPA1507/ EMPA1508 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
Classes		**2 days**	**2 days**		**2 days Blended/ Online**	**2 days Blended/ Online**		**2 days**		**2 days**	**2 days**		**Final Assessment Period**

12.6.14 Study Plan Overview

The study plan provides students with an indicative path-way on their academic journey throughout their studies. The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

12.6.15 Delivery Mode – Block Teaching - Face to Face for Continuing Students who commenced prior to Fall Semester 2024

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Each taught Module, excluding the Dissertation, comprises 45 hours of teaching. This will equate to 45 hours of "face-to-face" teaching on campus.

Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester.

Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills.

Students may be required to attend an Examination at the end of semester as per the Examination Timetable published each semester.

12.6.16 Delivery Mode – Block Teaching and Blended Learning for New Students commencing in and post Fall Semester 2024.

New students commencing the Postgraduate Diploma (PgD) in Public Administration (Arabic) Program in Fall Semester 2024 and beyond will have Teaching and Learning delivered in staggered weekend blocks and be taught in a blended learning approach.

Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further face to face, 3-hour, Project Block Learning Workshop is included, for each Module, each semester. ***The 2nd Weekend Block will be delivered in a (virtual) online blended teaching mode using Blackboard Collaborate.***

With the adoption of the blended learning approach to curriculum delivery in the Postgraduate Diploma (PgD) in Public Administration (Arabic) Program, it is expected that 67% of teaching will be in a face-to-face mode and 33% in an online (virtual) mode. This will be facilitated via Block 2 of teaching being conducted in an online blended teaching mode.

Students will receive detailed Module Handbooks each semester with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office, and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.6.17 Faculty Teaching Allocation for the EMPA(Arabic) Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Postgraduate Diploma (PgD) in Public Administration (Arabic) Program for the 2024/2025 Academic Year are detailed in Table 48 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 48: Module Leader Teaching Allocations for PG Diploma in Public Administration (Arabic) 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Yousif Al Ghalayini
EMPA1501	Comparative Public Administration and Governance	Dr. Yousif Al Ghalayini
EMPA1502	Human Resources and Performance Management in Government Organizations	Dr. Jasim Alali
EMPA1503	Public Finance and Government Funding	Dr. Abdulla Alawadhi
EMPA1504	Public Policy Analysis	Dr. Abdulaziz Istatieh
EMPA1505	Administrative Leadership and Institutional Performance Management	Professor Khaled Alwazani
EMPA1506	Not Offered in 2024/2025	
EMPA1507	Global Governance	Dr. Mona Elsholkamy
EMPA1508	Advanced Topics in Contemporary Public Administration	Dr. Jasim Alali

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**.

12.6.18 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Postgraduate Diploma (PgD) in Public Administration (Arabic) Program, each student is allocated a personal advisor who is a member of faculty.

Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.6.19 Completion Requirements

The graduation completion requirements to be eligible to have a Postgraduate Diploma (PgD) in Public Administration (Arabic) conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134). A postgraduate diploma award will only be conferred upon the approval of the Award Board.

To be awarded a Postgraduate Diploma (PgD) in Public Administration (Arabic) award, the following requirements must be satisfied:

- a student must complete 120 (CATS) credits of module work as follows:
  I. 120 (CATS) Credits in six (6) Modules
  II. Students must achieve a minimum overall grade average of Pass with Merit or above on the MBRSG Grading Scale.

12.6.20 Careers and Employability

The transformational nature of the Postgraduate Diploma (PgD) in Public Administration (Arabic) equips graduates with transferable skills and knowledge which will enhance their career prospects and open options in public policy.

MBRSG Postgraduate Diploma (PgD) in Public Administration (Arabic) alumni will occupy positions in the public and private sectors, international organizations and think tanks around the world.

12.6.21 Graduate Module Descriptions: Postgraduate Diploma in Public Administration (Arabic)

(Exit) Award from Executive Master of Public Administration (Arabic) only

12.6.21.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for research projects in other Modules in their degree program.

12.6.21.2 EMPA1501 Comparative Public Administration and Governance (20 CATS Credits)

This module aims to provide students with the knowledge and theoretical foundations of the comparative of public administration and governance systems that regulate the work of administrative bodies in the Arab countries and Gulf States.

The module introduces the challenges of governance reform as well as some of the key issues and problems confronting public sector management, such as globalization, modernization, accountability, ethical action, public engagement, decentralization, results-based policy delivery and public-private partnerships .In this regard the module covers different topics including the concept of comparative public administration and a review of the most important global and regional models in management developments.

Students also study the impact of the global environment on administrative reform experiments in the Arab countries and the Gulf States. The module also distinguishes the impact of the political, legal and social environments on the design and the work of administrative bodies in the Arab countries.

This module enables the student to gain an overall picture of the most important trends of administrative reform and development globally, regionally and locally using a comparative approach. The Comparative approach also helps students to identify similarities and differences in the administrative systems and governance models under study. Accordingly, students can decide on how to benefit from the experiences of other countries in the field of administrative reform of the governance system at the regional and local levels.

12.6.21.3 EMPA1502 Human Resources and Performance Management in Government Organizations (20 CATS Credits)

This dynamic and interactive module is designed to help students improve their understanding of the importance of human capital in government organizations. The module also helps participants to better design and run performance management systems for the employees in their organizations. Managerial practices regarding human capital and performance management strategies and techniques are brought into sharper focus to explain how to recruit, motivate, manage and measure the performance of public employees. The module builds upon students' knowledge and understanding in the areas of organizational behavior and leadership, encouraging them to evaluate their own experiences and to discover the link between interpersonal skills, performance management, and organizational goals.

The theoretical discussions of HR models and performance management will be accompanied by case study analysis and group discussions of genuine organizational problems. Combining the theoretical and practical aspects will enable students to develop general frameworks of understanding and apply these frameworks to solve organizational and performance issues in a wide range of administrative situations.

12.6.21.4 EMPA1503 Public Finance and Government Funding (20 CATS Credits)

Public finance issues are central to economic and political landscapes worldwide, as one of the primary functions of government is to generate resources from its people, and in return to spend the money to improve their lives. However, while the concept of "money from the people, for the people" is quite simple conceptually, there is little agreement on how best to raise and spend public funds in practice.

The module covers: the role and size of the public sector, including the rationale for public sector interventions such as market failure and distributional concerns; key factors determining a nation's fiscal architecture; public resource mobilization via user charges and taxation, including the economics of taxation, taxation of income (personal and corporate income tax), wealth (property tax), and consumption (sales, excise, and value added taxes), tax incentives, tax compliance and enforcement, and tax reform; public expenditure policy, including assessment of government social protection programs, megaprojects, public sector efficiency and effectiveness, and the role of the private sector in the production and provision of public goods and services; fiscal balance and deficit financing; and fiscal decentralization and intergovernmental fiscal relations.

The module will also explore public finance challenges for both national and subnational governments in coping with the impact of the recent global economic crisis.

12.6.21.5 EMPA1504 Public Policy Analysis (20 CATS Credits)

The module explores the different traditions and theories of public policy analysis and the importance of using such theoretical frameworks for the analysis and understanding of governance and development. Its focal aim is to explore various analytical approaches and tools in the way in which policymaking and policy evaluation within the public sector are necessarily different to the approaches adopted in private sector and third sector organizations.

The module also seeks to examine how complex structures and institutions can be explained in ways which are meaningful and have an academic and practitioner interest in the UAE, MENA and beyond the Arab region.

12.6.21.6 EMPA1505 Administrative Leadership and Institutional Performance Management (20 CATS Credits)

This module introduces students to theories and practice of administrative leadership in public sector organizations and the impact they make on institutional performance management. The way in which administrative leaders undertake their duties influences organizational performance and in turn the ability of employees to achieve organizational goals and objectives.

This module considers the interrelationship between organizational performance and leadership in government. The module discusses resolving strategy paradoxes to create competitive advantage. The impact of leadership styles and dynamics on organizational performance will be studied to determine how different leadership practices affect organizational performance in public organizations.

Class discussions and activities will focus on the analysis of administrative leadership and organizational performance in the context of the GCC as well as comparing this experience with other nations.

Case studies will help students to underscore the pitfalls of ineffective administrative leadership and how weak and poor leaders may hamper the efforts for achieving organizational and institutional goals.

12.6.21.7 EMPA1506 Leadership in Conflict Resolution and Negotiation (20 CATS Credits)

This module develops the paradigm of leadership within conflict and negotiation. It facilitates the students' understanding of the nature of various types of conflicts in public and private sectors and how good negotiations could mitigate their effects on work morale.

The module proposes to enable students to address the causes and appreciate the consequences of conflict as well as to offer them the conflict resolution skills and strategies in public sector organizations. The module also develops the concept of Game Theory within areas of conflict and cooperation and competing interests and discusses complex adaptive systems in the context of global macroeconomic networks.

12.6.21.8 EMPA1507 Global Governance (20 CATS Credits)

This module will investigate diverse policy issues and the equally diverse structures of governance and diplomacy regulating them at the international, transnational, state and sub-state levels.

The program will equip students to understand, explain and practice governance and diplomacy in the contemporary global era. Inter-Governmental Organizations provide important channels of communication between states and mechanisms for galvanizing international action on issues of global concern. They are also important actors in global governance.

The module will include a study visit for students that will reinforce classroom teaching by enabling MBRSG students to learn more about the subject of Global Governance encouraging intercultural competency and understanding, and developing knowledge of the international community, and a sense of global understanding within the field.

The module will address three key 'gaps' that are referred to in global governance discussions:

1. The jurisdictional gap between the increasing need for global governance in many areas - such as health - and the lack of an authority with the power, or jurisdiction, to act.
2. The incentive gap between the need for international cooperation and the motivation to undertake it. The incentive gap is said to be closing as globalization provides increasing impetus for countries to cooperate. However, there are concerns that, as a Country lags further behind economically, its influence on global governance processes will diminish.
3. The participation gap, which refers to the fact that international cooperation, remains primarily an affair of governments, leaving civil society groups on the fringes of policy-making. On the other hand, globalization of communication is facilitating the development of global civil society movements.

12.6.21.9 EMPA1508 Advanced Topics in Contemporary Public Administration (20 CATS Credits)

This is an elective module within the Executive Master of Public Administration program. The module aims to develop the student's academic, professional, and personal knowledge of the latest contemporary issues and topics in public administration, as it specifically discusses what is The “new” in the field of public administration. This includes challenges, problems, and opportunities within the field and what are their effects on the practice of public administration in the UAE.

The module also introduces the latest innovations and developments at the global level in terms of the directions that governments take to deal with organizational, social, technological and economic impacts of these innovations and developments.

Finally, the module discusses other topics such as public sector reform, digital governance, institutional agility along with some of the contemporary issues facing the public sector including the dynamics of hybrid work, civil service challenges, artificial intelligence.

12.7 Postgraduate Diploma in Innovation Management

***(Exit) Award from Master in Innovation Management**

12.7.1 Program Overview

The Postgraduate Diploma (PgD) in Innovation Management program has been developed in such a way as to provide students with the practical skills, mental models and theoretical background to attain or undertake a professional role in their organization. In the PgD in Innovation Management program students will undertake six taught modules in an applied mode. This pedagogical approach will enable students to reflect on innovation management activities in a real-world context. It provides an essential overview of the key concepts of innovation management, by utilizing both theoretical and practical perspectives on the current realities of innovation management techniques in a variety of contemporary organizational settings. This program has been developed for current and future managers and leaders in national and international public and private sector organizations. It is particularly relevant in the current climate of governance and Government and will be of interest to those who want to keep ahead of these activities.

12.7.2 Program Mission

The PgD in Innovation Management program is designed specifically for students wishing to develop their skills and understanding of the management activities undertaken within the context of the evolving and complex world of innovation management. Primarily the student cohort will be individual students selected and supported by the Dubai Government as part of the Government training and development initiatives. The PgD in Innovation Management will support the 2015 UAE Innovation Strategy, as it has been designed to help students improve their ability to analyses and solve problems in the context of contemporary innovation management scenarios. This module is the ideal for students seeking a career where innovation, entrepreneurship and creativity are defining key features. These roles can be found in public and private sector organizations, in small to medium-sized enterprises (SMEs) and in start-up businesses.

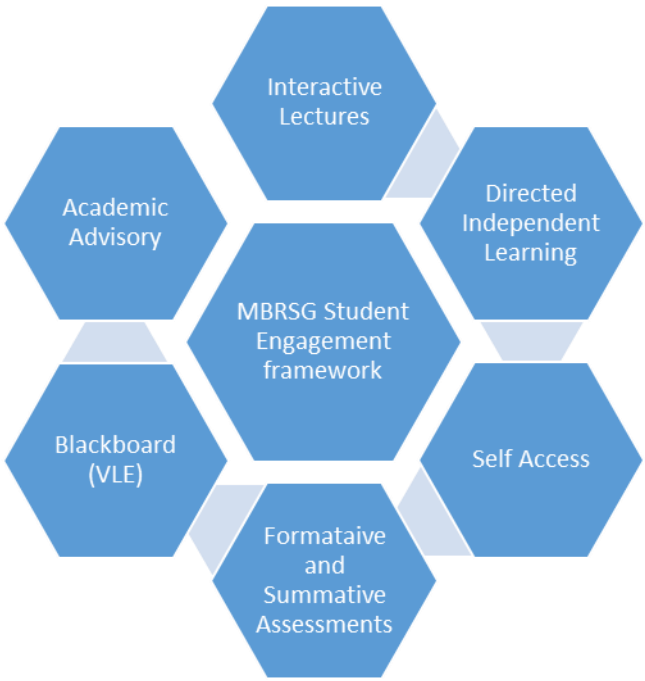
12.7.3 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (*Figure 16*). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the PgD in Innovation Management. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning.

The PgD in Innovation Management program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 16: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content. Modules are delivered over staggered weekends, which allow time for reflection between delivery sessions. Each day comprises of a minimum of seven hours direct contact. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content, before resuming for the following teaching block. For the duration of the program students will be working on assignments that measures their applied and analytical skills.

Students will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any required support to students studying at MBRSG.

12.7.4 Special Features of the Teaching and Learning Experience

- Block delivery of modules.
- Guest lectures from Industry Specialists.
- Use of MENA specific case studies.
- Directed Independent learning task to support students between blocks of teaching.
- Use of Blackboard as an online learning platform for discussions and extension tasks.

12.7.5 Program Content

The Postgraduate Diploma in Innovation Management program consists of six core modules in the first year; these are all worth 20 credits each.

First Year modules – Semester 1 and 2 (Full Time Study Mode)

MIM 711	Frontiers of Innovation
MIM 712	Public Sector Innovation and Foresight
MIM 713	Service Innovation
MIM 714	Microeconomics of Competitiveness
MIM 715	Research Methods
MIM 716	Strategic Management and Leadership Dynamics

The overall design aims of the PgD in Innovation Management program are to:

- Provide an underpinning of both the knowledge and skills needed by managers in the field of innovation management, so that students can contribute to and improve the achievement of their organization's strategic objectives.
- Provide an analytical and multi-perspective framework, to enable students to recognize, identify and evaluate key management issues which critically impact on organizational performance and strategic direction in the context of innovation management.
- Encourage holistic thinking within the areas of innovation management.
- Motivate and equip students to play a leading role in innovation management, engage effectively in improving the process through which innovation is managed.

12.7.6 Program Outcomes

The PgD in Innovation Management program will enable successful graduates to be able to

- Critically analyze and evaluate the ethical and cultural dimensions of innovation management in the public and private sectors.
- Understand and apply innovation theory, process, structure and systems.
- Synthesize the purpose, design, functions, and character of innovation management.
- Utilize advanced problem-solving skills to utilize knowledge from the external and domestic factors and drivers that determine innovation management.
- Appraise and assess the role of innovation management driving local outcomes.
- Decide on effective leadership and teamwork skills to solve complex innovation management problems and communicate decisions to relevant audiences.

The PgD in Innovation Management program learning outcomes are at a level commensurate with the award of a postgraduate degree and have been developed an aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

12.7.7 Admission Requirements

The Postgraduate Diploma in Innovation Management is an Exit Award only from the Master in Innovation Management degree program. All students must meet the general admission requirements for the Master in Innovation Management program as detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1 (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.7.8 Proficiency Requirements

Prior to enrolling in the Master in Innovation Management program (including those students who wish to exit with a Postgraduate Diploma in Innovation program) students must demonstrate proficiency in (i) English Language (as per Admission Requirements) and (ii) basic statistics and research methods. The basic statistics and research methods requirements can be met by passing an undergraduate university level subject in statistics and/or research methods. All New Students admitted to the MIM (Postgraduate Diploma in Innovation) program will also be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study.

12.7.9 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided in Table 49 on the following page.

Table 49: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	14:00 – 14:30	14:30 – 14:45	14:45 – 15:30	15:30 – 16:00	Prayer Break	16:45 – 18:00	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.7.9.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - **Friday 16th, Saturday 17th and Sunday 18th August 2024:** New Postgraduate Diploma in Innovation Management students.
- **Spring Semester 2025**
    - **Friday 24th, Saturday 25th and Sunday 26th January 2025:** New Postgraduate Diploma in Innovation Management students.

12.7.9.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.7.10 Academic Workload

A Postgraduate Diploma of Innovation Management full-time student may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll part-time in a maximum of two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to transfer from part time to full time study and thus enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum overall average grade of Pass with Distinction in their current Postgraduate Diploma of Innovation Management studies (in a prior semester).

12.7.11 Program Requirements

12.7.11.1 Postgraduate Diploma in Innovation Management (PgD)

MBRSG has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Innovation Management (PgD) exit Award. The Postgraduate Diploma program learning outcomes have been developed an aligned to meet the Level 8 requirements of Emirates Qualifications Framework (QF*Emirates*).

To be awarded a PgD in Innovation Management, the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with a minimum overall average grade of Pass with Merit above, in accordance with the Graduate Completion Policy (P-ACD-134).

12.7.12 Program Structure

12.7.12.1 Postgraduate Diploma in Innovation Management Program Structure

Students admitted to the Postgraduate Diploma in Innovation Management graduate program of study at MBRSG, will study the prescribed study plan as per Table 50 below:

Table 50: Structure for the Postgraduate Diploma in Innovation Management Program

Semester	Full Time		Part Time (Including Conditional Admission)	
1	ASM001	0 credits	ASM001	0 credits
	MIM 711	20 credits	MIM 711	20 credits
	MIM 712	20 credits	MIM 712	20 credits
	MIM 713	20 credits		
2	MIM 714	20 credits	MIM 713	20 credits
	MIM 715	20 credits	MIM 714	20 credits
	MIM 716	20 credits		
3			MIM 715	20 credits
			MIM 716	20 credits
Total	120 credits		120 credits	

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 41 above.

12.7.12.2 Program Design

The Postgraduate Diploma in Innovation Management Modules are shown in the Table 51 below:

Table 51: Postgraduate Diploma in Innovation Management Program Design – Modules

Module code	Module Title
ASM001	Foundation Course in Research Methods for Public Policy
MIM711	Frontiers of Innovation
MIM712	Public Sector Innovation and Foresight
MIM713	Service Innovation
MIM714	Microeconomics of Competitiveness
MIM715	Research Methods
MIM716	Strategic Management and Leadership
Postgraduate Diploma in Innovation Management –Exit Award Point (120 CATS Credits).	

12.7.12.3 Elective Modules

No Elective Modules currently exist in the Postgraduate Diploma in Innovation Management program.

12.7.12.4 Pre-Requisite and/or Co-Requisite Modules

The Postgraduate Diploma in Innovation Management program has specific co-requisite Modules.

- *MIM 711 *Frontiers of Innovation* and MIM 712 *Public Sector Innovation* will generally be studied together (part-time students take 2 subjects per semester) and we have hence assigned them as co-requisites.

All Modules MIM711-MIM716 must be successfully completed, and an overall average grade of Pass with Merit or above achieved, to be eligible to exit with a Postgraduate Diploma in Innovation Management. This will be confirmed by the Progression and Award Board's.

12.7.12.5 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master in Innovation Management (MIM) (and intending to exit with a Postgraduate Diploma in Innovation Management award) must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the Postgraduate Diploma in Innovation Management program must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system, failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve.

12.7.12.6 Program Duration

The minimum and maximum timeframes for completion of the Postgraduate Diploma in Innovation Management program are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 52 below:

Table 52: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 2 Academic Semesters)	24 months (4 Academic Semesters)
Part-time	18 months (normally 2 Academic Semesters)	36 months (6 Academic Semesters)

12.7.13 Postgraduate Diploma in Innovation Management Program Study Plan – Exit Award Only

The study plan for full and part time students in the Postgraduate Diploma in Innovation Management program are detailed in Tables 52A – 52E below. This provides students with an indicative pathway on their academic journey throughout their studies.

The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

12.7.13.1 Postgraduate Diploma in Innovation Management –Fall Semester 2024 or Spring Semester 2025 - Full Time Program Study Plan – Semester 1 – (For Full Admission Students Only)

The Postgraduate Diploma in Innovation Management (PgD) program study plan for full-time students is noted in the Tables below.

Table 52A: PgD in IM Module Study Plan: Fall 2024 or Spring 2025: Full Time Students: Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring Semester 2025															
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10 PBL Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MIM 711 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**			**Final Assessment Period**
MIM 712 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MIM 713 ***Sessions***			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**D & I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**I.S**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun 8:30-12:30 & 1:30-5.30pm***											
Classes	**2 days**	**2 days**	**2 days**	**3 days**		**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**	**2 days**		

12.7.13.2 Postgraduate Diploma in Innovation Management – Full Time Program Study Plan – Spring Semester 2025 or Fall Semester 2025 - Semester 2 (For Full Admission Students Only)

Table 52B: PgD in IM Modular Study Plan Full Time Students —Spring Semester 2025 or Fall Semester 2025– Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025														
Module	**Week 1**	**2**	**3**	**4-5**	**6**	**7**	**8**	**9**	**10 Project Based Learning Workshop**	**11**	**12**	**13**	**14-15**	**16-17**
MIM 714 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**			**Final Assessment Period**
MIM 715 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MIM 716 ***Sessions***			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**			**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**D & I**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**I. S**	**Final Assessment Period**
Classes	**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**		**2 days**	**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.7.13.3 Postgraduate Diploma in Innovation Management – Fall Semester 2024 or Spring Semester 2025 -Part Time Program Study Plan – Semester 1

The Postgraduate Diploma in Innovation Management program study plan for part-time students is noted in the Tables below.

Table 52C: PgD in IM Modular Study Plan – Fall Semester 2024 or Spring Semester 2025 - Part Time Students – Semester 1 - New Students

Semester 1 – Fall Semester 2024 or Spring Semester 2025													
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8-9**	**10** **PBL Workshop**	**11**	**12**	**13-15**	**16-17**
MIM 711 ***Sessions***	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**		**Saturday 9am-12pm**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**		**Final Assessment Period**
MIM 712 ***Sessions***		**Sat & Sun** ***8:30-12:30 & 2-5pm***	**Directed and Independent Study**				**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Directed and Independent Study**	**Saturday 12pm-5pm**	**Directed and Independent Study**	**Sat & Sun** ***8:30-12:30 & 2-5 per day***	**Independent Study**	**Final Assessment Period**
ASM001				**Fri:** 2:30-8:30pm ***Sat & Sun 8:30-12:30 & 1:30-5:30pm***									
Classes	**2 days**	**2 days**		**3 days**		**2 days**	**2 days**		**2 days**	**2 days**	**2 days**		**Final Assessment Period**

12.7.13.4 Postgraduate Diploma in Innovation Management – Part Time Program Study Plan – Spring Semester 2025 or Fall Semester 2025- Semester 2

Table 52D: PgD in IM Modular Study Plan Part Time Students – Spring 2025 or Fall Semester 2025 - Semester 2 – Continuing Students

Semester 2 – Spring Semester 2025 or Fall Semester 2025																
Module	**Week 1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10** Project Based Learning Workshop	**11**	**12**	**13**	**14-15**	**16-17**
MIM 713 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
MIM 714 *Sessions*	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**				**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**			**Saturday 9am-12pm**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**			**Final Assessment Period**
Classes	**2 days**		**2 days**			**2 days**		**2 days**		**2 days**	**2 days**		**2 days**		**Final Assessment Period**

12.7.13.5 Postgraduate Diploma in Innovation Management – Part Time Program Study Plan – Fall Semester 2025 or Spring Semester 2026- Semester 3

Table 52E: PgD in IM Modular Study Plan Full Time Students – Fall Semester 2025 or Spring Semester 2026 - Semester 3 – Continuing Students

Semester 3 – Fall Semester 2025 or Spring Semester 2026													
Module	**Week 1**	**2**	**3**	**4-6**	**7**	**8**	**9**	**10** Project Based Learning Workshop	**11**	**12**	**13**	**14-15**	**16-17**
MIM 715 *Sessions*		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Saturday 2pm-5pm**	**Directed and Independent Study**	**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**		**Final Assessment Period**
MIM 716 *Sessions*			**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Directed and Independent Study**	**Sunday 9am -12pm**	**Directed and Independent Study**		**Sat & Sun** *8:30-12:30 & 2-5 per day*	**Independent Study**	**Final Assessment Period**
Classes		**2 days**	**2 days**		**2 days**	**2 days**		**2 days**		**2 days**	**2 days**		**Final Assessment Period**

12.7.14 Delivery Mode

Each taught Module in the Postgraduate Diploma in Innovation Management program comprises 45 hours of "face to face" teaching on campus. Classes are delivered across staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further "face to face", 3 hours, Project Block Learning Workshop is included, for each Module, each semester. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self -access study time for critical analysis and reflection on content. For the duration of the program students will be working on assignments that measure their applied and analytical skills.

12.7.15 Faculty Teaching Allocation for the Postgraduate Diploma in Innovation Management for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Postgraduate Diploma in Innovation Management program for the 2024/2025 Academic Year are detailed in Table 53 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 53: Module Leader Teaching Allocations for the Postgraduate Diploma in Innovation Management 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Dr. Arthur Seakhoa-King
MIM711	Frontiers of Innovation	Professor Melodena Stephens
MIM712	Public Sector Innovation and Foresight	Dr. Swetal Sindhvad
MIM713	Service Innovation	Professor Melodena Stephens
MIM714	Microeconomics of Competitiveness	Professor Mark Esposito
MIM715	Research Methods	Dr. Mounia Drissi
MIM716	Strategic Management and Leadership	Dr. Swetal Sindhvad

Faculty profiles are provided at Section13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.7.16 Academic Advisory

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in the Postgraduate Diploma in Innovation Management Program, each student is allocated an academic advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.7.17 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134). A graduate award will only be conferred upon the approval of the Award Board.

12.7.17.1 Completion Requirements for a Postgraduate Diploma in Innovation Management (*Exit Award Only*)

To be awarded a Postgraduate Diploma in Innovation Management the following must be satisfied:

- a student must complete 120 (CATS) credits of coursework as follows:
  c) 120 (CATS) Credits in six (6) Modules
  d) Students must achieve a minimum overall grade average of Pass with Merit or above on the Grading Scale to graduate with Postgraduate Diploma in Innovation Management.

12.7.18 Careers and Employability

An increasing number of public and private sector entities are becoming aware of the imperative to innovate to remain viable in the 21st Century. The creative process of generating ideas for new products, services and new business models is a human skill and the future for innovation leaders looks bright.

Postgraduate Diploma in Innovation Management graduates will find themselves working in a range of public and private sector organisations in areas of new business development, innovation project management and innovation consultancy. They will work in product and service contexts across a variety of industries. Their daily jobs will involve supporting development teams when new products are being developed, and they devise and initiate new products and services themselves, becoming new business developers. They also act as consultants to small and medium-sized enterprises, advising on organizing businesses for innovation.

12.7.18 Graduate Module Descriptions: Postgraduate Diploma in Innovation Management

The Postgraduate Diploma in Innovation Management is an (Exit) Award from Master in Innovation Management program.

12.7.18.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.7.18.2 MIM711: Frontiers of Innovation (20 CATS Credits)

Organizations that are consistently successful at managing innovation outperform their peers in terms of growth, financial performance and employment. The broader social benefits of innovation are even greater. However, as this course will demonstrate, innovation is not easy to develop within any organization and requires an approach that is quite different from that offered by standard management tools. The strategic management of innovation requires more than just adding it to the functions of an organization. Instead, it needs an integrated approach that deals with interactions between changes in technology, organizations and markets. This course will explore the different elements that develop and sustain innovation within various organizations and, given the strategic imperative within the UAE to develop a more innovative economy, will also explore the importance of innovation within a national context. It will therefore provide learners with opportunities to explore experiences of innovation and entrepreneurship in action and reflect, in a structured manner, on these experiences and the lessons that emerge from them. It will also introduce concepts that provide the basis for understanding innovation, how it can be managed, and enable the student to experiment with these conceptual models to help make sense of managing innovation.

This module will introduce you to the basic concepts and terminology of innovation that provide for a common foundation of the subject that will help you interact with other innovation experts. You will learn theoretical frameworks and develop the necessary skills to implement them successfully by analyzing information, managing expectations, learning experimentation to test your ideas and thus create robust innovation strategies. You should be able to recommend, monitor and manage innovation within your organizations. Given the strategic imperative within the UAE to develop a more innovative economy and UAE's vision to be a leader in the international context, this course will also explore the importance of innovation within a national and international context. You will also get opportunities to explore experiences of innovation and entrepreneurship in action and reflect in a structured manner on these experiences and the lessons that emerge from them.

12.7.18.3 MIM712: Public Sector Innovation and Foresight (20 CATS Credits)

Public sector innovation - where new ideas create value for society. In recent years, there has been increasingly concerted efforts to develop a systematic approach to creating innovative solutions to address societal challenges as well as understand potential future changes.

This Module will examine key issues in terms of public sector innovation as well as horizon scanning, which, because of changing political agendas and a desire for action during the last few decades, has led to continuous organizational change becoming common in many parts of the public sector.

This trend has accelerated after the last global economic and financial crises, as governments seek to understand potential future scenarios, and reform, restructure and reorganize their public sector activities to deliver more efficient and effective services. In addition, citizens' expectations of higher value service innovations are increasing despite fiscal pressures, especially in terms of greater choice and quality.

Other important issues such as demographics, technology and climate change. Some would argue that many public sector organizations are not up to the job of developing and implementing solutions to deal with these challenges. Many public servants focus too much on short-term needs of politicians; are too bureaucratic and hierarchical to deal with change; have an aversion to failure that restricts new ideas; do not place citizens at the heart of their policymaking; cannot scale new solutions sufficiently; and have few formal methods for promoting innovation.

12.7.18.4 MIM713: Service Innovation (20 CATS Credits)

Public value is heavily dependent on the services employed as a method of delivery. Very often these are services where the user has no choice, which makes them critical to a government's success and international competitiveness. With the service sector creating most of the wealth and employment within developed and emerging economies, ensuring that the sector continues to innovate presents several challenges. These challenges are not only about the design and development of the service innovation, its delivery, and its impact measurement. This course will not only examine some of the key issues from academic research and management practice on services innovation but will enable the learner to build the skills and capabilities necessary to better design services, especially in new ways in which service innovation takes place. The pedagogical method we use is that of design thinking for problem solving and this is done through a series of lectures and workshops.

The service sector creates most of the wealth and employment within developed and emerging economies. This fact alone ensures that the need to innovate in this sector may be critical for the ongoing competitiveness of the country.

For citizens, often the first stage of interaction with the government is the services they experience. Service innovation begins with a customer centric process.

We will use design-thinking in this course and workshop pedagogical model to understand service strategy design for complex problems at both organizational levels and at the national level. This course will examine some of the key issues from academic research (like behavioral insights) and management practice on services innovation which will enable the learner to build the skills and capabilities necessary to better design services, leading to greater customer satisfaction.

Service innovation is needed also at the supra-country level. The global goals which are wicked problems need a collaborative global perspective - across countries, across sectors, across both private and public organizations if we are to achieve SDGs like zero poverty and zero hunger by 2030. For example, one study states there is enough food to feed every single individual, but we may need to redesign processes in our supply chain and change regulations.

12.7.18.5 MIM714: Microeconomics of Competitiveness (20 CATS Credits)

The module is concerned with the determinants of competitiveness and economic development viewed from a bottom up, microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is created at the microeconomic level. The strategies of firms, the vitality of clusters, and quality of the business environment in which competition takes place are what ultimately determines a nations or region's productivity and wealth. The content covers both developing and advanced economies. The focus is on emerging, transitioning and advanced countries where microeconomic agendas are critical to sustained success. Furthermore, the module addresses competitiveness at the level of nations, states or cities within nations, clusters, and groups of neighboring countries. A major theme of the course is that competitiveness and economic development are affected by policies at all these levels.

The module is not only concerned with government policy, but also with the roles of business, universities, and other institutions in competitiveness. In modern international competition, the roles of the constituencies have shifted and expanded, and the traditional separation between them works against successful economic development. Also, the ability to mount and sustain a competitiveness strategy for a nation or region is a daunting challenge. The course explores not only theory and policy, but also the nature of the organizational structure and institutions for sustained improvements in competitiveness.

In addition to both macro and micro policy choices, the course underlines the role of history, i.e., the legacy of nations (such as language, culture and general institutions), and geography, i.e., the regional circumstances (such as the level of development among neighboring nations and the intensity in regional interaction).

12.7.18.6 MIM715: Research Methods (20 CATS Credits)

This Module is designed to give students an understanding of the qualitative and quantitative research methods needed by public administrators. Course topics include research design (this includes defining research problems, formulating research questions and reviewing literature), research strategy, methods and data collection tools. Students will be introduced to a wide range of qualitative tools such as case studies, grounded theory and action research as well as quantitative tools moving from descriptive statistics to regression analysis.

The Module will enhance students' skill in evaluating published research and learn how to use research methods in their own research, to grasp and analyses issues related to public administration and public policy. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables.

12.7.18.7 MIM716: Strategic Management and Leadership (20 CATS Credits)

This module facilitates students' understanding of the process of strategic thinking, planning, and implementation, to facilitate a culture of innovation in government organizations. The relationships between organizational resources, goals, objectives and means will be fully considered to find out how public organizations deploy these resources to achieve their visions and missions, and to advance innovative public services. The role of leadership in defining organizational processes, goals, objectives and shaping the overall strategic orientation of the organization will be discussed to highlight how dynamic interactions between different organizational levels and teams could achieve innovation.

The module also addresses the difficulty of adopting strategic management in public sector innovation and considers how to deal with the problems of implementation of innovative strategies. A case study approach will be adopted to link theory with practice and help students apply their knowledge in the UAE and the MENA region.

12.8 Postgraduate Diploma in Public Policy (Continuing Students Only)

***(Exit) Award from Master in Public Policy program only.**

12.8.1 Program(s) Introduction

MBRSG has received initial accreditation from the Commission for Academic Accreditation under the auspices of the Ministry of Education in the United Arab Emirates to offer a Postgraduate Diploma in Public Policy. The Postgraduate Diploma award is an Exit Award only from the Master in Public Policy Degree program.

The Postgraduate Diploma in Public Policy program award details are listed as follows:

- Postgraduate Diploma in Public Policy – *Exit Award Only*

12.8.2 Program Overview

"The purpose of government is to serve the serve the people, the aim of public policy and administration is to serve society in relation to the role of government policies, procedures, systems and laws is to serve human beings".

The Master in Public Policy (MPP) program, of which the Postgraduate Diploma in Public Policy is an (exit) Award, is designed to provide education which complies with international norms, for professionals to develop further as leaders in a variety of roles, including public policy analysis and planning, public management and services, research institutes, and government-orientated positions within the private sector and the non-profit organizations.

The Program scope includes providing students with the theoretical and practical knowledge to develop and apply the analytical tools necessary for high quality policy analysis and strategic development.

This includes aspects of design, advocacy and evaluation of public policies and strategies. It will contribute to growth in program management capabilities within a dynamic economic and global context.

As a student, you will receive a rich combination of theory through interactive lectures, group projects, coursework and practical experience, with hands-on opportunities offered both inside and outside of the classroom.

You will be part of a cohort of in-service public service employees who bring a rich experience which adds value to peer interaction and collaboration in the classroom. MPP and Postgraduate Diploma in Public Policy graduates will go on to work for a wide range of governmental, nonprofit, and private organizations, where they serve as managers, executives, and policy analysts, among various other positions.

The MPP and Postgraduate Diploma in Public Policy Program is aligned to the seven key strategic objectives of the UAE National Innovation Strategy (NIS), which are:

1. Renewable Energy
2. Transportation
3. Education
4. Health
5. Technology
6. Water
7. Space

MBRSG offers a Master in Public Policy program, and a corresponding Postgraduate Diploma in Public Policy exit award.

- Postgraduate Diploma in Public Policy – *Exit Award only*.

12.8.3 Program Mission

12.8.3.1 Postgraduate Diploma in Public Policy - Exit Award

The Postgraduate Diploma in Public Policy (Exit) Award provides an opportunity for students to develop and demonstrate knowledge and understanding, intellectual and practical skills, aspects of competence and other attributes in Public Policy. In the current context of the rapidly-evolving global socio-economic reality and technological spread, the policy-making and delivery function of the State have now become more challenging than at any time in the past.

Students who study the MPP (and exit with the Postgraduate Diploma in Public Policy Award) at MBRSG can become policymakers and policy analysts as well as public governance managers who facilitate creativity, skill and commitment in innovative and smart public policies.

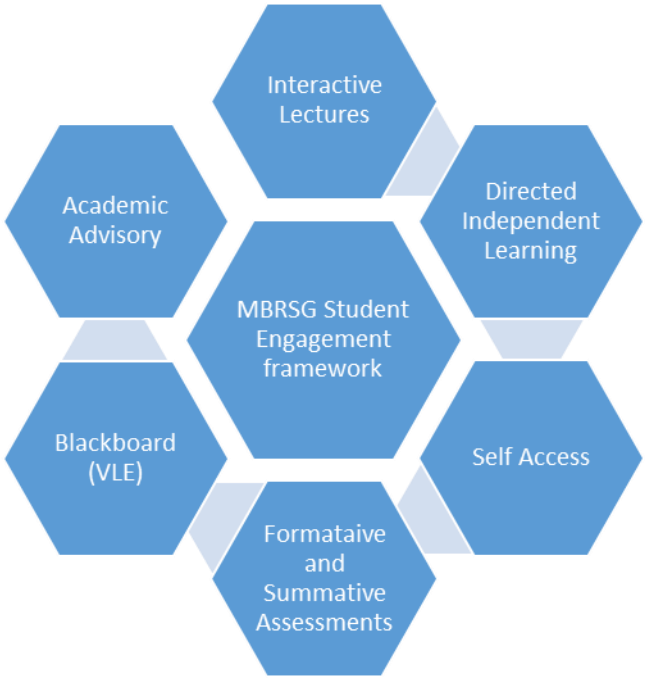
12.8.4 Teaching and Learning

MBRSG believes that active learning and full student engagement is the most successful pedagogical approach (see *Figure 17* below). The learning, teaching and assessment approaches used throughout the program will encourage collaborative engagement among students. MBRSG aims to provide students with prompt feedback on their learning as well as reflective opportunities through which they can enhance their learning.

Students will be actively involved in a range of learning, teaching and assessment approaches as part of the program. Interactive lectures, guest lectures, seminars, tutorials, group work, class discussions, directed independent learning, online learning resources via the Virtual Learning Environment (Blackboard), self- access and field trips are some of the learning activities that will add value to the student experience in the Postgraduate Diploma in Public Policy (exit) award program. Such active approaches are intentionally student-centered, foster involvement and engagement in all aspects of teaching and learning.

The Postgraduate Diploma in Public Policy (exit) award program will require active participation in learning activities and engagement with fellow students both individually and collaboratively.

Figure 17: MBRSG Student Engagement Framework



In class learning will be supported by technology. Increasingly, lecturers will be using existing and emerging learning technologies to engage students in Virtual Learning activities. This will be facilitated using a variety of media and online tools such as podcasts, wikis, etc. At MBRSG the Virtual Learning Environment (VLE) is facilitated through Blackboard which will allow students flexible access to a diverse range of online resources, quizzes, discussion forums, learning materials and collaborative tools with which you can interact and learn with your peers.

Students will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials.

The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any required support to students studying at MBRSG.

You will receive detailed module handbooks each year with information on teaching and learning strategies, assessment methods and reading materials. The academic faculty, the Library, the IT Office and the Student Affairs teams will provide any support you may need while studying at MBRSG.

12.8.4.1 Special Features of the Teaching and Learning Experience

- High Impact Learning using interactive lectures, seminars, case studies, guest lectures and field trips
- Use of online resources for e-learning and discussions
- Learner autonomy through Directed Independent Learning (DIL) tasks.

12.8.5 Program Content

The Postgraduate Diploma in Public Policy (exit) award program consists of four core modules and two elective modules; these are all worth 20 CATS credits each.

First Year Modules – Semester 1 and 2 (Part Time Study Mode)

ASM001	Foundation Course in Research Methods for Public Policy (not for credit Module)
MPP 701	Governance and Policy Process
MPP 703	Public Economics and Finance
MPP 702	Research Methods in Public Policy
MPP 704	Microeconomics of Competitiveness

Second Year Modules – Semester 3 (Part Time Study Mode):

In the second year (third academic semester) a student can choose 2 Elective Module (s) relevant to the Postgraduate Diploma in Public Policy and are worth 20 CATS Credits each.

- **Postgraduate Diploma in Public Policy**

Students can select any of the following modules as an elective depending on their interest to complete their taught module requirements for the Postgraduate Diploma in Public Policy. The Elective Modules will consist of two Modules from MPP711, MPP713, MPP715, MPP717 or MPP719.

12.8.6 Program Objectives and Outcomes

The overall design aims of the Postgraduate Diploma in Public Policy (exit) award are aligned with those of the Master in Public Policy (MPP) programs which are to:

- Compare and contrast current governance and public policy theories and perspectives to the analysis of the relationship between structure of governance and policy performance and the development of innovative public governance systems and policy processes to face the future challenges in public service delivery.
- Evaluate how various principles, tools and methods influence the effectiveness of public policy development, implementation, and evaluation.
- Measure the values of governance not only in terms of better performance, accountability, and transparency but also how they engage citizens, markets and the third sector in participatory policymaking and policy change.
- Analyze public policies in key sectors such as economic, social, education, health and sustainable environment using appropriate research principles and methods.
- Appraise the impact of global political and economic institutions, knowledge sharing and current trends on governance and public policy.
- Utilize effective leadership and teamwork skills to solve complex/ advanced public organizational problems and communicate policy decisions.

The Postgraduate Diploma in Public Policy (exit) award is aligned with the Master in Public Policy (MPP) program learning outcomes. However, for a Postgraduate Diploma in Public Policy (exit) award, the program learning outcomes have been developed and aligned to meet the Level 8 requirements of the Emirates Qualifications Framework.

12.8.7 Admission Requirements

The Postgraduate Diploma in Public Policy program is an exit award only from the Master in Public Policy degree program. Students who intend to exit from a Master in Public Policy program with a Postgraduate Diploma in Public Policy (exit) award, must meet the admission requirements which are required for entry into the Master in Public Policy (MPP) program. The general admission requirements are detailed in the Graduate Admissions Criteria Policy (P-REG-101) and at Section 4.3.4.1.1. (Full Admission) and Section 4.3.4.2.1 (Conditional Admission) in this Graduate Academic Catalog above.

12.8.8 Proficiency Requirements

Prior to enrolling in a Postgraduate Diploma in Public Policy (exit) award, from the Master in Public Policy (MPP) program, students must demonstrate proficiency in (i) English Language (as per the Admission Requirements) and (ii) basic statistics and research methods. The basic statistics and research methods requirements can be met by passing an undergraduate university level subject in statistics and/or research methods.

All New Students admitted to the MPP program will also be required to take the Foundation Course for Research Methods in Public Policy (ASM001) during their first semester of academic study. program students must demonstrate proficiency in basic statistics and research methods. This foundation course is considered a “not for credit” Module but will appear on the student’s Academic Transcript.

12.8.9 Returning to Learning (Orientation)

The aim of the MBRSG induction activities is to introduce students to the range of services that are available to postgraduate students, as well as to provide them with essential information about registration and enrollment. It is also an opportunity for students to get acquainted with each other. During these sessions, instructors will guide you through essential knowledge and skills to enhance your progression through the programs. It will also enable students to become familiar with the tools and systems they will use throughout your studies at MBRSG, particularly in respect to blended and online learning.

We propose that induction will answer many of the questions that students may have about being a postgraduate student at MBRSG. All new postgraduate students are required to attend.

The Return to Learning Program Structure and Schedule is provided in Table 54 on the following page.

Table 54: Returning to Learning (Orientation) Program Structure 2024/2025

Timetable Day 1	14:00 – 14:30	14:30 – 14:45	14:45 – 15:30	15:30 – 16:00	Prayer Break	16:45 – 18:00	
Sessions	Welcome Director of Academic Affairs & Program Coordinators	MBRSG IT Services Presentations IT Support Team	Course Registration other Student Services Information Registrar Kieran Ross	Introduction to Blackboard VLE Making the most of online classes Maryam Alblooshi		MBRSG Library Skills & Introduction to Mendeley Librarian Maryam Alblooshi	
Timetable Day 2	**9:00-10:00**	**10:00 -11:30**	**Coffee Break**	**11:45 -12:30**	**Lunch & Prayer**	**13:45 - 15:15**	**15:15 -17:00**
Sessions	Optimizing the PG Journey at MBRSG Dr. Abdulla Mohamed AlAwadhi	Note Taking & Cloud Mapping Kieran Ross		E-presentation Skills Professor Melodena Stephens		Academic Reading & Conducting a Literature Review Dr. Mounia Drissi	Critical Thinking Skills for Post Graduate Students Dr. Mona Mostafa Elsholkamy
Timetable Day 3	**9:00 -10:30**			**10:45 -12:00**	**Lunch & Prayer**	**13:00 -15:30**	**15:30 -17:00**
	Academic Writing Skills for PG Students Professor Immanuel Azaad Moonesar R.D.			Harvard Referencing & Avoiding Plagiarism Dr. Khalid Alwazani		Finance Fundamentals for Policy Makers Dr. Mona Mostafa Elsholkamy	Goal Setting and Reflection Professor Melodena Stephens Q&A

12.8.9.1 Return to Learning (Orientation) Program Schedule 2024/2025 Academic Year

The dates for the Return to Learning (Orientation) Program during the 2024/2025 Academic year are as follows:

- **Fall Semester 2024**
    - **Friday 16th, Saturday 17th and Sunday 18th August 2024:** New Postgraduate Diploma in Public Policy students.
- **Spring Semester 2025**
    - **Friday 24th, Saturday 25th and Sunday 26th January 2025:** New Postgraduate Diploma in Public Policy students.

12.8.9.2 Succeeding in Post Graduate Study (Free Online Course)

New students admitted to a program of study at MBRSG are encouraged to Register and complete the free online course "**Succeeding in Post Graduate Study** " facilitated by the Open University available at:

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview?active-tab=description-tab

Students are expected to complete the course and provide completion Certificates to the Registrar's Office within 1 month of the end of the Return to Learning sessions.

The Registrar will be responsible for following up with new students that they have completed the Succeeding in Post Graduate Study course and provided the completion certificate. A copy of the completion certificate will be recorded (digitally) on the student record.

12.8.10 Academic Workload

A full-time student, intending to exit with a Postgraduate Diploma in Public Policy award, from the Master in Public Policy (MPP) program, may enroll in up to a maximum of three (3) Modules, which is the equivalent of sixty (60) CATS credits, per semester, with the approval of the Director of Academic Affairs. It is envisaged that most graduate students will enroll, part-time, in two (2) Modules, or the equivalent of forty (40) CATS Credits per semester.

The Director of Academic Affairs may approve a student's request to enroll in a third Module, in an academic semester, subject to School Timetabling constraints, and considering whether the student has achieved a minimum cumulative GPA of 3.50 (or equivalent) in their undergraduate studies and/or a minimum an overall average grade of Pass with Distinction in their current studies.

12.8.11 Program Requirements

12.8.11.1 Postgraduate Diploma in Public Policy (PgD) – Exit Award Only

Award Available:

- Postgraduate Diploma in Public Policy – *Exit Award only*.

The MBRSG Master in Public Policy (MPP) program has received approval from the UAE Ministry of Education to introduce a Postgraduate Diploma in Public Policy (PgD) as an Exit Award only from an MPP program of study.

The Postgraduate Diploma in Public Policy program learning outcomes have been developed and aligned to meet the Level 8 requirements of Emirates Qualifications Framework.

To be awarded a Postgraduate Diploma in Public Policy (as detailed above), the program requires the successful completion of six (6) Modules totaling 120 (CATS) credits with an overall average grade of Pass with Merit or above, in accordance with the Graduate Completion Policy (P-ACD-134).

12.8.12 Program Structure and Study Plan

12.8.12.1 Postgraduate Diploma in Public Policy (PgD): Program Study Plan

Students admitted and intending to exit with a Postgraduate Diploma in Public Policy award, from the Master in Public Policy (MPP) program at MBRSG, will study the prescribed study plan detailed in Table 55 below:

Table 55: Postgraduate Diploma in Public Policy, Study Plan: Full Time and Part Time Modes

Semester	Full Time		Part Time	
1	ASM001	0 credits	ASM001	0 credits
	MPP 701	20 credits	MPP 701	20 credits
	MPP 702	20 credits	MPP 703	20 credits
	MPP 703	20 credits		
2	MPP 704	20 credits	MPP 702	20 credits
	Elective 1	20 credits	MPP 704	20 credits
	Elective 2	20 credits		
3			Elective 1	20 credits
			Elective 2	20 credits
Total	120 CATS credits		120 CATS credits	

- Please Note that the two Electives are to be taken from (MPP711, MPP713, MPP715, MPP717 or MPP719).

A Postgraduate Diploma in Public Policy program requires students to satisfactorily complete all the core modules before proceeding to the Elective Modules. For a Postgraduate Diploma in Public Policy award to be conferred students will need to satisfactorily complete 120 credits to be eligible for an (exit) award.

The study plan provides students with an indicative pathway on their academic journey throughout your studies.

The individual study plans will be determined and reviewed at the start of each academic semester, in consultation with your academic advisor, depending upon factors such as your academic and personal circumstances, your previous performance, academic probation and/or progression restrictions and the academic timetable for the relevant semester.

In special and/or extra-ordinary circumstances the Director of Academic Affairs may approve a student request to change the standard program structure of enrolment and progression as detailed in Table 46 above.

12.8.12.2 Postgraduate Diploma in Public Policy: Program: Modules Codes and Titles

The program modules for the Postgraduate Diploma in Public Policy program are shown in Table 56 below:

Table 56: Postgraduate Diploma in Public Policy – Modules, Codes and Titles

Module Code	Module Title	Credits
Core Modules		
MPP 701	Governance & Policy Process	20
MPP 702	Research Methods in Public Policy Analysis	20
MPP 703	Public Economics & Finance	20
MPP 704	Microeconomics of Competitiveness	20
Elective Modules: Students are required to take two modules from the Elective options noted below		
Elective Modules		
MPP 711	Social Policy	20
MPP 713	Education Policy and Development	20
MPP 715	Health Policy, Law & Ethics Management	20
MPP 717	Global Sustainable Development – the Challenge	20
MPP 719	The Political Economy of Science Policy	20
	Elective Credits upon successful completion of 2 Elective Modules from (MPP711, MPP713, MPP715, MPP717 or MPP719)	40
Total Credits		**120**

12.8.12.3 Elective Modules

Students studying in the Master in Public Policy (MPP) and intending to exit with a Postgraduate Diploma in Public Policy award, are required to take two (2) elective Modules as part of their degree program. The Electives can only be selected from the following Modules (MPP711, MPP713, MPP715, MPP717 or MPP719).

12.8.12.4 Pre-Requisite and/or Co-Requisite Modules

There are no pre-requisite and/or c-requisite Module(s) for students studying in the Master in Public Policy (MPP) and intending to exit with a Postgraduate Diploma in Public Policy award. Students must however have completed all four core (MPP701, MPP702, MPP703 and MPP704) and the two elective Modules to be eligible for a Postgraduate Diploma in Public Policy award.

12.8.12.5 Progression and Academic Standing

In accordance with the Student Academic Progression Policy (P-REG-105), students studying in the Master in Public Policy (MPP) program, who intend to exit with a Postgraduate Diploma in Public Policy (exit) award must maintain a 'Good Academic Standing' to progress through their program of study to successfully meet the graduation completion requirements.

Student's studying in the Master in Public Policy (MPP) program, who intend to exit with a Postgraduate Diploma in Public Policy (exit) award must maintain an overall average grade of Pass with Merit, or above, under the European Credit Accumulation Transfer Scheme (CATS) Credits system. Failure to do so will adversely impact a student's progression and may lead to a period of Academic Probation or ultimately dismissal from the program should academic performance fail to improve. This will be confirmed by the Progression Board.

12.8.12.6 Program Duration

The minimum and maximum timeframes for completion of the Postgraduate Diploma in Public Policy (exit) award are specified in the Graduate Completion Policy (P-ACD-134) and are summarised in the Table 57 below:

Table 57: Minimum and Maximum Program Duration Timeframes

Study Mode	Minimum completion period	Maximum completion period
Full-time	12 months (normally 2 Academic Semesters)	24 months (4 Academic Semesters)
Part-time	18 months (normally 3 Academic Semesters)	36 months (6 Academic Semesters)

12.8.13 Delivery Mode

Each taught Master in Public Policy (MPP) module, and therefore Postgraduate Diploma in Public Policy Module, comprises 45 hours of face to face teaching each semester. Semesters are usually held over a period of 16 or 17 Weeks. The Timetable will normally consist of 13 teaching weeks, an International Field Trip (optional) Week, 1 or 2 weeks of Independent Study and a Final Assessment (Examination) week.

The 45 hours of face-to-face teaching will be delivered in 12 weekly 3.5-hour lectures from 4:30pm – 8.00pm from Sunday to Thursday, in accordance with the Academic Timetable. One further face to face, 3 hours, Project Block Learning Workshop is included, for each Module, each semester.

The delivery of each module is designed to allow students to actively engage with the material and critically reflect on the delivered content.

Modules are delivered on a weekly basis, which allows time for reflection between delivery sessions. Module teaching and learning is supported by the Blackboard virtual learning environment which enables online webinars, online discussion, for uploading of lecture materials and assessment submissions (via TurnItIn).

At the commencement of each semester in each Module a Module Handbook is provided to students which outlines the Module Objectives, Module Outcomes, Teaching timings and assessment requirements.

In some instances, it may be necessary to teach an MPP (Postgraduate Diploma in Public Policy) module (i.e., MPP704 Microeconomics of Competitiveness and some Elective Modules) in integrated units over weekend blocks during semester. In these instances, classes are delivered across three staggered weekend blocks, which allow time for reflection between delivery sessions. Each day comprises of seven hours direct contact. One further “face-to-face”, 3 hours, Project Block Learning Workshop is also included. Following the intensive teaching sessions, the students are assigned Directed Independent Learning (DIL) tasks which will reinforce and extend the taught content. Students are also expected to include self-access study time for critical analysis and reflection on content.

The Academic Calendar and Academic Timetable are published by the Registrar's Office at the commencement of each Semester and made available on the School website. The Academic Timetable will specify the dates and timings of Lectures for each MPP (Postgraduate Diploma in Public Policy) Module and details which MPP (Postgraduate Diploma in Public Policy) Modules will be taught on a weekly basis, and which will be taught in intensive blocks (weekends) mode.

12.8.14 Faculty Teaching Allocation for the Postgraduate Diploma in Public Policy Program for 2024/2025 Academic Year.

Faculty teaching allocations for the taught Modules in the Master in Public Policy program Modules for the 2024/2025 Academic Year are detailed in Table 58 below. Please note that Dissertation Supervision is determined by the Dissertation Coordinator at the commencement of each Semester.

Table 44: Module Leader Teaching Allocations for the Postgraduate Diploma in Public Policy Program 2024-2025 Academic Year

Module Code	Module Name	Module Leader
ASM001	Foundation Course in Research Methods for Public Policy	Not offered in 2024/2025
MPP 701	Governance & Policy Process	Not offered in 2024/2025
MPP 702	Research Methods in Public Policy Analysis	Dr. Mounia Drissi
MPP 703	Public Economics & Finance	Not offered in 2024/2025
MPP 704	Microeconomics of Competitiveness	Not offered in 2024/2025
MPP711	Social Policy	Not offered in 2024/2025
MPP713	Education Policy and Development	Not offered in 2024/2025
MPP715	Health Policy, Law & Ethics Management	Not offered in 2024/2025
MPP717	Global Sustainable Development – the Challenge	Not offered in 2024/2025
MPP719	The Political Economy of Science Policy	Not offered in 2024/2025

Faculty profiles are provided at Section 13.1 of this Catalogue and on the MBRSG website at: **https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx**

12.8.15 Academic Advising

In accordance with the MBRSG Student Advisement Policy (P-SA-103), early in the first semester of enrolment in a Master in Public Policy (MPP) Program, each student (including those intending to exit with a Postgraduate Diploma in Public Policy award) is allocated a personal advisor who is a member of faculty. Faculty mentors advise and council students on a variety of matters, the majority on a walk-in basis. Faculty mentors may discuss special circumstances and personal issues affecting their students and offer guidance. Students are expected to meet with their academic advisor a minimum of two times per semester.

For further information on academic advising at the Mohammad Bin Rashid School of Government, please refer to the Student Advisement Policy (P-SA-103), available from the Registrar's Office and/or Section 6.17 of this Catalog regarding Academic Advisors.

12.8.16 Completion Requirements

The graduation completion requirements to be eligible to have a graduate award conferred are clearly detailed in the Graduate Completions Policy (P-ACD-134). A graduate award will only be conferred upon the approval of the Award Board.

12.8.16.1 Completion Requirements for a Postgraduate Diploma in Public Policy (Exit) Award

To be awarded a Postgraduate Diploma in Public Policy (PgD) the following must be satisfied:

- a student must complete 120 (CATS) credits of coursework as follows:
  a) 120 (CATS) Credits in six (6) Modules.
  b) Students must achieve a minimum overall grade average of Pass with Merit or above, on the MBRSG Grading Scale.

12.8.17 Careers and Employability

Our Postgraduate Diploma in Public Policy (PgD) graduates will find themselves working in a range of public and private sector organizations. The Postgraduate Diploma in Public Policy (PgD) award will equip graduates to operate effectively in an environment where public policy options have multiplied and where the boundaries between public and private entities have become increasingly blurred.

Postgraduate Diploma in Public Policy (PgD) graduates may also be promoted into policy making and decision-making roles with the public or private sector, because they now have a breadth of knowledge related to the field of public policy.

12.8.18 Graduate Module Descriptions: Postgraduate Diploma in Policy

***(Exit) Award from Master in Public Policy programs only**

12.8.18.1 ASM001 Foundation Course in Research Methods for Public Policy (Compulsory "Not For Credit" Module)

The compulsory "Not for Credit" Module will assist students to understand the basic research concepts and the technical language associated with doing research.

This module is designed to give students foundational understanding of the qualitative and quantitative research concepts needed for public policy analysis. Module topics include includes what is applied research, methods of applied research, research design and literature reviews. Students will be introduced to basic concepts and vocabulary associated with these units of study. The course will enhance students' skill in identifying research and understanding research methods that are in use in their discipline. They will learn to articulate the difference between various research paradigms. It also prepares students for the Research Methods modules in the degree programs and research projects in other courses.

12.8.18.2 MPP701: Governance and Policy Process (Core) (20 CATS Credits)

This module facilitates the students' understanding of the theories of governance and public policy process as a critical step to analyze policies in the current context of globalization and governance. The aim of the module is to offer students the knowledge of key issues and processes in public policy to enable them to appreciate how globalization, technology, innovation, and other emerging challenges impact the various phases of policymaking as well as policy implementation and evaluation.

Through local and international case studies, the module also provides a comparative perspective of different public policy paradigms in the contemporary world with a special reference to the UAE and MENA region.

This module also explores the institutions and processes in public policy making, implementation and evaluation and how leadership plays a catalyst role in policy change and policy adaption. Finally, it examines how future governments will adopt smart policies to shape the social, economic and environmental growth and sustainability in the UAE and Arab region.

12.8.18.3 MPP702: Research Methods for Public Policy Analysis (Core) (20 CATS Credits)

This module is designed to give students an understanding of the qualitative and quantitative research methods needed for public policy analysis. Module topics include research design (this includes defining research problems, formulating research questions and reviewing literature), research strategy, methods and data collection tools. Students will be introduced to a wide range of qualitative tools such as case studies, grounded theory and action research as well as quantitative tools moving from descriptive statistics to regression analysis.

The module will enhance students' skill in evaluating published research and learn how to use different research methods in their own research and studies in order to grasp and analyze issues related to public administration and public policy, including the evaluation of policy alternatives. They will learn to formulate research questions, design surveys, systematically conduct research and operationalize variables.

12.8.18.4 MPP703: Public Economic and Finance (Core) (20 CATS Credits)

This module examines the economic foundations of policy analysis and fiscal administration by introducing basic microeconomic principles and tools required to understand the role of government in the economy. It explores the rationale for government intervention, the goals of intervention (achieving allocative efficiency, redistribution and stabilization), and the prospect of government failure in making such interventions succeed.

More specifically, the module provides an overview of the assumptions of perfect competition and considers a variety of situations in which the ideal of a perfect market breaks down, including the cases of public goods, externalities, market power, natural monopolies and asymmetric information. It uses actual policy problems to demonstrate applications of the theoretical framework to areas of education, health, environment, social security and others. It also provides an overview of public sector budgeting and other methods for financial management, regulation and control Dr.awing on contemporary public finance issues. It also provides an overview of regulatory economics and reviews the recent research on implications of behavioral economics for public policy making.

12.8.18.5 MPP704: Microeconomics of Competitiveness (Core) (20 CATS Credits)

The module is concerned with the determinants of competitiveness and economic development viewed from a bottom up, microeconomic perspective. While sound macroeconomic policies, stable legal and political systems, and the accumulation of factors of production affect the potential for competitiveness, wealth is created at the microeconomic level. The strategies of firms, the vitality of clusters, and quality of the business environment in which competition takes place are what ultimately determines a nations or region's productivity and wealth. The content covers both developing and advanced economies. The focus is on emerging, transition and advanced countries where microeconomic agendas are critical to sustained success. Furthermore, the module addresses competitiveness at the level of nations, states or cities within nations, clusters, and groups of neighboring countries. A major theme of the module is that competitiveness and economic development is affected by policies at all these levels.

The module is also concerned with government policy but also with the roles of business, universities, and other institutions in competitiveness. In modern international competition, the roles of the constituencies have shifted and expanded, and the traditional separation between them works against successful economic development. Also, the ability to mount and sustain a competitiveness strategy for a nation or region is a daunting challenge.

The module explores not only theory and policy, but also the nature of the organizational structure and institutions for sustained improvements in competitiveness. In addition to both macro and micro policy choices, the module underlines the role of history, i.e., the legacy of nations (such as language, culture and general institutions), and geography, i.e., the regional circumstances (such as the level of development among neighboring nations and the intensity in regional interaction).

12.8.18.6 MPP711: Social Policy (20 CATS Credits)

This module explains theories of public policy with a focus on social policies and current reform challenges in that. The overall aim of the module is to help the students understand the interplay between socio-economic context, social policy actors and institutions in a global, regional (MENA) and local (UAE) setting. The module highlights how social policies are analyzed and developed through this interplay. The role of global governance in shaping social policy reform processes is investigated to underscore the interplay dynamics.

This module also introduces students to contemporary political economy of the MENA region - this includes the role of government, civil society, and private sector as well as the legacy of Islamic institutions and the oil economics. After this, it covers key social (and economic) policy sectors including health, education, public welfare, demography, labor markets & unemployment, elderly care, gender, and youth development.

12.8.18.7 MPP713: Education Policy and Development (20 CATS Credits)

Education is a significant area of public policy; the main aim of this module is to provide students with a holistic understanding of core debates in education policy and a practical knowledge of how education policy is shaped.

This module will use a comparative perspective to introduce students to education challenges in the MENA region, especially as they relate to educational access and equality of educational opportunities.

This Module will provide students with an overview of the process of education policy formation, analysis, and evaluation while paying special attention to the role of research in the policy making process. Finally, selected cases and research on education challenges and reforms in the MENA will be utilized to put into practice the knowledge and policy analysis skills gained earlier in the module.

12.8.18.8 MPP715: Health Policy Law & Ethics Management (20 CATS Credits)

This module provides an understanding of health policy, which reflects authoritative decisions and the process of decision-making, carried out at the federal, state, and local levels, which affect personal health and access to and delivery of health services in the United Arab Emirates. Students will gain knowledge of the levels within which health policy is carried out, the process for policy development and implementation, key stakeholders and interest groups involved in the health policy process, and how health policy changes over time within the United Arab Emirates and other countries such as the United States.

The health policy management aspect of this module provides the student with an understanding of law, regulation, and court decisions that affect healthcare organizations, as well as ethical underpinnings and principles that healthcare organizations follow in the delivery of services. In addition, accreditation as a form of regulation will be addressed. Key ethical principles underpinning healthcare organizations will be considered, as will recent court decisions that impact healthcare organizations and management roles.

12.8.18.9 MPP717: Sustainable Development: The Challenge (20 CATS Credits)

This module develops the study of sustainable development through a focus on governance and policy. It considers the core Global and Regional challenges of sustainable development: the problem of balancing the economic, social and environmental costs and benefits of development, both for people now and for future generations. The module investigates who applies and implements sustainable development principles, and where and how these principles are applied and implemented. The module emphasizes that sustainable development is a political process, one that raises important ethical questions.

Students will analyze some of the different policies and approaches that have been formulated to implement sustainable development by governments, communities, and corporate sectors. In establishing the locus of sustainable development principles, the module will examine who the different actors are, and how sustainability is measured in different contexts including in developed and developing countries.

12.8.18.10 MPP719: The Political Economy of Science Policy (20 CATS Credits)

This module focuses on policy issues concerning the organization, funding, and performance of research systems. These issues are at the heart of Science and Technology. They are also highly topical and international in scope. The module will encourage a greater depth of analysis and independent study by students of current theories, policies, and practices in key areas of research policy. Investment in new production facilities is one of the main ways industries apply new technology. The economic, social and environmental consequences of industrial expansion depend heavily on how firms manage the technological aspects of investment projects. The concepts of Cyber security and Energy security are additionally developed within the module.

Topics to be covered include changing rationales for the public funding of research; the US research system; the European research system; the Chinese research system; systems of research assessment; science and research indicators & metrics; foresight methods and tools; science diplomacy; responsible research and innovation; and the governance of emerging technologies.

Section 13 MBRSG Faculty – City Walk Campus

13.1 MBRSG Faculty Teaching Profiles 2024-2025 (Full-Time and Adjuncts)

Further information regarding MBRSG Faculty, the MBRSG Research Advisory Team and MBRSG Non-Resident Research Fellows can be accessed via the MBRSG website at: https://www.mbrsg.ae/home/about-us/faculty-researchers.aspx

13.1.1 Dr. Jasim Al Ali

Dr. Jasim Al Ali is an Assistant Professor of Human Resource Management (HRM) at the Mohammed Bin Rashid School of Government (MBRSG) since 2024. Prior to this, he was the Deputy CEO of the Corporate Sector and Chief Executive Officer of Happiness and Wellbeing at Dubai Media Incorporated (DMI) until 2023. Dr. Jasim earned his PhD and Master's degree in HRM from Victoria University and Griffith University in Australia. In 2022, he was recognized as the "Best Innovative Leader" at the International HR Conference in Dubai, United Arab Emirates. He is also accredited as an HR Consultant by the Chartered Management Institute. As a distinguished international speaker, Dr. Jasim focuses on advanced human capital development, organizational behavior, & the science of self-development. He has provided strategic advisory services to numerous public and private sector entities across the UAE and the GCC.

Dr. Jasim is a certified consultant and recognized expert in HR-related cases for Dubai Courts, Abu Dhabi Court and the UAE Ministry of Justice. With over 34 years of experience, his expertise spans strategic HR management, competency-based training & development, agile performance management systems, & employee experience (EX) optimization. He is known for his work in fostering cultures of continuous learning, implementing integrated talent management frameworks, and driving employee engagement through evidence-based approaches that enhance psychological safety, organizational commitment, & inclusivity. Dr. Jasim made substantial contributions to Emiratization & workforce strategies within the UAE government, developing programs that align with both Emiratization policies and global best practices in talent acquisition and retention. Dr. Jasim has authored several influential books, including Localisng the GCC Workforce, Influential leaders in Arab Organization and Positivity is your way to happiness.

13.1.2 Dr. Abdulla Alawadhi

Dr Abdulla Alawadhi is an Assistant Professor in Public Finance at MBRSG. He holds a DBA degree in Business Administration from the UAE University, Two Master's in Business Administration & Applied Finance from Newcastle University in Australia.

He is a Financial Consultant has 25+ Years of practical experience in fields of: Finance, Accounts, Strategic Management and Business Development, in Government, Semi-Government and Private Sectors. Dr Abdulla is a Certified Public Auditor, Tax Agent, Judicial Expert and Arbitrator.

Dr Abdulla is Professional Trainer & Financial Consultant specialized in Corporate Finance, Accounting, Taxation & Entrepreneurship. Dr Abdulla is a Board Member of Emirates Association for Management Consultants & Trainers, holding a position of Treasurer. Finally, Dr Abdulla is an active person in the official media and social media, his interest is to publish financial knowledge for the public.

13.1.3 Dr. Yousif Al-Ghalayini

Dr. Yousif Al-Ghalayini is an Associate Professor in Public Administration at Mohammed Bin Rashid School of Government, Executive MPA Program Coordinator, and Senior Fellow at the Centre on Governance at the University of Ottawa.

His areas of teaching focus on public sector management and governance, HRM and PM, public policy development along with organizational behaviour and development. Before joining Mohammed Bin Rashid School of Government, Dr. Al-Ghalayini was the Program Manager of HRM Program at the School of Business affiliated to the Australian College of Kuwait.

Dr. Al-Ghalayini spent few years of his career working with the Canadian Federal Government. He designed several organizational capacity-building programs and helped with the implementation of several federal government training programs including public policy development, strategic thinking and results-based management. Prior to that, he spent several years as a United Nations specialist in civil society development and capacity building in post-conflict zones.

Dr. Al-Ghalayini holds a PhD in Public Administration from University of Ottawa, Ontario, Canada. He holds a Master in Project Management from Université du Québec en Outaouais (Gatineau), Graduate Diploma in Administration from John Molson School of Business at Concordia University (Montreal), and BSc. in Electrical Engineering from Amman National University (Salt).

13.1.4 H.E. Dr. Ali Al Marri

Dr. Ali Al Marri has served as Executive President of MBRSG since March 2013, making significant contributions in the development of education, training, and research. Holder of a Bachelor's and Master's in Law from Dubai Police Academy, and a Doctorate in Leadership and Strategy from Bradford University, UK, Dr. Al Marri also has many certificates and accolades from Dubai Police and a number of government bodies.

In 2012, he won the Sheikh Rashid Award for Academic Excellence and The Best Paper Award at University of St Andrews' 4th Annual Scottish Doctoral Management Conference. Dr. Al Marri delivers lectures and training programs in leadership, public administration and public management, strategic planning, total quality management and sustainable development and also serves as a keynote speaker at numerous local and international conferences and workshops. He has also contributed to the membership of a number of government committees and task forces specialized in corporate performance evaluations, strategies and policies development, as well as work mechanisms and processes.

13.1.5 Professor Khalid Al Wazani

Khalid Al Wazani is currently a Professor of Economics and Public Policy at the Mohammed Bin Rashid School of Government (MBRSG), before that he used to be a Freelance Consultant in Strategies, Economic Policies, Economic Modelling, and Administrative Reengineering Agility and Nudging. During 2019-2020, he served as a full time Chairman of Jordan Investment Commission (JIC). Between Oct. 2015-Aug. 2019, he served as the Strategy and Knowledge Advisor for Mohammed Bin Rashid Al Maktoum Knowledge Foundation (MBRF) in Dubai, previously he was the Chief Economist/ Strategist, & Founding Partner of Issnaad Consulting. Just before that, (2006-2011), he served at the private sector as General Manger & CEO of Saraya Aqaba Real Estate, Taameer Jordan Holdings (PLC) and Darat Jordan Holdings (PLC).

Earlier in his career, Dr. Wazani was associated professor of Economics at the Department of Economics at the Hashemeyeh University. Dr. Wazani was appointed as Deputy Dean for Faculty of Economics at the same university. Just before that, he established a research, consultancy and community service center at the university, and served as the first General Manager of the center during 1997-1999.

Dr. Wazani has also held the position of Director General for the Jordanian Customs Department during 1999-2001. Later on (Jul 2001- Nov. 2005) he was appointed as an Advisor and Director of the Economic and Development Division at the Royal Hashemite Court during which he served as the Head of the Economic Team for HM King Abdullah II. In early 2004 he served as the Deputy Chairman & Director General of Social Security Corporation in Jordan till early 2006.

13.1.6 Dr. Irina Berezhnova Godchaux

Dr Irina Berezhnova Godchaux has been a non-resident Research Fellow and an Adjunct Faculty since 2019. A physician, public health professional and researcher she holds a Medical Doctor (MD) and Master of Public Health Degree (MPH) and has two decades of experience in Public Health Programs and Policy Development and Implementation across Russia, Europe and CIS countries, and Middle East.

Previously an honorary researcher at Imperial College, London, she is currently a PhD Scholar in health policies at the Robert Gordon University, Aberdeen, Scotland, and her research interest is chronic diseases prevention policies development.

13.1.7 Dr. Mounia Drissi

Dr. Mounia Drissi is an Assistant Professor with a PhD Cum Laude in political science and sociology within the area of comparative/global policy and international governance; from scuola normale superiore in Italy.

Dr. Drissi has a background in social sciences and psychology with an experience within the public and private sector where she provided research assistance, behavioural insight consultancies and data analysis.

Dr. Drissi currently works on governance, behavioural insight for public policy and system thinking, with a thematic focus on health, education and decentralized technologies. She speaks fluent English, Arabic, French and Italian.

13.1.8 Dr. Mona El-Sholkamy

Dr. Mona El-Sholkamy is an Associate Professor at the Mohammed Bin Rashid School of Government and a graduate of the Global Affairs and Public Policy Program at the American University in Cairo, Egypt. She is also an affiliate of the Harvard Business School - Microeconomics of Competitiveness group.

Her research interests are in the areas of Macroeconomic Policies, Sustainable Development, Education Polices, Food Security, Health policies and Sovereign Wealth Funds. She has published her work in research publications including International Journal of Management and Applied Sciences; Journal of Business and Economics; and Cambridge University Press; among a few.

Dr Mona is currently a member of the FAO-Regional Network of Experts and its Chair. She received her Ph.D. in from the Faculty of Economics and Political Science at Cairo University, and her Master's and Bachelor's degrees in Economics from the American University in Cairo.

13.1.9 Professor Mark Esposito

Professor Mark is a proponent of a unified strategy that integrates public policy, governance, and technological disruption. He stresses the importance of crafting flexible regulations that encourage innovation while maintaining just governance, effectively connecting the dots between fast-paced technological progress and the societal frameworks required to sustain and guide it.

Dr. Esposito has written or co-written over 150 publications, both peer-reviewed and non-peer-reviewed, and 13 books, two of which are Amazon bestsellers: "Understanding how the Future Unfolds" (2017) and "The AI Republic" (2019). His most recent books include "The Emerging Economies under the Dome of the Fourth Industrial Revolution" (Cambridge University Press, 2022), "The Great Remobilization: Strategies and Designs for a Global Smarter World" (MIT University Press, 2023), and "Digitizing the Emerging Economies" (Cambridge University Press, 2024). His forthcoming books are "Tectonic Shifts: How Technology is Remaking Global Power Dynamics" (Penguin Random House, 2025) and "Becoming AI Native: A Playbook for Businesses" (Routledge, end of 2025).

He is a regular contributor to Project Syndicate, World Economic Forum Blog, California Management Review, and Harvard Business Review.

13.1.10 Dr. Scott Fargher

Dr. Scott Fargher joined MBRSG from the University of Wollongong in Dubai, where he was Associate Dean of Research in the Faculty of Business. He has also previously served as a faculty member at the Auckland University of Technology (AUT), the Institute of Public Policy; he was Deputy Director of the New Zealand Institute of Work and Labor Market Studies (now the New Zealand Work Research Institute).

His research focuses primarily on Labor Economics, Macroeconomics, Economic Development, Sustainability and Public Policy. He has produced an extensive range of reports for public and private sector organizations and is widely published in academic journals including Applied Economics, International Journal of Manpower, Journal of Policy Modelling, International Review of Administrative Sciences, and Local Economy.

Dr. Fargher also co-authored, together with Susan St John, the popular text Macroeconomics and the Contemporary New Zealand Economy. Possessing extensive teaching experience, he has supervised to completion up to PhD level; with topics ranging from ‘the economic impact of immigration’ through to ‘Investigating cross-market interdependence in frontier markets.’

Dr. Fargher holds a PhD from the University of Edinburgh (UK), focusing on the economic evaluation of youth training programs; an MSc from Glasgow University (UK), and an MA (1st) and BA from Auckland University, New Zealand.

13.1.11 Dr. Abdulaziz Istatieh

Dr Abdulaziz Istatieh earned his PhD in Economics and Finance from the University of Valladolid in Spain in 2004. Dr. Abdulaziz Istaitieh is currently working as a senior economic advisor in the Strategy & Policy – Economic Development Department at The Secretariat of The Executive Council of the Government of Dubai (TEC). He is responsible to advise and provide expert input to the Strategy Management & Governance Sector in the areas of strategy, policy and performance for the Economic Development Sector, and to ensure proper alignment and harmony with Dubai Strategic Plan. Dr. Istaitieh has actively participated (partially or fully) in the development and implementation of major local economic policies and plans including UAE Vision 2021, Abu Dhabi Vision 2030, Dubai Strategic Plans 2015, 2021 and 2030. Prior to his current role, Dr. Istaitieh served in several government and semi-government entities in the UAE.

Dr. Istaitieh was awarded the top prize in the professionals' category of Dubai Economic Research Award (DERA) in 2008. He has participated also as an assessor in "Dubai Government Excellence Program", "Khalifa Fund Business Award" and "Mohammed Bin Rashid Al Maktoum Business Award". Moreover, he is adjunct professor and part-time lecturer/trainer in the area of public policy making in several institutions such as Mohammed bin Rashid School of Government (MBRSG) in Dubai, Madinah Institute for Leadership and Entrepreneurship (MILE) in Saudi Arabia. He is also a member of the Advisory Boards of Mohammed bin Rashid School of Government and the Middle East Cities Center in the American University of Dubai.

13.1.12 Dr. Leonie Jooste

Leonie Jooste started her career as a schoolteacher in South Africa and left the teaching profession to continue her career as a university academic. She is an associate professor, research associate, and lectures both post and undergraduate students. She served on the academic board and research colloquium of universities and was the academic head at a college in Malta. Leonie is research active and currently serves on an Accreditation and Quality Assurance committee.

Leonie obtained her Doctorate in Financial Management Sciences in 2004 at the University of Pretoria, South Africa. She has been a lecturer for more than 30 years teaching Accounting, Finance and Economic courses for both under and post graduate students. Leonie is an active researcher and collaborates with internationally acclaimed researchers. She publishes in accredited journals, presents papers at internationally acclaimed conferences, reviews and serves on the editorial board of academic journals, as well as an external examiner for Master and PhD students. She also acted as an expert witness in High Courts, offers workshops, and consults with professionals in her field.

13.1.13 Professor Immanuel Moonesar

Professor Immanuel Azaad Moonesar R.D. is the President of Academy of International Business (MENA) and Health Policy and Systems Research Professor at MBRSG. He hails from one of the Caribbean islands- Trinidad and Tobago.

His qualifications include a Doctor of Philosophy (Ph.D.) in Health Services: Leadership (Superior Distinction) from Walden University, USA; Master of Quality Management (Distinction) from the University of Wollongong, Australia (UOW); a Postgraduate Diploma in Institutional Community Nutrition & Dietetics (Distinction) & a Bachelor of Science in Human Ecology: Nutrition and Dietetics from the University of West Indies (UWI), Trinidad & Tobago. He is also the President (Chapter Chair) and Executive Board member of the Academy of International Business – Middle East North Africa (AIB-MENA) Chapter. He is also a Registered Dietitian and possesses professional certifications in 'NEBOSH Occupational Health and Safety', 'Project Management: Certified Business Professional (CBP)', Emotional Intelligence Assessor, and 'Quality Management System Internal Auditors (ISO 9001:2008)'.

Professor Immanuel has published over 250 peer-reviewed journal articles, peer-reviewed international conferences, co-authored books, and book chapters. His Ph.D. dissertation manuscript was entitled: The Role of UAE Health Professionals in Maternal and Child Health Policy. His career experience includes quality assurance and management, nutrition and dietetics, health & safety, teaching, and institutional research. His research interests are in Health Systems, Public Policy, Healthcare Management & Leadership, Maternal & Child Health, Health Policy & Innovation, Nutrition, Global Governance, International Business Policy, Social Policy, Public-Private Partnerships, And Quality Management.

13.1.14 Dr. Mohammad Habibur Rahman

Prior to joining MBRSG, Dr. Mohammad Habibur Rahman was faculty member at a number of universities including University Brunei Darussalam (Brunei), University of South Pacific (Fiji), Lakehead University (Canada) and University of Dhaka (Bangladesh). During his tenure at University Brunei Darussalam, he served the Faculty of Business, Economics, and Policy Studies and the Institute of Policy Studies as Program Leader of Graduate Studies. He supervised academic research by a number of graduate and doctoral students and acted as external examiner to several doctoral theses.

An active researcher, Dr. Rahman has published papers on governance, civil service reform, local government, human resource management, e-government, and knowledge sharing in top-ranked scholarly journals. His current research interests include public governance reform, smart government/e-government, knowledge management, and public sector performance. His rich professional experience also includes advising UNDP and providing consultancy to a range of international agencies, including the World Bank, Asian Development Bank, United States Agency for International Development, Commonwealth Secretariat and Asia Foundation on governance and public policy areas.

He was a coordinator and facilitator of executive development programs for civil servants in Fiji and Brunei, as well as a consultant to the Government of Brunei on national service and youth development. Dr. Rahman holds a PhD from the University of Wales, UK, and has two visiting positions – as Senior Fulbright Scholar at Maxwell School of Syracuse University, USA, and Visiting Fellow at York Centre for Asian Research in York University, Canada.

13.1.15 Dr. Hamid Saeed

Dr. Hamid Saeed is an experienced library administrator, e-learning specialist, instructional technologist, and learning resources manager. He has numerous publications in international journals and developed competencies in Learning Management Systems. Apart from serving at the Mohammed bin Rashid School of Government, he has served at some of the most prominent accredited institutions of higher education in Dubai including the University of Dubai and the British University in Dubai. His qualifications and professional skills include a PhD in Management and a double master's in information studies. He possesses thorough knowledge of academic standards and practices of blended learning, excellent communication skills, and research orientation. He has regularly delivered information literacy programs/workshops to undergraduate, and post-graduate students, researchers, and faculty. His current research interests include leadership and innovation in public sector organizations, knowledge management and organizational culture and blended learning, instructional design, and technologies.

13.1.16 Dr. Arthur Seakhoa-King

Dr. Arthur King is the Acting Dean and Director of Academic Affairs at Mohammad bin Rashid School of Government. He is a career academic with over fifteen years teaching and academic management experience. Dr. King has taught at various universities in Europe, Africa and in the Middle East at under-graduate and post-graduate levels. Before joining MBSRG, Dr. King served at various managerial positions including Head of Department, Head of Accreditation, Head of Entrepreneurship Centre and more recently Dean of a university in Kuwait. He has participated in business consultancies in the area of quality evaluation in the public and private sectors.

Dr. King has expert knowledge in accreditation standards and ISO certification for educational institutions. He holds an honors degree in Business Administration from University of Zimbabwe, a Master of Business Administration from University of Science Malaysia and a PhD from Bedfordshire University, in the United Kingdom with a specialization in the quality management field. Dr King is an alumnus of Harvard University’s Entrepreneurship program (US).

Prior to joining academia, Dr. King worked in various positions including a foreign service role in the ASEAN region. He also worked as a Senior Business Analyst for an organization which specializes in providing start-up capital and consultancy services to Small and Medium Enterprises in developing countries. Broadly, Dr King’s research interests are in the area of quality management, accreditation, education and entrepreneurship.

13.1.17 Dr. Swetal Sindhvad

Dr. Swetal Sindhvad is Adjunct Professor and Non-Resident Research Fellow at Mohammed Bin Rashid School of Government. She is also Senior Social Sector Consultant for Asian Development Bank (ADB) advising and evaluating sovereign lending projects mainly in the education sector, in collaboration with governments in emerging economies of Asia.

Dr. Sindhvad was previously Senior Manager for the Knowledge and Human Development Authority (KHDA), Government of Dubai, supporting private education quality improvement initiatives. She also founded a not-for-profit initiative, i3Development, leading research and capacity development initiatives for governance and management of education service delivery in disadvantaged communities of India, Azerbaijan, and Kyrgyzstan.

Dr. Sindhvad's current research interests include reform of state governance of education and healthcare, public sector capacity for innovation in the social sectors, and the role of public private partnerships.

Dr. Sindhvad holds a PhD in Education Leadership and Administration with a specialization in Comparative & International Development Education from the University of Minnesota, USA (2009).

13.1.18 Professor Melodena Stephens

Prof. Melodena Stephens' areas of research and consultancy are in strategy, focusing on agile government, crisis management, entrepreneurship, AI ethics, and brands. She has close to 30 years of experience in industry, government, and academia at senior levels.

Before joining MBRSG, where she heads the Master of Innovation Management program, she was the first female Indian Dean of a university in Germany. Before that, she spent over a decade at the University of Wollongong in Dubai (UAE), one of the first private universities in the UAE, where she undertook the roles of Deputy Dean and MBA Program Director. She has actively managed accreditation and accreditation committees (UAE, Germany) and institutional outreach. Before her Ph.D., she worked in India for the Tata Group.

She has lived in the UAE, the USA, India, Taiwan, and Germany. Prof. Stephens is on several advisory boards and is active in AI ethics, volunteering at IEEE SA. Her active approach to teaching has been to facilitate an inter-disciplinary, co-created problem-solving competency with a global mindset. She has won several teaching and research awards, including two UAE National Research Foundation Grants, and recently was recognized as one of the 100 Admired People in Education in 2021 by Excelligent. She is passionate about emerging markets, especially the MENA region, and is frequently invited to panels and discussion forums.

Prof. Stephens has published extensively – 11 books, close to 200 chapters, articles and journal publications. The most recent books are AI Smart Kit - Agile Decision Making on AI, Business With Purpose: Advancing Social Enterprise, and Agile Government. She is the founder of the Academy of International Business – the Middle East North Africa Chapter (AIBMENA), which has published cases on this region for local and international consumption. Since 2010, through this book project, she has captured organizational memories of a neglected region in international business studies to further our understanding of context. AIBMENA, a nonprofit social initiative founded in 2009, now under MBRSG, is a self-financing volunteer organization. The purpose of the organization is to act as an ambassador and champion for the MENA region by fostering research and teaching in the field of international business and policy. AIBMENA was awarded the 'Dubai Brand Ambassador Status' by Dubai Conventions & Events Bureau, Department of Tourism and Commerce Marketing in 2012 and jointly won the bid to host the AIB annual conference in 2017.

13.1.19 Dr. Racquel Warner

Since 2003, Dr. Warner has worked in various academic and leadership positions at three major offshore branch campuses in the UAE. A career educator with over 25 years international teaching experience, her professional engagement has been defined by her keen interest in social justice and equality.

In her home country of Jamaica, she has initiated inner city community engagement projects that connected benevolent business owners with families who needed educational assistance. She also works actively in communities in Nepal, Bangladesh, and Kenya to support the development and accessibility of quality education to at risk groups.

Dr. Warner holds an MA Education degree from the University of Wollongong in Australia, a PG Cert HE from Middlesex University and a Doctorate of Education from the University of Exeter (both UK). Her research interest in student engagement and learner autonomy has led to her work in curriculum redesign, teacher training, and education policy development. Her doctoral thesis at the University of Exeter explored student engagement as an alternative pedagogical approach in Higher Education institutions in the UAE.

She is a member of Higher Education Teaching and Learning (HETL), the Vice President- Finance (Sponsorship & Treasurer) of the Academy of International Business - MENA Chapter and has presented at many international conferences and published papers on the subjects of study skills, student engagement and the policy imperative of this approach.

13.2 MBRSG Faculty Listing

Please see below for the current list of full-time and adjunct MBRSG faculty noting their terminal degrees, the conferring institution and academic rank.

A

Alawadhi, Abdulla, DBA in Business Administration (Finance), the United Arab Emirates University (UAE) (2018), Assistant Professor.

Al Ali, Jasim, PhD in HR (Emiritization), Victoria University (2007), Australia, Assistant Professor.

Al-Ghalayini, Yousif, PhD Public Management – Human Resources Management, University of Ottawa (2014), Canada, Associate Professor. Program Coordinator of the Executive Master of Public Administration (Arabic) program.

Al Marri, H.E. Ali, PhD, Bradford University (2010), United Kingdom, Executive President, Assistant Professor in Leadership and Strategy

Al Wazani, Khalid, PhD in Economics (Honor), Cairo University (1994), Egypt, Professor of Economics and Public Policy.

B

Berezhnova Godchaux, Irina, PhD, School of Pharmacy, Applied Sciences and Public Health, Robert Gordon University Aberdeen, Scotland UK (in progress, 2024) (*Non-Resident Research Fellow* and *Adjunct Faculty*)

D

Drissi, Mounia, PhD, Scuola Normale Superiore (2020), Assistant Professor in Public Policy.

E

El-Sholkamy, Mona Mostafa, PhD Cairo University (2012), Associate Professor in Macroeconomic Policies and Global Governance**.**

Esposito, Mark, PhD in Business and Economics, Ecole des Ponts Paris Tech, France (2018), Professor of Economics and Policy.

F

Fargher, Scott, PhD, University of Edinburgh (2003), Research Fellow (Non-Resident)

I

Istaitieh, Abdulaziz, PhD in Economics and Finance, University of Valladolid, Spain (2004), (*Adjunct Faculty*)

J

Jooste, Leonie, PhD in Financial Management Sciences, Pretoria University (2004), South Africa, Associate Professor (*Adjunct Faculty*)

M

Moonesar R.D., Immanuel Azaad, PhD, Walden University (2015), Professor in Health Policy and Systems Research. Program Coordinator of the Master in Public Policy program and Joint Program Coordinator of the Master of Public Administration program.

R

Rahman, Mohammad Habibur, PhD, University of Wales (1994), Research Fellow (Non-Resident).

S

Saeed, Hamid, PhD in Management, Putra Business School, University Putra Malaysia (2023), Library & Knowledge Support Manager.

Seakhoa-King, Arthur, **PhD in Quality Management,** Bedfordshire University (2007),United Kingdom, Associate Professor, Acting Dean and Director of Academic Affairs.

Sindhvad, Swetal, PhD in Education Leadership and Administration with a specialization in Comparative & International Development Education from the University of Minnesota, USA (2009). (*Adjunct Faculty*)

Stephens, Melodena, PhD, Bharati Vidayapeet University, Pune, India (2004), Professor in Innovation Management. Program Coordinator of the Master in Innovation Management program and Joint Program Coordinator of the Master of Public Administration program.

W

Warner, Racquel, Doctorate of Education, University of Exeter (2016), Research Fellow (Non-Resident).

CATALOG REVIEW

This Catalog will be reviewed not less than once every year from the date of creation or most recent review.

APPROVAL AND REVIEW

Document Status						
Policy Status	Approved					
Ratified By	Dean					
Verified By	SPCP Director					
Prepared By	Registrar					
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	04-09-2024					
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Next Review	May 2025					

Modification History

Version No. & Date	Modifications Details
V.1 September 2013	New
V.2 2014	General update
V.3 2015	General update
V.4 2016	Added the new Accredited Academic Programs MIM, EMPA, MPP
V.5 08-11-2017	Updated the Academic Calendar
V.6 01-08-2019	Added the New MBRSG Strategy 2017-2021, updated the Academic Calendar, Faculty Profiles, BOT Members and MBRSG Members list.
V.7 26-05-2020	Updated Table of Contents to Include Sections and Sub-Sections, Updated Executive President & Dean Welcome Messages, Updated Academic Calendar, MBRSG Organisational Chart, Program Study Plans, Admission Requirements (align with CAA Standards 2019), Updated Module Descriptions and Updated Administrative staff and Faculty (Qualifications) contact details.
V.8 19-10-2020	Updated Board of Trustees details and Academic Calendar and Added Appendix A re MBRSG Covid19 Protocols
V.9 08-05-2021	Reviewed and Updated entire Catalog for 2022/2023 based on CAA requirements and 2022/2023 Academic Calendar.
V.10 30-07-2021	Reviewed and Updated Board of Trustees and MBRSG Administration details.
V.11 15-03-2022	Updated Academic Calendar for Spring 2022. Updated MPP Concentrations not specialisations. Updated Module Description for EMPA1508
V.12 20-03-2022	Reviewed and Updated entire Catalog for 2022/2023 based on CAA requirements and 2022/2023 Academic Calendar.
V.13 09-01-2023	Updated Academic Calendar for Spring 2023. Updated MBRSG Vision, Mission, Values and Strategic Objectives. Updated Tuition Fee Details (grants) for Spring 2023. Formatting, Figure and Table numbering updated.
V.14 19-03-2023	Reviewed and Updated entire Catalog for 2023/2024 based on CAA requirements and 2023/2024 Academic Calendar.
V.15 23-05-2023	Updated Admission Criteria to remove work experience requirements for MPA, MIM and MPP master programs
V.16 25-05-2023	Updated 2023/2024 Academic Calendar
V.17 27-09-2023	Updated 2023/2024 Academic Calendar and made grammatical or typographical updates throughout.
V.18 22-02-2024	Updated 2023/2024 Academic Calendar. Ensured the Module descriptions were provided for each program as per CAA requirements for MPA program renewal.
V.19 24-02-2024	Updated Graduate Academic Catalog for 2024/2025. Updated all programs including new MPA Curriculum, blended learning (EMPA & MPA) and block teaching (for MPA also) (pending CAA approvals) and reviewed and updated all content where applicable.
V.19 07-03-2024	Updated catalog to include new MPA Curriculum. Incorporated blended learning for EMPA & MPA, as well as block teaching.

Version No. & Date	Modifications Details
	Reviewed and updated all content where applicable, including the addition of the Module Summary for the ASM001 Foundation Course in Research Methods for Public Policy Module in each program's description.
V.20 02-05-2024	Updated Graduate Academic Catalog for 2024/2025. Details provided are pending renewal of (new) MPA program, pending Blended Learning and pending new campus approvals from CAA.
V.21 28-06-2024	Updated Graduate Academic Catalog for 2024/2025. Details updated based on CAA Report re Campus Substantive Change requirements and Updated Board of Trustees Membership.
V.22 04-09-2024	• Updated Academic Calendar for 2024/2025. • Updated Section 1.1.1 to note which programs not on offer or taking new students in 2024/2025 Academic Year. • Included MBRSG Research Strategy 2022-2026 at Section 1.4 • Included Section 2.5 on Student Rights and Responsibilities. • Updated Sections 6.16 and associated sub-sections relating to MBRSG Teaching Philosophy. • Included MBRSG Dissertation Policy at Section 7 and associated sub-sections • Included details of faculty teaching in each academic program at Sections 12.1.16, 12.2.15, 12.3.13, 12.4.17, 12.5.13, 12.6.17, 12.7.15, and 12.8.14 • Noted EMPA(English) program not on offer throughout the document. • Included Sections 13.1 Faculty Teaching Profiles for 2024/2025 and updated Faculty List for 2024/2025. • Made minor grammatical updates throughout.

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