UNIVERSITY OF BIRMINGHAM | DUBAI دبي

Postgraduate Catalogue

2024/2025

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A Welcome from Our Provost

At the University of Birmingham Dubai, we are dedicated to delivering a first-class learning experience led by academics who are experts in their field.

In choosing Birmingham, you can be confident of an outstanding learning experience where you will be engaging with academics at the forefront of knowledge who are shaping policy, influencing society, and changing lives around the world.

The hallmarks of an educational experience with Birmingham are curiosity, ambition, and opportunity, and we aim to enable you to reach your full potential. We offer our UK students the opportunity to travel to the UAE to study alongside our students in Dubai and (subject to academic performance) you will have the opportunity to travel to the UK for up to a year to study at our Birmingham campus. As a University of Birmingham Dubai student, you will develop to become a self-motivated learner, eager to develop your understanding of your chosen subject and keen to make your mark when you graduate. It is this intellectual curiosity, ambition and breadth of experience which makes University of Birmingham graduates some of the most employable in the world.

Our graduates go on to be entrepreneurs, scientists, CEOs, politicians, diplomats, philanthropists and volunteers. We are ranked in the Global Top 100 for graduate employment outcomes.

During your time at the University of Birmingham Dubai, you can be assured that you will be studying alongside similarly talented and aspirational people. Whether you are beginning your academic journey by joining one of our three- or four-year undergraduate programmes or building on your existing knowledge through postgraduate study, you can be confident that we will both challenge and support you every step of the way. We look forward to welcoming you and playing a part in your future success.

Professor Yusra Mouzughi, Provost
University of Birmingham Dubai

Vision, Missions, and Institutional Goals

University of Birmingham was established in 1900 to unlock the global potential of a progressive city. That same vision and mission is at the heart of what we have set about achieving here in the UAE through our campus in Dubai. Working in partnership with the UAE and Dubai governments the University will contribute to the Knowledge economy, skills development and national and regional agendas for the Dubai, the UAE and the wider Middle East, North Africa and Central Asia region. We remain committed to ensuring our global influence continues to grow while remaining at the heart of the cities that we serve.

Our Strategy

Birmingham 2030 sets out our aspiration to establish Birmingham in the top 50 of the world's leading universities. This is a highly challenging ambition, and the Strategic Framework sets out the ways in which we will pursue this.

Our enduring purpose

The University of Birmingham was founded on the vision of Joseph Chamberlain in 1900 to provide a university for the people of Birmingham, 'a great school of universal instruction…taking all knowledge in its province'. This philosophy has defined and shaped us as an institution ever since, founded on social responsibility and equality of opportunity for all.

The University of Birmingham is ranked in the top 1% of universities across the globe. We are a member of the elite Russell Group of UK universities, which includes Oxford and Cambridge, and are proud of the work we do to change the world. We bring all of this heritage, prestige, and global renown to our campus in Dubai. Our students benefit from the academic rigor of a global top 100 university, when you graduate with a University of Birmingham degree, your qualification is internationally respected and our graduates are highly sought after by employers.

We believe that universities such as Birmingham are central to a functioning democracy, vital to creating a prosperous and just society, and essential for a thriving city, region and nation. Our society depends on universities because they are powerful and independent engines of research, development and innovation, places where cultures are enriched, ideas generated, and social capital created. They are where the minds, capacities, and capabilities of current and future generations develop and are sharpened. Universities open up learning to all, help to shape a more inclusive society, and make prosperity possible.

We are an academic community of staff and students, alumni and partners, a place for open, critical thinking, and the creation, sharing, and dissemination of knowledge. For those who study here, the experience of exploring that knowledge with fellow students and academics is transformative. We are a university that has always sought to teach, test, extend, and apply knowledge in the broadest range of subjects, and to the highest standards of excellence. This breadth allows us to bring together diverse academic disciplines to stimulate fresh perspectives and ideas, and to translate those into solutions and interventions that make a lasting difference to the world.

In this environment, freedom of speech is fundamental - the ability of all our members freely to challenge prevailing orthodoxies, query the positions and views of others and to put forward ideas that may sometimes be radical or dissenting in their formulation, all within an atmosphere of mutual respect.

This enduring purpose will continue to shape the University as we move ahead into our next chapter. We will celebrate what we know, remain curious about what we do not yet know, and will share our knowledge generously and rigorously with our students, collaborators, and wider society. As we continue to find new expressions of our civic purpose, we are proud that the University is a part of a great global institution. Our doors are firmly open, welcoming the best to Birmingham, and taking the best of Birmingham to the world.

Birmingham 2030: Our Ambition

During the last decade, the University of Birmingham has transformed and we have transformed with them. Our strong emphasis on intellectually rigorous education and pioneering research across the full breadth of disciplines has led our students to attain increasingly impressive outcomes, and our research has enjoyed growing global significance and societal impact. We have a remarkable platform on which to build, yet there is more we can achieve.

Over the next decade, our aspiration is to establish Birmingham in the top 50 of the world's leading universities.

This Strategic Framework sets out how we will pursue this highly-challenging ambition. With world-class research and outstanding global education as our core mission, we will strive to increase the volume and quality of our research to make an even greater difference to the world around us. We will maintain our financial strength to enable investment in our academic mission, allowing us to make the most of the extensive breadth and quality of the University's academic disciplines. We will take full advantage of our signature projects, innovation sites, and capital developments to make a lasting impact in all the regions in which we operate, and globally. This is a demanding task and we must recognise the scale of the challenges we must set ourselves if we are to succeed.

The global environment for research-intensive universities is increasingly complex and competitive. Operating from an international location, still being a part of our home campus, we teach and recruit highly-mobile students and academics from around the world, collaborate extensively, receive income from multiple sources, and operate complex research infrastructure. Leading international universities have a number of large-scale, globally-recognised academic strengths. Importantly, the academic quality of top universities underpins a wider reputation that secures their international stature.

The Covid pandemic has presented exceptional challenges. We are proud that our response to the pandemic has demonstrated the impressive resilience of the University and its people. At the same time, we know that it will leave a legacy for society and the economy from which it may take several years to recover. The breadth we enjoy at Birmingham will allow us to respond by shaping policy, supporting economic recovery, understanding cultural change, and creating innovative solutions to the challenges we will face.

The UK's long-established position in global higher education is increasingly challenged internationally, with significant competition for the best academics, students, and research funding.

The prominence of universities globally places them under greater scrutiny, frequently at the centre of 'culture wars' and in the context of a political populism that underappreciates the value of higher education. Students increasingly perceive their relationship with their university as a consumer. Together, these factors lead to increased regulatory burden, public accountability, and political pressure.

These are the long-term trends within which this framework is situated. We face these challenges with confidence, knowing that we have strong foundations, exceptional capability amongst our people, and longstanding financial strength. Great universities draw on their strengths to chart their own course: we will remain confident in the course set out in this framework.

Our six pillars

Research that matters.
In the last decade, we have made substantial progress in the quality, ambition, and impact of our research. We will build on this platform as we continue to increase the delivery of Research that Matters: research with outcomes that are important to other people, organisations, and academic fields, and are widely disseminated to achieve lasting, transformative impact in the world.

Our value to society is grounded in the authority and breadth of our core disciplines. By generating new knowledge and understanding of the world that we live in, our research outcomes will lead to positive change. Our distinctive and broad research portfolio will span from ground-breaking discoveries, interpretation and critique, in areas such as Particle and Astro- Physics, Genomic Biology, and Textual Editing, to research that translates our expertise and capabilities for more immediate economic, societal, and cultural benefit, for example Green Transport, Maternal Health, Regional Economic Development, and Shakespeare Studies.

We will use our extensive disciplinary breadth and research expertise to establish Birmingham as a leading university internationally for collaborative and interdisciplinary research that addresses contemporary challenges, including post-Covid recovery and pandemic resilience, and the UN Sustainable Development Goals - such as Gender Equality, Clean Water and Sanitation, Sustainable Cities and Quality Education. We will exemplify our roots as a civic university, addressing cultural, societal, and economic issues in our city, region, and nationally in areas such as Youth Mental Health, the Circular Economy, and effective utilisation of Health and Genomics Data.

We will enable our talented researchers to be even more productive in their research endeavours, creating an inclusive, supportive, and 'fizzing' environment where researchers at all career stages can flourish. They will be supported by Professional Services and technical teams who are integrated into our research culture and goals, sharing the recognition and celebration of our successes. Through our distinctive PhD training, and development of early-career academic staff, we will attract and train the next generation of talented researchers.

We will ensure that the symbiotic relationship between research and education is meaningful to our students and staff and that our university is recognised as a place where world-class research and education, and the delivery of impact, are mutually inspiring and reinforcing.

Our Birmingham 2030 goals are to:
- **Grow our research excellence by increasing the number and scale of our globally-recognised research themes.**
- **Deliver research that matters *more*, with far-reaching impact.**
- **Influence and respond to regional, national and international research priorities.**
- **Increase and diversify research funding to enable more ambitious and impactful research.**

Underpinning these goals our key priorities will be:

Focusing investment on our key research themes
We will invest to build and sustain these strengths, utilising our extensive disciplinary breadth and interdisciplinary capabilities to build critical mass, and to become world leaders in a select number. We will respond quickly and effectively to funder calls, government needs, business, the NHS, and third sector, allowing us to build world-class research infrastructure, attract global talent, and nurture high quality, diverse research teams with outstanding academic leadership. The Birmingham in Action campaign will prioritise these themes, ensuring they benefit from exceptional alumni and philanthropic support.

Building impact through our interdisciplinary capabilities
Utilising the strength of our Institute for Global Innovation and establishing new interdisciplinary institutes, we will reduce barriers to internal and external collaboration, sharing and extending research methodologies such as data science and open research across disciplines. We will convene research teams that combine approaches from across the University to tackle contemporary challenges in areas such as Urban Renewal, Inclusive Education, and the Societal and Legal Implications of New Technologies.

Creating an environment for individuals and teams to flourish and be productive in their research
We will support our researchers to deliver more, higher quality research outcomes, with an increased emphasis on knowledge sharing, mentoring, wellbeing and research integrity. Our systems and infrastructure will be tailored to support the breadth of our research, and our Professional Services (including technicians) will be valued in playing their full role.

Working more closely with research funders, government, and other stakeholders
We will shape evolving priorities in key research domains such as Sustainable Energy, Advanced Clinical Trials Methods and Translational Medicine, Superdiverse Populations and Regional Leadership. We will enhance the number and quality of our strategic relationships, utilising our extensive alumni base to support these partnerships.

Enhancing the benefits that our broad education portfolio brings to our research
We will develop greater mutual benefit between our research themes and educational programmes, increasing the availability of student research projects with clear links to the University's research themes, engaging students in research impact and public engagement activities, and aligning degree and Continuing Professional Development programmes with our research expertise.

Education for sustainable futures
Birmingham has a long history of welcoming students from all backgrounds and nationalities to study in a comprehensive range of disciplines. Following the legacy, we look forward to follow on the same route.

Our students are intellectually curious, academically and personally ambitious, and keen to be challenged as well as supported. In recent years, through a combination of the quality of our academic teaching, our investments in learning spaces, support and wellbeing, and student facilities, our students have achieved increasingly impressive degree and employment outcomes. We build on these foundations as we build a distinctive, exciting, and innovative approach to our education that reflects our global ambitions.

Learning in a research-intensive, global university is transformative. Underpinned by cutting-edge knowledge, our education will be intellectually challenging, inclusive, and developmental. Our programmes will be taught by leading researchers, allowing the next generation of leaders, innovators, problem-solvers and citizens to interact with, understand, and influence, the latest discoveries and ideas. These are defining features of education in a research-intensive environment at a global top 50 university.

Wider changes in society will have an impact on future employment, and this will inform our education over the next ten years. Major challenges and opportunities will arise from the Covid pandemic and other societal changes, along with a growing international focus on the UN Sustainable Development Goals, and the so-called fourth industrial revolution. We will equip students to join talented peers and alumni globally to lead and shape these agendas, reflecting the future needs of employers.

Our students come from all backgrounds. We will deliver education in-person across our world-class campuses, in transnational partnerships, and through our digital platforms. We aim for our education to be increasingly flexible and accessible, supported by an enhanced digital approach. Our overriding ambition is to provide an outstanding education experience for all our students.

We will use the exceptional breadth of the University to offer a wide range of academic disciplines, whilst also providing interdisciplinary opportunities which prepare students to prosper as citizens and become highly employable graduates, equipped to succeed in their chosen careers and life choices.

Our Birmingham 2030 goals are to:
- Develop a distinctive research-intensive approach to education.
- Provide students with a transformative education.
- Support a thriving, inclusive, and global student community.
- Nurture an environment which values outstanding and innovative teaching.

Underpinning these goals our key priorities will be:

Incorporating active engagement with research across our curriculum
We will prioritise the development of research skills at all levels of study to enhance students' learning and employability, and ensure all students are taught by leading researchers. We will provide interdisciplinary learning opportunities linked to our research objectives, and will engage students, alumni, and employers in our institutional research ambitions. We will introduce new models for teaching and assessment setting out our approach to research-intensive teaching and learning, informed by alumni, employers and global peers.

Enhancing the quality and attractiveness of our education
Grounded in research at all levels of study, we will offer a challenging and inclusive education, centred on the needs, interests, and aspirations of our students. The depth of our individual academic disciplines will provide students with greater opportunities to study across disciplines, more flexible and personalised study opportunities, and meaningful engagement with global challenges. We will support this by updating our programme architecture to support innovative curriculum design, as well as upgrading our student administration systems and enhancing our approach to timetabling.

Delivering a new approach to employability
Our Employability Strategy will develop a range of new personal and career development opportunities within the curriculum, aligning teaching and assessment with the attributes that employers are looking for in our graduates. Drawing on the expertise of employers and alumni, we will support students to make connections to the world around them, and will deliver University employability modules in areas such as sustainability, inclusivity, data science, leadership, and digital skills.

Improving the experience and outcomes for our diverse student community
We will continue to attract students from all backgrounds and numerous countries to access our education. We will work with our students and staff to address gaps in access to the University, and will develop new approaches to support our whole community of home and international students, from a wide range of backgrounds, to explore and reach their potential. Working in partnership with the Guild of Students, we will prioritise academic, mental health and wellbeing support, as well as wider personal development opportunities.

Prioritising and rewarding outstanding teaching
We will seek to attract leading academics who enjoy the intellectual challenge of sharing their research expertise through teaching our students. We aim to create a stimulating environment in which exceptional teaching is valued

and rewarded, supported by innovative career-long professional development through our Higher Education Futures Institute. We will engage with global peers to ensure we are both informed and visible, developing new skills in digital education, programme leadership, personal academic tutoring, and inclusive pedagogies.

Engagement and Impact
The next decade will see dramatic changes in the way people work, learn, and live.

As a civic university, grounded in the communities around us, we will be central both to shaping and responding to these changes. We will provide a model of how a global university can create meaningful change in the world, demonstrably improving the economy, society, and the environment, and contribute to human health and wellbeing. We already have unique innovation assets, cultural venues, international reach, and creative capacity. We will draw on these to maximise the difference we make to individual lives and society.

We aim to build partnerships that connect our research and education activities and translate our expertise into real-world outcomes. Our partners will know us as an engaged and relevant university, which is easy to work with and understands their needs. Through collaboration, we will tackle the key challenges of the next ten years, including inequality and exclusion, global health threats, climate change, the management and regulation of emerging technologies, and the fourth industrial revolution. We will shape regional, national, and international agendas, and anticipate and respond to the challenges of the future.

All members of our community, from students to professors and members of the Professional Services, will be proud of and actively contribute to the many ways in which the University makes a difference to the world around us. Our Birmingham in Action campaign will allow us to draw on our extensive and influential alumni community to enhance our impact.

Our Birmingham 2030 goals are to:
  • Support our parent campus in UK for innovation, capitalising on the distinctive breadth of disciplines and innovation sites.
  • Actively engage our local communities to enhance our education and research.
  • Equip our students to make a difference in the world throughout their lives.

Underpinning these goals our key priorities will be:

Incorporating impact from the outset of all our major initiatives and research programmes
From research grants to new buildings and venues, investment in academic capacity, and curriculum design, we will embed engagement in research, draw connections between research and education, and grow our research commercialisation. We aim for every researcher to have the tools and a vision for how their research will matter to others, both now and in the future. We will support strong pathways from ideation and discovery to translation and delivery in areas such as Quantum Technologies and Bio-medical Engineering.

Creating a wide range of opportunities for our students to make a difference locally, nationally, and internationally
We will support development of the skills required for fulfilling careers, and to lead, shape and solve the world's pressing challenges. We will draw on our size and academic breadth to provide opportunities across all disciplines for internships and placements, and our student incubator hub at The Exchange will enhance opportunities for student enterprise and entrepreneurship.

Seizing major engagement opportunities for Birmingham, Dubai and our other locations
We will use events such as the 2022 Commonwealth Games, the Global Challenges Forum, and the Dubai Expo to maximise visibility and benefit for the University, our students, research, and the city more generally. We will work with the city to attract and shape future major events that have a global impact.

Engaging and working with our highly diverse local communities
Our campuses, assets and venues will be open, places for collaboration with our partners, with a focus on active engagement of communities and the public. Through our Birmingham in Action campaign, we will support staff and students to volunteer one million hours. We will provide our academics with resources, opportunities and inspiration to help them develop new and exciting ways to engage the public with their work.

Working across disciplinary boundaries to make it easy to engage with the broad expertise of the University
Our academic expertise and voice will be recognised by potential partners and policy-makers as providing an essential 'one stop shop' for work across disciplines and sectors. We will be a university that contributes to the evidence-base in a broad range of policy areas, develops solutions to challenges, and creates and commercialises

new intellectual property. We will shape public debate and policy to address regional, national, and global challenges.

Civic and global

Having been a part of the first civic university in the UK, a university "for Birmingham and the district", we are now also a global university, leading locally, nationally, and internationally.

These twin roles as an exemplary civic and a leading global university are mutually reinforcing: together, they strengthen our research excellence, student opportunities, and reputation. Our civic credibility in Birmingham, Dubai, Guangzhou, and other locations provides the foundation for our global reach. This global influence in turn brings significant benefits to the regions in which we operate, and allows us to bring new insights, solutions, and opportunities for our students, our academic community, our city and region, and the world.

With our ambition to be a leading global university, we will tackle global challenges, so that our research extends beyond regional and national boundaries to have international impact. Our students form an international community, and we will provide them with an outstanding international experience, both at their home campuses and through high levels of mobility. Importantly, we will build the confidence across the University to project our areas of truly world-leading strength.

As part of the anchor institution in the city of Birmingham, our Civic University Agreement captures how we will work with our local partners to continue to bring deep cultural, social, and economic benefits to our city and region. The home campus also plays a leading role in delivering Dubai's vision. In India, we will collaborate across education, healthcare, environmental sciences, global surgery, sports science, and more, to improve lives in India and across the world.

The challenges faced by the locations in which we operate are those of the world, allowing us to speak with authority into the world's challenges. We aim to build further the strong bridges between our civic and global engagement, making advances in shared challenges of regional, national and global importance in areas such as Interfaith Studies, Maternal Health, Social Inequality, and Air Pollution. We will provide our students with global citizenship skills, while enabling them to engage actively with their local communities.

Our Birmingham 2030 goals are to:

- Welcome the best international students, staff, and partners to Birmingham as well our Dubai campus.
- Take the best of Birmingham to the world, expanding our local, national, and global partnerships.
- Make a major contribution to our city and each of the regions in which we operate.

Underpinning these goals our key priorities will be:

Reinforcing our position as an exemplar of a civically-engaged university

We will bring cultural, social and economic benefits in each of our contexts. This includes working closely with major partners such as Birmingham City Council, the West Midlands Combined Authority and Birmingham Health Partners to deliver the commitments of our Civic University Agreement; playing a central role in the ambitions of Dubai and the UAE; and extending our impact in China, Europe, North America, and India.

Nurturing current and new local, national, and global partnerships and networks

We will expand the University's global reach, drawing on our major research strengths to work closely with industry, academic, public and third sectors partners, in order to grow our research and education opportunities. We will work with our city and region to provide solutions to local, national and global challenges in areas such as rail, advanced manufacturing, energy, and sustainable business.

Projecting our world-class strengths, locally and internationally

We will raise our national and international reputation by equipping our staff with the knowledge and confidence to promote the University; by enabling our students to be our best advocates; and by engaging our alumni as ambassadors. All of our campuses and locations will benefit from our international reach and our convening power will bring together people and organisations to host debates of global importance, leading conferences and events, such as the Global Challenges Forum.

Equipping our students to engage locally and think globally

We will attract growing numbers of the very best students from around the world and will provide all our students with the option of studying or working abroad, to deepen their intercultural understanding and skills. They will be models of how to be both local and global citizens. Our students will contribute to their communities through volunteering, internships, entrepreneurship, and other regional initiatives.

Building on our significant contributions to the wider education system

We will continue to support the distinctive mission of the University of Birmingham School, develop the National College for Advanced Transportation and Infrastructure, and train a wide range of health professionals to lead and innovate within the NHS. We will explore further opportunities to grow high-quality educational opportunities at all levels for excellent students in the regions that we operate.

People and culture

Achieving the global ambitions of our Strategic Framework depends on our people: leading edge researchers, inspiring teachers, and high-quality Professional Services and technical staff support.

We are fortunate to build on strong foundations of highly talented and engaged colleagues, who are committed to the core purposes of research and education, and who share the institution's ambitions. Our staff have high levels of engagement and pride in the University.

We will capitalise on this platform by seeking to build a culture which is still more ambitious and high-performing, but also supportive and inclusive. We will seek to attract exceptional groups in our major research and education themes, whilst creating a culture in which all speak with the confidence and knowledge about the institution, reflecting the pride and reputation of being part of a major global university. With a focus on the development of people and teams, this culture will be enabled by effective leaders across the University who encourage career progression, staff who take responsibility for their own professional development and wellbeing, and flexibility and trust in how work is undertaken.

Being part of an academic campus-based community is central to the attraction of working for the University of Birmingham, enabling shared learning, formal and informal interaction, social opportunities, creativity, and collaboration within and across disciplines and roles. These qualities contribute to a vibrant culture for research and education, stimulating interdisciplinary thinking, and supporting collaboration within the University and beyond.

Our culture is based on our shared values, which we seek to embody throughout the organisation:

- **Ambitious**
  We are confident in the University of Birmingham and project this globally. We are focused on our goals, are clear about our strengths, and pursue our own direction. We are bold and take intelligent risks.
- **Innovative**
  We enjoy being the first to do things. Inspired by our Birmingham heritage, we are resourceful, creative, grounded, and practical, and seek to make a real and positive difference to the world around us.
- **Open**
  We welcome colleagues, collaborators, and students from across the world to work and study with us. We are committed to academic freedom, freedom of speech, and equality of opportunity for all. We expect everyone to act with sensitivity, respect, and fairness.
- **Collaborative**
  The major challenges facing our city, nation, and the world cannot be solved if we act alone. We enhance our research and education by pursuing creative partnerships within and beyond the University.
- **Responsible**
  We operate with transparency, trust, and respect. We value our role as an anchor institution for Birmingham. We strive to be an excellent employer, to reduce inequalities in access to education, and to place sustainability at the heart of our work.

Our Birmingham 2030 goals are:
- Attract, develop and retain great people.
- Promote an intellectually stimulating and collaborative environment for research and education.
- Nurture a culture that provides opportunities for all to flourish and succeed.

Underpinning these goals our key priorities will be:

Providing clear, flexible career routes for academic staff

As a leading global university, we will seek to attract the best academics from around the world. Through the refreshed Birmingham Academic Career Framework, we will provide clear and attractive career paths for research, education, engagement and impact. We will provide comprehensive support and career development for our early career academics.

Building further on the successful ethos and capabilities of Professional Services
We will run effective and efficient services to support our research and education priorities, holding the contributions of all groups of staff in high esteem. Our Birmingham Professional programme will support the ambitions in this framework, including for our support staff and the technical community.

Delivering the objectives of the University's recently renewed Equality Scheme We will promote diversity in all its forms. We will significantly improve the representation of women and ethnic minorities, particularly at senior levels, and will reduce gender and ethnicity pay gaps.

Investing in leadership development
We will ensure all our leaders are equipped to motivate and sustain high performance in research and education, build effective and collaborative teams, support wellbeing, and create a stimulating intellectual environment. We will invest in training and mentoring for those taking on influential roles, and expect our senior leaders to influence nationally and internationally.

Placing wellbeing at the heart of our decision making
We will emphasise, support, and enhance wellbeing for the greater good of the institution and our colleagues. We will create a culture where staff are actively encouraged to take ownership of their wellbeing and support those around them. We will facilitate flexibility in how people work and support colleagues to achieve a balance of work and personal commitments. This will be underpinned by creative use of space and digital developments as part of the capital programme.

Sustainability
As a research-intensive University founded on social responsibility, we have the expertise and partnerships to play a significant role in tackling global sustainability challenges.

In line with our aspiration to be a leading global University, we will embed sustainability in all of our activities, seeking to change society and the environment positively through our research and education. Our ambition is to deliver sustainability through pioneering research and innovative education, the behaviour and actions of our students and staff, and engagement with our local communities.

Our national and international collaborations will draw on our broad disciplinary and interdisciplinary strengths to address the major global challenges of our time, expressed by the UN Sustainable Development Goals (SDGs). We will utilise our expertise and our extensive network of partners to take a scientific approach to building and adapting our campuses at Edgbaston and Dubai to be innovative and smart, efficient, and flexible.

Our Birmingham 2030 goals are to:
- Use our research and education to make a major global contribution to the UN Sustainable Development Goals.
- Collaborate with the Birmingham, Dubai, and their wider regions to tackle sustainability.
- Achieve net zero carbon for scope 1 and 2 by 2035, and overall, by 2045.

Underpinning these goals our key priorities will be:

Using major University initiatives to develop and share our research and impact on sustainability
Birmingham's contribution to research in sustainability will impact globally, including through The Exchange, COP26, the Forum for Global Challenges, and the Commonwealth Games. Through initiatives such as the Institute for Global Innovation, the Birmingham Institute for Forest Research, and our new sustainability research institute, we will address the UN Sustainable Development Goals, from discovery research through to changing the world, in areas such as mitigating climate change, creating and marketing technological solutions, and developing more sustainable cities.

Using the UN Sustainable Development Goals to develop educational material for each discipline
We will equip our students to be knowledgeable practitioners of sustainability, ensuring our courses address sustainability in the context of each subject. We will enable our graduates to be global citizens, insightful leaders, and contributors to a more sustainable future in their chosen career and their lives. We will draw on our academic breadth to develop programmes on climate change and sustainable solutions, from natural to social capital.

Developing sustainable, smart campuses and ways of working
We will work with our industrial partners to use technology to support our net zero carbon goal, running our campuses more sustainably, reducing emissions and optimising our campus for our community and the planet. Our campus will embrace sustainable practices, providing an exemplar building that can adapt to changes in technology,

learning and climate. Utilising technology and mobile applications, students and staff will be able to maximise their efficiency, working smarter. We will continue our commitment to maintaining high environmental, social and governance standards across our investment portfolios.

Supporting staff and students to be knowledgeable about issues of sustainability
We will support our community to consider the personal actions they can take to reduce their carbon footprint and contribute to socially responsible activities. We will support reduced car use through the redevelopment of the University Station, development of new pedestrian and cycle routes, and more flexible working. We will use campus Living Labs for staff and students to research into sustainability and evidence reductions in emissions, and develop plans to achieve net zero carbon.

Measures of success
Our 2030 Measure of Success quantify our long-term ambition. These are the principal means by which Council will assess progress with the delivery of the Strategic Framework.

More detailed quantitative and qualitative performance measures that support these principal measures will be integrated into our annual planning process and used by University Executive Board. This will provide accountability for all areas of the University in contributing to the delivery of our ambitions, and will support prioritisation of investment decisions.

- **Global reputation**: We will be recognised amongst the leading universities globally, ranking within the top 50 global institutions in the leading international tables.
- **Research quality:** The quality of our research will be amongst the best in the UK; our volume of citations per FTE will place us in the top 10 in the UK.
- **Teaching and Learning**: Our student experience will be exemplary, ranking within the top 20 in the sector for institutional student satisfaction.
- **Graduate success**: Our graduates will be amongst the most employable in the UK, ranking within the top 5 institutions in the UK for Graduate Outcomes.
- **Engagement and Impact**: We will develop measures to monitor progress against our priorities relating to social responsibility, community engagement, and economic and social impact.
- **Pride in our University**: Our staff will be proud to work at the University; our staff engagement, measured via staff surveys, will compare favourably with top national and international employers.
- **Environment**: We will make annual gains in reducing our carbon footprint, to achieve net zero carbon for scope 1 and 2 by 2035 and overall by 2045.
- **Finance and Growth**: We will continue to ensure our capacity to invest in our core activities, by maintaining a 10% annual surplus, and our overall income per FTE will be amongst the top 10 in the UK.

Supporting infrastructure and financial plans
Our ambitions will be enabled by the delivery of several supporting plans.

Central to our strategy is the financial sustainability of the University. The University has a long history of sound financial management: as well as enabling significant investment over a long period in the people and buildings that are crucial for the University's academic mission, this strength also provides us with resilience to manage during unexpected circumstances. We will continue to steward the University's finances and resources carefully during the period of the Strategic Framework, recognising that this provides us with the ability to invest in our academic research and education priorities, including people and the physical and digital infrastructure. We will seek to increase and diversify our income streams whilst controlling costs, targeting annual cash generation of 10% of income to enable this investment.

We will continue to refresh and develop our campus facilities and IT infrastructure through our capital and digital strategies, recognising that high-quality facilities, space, and equipment are crucial to the teaching, research and innovation ambitions of this strategic framework. We will invest in new forms of space, to support more flexible and collaborative working. Considering changes to how we teach, research, and work, our investment in technology, through our Digital Strategy [link when published], will form a greater proportion of our infrastructure investment.

Our strategy will be underpinned by a clear ambition for the future size and shape of the University and our student population. Globally, we will continue to grow our new campus, whilst also expanding our programmes in China, Singapore, and other countries.

Many of the key themes of this framework are supported by Birmingham In Action, the University's fundraising and volunteering campaign, which aims to transform lives for our generation and the next by tackling the world's biggest challenges, today. The campaign supports some of the most important areas of work in the University, including access to education, youth mental health, cancer, and the environment. As well as ambitious financial targets, the campaign also seeks to harness one million volunteering hours from staff, students, alumni, and friends.

University History

A brief statement and summary of the institution's history contains the following sections:

Our History and Heritage

Birmingham has been challenging and developing great minds for more than a century. Characterised by a tradition of innovation, research at the University has broken new ground, pushed forward the boundaries of knowledge and made an impact on people's lives.

Established by Queen Victoria in 1900, the University of Birmingham is ranked in the top 1% of universities across the globe. We are a member of the elite Russell Group of UK universities, which includes Oxford and Cambridge, and are proud of the work we do to change the world. We bring all of this heritage, prestige, and global renown to our campus in Dubai. Our students benefit from the academic rigor of a global top 100 university, when you graduate with a University of Birmingham degree, your qualification is internationally respected, and our graduates are highly sought after by employers.

Our campus

Our purpose-built state-of-the-art sustainable smart campus demonstrates our continuing commitment to providing a world-leading research-informed university education in the heart of the UAE. Our purpose-built state-of-the-art sustainable smart campus demonstrates our continuing commitment to providing a world-leading research-informed university education in the heart of the UAE.

Leadership and University Structure

Effective leadership is a hallmark of the University of Birmingham. Today, we have a global reputation as a rich and diverse institution known for inspirational thinking, financial stability, and strong local, national, and international partnerships.

Our heritage as the original 'redbrick' is combined with one of the most compelling and ambitious agendas in higher education. The University has been transformed in recent years, characterised by major investments in academic staffing, investment of £1 billion in campus facilities, strong and improving outcomes for our students, annual growth in research performance, and bold new moves such as establishing the only university-run secondary school and sixth form in the country, and opening a new campus in Dubai.

Read on to find out more about our leadership team and the governance structures that support the University's continuing success.

Equality, Diversity, and Inclusion
Our commitment
Equality, diversity and inclusion are central to both the history and present-day mission of the University of Birmingham. On our founding in 1900 as the UK's first civic university we made a commitment to accept women and men of all religious backgrounds on equal terms. Today, equality, diversity and inclusion remain at the heart

of our vision as a global university, with our main campus located in the thriving, multi-cultural city of Birmingham and our new campus in the vibrant international education hub of Dubai. Our 35,000 students and 8,000 plus staff are recruited internationally, nationally (UAE) and locally, creating a community of over 150 nationalities. Today, challenging discrimination, addressing inequalities and promoting greater understanding continues to be one of the key challenges we face as part of a globalised society.

We are committed to creating and maintaining an inclusive learning and working environment, where all members of our community can flourish and reach their full potential; where we listen to and engage with our community on issues of equality, diversity and inclusion and where we effect positive change within the University, our city and wider society. We see this as integral to our mission as an institute of higher education and key to the achievement of our strategic objectives as a global university.

The university has published the **Equality Scheme 2020-2024** which sets out how we will continue to put these values into practice and outlines our key equality objectives for this period.

Key terms used

Equality: the fair and lawful treatment of staff and students

Equity: The promotion of equality of opportunity between different groups

Diversity: the characteristics and experiences that make us who we are

Inclusivity: learning and working cultures that recognise and are welcoming of equality and diversity and reflect this is their structures and practices.

This diversity of perspectives and lived experiences is a source of institutional strength and essential to underpinning the exchange of ideas, innovation and debate at the heart of our academic mission. We recognise, however, that diversity does not in and of itself guarantee equity or inclusion. As an institution we need to be active in managing our diversity. This means addressing the structural barriers within the University that prevent individuals and groups from fulfilling their potential; taking action to foster an organisational culture where equality, diversity and inclusion are embedded at all levels and recognising equality, diversity and inclusion awareness as a key competency for our staff and students that has a substantial impact on the quality of individual interactions and experiences.

Our Equality Scheme for 2021-2024 will therefore focus on 3 interlocking themes:

- **Inclusive environment:** developing a University community where everyone feels welcome, included and empowered
- **Dismantling barriers:** addressing the structural barriers faced by particular groups within the University to produce more equitable outcomes
- **Integrating equality, diversity and inclusion:** issues and impacts are considered and embedded across our activities

Further areas of focus for the Dubai Campus 2021-2024
1. **Organisational culture:** enable a culture of ownership, open communication and engagement across staff and student at all levels, where challenges are shaped and influenced collectively;
2. **Context driven:** develop a creative conversation across the University community, integrating the unique and nuanced UAE context;
3. **Stakeholder engagement**: lead wider community understanding of Equality, Diversity and Inclusion, shape and influence institutions across the region.

We believe that implementing our focusing on our priorities, as well as actively and effectively managing our diversity will bring the following benefits to our students, our staff, our research and our region:

- Our students will develop cultural competence as part of a transformative learning experience, giving them the skills to navigate and succeed in a global economy

- We will attract and retain talented staff and support them to develop successful and fulfilling careers
- Our diversity is reflected at all levels of our staff body
- Our research will be strengthened by diverse teams who are skilled at embedding diversity into research ideas, methods and dissemination
- We can collaborate with our local community identifying education, employment, research and innovation opportunities, which provide mutual benefits

Students, staff and other members of the University community

All members of the University community have a responsibility to uphold the University's commitment to equality and diversity by:

- Treating students, staff and visitors to the University with dignity and respect
- Not engaging in, colluding in or encouraging behaviour that constitutes unlawful discrimination
- Supporting activities to eliminate discrimination, advance equality of opportunity and foster good relations

Identifying what matters to our community

It is imperative that we understand the lived experiences of our students and staff and the barriers to inclusion and participation that are experienced at both a structural level and in individual day-to-day interactions. We do this on an ongoing basis throughout the year via a range of means: surveys, engagement with our staff networks and student groups and representatives and consultation exercises.

Diversity underpins the innovation and exchange of ideas at the heart of the University's mission. We are committed to creating an inclusive learning and working environment where discrimination is not tolerated, where all members of the University community can reach their full potential and where we affect positive change within the University, our city and wider society.

The University Legislation

The University's Legislation addresses matters of institutional governance and organisation. It consists of the Charter, Statutes, Ordinances and Regulations and Codes of Practice. All members of staff and students are subject to the Legislation.

Charter

The Charter lays down the core tenets of the governance of the University: its establishment and legal status, its objects and powers, its governing body and key institutional officers. Amendments to the Charter have to be approved by the Privy Council. Download a full version of the University Charter (PDF - 38KB).

Statutes

The Statutes set out the legal framework for the exercise of the University's powers. They prescribe the composition, business and powers of the Council and Senate as well as other provisions in connection with the governance of the University and the promotion of the objects of the Charter. Amendments to the Statutes also have to be approved by the Privy Council. Download a full version of the University Statutes (PDF - 259KB).

Ordinances

The Ordinances provide more detail on the exercise of powers than in the Statutes. They distribute the authority of Council to committees and to executive officers, and control use of that authority. They contain provisions regarding the Senate, the University Executive Board, and College Boards, and establish the main elements of the University's organisational structure. Ordinances may be amended or augmented by the University Council. Download a full version of the University Ordinances.
The individual Ordinances are:

- Section 1: Definitions and Interpretation (PDF - 109KB)
- Section 2: Organisation and Governance (PDF - 167KB)
- Section 3: Offices and Employment (PDF - 460KB)

- <u>Section 4: Degrees, Diplomas and Certificates (PDF - 44KB)</u>

Regulations

<u>The Regulations</u> contain principles and standards designed to control or govern conduct or provide direction at a more detailed level than Ordinances.

The University has the right to make changes each year which bind all members of the University, including students. Sections 1-4 and section 9 may be amended or augmented by the Council. Authority to amend or augment sections 5-8 (the academic and student-related Regulations) has been delegated to the Senate.

The Regulations are cohort-specific and pertain to all students commencing their studies since 2016-17.

Codes of Practice, Policies and Guidance

Supplementing the Regulations, there are a number of academic and academic-related Codes of Practice and other policies and guidance documents. Visit the <u>Codes of Practice page</u> for a full list.

Like the Regulations, the Codes of Practice are cohort-specific and pertain to all students commencing their studies since 2016-17.

Council, University Executive Board and Staff Members

This section provides approved list of members of the governing board and their affiliations and the professional services team member details:

Council

The Council is the University's supreme governing body, responsible for the approval of the mission and strategic vision of the University; monitoring institutional performance against plans and approved KPIs; control of assets; finances, estates and long-term business plans; annual budgets and accounts; oversight of HR policy and employment matters; the appointment of the Vice-Chancellor; ensuring that control and accountability systems for all matters are in place and monitored, including risk assessment and conflict of interest procedures.

The Council annually adopts a Code of Practice on Corporate Governance and Related Procedural Matters which sets out the Council's primary responsibilities and provides a foundation for the work of Council and its committees.

Membership 2024/25

The Council has 24 members, two-thirds of who are independent 'lay' members (neither employees nor students of the University). The remainder are academic staff and students.

The Chair of the Council, the Pro-Chancellor, is elected from amongst the lay members. Mr Mervyn Walker is the current Pro-Chancellor.

The membership of the Council for 2024/25 is available on the link

Secretary to Council

Mr Lee Sanders - Registrar and Secretary

Terms of Reference

The powers of the Council are set out in the Charter and Statutes of the University. The primary responsibilities of Council in the CUC Code can be summarised as:

1. To approve the mission and strategic vision of the University, long-term academic and business plans and key performance indicators, and to ensure that these meet the interests of stakeholders.

2. To ensure that processes are in place to monitor and evaluate the performance and effectiveness of the University against the plans and approved key performance indicators, which should be - where possible and appropriate - benchmarked against other comparable institutions.

3. To ensure the establishment and monitoring of systems of control and accountability, including financial and operational controls and risk assessment, and procedures for handling internal grievances and for managing conflicts of interest.

4. To delegate authority to the Vice-Chancellor and Principal, as head of the University, for the academic, corporate, financial, estate and human resource management of the University and to keep under regular review how such management functions are undertaken by and under the authority of the Vice-Chancellor and Principal.

5. To safeguard the good name and values of the University.

6. To be the employing authority for all staff in the University and to be responsible for regular review of its human resources strategy.

7. To be the principal financial and business authority of the University, to ensure that proper books of account are kept, to approve the annual budget and financial statements, and to have overall responsibility for the University's assets, property, and estate.

8. To be the University's legal authority and, as such, to ensure that systems are in place for meeting all the University's legal obligations, including those arising from contracts and other legal commitments made in the institution's name.

9. To receive assurance that adequate provision has been made for the general welfare of students.

Committees of Council
The four Committees of Council are:

- Audit Committee

- Membership Committee

- Remuneration Committee

- Strategy, Planning and Resources Committee (SPRC)

Minutes
The Council currently has five business meetings during each academic year. The minutes of meetings are published retrospectively on the link.

University Executive Board
The University Executive Board (UEB) is a committee of the Council established by Ordinance (our internal legislation) that normally meets weekly during term times to steer the implementation of university strategy and policies.

Membership
The membership of the Council for 2024/25 is available on the link

Terms of Reference
The University Executive Board (UEB) shall:

a) consider and take decisions in respect of any aspect of the University's strategy, operation or management (including for the avoidance of doubt, matters of academic implication and allocation of financial, physical and human resources) within the authority delegated by Council and specified in terms of reference approved by the Council from time to time;

b) make recommendations to the Vice Chancellor, the Council, the Senate or any other body within the University on any matters not within the Board's authority to determine;

c) monitor the Colleges' individual and collective implementation of university strategies and policies and direct the College Boards as necessary.

Student Charter

The Student Charter, developed in conjunction with the Guild of Students, highlights the entitlements and responsibilities of students at the University, sets out the principles of the University-student partnership and demonstrates the University's commitment to students.

> The Charter, jointly developed by students and staff, outlines the standards and core principles of our learning community.
>
> **Vice-Chancellor and the President of the Guild of Students**

We aim to provide:

- An enriching and accessible learning environment
- A safe place on campus and in the local community, based on cooperation and mutual respect.
- A productive and inclusive support structure
- A diverse range of opportunities for personal development beyond the curriculum

Student and provider expectations

Students will...

Learning environment
- Be self-motivated, engage with the culture of learning and take responsibility for their educational goals*
- Enjoy freedom of expression, whilst acknowledging others' right to expression.

Safe place
- Be responsible citizens
- Respect the environment
- Have an awareness of safety regimes, including policies and procedures

Support
- Make themselves aware of the sources of support and guidance
- Engage actively with all opportunities to provide feedback

Personal development
- Take advantage of the social and extra-curricular opportunities
- Develop employability skills through both curricular and non-curricular activities

The Guild** will...

Learning environment
- Represent and lobby on behalf of the student body

Safe place
- Hold free and fair elections within a democratic structure
- Promote personal safety
- Provide a platform for students with protected characteristics

Support
- Provide a source of advice and support on academic issues, welfare issues and formal University procedures

Personal development
- Provide opportunities for social and personal development through societies and events

University of Birmingham will…

Learning environment
- Make available appropriate, accessible learning resources to all
- Provide relevant information relating to studies
- Provide timely and useful feedback on assessments
- Provide an accessible and fair legislative framework
- Provide an environment within which students can enjoy freedom of expression

Safe place
- Provide a safe and secure environment within which to study and socialise
- Consider environmental impact
- Ensure equality and diversity

Support
- Provide professional welfare services (including financial advice)
- Ensure each student is aware of their personal tutor and/or supervisor***
- Be committed to listening to student feedback and taking action as appropriate

Personal development
- Support opportunities for development through sport and societies
- Provide opportunities for work experience and volunteering
- Provide enhanced transcripts to all graduates
- Provide a high quality careers and enterprise
  education, information, advice and guidance service; and access to a broad
  range of employers, employment, and work experience and skills development
  opportunities

* The University terms this 'reasonable diligence'

** For students studying at the University's overseas campus the responsibilities of the Guild of Students will be undertaken through the appropriate local student representation system.

***In the case of PGR programmes

Student engagement
Student engagement is defined as the range of ways in which students are active participants in shaping their learning experience. The University takes deliberate steps to engage all our students, individually and collectively, as partners in the assurance and enhancement of their educational experience.

Review and feedback
The Student Charter is reviewed regularly by the University Education Committee, which includes representation from the Guild of Students. If you have any comments, feedback or questions regarding the Student Charter please contact Student Services studentcharter@contacts.bham.ac.uk

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Organisational Structure

Our structure allows greater interdisciplinary work and fosters a culture of collaboration for both academic and Corporate Services staff. The organization chart can be seen below:

University Structure Chart

University of Birmingham Dubai Campus Organisational Chart

Chief Operating Officer	Professor Yusra Mouzughi Dubai Provost					
Executive & Corporate Office		Dubai Vice Provost, Research		Professor Ayman El Nagger Dubai Vice Provost, Education		
Deputy Director of Operations	Birmingham International Academy (BIA)	College of Arts and Law	College of Social Sciences	College of Engineering and Physical Sciences	College of Life and Environmental Sciences	College of Medical and Dental Sciences
Business Development & Engagement	Foundation Year Engineering and Physical Sciences Social Sciences, Business and Law Medical Sciences	Birmingham Law School	Birmingham Business School	School of Computer Science	School of Psychology	School of Nursing and Midwifery
Services & Support (Education & Research) Student Experience & Wellbeing Student & Programme Administration	English for Academic Purposes	School of Languages, Cultures, Art, History and Music	School of Education School of Social Policy	School of Engineering School of Mathematics	School of Biosciences School of Geography, Earth and Environmental Sciences School of Sport, Exercise and Rehabilitation Sciences	School of Biomedical Sciences Institute of Cancer and Geonomics Sciences Institute of Clinical Sciences Institute of Applied Health Research
Operating & Developing Campus						
Other Professional Services posts based on Campus						

Academic Faculty - Organisational Chart

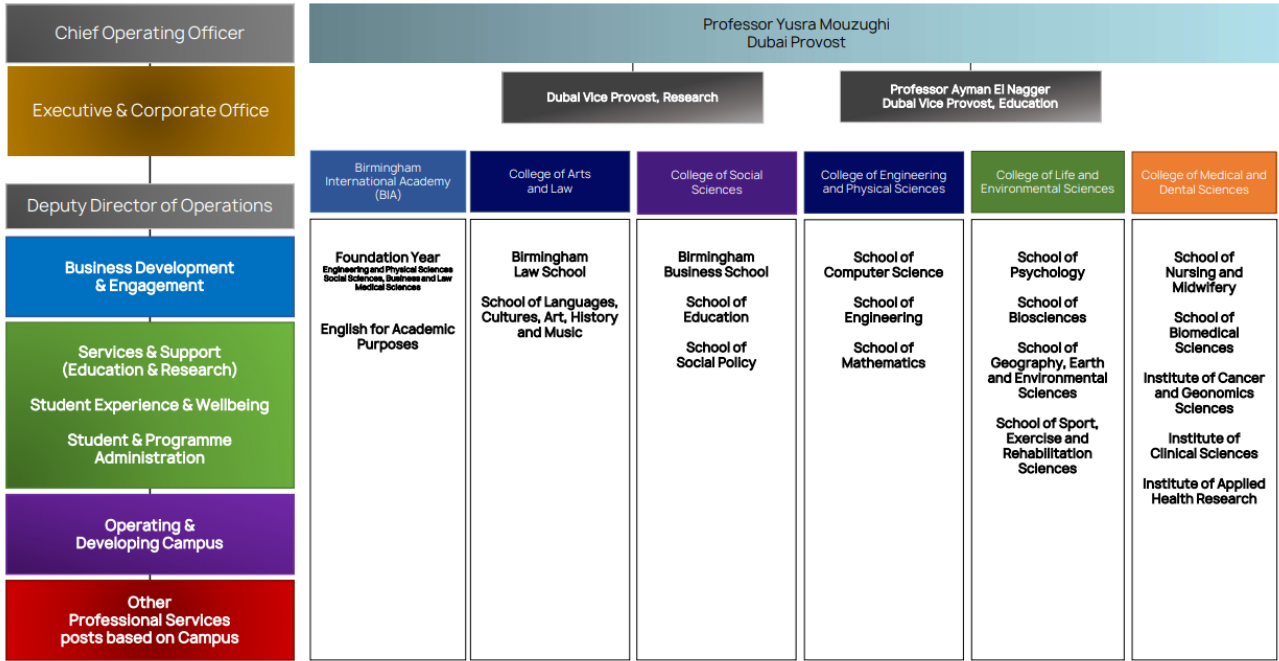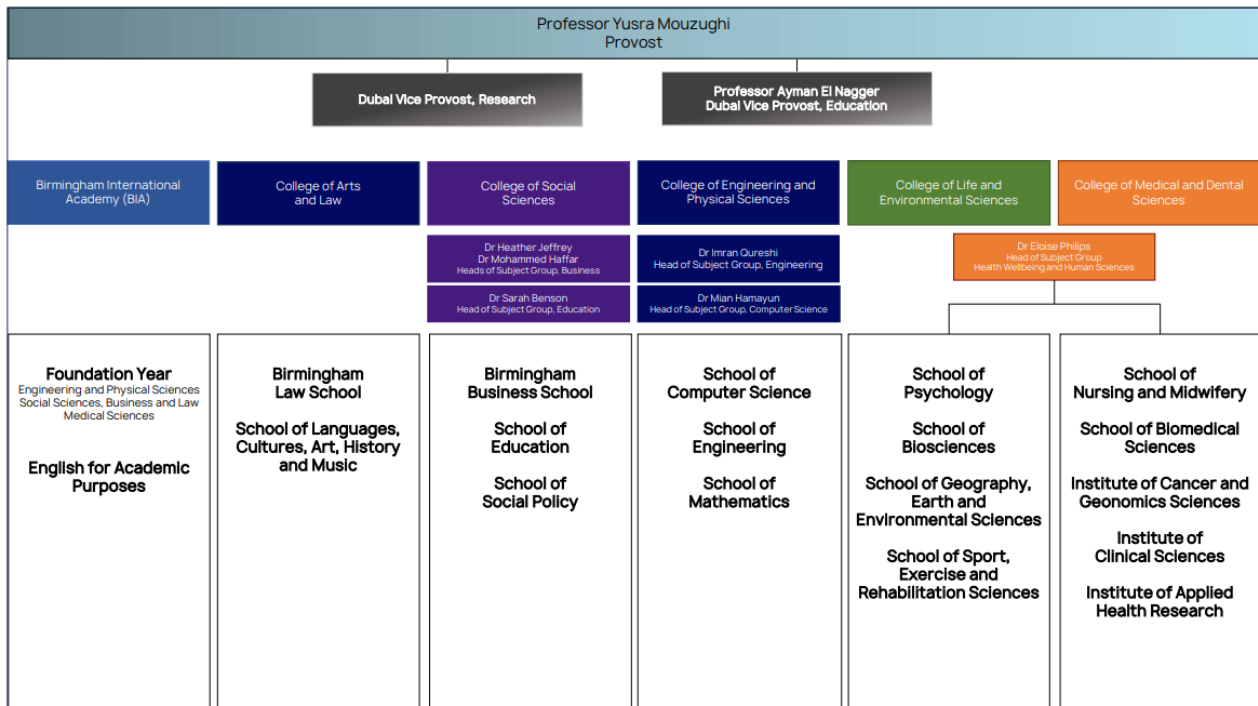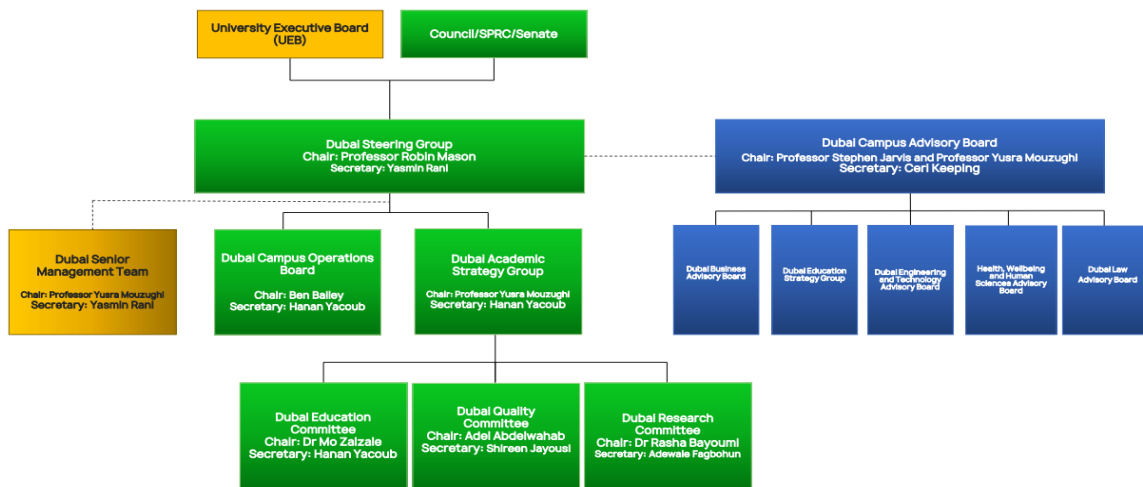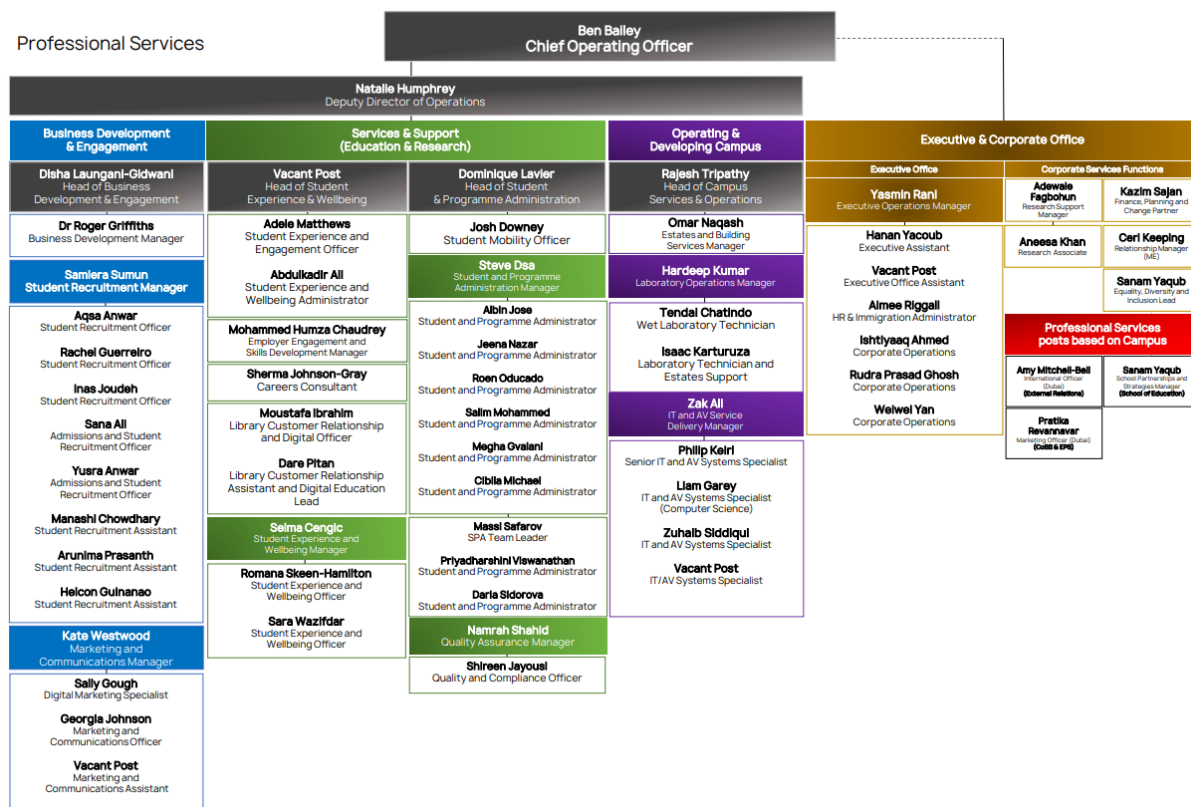| Professor Yusra Mouzughi Provost					
	Dubai Vice Provost, Research		Professor Ayman El Nagger Dubai Vice Provost, Education		
Birmingham International Academy (BIA)	College of Arts and Law	College of Social Sciences	College of Engineering and Physical Sciences	College of Life and Environmental Sciences	College of Medical and Dental Sciences
		Dr Heather Jeffrey Dr Mohammed Haffar Heads of Subject Group, Business	Dr Imran Qureshi Head of Subject Group, Engineering	Dr Eloise Philips Head of Subject Group Health Wellbeing and Human Sciences	
		Dr Sarah Benson Head of Subject Group, Education	Dr Mian Hamayun Head of Subject Group, Computer Science		
Foundation Year Engineering and Physical Sciences Social Sciences, Business and Law Medical Sciences	Birmingham Law School	Birmingham Business School	School of Computer Science	School of Psychology	School of Nursing and Midwifery
English for Academic Purposes	School of Languages, Cultures, Art, History and Music	School of Education School of Social Policy	School of Engineering School of Mathematics	School of Biosciences School of Geography, Earth and Environmental Sciences School of Sport, Exercise and Rehabilitation Sciences	School of Biomedical Sciences Institute of Cancer and Geonomics Sciences Institute of Clinical Sciences Institute of Applied Health Research

Governance - Organisational Chart

Academic Staff Profiles

Our academic staff members are the driving force behind our educational mission. Get to know them here.

Professional Services - Organisational Chart

Professional Staff Profiles

Meet the dedicated professionals who keep our institution running smoothly and support our academic mission. Get to know them here.

Admission application fees and related Information

Information about the application process and other detailed information can be found on the following links. Section covers information about the following areas of admission.

- Application Information and guidance
  - Apply via our course finder pages. Each programme page will take you directly to the admissions portal. Just click 'apply now' to begin your application. You will need to submit copies of your qualifications, personal statement, reference, and personal details.
  - Your application will be considered. This will take up to 10 working days after your application and supporting documents have been received.
  - You can track the progress of your application and receive communications from us via the Applicant Portal.
  - When you accept and meet all the conditions of your offer and pay your tuition fee deposit, we will confirm your place. It's that easy!

- Code of Practice on Admission of Students
- Code of Practice on Placement Learning
- Guidance Note on Distance Learning

Financial Information

This area covers information about tuition fees, fees liability, scholarships, and refunds. Details information is available through the following links about each section:

Tuition Fees

Studying at a UK university in Dubai means that you will need to pay an annual tuition fee, which covers the costs associated with teaching, examinations, and graduation. Your annual tuition fees depend on the level at which you study, but for undergraduates the tuition fees you pay in your first year will remain constant across all years of study with no increase for the duration of your course. If you are made an offer to study by the university your tuition fees will be confirmed in your offer letter, excluding your scholarship.

As a condition of study, you must pay a tuition fee deposit of AED 5,000 at the time of accepting your offer, but exceptions will apply for example if your fees are paid by a recognized sponsor.

HSBC

You can make a direct payment via our HSBC bank account (PDF, 66KB)

If you are under the age of 21 you will need to provide a signed guarantor form. Details of this will be provided to you once you receive your offer letter.

In exceptional circumstances, a deposit may also be refunded if you are prevented from commencing your studies by matters outside your control (other than those referred to above), for example a change in your personal circumstances including your ability to fund tuition fees for your studies, a serious illness or a death in your immediate family. The University reserves the right to deduct an administration fee of 490 AED from the deposit in these circumstances.

Payment options for your tuition fees

Your deposit is an advance payment of tuition fees and will be deducted from the tuition fees charged to you after you register for your course.

You can either pay the outstanding tuition fee for the academic year at the start of your programme or benefit from a termly instalment payment plan.

For further details and to apply for instalments please visit our Student Finance page.

Please note that you will not be eligible for financial support from the Student Loans Company or any of its regional agencies.

Living costs

The cost of living in Dubai will be dependent upon your lifestyle choice but it is possible to live economically if you shop wisely and budget carefully. Basic products are services are reasonably priced and there are regular sales and promotions on consumer goods.

You will need to consider costs such as visas, accommodation and transport.

Finance queries

To receive updates on finance queries including invoices, receipts, and general finance queries students can raise a ticket at through our Finance Service Portal. Login, select 'Contact Us', and the Finance Team in UK will reply within 10 working days.

Scholarships

The University of Birmingham Dubai attracts the best and brightest students from across the globe. To ensure we recognise students who will flourish at the university, a wide range of scholarships are available.

Our scholarship options are designed to benefit all our new students and the financial rewards can be carried forward through the entire programme across foundation, undergraduate and postgraduate levels. Explore our scholarships page to discover the various opportunities available to you and how you can apply.

Dubai Emergency Assistance Fund

The Dubai Emergency Assistance Fund (EAF) is provided by the University of Birmingham to help students studying at our Dubai campus who, despite having made adequate provision for their studies, are experiencing genuine, unforeseen, and unavoidable financial difficulties owing to exceptional circumstances. These may include, but are not limited to emergency situations, court action, emergency flights home, visa extensions, unforeseen medical costs, or an unanticipated and unavoidable change in funding.

Online registration

All students need to complete Online Registration at the start of each academic year. Essential information to help you understand and complete the online registration process is available at this link.

Online Registration is the process for confirming that you will be studying at the University of Birmingham and by which you agree to abide by the University's regulations. It is an essential step in becoming a student at the University, so it is important that you complete it as soon as possible when asked to.

Term Dates and Holidays

Public holidays and events

Specific information relating to university closures and observed UAE public holidays are also available on our website

Academic Year Dates

Academic year dates are published on the university website.

Academic year dates may vary for some programmes of study. In particular, the dates for professional programmes (such as clinical, education and social work programmes) and taught postgraduate programmes (especially those undertaken as continuing professional development) may vary, so please check your offer letter and all communications from your School or Department regarding academic year dates.

Policies and procedures governing student registration and withdrawals.

This section covers information about student withdrawals, changes to student status and registry related information. The link here provides information on:

Withdrawal

Permanently withdrawing from your studies means that you have decided to stop studying at the university and that you have no intention of returning to continue your programme of study in the future. Withdrawing from the University will have financial and visa implications. If you are considering permanently withdrawing from the University, you are strongly advised to meet with your Programme Director for advice and guidance before making a final decision.

Leave of Absence, Change of Studies and refund requests

Leave of absence

Leave of Absence, or LOA, is a formal process available to students facing significant challenges that impede their full engagement with their academic program during the registration period. When encountering such circumstances, taking an authorized temporary break from studies is often the most suitable course of action. Those considering a leave of absence should engage in discussions with their respective tutor, supervisor, or wellbeing officer within their School to initiate the process. It is crucial to apply for LOA as soon as personal circumstances start affecting one's ability to study.

In matters concerning tuition fees, the Tuition Fee Liability page outlines the University's Fee Liability Policy for students who either withdraw or take a leave of absence. For details on the fees you might incur, please refer to this page.

Returning from a leave of absence necessitates agreement with one's School and the completion of a return from leave of absence form. The form should be endorsed by the tutor, supervisor, or wellbeing officer. Once School approval is secured, the form should be submitted to the Dubai Student Services team at dubaistudentservices@contacts.bham.ac.uk.

For students returning from LOA due to medical reasons, it is imperative to provide the School with a medical note confirming fitness to resume the program of study. The return from leave of absence process will conclude with a confirmation email from the Dubai Student Services team.

In instances where students cannot return from LOA by the agreed-upon date, they must communicate with their School and seek further guidance. Failing to extend the LOA or notify the School about an inability to return on time will result in being considered to have withdrawn from the program of study, following the Codes of Practice on Leave of Absence Procedures.

In the event that students cannot resume studies by the agreed return date, it is their responsibility to inform the School and seek further guidance. Failure to extend the Leave of Absence or notify the School about the inability to return on time will result in being deemed to have withdrawn from the program, following the Codes of Practice on Leave of Absence Procedures.

Programme changes/transfers

Students considering a change in their program of study have the option to transfer to another program by completing a designated program transfer form. It is recommended to first consult with their personal tutor and subsequently communicate with the Admissions Tutor of the desired School for guidance.

In cases where postgraduate students wish to modify their registration status, such as transitioning from full-time to part-time or vice versa, discussions should be initiated with their respective supervisor at the earliest opportunity.

Refund request

In the event of a tuition fee overpayment or if there is a need to request a refund for a visa deposit fee, individuals are required to complete the designated 'Refund Request' form.

Policy & Quality Assurance

The Policy and Quality Assurance sub-division (PQA) develops, implements and advises on key elements of the University's Academic Policy and Quality Framework. This includes institutional quality assurance policies and processes such as programme and module development and approval, annual programme and module review, the external examiner system for taught provision, and the Student Representation System.

PQA develops and maintains the University's academic and student-related legislative framework, including Regulations, Codes of Practice, policies and associated guidance documentation, and provides guidance and support to students and staff on legislative issues and regulatory compliance.

The sub-division also supports the development, maintenance and review of collaborative provision delivered through arrangements with external organisations, both in the UK and internationally, including Degree Apprenticeships; and co-ordinates institutional responses to external quality assurance activity, such as reviews undertaken by the Quality Assurance Agency.

PQA manages student complaints, academic appeals and submissions to the Office of the Independent Adjudicator and provides support to several institutional committees concerned with policy and quality matters. The sub-division comprises the following teams:

- Student Conduct, Complaints and Appeals
- College Academic Policy Partners
- Collaborative Provision
- Degree Apprenticeships

Transcripts & Certificates

All graduating students from the University of Birmingham receive a certificate and academic transcript. In situations where on-campus graduation ceremonies cannot occur, the award is conferred in absentia through Special Warrant. In this case, certificates and transcripts are sent by post.
To receive their documents, students attending a ceremony can collect them on campus on the graduation day. For those not attending, an email is sent after invitation closure, allowing them to confirm their preferred method of document receipt.

Students who opt to collect their documents in person without attending a ceremony receive instructions in June via email. To facilitate this, they need to respond to their invitation, choosing graduation in absentia.

The delivery timeframe depends on address submission. Generally, July graduates should expect documents by the end of September if they confirm their address on time. December graduates should receive their documents by the end of February under the same conditions. Chasing updates before the lost certificate process opens delays processing.

Address changes are allowed until the submission deadline by resubmitting the personalized reply form. Once this deadline passes, changes aren't possible, and graduates have to wait for the lost certificate process to open. If a student wishes to defer graduation and attend a future ceremony, they must contact graduation@contacts.bham.ac.uk before the specified deadlines. Deferment means documents are received after attending the later ceremony.

Lost certificates can be reported between 1 March and 31 March for December graduates and between 1 October and 31 October for July graduates via the provided link. A digital copy of the certificate and transcript is accessible online three working days post-graduation. Early document issuance before the award isn't feasible.

Graduating students attending the ceremony or in absentia can collect their documents in person on the graduation day. Additional copies of certificates can be ordered through the replacement certificates page.

Code of Conduct

This section sets out the principles and regulations to be followed in cases of Student misconduct, including instances of misconduct which do not take place on university property. The information is contained in Regulation 8

The DIAC and Dubai Code of Conduct

The Dubai International Academic City has published a poster-style student code of conduct that is clearly visible throughout the zone, and which is applicable to students who belong to universities within the DIAC, of which the University of Birmingham is one. A high-level outline of the prohibited conduct can be found below for students who are part of the Dubai International Academic City.

Codes of Practice, Policies and Guidance

The University's Codes of Practice, Policies and Guidance documents that apply to you, as a student, will depend upon the year in which you started your studies, this is referred to as Cohort Legislation and means that it is the set of regulations that govern your entry into the University will remain with you throughout the duration of your study or you will be notified should anything need to change. The codes of practice will be available on request.

Code Of Practice on Academic Integrity

(Including Plagiarism and Conduct in Examinations and Class Tests)

This Code of Practice and the associated guidance applies to all Registered Students, students on Leave of Absence, Students with Thesis Awaited Status, Externally Registered Students and Graduands ('Students').

Plagiarism

Appendix A – Plagiarism Related Concerns
A.1 Plagiarism

In addition to the definition mentioned earlier, plagiarism includes the following:

A.1.1 Copying in Coursework, Online Examinations and Take-Home Examinations

Presenting as their own, work done by others, including the copying of the work of another Student (past or present, from this or another institution), the reproduction of course materials, including lecture notes, presentations or data, the cutting and pasting of material derived from the internet and the direct transcription of the contents of a textbook or journal. This includes using answers derived from 1. Websites which have study documents and

assessments shared by other students (whether from the university or other institutions), or 2. Websites that will provide answers to questions posted by students. It may include inadequate or misleading referencing and paraphrasing.

A.1.2 Self-plagiarism (also called auto-plagiarism)

The reproduction in full, or in part, of work the Student has previously submitted, including work submitted as part of the same Programme or any previous Programme at this or another institution. This would also include reproduction of articles, publications, software produced by the Student, without appropriate referencing.

A.1.3 Collusion

Collaboration between two or more Students in preparing a piece of work that is then presented as their own individual work. This does not include permitted collaboration as part of group work.

A.1.4 Fabrication or misrepresentation

A Student claiming to have done work submitted, which was never undertaken by that Student. This includes the negligent, false or misleading representation by a Student of evidence, results or data which forms part of their submitted work. This constitutes an attempt to deceive the marker.

A.1.5 Commissioning work/ buying essays & Software 1

Submitting as all or part of their Assessment, work they have not done themselves which has been; bought from an essay writing company/website, downloaded from an essay repository, or prepared by someone other than the Student. This would constitute a deliberate attempt to deceive the marker.

A.1.6 Unacceptable proof-reading

Rewriting of text with the purpose of improving the Student's research arguments or contributing new arguments or rewriting computer code is not acceptable and may be deemed to be plagiarism.

For postgraduate research theses written in English, proof-reading by a member of the supervisory team, a professional or non-professional proof-reader is acceptable to the extent that it involves the rewriting of some of the text originating from the student for the purposes of clarifying written English only.

The Skills and Post-16 Education Act 2022 came into effect on 28th April 2022 and made it illegal for 'cheating services' to be provided to students.

Appendix B – Examination Irregularity Related Concerns
B.1. Practical Examinations, Class Tests and Written Examinations

This section sets out guidance about conduct and examples of irregularities in Practical Examinations, Class Test and Written Examinations:

B.1.1 Possessing or Accessing Non-Permitted Materials during an Examination or Class Test

The rubric will inform Students of items that they are permitted to have during an examination or class test. Students must not have in their possession, or access to, non-permitted items during a Practical Examination, Class Test or Written Examination, whether or not they have been used, or were unintentionally or intentionally retained. Such items include:

- communication devices and other unauthorised electronic, mobile, technical or computer equipment capable of accessing the internet, email and/or storing data, including notes and photographs e.g: mobile phone or smart-watch;
- all papers;
- notes; e.g. on paper, in permitted text, on hand or other body part
- textbooks;
- bags;
- coats, jackets, body warmers and hats with the exception of religious headwear;
- correctional/removal fluid or tape.

B.1.2 Copying from another Student

Students must not copy or attempt to copy from another Student's work.

B.1.3 Obtaining, or attempting to obtain, access to an unseen Assessment

Students must not obtain or access, or attempt to obtain or access, an unseen Assessment

e.g. Written Examination questions, or Class Test question(s), except where this has been expressly agreed with the PAU. This includes saving, replaying or taking screenshots of examination questions posted electronically, such as on social media or similar platforms.

B.1.4 Personation and Impersonation

Students must not be involved in an arrangement whereby another party undertakes the Assessment on behalf of the student.

B.1.5 Non-Permitted Communication

Students must not communicate, or attempt to communicate, with another party (except Invigilators) inside or outside of the Practical Examination, Class Test or Written Examination venue during the Practical Examination, Class Test or Written Examination.

B.1.6 Non-Permitted Communication in Online and Take-Home Examinations

Students must not communicate about the content of online examinations or take-home tests during the examination window. (The examination window is the time period during which the examination can be commenced by any student and not just the amount of time to complete the examination once it has been commenced, e.g. where there is a 24 hour time-frame to start the examination and two hours to complete once started.) This includes, and is not limited to sharing information about the content of the examination questions and answers when a student has completed their own examination but those, they are communicating with have not started or completed the examination.

B.1.7 Non-Permitted Use of Automatic Solvers in Online and Take-Home Examinations

Students must not use online/automatic solvers in their examination unless specifically permitted.

B.1.8 Causing a Disturbance

Students must not cause a disturbance to those in the Practical Examination, Class Test or Written Examination venue.

B.1.9 Pencil Cases and Other Containers

All containers left on a student's desk during the examination, including pencil cases or boxes, spectacle cases or drinks containers must be transparent and should not contain any notes or other non-permitted materials.

B.1.10 Dictionaries

Students whose first language is not English will be permitted to use a standard paper, non- technical, un-annotated and un-marked dictionary, except where the rubric specifically state this is not permitted.

B.1.11 Student ID

Where there is uncertainty over the identity of the student undertaking a Practical Examination, Class Tess or Written Examination, the Student's identity, will be verified after the student has concluded the Assess.

Code of Practice for Research
This link provides the relevant information about our statement on the research policy of the institution.

Data Protection Policy
The University of Birmingham is a UK organization, and the Dubai campus is fully owned and operated by the UK based university. The University therefore has a responsibility to adopt practice that meets both local UAE legislation and regulation in relation to data protection and the UK's General Data Protection Regulations (GDPR) and the Data Protection Act 2018 which came into force in 25 May 2018. The Data Protection Law provides enhanced rights for individuals and imposes greater obligations on data controllers in relation to its governance, record-keeping, privacy notices and organizational and technical measures.

Information on the content of student records, and the privacy protections which the institution has in place as well as the circumstances under which a student's record can be accessed through the following links.

Details of the University's Data Protection Policy and associated guidance can be found on the following links:

Data Protection Policy

Student Privacy guidance

Policies and procedures governing safeguarding, including the prevention of radicalization, extremism, and terrorism.

University of Birmingham Fairness and Diversity Policy (UK) is the University's overarching equality policy. It sets out the legal responsibilities of the University and its members. An additional version of the Fairness and Diversity Policy has been developed for our non-UK campuses: University of Birmingham Fairness and Diversity (outside of UK).

University of Birmingham Harassment and Bullying Policy this policy outlines the University's position on unacceptable behaviour and the process for students and staff wishing to make a complaint. An additional harassment and bullying policy has been developed for our Dubai campus: University of Birmingham Harassment and Bullying Policy (Dubai).

Policies and procedures governing the raising of students' concerns.

The University of Birmingham is committed to providing a high-quality educational experience, fully supported by a range of academic and administrative services and facilities. From time to time, however, things do go wrong, and the University recognizes the need for students to be able to express their dissatisfaction where this happens. This happens through our Student Concern procedures.

Policies and procedures governing keeping students safe from the threats, and the support available to help them.

The University maintains and adopts a range of policies and procedures to support the wellbeing and positive nature of our community to support study, learning and development. They include:

Bullying & Harassment

Safeguarding

Dubai Health and Safety

Ministry of Education Licensure & Accreditations

The University of Birmingham Dubai has been granted Initial Institutional Licensure by the UAE's Ministry of Education through the Commission for Academic Accreditation (CAA), recognizing the quality of our educational experience, which stretches and challenges students to achieve their highest potential.

The University is proud to continue to support the UAE as it continues to strengthen our knowledge-based economy, underpinned by a higher education system where students are assured that their qualifications are of a high standard and recognized across the globe.

The University of Birmingham Dubai, located in the Emirate of Dubai, is officially Licensed from 30th September 2019 to 9th September 2026 by the Ministry of Education of the United Arab Emirates to award degrees/qualifications in higher education.

The accreditation is a further important milestone in our journey to establish ourselves as a key part of the emerging global education hub that is Dubai.

Other Accreditations and Rankings

The University of Birmingham has external accreditation or validation for a number of degree courses at both undergraduate and postgraduate level:

https://www.birmingham.ac.uk/schools/business/about/rankings-accreditations.aspx
https://www.birmingham.ac.uk/dubai/study/index.aspx

University Facilities and Services for Students

The University has a range of online services designed to help you make the most of your studies and access the facilities available to you as a student. These links also provide information on the appropriate and proper use of the institution's facilities and electronic resources, including Internet connections.

Information about these facilities and terms of use can be found through the following links This section provides information about the following:

- Campus Facilities
- Student Well Being
- Student Fees and Funding
- Tuition Fees Liability
- Visa Support and guidance
- Orientation and Welcome
- Academic Services & College Systems
- Accommodation
- Term Dates and Holidays
- Prayer rooms
- Opening Hours
- Career counselling and placement services
- Online and IT Services
- Conditions for using Computing & Network Facilities

Learning Resources Centre

Library Services supports the information resources and services needs of staff and students undertaking high quality research, learning and teaching at the University. Information about the LRC/Library and its resources, including electronic resource services are available through the following links:

- Catalogue Search - FindIt@Bham.
- Resource Lists
- Library Services
- Membership and Borrowing

Our Programmes

College of Social Sciences

Birmingham Business School

Our world class research and teaching provide the insights, ambition and skills to shape better, simpler and more responsible business strategies. Our vision is to promote curiosity and thought leadership for responsible business.

MSc Accounting and Finance

This course has been especially designed for students with a good first degree in accounting and finance who wish to further specialise in the area and get ready as a professional to meet new challenges in an interconnected global world, with complex but intellectually stimulating business problems to be solved.

All information about the modules, fees and the entry requirements is available on the link.

MSc Financial Management

This course is for graduates with strong quantitative backgrounds and an interest in working in the financial sector. This degree will give such university graduates the knowledge, skills and qualification(s) that they need to work in the industries.

All information about the modules, fees and the entry requirements is available on the link.

MSc Human Resource Management

The MSc HRM programme is distinctive in providing critical understanding of people management and the employment relationship in a 'big picture' national and global comparative context. Birmingham Business School is home to one of the strongest research-led teaching groups of HRM, employment relations and organisation studies academics in the UK. It is also home to the Work Inclusivity Research Centre (WIRC). Birmingham Business School is part of an elite group of global business schools and holds the Triple-Crown accreditation from leading bodies AMBA, EQUIS and AACSB.

All information about the modules, fees and the entry requirements is available on the link.

MSc Supply Chain Management

 supply chains are increasingly being relied upon to respond to our every need. They must be resilient in the face of unexpected change and transformative in response to new paradigm shifts and technologies, whilst also being managed responsibly and sustainably.

Achieving this requires supply chain specialists and leaders who have a particular blend of knowledge and skills that make them future ready.

The Supply Chain Management MSc at the University of Birmingham seeks to do exactly that. It has been designed with industry experts to help you succeed in your career and play a key and transformational role in the future of supply chain management.

All information about the modules, fees and the entry requirements is available on the link.

MSc Marketing

This course is for graduates from a wide variety of backgrounds who may have no prior experience of or background in marketing or business. You will learn the theory and practice of marketing with our taught modules, while having the opportunity to specialise in either digital, global or responsible marketing pathways that will prepare you to the future challenges that face organisations, such as digitalisation and sustainability. Industry workshops, and careers support will help you to develop transferable skills, such as agile working and resilience.

All information about the modules, fees and the entry requirements is available on the link.

MSc International Business

The MSc International Business at the University of Birmingham Dubai is a globally respected degree, taught in one of the few triple-crown accredited business schools in the world. Dubai is a vibrant international business hub, and we are uniquely positioned to welcome experts from industry to provide real-life case studies for a solid grounding in the diverse elements of business with an international perspective.

All information about the modules, fees and the entry requirements is available on the link.

Master of Business Administration

Our MBA programme is delivered by the Birmingham Business School, which is among just a handful of the business schools around the world that hold the gold standard of 'triple-crown' accreditation from the AACSB (Association to Advance Collegiate Schools of Business), AMBA (Association of MBAs) and EQUIS (European Quality Improvement System).

All information about the modules, fees and the entry requirements is available on the link.

School of Education

MA/ PGCert Education (Inclusion and Special Educational Needs)

The Inclusion and Special Educational Needs course has been designed to supplement professionals already working in the field. In general, this includes teachers, education advisors, special educational needs coordinators, head teachers in schools, managers of community and charitable organisations (NGOs) or a staff member of a Ministry of Education or Ministry of Health.

All information about the modules, fees and the entry requirements is available on the link.

MA Education (Leadership)

The MA Education (Leadership) is a distinctive, evidence-focused Masters programme that develops capacity for leadership and expert practice in schools. This pathway is designed for those who want to make a difference through leadership that is focused on learning and school improvement.

All information about the modules, fees and the entry requirements is available on the link.

MA Education (Learning and Teaching)

The MA Education (Learning and Teaching) is a part time route, designed for those with an existing teacher certification, currently employed in an educational context and who want to study themes relevant to Learning and Teaching at Masters Level.

All information about the modules, fees and the entry requirements is available on the link.

Postgraduate Certificate in Education (International) (PGCEi)

The Postgraduate Certificate in Education (International) programme consists of 60 credits over one year on a part-time basis. This includes weekly face-to-face classes on-campus and a host of blended and asynchronous activities. Fundamental education issues of curriculum, pedagogy, assessment and learning are explored in relation to established and emerging education research. In addition, elements of sustainable practices, social justice in education, digital pedagogies and the internationalisation of curricula are embedded within our internationally recognised PGCEi. Through a process of reflection and collaboration on global perspectives in education, the PGCEi culminates in an action research project.

All information about the modules, fees and the entry requirements is available on the link.

Postgraduate Certificate in Education: Primary (5-11 years) with iQTS

The PGCE Primary programme is a full-time programme for those who are not working in an educational setting but would like to pursue a career in teaching 5-11. The Primary PGCE has two school placements arranged by the University which form part of the Teaching Experience module.

All information about the modules, fees and the entry requirements is available on the link.

School of Social Policy and Society

MSc Global Health Leadership

The MSc Global Health System Leadership is a programme specifically designed for aspiring leaders, professionals, and policy makers with diverse backgrounds. This programme will equip you with the expertise and abilities to contribute to the development of sustainable health systems, with a key focus on the health workforce and comprehensive health coverage.

All information about the modules, fees and the entry requirements is available on the link.

College of Engineering & Physical Sciences

The complexity and demands of a modern engineer require a multi-disciplinary approach. Engineering at Birmingham Dubai combines engineering disciplines to address research and education needs for the 21st century. We are proud of our outstanding education, teaching and research. Our programmes offer progressive learning, hands-on experience and will prepare you for a career in a wide range of industries or other areas of science and technology, to teaching, academia or research. Browse our engineering departments for further information.

School of Computer Science

MSc Computer Science/PGDip

The MSc/PGDip Computer Science Course (Dubai) is a Masters degree course generally for students who have a first degree in a subject other than computing, but we consider students with a background in computing on a case-by-case basis.

All information about the modules, fees and the entry requirements is available on the link.

MSc Data Science

This Data Science Masters/MSc has been designed to get people from a variety of academic backgrounds up to speed with the state-of-the-art in data science. You'll learn programming and data management skills so that you can collect and manipulate data, advanced techniques for analysing and revealing patterns in data, and visualisation skills so that you can turn large data sets into something decision-makers can make sense of.

All information about the modules, fees and the entry requirements is available on the link.

MSc Artificial Intelligence and Machine Learning

On this programme you will learn about the fundamental principles of AI and ML and how machines can perceive, explore, and understand the world around us. You will extend and apply your knowledge to real problems in a substantial individual project working with one of our world-leading researchers, many of whom are working closely with the Alan Turing Institute, the UK national institute for AI and Data Science, of which the University of Birmingham is a member. You will learn about what current generation AIs can and cannot do, about contemporary challenges, and about societal and ethical considerations so that you can make informed decisions about how AI techniques should be used in the real world.

All information about the modules, fees and the entry requirements is available on the link.

MSc Artificial Intelligence and Computer Science/PGDip

This Artificial Intelligence and Computer Science Masters/PGDip has been designed for people from a variety of academic backgrounds to get them up to speed with artificial intelligence and computer science. The programme is generally for students who have a first degree in a subject other than computing, but we consider students with a background in computing on a case-by-case basis.

All information about the modules, fees and the entry requirements is available on the link.

MSc Cyber Security

Cyber security is about designing systems that resist attack. As computers become ever more prevalent and ever more connected with each other, the opportunities for attackers become even greater, and the need to resist them becomes more urgent.

The programme's aim is to equip students to engage with complex, challenging problems and real-world issues. We give students the intellectual and technical skills they need to deal with current and future cyber security threats. The degree programme considers all the layers at which security must be considered, from low-level security attacks on software implementations, through more abstract design principles underlying secure systems, to strategies for management of processes and people.

This Cyber Security Masters/MSc programme will give you the skills you need to deal with current and future cyber security threats. It provides a solid foundation for graduates to pursue a career in the software/cyber security industry or research.

All information about the modules, fees and the entry requirements is available on the link.

School of Engineering

MSc Civil Engineering

This programme is designed for civil engineering graduates and graduates from related degrees and experience. Students can tailor their studies to meet the needs of their chosen career path by studying for the MSc/PGDip in Civil Engineering or selecting professional development (PD) opportunities that will enhance both their technical skills and support their career aspirations.

All information about the modules, fees and the entry requirements is available on the link.

MSc Advanced Engineering Management

This programme addresses management in engineering industries in its widest sense. The purpose is to provide advanced training to graduates aspiring to higher or middle management positions requiring expertise in project, systems and operations management.

It covers the fundamental principles, concepts and practices in managing the business of the organisations involved in the provision of engineering services and products as well as advanced engineering methods, tools and technologies that underpin the evolving engineering industries in the era of the 4th industrial revolution.

The AEM programme provides the educational foundations for those seeking ambitious career opportunities in engineering management aiming at designing, marketing, and delivering products and services internationally.

All information about the modules, fees and the entry requirements is available on the link.

MSc Railway Systems Engineering and Integration/PGDip

Railway businesses rely on advanced technical and operational systems to carry vast numbers of passengers in densely populated areas and large quantities of goods over long distances, economically, safely and in a timely manner. This taught postgraduate programme in Railway Systems Engineering and Integration has a strong focus on developing postgraduates' railway engineering knowledge and know-how, their systems integration skills and their understanding of the complex interactions between subsystems. It develops your ability to work in multi-disciplinary project teams and is strongly supported by railway practitioners.

Graduates of the programme design, build, operate and manage successfully the sophisticated subsystems and complex interfaces characterising existing and new railways.

All information about the modules, fees and the entry requirements is available on the link.

MSc Construction Management

The Construction Management pathway provides advanced training to graduates to develop their construction management skills enabling them to play leading roles in a professional capacity in both the civil engineering and building industries. The skills gained will provide them with the ability to respond to the changing requirements of the construction industry in both the UK and overseas.

All information about the modules, fees and the entry requirements is available on the link.

MSc Renewable Energy Engineering

The climate crisis, resource depletion and a growing need for energy security are all driving the demand for more sustainable technologies. Renewable energy plays a pivotal role in a more sustainable future but must fit into global energy systems and markets. Key drivers such as climate change, air quality, reliability of demand, and growing urbanization, further direct energy trends.

This interdisciplinary programme will enable graduates to develop a deep understanding of renewable energy technologies and how they fit into global systems and policy. It considers the whole energy generation system, from generation and storage to distribution and efficient utilization. Course content is developed by the School of Chemical Engineering at the University of Birmingham

All information about the modules, fees and the entry requirements is available on the link.

School of Mathematics

MSc Financial Mathematics

Financial mathematics is a highly specialised and rapidly growing area requiring a strong mathematical background alongside appropriate training in finance and computer programming. This MSc degree is both technical and practical. Students will acquire in-depth mathematical knowledge and skills applied to the area of finance, advanced skills and knowledge in computational and programming techniques as well as experience of extended project work.

All information about the modules, fees and the entry requirements is available on the link.

College of Life and Environmental Sciences

School of Biosciences

MSc Microbiology and Infection

The course is set within the context of the Institute of Microbiology and Infection at the University of Birmingham, the largest grouping of microbiologists in the UK, which brings together experts in areas of microbiology from fundamental science of model organisms to translational research on key pathogens of medical and veterinary importance. Students will gain specialist knowledge and insight in key aspects of bacterial infection. The programme also covers the latest research on microbiomes, mycology, antimicrobials and bacterial envelopes, much of which comes from staff members' own research.

All information about the modules, fees and the entry requirements is available on the link.

School of Geography, Earth, and Environmental Sciences

MSc Urban Planning

Drawing upon the University's world leading expertise in Planning, Environmental Science, Public Health and Critical Urban Studies, the programme will provide the necessary understanding, skills and knowledge that planners in government, private enterprises, NGOs and communities will need to provide innovative solutions to complex issues that impact upon a diverse range of stakeholders.

The key areas of understanding and skills that students will develop during the programme include:

- Challenges urban areas face in the delivery of sustainable, inclusive and healthy places and what measures can be put in place to mitigate these
- Opportunities and threats posed to urban areas by globalising trends, new technologies and the rapid rate of societal change
- Impact of urban growth on the natural environment such as atmospheric pollution, water quality, plastic pollution etc., and the various approaches that are under development to mitigate related pressures. Within this area as well an understanding of the approaches that urban areas are taking to ensure post-carbon futures
- Changing living patterns in urban areas, the role and nature of migration, social polarisation, social disadvantage and spatial fragmentation, and how the needs of diverse communities can be met

These themes will be pursued across all modules and together provide a holistic approach to the challenges of contemporary urban planning.

All information about the modules, fees and the entry requirements is available on the link.

School of Sport, Exercise and Rehabilitation Sciences

MSc Manipulative Physiotherapy

This programme enables exploration of the theoretical basis of manipulative physiotherapy and its application to the development of your clinical reasoning for advanced clinical practice. Using the process of clinical reasoning as its framework, this programme integrates many approaches to clinical practice in this specialist area. It facilitates an evaluation of existing evidence and your clinical experiences through the exploration of the assessment and management of clinical presentations of musculoskeletal complaints.

All information about the modules, fees and the entry requirements is available on the link.

School of Psychology

MSc Mental Health (Clinical)

The Mental Health (Clinical) MSc programme brings a unique focus on mental health and clinical aspects of psychology into a unique postgraduate qualification for those looking to develop their understanding of mental health and mental illness, at an individual and societal level. These qualifications are designed to appeal to current and aspiring professionals allied to psychology and are aligned to the licensing requirements for Clinical Psychologists.

All information about the modules, fees and the entry requirements is available on the link.

College of Medical and Dental Sciences

School of Applied Health Research

MPH Public Health

The Master of Public Health (MPH) is designed for graduates from a wide range of professional backgrounds, from those who want a career in public health itself, to those who want to learn more about epidemiology and statistics for research or health service evaluation. As well as practising clinicians, the course may be of considerable value for those involved (or thinking about becoming involved) in senior management in health and other public services, as it covers aspects of population health, including epidemiology, biostatistics, and the planning and evaluation of health and public health services.

All information about the modules, fees and the entry requirements is available on the link.

School of Cancer and Genomic Sciences

MSc Health Data Science

Health data science is transforming the healthcare landscape by harnessing the power of data to improve patient outcomes and optimize medical procedures. It enables evidence-based decision-making, empowers healthcare professionals, and contributes to the development of innovative treatments and personalized medicine.

The demand for health data scientists is experiencing exponential growth, driven by the ever-increasing volume and complexity of health data. In recent years, we have transitioned from facing a shortage of data to having shortage in experts who can effectively analyse this wealth of information.

In this dynamic programme, we'll equip you with the expertise and tools needed to unravel the potential of health data and how it can transform medicine. You will learn how to use advanced computational techniques to unlock new frontiers in clinical and biomedical research and be at the forefront of innovation in this rapidly evolving field.

Our students come from diverse backgrounds from the biomedical and medical domains, including clinical trainees, as well as individuals with expertise in computer science, mathematics, and statistics. Additionally, we welcome students from public health, epidemiology, and biotechnology/engineering disciplines, fostering a rich and multidisciplinary learning environment.

All information about the modules, fees and the entry requirements is available on the link.

MSc Bioinformatics

The future of biology is bioinformatics – computational analysis procedures that leverage state-of-the-art statistics and machine learning to gain insight into systems of exquisite complexity. We have entered an era of unprecedented expansion in the biological sciences, and our data now grows exponentially faster than Moore's law. The biological sciences have been transformed by the advent of omics. Enabled by revolutionary advances in molecular sequencing and mass spectrometry, it is now possible to sequence a genome in six hours, simultaneously assess the expression level of every gene in a genome, quantify the abundance of proteins and metabolites, and determine the epigenetic and regulatory landscape of individual cells. Hypotheses are generated through the integrative analysis of enormous datasets, and tested in high-throughput with third-generation genome-engineering technologies, including CRISPR.

The course begins with a fast-paced introduction to essential capabilities. Through individualised and student-centered teaching, as well as heterogeneous group work, it will prepare wet-bench biologists and clinicians interested in data analysis, as well as statisticians or computer scientists wishing to work in biology for studies in modern bioinformatics.

All information about the modules, fees and the entry requirements is available on the link.

School of Nursing and Midwifery

MSc Advanced Practice in Healthcare

Based on the successful MSc Advanced Practice in Healthcare delivered on our UK campus, our Dubai programme offers a combination of academic and real world teaching that will support your development as a leader in healthcare.

This programme is aimed at licensed registered healthcare professionals from nursing, midwifery and all allied health professional backgrounds (e.g. physiotherapy, pharmacy, paramedicine and occupational therapy) who wish to advance their practice and develop knowledge and skills essential to the role of advanced practitioner and/or clinical team leader. You will study modules in leadership, evidence-based practice, research, education and advanced practice. You will develop research and leadership skills and importantly, enhance your practice as a reflective practitioner. We see graduates of this programme becoming innovators contributing to the transformation of healthcare delivery and providing clinical leadership.

All information about the modules, fees and the entry requirements is available on the link.

College of Arts and Law

School of Law

LLM International Dispute Resolution

The LLM International Dispute Resolution prepares you for a career in the challenging and dynamic field of global disputes. The programme will explore the international litigation process and alternative forms of dispute resolution such as mediation and arbitration. You'll explore theoretical and practical opportunities that hold real value in the commercial and non-commercial world.

All information about the modules, fees and the entry requirements is available on the link.

LLM International Commercial Law

This area of law provides a basis for international business transactions and the development of international markets. Our LLM degree in International Commercial Law is an excellent choice for those seeking opportunities in the commercial world and looking to understand the global challenges it faces.

All information about the modules, fees and the entry requirements is available on the link.

LLM General

Our LLM General programme provides an innovative, engaging and flexible approach to postgraduate legal studies, allowing you to build an LLM tailored to your personal aspirations.

All information about the modules, fees and the entry requirements is available on the link.

LLM Energy and Environmental Law

Our LLM in Energy and Environmental Law will equip you with the essential skills you need to challenge global energy issues and the demands of climate change legislation.

All information about the modules, fees and the entry requirements is available on the link.

Campus Information and location

All the relevant information for the campus, our location and contact details are available through our website at the following links:

- Our new Campus
- Our location and contact details

Student Services

The University of Birmingham Dubai provides a range of student support services throughout a student's studies to help them thrive as a student. Our Student and Programme Administration team in Dubai provides many aspects of service which cover the following:

- International Student Support
- Visa Assistance
- Registration
- Scholarships and Payments
- Student Administration
- Library Services
- Information, Advice and Guidance
- Transport and Accommodation
- Student Bank Account Opening
- Graduations

Details of Student and Programme Administration Team and their profiles can be found on the following link.

Student Conduct, Complaints and Appeals

Student Conduct, Complaints and Appeals is responsible for handling student complaints and academic appeals, and for performing a broad range of functions in relation to allegations of student misconduct. The relevant policies can be found here along with further details for Student Conduct, Complaints and Appeals.

Programmes of Study Section

This section provides information about:

- Institution's definition of a credit hour or equivalent unit.
- Institution's use of the terms 'minor, or area of concentration
- Institution's minimum number and level of credits/ units required for each core courses and electives.
- Approved number of credits for each course

The relevant information can be found in the following parts of the University's legislation and Codes of Practice

- Code of Practice on Taught Programme and Module Assessment and Feedback
- Guidance on Minimum Standards for the Organisation and Supervision of Dissertations for Postgraduate Taught Programmes

Student Wellbeing

From the first day on campus until the last, the University of Birmingham Dubai ensures that appropriate support and guidance are available to students whenever needed. The university acknowledges the challenges of adjusting to university life and prioritizes students' health, wellbeing, and personal development as much as their academic success. To assist students in this transition, a dedicated Student Wellbeing Officer in Dubai offers help with any academic or wellbeing concerns that may arise during their time at the university. Additional services such as counseling and mental health support are accessible through the Edgbaston campus, providing specialized assistance. For students with study support needs related to long-term conditions, including dyslexia, specific learning difficulties, long-term illnesses, sensory disabilities, mental health issues, autism conditions, or other health conditions, the Learning Support, Disability, and Mental Health Services offer continuous support throughout their studies.

Beyond academics, students can explore a variety of opportunities including sports, community volunteering, arts, and culture. Whether joining a sports club, the gym, or participating in a society, students have ample chances to socialize, network, and enjoy their time at the University of Birmingham Dubai.

The Dubai campus has a dedicated Student Experience & Wellbeing team to provide comprehensive support and guidance to all enrolled students.

Career counselling and placement services

The Careers Network provides a variety of services to students and alumni, which encompass a dedicated careers advice and guidance service delivered by experienced and professionally qualified College Careers Consultants and Advisers. These services offer access to valuable work experience and employment opportunities, the improvement of essential personal and professional skills, and the fostering of an enterprising approach to career management.

An extensive careers information resource is available through the Careers Network website, and support and advice are offered to students exploring self-employment opportunities via the tailored B-Enterprising program.

Examinations, Timetabling, Results

Timetabling and Examinations are a sub-division within Registry. This section covers detailed information about timetabling, examinations, results, grading/credit system, dissertation.

Examinations and Timetabling

Exam Dates
Students should ensure that they are available for all dates during the January exam period, the main summer exam period, and the supplementary exam period. Please note that these dates apply to centrally organized exams. Schools or Departments may schedule exams outside of these times. Students are advised to contact their School or Department for more information.

Exam dates and timetable (birmingham.ac.uk)

Exam Start Times

Students are advised to arrive at the exam venue at least 20 minutes before their exam begins to ensure timely seating and to hear important exam announcements.

Exam Start Times

Timetable Release Date

Timetable Release Dates

Accessing Examination Timetable

Students with exams during the centrally managed examination periods can access their exam timetables via the MyUoB app on the dates provided above. This resource furnishes exam dates, times, duration, location, and seat number (for on-campus exams). For exams scheduled by individual Schools, students will receive details regarding dates and locations directly from their respective School. In case of urgent queries concerning School/Department scheduled exams, students are advised to contact their School's Education Support Office directly.

Students with a Reasonable Adjustment Plan or Student Support Advice

For students with a Reasonable Adjustment Plan (RAP) or Student Support Advice (SSA), specific details regarding alternative exam venues will be available on their personal timetables. If the timetable indicates a Departmental exam venue, students can expect their respective School/Department to provide venue details at a later time. Personal timetables will not include information about extra time or rest breaks; instead, this information will be available to invigilators at the exam venue.

Problems Accessing Timetable

If a student is unable to view their personal exam timetable after its release, they should log a call with the IT Service Desk for assistance.

Incorrect or Missing Information on Timetable

If a student's timetable is missing an exam or contains incorrect information, they should immediately contact their School for the correct details. In case two exams are scheduled at the same time, students are advised to reach out to the Exam Office by emailing exams@contacts.bham.ac.uk. Before contacting, it's recommended to check for duplicated exam titles by verifying different assessment codes. Students should ensure to include their student ID number and full name in the email for assistance.

Grading

Section 7 on assessment, progression and award outlines the Regulations for assessing Registered Students; requirements for progression from one stage of a Programme of Study to the next; Regulations on the granting and calculation of awards; and the conduct of Degree Congregations.

Examination Results

Students can access the 'Exam Marks and Progress Decisions - End of Year Marks' application via https://student-gateway.bham.ac.uk

Dates of release

For the Main Assessment Period

Official marks, progress and award decisions from the Main assessment period will be available to view online from:

Main Assessment Period.

For the Supplementary Assessment Period

Official marks, progress and award decisions from the Supplementary assessment period will be available to view online from:

Supplementary assessment Period

For the Postgraduate Taught Dissertation Period

Postgraduate Taught Dissertation Period Official marks, progress and award decisions from the PGT Dissertation assessment period will be available to view online.

End of session guidance

The information and guidance are for all those who are involved in the processing of examination results and recommendations for Undergraduate (UG) and Postgraduate Taught (PGT) cohorts .

Appendix

Key Contacts Information	
Dubai Admission Enquiries	dubai@contacts.bham.ac.uk
Campus Maps and Directions	Maps and directions to Dubai Campus
Dubai Student Visa	dubaistudentmobility@contacts.bham.ac.uk
Dubai Student Finance	Service Now - Finance
Dubai Student Services	dubaistudentservices@contacts.bham.ac.uk
Human Resources	dubaihr@contacts.bham.ac.uk
Provost Office	dubaiexecutiveoffice@contacts.bham.ac.uk
IT Help Desk	Service Now – IT Helpdesk
Library Help Desk	library@mail.libanswers.bham.ac.uk
Careers	dubaicareers@contacts.bham.ac.uk
USEFUL LINKS	
Business development/consultancy	https://www.birmingham.ac.uk/dubai/business/contact
Data Protection	https://www.birmingham.ac.uk/university/leadership/governance/policies-regs/data-protection
Equal Opportunities	https://www.birmingham.ac.uk/dubai/study/equality-and-diversity
Facilities at Dubai Campus	https://www.birmingham.ac.uk/dubai/welcome/arrival/facilities/facilities.aspx
Freedom of Information	https://www.birmingham.ac.uk/university/leadership/governance/policies-regs/information
Health & Safety	https://www.birmingham.ac.uk/documents/university/legal/health-safety.pdf
History of the University	https://www.birmingham.ac.uk/dubai/about/history-heritage.aspx
Information Governance	https://www.birmingham.ac.uk/university/leadership/governance/policies-regs/data-protection
Library	https://www.birmingham.ac.uk/libraries
Strategy	https://www.birmingham.ac.uk/university/our-strategy