



دبي الصحة  
DUBAI HEALTH

جامعة محمد بن راشد  
للطب والعلوم الصحية  
Mohammed Bin Rashid University  
of Medicine and Health Sciences

# POSTGRADUATE CATALOG

ACADEMIC YEAR 2026 - 2027



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# Introduction

This catalog applies to the academic year 2026-27 and provides information about postgraduate programs, resources, support, organization, and services at the Mohammed Bin Rashid University for Medicine and Health Sciences (MBRU). It is for the benefit of graduate students, faculty, administrative staff of the University, prospective students, parents, sponsors, and other stakeholders. The catalog published in the year of registration is valid and applicable throughout the years of study of a student. Specifically, this applies to the rules, regulations, and program completion requirements.

MBRU reserves the right to modify the contents of its catalog , including but not limited to programs, policies, regulations, procedures, courses of study, course offerings, and academic requirements, at any time as deemed necessary. Students are expected to familiarize themselves with this catalog and use it as an ongoing reference to monitor and track progress toward degree completion. Failure to do so may result in unintended academic or administrative consequences.

This catalog has been drafted to conform to the related UAE laws and the Ministry of Higher Education and Scientific Research (MOHESR) rules and regulations.

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# **Institutional Information**

# Institutional History

## Founding and Establishment

Established in 2016 by Royal Decree of His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) serves as Dubai's academic gateway to excellence in medical and health professions education, research, and innovation.

In 2021, Law No. (13) established the Emirate's first integrated academic health system. Since then, MBRU has led the learning and discovery missions of Dubai Health, positioning the University at the heart of a unified academic and clinical ecosystem. This integration connects MBRU to six hospitals, 26 ambulatory health centers, 21 medical fitness centers, and Al Jalila Foundation, providing students with early and sustained exposure to real-world clinical practice and impactful translational research.

## Academic Programs and Achievements

MBRU offers 23 accredited undergraduate and postgraduate degree programs across three colleges: the Hamdan Bin Mohammed College of Dental Medicine, the College of Medicine, and the Hind Bint Maktoum College of Nursing and Midwifery. In addition, the University delivers 42 residency, fellowship, and internship programs through the Deanship of Graduate Medical Education. All programs are accredited by the UAE Ministry of Higher Education and Scientific Research and benchmarked against leading international standards. In 2024, MBRU was ranked in Group 1 of the Ministry of Education's National Higher Education Institutions Classification Framework.

With nearly 500 graduates representing over 50 nationalities and a research output exceeding 2,000 peer-reviewed publications, MBRU is supported by state-of-the-art facilities, including the Al Maktoum Medical Library, the Khalaf Ahmed Al Habtoor Medical Simulation Center, and the Dubai Health Center for Innovation and Technology.

# Vision, Mission, Values, and Goals

## Vision

Together we advance health for humanity.

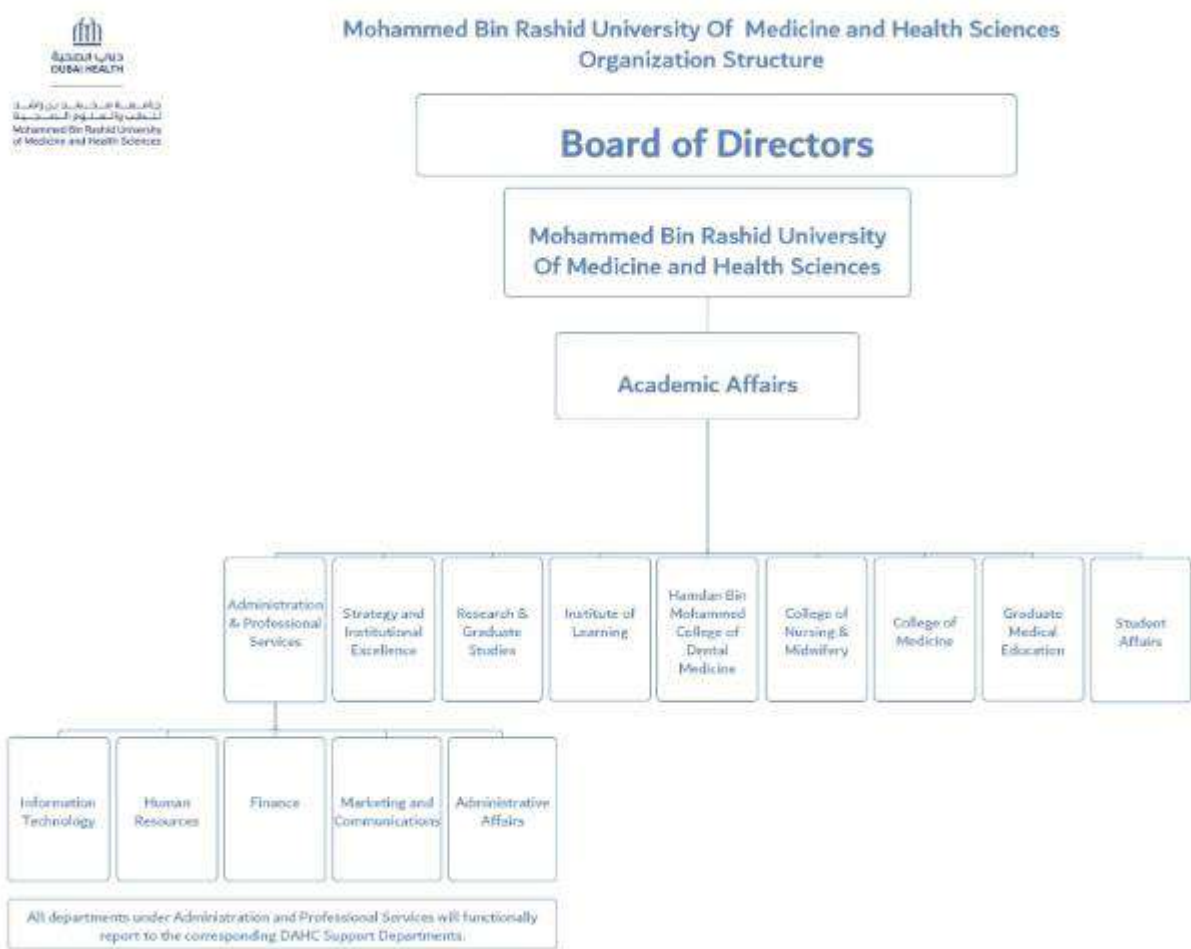
## Mission

We serve to impact lives and shape the future of health through the integration of care, learning, and discovery.

## Values

Patient First, Respect, Excellence, Teamwork, Integrity, Empathy

# Organizational Structure



## Statement of Licensure

Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU), located in Dubai Healthcare City - Dubai, UAE, was licensed by the Ministry of Higher Education and Scientific Research of the United Arab Emirates on 15 December 2014 to award degrees and qualifications in higher education. Through its Commission for Academic Accreditation (CAA), the Ministry has accredited all MBRU graduate and undergraduate degree programs.

All Programs are developed in alignment with international quality standards and based on principles of continuous quality enhancement.

### **\*The Hamdan Bin Mohammed College of Dental Medicine Programs:**

- Master of Science in Periodontology, accredited in August 2013, and the first cohort was admitted in September 2013
- Master of Science in Endodontics, accredited in December 2012, and the first cohort was admitted in February 2014
- Master of Science in Orthodontics, accredited in December 2012, and the first cohort was admitted in January 2013
- Master of Science in Pediatric Dentistry, accredited in December 2012, and the first cohort was admitted in January 2013
- Master of Science in Prosthodontics, accredited in August 2013, and the first cohort was admitted in September 2013

\*The Hamdan Bin Mohammed College of Dental Medicine antedated MBRU as the Dubai School of Dental Medicine and was absorbed into MBRU in 2014

### **The College of Medicine Programs:**

- Doctor of Medicine (undergraduate program), accredited in January 2016, and the first cohort was admitted in August 2016
- Master of Science in Biomedical Sciences, accredited in July 2019, and the first cohort was admitted in August 2020

- Doctor of Philosophy in Biomedical Sciences, accredited in April 2021, and the first cohort was admitted in August 2021
- Master of Science in Health Professions Education, accredited in November 2023, and the first cohort was introduced in March 2024.
- Postgraduate Diploma in Health Professions Education, accredited in November 2023, and the first cohort was admitted in March 2024.

**The Hind Bint Maktoum College of Nursing and Midwifery Programs:**

- Bachelor of Science in Nursing, accredited in August 2025 and the first cohort was admitted in August 2026.
- Master of Science in Cardiovascular Nursing, accredited in September 2019, and the first cohort was admitted in August 2020. With exit pathways of Postgraduate Diploma and Postgraduate Certificate accredited in November 2024.
- Master of Science in Pediatric Nursing, accredited in September 2019, and the first cohort was admitted in August 2020. With exit pathways of Postgraduate Diploma and Postgraduate Certificate accredited in November 2024
- Master of Science in Emergency Care Nursing Clinical Specialty, with exit pathways of Postgraduate Diploma and Postgraduate Certificate, accredited in August 2025. and the first cohort was introduced in August 2025.
- Master of Science in Critical Care Nursing Clinical Specialty, with exit pathways of Postgraduate Diploma and Postgraduate Certificate, accredited in August 2025 and the first cohort was Introduced in August 2025.

## Statement on Research

MBRU aspires to be a leading research-focused medical academic institution, advancing healthcare in the UAE and globally through high-impact translational research that enhances clinical practice, informs health policy, and improves community well-being. Our integrated academic health system provides a rich ecosystem of resources, research facilities, advanced technologies, and specialized equipment that empower scientists, scholars, and healthcare experts to pursue impactful discovery.

By fostering interdisciplinary collaboration and uniting diverse perspectives, we create innovative solutions that advance medical knowledge and contribute to better healthcare delivery.

To achieve this, we:

- Incorporate early research exposure across undergraduate and graduate programs, cultivating the next generation of scholars and innovators.
- Sponsor faculty and staff in pursuing their research interests and establishing productive collaborations.
- Provide supportive policies, infrastructure and resources that enable researchers to maximize the impact of their work through a culture of curiosity, evidence-based inquiry, and commitment.

MBRU's research generates knowledge that not only deepens scientific understanding but also shapes the future of health and medicine in the UAE and beyond.

# Policies



# Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal Policies

## Admission Policy

The standards and criteria for admissions are designed to achieve the University's vision and mission and are applied consistently to all applications.

Admissions to the graduate programs are managed centrally by Student Affairs (SA) in collaboration with the committees concerned and the Deans. Admission is open to all nationalities.

General minimum admissions criteria for the academic year 2026-2027 entry are set out under each program. Admission criteria are updated annually as per CAA directives and are published on the MBRU website.

## Transfer Admissions & Recognition of Prior Learning Policy

Transfer applications are considered on an individual basis and are screened like all other applicants as per graduate admission processes and deadlines. All applicants seeking transfer admission must meet the relevant admission criteria before consideration of credits by the relevant committee. If approved, consideration may be given for transfer credit as per the Recognition of Prior Learning Policy.

However, MBRU's MSc in Biomedical Sciences program and PhD in Biomedical Sciences program do not accept transfer of admissions, transfer credit, or recognition of prior learning, due to the uniqueness and integrated nature of the curriculum offered. Students must request transfer credit at the time of application – if applicable.

For a transfer admission request to be considered, where applicable:

- Students must be in good academic standing at his/her home institution and should not hold a GPA of less than 3.0 on a scale of 4 (or equivalent) in the last completed year.
- UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission.

The institution from where the transfer is being made must be a federal or licensed institution, recognized by the Ministry of Higher Education and Scientific Research, United Arab Emirates (UAE), or a foreign institution of higher education recognized by the Ministry of Education, UAE.

Transfer credits may be granted for courses if:

- The courses are relevant to the program and have comparable learning outcomes to courses offered at MBRU.
- The courses have been completed in the previous 5 years.
- The student has attained a minimum grade of B (or equivalent)
- They are not graduation projects and thesis courses.
- they are not experiential or non-classroom-based prior learning.
- In case they are clinical training, the training took place in the UAE, when applicable, as per the Recognition of Prior Learning Policy. In exceptional circumstances, a waiver may be granted by the Ministry of Higher Education and Scientific Research.

All supporting documents will be presented to the relevant College Curriculum Committee for evaluation as per the Recognition of Prior Learning Policy. For approved transfer credit courses, the grade that appears on the MBRU transcript is Transfer Credit (TC) and does not count towards the final GPA calculation.

Transferred courses should not exceed more than 25% of the total number of credits required to complete a degree for graduate programs.

Students can transfer only at the beginning of an academic year. Transfer students will be notified of the outcome of their admissions transfer evaluation and how this will be applied to their application for the selected program at MBRU, in line with the general admissions process and deadlines.

The relevant committee's decision is final in the absence of new information or procedural errors.

## Registration and Enrolment

### Registration

Students will be registered at the beginning of each academic term and continue active registration throughout their stay in the University, unless otherwise required.

### **Enrolment Eligibility**

Only students who have been admitted to MBRU can enrol in any training or classes.

- Students can only register for a course for which they have completed the required prerequisites.
- Students must comply with the academic, administrative, and financial policies of the University in order to enrol.
- Student Affairs is responsible for authorization, denial, or suspension of registration as well as for lifting such denial or suspension.
- Enrolment may be suspended or cancelled because of disciplinary action, financial delinquency, or safety concerns.
- All core curriculum courses are compulsory, and students are required to attend all the courses offered in each academic term.

### **The Different Student Status:**

- **Deferred Status**

Deferral is the postponement of academic participation for a defined period of time.

Applicants/Students may be deferred for a maximum of one academic year. If applicants/students has extenuating circumstances that restrict them from joining the University, they must request in writing to be deferred for one academic year. Approval is required from the relevant committee and the Dean of the College.

- **Suspension**

Suspension is a temporary hold on registration for a defined time period due to a serious academic or non-academic offense.

- **Dismissal**

A permanent discontinuation of registration as bona fide students, usually as a disciplinary measure taken against students found guilty of a serious offence following investigation. Dismissed students do not normally have the option of re-enrolment.

The **Add/Drop Period** is the first two weeks of each semester, during which schedule changes can be made, including dropping or adding entire courses due to section changes. Students may drop a course without academic penalty during the course drop period. In general, all students are required to take all the courses offered for their cohort unless progression decisions stipulate a change in students' registration. These changes need to be completed during the add and drop period. Add and drop courses do not apply to the PhD in Biomedical Sciences.

Students are required to consult with their academic advisor and/or program chairperson/director prior to adding or dropping a course.

### **Leave of Absence**

A leave of absence is a period of non-enrolment when students are not attending scheduled academic activities toward the degree that they are registered for at the University. Leave of absence can be granted in case of, but not limited to, study leave, maternity leave, military service, work, or medical reasons.

- The normal period of a leave of absence is one semester, but it may be extended to a maximum of one academic year, unless exceptionally extended by the Dean.
- The most updated MBRU tuition fee schedule will be in effect upon return from a leave of absence.
- If an extension is anticipated, students on leave of absence should apply for an extension at least four weeks before the expiration of this leave.
- Continuous absence of more than two years will be converted to a withdrawal.
- Curriculum Committee in each college needs to conduct an assessment of the requirement to repeat previous courses or clinical components of the degree before re-enrolment if the students have been absent for one year or more.
- Application for leave of absence using the Change of Status request form should be initiated at least four weeks before the last day of classes through SA.
- Students' leave are discussed within the college leads and the Dean

- If approved by the College Dean, SA will be informed in writing of the decision.
- The students should initiate the request through SA of the intention to resume studies, at least eight weeks before resumption.
- Students may be granted a leave of absence only once from matriculation to graduation.

SA may place students on involuntary leave of absence for medical reasons if:

- They pose a direct threat to the health and safety of themselves or others.
- Their behavior is determined to be the result of a medical condition, a medical report, including a psychiatric evaluation, may be needed prior to return and re-enrolment.
- They will be notified in writing of the decision to place them on involuntary leave of absence and the reasons for the decision.

All students applying for a leave of absence are highly recommended to seek the advice of the Program director or college leads.

## **Withdrawal**

Withdrawal is an action where students opt to discontinue their studies at MBRU for any reason- personal/academic from one or more courses or from the University.

“Withdrawal” from a course(s) means:

- Voluntary withdrawal from registered courses(s) or
- Withdrawal from the registered course(s) if he/she is absent for two consecutive weeks at any stage of the academic semester/session without reason or permission
- Wrongful enrolment in course(s)
- Demonstration of poor academic performance.

The students must complete the Add and Drop Request Form for withdrawal from a course(s).

Withdrawal from university means that the students drops all courses in which they are currently enrolled, but not yet completed, and cancels enrolment in courses for which he/she is scheduled to be registered in an upcoming semester/ session.

A change of status form is required to be completed for a Leave of Absence request or in cases where students opt to discontinue their studies at MBRU. Upon approval, the students' status and registration changes to 'withdrawn' on the Student Record System. If the students wish to return to the university, then the policy for Re-enrolment applies.

Add and Drop courses do not apply to the PhD in Biomedical Sciences; hence, readmission and re-enrolment are not applicable. Early exit from the PhD in Biomedical Sciences will not lead to a degree qualification from MBRU.

The status of the courses registered varies according to the time of withdrawal, as shown in the table below:

| Week range                                        | Action                           | Outcome                                                                                              |
|---------------------------------------------------|----------------------------------|------------------------------------------------------------------------------------------------------|
| Week 1 - end of Week 2                            | Courses dropped                  | Dropped courses don't appear on the transcript                                                       |
| Week 3 – end of Week 6                            | Courses dropped appear with 'WW' | Withdrawn grade 'WW' appears on the transcript                                                       |
| Week 7 – end of semester/<br>clerkship/internship | Courses dropped appear with 'WF' | Withdrawn with Failure 'WF' grade on the transcript                                                  |
|                                                   | Courses dropped appear with 'WW' | Withdrawn without Penalty – 'WW' grade on the transcript for students with extenuating circumstances |

### Re-enrolment in MBRU

Students who were given a leave of absence from the University or a break from continuous enrolment in a regular academic term may apply for re-enrolment, contingent upon the following:

- Students apply for re-enrolment within two years from the beginning of the first academic term of the break in registration.
- Students are not dismissed from the University.

- Students on suspension are eligible to apply for re-enrolment upon the completion of the period of suspension.
- Students must comply with the academic, administrative, and financial policies of the University when submitting a request for re-enrolment. The request should be submitted two months in advance of a new semester.
- Students eligible for re-enrolment at MBRU are required to complete and submit the change of status form along with any supporting documentation to SA.
- The final decision on re-enrolment remains with the dean of the concerned college.
- SA is responsible for facilitating the re-enrolment request from students, seeking the required approvals, and communicating the final decision back to the students.

## Financial Policies

Student Affairs (SA), in collaboration with the Finance Department, supports students with completion of financial status and can advise on issues relating to tuition fees and scholarships.

MBRU will share and publish in the Student Handbook, College Catalog, and MBRU Website a “Schedule of Tuition Fee” for all University-approved programs annually. The tuition fee excludes the non-refundable AED 1050 Application Fee paid at the time of submitting the application form and the required documents. The non-refundable seat-reservation fee counts towards the fees of the first semester.

### General Tuition Procedure

MBRU establishes tuition fees per academic year. Any changes in tuition fees will be approved by the University Academic Council and will be communicated to students at least six months before taking effect.

The annual tuition covers all educational expenses, library, insurance as applicable, issuance of the first training license for dental students, and lab activities. It does not cover the cost of textbooks or clinical electives taken inside or outside the country. Annual tuition fee is due and payable in full at the specified deadlines published in the “Schedule of Tuition Fee”. The final responsibility for payment of tuition fee charges rests with the individual students or their sponsors.

Students with an external scholarship for tuition fees must provide written confirmation of the scholarship, as specified in the Schedule of Tuition Fees, before the initial payment deadline. Sponsored students who do not submit the required confirmation of scholarship and continue in enrolment will assume personal responsibility for all tuition charges and applicable fees. If the scholarship is ended at any time, students are liable to pay the tuition fee to the University if not paid by the sponsor. In case students are granted a scholarship during the academic year, and the sponsor has covered the paid tuition fee, the paid amount will be refunded.

Students facing financial hardship may request the Finance Department to reschedule payments within the academic year on an exceptional basis. The first installment must be paid before the deadline set prior to the start of the academic year, and the final installment must be paid and cleared before the official end of the academic year. Advance submission of post-dated cheques (for the full semester) is necessary to enrol students.

Students who fail to pay all applicable tuition fees by the established/rescheduled payment deadline(s) or who are late in paying their fees may be subject to suspension of academic services or cancellation of current and/or future registration.

Payments of tuition fees may be made by means specified in the published schedule of tuition fees. Notification of tuition fee charges by the Finance Department via the students' university email address constitutes official notice of financial liability. The new students, though, may receive the first payment notification at the email address provided on the application form. Payment of tuition fees can be processed through the means below:

### **Payment Means:**

#### **Bank Transfer:**

Once a bank transfer has been completed, students are required to send a copy of the receipt with their name and student ID to [Finance.mbru@dubaiheath.ae](mailto:Finance.mbru@dubaiheath.ae)

Bank Name: Dubai Islamic Bank

Branch Address: Dubai, UAE

Account Title: Mohammed Bin Rashid University of Medicine and Health Sciences

Account No. 001520121651702

IBAN: AE340240001520121651702

SWIFT Code: DUIBAEADXXX

### **Cheques:**

Students can visit MBRU's Finance Department in Al Jalila Foundation Building, Dubai Healthcare City, Building 12, Second Floor, and pay cheques between 9:00a.m. to 3:00 p.m., Monday to Thursday.

### **Credit Card:**

Students must coordinate with the Finance Department about the accurate amount to be paid via credit card, and accordingly payment link shall be shared within the stipulated grace period.

### **Penalties: A penalty of AED 500 may apply for:**

- Late payment(s)
- Bounced cheques

### **Tuition Refund Procedure**

All tuition fees are non-refundable, except as specified and summarized below: The refund policy excludes the following:

- Application fee
- Seat holding fee
- Tuition fee in the event of dismissal for disciplinary reasons

In the event of students formally withdrawing from the University, the following refund schedule will apply:

- One hundred percent 100% (excluding the seat reservation fee) if before the official beginning of the academic semester.
- Fifty percent 50% of the total semester fee if before the end of the second week of classes in a given semester.
- No refund after the end of the second week of classes in a given semester.
- A full refund before the start of the semester is possible in the following cases if:
  - Applicants/Students do not meet the academic admission/progression requirement as per published criteria.
  - Applicants/Students' visas are rejected.
  - Students are awarded a scholarship (refund will be according to the granted amount).
  - Applicants/Students do not meet the medical requirements for continuing students (starting from semester 2 of the program).
  - The application form for withdrawal/deferral/drop of course was formally initiated prior to the start of the semester.

**Special circumstances:**

The Dean of SA will request the formation of a committee to decide on tuition refunds should a scenario outside the above list occur.

If applicants/students cannot take up their seat at MBRU as a result of a situation that is outside of their control and this was unknown at the time of application or when the fee commitments were made, then they may be entitled to a full refund of tuition fee, seat reservation, and any application charges. Examples include:

- State-wide resolution, such as visa or travel restrictions
- Late University, regulations such as suspension/cancellation of a program
- Late progression decision

**Refund receipt:**

Refunds are by default credited to the applicants'/students'/guardians' bank accounts.

### **Incident Investigation:**

If a payment is made during a period of investigation of an incident, and the students are under suspension, the payment is non-refundable and may be transferred to the following semester based on the final outcome of the investigation.

### **HBMCDM Dissertation Refund**

A total fund of AED 15,000/ is allocated to support the MSc dissertation research of students at HBMCDM with below scope to consider:

- The total fund allocated is for the duration of the program. The fund is provided for a limited range of research-related activities such as the purchase of certain consumables or items of equipment not otherwise available, as well as journal publication costs.
- It is imperative that students and faculty supervising dissertations keep a record of expenditure, as reimbursement will not be made without receipts being provided.
- Publication fees will be fully covered from the allocated MSc dissertation research fund for publication in Q1 and Q2 journals and up to 50% in other journals. The principal supervisors or the students can claim the publication fee up to one year after the MSc degree is awarded.
- For the presentation of MSc dissertation research outcomes at conferences, the students/alumni can claim the cost up to six months after the MSc degree is awarded. The alumnus will need to submit a written declaration that the material to be presented derives wholly from the MSc dissertation, no other entity could support their registration fee, travel, and accommodation costs, and the declared affiliation at the conference is HBMCDM, MBRU.
- Approvals for research funding should be in writing, and any purchases will be the property of MBRU after the completion of the research or the degree being awarded, whichever is earlier.

### **Tuition Fee Installments**

All students are expected to abide by the payment schedule published annually by the Finance Department at MBRU.

The default process for annual fees is for payment to be made in full before the start of the academic year. However, post-dated cheques are acceptable for the annual tuition fee if a payment plan is approved prior to the start of the academic year.

In exceptional circumstances, the Department of Finance may approve flexibility in payment settlement.

No registration for the following academic year is made unless the liabilities of the previous academic year are cleared. In exceptional scenarios (e.g., a student progressing to his/her final year), the Provost or Vice President may permit registration of students with outstanding pending fees from previous years.

Regular reports and follow-up of all pending payments are maintained by the Finance Department.

Final settlement of all fees is required before graduation.

### Scholarship Programs and Discounts

MBRU is keen to attract talented students and support their educational journey. Aligned with our value of giving, we have established several scholarship programs available to students.

Additionally, selective discounts are available to all MBRU students.

#### **Future Doctors Program\***

Stemming from the University's commitment to support the admission of qualified applicants and to maintain academic excellence, the university offers the merit-based scholarship program, The Future Doctors Scholarship, to Doctor of Medicine (MD) students.

Incoming students:

- Scholarships will be awarded to the top 5 ranked MD applicants. The eligible applicants will be offered up to a 30% scholarship on their annual tuition fees.
- This scholarship is applicable for one academic year only.
- This scholarship is determined on an annual basis.
- No application process is required

Continuing students:

- Scholarships will be awarded to students with an annual GPA of 3.8 or above. The eligible students will be offered up to a 30% scholarship on their annual tuition fees.
- This scholarship is applicable for one academic year only.

- This scholarship is determined on an annual basis.
- No application process is required.

\* Available to the MD program only.

### **Jood Scholarship Program\*\***

Stemming from the University's commitment to support the admission of qualified applicants and to support students with verified financial needs, the University offers a needs-based scholarship program, the Jood Scholarship, to Doctor of Medicine (MD) and Hamdan bin Mohammed College of Dental Medicine (HBMCDM) students.

#### **MD:**

- Incoming and continuing MD students with demonstrated financial need are offered up to 50% support from the University on their annual tuition, provided that their annual GPA is above the minimum GPA of progression.
- Incoming students can apply for the Jood scholarship after the acceptance of the offer and payment of the seat reservation fee. The online form link will be shared after the seat reservation fee payment deadline.
- It is applicable for all continuing students to apply for the Jood scholarship.
- The scholarship is valid for one academic year only.

#### **MSc in Dentistry:**

- Students with verified financial needs in HBMCDM programs can receive up to a 50% scholarship on their annual tuition fees, provided their annual GPA is above the minimum GPA of progression.
- Applicable only to UAE students.
- Jood scholarship is applicable for HBMCDM continuing students with monthly income below AED 20,000.
- Jood scholarship is not applicable to HBMCDM incoming students.
- The scholarship is valid for one academic year only.

\*\*Scholarship available to the MD and MSc in dentistry programs.

### **PhD BMS Scholarship**

MBRU offers a 100% scholarship for a limited number of students in the PhD program in Biomedical Sciences.

### **MSc BMS Scholarship**

MBRU offers a 50% scholarship for all Master of Science in Biomedical Sciences students.

### **MBRU Frontliners Scholarship**

MBRU offers a 50% scholarship for all Master of Science in Nursing students.

### **Discounts**

#### **Siblings Discount**

- Families that have more than one sibling enrolled at MBRU may receive a discount of 10% on the annual tuition fees. The discount(s) will be applicable from the second sibling onwards. The discount(s) will be applicable even after the first sibling graduates.
  - Criteria for Siblings Discount
    - a. 10% Discount on Tuition Fee applies
    - b. Siblings can belong to different colleges.
    - c. Students should be self-financing (fully or partially) i.e. sibling discount does not apply to fully sponsored students.
    - d. In case of partial scholarship, the percentage of discount is from the remaining fee of students' share, and not from the total fee.
    - e. Half-brothers, if proven to be related by blood, are eligible for sibling discounts.

#### **Martyr's Discount**

- To honor the nation's heroes, children of the UAE's army martyrs will receive a discount of 15% on the annual tuition fees.

#### **Employee's discount**

- MBRU full-time employees and adjunct employees that have daughter/son enroled at MBRU may receive a discount of 5% on the annual tuition fees.

**Guiding Rules for Scholarships**

- Students cannot combine more than one MBRU provided scholarship or discounts. If students qualify for more than one, the highest discount will apply.
- Applicants applying to the Jood Scholarship Program must pay the non- refundable seat reservation fees first, in order to qualify for the Jood application.
- Students continuing to receive the above discounts are subject to the scholarship terms and conditions issued by the University’s administration.

# Resources

# Library Resources

The Al Maktoum Medical Library (AMML) supports MBRU’s students, medical and academic staff as well as the wider medical community, by providing access to quality and authoritative information resources in the field of medicine and research. Located on the first and second floors of the Mohammed Bin Rashid Academic Medical Centre, the state-of-the-art library offers a collection of point-of-care resources and medical education databases and provides spaces for individual quiet study as well as group and collaborative study for members. In addition, its facilities include a reading room, study lounges and pods, meeting rooms, and Information Commons.

| Library Operating hours    |                   |
|----------------------------|-------------------|
| Monday - Thursday          | 8:00 am – 9:30 pm |
| Friday                     | 8:00 am – 4:00 pm |
| Saturday                   | 8:00 am – 4:00 pm |
| Sunday and Public Holidays | Closed            |

The library is a modern 30,000 square feet facility. It houses over 3000 print books, more than 250 print journal titles, and holds subscriptions to a range of electronic resources, including e-Journals and eBooks covering a wide field of medicine and allied health topics, bringing a wealth of up-to-date and reliable information to users. The library also has multiple copies of the core course textbooks to support the curriculum at MBRU. Library electronic resources can be accessed remotely using students’ university email ID and password. The electronic resources include more than 40 databases covering 11,000 electronic journal titles and more than 10,000 electronic books. The library has developed an extensive network for sharing educational resources and journals with other libraries in the region. New students will receive an induction into using the library and its online services as part of orientation, and librarians are available throughout the year to help students locate and use the materials and facilities they require. The regulations for use of the library facilities are available in the Student Handbook (Library Facilities). Library services include reference and information services, information literacy sessions, research support, writing and publishing support, interlibrary loans and document delivery, remote access, technology hub, and wellness services.

# Physical Teaching Resource and Facilities

## Classrooms

The Mohammed Bin Rashid Academic Medical Center (MBR-AMC), Building 14, is the home base for MBRU. Currently, it houses a wide range of meeting rooms, lecture halls, and flexible learning spaces that can accommodate up to 100 students each, depending on the setup of the room. There is also the Ahmed Siddiqui Conference Center, which is a state-of-the-art auditorium with fixed theatre-style seating designed to accommodate 337 students. In addition, there are 9 tutorial rooms, each able to accommodate 8-10 students, and are ideal for conducting small group learning. In addition to the home base, there is Al Jalila Foundation (building 12), with 8 flexible lecture halls which can hold 16-32 students depending on the setup of the room. There is also a flexible, large lecture hall which can accommodate 88-176 students.

## Case Method Halls

MBRU houses two state-of-the-art case method halls, ideal for large classes that can accommodate up to 80 students.

## Teaching Laboratories

MBRU has four teaching laboratories that accommodate up to 50 students at a time:

**Multidisciplinary Laboratory:** This 'wet' teaching laboratory is for practical sessions in subjects that involve wet preparations, such as Microbiology and Hematology.

**Physiology Teaching Laboratory:** This innovative facility has twelve state-of-the-art workstations with professionally designed lessons and labs dedicated to exploring physiological processes, including Electrocardiography, Blood Pressure, Spirometry, and Electromyography.

**Computer Laboratory and Examination Hall:** There are 70 stations in the computer laboratory, ideal for conducting computer-based classes and examinations.

**Anatomy Laboratory:** MBRU has an Anatomy Lab ideal for teaching Anatomy and related subjects. It has 12 dissecting tables and 1 master table, a morgue, a storage facility, students' lockers, and technician offices.

### **Dubai Health Simulation Center**

The Simulation Center has two training facilities: one located in Building 14 in DHCC and the other located near Rashid Hospital. The Khalaf Ahmad Al Habtoor Medical Simulation Center (KHMSC) is one of the training facilities where healthcare professionals receive training to improve quality of care and teamwork in a simulated environment with no risk to patients. KHMSC is accredited by the Society of Simulation in Healthcare (SSH) and hosts an American Heart Association (AHA) International Training Center.

The Simulation Center has all the elements of a simulated hospital. In the basement is a complete Emergency Room with facilities for imaging, a major bay, and a minor bay with direct access for the ambulance. On the second floor, the Simulation Center houses a fully functioning operation room, four ICU bays - including a pediatric bay; and a wardroom, four debriefing rooms, and a large multipurpose training room, and a large skills training and competency testing room (e.g., intravenous cannulation, endotracheal intubation, lumbar puncture). The third floor comprises multipurpose rooms and 12 consultation rooms for conducting procedural skills and clinical examinations like OSCEs and medical examinations.

The second training facility is dedicated to advancing medical education and professional development. The center features advanced simulation labs that replicate real-life clinical environments, enabling hands-on practice in a safe, controlled setting. It includes high-tech classrooms, skill stations, scenario training and debriefing rooms, and a fully equipped mini auditorium for seminars and workshops. With its commitment to excellence in healthcare training, the facility plays a key role in preparing medical professionals in life support and trauma training.

### **Center for Advanced Surgical Education (CASE)**

CASE is accredited by the American College of Surgeons - Accredited Education Institute (ACS-AEI) and provides high standards of education and training for surgical teams. Faculty at CASE deliver surgical education to undergraduate medical students. The Center also offers a Fellowship in Advanced Surgical Education.

### **Digital Learning Lab**

Located on the 3rd Floor of Al Jalila Foundation, the Digital Learning Lab is a dynamic, state-of-the-art facility designed to bring educational ideas to life. The facility features fully equipped, purpose-built studios, each uniquely designed to support the development, creation, and production of high-quality multimedia learning experiences.

The **Mediaverse Lab** is a video recording studio with automated technology that is equipped to record a wide range of projects, from interviews to panel discussions to demonstrations.

The **Turn-key Touch Lab** is an innovative studio that empowers faculty and staff to create interactive educational content and lectures with unparalleled ease through touchscreen technology.

The **Re-Imagine Lab** is an ideation workspace designed for pre-production activities, creative planning and design, and post-production of digital learning content.

### Dubai Health Innovations – Centre for Innovation and Technology

The newly established Dubai Health Innovations – Centre for Innovation and Technology replaces the original Design Lab, expanding its scope, capacity, and technological capabilities to better serve our growing university and academic healthcare system. The Center is a state-of-the-art 1,500 sqm facility located on Level 5 of the AJF Building.

At its heart, the upgraded Design4Health Lab continues its mission of empowering students to learn through creation, exploration, and collaboration — moving beyond rote memorization to foster innovation in technology and medicine while keeping patients at the centre of all initiatives. Equipped with cutting-edge learning and technological tools, the lab accommodates more students and projects, hosting lectures, health design bootcamps, healthcare innovation seminars, workshops, and both faculty and students-led research and development projects.

The Center also plays a key role in enabling strategic innovations alliances, with over 20 active partnerships spanning leading academic institutions and industry partners globally. Through these collaborations, it facilitates knowledge exchange, co-development of solutions, and access to emerging technologies that advance healthcare innovation. In parallel, a growing Technology Transfer Office (TTO) and enterprise function supports the translation of research and innovation into real-world

impact by enabling intellectual property protection, commercialization pathways, and the development of spinouts and industry partnerships—ensuring that innovations developed within Dubai Health can be scaled for broader societal and economic value.

The center also introduces specialized facilities to drive interdisciplinary breakthroughs:

- AI & Data Lab
- XR and Brain–Computer Interface Lab
- Robotics & Sensors Lab
- User Research Lab
- Collaborative spaces for ideation, prototyping, and innovation

The Dubai Health Innovations – Centre for Innovation and Technology is rooted in supporting **Dubai Health’s four core missions:**

- **Education & Learning** – equipping future healthcare leaders with practical skills, creativity, and a mindset for lifelong learning and Innovation.
- **Care** – developing solutions that enhance patient experiences, improve accessibility, and elevate quality of care and outcomes.
- **Discovery** – advancing research that reshapes healthcare practices and processes.
- **Giving** – sharing knowledge, technologies, and innovations to benefit the wider community and global health.

In practice, this means driving advanced initiatives that improve patient outcomes, from accelerating diagnosis and treatment to creating personalized medicine; enhancing the patient experience by making healthcare more human-centered, seamless, and empathetic; changing lifestyle behaviors through innovative health education and prevention tools; educating innovators who will lead the next wave of medical transformation to make healthcare more efficient; and ultimately, bridging the gap between patients and physicians through technology and design thinking.

More information is available on <https://dubaihealth.ae/innovations>

### Research Laboratories

#### **MBRU Biomedical Research Center (MBRU-BRC), supported by the Al Jalila Foundation**

The MBRU-BRC on the 7th floor of the Al Jalila Foundation building spans 950 SqM. The layout includes a large (320 m<sup>2</sup>) open laboratory fully equipped with state-of-the-art instruments. It is fitted

with 10 large island benches, which can accommodate 6 researchers each. Entry to the research facilities is regulated by an access control system.

The center houses 5 tissue culture laboratories, an equipment room, a chemical store, a service room, a cold room, a microscopy room, a flow cytometry, and a molecular biology laboratory. There are also dedicated spaces for histopathology and a research training laboratory on the 8th floor. A basement facility incorporates a space for a general store.

As part of its amenities, the center has 3 meeting rooms, 5 faculty offices, and an extensive write-up area with desks and computer terminals to accommodate 60 researchers, including graduate students, post-doctoral fellows, research assistants, research volunteers, research interns, and laboratory assistants, as well as a collaborative area.

### **Center for Microbial Sciences (CMS)**

Located on the 9th floor of the Al Jalila Foundation (AJF) Building, the Center for Microbial Sciences provides state-of-the-art infrastructure to advance molecular and applied microbiology research. The center is purpose-built to support diverse experimental approaches, offering a microbiology laboratory, two tissue culture laboratories, a cold room, a warm room, a dark room, a microscopy room, and a sequencing suite.

### **Center for Protein Engineering (CPE)**

The Center for Protein Engineering, also located on the 9th floor of the AJF Building, is dedicated to advancing research in protein structure, function, and design. Its facilities include a fully equipped protein engineering laboratory, tissue culture room, cold room, heavy equipment room, protein crystallization laboratory, and an electron microscopy suite.

### **Center for Applied and Translational Genomics (CATG)**

The CATG on the left wing of the 4th floor of MBR-AMC can accommodate up to 30 researchers, including faculty, scientists, bioinformaticians, genetic counselors, postdoctoral fellows, research assistants, and graduate students.

It is home to state-of-the-art long-read sequencers, mass spectrometry, and a large data analytics center. The long read sequencers include the latest instruments from prominent sequencing companies and feature the REVIO and PromithION platforms from Pacific Bioscience and Oxford Nanopore Technologies, respectively. The center conducts mass-scale DNA/RNA sequencing and is one of the largest academic genomic laboratories in the country. Apart from the sequencing facilities, there is also a general laboratory, two tissue culture suites, and facilities to store samples at -80°C.

The data center is equipped with high-performance analytical CPU and GPU clusters that enable scientists to interrogate large data sets and produce indigenous analytical solutions for in-depth OMICs analysis. Numerous artificial intelligence-based software packages are also used for precision analysis.

### **Center for Space and Aviation Health (SCAH)**

SCAH is the first of its kind in the UAE. Its aim is to promote research in the fields of spaceflight, aviation, and geriatrics in the UAE.

The research focuses on the development of innovative screening/diagnostic methods to assess the risk of cardiovascular diseases, orthostatic intolerance, vascular (dys-) function, and will enable new therapeutic countermeasures for maintenance of health, both in spaceflight and aviation, as well as the general population.

Researchers from this laboratory closely collaborate with the MBRSC, as well as other agencies, including ESA (Europe), DLR (Germany), IBMP (Russia), NASA (USA), CSA (Canada), JAXA (Japan), and the European Astronaut Centre (Cologne).

In the laboratory on the third floor of the right wing of MBR-AMC, tests related to the assessment of hemodynamic and autonomic parameters (Task Force Monitor® ), cerebral blood flow (Transcranial Doppler Ultrasound), end tidal CO<sub>2</sub> (Capnograph), postural sway assessment (Force plate), skeletal muscle activity (8-channel EMG system), blood flow in calf (Near Infrared Spectroscopy), cognitive function (Virtual reality headsets), lower body negative pressure (LBNP) are regularly performed.

### **Dubai Health Biobank**

The Dubai Health Biobank is located on the 8th floor of the Al Jalila Foundation building. It serves as a pivotal resource for storing, managing, and distributing biological specimens critical to innovative research endeavors. This facility comprises a fully automated robotic biorepository that can store millions of diverse biological specimens at -80°C, as well as a study assessment center.

### **Biomaterial Laboratory**

The Biomaterial Laboratory is in building 34 and can accommodate 14 researchers. It is home to state-of-the-art equipment dedicated to hosting research activities related to biomaterials across all branches of biomedical sciences, including dental.

The material testing devices include a Universal Testing Machine, a Fourier Transform Infrared Spectroscopy (FTIR), a Scanning Electron Microscope (SEM), and an EndoC device.

### **Center for Outcome and Research in Education (CORE)**

CORE provides the environment for educational innovations, knowledge building, and translation. CORE provides opportunities for students to engage in educational and health-outcomes research.

### **Educational Technology**

#### **Registration and enrolment**

All students' management records will be on an electronic platform called 'PowerCampus'.

#### **Learning Management Systems**

- E-Learning Management System (LMS): The University has subscribed to 'BrightSpace from D2L' as the platform for the LMS.
- ExamSoft platform is used for conducting electronic examinations, archiving question banks, and analyzing results.
- Microsoft Office 365 tools such as Microsoft Teams are used for synchronous delivery of teaching and learning.

#### **Specialized Software Packages**

- PathXL software provides virtual microscopic teaching in histology, anatomic pathology and hematology.

- **LAMS** - a web-based software that supports in class, blended and online students-centered activities.

Students at MBRU receive IT training and orientation to different IT systems and applications during the initial orientation and throughout the duration of the program and studies; they also have full access to support that is available via the University helpdesk (Student Orientation Schedule).

It is the responsibility of the students to understand and be aware of hardware and software requirements for the different modes of learning.

## Clinical Teaching Facilities

### Dubai Health

**MBRU** is the academic arm of Dubai Health, which is the major public healthcare provider in Dubai. It belongs to the Government of Dubai. The healthcare system includes six hospitals – Rashid Hospital, Dubai Hospital, Latifa Hospital, Al Jalila Children’s Specialty Hospital and Hatta Hospital, Dental Hospital - and fourteen Primary Healthcare Centers supported by a full range of ancillary services. Service is provided in all the core specialties and sub-specialties. All these facilities support clinical training and research.

**Rashid Hospital** currently has 762 beds serving all specialties. The hospital has been ranked as the largest emergency and casualty hospital in the Emirate of Dubai and the region. The hospital includes surgical units, internal medicine, highly specialized intensive care units, operating rooms, and clinical support.

**Dubai Hospital** has 610 beds, including 424 inpatient beds and 186 beds for one-day treatments, to serve more than 26 specialties. The hospital includes several highly specialized surgical, medical, and intensive care departments, an emergency department, operating rooms, and clinical support of all kinds. It also provides outpatient services.

**Latifa Hospital** (formerly Al Wasl) is the first specialized hospital for obstetrics, gynecology, and children in the country. with a capacity of 253 beds. The hospital provides laparoscopic surgery for

gynecological diseases, including the gynecological system and tumors, and is accredited as a center of excellence for gynecological endoscopy.

**Al Jalila Children's Specialty Hospital** aims to foster clinical innovations, an astute learning and development program, and cutting-edge research facilities. Al Jalila Children's comprises 200 beds in a child and family-friendly environment.

**Hatta Hospital** is a 69-bed multi-specialty hospital located in the heart of Hatta town, situated 80 km from Dubai. This health facility aims to strengthen the health sector and provide services that meet the growing needs of the rural population.

**Dental Hospital** was launched in 2008. Dental Hospital is the largest specialized dental hospital in Dubai. It provides the highest standards of dental care for the community and serves as a secondary referral center for complex dental cases and oral mucosal disease. The hospital is a state-of-the-art facility, with eight specialty dental departments, 63 dental chairs equipped with modern technology tools and microscopes for the Endodontic clinics, an advanced dental laboratory, and an in-house Imaging Department. The Dental Hospital offers, under one roof, integrated dental services including general dentistry, pediatric dentistry, cosmetic dentistry, orthodontics, periodontal treatment, and inhalation and intravenous sedation for anxiety control. The Dental Hospital achieved Joint Commission International's Gold Seal of Approval® for Ambulatory Care Accreditation by demonstrating continuous compliance with its internationally recognized standards in 2018.

Twenty-six **Ambulatory Health Centers** and 21 medical fitness centers are spread across the Emirate of Dubai, each health center providing care to about 30,000 people based on the geographical location. Health centers are established with all necessary medical facilities and qualified healthcare staff to work in this field.

In addition to the above, specialized care is provided through the following **Specialized Care Centers**:

Dubai Genetics Center

Dubai Diabetes Center

Dubai Center for Complementary Medicine

Dubai Blood Donation Center

Dubai Cord Blood and Research Center

Dubai Center for Physiotherapy and Rehabilitation

Dubai Fertility Center

Senior Citizens Happiness Center

Dubai Thalassemia Center

### Affiliated Healthcare Providers and Clinical Facilities

MBRU has agreements and partnerships with several key public and private healthcare providers in Dubai and the UAE to collaborate in areas of medical education, research and service provision. Through such collaborations, MBRU aims to advance health in the region through an innovative and integrated academic health system. Specialized training programs and partnerships strengthen the journey of medical students and healthcare professionals by providing them with opportunities starting from undergraduate education to specialization and continuing education.

### Private Healthcare Hospitals

**Mediclinic Middle East** operates seven hospitals in the UAE with over 970 inpatient beds, including the City Hospital, Parkview Hospital, Welcare Hospital, and clinics in Dubai.

**Moorfields Eye Hospital** is a world-class teaching facility in Dubai Healthcare City and offers a series of courses covering the spectrum of subspecialties within ophthalmology.

These two private hospitals have developed collaborative agreements with MBRU and participate in joint health profession training and research.

# Partnerships

An abstract graphic in the bottom right corner of the page, consisting of two overlapping, rounded, arch-like shapes in a slightly darker shade of blue than the background.

MBRU has developed a growing portfolio of clinical and academic partnerships with leading regional and international institutions. Its academic partnership with Queen’s University Belfast, one of the United Kingdom’s foremost research-intensive universities, has spanned more than a decade. Complementing this, a ten-year clinical partnership with Mediclinic Middle East has provided students with structured access to a leading private hospital network in the UAE. Together, these partnerships reinforce MBRU’s commitment to producing future-ready healthcare professionals equipped to lead in an evolving global health landscape.

ADA - Forsyth

Al Jalila Foundation Mobile Van

American University of Sharjah

The Association of Academic Health Centers International

Cardiff University

Carl J. Shapiro Institute for Education and Research at Harvard Medical School

Center Hospital Princess Grace Hospital

Drugs for Neglected Diseases Initiative (DNDi)

Dubai Autism Center

Dubai Corporation for Ambulance Services

Dubai Government Human Resources Department

Dubai Future Foundation

Dubai Health Authority

Dubai Institute of Design and Innovation LLC

Dubai Police

Dubai Science Park (DSP)

Emirates Airlines

Emirates Health Services

ESCP Business School

General Directorate of Residency and Foreign Affairs

Genos

GE Healthcare

King Saud University

Kuwait Institute for Medical Specialization

Lahey Group

Mayo Clinic College of Medicine and Science  
Medtronic Meta FZ LLC  
Mediclinic Middle East  
Ministry of Foreign Affairs and International Corporation  
Ministry of Health and Prevention (MOHAP)  
Ministry of Interior  
Ministry of Presidential Affairs – Scholarships Office  
Mohammed Bin Rashid Space Center  
Nazarbayev University  
Queen’s University Belfast  
Queensland University of Technology  
Royal College of Pathologists  
RCSI Bahrain  
Royal Australasian College of Dental Surgeons  
Royal College International - Canada  
Royal College of Surgeons - Ireland (RCSI)  
SANO Center for Computational Precision Medicine  
SEHA  
Seoul National University  
The Royal Australasian College of Dental Surgeons  
The Sheikh Hamdan Bin Rashid Award for Medical Sciences  
UAE Red Crescent  
UMass Chan Medical School  
Unilabs Middle East LLC  
United Arab Emirates University  
United Eastern Medical Services (UE Medical)  
University of Birmingham  
University of Ottawa  
University of Oxford  
University of Palermo  
University of Texas Health Science Center at Houston

**Queen’s University Belfast**

MBRU has an academic partnership with Queen's University Belfast (QUB) in the United Kingdom. QUB was founded as Queen's College in 1845, before becoming a university in its own right in 1908. It is the ninth-oldest university in the United Kingdom and is a member of the UK's Russell Group of leading research-intensive universities.

The goal of the partnership is to provide quality assurance through offering advice on strategic planning, organization, and governance of the University and its colleges, as well as infrastructure and educational resources development, curriculum development, faculty recruitment, senior staff and students' recruitment, and faculty development programs.

### **Mediclinic Middle East**

Mediclinic Middle East is a multi-specialty private healthcare provider with six hospitals, with over 950 inpatient beds, as well as more than 27 clinics across the UAE. Mediclinic Group was first established in South Africa in 1983, later expanding to Switzerland, Namibia, and the UAE. Mediclinic Middle East has over 8,000 staff including 1,600 permanent and independent doctors.

MBRU has an academic master affiliation agreement with Mediclinic Middle East to advance mutual passion for medical education, research and innovation. Under this agreement, medical and nursing students and trainees are able to train at Mediclinic Middle East's excellent healthcare facilities under their highly trained specialist staff. Provision is also made for MBRU faculty and students to conduct innovative clinical research in collaboration with internationally-recognised Mediclinic Middle East physicians. Mediclinic Middle East has assigned trained adjunct faculty members as supervisors for learners who are embedded in healthcare teams and participate in healthcare delivery under supervision with graded responsibilities.

### **Moorfields Eye Hospital – Dubai**

Moorfields Eye Hospital – Dubai is the first overseas branch of Moorfields London, the oldest eye hospital in the world. Its world-class facilities and very experienced eye care consultants and specialists ensure that Moorfields Dubai provides the highest and exceptional quality standards of diagnosis and treatment of eye diseases, as Moorfields London, while setting the highest benchmark for eye care in the Middle East.

MBRU has a service agreement with Moorfields Eye Hospital – Dubai to collaborate and provide educational activities related to ophthalmology as part of the core curriculum for the students of MBRU.

### **Saudi Commission for Health Specialties**

The Saudi Commission for Health Specialties (SCFHS) is an independent scientific professional body, established in 1992, with the goal of being a healthy society through qualified health practitioners. They are tasked with training healthcare professionals by supervising the scientific and professional training programs represented in the Saudi Specialty Certificate and Diplomas. SCFHS is responsible for supervising and evaluating training programs, as well as setting controls and standards for the practice of health professions. SCFHS develops, approves, and supervises professional health-related and medical education programs, and supervises and approves the results of specialized examinations.

In 2018, MBRU signed an agreement with SCFHS to collaborate on postgraduate medical education. MBRU has been accredited as an “Institution” by the SCFHS since 2020. This accreditation affirms that MBRU provides all the required educational and clinical resources for the postgraduate professional healthcare programs supervised by SCFHS.

### **Research Collaborations**

Research collaboration is a cornerstone of Mohammed Bin Rashid University of Medicine and Health Sciences commitment to advancing knowledge exchange, and impactful scientific discovery in health, medical, and biomedical sciences. Through strategic partnerships with leading academic institutions, healthcare organizations, industry partners, and government entities, MBRU fosters a dynamic research environment that strengthens research quality, expands interdisciplinary opportunities, and enhances global scientific engagement.

MBRU supports both laboratory and non-laboratory research projects through competitive peer-reviewed funding mechanisms designed to advance outstanding and high-impact research proposals. The University continues to expand its network of collaborations with public and private sector partners at the national, regional, and international levels, reinforcing its role within the global research ecosystem.

These collaborations encompass joint research initiatives, sponsored research programs, consultation and expert advisory services, and participation in leading conferences, seminars, and scientific forums, creating valuable opportunities for both faculty and students to engage in meaningful scholarly exchange and professional development. Reflecting the University's strong culture of international collaboration, more than 80% of MBRU's research publications to date have been produced in partnership with international institutions and organizations.

Research activities at MBRU are supported through a combination of internal and external grants, with many faculty members and researchers successfully securing competitive funding and industry-supported awards from prominent national and international funding bodies. In addition, MBRU faculty contribute actively to the advancement of research and scientific policy through service on committees, councils, and professional societies dedicated to research excellence, including the Mohammed Bin Rashid Academy of Scientists and the Emirates Scientists Council.

# **Academic Departments and Graduate Programs**



## **College of Medicine**

- [Doctor of Philosophy in Biomedical Sciences \(PhD\)](#)
- [Master of Science in Biomedical Sciences \(MSc\)](#)
- [Master of Science in Health Professions Education \(MSc HPE\)](#)
- [Postgraduate Diploma in Health Professions Education \(PgDip HPE\)](#)

## **Hamdan Bin Mohammed College of Dental Medicine**

- [Master of Science in Endodontics](#)
- [Master of Science in Orthodontics](#)
- [Master of Science in Pediatric Dentistry](#)
- [Master of Science in Periodontology](#)
- [Master of Science in Prosthodontics](#)

## **Hind Bint Maktoum College of Nursing and Midwifery**

- [Master of Science in Cardiovascular Nursing](#)
- [Postgraduate Diploma in Cardiovascular Nursing](#)
- [Postgraduate Certificate in Cardiovascular Nursing](#)
- [Master of Science in Pediatric Nursing](#)
- [Postgraduate Diploma in Pediatric Nursing](#)
- [Postgraduate Certificate in Pediatric Nursing](#)
- [Master of Science in Critical Care Nursing Clinical Specialty Nursing](#)
- [Postgraduate Diploma in Critical Care Nursing Clinical Specialty](#)
- [Postgraduate Certificate in Critical Care Nursing Clinical Specialty](#)
- [Master of Science in Emergency Care Nursing Clinical Specialty Nursing](#)
- [Postgraduate Diploma in Emergency Care Nursing Clinical Specialty](#)
- [Postgraduate Certificate in Emergency Critical Care Nursing Clinical Specialty](#)

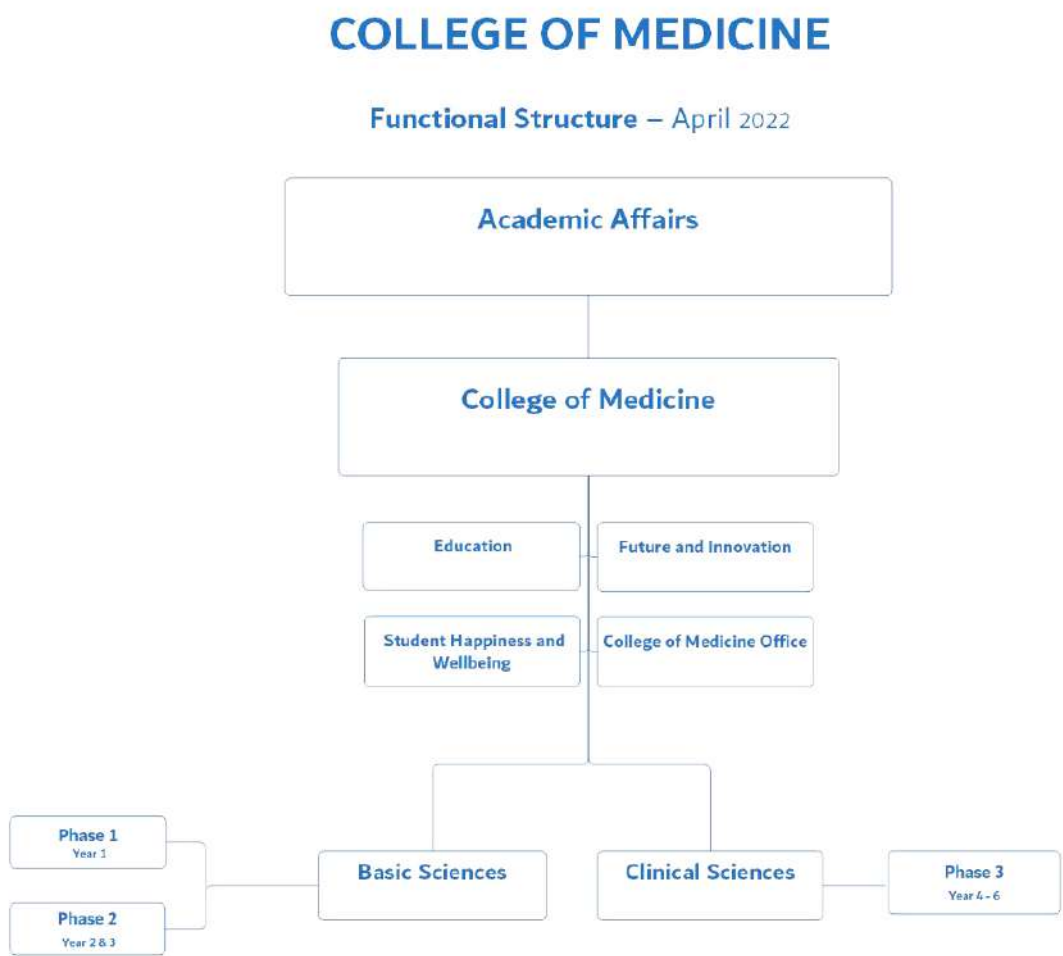
# College of Medicine



## Organizational Structure of the College

The College of Medicine aims to provide integrated medical education and research that is nationally responsive and globally connected, serving individuals and communities.

The organizational chart below provides an overview of its structure:



## College Goals and Outcomes

|            |                                                                                                                                                                                   |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1     | The College of Medicine will graduate highly skilled and competent medical professionals who practice compassionately and ethically and maintain a high level of professionalism. |
| Outcome 1A | Graduates secure and complete competitive postgraduate training.                                                                                                                  |
| Outcome 1B | Graduates pursue successful careers in medicine.                                                                                                                                  |
| Goal 2     | The College of Medicine will create an environment conducive to impactful and innovative medical research.                                                                        |
| Outcome 2A | Faculty, students, and graduates secure internal and external funding for scholarly activities.                                                                                   |
| Outcome 2B | Faculty and students disseminate research findings through peer-reviewed publications and presentations in professional meetings.                                                 |
| Goal 3     | The College of Medicine will actively engage with the community to preserve and promote health.                                                                                   |
| Outcome 3A | Faculty, staff, and students organize and participate in health-related community activities.                                                                                     |
| Outcome 3B | Engagement in community activities results in positive change in the health of the community.                                                                                     |

## International Accreditations

MBRU has been licensed by the Ministry of Higher Education and Scientific Research of the United Arab Emirates since 2014 to award degrees and qualifications in higher education. Through its Commission for Academic Accreditation (CAA), the Ministry has accredited all MBRU graduate and undergraduate degree programs.

The Bachelor of Medicine and Bachelor of Surgery (now Doctor of Medicine MD) program has been Accredited by CAA since Jan 2016. MBRU is listed in the World Directory of Medical Schools. It is also recognized by the Educational Commission for Foreign Medical Graduates (ECFMG).

(<https://search.wdoms.org/home/SchoolDetail/F0004132>). Also, MBBS graduates are eligible to apply to General Medical Council (United Kingdom) for the registration examination. Medical degrees obtained from MBRU are acceptable to the provincial/territorial medical regulatory authorities in Canada and, therefore, accepted at all medical organizations in Canada.

## Academic Calendars (2026-27)

### Doctor of Philosophy in Biomedical Sciences

| Week # | Semester 1                 | Dates                                                                         |
|--------|----------------------------|-------------------------------------------------------------------------------|
|        | New Students Orientation   | Monday, 17 August 2026 - Tuesday, 18 August 2026                              |
| 1      | Semester 1 – Classes Start | Monday 24 <sup>th</sup> August 2026                                           |
| 8      | Semester 1 – ICA           | Monday 12 <sup>th</sup> October 2026 – Friday 16 <sup>th</sup> October 2026   |
| 16     | Semester 1 – Final Exams   | Monday 7 <sup>th</sup> December 2026 – Friday 11 <sup>th</sup> December 2026  |
|        | Semester 2                 | Dates                                                                         |
| 1      | Semester 2 – Classes Start | Monday, 4 January 2027                                                        |
| 8      | Semester 2 – ICA           | Monday 22 <sup>nd</sup> February 2027 – Friday 26 <sup>th</sup> February 2027 |
| 16     | Semester 2 – Final Exams   | Monday 26 <sup>th</sup> April 2027 – Monday 3 <sup>rd</sup> May 2027          |

### Master of Science in Biomedical Sciences

| Week # | Semester 1                 | Dates                                            |
|--------|----------------------------|--------------------------------------------------|
|        | New Students Orientation   | Monday, 17 August 2026 - Tuesday, 18 August 2026 |
| 1      | Semester 1 – Classes Start | Monday 24 <sup>th</sup> August 2026              |

|    |                            |                                                                               |
|----|----------------------------|-------------------------------------------------------------------------------|
| 8  | Semester 1 – ICA           | Monday 12 <sup>th</sup> October 2026 – Friday 16 <sup>th</sup> October 2026   |
| 16 | Semester 1 – Final Exams   | Monday 7 <sup>th</sup> December 2026 – Friday 11 <sup>th</sup> December 2026  |
|    | <b>Semester 2</b>          | <b>Dates</b>                                                                  |
| 1  | Semester 2 – Classes Start | Monday, 4 January 2027                                                        |
| 8  | Semester 2 – ICA           | Monday 22 <sup>nd</sup> February 2027 – Friday 26 <sup>th</sup> February 2027 |
| 16 | Semester 2 – Final Exams   | Monday 26 <sup>th</sup> April 2027 – Monday 3 <sup>rd</sup> May 2027          |

Master of Science in Health Professions Education (MSc HPE)
Postgraduate Diploma in Health Professions Education (PgDip HPE)

| Week #                                                               | Semester                      | Dates                                            |
|----------------------------------------------------------------------|-------------------------------|--------------------------------------------------|
| <b>SEMESTER 1: Monday, 17 August 2026 – Friday, 11 December 2026</b> |                               |                                                  |
| 1                                                                    | New Students Orientation      | Monday, 17 August 2026 - Tuesday, 18 August 2026 |
|                                                                      | Semester 1 - Classes Start    | Wednesday, 19 August 2026                        |
|                                                                      | HPE GSSC meeting              | Tuesday, 29 September 2026                       |
|                                                                      | HPE GSSC meeting              | Tuesday, 10 November 2026                        |
| 16                                                                   | Semester 1 – Classes End      | Friday, 11 December 2026                         |
|                                                                      | HPE GSSC meeting              | Tuesday, 15 December 2026                        |
| <b>WINTER BREAK – (3 weeks)</b>                                      |                               |                                                  |
| <b>Monday, 14 December 2026 – Friday, 1 January 2027</b>             |                               |                                                  |
| Week #                                                               | Semester                      | Dates                                            |
| <b>Semester 2: Monday, 4 January – Friday, 28 May 2027</b>           |                               |                                                  |
| <b>SPRING BREAK – (2 weeks)</b>                                      |                               |                                                  |
| <b>Monday, March 22 – Friday, 2 April 2027</b>                       |                               |                                                  |
| 1                                                                    | Semester 2 - Classes Start    | Monday, 4 January 2027                           |
|                                                                      | HPE GSSC meeting              | Tuesday, 2 March 2027                            |
|                                                                      | <b>SPRING BREAK (2 weeks)</b> | <b>Monday, March 22 – Friday, 2 April 2027</b>   |
|                                                                      | HPE GSSC meeting              | Tuesday, 6 April 2027                            |
|                                                                      | HPE GSSC meeting              | Wednesday, 2 June 2027                           |
| 16                                                                   | Semester 2 – Classes End      | Friday, 28 May 2027                              |

UAE Public Holidays (2026-27) Subject to official confirmation

| OCCASION              | DATE |
|-----------------------|------|
| ACADEMIC YEAR 2026-27 |      |

|                              |                                                        |
|------------------------------|--------------------------------------------------------|
| Prophets Birthday            | Tuesday, 25 August 2026                                |
| UAE National Day             | Wednesday, 2 December 2026 – Thursday, 3 December 2026 |
| New Year's Day               | Friday, 1 January 2027                                 |
| Ramadan Begins               | Sunday, 7 February 2027                                |
| End of Ramadan & Eid Al Fitr | Monday, 8 March –Thursday, 11 March 2027               |
| Arafat & Eid Al Adha         | Sunday, 16 May - Friday, 21 May 2027                   |

## Tuition fees

### Doctor of Philosophy in Biomedical Sciences

| 2026-27                               | AMOUNT     | ANNUAL FEE  |
|---------------------------------------|------------|-------------|
| Seat reservation fee (non-refundable) | AED 10,000 | AED 10,000  |
| Total annual tuition fee              | 76 Credits | AED 262,200 |

### Master of Science in Biomedical Sciences

| 2026-27                               | AMOUNT      | PAYMENT SCHEDULE                         |
|---------------------------------------|-------------|------------------------------------------|
| Seat reservation fee (non-refundable) | AED 10,000  | At the time of acceptance of the offer   |
| Tuition fees                          | AED 107,300 | New and returning students: 25 July 2026 |
| Total annual tuition fee              | AED 117,300 |                                          |

### Master of Science in Health Professions Education (MSc HPE)

| 2026-27              | AMOUNT    | PAYMENT SCHEDULE                 |
|----------------------|-----------|----------------------------------|
| Seat reservation fee | AED 5,000 | At the time of acceptance of the |

|                           |                   |                                          |
|---------------------------|-------------------|------------------------------------------|
| (non-refundable)          |                   | offer                                    |
| Tuition fees              | AED 80,000        | TBD before commencement of academic year |
| <b>Total Tuition Fees</b> | <b>AED 85,000</b> |                                          |

### Postgraduate Diploma in Health Professions Education (PgDip HPE)

| 2026-27                                  | AMOUNT            | PAYMENT SCHEDULE                         |
|------------------------------------------|-------------------|------------------------------------------|
| Seat reservation fee<br>(non-refundable) | AED 5,000         | At the time of acceptance of the offer   |
| Tuition fees                             | AED 55,000        | TBD before commencement of academic year |
| <b>Total Tuition Fees</b>                | <b>AED 60,000</b> |                                          |

## Research policies

MBRU is committed to supporting research activities and has budgeted more than 25% of the total operational expenditure to support faculty research, innovation, creative, and scholarly activities annually to maintain and expand ongoing research capacity. This is through competitive Internal Research Grant Awards to faculty members in all Colleges. To attract top-quality scientists

and researchers, MBRU, in collaboration with Al Jalila Foundation, has established state-of-the-art research facilities with cutting-edge research infrastructure for initiating highly competitive research projects that can accommodate upwards of 70 researchers from a broad range of specialties. Moreover, MBRU has also allocated funds to upgrade research equipment and bring new technologies to the University. In addition, MBRU absorbs salary costs of Principal Investigators, Postdoctoral fellows, and some Research Assistants and provides research bench spaces, consumables, and research equipment, making the financial support to research far in excess of the mandatory 5%. To support its efforts to enhance research, the university has continuously sought to identify new external funding opportunities for faculty research.

The College of Medicine promotes an environment where research is supported, the incoming faculty nurtured, and the necessary infrastructure and resources are provided, so that its investigators can flourish. The College has developed a research strategy that is aligned with the MBRU Vision, Mission, and Goals. The strategic goals, initiatives, and specific activities of the University focus on enhancing research output and impact from MBRU faculty members and fulfilling this vision to become a world-class university. In addition, faculty researchers are encouraged to build and oversee strong research groups in their areas of expertise. Towards this, MBRU has developed core facilities and research laboratories that hold the necessary equipment and technologies for its researchers.

Faculty members are highly qualified and have a strong footing in research capability, in addition to other requirements. The Al Maktoum Medical Library houses updated printed and electronic resources that will support faculty in research and teaching. The research opportunities and training available to MBRU students create the next generation of scholars well-prepared to advance knowledge and discovery.

MBRU encourages innovative work and supports its faculty researchers and students to capture the social and financial benefits of their inventions by offering them legal protection of Intellectual Property.

According to the current policy on Intellectual Property and Technology Transfer, MBRU shall be the sole owner of all Intellectual Property created through the use of the University resources or

facilities supported directly or indirectly by funds administered by the University, and this includes research work by students.

## General Information - Graduate Programs (Biomedical Sciences)

MBRU aspires to become a leading research-focused medical academic institution and to create an innovative and enriching research environment that will support the advancement of healthcare in the UAE and globally. To achieve this, we:

- Incorporate early research exposure in our undergraduate and graduate programs, hence developing the next generation of scholars who will drive the progress of medical knowledge and discovery.
- Support faculty and staff in pursuing their research interests and building productive collaborations.
- Provide supportive policies, infrastructure, and resources to assist researchers in achieving maximum impact for their research.
- MBRU aims to deliver high-impact translational research with a clear objective to ultimately enhance clinical practice, health policy, and the health of the community.

# Doctor of Philosophy in Biomedical Sciences (PhD)



## Program learning outcomes and completion requirements

The overall goal of the graduate programs at MBRU is to advance the science agenda within UAE.

### PhD in Biomedical Sciences Goals

The graduates of the MBRU PhD program are expected to have competencies in the following domains:

- Professionalism and Ethics
- Biomedical Knowledge
- Scholarly Research
- Communication Skills, Research Grant Writing, and Research Paper Writing Skills
- Leadership and Innovation

### PhD in Biomedical Sciences Learning Outcomes

The PhD in Biomedical Sciences is set at QF Emirates level 8.

(<https://uaelegislation.gov.ae/en/legislations/2615/regulations/972/download> ). Learning outcomes of the PhD in Biomedical Sciences indicate a systematic understanding of the field that is comprehensive, deep, and overarching, and at the frontier of the professional field of work and discipline, with the capacity for critical analysis, evaluation, and synthesis of new and complex ideas. [Page 114, QF Emirates; 2012].

After completing the program, the students should be able:

#### A. Knowledge:

- K1: Conceptualize, design, implement, and adapt substantial research processes in cell biology, biochemistry, microbiology, physiology, genomics etc., using living organisms, cultured human or animal cells, small animals, or directly on human specimens.
- K2: Analyze and critique the state of learning in a specialized area of biomedical sciences and contribute to its advancement.
- K3: Lead contributions to professional knowledge and practice including in unfamiliar and unpredictable learning contexts in biomedical sciences.

#### B. Skills:

- S1: Employ highly developed cognitive and creative expert skills in solving problems in

biomedical sciences.

- S2: Employ highly developed practical skills in solving problems in biomedical sciences.
- S3: Devise and implement a research plan to test a novel hypothesis.

#### C. Competence:

##### C1. Autonomy and Responsibility:

- Respond with substantial authority and autonomy to the development of new ideas, processes, or systems in challenging and novel work or learning contexts.
- Exercise responsibility for governance of a process or a system, in biomedical sciences, he/she leads
- Lead contributions to professional knowledge, ethics, and practice, including in unfamiliar and unpredictable learning contexts in biomedical sciences.

##### C2. Self-Development:

- Self-evaluate.
- Develop intellectual independence.

##### C3. Role in Context:

- Demonstrate leadership, experience, and expertise in the development of new and creative approaches to biomedical sciences that extend or redefine existing knowledge or professional practice.
- Consistently and sensitively manage highly complex and diverse ethical issues in biomedical sciences, leading to informed, fair, and valid judgements.
- Lead and manage complex professional processes in an area of biomedical sciences.

The program meets international expectations and/or the criteria as per the benchmarking:

1. The PhD program meets the criteria for similar programs in the European Community as well as the UK Quality Assurance Agency:
  - a. Framework for Qualifications of the European Higher Education Area [The Bologna Group].
  - b. Quality Assurance Agency UK.
2. It is also in line with what most international university guidelines for appointment of academic staff at the starting level of Assistant Professor.
3. It is also in line with what most international research institutions for appointment of independent researchers at the starting level of Assistant Research Professor.

4. It is also in line with what most international and national bodies guidelines for appointment of leading specialist or an expert in a specific field.

### Mapping of PLOs to QFEmirates

| PLOs | QF1 : Advanced problem-solving skills | QF2: The integration of and formulation of judgments | QF3: Taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable, and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions | QF4: Planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions | QF5: Presenting, explaining and/or critiquing highly complex matters | QF6: Managing professional activities in such context | QF7: Self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts | QF8: Developing and implementing further learning consistently and sensitively | QF9: Consistently and sensitively managing highly complex ethical issues leading to informed, fair, and valid decisions |
|------|---------------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| K1   | X                                     |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              | X                                                                    |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| K2   |                                       |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              | X                                                                    |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| K3   | X                                     |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| S1   | X                                     |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| S2   |                                       | X                                                    |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| S3   | X                                     |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      |                                                       |                                                                                                                                               |                                                                                |                                                                                                                         |
| C1   | X                                     |                                                      | X                                                                                                                                                                                                                                                                         | X                                                                                                                                                            |                                                                      | X                                                     | X                                                                                                                                             |                                                                                |                                                                                                                         |
| C2   |                                       |                                                      |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      | X                                                     |                                                                                                                                               |                                                                                |                                                                                                                         |
| C3   |                                       | X                                                    |                                                                                                                                                                                                                                                                           |                                                                                                                                                              |                                                                      |                                                       |                                                                                                                                               | X                                                                              | X                                                                                                                       |

### Program Completion Requirements

#### Didactic Courses

For the didactic courses, including courses required for all students and 3 elective courses, students are

required to pass all courses with a minimum cumulative GPA of 3.0 on a scale of 0 – 4.0. Any course with a grade below 'C' must be remediated by retaking the examination or repeating the course when it is next offered.

### **Advancement to Candidacy**

For advancement to candidacy, students will be assessed in three ways. Firstly, the written research proposal will be graded for background information, content, appropriateness of research questions, methodology, and likelihood of a successful outcome. Secondly, the oral defense of the proposal and the ability of students to answer questions arising from the presentation will be assessed. Finally, students will undergo a comprehensive written examination. To advance into the dissertation research phase of the program, students must pass all three components of the advancement to candidacy. All 3 steps of the advancement to candidacy will be assessed by faculty assigned by the Biomedical Sciences Graduate Steering Committee (BMS GSSC). Students will be assessed using a Pass/Fail grading system. The advancement to candidacy will usually be completed by the end of the fall semester of Year 2, but with permission from the Thesis Advisory Committee and the Program Director, this can be delayed, but not beyond the end of the fourth semester. At the discretion of the Thesis Advisory Committee, students may be given the opportunity to rewrite the proposal if necessary, or to retake the comprehensive examination; but this must be undertaken and completed within the following 6 weeks of the initial examination.

### **Dissertation Defense**

The final part of the assessment will be the dissertation itself, its public defense, and the student's ability to adequately address questions arising from the document or its public presentation in the presence of an external examiner. This assessment of the dissertation will be on a pass/fail basis by the Thesis Examination Committee. In the event of a split decision, the external examiner will have the final say on the outcome. Prior to the defense of the dissertation work, the student should have obtained high-quality data publishable in a Q1 or Q2 journal, as determined by the Thesis Advisory Committee, prior to submission of the graduation form.

## **Course information**

### **Required Courses**

Courses required to be taken by all students:

#### **PHD701: Advanced Research Methods and Ethics**

This compulsory first-semester course in MBRU's Ph.D. in Biomedical Sciences program is designed to equip students with the advanced research skills and critical foundations required for successful doctoral study. Recognizing the diverse academic backgrounds of incoming students, the course includes distinct components that focus on both developing a well-structured research protocol and gaining hands-on laboratory experience. The practical sessions are a core element of the course, providing intensive, experiential training that is essential before students begin their own research projects. These sessions allow students to build confidence and competence in a range of experimental approaches, ensuring they are technically prepared to undertake independent, high-quality research. Alongside this, the course also addresses research ethics, scientific communication, and critical evaluation of literature, all aimed at preparing students to enter their Ph.D. phase with a strong, practice-based foundation.

### **PHD702: Biostatistics**

This course on Biostatistics is one of the required courses designed purposely for the PhD in Biomedical Sciences and focuses on developing theoretical knowledge, practical skills, and habits that are needed across differing health-related fields, with emphasis on biomedical sciences. The objective of the program is to provide the students with rigorous learning and development opportunities in the areas of modern biostatistics related to the application of statistical science to address problems in biomedical research. Having a background in statistics and computational skills is recommended and will add value to the learning experience as part of this course.

The course includes thorough investigations of concepts of biostatistics around the analyses of differing kinds of data (i.e., categorical and continuous). The emphasis of this course is on developing the ability to select the appropriate statistical test for differing research questions and designs, and the required knowledge and skills to effectively interpret the findings. In addition, the students will learn how to use the R-language platforms to run the entailed computations.

The scientific journey that the students will undergo, as part of this course, will be characterized by an emphasis on fostering analytical skills and critical thinking. Towards the end of this course, candidates will have acquired the necessary knowledge and skills to meet the statistical requirements of their own research projects. Upon successfully completing this course, students will have acquired the knowledge and skills in topics including but not limited to statistical inference, analysis of effectiveness, reliability, and validity, regression and clustering, and analysis of laboratory studies.

### **PHD703: Advancement to Candidacy**

In Advancement to Candidacy, students will be assessed in three ways. Firstly, the written research proposal will be graded for background information, content, appropriateness of research questions, methodology, and likelihood of a successful outcome. Secondly, the oral defense of the proposal and the ability of the student to answer questions arising from the presentation will be assessed. Finally, the student will undergo a comprehensive oral examination. To advance into the thesis research phase of the program, the student must pass all three components of the advancement to candidacy. All 3 steps of the advancement to candidacy will be assessed by faculty assigned by the Biomedical Sciences Graduate Steering Committee (BMS GSSC). Students will be assessed using a Pass/Fail grading system. The advancement to candidacy will usually be completed by the end of the third semester (fall semester of Year 2), but with permission from the Thesis Advisory Committee and the Program Director, this can be delayed, but not beyond the end of the fourth semester. If the student does not pass the Advancement to Candidacy examination on the first try, at the discretion of the Thesis Advisory Committee, the student may be given the opportunity to rewrite the proposal if necessary, or to retake the comprehensive examination; but this must be undertaken and completed within the following 6 weeks of the initial examination.

During the first year and throughout the first semester of the second year of the PhD Program, the student will be expected to develop a plan for their thesis research with a testable hypothesis. During the second half of the fourth semester, this will be developed into a written dissertation research proposal, which the student will defend to their Dissertation Advisory Committee (Comprised of the Academic Supervisor (Chair) and at least two other faculty members). The dissertation research proposal will be written in the format of a full MBRU-style internal grant application. Following questioning regarding the content of the research proposal, this committee will then conduct an oral comprehensive examination to investigate the knowledge and ability to demonstrate independent thinking and formulate advanced research questions, and most importantly, how to deal with unexpected problems that might be encountered during the research project. The student will be expected to see possible pitfalls in their experimental approach and to provide alternative approaches should problems be encountered.

#### **PHD711-714: Journal Club Presentations**

In the first sessions, students will learn how to critically evaluate papers selected by faculty members for novelty, content, methodology, application of statistical methods, interpretation, and validity. By the second half of the first semester, students will present and critically evaluate papers selected with their research supervisor and with input from the other students and the faculty coordinator of the session. This course will be assessed using a pass/fail grading system.

## Elective Courses

Students must choose three courses, ONE of which is appropriate for their research topic.

### **PHD721: Molecular Genomics**

This course provides advanced knowledge of the key molecular genetics aspects of modern biology. This series of lectures, tutorials, and simulations will provide an in-depth understanding of molecular biology and genetics and how these disciplines are used to solve scientific problems and address post-genomic challenges across the life sciences and medicine. This course will provide an in-depth overview of OMICs technologies (including genomics, epigenomics, transcriptomics, and metabolomics), methods and data analysis, computational algorithms, and pipelines for applied bioinformatics, single-cell genomics, genome editing techniques, and molecular therapeutics for precision medicine. Throughout the course, emphasis will be placed on the review and critical evaluation of recently published peer-reviewed experimental evidence; journal-club discussion groups will complement lectures. The expectation is that students will develop advanced knowledge and critical thinking abilities regarding the applications of molecular genetics and genomics in biological research and healthcare delivery. Using a diverse set of teaching modalities such as lectures, critical appraisal of research articles, hands-on bioinformatics computer practicals, and simulations, this course will give PhD students the foundation that they will need to conduct productive research, with tools of the post-genomic era, during and after their graduate training.

### **PHD722: Concepts in Pharmacology and Drug Discovery**

This is a 2-credit-hour elective course in the PhD program intended to provide the students with a background in pharmacological and drug discovery concepts, especially for those who have not studied pharmacology in their undergraduate or master's programs. The course will introduce pharmacodynamics and pharmacokinetics principles and an overview of autonomic pharmacology, followed by drug discovery-related topics such as identification of drug targets, structure-activity relationship, computer-aided drug design, in vitro and in vivo pre-clinical research methods for determining safety and efficacy of novel drug molecules, clinical research methodology, and drug approval process. In addition, the students will also be introduced to the basic concepts of pharmacotherapeutics, focusing on a few major organ systems, so that the students will get to see the application of basic pharmacology concepts in therapeutics. Special emphasis will be placed on the importance of translational relevance in drug discovery research.

### **PHD723: Cancer Biology**

This is an elective course in the PhD program. After introducing the concepts of cancer, its causes, and epidemiology, this course will focus on molecular and cellular mechanisms underlying cancer development, progression, invasion, metastasis, and the consequences of cancer. In addition, it will cover the host-organ microenvironment and the role of hormones and cytokines, molecular pathology, tumor staging and differentiation, cancer metabolism, and cachexia. Particular focus on the control pathways will provide students with the background to the cutting edge of drug design for targeted cancer therapy.

#### **PHD724: Systems Biology**

This course provides advanced knowledge of the systems-biology approach to students with a comprehensive understanding of living systems through bioinformatics, mathematical, and computational techniques to model diverse high-throughput molecular, cellular, and physiological profiling of healthy and diseased populations to define biological processes. Throughout the course, emphasis will be placed on the review and critical evaluation of recently published peer-reviewed experimental evidence; presentation discussion groups will complement tutorials.

This course will provide an in-depth overview of how a multifactorial disease systems biology approach can be used as a strategy to extract new insights from complex, quantitative, massive clinical and biological data to understand the underlying mechanisms of diseases and aid early detection and treatment. This will be achieved using a diverse set of teaching modalities such as lectures, critical appraisal of research articles, computer practicals, and simulations.

In this course, students are expected to use computational and systems biology to generate ideas to mimic or simulate real-life biological problems and to develop advanced knowledge and critical thinking abilities regarding the applications of systems biology in biological research and healthcare delivery. Students will be trained to use systems modeling and design based on engineering concepts through multidisciplinary teams skilled with principles and tools to solve problems in biology and medicine.

Graduates of the program after completing such a course will be prepared to make novel discoveries and develop new methods, as this field is becoming increasingly important. The main topics covered will be Computational Biology, Regulatory Genomics, Proteomics, Metabolomics and Epigenomics, Biological Networks and Machine Learning, Cancer Systems Biology, and Precision Medicine.

#### **PHD725: Advanced Microbiology and Immunology**

This course aims to introduce students to in-depth knowledge of advances in microbiology and

immunology disciplines. This will build upon their prior knowledge in these domains and prepare them to undertake related research work. Therefore, this course will seek to emphasize approaches for generating experimental evidence used to define paradigms in immunology and microbiology. Students will gain an advanced understanding of the interactions between the immune system, the human microbiome, and microbial agents. They will be introduced to key research approaches specific to addressing immunological and microbiological questions. The basis of how concepts related to microbes and immunological principles are utilized as research tools will be addressed. The approaches for generation, interpreting, and utilizing microbial “omics” data, as well as mathematical modelling in infectious disease, will be covered.

This course will be delivered via lectures by renowned researchers, small group discussions, seminars, and critical appraisal of literature and laboratory sessions. Drawing on the literature on emerging and re-emerging infectious agents, these will be used to illustrate the close interface of microbiology and immunology, the cutting-edge research frontiers in these disciplines, and the translational impact of generated evidence. A cross-disciplinary approach will be used in the delivery and discussion of the microbiology and immunology topics to be covered.

Throughout the course, emphasis will be placed on the review and critical evaluation of emerging scientific literature. It is expected that, in addition to gaining advanced knowledge, students will also develop critical thinking skills as well as an in-depth appreciation of the research applications of microbiology and immunology concepts. This course will give the PhD students the background that they will need to conduct productive research during their graduate training.

### **PHD726: Protein Biochemistry**

This is an elective course in the PhD program. Proteins are the major class of macromolecules that carry out essential life functions. This course will cover fundamental concepts underlying protein folding, structure, and dynamics, and relate them to protein functions such as enzymes, receptors, channels, transporters, signaling molecules, and cytoskeletal components. Later in the course, students will be introduced to the principles and practical aspects of cutting-edge methods used to study protein and protein networks, including structural, spectroscopic, biophysical, computational, and proteomic methods.

### **PHD727: Cell Biology**

This is an elective course in the PhD program focusing on the introductory concepts of cell biology, molecular and cellular mechanisms upon which the cell cycle is based, cell differentiation, and

development. In addition, it will also elaborate on the relationship between chromatin structure and genomics, cytoskeletal elements, cell motility and adhesion, signal transduction, and protein sorting and transport. Focusing on the control pathways of the cell cycle will equip students with the required background on the practical aspects of both stem cell biology and cancer development.

### **PHD728: Stem Cell Biology and Tissue Engineering**

This is an elective course in the PhD program intended to provide students with cutting-edge knowledge in the field of stem cell biology and tissue engineering. The teaching is based on lectures and practical workshops during which the students will learn how to culture adult pluripotent stem cells, construct scaffolds, and develop 3D tissue models. Topics covered include fundamentals of stem cell biology, adult and pluripotent stem cells, pluripotency and reprogramming, disease modeling using stem cells, principles of tissue engineering and regenerative medicine, biocompatible scaffold materials for hard and soft tissue engineering, and 3D tissue models.

### **The Thesis Research Requirements**

#### **Dissertation Doctoral Research (52 CH)**

- Year 1, Semester 1 – CC
- Year 1, Semester 2 – CC
- Year 2, Semester 1 – CC
- Year 2, Semester 2 – CC
- Year 3, Semester 1 – CC
- Year 3, Semester 2 – CC
- Year 4, Semester 1 – CC
- Year 4, Semester 2 – 52 CH + Writing of the Dissertation and Defense (0 CH)

### **PHD739- Thesis Research Component**

The thesis project is a major component of the MBRU PhD Program and is essential for students to achieve a satisfactory grade overall for this component. This course provides students with an opportunity to register for research credit hours as they carry out their dissertation research in the laboratory of their supervisors, acquire skills and gain research experience, and develop their research projects.

Students will learn the existing methodologies employed in the supervisors' laboratory and are likely to develop new ones. Overall, this will introduce them to a wide range of research tools that will help them

be equipped to plan and organize their research, as well as to communicate their findings. The students will practice scientific thinking and learn scientific processes, which will be valuable in advancing the students in their educational and career goals. In each semester until the student completes the thesis research, the student will receive a 'CC' grade, and in the semester when the student completes the research work and defends the thesis, they will receive a Pass or Fail grade.

### Required Laboratory Hours

The minimum contact hours for the dissertation thesis research are calculated based on 4 laboratory contact hours per course credit hour, as shown in the following table:

| Year | Semester | Research Credit Hours | Required Laboratory Hours |
|------|----------|-----------------------|---------------------------|
| 1    | 1        | 2                     | 8                         |
| 1    | 2        | 2                     | 8                         |
| 2    | 1        | 8                     | 16                        |
| 2    | 2        | 4                     | 32                        |
| 3    | 1        | 10                    | 40                        |
| 3    | 2        | 10                    | 40                        |
| 4    | 1        | 10                    | 40                        |
| 4    | 2        | 6                     | 24                        |

Furthermore, it is expected that the thesis research will continue beyond the regular semester timing. The PhD students will have an entitlement of 6 weeks (30 working days) of holiday/year and will be expected to work on their dissertation thesis research at other times.

## Research Period

The normal requirement for the PhD in Biomedical Sciences will be four years. Under exceptional circumstances, it may be possible for a student to complete all requirements in less time. However, in addition to all other requirements for graduation, a minimum of 42 hours of research credit must be fulfilled for a student to graduate in less than 4 years. Under normal circumstances, a student must complete the entire program within six years. However, under exceptional circumstances (such as illness or maternity leave), this period may be extended at the discretion of the program director.

## Sequencing of courses

### Summary of Proposed Program Structure and Courses

The curriculum of the PhD in Biomedical Sciences consists of 24 CH of coursework beyond the master's degree in addition to 52 CH of Dissertation Research. Students must also complete the program qualification and research requirements. The program structure and courses are summarized in the following Study Plan.

### Study Plan

#### General Study Plan for New Cohort beginning 2026 Fall

| Year 1                                                   |         |                                                         |         |
|----------------------------------------------------------|---------|---------------------------------------------------------|---------|
| Semester 1                                               | Credits | Semester 2                                              | Credits |
| Advanced Research Methods and Ethics PHD701              | 4       | Biostatistics PHD702                                    | 2       |
| One Elective (Selected from List)                        | 2       | Two Electives (Selected from List)                      | 4       |
| Journal Club and Research Presentation Course I PHD711   | 2       | Journal Club and Research Presentation Course II PHD712 | 2       |
| Thesis Research PHD739                                   | CC      | Thesis Research PHD739                                  | CC      |
| Year 2                                                   |         |                                                         |         |
| Semester 1                                               | Credits | Semester 2                                              | Credits |
| Journal Club and Research Presentation Course III PHD713 | 2       | Advancement to Candidacy PHD703*                        | 4       |
| Thesis Research PHD739                                   | CC      | Journal Club and Research Presentation Course IV PHD714 | 2       |
|                                                          |         | Thesis Research PHD739                                  | CC      |
| Year 3                                                   |         |                                                         |         |

| Semester 1             | Credits | Semester 2                       | Credits   |
|------------------------|---------|----------------------------------|-----------|
| Thesis Research PHD739 | CC      | Thesis Research PHD739           | CC        |
| <b>Year 4</b>          |         |                                  |           |
| Semester 1             | Credits | Semester 2                       | Credits   |
| Thesis Research PHD739 | CC      | Thesis Research PHD739           | <b>52</b> |
|                        |         | Dissertation Writing and Defense |           |

\* Including the Comprehensive Examination as well as Preparation and Defense of Written Proposal for Thesis Research

## General Study Plan For Existing Cohorts (Fall 2025 onwards)

### Year 2 Study Plan

| <b>Year 2</b>                                            |         |                                                         |           |
|----------------------------------------------------------|---------|---------------------------------------------------------|-----------|
| Semester 1                                               | Credits | Semester 2                                              | Credits   |
| Journal Club and Research Presentation Course III PHD713 | 2       | Advancement to Candidacy PHD703*                        | 4         |
| Thesis Research PHD739A                                  | CC      | Journal Club and Research Presentation Course IV PHD714 | 2         |
|                                                          |         | Thesis Research PHD739A                                 | CC        |
| <b>Year 3</b>                                            |         |                                                         |           |
| Semester 1                                               | Credits | Semester 2                                              | Credits   |
| Thesis Research PHD739A                                  | CC      | Thesis Research PHD739A                                 | CC        |
| <b>Year 4</b>                                            |         |                                                         |           |
| Semester 1                                               | Credits | Semester 2                                              | Credits   |
| Thesis Research PHD739A                                  | CC      | Thesis Research PHD739A                                 | <b>48</b> |

### Year 3 Study Plan

| <b>Year 3</b>           |         |                         |           |
|-------------------------|---------|-------------------------|-----------|
| Semester 1              | Credits | Semester 2              | Credits   |
| Thesis Research PHD739B | CC      | Thesis Research PHD739B | CC        |
| <b>Year 4</b>           |         |                         |           |
| Semester 1              | Credits | Semester 2              | Credits   |
| Thesis Research PHD739B | CC      | Thesis Research PHD739B | <b>36</b> |

### Year 4 Study Plan

| <b>Year 4</b>           |         |                         |           |
|-------------------------|---------|-------------------------|-----------|
| Semester 1              | Credits | Semester 2              | Credits   |
| Thesis Research PHD739C | CC      | Thesis Research PHD739C | <b>16</b> |

## The Course Work

The coursework is divided into two components as follows:

1- Required Courses (18 CH) - Year 1 (10 CH); Year 2 (8 CH)

2- Electives (6 CH) – Year 1 (6 CH)

## Required Courses

These courses are required by all students in the program.

| Course Code | Course Title                                         | Credits | Coordinators                         |
|-------------|------------------------------------------------------|---------|--------------------------------------|
| PHD701      | Advanced Research Methods and Ethics                 | 4       | Rania Nassar/Mahmood Al Mashhadani   |
| PHD702      | Biostatistics                                        | 2       | Amar Omar/Jeyaseelan Lakshmanan      |
| PHD703      | Advancement to Candidacy                             | 4       | Mahmood Al Mashhadani/Saba Al Heialy |
| PHD711-714  | Journal Club and Research Presentation Course I – IV | 8       | Temidayo Omolaoye/Nelson Soares      |

The Journal Club and Research Presentation Courses are as follows:

| Course Code | Course Title                                      | Year and Semester | Coordinator                     |
|-------------|---------------------------------------------------|-------------------|---------------------------------|
| PHD711      | Journal Club and Research Presentation Course I   | Year 1 Semester 1 | Temidayo Omolaoye/Nelson Soares |
| PHD712      | Journal Club and Research Presentation Course II  | Year 1 Semester 2 | Temidayo Omolaoye/Nelson Soares |
| PHD713      | Journal Club and Research Presentation Course III | Year 2 Semester 1 | Temidayo Omolaoye/Nelson Soares |
| PHD714      | Journal Club and Research Presentation Course IV  | Year 2 Semester 2 | Temidayo Omolaoye/Nelson Soares |

## Elective Courses

Elective Requirements: Three of the following (2 credits) relevant graduate-level elective courses approved by the student's PhD Advisory Committee.

| Course Code | Course Title                                | Credits | Coordinator                        |
|-------------|---------------------------------------------|---------|------------------------------------|
| PHD721      | Molecular Genomics                          | 2       | Nasna Nassir/Mohammed Uddin        |
| PHD722      | Concepts in Pharmacology and Drug Discovery | 2       | Reem Jan/Rajan Radhakrishnan       |
| PHD723      | Cancer Biology                              | 2       | Fahad Ali/Revathy Ramachandran     |
| PHD724      | Systems Biology                             | 2       | Mahmood Al Mashhadani/Nasna Nassir |

| Elective Requirements: Three of the following (2 credits) relevant graduate-level elective courses approved by the student's PhD Advisory Committee. |                                          |         |                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------|-----------------------------------------|
| Course Code                                                                                                                                          | Course Title                             | Credits | Coordinator                             |
| PHD725                                                                                                                                               | Advanced Microbiology and Immunology     | 2       | Saba Al Heialy/<br>Abiola Senok         |
| PHD726                                                                                                                                               | Protein Biochemistry                     | 2       | Nelson Soares                           |
| PHD727                                                                                                                                               | Cell Biology                             | 2       | Revathy Ramachandran/Mennatullah Khalil |
| PHD728                                                                                                                                               | Stem Cell Biology and Tissue Engineering | 2       | Mohammed Jamal/Keyvan Moharamzadeh      |

## Admission, withdrawal, and enrolment policies

### Admissions Policy

Admission into the MSc BMS at MBRU will follow the requirements that are established by the Standards for Licensure and Accreditation 2019 (Commission for Academic Accreditations - CAA, Ministry of Higher Education and Scientific Research, UAE) as well as the College of Medicine at MBRU.

### Admission Entrance Exam

An online entrance exam focused on the critical thinking (reasoning) required for a biomedical Ph.D. candidate will examine their ability to assess a situation and consider/understand various perspectives, all while acknowledging, extracting, and deciphering facts, opinions, and assumptions. Fifteen scenarios, such as short paragraphs, figures, or reports, will be given in MCQ style, and the candidates will be asked to read and interpret the given scenario and pick one correct answer.

### Application Assessment and Selection Principles

All applications are considered individually on their merits. The selection process is consistent and transparent and is based on objective criteria. Academic achievements of the applicants and the outcomes of the Colleges' interview processes are key criteria, but the full profile of the application is considered.

General minimum admissions criteria for the academic year 2026-2027 entry are set out below. Admission criteria are updated annually as per CAA directives and are published on the MBRU website:

| ITEM             | QUALIFICATION/CRITERIA                                                                                                                                                                                                                                                                                                                    |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree           | <p>Hold a Master of Science degree in biomedical sciences or a related subject with a minimum cGPA of 3.00 on a scale of 4.00.</p> <p>Applicants with a bachelor's degree in biomedical sciences or a related subject with a cGPA of 3.7 out of 4.0, but who do not hold a Master of Science degree, may be considered for admission.</p> |
| Research         | Applicants with evidence of research experience will be given preference.                                                                                                                                                                                                                                                                 |
| Additional Tests | Applicants with a good Graduate Record Examination (GRE) General Test score will be given preference.                                                                                                                                                                                                                                     |

**Note:**

- Applicants with a university degree obtained outside the UAE are required to submit an Educational Credential Evaluators (ECE) - General with Grade Average evaluation in US institutions when applying to evaluate the transcripts and have a standard GPA (<http://www.ece.org>).

|                               |                                                                                                                                       |                                                                                                                                                                                                                                                                                                                 |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Requirements | Academic IELTS                                                                                                                        | <ul style="list-style-type: none"> <li>An overall band 6 with no skill less than 5.5</li> <li>IELTS Indicator will not be considered for admission purposes</li> <li>Must have been taken within the last two years</li> <li>A single certificate to be submitted; combined scores are not accepted.</li> </ul> |
|                               | TOEFL                                                                                                                                 | <ul style="list-style-type: none"> <li>iBT 80</li> <li>PBT is not accepted</li> <li>'My Best Scores' will not be considered for admission purposes</li> <li>Must have been taken within the last two years</li> </ul>                                                                                           |
| Exam and Interview            | Applicants will be invited to an online entrance exam. Shortlisted applicants will be invited for a face-to-face interview on campus. |                                                                                                                                                                                                                                                                                                                 |

**Note:**

- Applicants who are both native English speakers and have completed their most recent degree in an English-medium institution or a Master's degree taught in English that required an IELTS (Academic) with an overall 6 and no skill less than 5.5 or equivalent may be exempted from the English proficiency requirement, subject to approval of the relevant Admissions Committee.
- Applicants who are graduates from MBRU's Master's programs shall be exempted from the English requirement.
- The interview will assess the suitability of the candidate for MBRU and vice versa. In particular, the interview panel will look for a fit with regard to the chosen research area of the student, with the research interests of members of the graduate faculty. The interview panel will also be looking for evidence of commitment to an arduous training program.

## Transfer Admissions, Transfer Credit, and Advanced Standing

Transfer of admissions will not be permitted into the MBRU PhD program in biomedical sciences.

Transfer of credits will not be permitted into the MBRU PhD program in biomedical sciences. Awarding credit by Advanced Standing is not permitted for the PhD in Biomedical Sciences.

For detailed information, please refer to the Section on [MBRU's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal](#).

MBRU has a team of four employees who are responsible for the creation and maintenance of student records from the time of application processing, admission, scheduling, registration, and up to graduation. Several enterprise tools are used to ensure the efficiency, accuracy, and safety of the data, and this is done in collaboration with the MBRU Smart Services department. Policies are in place and are continuously being reviewed to outline the process of student records. Please refer to the Student Services Policy Manual, Student Record Policy.

Readmission is not applicable to the PhD in Biomedical Sciences at MBRU, and two weeks of add/drop course does not apply. Early exit from the program will not lead to a degree qualification. Please refer to [probation and dismissal](#) for more information.

## Student Assessment and Progression

### Assessment

The didactic courses will be assessed in a variety of ways depending on the course content. These methods will include short-answer questions, essays, term papers, and oral exams. In some courses, students will prepare and present PowerPoint presentations to the class.

For advancement to candidacy, students will be assessed as described in [PHD703: Advancement to Candidacy](#) in three ways by the Dissertation Advisory Committee. Firstly, the written research proposal will be graded for background information, content, appropriateness of research questions, methodology, and likelihood of a successful outcome. Secondly, the oral defense of the proposal and the ability of the student to answer questions arising from the presentation will be assessed. Finally, the student will undergo a comprehensive examination.

The comprehensive oral examination will cover all aspects of the coursework taken in year one. This examination could be taken in the second semester of year 2. The questions will be set to cover broad

concepts as outlined in the individual course objectives. The examination will be graded as Pass or Fail, and a Pass requires achievement of an overall 70% in the assessment. Students will have one opportunity to retake the examination if performance is unsatisfactory, but this must be completed before the end of the fourth semester (second semester of the second year).

The final part of the assessment will be the dissertation itself, its public defense, and the student's ability to adequately address questions arising from the document or its public presentation. This assessment of the dissertation will be on a pass/fail basis by the dissertation examination committee. In the event of a split decision, the external examiner will have the final say on the outcome.

A graduate course is a course whose contents require a higher level of cognitive processing, critical evaluation, and problem-solving as compared to undergraduate courses. In addition, a graduate course contains a significant communication, writing, and speaking requirement with the ultimate objective being to prepare the student to perform, critically evaluate, and communicate original research and scholarly activity, and/or obtain a comprehensive professional understanding and expertise in a particular field.

## Grading

Graduate courses will follow a standard numbering classification (see the Graduate Studies Policies for details) and will have the below general guidelines in terms of grading and grade requirements.

- At the end of every semester, courses will be graded using letter grades to show student performance.
- For evaluation of the research courses the Dissertation Advisory Committee will grade the student on the research performance at the end of each semester using the ranking system as excellent (A, or A-); very good (B+); good (B); satisfactory (B-, C+, C) or unsatisfactory (C-, D+, D) according to the Research Evaluation Rubric. This will contribute to the cumulative Grade Point Average (cGPA). Each assessment should take into consideration the stage at which the student is being evaluated and should also consider other milestones the student has met, such as acceptance of an abstract of a scientific conference, presentation at a conference, and/or a publication in a peer-reviewed journal.
- Grade Point Average (GPA) is the student's performance for a specific period of time. It is a numerical value of the student's final grade on a 4.0 scale and is weighted to reflect the credit hours assigned to each course.

- Any didactic course listed on the student's Program of Study in which a grade below "C" is earned must be remediated. Students who qualify will be afforded the opportunity to retake only the failed assessment components of the failed course. The retake opportunity will be scheduled to take place at the beginning of the following semester.
- If a graduate student fails a course, he/she would be required to repeat the course during the next iteration. The student may not repeat the course more than once.
- An Incomplete (I) grade for a course means that the grade for that course has been deferred. It is given to a student who is unable to complete the assigned work on time. The "I" grade for a graduate-level course will be changed to an "F" if the work is not completed within two semesters following the semester in which the "I" grade was assigned. The student may not repeat the course to remove an incomplete grade. Graduate students may not graduate with an "I" grade on their transcript.
- Students on a scholarship or graduate assistantship may not carry an Incomplete (I) grade longer than one semester. In such a case, the student will lose the scholarship or assistantship.

| %        | Grade | Point Grade | Performance       |
|----------|-------|-------------|-------------------|
| ≥90      | A     | 4.0         | Excellent         |
| 87-89    | A-    | 3.7         | Excellent         |
| 84-86    | B+    | 3.3         | Very Good         |
| 80-83    | B     | 3.0         | Good              |
| 77-79    | B-    | 2.7         | Satisfactory      |
| 74-76    | C+    | 2.3         | Satisfactory      |
| 70-73    | C     | 2.0         | Satisfactory      |
| 67-69    | C-    | 1.7         | Unsatisfactory    |
| 64-66    | D+    | 1.3         | Unsatisfactory    |
| 60-63    | D     | 1.0         | Unsatisfactory    |
| Below 60 | F     | 0           | Fail              |
| NA       | P     | NA          | Pass              |
| NA       | NP    | NA          | Not Pass          |
| NA       | W     | NA          | Withdrawal        |
| NA       | I     | NA          | Incomplete        |
| NA       | CC    | NA          | Continuing Course |
| NA       | AU    | NA          | Audited Course    |

## Probation and Dismissal

For a student to maintain good academic standing in the MBRU PhD BMS program, a minimum cGPA of 3.0 (out of a 4.0 scale) is required. Regularly admitted graduate students who earn a GPA of less than 3.0 in any semester will be placed on probation.

A course where the student has earned a grade of “B” cannot be repeated for a higher grade. A course where the student has earned a grade of lower than a “B” may be repeated once to achieve a higher grade. All graded courses contribute to the cGPA, except for the original grade of a course that has been repeated.

The student is expected to earn a Satisfactory (S) grade for all research credits. One Unsatisfactory (U) grade for research credits indicates that the student is not making satisfactory progress and will be placed on probation. The student will be subject to dismissal from the program if he/she earns an Unsatisfactory (U) grade for research credit for two semesters.

The enrolment of a graduate student will be terminated under any one of the following conditions:

- If the student has a GPA below 2.0 at the end of the first semester of study.
- If the student fails to establish and maintain a cGPA of 3.0 or above after more than one semester of study.
- If a student fails to maintain a cGPA of 3.0, they are on academic probation. Two consecutive probations would lead to dismissal.
- If the student has earned a grade of “F” for two courses during his/her studies.
- If the student has earned an Unsatisfactory (U) grade for research credits for two semesters.
- If the student has failed a qualifying/comprehensive exam or a dissertation defense for a second time.
- Other reasons for termination might include failure to maintain continuous enrolment and/or make normal progress toward degree completion, and other issues related to academic integrity or student conduct, etc.

## Maximum Time Limits for Completion of Degree

It is important that PhD students work closely with their supervisor/advisor, Dissertation Advisory Committee members, and their program Director to develop a timeline for completion of the program requirements. The normal requirement for the PhD in Biomedical Sciences will be four years. Under exceptional circumstances, it may be possible for a student who has met all the requirements in less

time to graduate, and this will be considered on an individual basis. Under normal circumstances, a student must complete the entire program within six years. However, under exceptional circumstances (such as illness or maternity leave), this period may be extended at the discretion of the Program Director.

### **Degree Requirements**

In order to be awarded the PhD in Biomedical Sciences, the student must pass all compulsory didactic courses, including the electives with an average cGPA of at least 3.0 on a scale of 1-4.0; pass each of the three steps in the advancement to candidacy; receive satisfactory grades in each of the research credit (segments) publish at least one paper from their thesis research (or have one paper accepted for publication); successfully defend their dissertation in public; and have the dissertation approved by the Dissertation Examination Committee. To allow time for the Dissertation Examination Committee to read and evaluate the document, the dissertation must be completed and submitted at least 4 weeks prior to the date of the examination.

### **Graduation and Submitting the Final Dissertation to the Dean**

Students who wish to graduate must file an “Application for Degree/Graduation” by the deadline of the semester in which they wish to graduate. The Biomedical Sciences Graduate Studies Steering Committee (BMS-GSCC) will develop guidelines and forms for the students’ completion of the degree and submission of the final dissertation. After passing the final dissertation defense, electronic copies and/or hard copies of the corrected dissertation must be submitted to the University.

### **PhD Examination Outcome**

The candidate shall “pass” the dissertation defense if the majority of the Dissertation Examining Committee (TEC) votes that they are satisfied with the student’s research work and his/her defense. In the case of a split vote, the vote of the external examiner will prevail. In the dissertation defense, the student is assessed on the breadth of knowledge acquired and whether he/she is able to successfully defend the document in a public forum.

Below are the possible outcomes for the final examination or the dissertation defense:

- Pass: a successful candidate must receive affirmative votes from a majority of the members of the committee to pass the final examination or the dissertation defense.
- Pass with minor or major modifications: The Dissertation Examination Committee or the examiners may also choose to recommend passing the student following either minor or major modifications to the dissertation or the project. In these cases, the student is given adequate

time to implement the corrections to the dissertation based on the guidelines of the Office of Graduate Studies. If minor modifications are required, the dissertation examination committee may leave it to the supervisor to ensure that the changes are incorporated into the dissertation. If major modifications are required, the dissertation examination committee may request that the student to resubmit the revised document to the committee to ensure that the modifications (or additional experiments) are to their satisfaction.

- **Fail:** if a student fails to demonstrate a sufficient understanding of the literature in his/her core research area or fails to articulate the motivation and design of the research in either the written part (project or dissertation) or during the oral examination, he/she will be allowed to retake the exam only one more time after at least three months.

As stated above, the Graduate Studies Office Program Director will appoint a liaison for the re-examination. A student who fails two final examinations will be dismissed from the PhD program at MBRU. However, should there be procedural irregularities or extenuating circumstances during the first or the second examination, the student has the right to appeal to the College of Medicine.

After passing the final oral examination, the PhD student must submit an electronic copy of the dissertation to the College of Medicine for final acceptance. Details for submitting the dissertation will be provided by the College of Medicine. Following approval, the final dissertation would need to be handed to the College of Medicine for distribution to the MBRU/AI Maktoum Medical Library, the student's college/program, Deanship of Research and Graduate Studies, and a copy for each of the Dissertation Examination Committee members, etc. Following this, the student will be recommended for a PhD degree by the Office of Graduate Studies.

### **Dispute / Conflict Resolution**

An MBRU graduate student who believes that his/her rights as a graduate student have been violated by a member of the academic community can contact the College of Medicine to file a formal complaint, in writing. The nature of the complaint will determine the level of involvement of the University and the College of Medicine. In general, MBRU would like to resolve all disputes professionally with the highest standards of integrity.

Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies, even between the student and the advisor, simply because of differences in personality, communication style, or unspoken expectations. In many cases, such conflict can be resolved through improved

communication, but occasionally the situation deteriorates to the point where external mediation is required.

The dispute resolution mechanism is consistent with other University policies, emphasizing action first at the local level. The initial complaint should be brought to the attention of the Program Director, but if that individual is unable to resolve the dispute, then it shall be raised to the Dean of the College of Medicine. If the latter cannot resolve the matter or has a conflict of interest, then he should inform the Provost, who will provide mediation.

If mediation is not possible, an official committee established by the Provost will resolve the dispute or approve a recommendation to the Provost. The decision made by the Provost is final.

### **Examination Regulations**

The examination regulations, progress, and graduation of the students will be guided by the Examination Committee, chaired by the Program Director, and will include the course coordinators involved.

### **Responsibilities of the Examination Committee**

The Examination Committee is responsible for scrutinizing and monitoring examination quality by:

1. Ensuring University and College regulations are adhered to.
2. Reviewing reports from Course Coordinators.
3. Reviewing external examiners' reports (if applicable) in matters related to the examination.
4. Verifying with Course Coordinators that examination papers are vetted.
5. Reviewing a sample of examination question papers.
6. Confirming that appropriate standard-setting procedures are adopted.
7. Reviewing examination 'item' performance.
8. Reviewing the distribution of grades.
9. Recommending improvements and ratifying changes to the examination process.
10. Approval of timetables and invigilation guidelines of final examinations.
11. Receipt and consideration of final examination results.
12. Recommendation, in consultation with Course Coordinators, of supplementary examinations and/or re-sits.
13. Handling misconduct in examinations.
14. Liaising with appropriate bodies in cases of student appeals that relate to examinations.

15. Recommending amendments to the examinations' policy.
16. Any other duties that may, from time to time, be assigned to the Committee.

### **Examination Guidelines**

Examinations should be both formative and summative. The methods of assessment used will be dictated by the purpose of the assessment.

Summative assessment is any form of assessment that will contribute to the final grade of a student. Guidelines for conducting summative assessments are as follows:

- a. Each Course Coordinator, with input from the teaching faculty of the course, will scrutinize and approve all exam instruments to be used to test the course objectives. Multiple methods are usually required to achieve blueprint objectives. The different examination instruments allow a balance of strengths and weaknesses of each method.
- b. Questions must assess higher-order thinking and not just a simple recall of information.
- c. For skills/performance-based assessments, properly constructed checklists and/or rating scales should be used. Tasks should be as clinically authentic as possible.

### **Review of Examinations**

For all exams (in-course and final), exam questions/stations/cases should be reviewed and amended by the Examinations Committee before the examination takes place.

### **Standard Setting**

For each course, a defensible standard-setting method should be used by trained faculty whenever possible. Standard setting is not possible for term papers, class presentations, etc.

### **Grades and Grading**

Letter grades shall be used to describe the achievement level attained within a particular course. A final semester grade shall be based on continuous assessment throughout the semester as well as a final examination. A final examination is customary but may not be considered necessary in certain types of courses.

For additional details on grading, please refer to [Grading](#).

### **Item Analysis and Test Statistics**

Student performance on exam questions should be analyzed using appropriate item analysis software by the coordinators whenever feasible. Results of these analyses should be discussed by the relevant committees to assist in making informed decisions about the assessment process. For all examinations used by instructors, reliability indices should be determined, and the data used to improve the assessment process in the College.

### **Feedback (to students) on examinations**

Feedback will not be given for graduate programs.

### **Training of Students in Examination Methods**

Training will not be given for graduate programs.

### **Access to Old/Previous Exams**

Students will not have access to examination questions.

### **Absenteeism from Examinations**

Please refer to the attendance policy in the MBRU Student Handbook. Additionally, the following will apply to the College of Medicine:

Sick leave accompanied by detailed medical reports may be accepted as an excuse for absence from examinations, subject to confirmation by an expert panel set up by the College examinations committee.

Note: A student exempted due to bereavement (close relative), hospital admission, or extreme ill health should be offered the option of sitting for the examination in accordance with the circumstances prevailing at the time and must be in line with the University regulations.

### **Misconduct in Examinations**

Misconduct in examinations should be reported to the Program Director by the senior invigilator of the examination during which the malpractice occurred. The Examinations Committee will deliberate on the

report and propose a recommendation to the Provost. The Provost's decision will be final. Please refer to the policy in the MBRU Student Handbook.

## Online Exams

### General Conduct of Students

- a. Students must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
- b. Students are not permitted to smoke in any part of the examination room.
- c. Students must obey the instructions of any invigilator, and their attention is drawn to the regulations governing admission to and departure from the examination room.
- d. Students are not allowed to take into the examination room any unauthorized books, manuscripts, notes, bags, cases, or any means whereby they may improperly obtain assistance in their work. All such materials, including handbags, must be placed on a table outside the examination room.
- e. Students are not allowed to take into the examination room electronic transmission devices such as mobile phones, pagers, PDAs, or any digital storage media such as flash drives or CDs.
- f. Students are not allowed to take into the examination hall paper of any sort. A plain sheet of paper (or similar material) shall be provided in the examination hall, should any student require it.
- g. Students must be at the venue of the examination at least 10 minutes before exam commencement.
- h. Before the commencement of the examination, the student must place, on the top right-hand corner of the desk, their ID card for inspection by one of the invigilators.
- i. Students must not use any means whatsoever to communicate or obtain, directly or indirectly, assistance in their work, or give or attempt to give, directly or indirectly, assistance to any other candidate.
- j. Students are permitted to use only personal non-programmable electronic calculators in an examination, provided they are silent in operation and have an independent power supply.
- k. Any suspected breach of the foregoing regulations will be investigated by the College.

### Invigilation

Invigilation is part of the responsibilities of all faculty and biomedical scientists. Course Tutors and Course Coordinators do not normally invigilate their own course examinations. In any examination, the most senior and experienced faculty member will act as the senior invigilator with other academic and biomedical staff as members of the team. The ratio of invigilator to student should range from 1:20 to 1:30, depending on the examination venue.

The Course Coordinator must be available during the examination so that the senior invigilator may contact them for clarification. At the end of the examination, the senior invigilator should personally deliver the scripts to the Course Coordinator.

### **Duties of the Senior Invigilator**

The Senior Invigilator shall be responsible for the entire proceedings of the examinations to which he/she is appointed. Specifically, the Senior Invigilator shall:

- On the date of the examination, personally and accompanied by a second invigilator, collect the prescribed examination materials from the Examinations Office no later than one hour prior to the start of the examination and be at the venue at least 30 minutes before the commencement of the examination.
- Prior to the commencement of the examination, require each student to deposit, at a designated point, any textbooks, notebooks, papers, baggage, files, or mobile telephones as they enter the examination room.
- At the appropriate time, start the examination. Remind students of the duration of the examination and to write their names and I.D. numbers clearly on the first page or cover page.
- Inform students when they have reached the following stages in the examination: half time, three-fourths of the time, and 5 minutes remaining.
- Submit examination incident reports to the Program Director.
- Allow students who have completed the examination to leave the venue after confirming the submission on the e-platform.

## **Faculty listing**

| Faculty Name       | Field             | Graduating Institutions                                                               | Degrees Held                   | Research Student Supervision                                                      | Graduate Teaching Experience                                                            |
|--------------------|-------------------|---------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Abiola Senok       | Microbiology      | University of Ibadan<br>Chinese University of Hong Kong                               | MBBS<br>PhD<br>FRCPath         | Supervisor:<br>10 MSc<br>Graduated<br>Co-supervisor:<br>2 PhD Current             | Prog. Dir. MSc BMS, Infection Control, Teaching of multiple post-grad courses           |
| Ahmad Abou Tayoun  | Genetics          | American University of Beirut<br>Dartmouth College                                    | BSc<br>MSc<br>PhD              | Supervisor:<br>4 Post-docs completed<br>3 Post-docs Current<br>1 PhD Current      | None                                                                                    |
| Aida J. Azar       | Epidemiology      | American University of Beirut<br>Erasmus University of Rotterdam                      | BSc<br>MPH<br>PhD              | None                                                                              | Coordinated a course in Epidemiology                                                    |
| Alawi Al Sheik-Ali | Cardiology        | Mass. Inst. of Technology<br>Boston University<br>Tufts University<br>Medicine        | BSc<br><br>MSc<br>MD<br>MSc    | Supervisor:<br>1 PhD<br>Graduated<br>Co-supervisor:<br>1 MSc<br>Graduated         | Instructor for Electrocardiogram and Clinical research courses                          |
| Amar Omer          | Biostatistics     | University of Khartoum<br>University of Paris XI<br>Univ. Med. AIX Marseille          | BSc Hons<br><br>MBS<br><br>PhD | Supervisor:<br>4 MSc<br>Graduated<br>1 PhD<br>Graduated                           | Coordinated graduate courses in Epidemiology and Biostatistics and research Methodology |
| Bakhrom Berdiev    | Physiology        | Central Asia Medical<br>Pediatric Institute<br>Institute of Physiology and Biophysics | MD<br><br>PhD                  | Supervisor:<br>2 Post-docs<br>Completed<br>1 Post-doc<br>Current<br>1 PhD student | None                                                                                    |
| Fahad Ali          | Molecular Biology | University of Jordan<br>Liverpool John Moores University<br>University of Liverpool   | BSc<br>MSc<br>PhD              | Supervisor:<br>2 Post-docs<br>Current<br>2 PhD Current                            | None                                                                                    |

| Faculty Name           | Field                                        | Graduating Institutions                                                                              | Degrees Held                              | Research Student Supervision                                                                                         | Graduate Teaching Experience                                                                                         |
|------------------------|----------------------------------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Homero Rivas           | Surgery                                      | Universidad Juarez del Estado de Durango<br>Southern Methodist University                            | MD<br><br>MBA                             | Supervisor:<br>2 PhD<br>Graduated<br>16 Post-doc<br>Completed<br>38 Fellows<br>Completed                             | Co-Director of Fellowship Program in Digestive and Bariatric Surgery                                                 |
| Ibrahim Muhammed Inuwa | Anatomy                                      | ABU Zaria<br>Sheffield University<br><br>Dundee University                                           | MBBS<br>MMSc<br>PhD<br>MMed               | Co-supervisor:<br>1 MSc<br>Graduated<br>1 PhD<br>Graduated                                                           | External PhD examiner                                                                                                |
| Jeyaseelan Lakshmanan  | Biostatistics                                | Madras University                                                                                    | Dip Med<br>Sci<br>PhD<br>MSc              | Supervisor:<br>18 MSc<br>Graduate<br>8 PhD<br>Graduated                                                              | Organized Faulty and Researchers training workshops, 24 in 2 years.                                                  |
| Keyvan Moharamzadeh    | Endodontics                                  | University of Sheffield<br><br>The Royal College of Surgeons of England                              | BSc<br>DDS<br>PhD<br>FDSRCS               | Supervisor:<br>5 MMed<br>graduated,<br>9 DCLinDent<br>students<br>graduated,<br>5 PhD<br>Graduated,<br>1 PhD Current | Program director for postgraduate DCLinDent prosthodontics and periodontics programs at the University of Sheffield. |
| Mahmood Al Mashhadani  | Translational Medicine<br>Systems<br>Biology | Al Nahrain University<br>Dundee Univ<br>Universität Zu Lübeck, Germany<br>University of Sharjah, UAE | MBChB<br>MSc<br>MRes<br>Dr.Med<br><br>PhD | 1 PhD Current                                                                                                        | Teaching graduate students in medical microbiology, immunology, and molecular medicine                               |
| Mawlood Kowash         | Pediatric Dentistry                          | Garyounis University<br>Leeds University                                                             | BDS<br>MSc<br>PhD                         | Supervisor:<br>27 MSc<br>Graduated                                                                                   | Coordinator of basic science courses for MSc program<br>Teaching of the multiple post-grad courses:                  |

| Faculty Name        | Field                                  | Graduating Institutions                                                                                                                         | Degrees Held                                                                      | Research Student Supervision                                                                       | Graduate Teaching Experience                                        |
|---------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Mohamed Jamal Ahmed | Endodontics                            | Ajman University<br>Boston University                                                                                                           | DD<br>MSD<br>DScD                                                                 | Supervisor:<br>3 MSc<br>Graduated<br>6 MSc<br>Current<br>1 PhD<br>student                          | Postgraduate teaching in Endodontics for 3 years                    |
| Mohammed Uddin      | Genetics                               | Memorial University                                                                                                                             | BSc<br>MSc<br>PhD                                                                 | Supervisor:<br>2 MSc Current<br>2 PhD Current<br>2 Post-doc<br>Current                             | None                                                                |
| Momen Atieh         | Periodontics                           | University of Jordan<br>University of Manchester<br>University of Otago                                                                         | BSc<br>MSc<br><br>PhD                                                             | Supervisor:<br>6 MSc<br>Graduated<br>2 PhD<br>Graduated<br>4 MSc Current                           | Postgraduate teaching in Periodontology and Oral Health for 4 years |
| Nandu Goswami       | Cardiovascular Medicine and Physiology | University of Fribourg, Switzerland<br><br>Medical University of Graz, Austria<br><br>Karolinska Institutet, Stockholm, Sweden                  | PhD<br><br>MD<br><br>Master of Science (Major in Medical Education )              |                                                                                                    | 68 Masters<br>12 PhDs<br>4 Post-docs                                |
| Nasna Nasir         | Genomics & Neurogenetics               | National Institute of Technology Calicut, India<br>Indian Institute of Technology Madras, India<br>Indian Institute of Technology Madras, India | B.Tech (Biotechnology)<br>M.S. (Biological Sciences)<br>PhD (Biological Sciences) | Primary supervisor - 1<br>Post-doctoral fellow<br>Co-mentor – MSc & undergraduate research interns | Course instructor - graduate level                                  |

| Faculty Name        | Field                                             | Graduating Institutions                                                                                 | Degrees Held                                             | Research Student Supervision                                                                                         | Graduate Teaching Experience                                                                                                                                                                                                                                    |
|---------------------|---------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nelson Soares       | Proteomics & Metabolomics<br>Protein Biochemistry | University of Westminster, London, England, UK<br><br>ITQB -NOVA University of Lisbon, Lisbon, Portugal | BSc. Biochemistry and Microbiology<br>PhD - Biochemistry | Co-Supervised:<br>13 MSc Graduates<br>3 PhD graduates<br>Post Docs 2 (past)<br>Current co-supervision 3 PhD students | <b>Coordination:</b><br><br>Protein Biochemistry, Techniques in Biomedical Sciences, Bioinformatics, Proteomics Applied in Drug Design and Discovery, Biostatistics and Research Methods, Systems Biology, Experimental Design and Data Analysis, Biochemistry, |
| Nerissa Naidoo      | Anatomy                                           | University of KwaZulu-Natal                                                                             | BMedSc<br>PhD                                            | Co-supervisor:<br>1 MSc Graduated<br>1 PhD Current                                                                   | Delivered advanced lectures to students undertaking an honors degree in Clinical Anatomy                                                                                                                                                                        |
| Omer AlKhnbashi     | Bioinformatics and Cancer Genomics                | University of Freiburg, Germany                                                                         | PhD degree                                               | Cancer Bioinformatics, Microbiomics, Healthcare Informatics, and ML in Medicine                                      | 6 years                                                                                                                                                                                                                                                         |
| Rajan Radhakrishnan | Pharmacology                                      | University of Kerala<br>Strathclyde University<br>National University of Singapore                      | BS<br>BPharm<br>MSc<br>PhD                               | Supervisor:<br>1 MSc Graduated<br>1 Post-Doc<br>Current<br>1 PhD Current                                             | Coordinator:<br>Advanced pharmacology for the Master's in Pharmaceutical Sciences                                                                                                                                                                               |

| Faculty Name         | Field                       | Graduating Institutions                                                   | Degrees Held           | Research Student Supervision                                                                          | Graduate Teaching Experience                                                  |
|----------------------|-----------------------------|---------------------------------------------------------------------------|------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Rania Nassar         | Microbiology                | Cardiff University, UK                                                    | PhD,<br>MSc,<br>BSc    | Supervisor:<br>1 PhD Current<br>1 MSc current<br>Co-supervisor:<br>1 PhD Current<br>1MSc<br>Graduated | Teaching in graduate programs                                                 |
| Reem AlGurg          | Public Health & Nutrition   | University of Bradford, King's College London                             | PhD                    | None                                                                                                  | Coordinated History of Medicine/post-graduate course in Healthcare Leadership |
| Reem Jan             | Pharmacology                | University of Auckland                                                    | BPharm<br>PhD          | Co-supervisor:<br>2 MSc<br>Graduated<br>1 PhD<br>Graduated<br>1 PhD Current                           | None                                                                          |
| Revathy Ramachandran | Molecular Biology           | Virginia Tech                                                             | Ph.D.                  | Zehra AlHasouni (Biomedical Masters' 2023)                                                            | 3 years                                                                       |
| Riad Bayoumi         | Biochemistry & Cell Biology | Khartoum University<br>London University<br>Royal College of Pathologists | MBBS<br>PhD<br>FRCPath | Supervisor:<br>14 MSc<br>Graduated<br>6 PhD<br>Graduated<br>1PhD Current                              | Coordinated six graduate courses                                              |
| Saba Al Heialy       | Immunology                  | Universite du Quebec<br>McGill University                                 | BSc<br>PhD             | Co-supervisor:<br>2 MSc<br>Graduated<br>1 PhD<br>Graduated<br>1 PhD current                           | Taught graduate students in Molecular Biology and Journal Club                |
| Saif Alqassim        | Biochemistry                | University of Michigan<br>Johns Hopkins University                        | BSc<br><br>PhD         | 1 PhD current                                                                                         | Taught graduate students Structural Biochemistry,                             |

| Faculty Name      | Field                            | Graduating Institutions                                                                                     | Degrees Held                                    | Research Student Supervision                                                                                                                           | Graduate Teaching Experience                                                                                                                                                                                    |
|-------------------|----------------------------------|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                   |                                  |                                                                                                             |                                                 |                                                                                                                                                        | Biophysics, and Organic Chemistry                                                                                                                                                                               |
| Samuel Ho         | Gastroenterology                 | St. Olaf College<br>Mayo Medical School                                                                     | BSc<br>MD                                       | Supervisor:<br>2 PhD<br>Graduated<br>17 Post-docs<br>Completed                                                                                         | Teaching post-graduate internal medicine students and gastroenterology fellows                                                                                                                                  |
| Stefan Du Plessis | Physiology                       | Stellenbosch University                                                                                     | BSc<br>BSc Hon<br>MSc<br>Hons B&A<br>MBA<br>PhD | Supervisor:<br>15 MSc<br>Graduated<br>5 MSc Current<br>9 PhD<br>Graduated<br>3 Post-docs<br>Completed<br>1 Post-doc<br>Current                         | Postgraduate Committee Chair, Taught a PG course on Reproductive Physiology and lectures on "Research and Publishing"                                                                                           |
| Temidayo Omolaoye | Physiology; Reproductive Biology | Stellenbosch University, Cape Town, South Africa.<br><br>Ladoke Akintola University of Technology, Nigeria. | PhD<br><br>B.Tech (hons.)                       | Co-supervising one PhD student                                                                                                                         | Yes                                                                                                                                                                                                             |
| Thomas Adrian     | Physiology                       | Brunel University<br>Royal Postgrad Medical School, London<br>University<br>Royal College of Pathologists   | MSc<br>PhD<br><br>FRCPath                       | Supervisor:<br>3 MSc<br>Graduated<br>17 PhD<br>Graduated<br>22 Post-docs<br>Completed<br>1 Post-doc<br>Current<br>1 PhD Current<br>1 MSBS<br>graduated | Graduate program Director in two universities, Organized and coordinated several graduate-level courses, including Advanced Physiology, Cancer Biology, and Advanced Cancer Biology, lectures, and tutorials in |

| Faculty Name        | Field         | Graduating Institutions                                        | Degrees Held | Research Student Supervision                                                 | Graduate Teaching Experience                                                                                      |
|---------------------|---------------|----------------------------------------------------------------|--------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|                     |               |                                                                |              |                                                                              | multiple graduate courses.                                                                                        |
| Tom Loney           | Public Health | University of Bath                                             | BSc<br>PhD   | Supervisor:<br>34 MSc<br>Graduated<br>3 PhD<br>Graduated                     | Director of PhD and MPH program in Public Health, 2013-2018; Supervised numerous courses.                         |
| Yajnavalka Banerjee | Biochemistry  | University of Calcutta<br>The National University of Singapore | BSc<br>PhD   | Supervisor:<br>11 MSc<br>Graduated<br>1 Post-doc<br>Current<br>1 PhD Current | Designed and coordinated the following courses: Biochemical Methods and Instrumentation; Environmental Toxicology |

## Master of Science in Biomedical Sciences



## Program learning outcomes and completion requirements

The overall goal of the graduate programs at MBRU is to advance the science agenda within the UAE.

### MSc BMS Goals

The goals of the MSc BMS are to:

- PG-1. Develop ethical professionalism in students for activities in biomedical sciences by offering them an academic environment that promotes integrity and honesty.
- PG-2. Provide students with the experience, knowledge, and skills to be able to develop hypothesis-driven research projects, solve problems, and conduct innovative research.
- PG-3. Prepare graduates for professions in academia and/or the field with state-of-the-art biomedical knowledge.
- PG-4. Cultivate interpersonal and communication skills in students so that they can comprehend and communicate scientific findings clearly through presentations at meetings and write publications in peer-reviewed journals.
- PG-5. Prepare graduates for innovative thinking and leadership roles.

### MSc BMS Learning Outcomes

In line with the UAE Qualifications Framework (UAEQF), the focus of the Program learning outcomes, in terms of knowledge, skills, and competency, is at Level 9. The Program and course learning outcomes have been derived with particular emphasis on the verbs used and the scope of the task, as per the UAEQF “Guide to Writing Learning Outcomes at Program and Course Level that Align with QF Emirates”. The courses for the MSc BMS program have been designed so that emphasis is placed on self-learning and the acquisition of practical laboratory skills. Most of the courses include practical sessions and elements in the assessment that examine the ability to learn independently (literature reviews, term papers, and class presentations).

The graduates of the MSc BMS program are expected to have the ability to:

- PLO-1. Identify gaps in the current state of knowledge and outline directions to produce advanced knowledge of research principles and methods at the frontiers of biomedical sciences.
- PLO-2. Develop communication skills to present, explain, and critique advancements in biomedical sciences to peers and colleagues.

- PLO-3. Demonstrate advanced proficiency in biomedical science research by functioning independently and taking responsibility for developing and accomplishing their research projects.
- PLO-4. Produce and defend an original research work that advances the biomedical sciences.
- PLO-5. Exhibit leadership qualities and innovative thinking to initiate and manage professional activities.

### Mapping of PLOs to QFEmirates

| PLOs  | QF1<br>Advanced problem-solving skills | QF2<br>The integration of and formulation of judgments | QF3<br>Taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable, and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions | QF4<br>Planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions | QF5<br>Presenting, explaining and/or critiquing highly complex matters | QF6<br>Managing professional activities in such context | QF7<br>Self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts | QF8<br>Developing and implementing further learning consistently and sensitively | QF9<br>Consistently and sensitively managing highly complex ethical issues leading to informed, fair, and valid decisions |
|-------|----------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| PLO-1 | X                                      | X                                                      | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              | X                                                                      |                                                         | X                                                                                                                                               | X                                                                                |                                                                                                                           |
| PLO-2 |                                        |                                                        |                                                                                                                                                                                                                                                                             |                                                                                                                                                                | X                                                                      |                                                         |                                                                                                                                                 |                                                                                  |                                                                                                                           |
| PLO-3 | X                                      | X                                                      |                                                                                                                                                                                                                                                                             | X                                                                                                                                                              | X                                                                      |                                                         | X                                                                                                                                               |                                                                                  |                                                                                                                           |
| PLO-4 | X                                      | X                                                      |                                                                                                                                                                                                                                                                             | X                                                                                                                                                              | X                                                                      |                                                         | X                                                                                                                                               | X                                                                                |                                                                                                                           |
| PLO-5 |                                        |                                                        | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              |                                                                        | X                                                       |                                                                                                                                                 |                                                                                  | X                                                                                                                         |

## Program Completion Requirements

### Didactic Courses

For the didactic courses, students are required to pass all courses with at least a 'C' grade and with a minimum cumulative GPA of 3.0 on a scale of 4.0.

### Thesis

The candidate shall “pass” the thesis defense if the majority of the Thesis Examining Committee (TEC) votes that they are satisfied with the student’s research work and his/her defense. In the thesis defense, the student is assessed on the breadth of knowledge acquired and whether or not he/she can defend their thesis.

Below are the possible outcomes for the final examination or the thesis defense:

- Pass: a successful candidate must receive affirmative votes from a majority of the members of the committee to pass the final examination or the thesis defense.
- Pass with minor or major modifications: The TEC or the examiners may also choose to recommend passing the student following either minor or major modifications to the thesis. In these cases, the student is given some time to implement the corrections to the thesis based on the guidelines of the College of Medicine. If minor modifications are required, the TEC may leave it to the supervisor to ensure that the changes are incorporated into the thesis. If major modifications are required, the TEC may request that the student make another presentation to the TEC to ensure that the modifications (or additional experiments) are to their satisfaction.
- Fail: if a student fails to demonstrate a sufficient understanding of the literature in his/her core research area or fails to articulate the motivation and design of the research in either the written part (thesis) or during the oral examination, he/she will be allowed to retake the exam only one more time after at least three months.

As stated above, the College of Medicine will appoint a liaison for the re-examination. A student who fails two final examinations will be withdrawn from the graduate program at MBRU. However, should there be procedural irregularities or extenuating circumstances during the first or the second examination, the student has the right to appeal to the College of Medicine.

After passing the final oral examination for thesis students, the student must submit an electronic copy of the thesis to the College of Medicine for final acceptance. Details for submitting the thesis will be provided by the College of Medicine. Following approval, the final thesis would need to be

handed to the College of Medicine for distribution to MBRU/Al Maktoum Medical Library (AMML), the student's college/program, the College of Medicine, and a copy for each of the TEC members, etc. Different programs may have different requirements for the number of copies of the final thesis to be provided. Following this, the student will be recommended for an MSc BMS degree by the College of Medicine.

## Course Information

### Curriculum

The MSc BMS program takes a minimum of two years to complete. The program requires a total of 32 credit hours (beyond the bachelor's degree) for graduation. Out of these credit hours, a minimum of 23 credit hours must be graduate-level courses. The remaining 9 credit hours constitute thesis research.

Students are expected to select a supervisor by the end of the first semester (following laboratory rotations) and develop a research project. Focusing on a specific area of biomedical sciences will facilitate formal laboratory training. The Program Director will aid MSc BMS students in identifying a thesis supervisor following the laboratory rotations.

### Curriculum Structure

Students are required to successfully complete 8 credit hours (CH) of general courses, 15 credit hours of MSc BMS core courses, and a 9-credit research thesis (Please see the table below). In addition, students will be required to undergo Laboratory Rotations prior to selecting their thesis supervisors.

### Structure of the MSc BMS

|                                     | Credit Hours    |
|-------------------------------------|-----------------|
| General Courses*                    | 8 CH            |
| Core Courses in Biomedical Sciences | 15 CH           |
| Thesis Research                     | 9 CH            |
| TOTAL                               | 32 Credit Hours |

\*Some of these courses may also serve as general courses for additional graduate programs that MBRU may undertake in the future.

## Sequencing of Courses

| Year 1                                                              | Courses                                                        | Credit Hours                                          |
|---------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------|
| Semester 1                                                          | MSBS7146 - Research Methodology & Ethics*                      | 4 CH                                                  |
|                                                                     | MSBS7123 - Biostatistics*                                      | 2 CH                                                  |
|                                                                     | MSBS7234 - Genomics                                            | 2 CH                                                  |
|                                                                     | MSBS7135 - Advanced Molecular and Cellular Biology             | 3 CH                                                  |
|                                                                     | MSBS7001 - Laboratory Rotations                                | Pre-requisite for Research in BMS course (non-credit) |
|                                                                     | <b>Total</b>                                                   | <b>11 CH</b>                                          |
| <b>Selection of the supervisor (following Laboratory Rotations)</b> |                                                                |                                                       |
| Semester 2                                                          | MSBS7211 - Leadership in the Biomedical Sciences*              | 1CH                                                   |
|                                                                     | MSBS7111 - Innovation and Entrepreneurship in Health Sciences* | 1 CH                                                  |
|                                                                     | MSBS7221 - Bioinformatics                                      | 2 CH                                                  |
|                                                                     | MSBS7134 - Techniques in Biomedical Sciences                   | 3 CH                                                  |
|                                                                     | MSBS7233 - Special Topics in Biomedical Sciences               | 3 CH                                                  |
|                                                                     | MSBS7312 - Research in Biomedical Sciences                     | CC                                                    |
|                                                                     | <b>Total</b>                                                   | <b>10 CH</b>                                          |
| Year 2                                                              | Courses                                                        | Credit Hours                                          |
| Semester 3                                                          | MSBS7312 - Research in Biomedical Sciences                     | CC                                                    |
|                                                                     | MSBS7122 - Biomedical Sciences Seminars & Journal Club         | 2 CH                                                  |
|                                                                     | <b>Total</b>                                                   | <b>2 CH</b>                                           |
| Semester 4                                                          | MSBS7312 - Research in Biomedical Sciences                     | 9 CH                                                  |
|                                                                     | <b>Total</b>                                                   | <b>9 CH</b>                                           |

\*General MBRU graduate courses

## Course Descriptions

### Research Methodology and Ethics (MSBS7146)

Research Methodology and Ethics (MSBS7146) is a compulsory course on MBRU's Master of Science (MSc) in Biomedical Science (BMS) program in the College of Medicine that runs in parallel with the Biostatistics course (MSBS7123). Graduate students on MBRU's MSc in BMS will come from a variety of academic and research backgrounds. Therefore, the course syllabus is designed to build upon the foundation research skills and knowledge that were developed during the student's

undergraduate degree program and ensure that all graduate students develop advanced research skills during their first semester. The overall aim of the course is to ensure that students develop the required advanced knowledge, skills, and competencies to conduct their graduate research projects in biomedical science. The course will focus on developing a research question, designing an appropriate research methodology, and considering the ethical implications of conducting invitro, animal, and human biomedical research. Students will be required to write a research protocol that they will present and defend in front of their peers and program faculty. The course will employ a range of interactive and flipped lecture-based sessions coupled with peer-led tutorials and journal clubs specifically designed for advanced graduate learners.

### **Biostatistics (MSBS7123)**

This Biostatistics course is designed to develop the knowledge, practical skills, and professional competencies required across a range of health-related disciplines, with particular emphasis on biomedical sciences and genomics. The course aims to provide students with rigorous learning and development opportunities in modern biostatistical methods and their applications to public health, health services research, and biomedical investigations. While a background in statistics is recommended and may enhance the learning experience, it is not a prerequisite for enrollment in this course. The course provides a comprehensive introduction to biostatistical concepts and methods for analyzing different types of data, including categorical and continuous variables. Particular emphasis is placed on developing students' ability to select appropriate statistical techniques for specific research questions and study designs, as well as on acquiring the skills to accurately interpret and communicate statistical findings. In addition, students will gain practical experience using SPSS and R to perform statistical analyses and manage research data. The learning journey throughout this course is structured to foster analytical thinking, problem-solving abilities, and critical appraisal skills. Through a combination of theoretical instruction and hands-on practical exercises, students will develop the competencies required to address statistical challenges commonly encountered in biomedical and health research. By the end of the course, students will have acquired the knowledge and practical skills necessary to undertake the statistical components of their own research projects. Upon successful completion, students will demonstrate proficiency in a range of biostatistical topics, including, but not limited to, statistical inference, linear regression, analysis of variance (ANOVA), and the statistical analysis of clinical trials and epidemiological studies.

### **Innovation and Entrepreneurship in Health Sciences (MSBS7111)**

The last decade has seen the rise of biomedical start-ups and companies leveraging digital technologies, thereby offering new types of services. For instance, “23andMe” offers genetic testing that allows customers to access their ancestry and genetic predispositions by means of mobile devices to facilitate the testing process and connect with customers from the same family. “Pear Therapeutics” is another example of a company that uses mobile devices to provide customized treatment for patients suffering from mental health diseases. Biomedical companies are thus undergoing a paradigm shift: They are now directly facing customers, without intermediaries. This customer-centricity is a new approach that requires new methods, techniques, and tools. For these reasons, more and more pharmaceutical companies now have innovation labs, which are semi-independent structures that allow for exploring new types approaches and processes. How to understand customer needs? How to design a product or service that matches customer expectations? How to deliver this product or service on the market?

This course aims at answering these questions by exploring Design Thinking, a customer-centric approach to innovation. Working in groups, students will develop their own project, step-by-step. We will then explore tools to support the commercialization of the project.

### **Leadership in the Biomedical Sciences (MSBS7211)**

It is increasingly important that health professionals and biomedical scientists, in addition to their technical competencies, develop the skills that enable them to contribute to the leadership of their organizations. However, primary degree programs in healthcare and biomedical sciences provide little training or development in this area. In healthcare and the biomedical sciences, professionals are usually promoted into management and leadership positions on the basis of their technical competence. Many find themselves ill-prepared for the complex, multifaceted role of leading others. This module is designed to introduce participants to the basic principles of leadership with reference to healthcare organizations. In order to provide high-quality health services, managers and healthcare professionals need to have a thorough knowledge and understanding of how to lead others in the pursuit of the organization’s mission and vision.

### **Techniques in Biomedical Sciences (MSBS7134)**

This course provides a fundamental, hands-on foundation in the core methodologies and techniques, essential for modern biomedical research and precision medicine will also be discussed.

Moving beyond purely theoretical concepts, the course is structured to develop practical competency in experimental design, protocol execution, and troubleshooting across various scales of biological complexity.

The curriculum begins with foundational cell biology techniques (viability assays, advanced microscopy, flow cytometry) and functional genomics/ genome editing technologies. It then builds into a comprehensive multi-omics spectrum, including Genomics (NGS), Transcriptomics, Proteomics, and Metabolomics. Advanced application modules cover complex systems, such as Epigenomics and Metagenomics, culminating in an understanding of how to integrate these diverse datasets for translational outcomes.

Students will engage in practical laboratory sessions and computational tutorials focused on protocol optimization, sample preparation standards, and critical thinking. The course emphasizes the skills necessary for designing robust, multi-methodological research projects, preparing students directly for the demands of thesis research and future careers in clinical biomedical science.

### **Advanced Molecular and Cellular Biology (MSBS7135)**

The Advanced Molecular and Cellular Biology course is a core component of the Master's in Biomedical Sciences program and provides students with an in-depth understanding of the molecular mechanisms that govern cellular function in health and disease. Through a combination of thematic lectures and hands-on practical sessions delivered weekly across the semester, the course explores key topics such as gene regulation, chromatin biology, protein expression, immunology, cell signaling, and emerging tools in functional genomics. Practical sessions are designed to reinforce theoretical concepts by providing students with experience in essential molecular biology techniques—including cloning, transfection, RNA and protein analysis, qPCR, CRISPR, and immunohistochemistry—as they apply to real-world biomedical research. Students will also develop analytical and communication skills through data analysis exercises and structured poster presentations. By the end of the course, students will be equipped with both the conceptual understanding and technical proficiency necessary to critically engage with contemporary research challenges and contribute meaningfully to translational science.

### **Genomics (MSBS7234)**

This course will introduce the foundation of genomic landscape and its complexities. This course will provide overview of DNA sequencing technologies, OMICs (transcriptomics/proteomics) data analysis, genome editing techniques, single-cell genomics, actionable pharmacogenetic tests, genetic

counseling and clinical application of bioinformatics resources. The expectation is that students will develop a knowledge and critical thinking ability regarding the applications of genomics in healthcare delivery and research. Using a diverse set of teaching modalities such as lectures, critical appraisal of research articles, and simulations, this course will allow students to conduct productive research in their graduate program. Students will also learn how to critically appraise cutting edge genomics research.

The course will cover multiple specialized topics such as single-cell genomics, machine learning, and genome editing technologies that are now impacting molecular research outcomes and medicine. Single-cell genomics will be taught to differentiate cell types and cellular heterogeneity. Machine learning is a topic that is significantly impacting big data-driven research, and this course will show practical application of machine learning in genomics. CRISPR/Cas9 model system detail will be introduced within the context of conditional experiments to characterize genetic mutations. An overview of bioinformatics approaches and techniques for clinical application.

### **Bioinformatics (MSBS7221)**

This course explores the practical applications of bioinformatics tools and programming languages essential for handling and analyzing large-scale datasets. It offers a comprehensive overview of bioinformatics techniques tailored for clinical applications. Designed specifically for biomedical researchers, the course equips participants with the foundational skills necessary for effective engagement in bioinformatics within research teams.

Beginning with a review of fundamental biological principles, including knowledge on molecular biology, genomics, genetics, cell biology, biochemistry, evolutionary theory, and regulatory genomics, the course establishes a robust groundwork for meaningful bioinformatic analyses.

The curriculum focuses on core competencies vital for aspiring bioinformaticians. This includes honing computational skills encompassing basic programming, scripting languages, utilization of scientific and statistical analysis software, data mining, and database management.

With a dedicated emphasis on statistical skills crucial for an effective bioinformatic approaches, participants learn to apply statistical methodologies within the contexts of molecular biology and genomics. Practical sessions emphasize hands-on training, enabling students to analyze biological data; extract and manipulate information from public repositories; and proficiently manage, interpret, and analyze large datasets using established bioinformatics software tools, and

algorithms. By merging theoretical foundations with practical applications, this course aims to empower learners with the requisite expertise to navigate and contribute meaningfully to bioinformatics research endeavors.

### **Special Topics in Biomedical Sciences (MSBS7233)**

This course introduces students to translational biomedical science by exploring the role of biomedical scientists, the core competencies they require, and their contributions to clinical practice and biomedical research. It examines the personal and professional attributes that support successful research careers, emphasizing teamwork, interdisciplinary collaboration, leadership, and the development of effective scientific networks. Students will learn how to critically read scientific literature, develop and interpret research protocols, communicate research findings through oral and poster presentations, prepare conference abstracts, and apply the principles of scientific writing. The course also provides practical training in writing competitive research grant applications and equips students with the knowledge and skills needed to address major regional health challenges, including cancer, cardiovascular disease, diabetes, obesity, neuroscience and mental health disorders, stem cell biology, and blood disorders. In addition, students will gain an understanding of the ethical principles and practical aspects of animal care and its application in biomedical research. For each disease area covered, the course will define the underlying biological system or disease, examine current and unmet diagnostic and therapeutic needs, highlight ongoing clinical research with relevant examples, discuss the role of biomedical scientists in collaborating with clinicians to address unmet clinical challenges, and showcase examples of how basic science discoveries have led to the development of novel diagnostics and therapeutic interventions.

### **Biomedical Sciences Seminars & Journal Club (MSBS7122)**

This course will introduce students to the principles of various research approaches and analytical methods. Students will develop their oral and visual presentation skills and participate in the discussion of other students' presentations. As part of this course, students will present and discuss recent journal articles, describing novel and major scientific advances. Students will learn how to critique and answer questions in their respective articles.

### **Laboratory Rotations (pre-requisite, not a course)**

The Laboratory Rotations is a required co-curricular activity, is not a course, and does not carry any credit hours. It is a pre-requisite for the Research in Biomedical Sciences course (MSBS7312). All students enrolled in the MSc BMS Program are required to undergo rotations in 4-5 different laboratories of their preference to get familiar with the potential thesis supervisor and their

research. Students will be provided with a list of potential thesis supervisors and a description of their research areas and recent publications, prior to choosing the labs of their preference. After they have completed these rotations, they will be given an opportunity to rank the laboratories that they would like to work for their thesis project in order of preference. The student preferences will be discussed with the preferred principal investigators, and they will be matched. It is not always possible to match a student with the lab of their first preference.

### **Research in Biomedical Sciences (MSBS7312)**

**Pre-requisite - Laboratory Rotations:** All students enrolled in the MSc BMS Program are required to undergo rotations in 4-5 different laboratories of their preference to get familiar with the potential thesis supervisor and their research. Students will be provided with a list of potential thesis supervisors and a description of their research areas and recent publications, prior to choosing the labs of their preference. After they have completed these rotations, they will be given an opportunity to rank the laboratories they would like to work for their thesis project in order of preference. The student preferences will be discussed with the preferred principal investigators, and they will be matched. It is not always possible to match a student with the lab of their first preference. The Laboratory Rotations is not a course, but a required co-curricular exercise, and does not carry any credit hours.

The research course is designed for all MSc BMS students at MBRU. This will provide students with an opportunity to register for research credit hours as they carry out their thesis research in the laboratory of their supervisors, acquire skills and gain research experience, and develop their research projects.

Students will learn the methodologies employed in the supervisors' laboratory, introducing them to a wide range of research tools that will help them be equipped to plan and organize their research, as well as to communicate their findings. The students will practice scientific thinking and learn scientific processes, which may be helpful in advancing their educational and career goals.

This course is part of the graduation requirement and requires each student to carry out original research work and present it in the form of a research dissertation of a publishable standard. Students are required to present their thesis work publicly. The dissertation is also evaluated and judged by an examining committee of experts, chaired by the student's academic supervisor and at a minimum of two other members, including an external examiner.

## Admission, Withdrawal, and Enrolment Policies

### Admission

Admission into the MSc BMS at MBRU will follow the requirements that are established by the Standards for Licensure and Accreditation 2019 (Commission for Academic Accreditations (CAA), Ministry of Higher Education and Scientific Research, UAE) as well as the College of Medicine at MBRU.

General minimum admissions criteria for the academic year 2026-2027 entry are set out below:

| ITEM   | QUALIFICATION/CRITERIA                                                                                                                                                                                                                                                                                     |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree | <p>Hold a bachelor's degree or equivalent in any biological sciences discipline (e.g., biology, biochemistry, microbiology) with a minimum cGPA of 3.00 on a scale of 4.00 or equivalent.</p> <p>Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for conditional admission*.</p> |

Note:

- Applicants with a university degree obtained outside the UAE are required to submit an Educational Credential Evaluators (ECE) - General with Grade Average for US institutions evaluation when applying to evaluate the transcripts and have a standard GPA (<http://www.ece.org>)
- \*If accepted, the student must take a maximum of nine credit hours of courses during the period of conditional admission and must achieve a minimum cGPA of 3.0 on a 4.0 scale in these nine credits of courses studied or be subject to dismissal.
- Applicants with a cGPA of less than 2.5 will not be considered.

|                               |                                                                      |                                                                                                                                                                                                                                               |
|-------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| English Language Requirements | Academic IELTS                                                       | An overall band 6 with no skill less than 5.5<br>IELTS Indicator will not be considered for admission purposes.<br>Must have been taken within the last two years.<br>A single certificate to be submitted; combined scores are not accepted. |
|                               | TOEFL                                                                | iBT 80<br>PBT is not accepted.<br>Must have been taken within the last two years.<br>'My Best Scores' will not be considered for admission purposes                                                                                           |
| Interview                     | Shortlisted applicants will be invited for a face-to-face interview. |                                                                                                                                                                                                                                               |

## Transfer Admissions and Recognition of Prior Learning Policy

The Master's in Biomedical Sciences does not accept transfer of admissions, transfer credit, or recognize prior learning, due to the uniqueness and integrated nature of the curriculum offered.

## Registration, Re-Enrolment, Withdrawal, Probation, and Dismissal Policies

[For detailed information, please refer to the Section on MBRU's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal.](#)

Re-enrolment is not applicable to the MSc BMS program, and the two weeks of the add/drop period do not apply. Early exit from the program will not lead to a degree qualification.

Please refer to [student assessment and progression](#) for information on probation and dismissal.

## Student Assessment and Progression

### Assessment

A graduate course is a course whose contents require a higher level of cognitive processing, critical evaluation, and problem-solving as compared to undergraduate courses. In addition, a graduate course contains a significant communication, writing, and speaking requirement with the ultimate objective being to prepare the student to perform, critically evaluate, and communicate original research and scholarly activity, and/or obtain a comprehensive professional understanding and expertise in a particular field. Graduate courses will follow a standard numbering classification (see the Graduate Studies Policies for details) and will have the below general guidelines in terms of grading and grade requirements.

- At the end of every semester, courses will be graded using letter grades to show student performance.
- Grade Point Average (GPA) is the student's performance for a specific period of time. It is a numerical value of the student's final grade on a 4.0 scale and is weighted to reflect the credit hours assigned to each course.

- Any course listed on the student's Program of Study in which a grade "C-" or below is earned must be remediated or repeated. If a graduate student fails a course, he/she would be required to repeat the course.
- An Incomplete (I) grade for a course means that the grade for that course has been deferred. It is given to a student who is unable to complete the assigned work on time. The "I" grade for a graduate-level course will be changed to an "F" if the work is not completed within one semester following the semester in which the "I" grade was assigned. The student may not repeat the course to remove an incomplete grade. Graduate students may not graduate with an "I" grade on their transcript.
- Students on a scholarship or graduate assistantship may not carry an Incomplete (I) grade longer than one semester. In such a case, the student will lose the scholarship or assistantship.
- If a graduate student earns credits from one MBRU program and is later admitted into another program at MBRU, he/she can transfer up to 9 credit hours towards the requirements for the new program, as long as a grade of "B" or higher has been earned in the course.

| %        | Grade | Point Grade | Performance       |
|----------|-------|-------------|-------------------|
| ≥90      | A     | 4.0         | Excellent         |
| 87-89    | A-    | 3.7         | Excellent         |
| 84-86    | B+    | 3.3         | Very Good         |
| 80-83    | B     | 3.0         | Good              |
| 77-79    | B-    | 2.7         | Satisfactory      |
| 74-76    | C+    | 2.3         | Satisfactory      |
| 70-73    | C     | 2.0         | Satisfactory      |
| 67-69    | C-    | 1.7         | Unsatisfactory    |
| 64-66    | D+    | 1.3         | Unsatisfactory    |
| 60-63    | D     | 1.0         | Unsatisfactory    |
| Below 60 | F     | 0           | Fail              |
| NA       | P     | NA          | Pass              |
| NA       | NP    | NA          | Not Pass          |
| NA       | W     | NA          | Withdrawal        |
| NA       | I     | NA          | Incomplete        |
| NA       | CC    | NA          | Continuing Course |
| NA       | AU    | NA          | Audited Course    |

- For a postgraduate student to maintain good academic standing at MBRU, a minimum cumulative GPA of 3.0 (out of a 4.0 scale) is required. Individual academic programs may have requirements that are more stringent.
- A regularly admitted graduate student who earns a GPA of less than 3.0 in any semester is placed on probation. However, students who are admitted conditionally and cannot attain a minimum CGPA of 3.0 in the first semester will be withdrawn from the program.
- A course where the student has earned a grade of “B-” or higher cannot be repeated for a higher grade. A course where the student has earned a grade of lower than “B-” may be repeated for a higher grade in certain programs once. All graded courses are calculated in the GPA, except for the first grade for a repeated course.
- The student is expected to earn a Pass (P) grade for all research credits. One Fail (F) grade for research credits indicates that the student is not making satisfactory progress and will be placed on probation. The student will be subject to withdrawal from the program if he/she earns a Fail (F) grade for research credit for two semesters.

The enrolment of a graduate student will be terminated under any one of the following conditions:

- If the student has a cumulative GPA below 2.0 at the end of the first semester of study.
- If the student fails to establish and maintain a cumulative GPA of 3.0 or above after more than one semester of study.
- If the student has been conditionally admitted and has a cumulative GPA below 3.0 in the first semester of study.
- If the student has earned a grade of “F” for two courses during his/her studies.
- If the student has earned an Unsatisfactory (C- or below) grade for research credits for two semesters.
- If the student has failed a qualifying/comprehensive exam or a thesis defense for a second time.
- Other reasons for termination might include failure to maintain continuous enrolment and/or make normal progress toward degree completion, and other issues related to academic integrity or student conduct, etc.

## Maximum Time Limits for Completion of Degree

It is important that students work closely with their supervisor/advisor, Thesis Advisory Committee (TAC) members, and their program coordinators to develop a timeline for completion of the program requirements. Most full-time students enrolled in master's degree programs at MBRU require 2 years for completion of their program. The maximum time allowed for completion of a master's degree for these students is 3 years from the start date of enrolment. In special circumstances, this time limit may be extended for an additional year.

The College of Medicine recognizes that for programs that are designed for part-time students, completion of the requirements may take longer than stated above. To be granted an extension for all of the graduate programs at MBRU, the student must make a formal request in writing (with appropriate justification) to the Program Coordinator/ Director, who should then discuss this matter with the student and his/her supervisor to outline a plan for completion within one year. The Program Coordinator must then consult with the students' TAC and, if all agree, forward the request to the College of Medicine for final approval.

## Degree Requirements

All master's programs at MBRU are designed to be thesis-based, non-thesis, or of a professional nature. With the exception of professional master's degrees, all other master's degree programs require that the student prepare a thesis and pass the thesis defense or a final examination.

The thesis is a scholarly study that makes a significant contribution to the knowledge of the chosen discipline. To successfully complete a master's degree program, candidates must satisfactorily demonstrate to the MBRU faculty that they can understand the literature within their field of study and are able to defend their research work.

## Master's Degree Graduation Requirements

Before the final examination or the thesis defense, all master's students must have completed all the required coursework with a minimum cumulative GPA of 3.0. Furthermore, they must have completed all the research credit hours or be registered for the remainder of them before scheduling the final examination. The scheduling for the final examination or the thesis defense must be done through the College of Medicine, following the guidelines and timelines, and an "Application for Degree/ Graduation" must be submitted.

Research work leading to a thesis, which is a scholarly and original study that contributes to the knowledge in a chosen discipline, is required for graduation requirements. The student's TAC members must help and support the student throughout his/her studies by providing suggestions to improve, troubleshoot, and enhance the overall quality of the research work. Before the thesis defense is scheduled, the student must submit a typed, complete draft copy of the thesis in the format approved by the College of Medicine. The student's TAC members, in addition to their role in this capacity, should read the thesis and provide feedback to the students as they play an important part in the Thesis Examining Committee (TEC) (see the Final Master's Examination/Thesis Defense below).

### **Graduation and Submitting the Final Thesis to the College of Medicine**

Students who wish to graduate must file an "Application for Degree/Graduation" by the deadline of the semester in which they wish to graduate. The College of Medicine will provide guidelines and forms for the students' completion of the degree and submission of the final thesis/dissertation. After passing the final thesis/ dissertation defense, hard copies, as well as an electronic copy of the corrected dissertation/thesis, must be submitted following the guidelines of the College of Medicine.

### **Master's Thesis Examination Outcome**

The candidate shall "pass" the thesis defense if the majority of the Thesis Examining Committee (TEC) votes that they are satisfied with the students' research work and his/her defense. In the thesis defense, the student is assessed on the breadth of knowledge acquired and whether or not he/she can defend their thesis.

Below are the possible outcomes for the final examination or the thesis defense:

- Pass: a successful candidate must receive affirmative votes from a majority of the members of the committee to pass the final examination or thesis defense.
- Pass with minor or major modifications: The TEC or the examiners may also choose to recommend passing the student following either minor or major modifications to the thesis. In these cases, the student is given some time to implement the corrections to the thesis based on the guidelines of the College of Medicine. If minor modifications are required, the TEC may leave it to the supervisor to ensure that the changes are incorporated into the thesis. If major modifications are required, the TEC may request that the student make another presentation to the TEC to ensure that the modifications (or additional experiments) are to their satisfaction.

- Fail: if a student fails to demonstrate a sufficient understanding of the literature in his/ her core research area or fails to articulate the motivation and design of the research in either the written part (thesis) or during the oral examination, he/she will be allowed to retake the exam only one more time after at least three months.

The College of Medicine will appoint a liaison for the re-examination. A student who fails two final examinations will be withdrawn from the graduate program at MBRU. However, should there be procedural irregularities or extenuating circumstances during the first or the second examination, the student has the right to appeal to the College of Medicine.

After passing the final oral examination for thesis students, the student must submit an electronic copy of the thesis to the College of Medicine for final acceptance. Details for submitting the thesis will be provided by the College of Medicine. Following approval, the final thesis would need to be handed to the College of Medicine for distribution to MBRU/ Al Maktoum Medical Library (AMML), the student's college/program, the College of Medicine, and a copy for each of the TEC members, etc. Different programs may have different requirements for the number of copies of the final thesis to be provided. Following this, the student will be recommended for an MSc BMS degree by the College of Medicine.

### **Dispute/Conflict Resolution**

An MBRU graduate student who believes that his/her rights as a graduate student have been violated by a member of the academic community can contact the College of Medicine to file a formal complaint, in writing. The nature of the complaint will determine the level of involvement of the University and the College of Medicine. In general, MBRU would like to resolve all disputes professionally with the highest standards of integrity. Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies, even between the student and the advisor, simply because of differences in personality, communication style, or unspoken expectations. In many cases, such conflict can be resolved through improved communication, but occasionally the situation deteriorates to the point where external mediation is required. The proposed dispute resolution mechanism is consistent with other University policies, emphasizing action first at the local level. The initial complaint should be brought to the attention of the program coordinator, but if that individual is unable to resolve the dispute, then the Head of the Department in which the advisor is a member should become involved. If the Head cannot resolve the matter or has a conflict of interest, i.e., being the advisor, then the Head should refer the matter to the College

Dean, who will provide informal mediation. If mediation is not possible, then the advisor and the student should both have the option of discontinuing their collaboration as a student and supervisor; however, this should be done as soon as possible. For more serious disputes, an official committee will try to resolve the dispute or provide a recommendation to the Vice Chancellor. The decision made by the Vice Chancellor is final.

### **Responsibilities of the Program Examination Committee**

The Subcommittee of the Program Steering Committee will function as the Examination Committee, and is responsible for scrutinizing and monitoring examination quality by:

1. Ensuring University and College regulations are adhered to.
2. Reviewing reports from Course Coordinators
3. Reviewing External Examiners' reports (if applicable) in matters related to the examination.
4. Verifying with Course Coordinators that examination papers are vetted.
5. Reviewing a sample of examination question papers.
6. Confirming that appropriate standard-setting procedures are adopted.
7. Reviewing examination 'item' performance.
8. Reviewing the distribution of grades.
9. Recommending improvements and ratifying changes to the examination process.
10. Approval of timetables and invigilation guidelines of final examinations.
11. Receipt and consideration of final examination results.
12. Recommendation, in consultation with Course Coordinators, of supplementary.
13. Handling misconduct in examinations and/or resits.
14. Liaising with appropriate bodies in cases of student appeals that relate to examinations.
15. Recommending amendments to the College examinations policy.
16. Any other duties that may, from time to time, be assigned to the Committee.

### **Examination Guidelines**

Examinations should be both formative and summative. The methods of assessment used will be dictated by the purpose of the assessment.

Summative assessment is any form of assessment that will contribute to the final grade of a student. Guidelines for conducting summative assessments are as follows:

- a. Each course Coordinator shall assess all aspects of the course objectives. Multiple methods, including the creation of a blueprint, are usually required to assess the course objectives. The different examination instruments allow a balance of strengths and weaknesses of each method.
- b. As much as possible, questions should assess higher-order thinking and not just a simple recall of information.
- c. For skills/performance-based assessments, properly constructed checklists and/or rating scales should be used.

### **Review of Examinations**

For all exams (in-course and final), exam questions should be reviewed and amended by the Assessment Subcommittee of the BMS-Graduate Studies Steering Committee before the examination takes place.

### **Standard Setting**

For each examination, a defensible standard-setting method should be used by trained faculty. Arbitrary methods should not be used. The standard-setting procedure should be declared to the College Examinations Committee. The percentage scores corresponding to the letter grades are pre-determined.

### **Grades and Grading**

Letter grades shall be used to describe the achievement level attained within a particular course. A final semester grade shall be based on continuous assessment throughout the semester as well as a final examination. A final examination is customary but may not be considered necessary in certain types of courses.

### **Item Analysis and Test Statistics**

Student performance on exam questions should be analyzed using appropriate item analysis software by the coordinators whenever appropriate. The results of these analyses should be discussed by the relevant committees to assist in making informed decisions about the assessment process. For all examinations used by instructors, reliability indices should be determined, and the data used to improve the assessment process in the College.

### **Feedback (to students) on examinations**

Feedback on in-course examinations should be given to students within 1 week of the examination. Feedback should not involve the release of questions, but a discussion of points of weakness with students. Final examinations will not be discussed with students.

### **Training of Students in Examination Methods**

Students should be familiarized with the type of examinations in the College. Practice questions should be provided by the concerned coordinators.

### **Access to Old/Previous Exams**

Students will not have access to old/previous examination questions.

### **Absenteeism from Examinations**

Please refer to the attendance policy in the Student Handbook (4.6). Additionally, the following will apply to the College of Medicine:

Sick leave accompanied by detailed medical reports may be accepted as an excuse for absence from course examinations, subject to confirmation by an expert panel set up by the College Examinations Committee.

Note: A student exempted due to bereavement, hospital admission, or in extremely ill health should be offered the option of sitting the examination in accordance with the circumstances prevailing at the time and must be in line with the University's regulations.

### **Misconduct in Examinations**

Please refer to the policy in the Student Handbook (Section 5). Additionally, the following procedure for reporting misconduct will be applied in the College of Medicine:

Misconduct in examinations should be reported to the Examinations Committee by the senior invigilator of the examination during which the malpractice occurred. The Examinations Committee will deliberate on the report. Thereafter, a recommendation will be made to the Dean.

### **Online Exams**

#### **General Conduct of Students**

- a. Students must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
- b. Students are not permitted to smoke in any part of the examination room.
- c. Students must obey the instructions of any invigilator, and their attention is drawn to the regulations governing admission to and departure from the examination room.
- d. Students are not allowed to take into the examination room any unauthorized books, manuscripts, notes, bags, cases, or any means whereby they may improperly obtain assistance in their work. All such materials, including handbags, must be placed on a table outside the examination room.
- e. Students are not allowed to take into the examination room electronic transmission devices such as mobile phones, pagers, PDAs, or any digital storage media such as flash drives or CDs.
- f. Students are not allowed to take into the examination hall paper of any sort. A plain sheet of paper (or similar material) shall be provided in the examination hall, should any student require it.
- g. Students must be at the venue of the examination at least 10 minutes before exam commencement.
- h. Before the commencement of the examination, the student must place their ID card on the top right-hand corner of the desk for inspection by one of the invigilators.
- i. Students must not use any means whatsoever to communicate or obtain, directly or indirectly, assistance in their work, or give or attempt to give, directly or indirectly, assistance to any other candidate.
- j. Students are permitted to use only personal non-programmable electronic calculators in an examination, provided they are silent in operation and have an independent power supply.
- k. Any suspected breach of the foregoing regulations will be investigated by the College.

### **Invigilation**

Invigilation is part of the responsibilities of all faculty and biomedical scientists. Course Tutors and Course Coordinators do not normally invigilate their own course examinations. In any examination, the most senior and experienced faculty member will act as the senior invigilator with other academic and biomedical staff as members of the team. The ratio of invigilator to student should range from 1: 20 to 1:30, depending on the examination venue.

The Course Coordinator must be available during the examination so that the senior invigilator may contact them for clarification. At the end of the examination, the senior invigilator should personally deliver the scripts to the Course Coordinator.

### Duties of the Senior Invigilator

The Senior Invigilator shall be responsible for the entire proceedings of the examinations to which he/she is appointed. Specifically, the Senior Invigilator shall:

- On the date of the examination, personally and accompanied by a second invigilator, collect the prescribed examination materials from the Examinations Office no later than one hour prior to the start of the examination and be at the venue at least 30 minutes before the commencement of the examination.
- Prior to the commencement of the examination, require each student to deposit, at a designated point, any textbooks, notebooks, papers, baggage, files, or mobile telephones as they enter the examination room.
- At the appropriate time, start the examination. Remind students of the duration of the examination and to write their names and ID numbers clearly on the first page or cover page.
- Inform students when they have reached the following stages in the examination: half time, three-fourths of the time, and 5 minutes remaining.
- Submit examination incident reports to the Examinations Officer, who reports to the Chairman of the Examinations Committee
- Allow students who have completed the examination to leave the venue after confirming the submission on the e-platform.

### Faculty listing

| Faculty Name          | Field        | Graduating Institutions                                 | Degrees Held           | Research Student Supervision                                        | Graduate Teaching Experience  |
|-----------------------|--------------|---------------------------------------------------------|------------------------|---------------------------------------------------------------------|-------------------------------|
| Abiola Senok          | Microbiology | University of Ibadan<br>Chinese University of Hong Kong | MBBS<br>PhD<br>FRCPATH | Supervisor:<br>10 MSc Graduated<br>Co-supervisor:<br>2 PhD Current  | Teaching in graduate programs |
| Alawi<br>Al Sheik-Ali | Cardiology   | Mass. Inst. of Technology<br>Boston University          | BSc<br>MSc<br>MD       | Supervisor:<br>1 PhD Graduated<br>Co-supervisor:<br>1 MSc Graduated | Teaching in graduate programs |

| Faculty Name             | Field                                           | Graduating Institutions                                                                                                        | Degrees Held                               | Research Student Supervision                                                        | Graduate Teaching Experience                                            |
|--------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                          |                                                 | Tufts University<br>Medicine                                                                                                   | MSc                                        |                                                                                     |                                                                         |
| Amar Omer                | Biostatistics                                   | University of Khartoum<br>University of Paris XI<br>Univ. Med. Aix<br>Marseille                                                | BSc Hons<br><br>MBS<br><br>PhD             | Supervisor:<br>4 MSc Graduated<br>1 PhD Graduated                                   | Teaching and course<br>coordination in<br>graduate                      |
| Bakhrom Berdiev          | Physiology                                      | Central Asia Medical<br>Pediatric Institute<br>Institute of Physiology<br>and Biophysics                                       | MD<br><br>PhD                              | Supervisor:<br>2 Post-docs<br>Completed.<br>1 Post-doc Current<br>1 PhD student     | Teaching in the<br>graduate program                                     |
| Fahad Ali                | Molecular<br>Biology                            | University of Jordan<br>Liverpool John Moores<br>University<br>University of Liverpool                                         | BSc<br>MSc<br><br>PhD                      | Supervisor:<br>2 Post-docs Current<br>2 PhD Current<br>1 MSc BMS student<br>current | Teaching and course<br>coordination in<br>graduate programs             |
| Laila Alsuwaidi          | Molecular<br>Hematology                         | UAE University<br>Southeastern<br>University<br>University of the West<br>of England<br>Cardiff of Wales<br>Cardiff University | BSc<br>AAS<br>MSc<br>PGD<br><br>PhD        | Supervisor:<br>1 MSc BMS Student                                                    | Teaching in graduate<br>programs                                        |
| Mahmood Al<br>Mashhadani | Translational<br>Medicine<br>Systems<br>Biology | Al Nahrain University<br>Dundee Univ<br>Universität zu Lübeck,<br>Germany<br>University of Sharjah,<br>UAE                     | MBChB<br>MSc<br>MRes<br>Dr. Med<br><br>PhD | 1 PhD Current                                                                       | Teaching and course<br>coordination in<br>graduate programs             |
| Mohammed<br>Uddin        | Genetics                                        | Memorial University                                                                                                            | BSc<br>MSc<br>PhD                          | Supervisor:<br>2 MSc Current<br>2 PhD Current<br>2 Post-doc Current                 | Teaching and course<br>coordination in<br>graduate programs<br>students |
| Nelson Soares            | Proteomics &<br>Metabolomics                    | University of<br>Westminster, London,<br>England, UK                                                                           | BSc<br>Biochemistry                        | Co-Supervised:<br>13 MSc Graduates<br>3 PhD graduates                               | Coordination:<br>Protein<br>Biochemistry,                               |

| Faculty Name            | Field                                    | Graduating Institutions                                                               | Degrees Held                               | Research Student Supervision                                                                   | Graduate Teaching Experience                                                                                                                                                                                                                 |
|-------------------------|------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Protein Biochemistry                     | ITQB -NOVA<br>University of Lisbon,<br>Lisbon, Portugal                               | and<br>Microbiology<br>PhD<br>Biochemistry | Post Docs<br>2 (past)<br>Current co-supervision<br>3 PhD students                              | Techniques in<br>Biomedical Sciences,<br>Bioinformatics,<br>Proteomics Applied<br>in Drug Design and<br>Discovery,<br>Biostatistics and<br>Research Methods,<br>System Biology,<br>Experimental Design<br>and Data Analysis,<br>Biochemistry |
| Omer AlKhnbashi         | Bioinformatics<br>and Cancer<br>Genomics | University of Freiburg,<br>Germany                                                    | PhD                                        | Cancer<br>Bioinformatics,<br>Microbiomics,<br>Healthcare<br>Informatics, and ML in<br>Medicine | 6 years                                                                                                                                                                                                                                      |
| Rajan<br>Radhakrishnan  | Pharmacology                             | University of Kerala<br>Strathclyde University<br>National University of<br>Singapore | BS<br>BPharm<br>MSc<br>PhD                 | Supervisor:<br>1 MSc Graduated<br>1 Post-Doc Current<br>1 PhD Current                          | Teaching and course<br>coordination in<br>graduate programs                                                                                                                                                                                  |
| Revathy<br>Ramachandran | Molecular<br>Biology                     | Virginia Tech                                                                         | Ph.D.                                      | 1 Master's                                                                                     | 3 years                                                                                                                                                                                                                                      |
| Reem AlGurg             | Public Health<br>& Nutrition             | University of Bradford<br>King's College London                                       | PhD                                        | None                                                                                           | Teaching and course<br>coordination in<br>graduate programs                                                                                                                                                                                  |
| Riad Bayoumi            | Biochemistry<br>& Cell Biology           | Khartoum University<br>London University<br>Royal College<br>Pathologists             | MBBS<br>PhD<br>FRCPath                     | Supervisor:<br>14 MSc Graduated<br>6 PhD Graduated<br>1PhD Current                             | Teaching and course<br>coordination in<br>graduate programs                                                                                                                                                                                  |

| Faculty Name      | Field                               | Graduating Institutions                                                                                    | Degrees Held                                    | Research Student Supervision                                                                                                            | Graduate Teaching Experience                           |
|-------------------|-------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|
| Saba Al Heialy    | Immunology                          | Universite du Quebec<br>McGill University                                                                  | BSc<br>PhD                                      | Co-supervisor:<br>2 MSc Graduated<br>1 PhD Graduated                                                                                    | Teaching and course coordination in graduate programs  |
| Saif Alqassim     | Biochemistry                        | University of Michigan<br>Johns Hopkins University                                                         | BSc<br>PhD                                      | None                                                                                                                                    | Teaching in graduate programs                          |
| Sumaya AlMansoori |                                     |                                                                                                            |                                                 |                                                                                                                                         |                                                        |
| Temidayo Omolaoye | Physiology;<br>Reproductive Biology | Stellenbosch University, Cape Town South Africa.<br><br>Ladoke Akintola University of Technology, Nigeria. | PhD<br><br>BTech (hons.)                        | Co supervising one PhD student                                                                                                          | Yes                                                    |
| Stefan Du Plessis | Physiology                          | Stellenbosch University                                                                                    | BSc<br>BSc Hon<br>MSc<br>Hons B&A<br>MBA<br>PhD | Supervisor:<br>15 MSc Graduated<br>5 MSc Current<br>9 PhD Graduated<br>3 Post-docs Completed<br>1 Post-doc Current                      | Teaching in graduate programs                          |
| Thomas Adrian     | Physiology                          | Brunel University<br>Royal Postgrad Medical School, London<br>University<br>Royal College Pathologists     | MSc<br>PhD<br><br>FRCPath                       | Supervisor:<br>3 MSc Graduated<br>17 PhD Graduated<br>22 Post-docs Completed<br>1 Post-doc Current<br>1 PhD Current<br>1 MSBS graduated | Teaching and course coordination in graduate programs  |
| Tom Loney         | Public Health                       | University of Bath                                                                                         | BSc<br>PhD                                      | Supervisor:<br>34 MSc Graduated<br>3 PhD Graduated                                                                                      | Teaching and course coordination in graduate programs. |

| Faculty Name        | Field                                       | Graduating Institutions                                        | Degrees Held        | Research Student Supervision                                           | Graduate Teaching Experience                                                                                                              |
|---------------------|---------------------------------------------|----------------------------------------------------------------|---------------------|------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Yacine Hadjiat      | Innovation & Digital Health<br>+<br>Pain MD | Paris VI<br>Universié Paris-Saclay                             | MD- Pain Specialist | Research: MSc thesis, PhD projects                                     | Teaching Experience :<br>MBRU<br>Paris V Medical University,<br>ESCP Business School (France-Singapore),<br>HEMA Business School (France) |
| Yajnavalka Banerjee | Biochemistry                                | University of Calcutta<br>The National University of Singapore | BSc<br>PhD          | Supervisor:<br>11 MSc Graduated<br>1 Post-doc Current<br>1 PhD Current | Teaching and course coordination in graduate programs                                                                                     |

# Master of Science in Health Professions Education (MSc HPE)



The program will be offered full-time. The program is designed with the working health professional and university faculty in mind by offering most F2F sessions on Fridays and Saturdays. The approach to teaching and learning is blended using asynchronous and synchronous instructional methods which allow students, who are often mature individuals in full-time work, to study flexibly, combining study with other professional duties.

## Program learning outcomes and completion requirements

### Program Goals

The overall aim of the MSc in Health Professions Education at MBRU is to educate leaders in Health Professions Education (HPE) in:

- a) The theory and practice of HPE
- b) Direct teaching knowledge and skills
- c) Skills to appraise and produce HPE scholarship
- d) The skills to design, plan and implement a relevant HPE curriculum
- e) The skills to support and encourage the improvement of HPE

Graduates of the program are expected to have competencies in the following domains:

- a) Design and Planning for Learning
- b) Assessment of Learning
- c) Teaching and Facilitating Learning
- d) Educational Management and Leadership
- e) Educational Scholarship and Evidence-based Practice

### Program Learning Outcomes

On successful completion of the program, the graduate will be able to:

| Program Learning Outcomes: MSc in Health Professions Education |                                                                                                                                |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| A. Knowledge                                                   |                                                                                                                                |
| PLO 1                                                          | i. Discuss current trends and issues in health professions education in a global context.                                      |
| PLO 2                                                          | ii. Critique the effectiveness of a variety of educational approaches in different social, cultural, and professional contexts |
| PLO 3                                                          |                                                                                                                                |

|                      |                                                                                                                                                                                                                                                           |
|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | iii. Critique and propose improvements to their education practice by applying evidence-based literature and theories.                                                                                                                                    |
| <b>B. Skills</b>     |                                                                                                                                                                                                                                                           |
| <b>PLO 4</b>         | i. Generate innovative, practical solutions to complex challenges in medical education by collaborating with others and creatively combining educational theory and entrepreneurial skills                                                                |
| <b>PLO 5</b>         | ii. Utilize appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems in health professions education                                                                              |
| <b>PLO 6</b>         | iii. Plan and conduct independently a novel research project utilizing acquired knowledge and practical understanding of research methods.                                                                                                                |
| <b>C. Competence</b> |                                                                                                                                                                                                                                                           |
|                      | On successful completion of the program, the graduate will be able to:                                                                                                                                                                                    |
| <b>PLO 7</b>         | <b>A. Autonomy and Responsibility</b><br>i. Function with considerable autonomy in professional activities related to health professions education, including critical processes such as analysis, diagnosis, design, planning, execution, and evaluation |
| <b>PLO 8</b>         | <b>B. Role in Context</b><br>i. Utilize leadership, sustainability, and problem-solving skills to determine and achieve educational outcomes                                                                                                              |
| <b>PLO 9</b>         | ii. Contribute to the advancement and scholarship of health professions education on an individual level and within their local team, unit, department, or faculty.                                                                                       |
| <b>PLO 10</b>        | <b>C. Self-Development</b><br>i. Demonstrate self-directed learning strategies, including self-assessment, self-evaluation, reflective practice, critical thinking, and information management                                                            |

### Program Completion Requirements

Learners must successfully complete all coursework, seminars, and a Master's-level research project culminating in a scientific thesis that should be approved by the Board of Examiners. To achieve the MSc HPE award, the student must pass all courses with a minimum GPA of 3.0 on a scale of 4.0. If a student is unable to successfully complete any of the courses in the second year of the program, he/she will be awarded a PgDip HPE provided that he/she has completed all courses in the first year.

## Course information

### Study Plan

| Year | Semester   | Duration | Course Code | Courses                                                | Mode of Delivery | Credit |
|------|------------|----------|-------------|--------------------------------------------------------|------------------|--------|
| 1    | Semester 1 | 4 weeks  | HPE700      | Introduction to HPE and Study Skills                   | Blended          | 4      |
|      |            | 6 weeks  | HPE701      | Design and Planning of Learning                        | Blended          | 4      |
|      |            | 6 weeks  | HPE702      | Facilitating Learning Experiences in Multiple Settings | Blended          | 4      |
|      | Semester 2 | 6 weeks  | HPE703      | Assessment of Learning                                 | Blended          | 4      |
|      |            | 4 weeks  | HPE707      | Introduction to Simulation-based Education             | Blended          | 4      |
|      |            | 6 weeks  | HPE704      | Leadership and Management in Education                 | Blended          | 4      |
| 2    | Semester 3 | 8 weeks  | HPE705      | Educational Scholarship and Research Methodology       | Blended          | 4      |
|      |            | 8 weeks  | HPE800      | Master's Thesis                                        | Face-to-face     |        |
|      | Semester 4 | 16 weeks | HPE800      | Master's Thesis                                        | Face-to-face     | 6      |

### Course description

#### HPE700 Introduction to Health Professions Education and Study Skills

This blended course aims to equip students with the skills needed to succeed in graduate studies in health professions education. Students will have an opportunity to prepare for graduate-level work by learning about health professions education, strategies for successful blended learning, academic writing conventions, scholastic honesty, as well as the systems and processes in place at the university to support them. In addition, students will explore the theories of andragogy, reflective learning, and self-determination theory. Active participation during course sessions is an essential part of success in this course.

### **HPE701 Design and Planning of Learning**

In this course, students will identify, critique, and apply various theories and approaches to designing and planning educational programs, including behaviorism, constructivism, cognitivism, connectivism, and adult learning theory. In addition, students will explore and practice applying active learning, situated learning theory, and social learning theory, which involves conducting needs analyses, developing learning outcomes, assessments, structure, activities, and content materials. The course will support students in making informed decisions and applying the principles of learning and teaching to develop learning activities in their own context.

Further, selecting various approaches to learning and teaching, and utilizing a range of learning opportunities and constructively aligned assessments to support identified learning goals will also be discussed. Next, the course will provide an insight into quality assurance by designing, conducting, and acting on evaluations of educational interventions for improvements.

During the length of the course, the information sources integrated within this course will be explored through the discussion of research articles published in peer-reviewed journals to further support students in continuously using theory-based insights in dealing with authentic educational problems.

The course will conclude with a summative written piece of assessment where students are asked to apply principles of need assessment, curriculum development, and evaluation to design or revise an educational unit in their context.

### **HPE702 Facilitating Learning Experiences in Multiple Settings**

This foundational course aims to prepare students for facilitating learning in health professions education in higher learning and healthcare settings and contribute to their professional development as teachers. Students will grow their knowledge of the fundamentals of teaching, facilitate developing clinical reasoning skills, and have the opportunity to experience and participate in a variety of teaching-learning activities and teaching techniques related to, e.g., lectures, different forms of seminars and group work, simulations, and teaching with technology. The variety of forms is planned to facilitate learning and to serve as a model for one's own teaching. Students will be introduced to a variety of teaching methods and educational technologies and have an opportunity to develop their personal philosophy around teaching and learning. This course is based on behaviorism, constructivism, cognitivism, and adult learning theory. In addition, students will have

opportunities to explore and apply the principles of situated learning theory, social learning theory, and experiential learning. This means that active participation during course sessions is essential to the course content. Students will develop themselves as reflective practitioners through assignments uploaded to a personal ePortfolio. Assignments include the development of a personal teaching philosophy, giving and receiving feedback with their peers, and completing two experiential projects in which students will facilitate a short teaching session.

### **HPE703 Assessment of Learning**

In this course, students will learn about the assessment methods used in health professions education curricula. This will include exploring the theories of assessing knowledge and theories of assessing skills and competencies, like the Dreyfus Model of Skill Acquisition and Miller's Pyramid of Clinical Competence, which will also be discussed. Content includes both norm-referenced and criterion-referenced assessment methods. Students will identify criteria used to develop reliable and valid assessment measures. Students will explore measures used to identify cognitive, affective, and psychomotor domains as they relate to education and health care. This course will explore current issues and research related to educational testing instruments, alternatives to standardized assessment methods, and outcomes measurement in education.

### **HPE707 Introduction to Simulation-based Education**

Dive into the fundamentals of Simulation-based Education in this blended course. Through a combination of online learning and interactive workshops, participants will have the chance to construct scenarios, conduct debriefing sessions, and experiment with diverse feedback approaches. Students will develop a solid grasp of simulation education theories and hands-on skills that form the foundation for more advanced studies in the field. Active participation during course sessions is an essential part of success in this course.

### **HPE704 Leadership and Management in Education**

This course aims to equip students with the skills necessary to address the leadership challenges that are present in health professions education. The course will introduce learners to key leadership theories, both traditional and modern, including the trait theory, behavioral leadership, situational leadership, transformational leadership, servant leadership, sustainable leadership, and others. In addition, students will explore emotional intelligence, cultural intelligence, the theory of planned change, change readiness theory, as well as several ethical theories and frameworks, including consequentialist, non-consequentialist, and alternative ethical theories. Students will apply concepts through reflective activities, discussions, scholarly papers, and presentations.

### **HPE705 Educational Scholarship and Research Methodology**

This course aims to allow students to holistically assess their own scholarship within the context of their professional practice. Students will gain foundational knowledge about quantitative and qualitative research designs and methods common to educational research. Students will demonstrate skills in data collection and analysis strategies. This course allows students to identify an educational problem of interest and design a research proposal to address the problem. Students will have the opportunity to demonstrate knowledge of the discipline of health professions education, knowledge of the theories related to their topic of interest, and the ability to design empirical research. Students will demonstrate the ability to synthesize empirical, peer-reviewed research in support of all assignments in this course.

By the end of the course, students will have achieved a fully developed research proposal for the HPE800 Master's Thesis.

### **HPE800 Master's Thesis**

The master's thesis course is designed to develop the principles of scientific research methods and enhance the student's understanding of one particular field in health professions education. The ability to be a critical and creative thinker is an essential attribute of a health professions education scholar. The course requires the preparation of a study protocol and culminates with a thesis and oral defense before a committee of internal and external examiners.

The thesis is a work of original scholarship, designed with guidance from an academic supervisor. Each project is unique to the learner completing it, and thus, there is flexibility in scheduling, approach, and style that is up to the discretion of the thesis supervisor.

For more information, please refer to the [Thesis Handbook](#).

## **Sequencing of courses**

Please refer to the [Study Plan](#)

# Admission, withdrawal, and enrolment policies

For detailed information, please refer to the section on [MBRU's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal](#).

## Admission Requirements - Academic Year 2026 – 2027

| Item              | Qualification/Criteria                                                                                                                                                                                                                                                                    |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree            | <p>Hold a Bachelor's Degree in a health discipline (or equivalent) with a minimum cGPA of 3.00 on a scale of 4.00 or equivalent.</p> <p>Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for *conditional admission.</p>                                         |
| Motivation Letter | <p>In 300 words or fewer, provide us with more insight about</p> <ul style="list-style-type: none"><li>• your learning and professional journey so far,</li><li>• why you are interested in the program,</li><li>• how this program will support your professional advancement.</li></ul> |
| Interview         | <p>Shortlisted applicants will be invited for a personal interview.</p>                                                                                                                                                                                                                   |

### Notes:

- We welcome healthcare professionals with recognised degrees and demonstrated clinical or educational experience. GPA is one indicator of readiness, but exceptional professional achievements are also considered. Applicants will be assessed on a combined evaluation of academic performance and relevant professional experience. This reflects that the MSc/PGDip HPE is a postgraduate qualification for working healthcare professionals.
- Applicants with university degree obtained outside the UAE, are required to submit an Educational Credential Evaluators (ECE) – General with Grade Average for US institutions evaluation when applying to evaluate the transcripts and have a standard GPA (<http://www.ece.org>)
- \*If accepted, student must take a maximum of nine credit hours of courses during the period of conditional admission and must achieve a minimum cGPA of 3.0 on a 4.0 scale in these nine credits of courses studied or be subject to dismissal.

Transcripts and Degree Certificates submitted, upon offer, will require attestation from the Ministry of Education in the UAE for degrees awarded inside the UAE.

| English Language Requirements |                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic IELTS                | <ul style="list-style-type: none"><li>• An overall band 6 with no skill less than 5.5</li><li>• 'IELTS Indicator' will not be considered for admission purposes</li><li>• A single certificate to be submitted; combined scores are not accepted.</li><li>• Must have been taken within the last two years</li><li>• IELTS One Skill Retake is accepted</li></ul> |

|           |                                                                                                                                                                                                                               |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOEFL     | <ul style="list-style-type: none"> <li>• iBT 80</li> <li>• PBT is not accepted</li> <li>• Must have been taken within the last two years</li> <li>• 'My Best Scores' will not be considered for admission purposes</li> </ul> |
| Interview | Shortlisted applicants will be invited for a personal interview.                                                                                                                                                              |

### **Transfer Admissions and Recognition of Prior Learning Policy**

The Master's in Health Professions Education does not accept transfer of admissions, transfer credit, or recognize prior learning, due to the uniqueness and integrated nature of the curriculum offered.

### **Registration, Re-Enrolment, Withdrawal, Probation, and Dismissal Policies**

For a student to maintain good academic standing in the MSc HPE program, a minimum cGPA of 3.0 (out of a 4.0 scale) is required. Regularly admitted graduate students who earn a GPA of less than 3.0 in any semester will be placed on probation.

A course where the student has earned a grade of "B" cannot be repeated for a higher grade. A course where the student has earned a grade of lower than a "B" may be repeated once to achieve a higher grade. All graded courses contribute to the cGPA, except for the original grade of a course that has been repeated.

The student is expected to earn a Pass (P) grade for all research credits. One Fail (F) grade indicates that the student is not making satisfactory progress and will be placed on probation. The student will be subject to dismissal from the program if he/she earn a Fail (F) grade for two semesters.

The enrolment of a graduate student will be terminated under any one of the following conditions:

- If the student has a GPA below 2.0 at the end of the first semester of study.
- If the student fails to establish and maintain a cGPA of 3.0 or above after more than one semester of study.
- If a student fails to maintain a cGPA of 3.0, they are on academic probation. Two consecutive probations would lead to dismissal.
- If the student has earned a grade of "F" for two courses during his/her studies.
- If the student has earned a "F" grade for two semesters.

- If the student has failed a qualifying/comprehensive exam or a dissertation defense for a second time.
- Other reasons for termination might include failure to maintain continuous enrolment and/or make normal progress toward degree completion, and other issues related to academic integrity or student conduct, etc.

Re-enrolment is not applicable to the MSc HPE program, and the two weeks of the add/drop period do not apply.

## Student Assessment and Progression

### Grading System

MBRU uses a letter-based grading system to report course grades. Assessments are typically recorded on a percentage scale (0-100) and converted into a letter grade as outlined below.

| Performance                  | Grade | Score  | Quality Points |
|------------------------------|-------|--------|----------------|
| Excellent                    | A     | 90-100 | 4.00           |
| Excellent                    | A -   | 87-89  | 3.70           |
| Very Good                    | B +   | 84-86  | 3.30           |
| Very Good                    | B     | 80-83  | 3.00           |
| Good                         | B -   | 77-79  | 2.70           |
| Satisfactory                 | C +   | 74-76  | 2.30           |
| Satisfactory (Pass)          | C     | 70 -73 | 2.00           |
| Unsatisfactory (Remediation) | C -   | 67-69  | 1.70           |
| Unsatisfactory (Remediation) | D +   | 64-66  | 1.30           |
| Unsatisfactory (Remediation) | D     | 60-63  | 1.00           |
| Fail                         | F     | 0-59   | 0.00           |

Note: Students who get a grade of C-, D+, or D will be allowed to submit their assignment for a maximum of three attempts (initial submission plus 2 additional submissions). Students who get an F or < 60 can also remediate.

| Grade     | Description                                                                                                                                                                            |
|-----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A, A-     | Exceptional performance: all course objectives achieved; objectives met in a consistently outstanding manner                                                                           |
| B+, B     | Very good performance: significantly more than the majority of the course objectives achieved (majority being at least two-thirds), objectives met in a consistently thorough manner   |
| B-        | Good Performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                                   |
| C, C+     | Satisfactory performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                           |
| C-, D+, D | Below acceptable performance: less than the minimum required for some course objectives but met at a less than acceptable level. Would value remediation opportunity                   |
| F         | Unacceptable performance: minimum required course objectives not met; objectives not met at a minimally acceptable level; no credit earned.<br><br>Would value remediation opportunity |

## Mapping of PLOs to QF Emirates

| PLOs   | QF1<br>Advanced problem-solving skills | QF2<br>The integration of and formulation of judgments | QF3<br>Taking account of social and ethical issues and responsibilities and reflecting experience of managing change in a highly complex, unpredictable, and unfamiliar context that requires new strategic approaches and/or intervention or conceptual abstract solutions | QF4<br>Planning skills to develop and execute a major project/activity outcome with appropriately selected research methodologies to produce sound conclusions | QF5<br>Presenting, explaining and/or critiquing highly complex matters | QF6<br>Managing professional activities in such context | QF7<br>Self-evaluating and taking responsibility for contributing to professional knowledge and practice including unfamiliar learning contexts | QF8<br>Developing and implementing further learning consistently and sensitively | QF9<br>Consistently and sensitively managing highly complex ethical issues leading to informed, fair, and valid decisions |
|--------|----------------------------------------|--------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| PLO-1  |                                        | X                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                |                                                                        | X                                                       | X                                                                                                                                               |                                                                                  | X                                                                                                                         |
| PLO-2  | X                                      | X                                                      | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              | X                                                                      | X                                                       | X                                                                                                                                               |                                                                                  | X                                                                                                                         |
| PLO-3  | X                                      | X                                                      | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              | X                                                                      | X                                                       | X                                                                                                                                               | X                                                                                |                                                                                                                           |
| PLO-4  | X                                      |                                                        | X                                                                                                                                                                                                                                                                           |                                                                                                                                                                | X                                                                      | X                                                       | X                                                                                                                                               | X                                                                                |                                                                                                                           |
| PLO-5  | X                                      | X                                                      | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              | X                                                                      |                                                         | X                                                                                                                                               | X                                                                                | X                                                                                                                         |
| PLO-6  | X                                      |                                                        | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              |                                                                        |                                                         |                                                                                                                                                 | X                                                                                |                                                                                                                           |
| PLO-7  | X                                      |                                                        | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              | X                                                                      | X                                                       |                                                                                                                                                 | X                                                                                |                                                                                                                           |
| PLO-8  | X                                      | X                                                      |                                                                                                                                                                                                                                                                             |                                                                                                                                                                |                                                                        | X                                                       |                                                                                                                                                 |                                                                                  | X                                                                                                                         |
| PLO-9  |                                        | X                                                      | X                                                                                                                                                                                                                                                                           | X                                                                                                                                                              |                                                                        |                                                         | X                                                                                                                                               | X                                                                                | X                                                                                                                         |
| PLO-10 |                                        | X                                                      |                                                                                                                                                                                                                                                                             | X                                                                                                                                                              |                                                                        |                                                         | X                                                                                                                                               |                                                                                  |                                                                                                                           |

## Faculty listing

| Faculty Name      | Field                                       | Graduation Institutions                                                                                                                                                        | Degrees Held                           | Research Student Supervision                                   | Graduate Teaching Experience                                                                                           |
|-------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Nabil Zary        | Medical Education                           | <ul style="list-style-type: none"> <li>Karolinska Institute, Sweden</li> </ul>                                                                                                 | PhD<br>BSc Med                         | Supervisor: 6 PhD students and 10 MSc students                 | MMed, PhD programs at Karolinska Institute                                                                             |
| Simon Kitto       | Social Sciences                             | <ul style="list-style-type: none"> <li>Monash University, Australia</li> </ul>                                                                                                 | PhD<br>BA                              | Supervisor 6 PhD students                                      | PhD programs at University of Toronto                                                                                  |
| Leigh Powell      | Learning Sciences and Technology            | <ul style="list-style-type: none"> <li>Northcentral University</li> <li>University of Dundee</li> <li>McMaster University</li> </ul>                                           | EdD<br>MEd<br>BA                       | Co-supervisor<br>1 MSc student                                 |                                                                                                                        |
| Shaista Salman    | Medical Education                           | <ul style="list-style-type: none"> <li>University Sains Malaysia</li> <li>Maastricht University</li> <li>University of Dundee</li> <li>Allama Iqbal Medical College</li> </ul> | PhD<br>MMed<br>PGDip<br>PGCert<br>MBBS | Supervisor: 5 MSc students<br><br>Co-Supervisor: 1 PhD student | Residency programs family medicine Bahrain, MMed and PhD Shifa Tameer-e-Millat university, Star MD Program RCSI Dublin |
| Wail Bamadhaf     | Medical Education<br><br>Emergency Medicine | <ul style="list-style-type: none"> <li>Gulf Medical University &amp; FAIMER</li> <li>Gulf Medical University</li> </ul>                                                        | MHPED<br>MBBS<br>ABHS-EM<br>EBCEM      | <u>Co-supervisor</u><br><u>2 MSc students</u>                  |                                                                                                                        |
| Ayesha Almeheiri  | Leadership in Health Professions Education  | <ul style="list-style-type: none"> <li>University of Twente, Netherlands</li> </ul>                                                                                            | MSc HPE<br>MBBS<br>MRCGP               | <u>Co-supervisor</u><br><u>2 MSc students</u>                  |                                                                                                                        |
| Preman Rajalingam | Higher Education and Educational Psychology | <ul style="list-style-type: none"> <li>Monash University</li> <li>University of Western Australia</li> </ul>                                                                   | PhD<br>MEd                             | Supervisor: 11 medical students (scholarly projects)           | PG programs at NTU, Singapore                                                                                          |

| Faculty Name      | Field                                                   | Graduation Institutions                                                                                                                                                  | Degrees Held             | Research Student Supervision                                                         | Graduate Teaching Experience |
|-------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------------------------------------------------------------------|------------------------------|
| Nandu Goswami     | Physiology, Medical Education                           | <ul style="list-style-type: none"> <li>Medical University of Graz, Austria</li> <li>Karolinska Institute, Sweden</li> <li>University of Fribourg, Switzerland</li> </ul> | MD, MSc<br>MedEd,<br>PHD | Supervisor:<br>MSc and PhD students                                                  | Yes                          |
| Ibrahim Inuwa     | Anatomy, Educational Assessment, Curriculum Development | <ul style="list-style-type: none"> <li>ABU, Zaria. Nigeria.</li> <li>University of Sheffield, UK.</li> <li>University of Dundee, UK.</li> </ul>                          | MBBS,<br>MMED,<br>PHD    | Supervisor 2<br>MSc HPE student Co-supervisor:<br>1 MSc Graduated<br>1 PhD Graduated | External PhD examiner        |
| Mersiha Kovasevic | E-learning and Instructional Design                     | City University of Seattle                                                                                                                                               | EdD<br>MA                | <u>Co-supervisor</u><br><u>2 MSc students</u>                                        |                              |

# Postgraduate Diploma in Health Professionals Education (PgDip HPE)



# Program learning outcomes and completion requirements

## Program Goals

The overall aim of the Postgraduate Diploma in Health Professions Education at MBRU is to educate leaders in Health Professions Education (HPE) in:

- a) The theory and practice of HPE
- b) Direct teaching of knowledge and skills
- c) Skills to appraise and produce HPE scholarships
- d) The skills to design, plan, and implement a relevant HPE curriculum
- e) The skills to support and encourage the improvement of HPE

Graduates of the program are expected to have competencies in the following domains:

- a) Design and Planning of Learning
- b) Assessment of Learning
- c) Teaching and Facilitating Learning
- d) Educational Management and Leadership
- e) Educational Scholarship and Evidence-based Practice

## Program Learning Outcomes

On successful completion of the program, the graduate will be able to:

| Program Learning Outcomes: MSc in Health Professions Education |                                                                                                                                                                                            |
|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A. Knowledge</b>                                            |                                                                                                                                                                                            |
| <b>PLO 1</b>                                                   | i. Discuss current trends and issues in health professions education in a global context.                                                                                                  |
| <b>PLO 2</b>                                                   | ii. Critique the effectiveness of a variety of educational approaches in different social, cultural, and professional contexts                                                             |
| <b>PLO 3</b>                                                   | iii. Critique and propose improvements to their education practice by applying evidence-based literature and theories.                                                                     |
| <b>B. Skills</b>                                               |                                                                                                                                                                                            |
| <b>PLO 4</b>                                                   | i. Generate innovative, practical solutions to complex challenges in medical education by collaborating with others and creatively combining educational theory and entrepreneurial skills |
| <b>PLO 5</b>                                                   | ii. Utilize appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems in health professions education               |
| <b>PLO 6</b>                                                   | iii. Plan and conduct independently a novel research project utilizing acquired knowledge and practical understanding of research methods.                                                 |

| C. Competence |                                                                                                                                                                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLO 7         | <b>D. Autonomy and Responsibility</b><br>i. Function with considerable autonomy in professional activities related to health professions education, including critical processes such as analysis, diagnosis, design, planning, execution, and evaluation |
| PLO 8         | <b>E. Role in Context</b><br>i. Utilize leadership, sustainability, and problem-solving skills to determine and achieve educational outcomes                                                                                                              |
| PLO 9         | ii. Contribute to the advancement and scholarship of health professions education on an individual level and within their local team, unit, department, or faculty.                                                                                       |
| PLO 10        | <b>F. Self-Development</b><br>i. Demonstrate self-directed learning strategies, including self-assessment, self-evaluation, reflective practice, critical thinking, and information management                                                            |

### Program Completion Requirements

To achieve the PgDip HPE award, the student must successfully pass all courses with a minimum GPA of 3.0 on a scale of 4.0.

## Course information

### Study Plan

| Year | Semester   | Duration | Course Code | Courses                                                | Mode of Delivery | Credit |
|------|------------|----------|-------------|--------------------------------------------------------|------------------|--------|
| 1    | Semester 1 | 4 weeks  | HPE700      | Introduction to HPE and Study Skills                   | Blended          | 4      |
|      |            | 6 weeks  | HPE701      | Design and Planning of Learning                        | Blended          | 4      |
|      |            | 6 weeks  | HPE702      | Facilitating Learning Experiences in Multiple Settings | Blended          | 4      |
|      |            | 6 weeks  | HPE703      | Assessment of Learning                                 | Blended          | 4      |
|      |            | 4 weeks  | HPE707      | Introduction to Simulation-based Education             | Blended          | 4      |

|  |  |         |        |                                        |         |   |
|--|--|---------|--------|----------------------------------------|---------|---|
|  |  | 6 weeks | HPE704 | Leadership and Management in Education | Blended | 4 |
|--|--|---------|--------|----------------------------------------|---------|---|

## Course description

### HPE700 Introduction to Health Professions Education and Study Skills

This blended course aims to equip students with the skills needed to succeed in graduate studies in health professions education. Students will have an opportunity to prepare for graduate-level work by learning about health professions education, strategies for successful blended learning, academic writing conventions, scholastic honesty, as well as the systems and processes in place at the university to support them. In addition, students will explore the theories of andragogy, reflective learning, and self-determination theory. Active participation during course sessions is an essential part of success in this course.

### HPE701 Design and Planning of Learning

In this course, students will identify, critique, and apply various theories and approaches to designing and planning educational programs, including behaviorism, constructivism, cognitivism, connectivism, and adult learning theory. In addition, students will explore and practice applying active learning, situated learning theory, and social learning theory, which involves conducting needs analyses, developing learning outcomes, assessments, structure, activities, and content materials. The course will support students in making informed decisions and applying the principles of learning and teaching to develop learning activities in their own context.

Further, selecting various approaches to learning and teaching, and utilizing a range of learning opportunities and constructively aligned assessments to support identified learning goals will also be discussed. Next, the course will provide an insight into quality assurance by designing, conducting, and acting on evaluations of educational interventions for improvements.

During the length of the course, the information sources integrated within this course will be explored through the discussion of research articles published in peer-reviewed journals to further support students in continuously using theory-based insights in dealing with authentic educational problems.

The course will conclude with a summative written piece of assessment where students are asked to

apply principles of need assessment, curriculum development, and evaluation to design or revise an educational unit in their context.

### **HPE702 Facilitating Learning Experiences in Multiple Settings**

This foundational course aims to prepare students for facilitating learning in health professions education in higher learning and healthcare settings, and contribute to their professional development as teachers. Students will grow their knowledge of the fundamentals of teaching, facilitate the development of clinical reasoning skills, and have the opportunity to experience and participate in a variety of teaching-learning activities and teaching techniques related to, e.g., lectures, different forms of seminars and group work, simulations, and teaching with technology. The variety of forms is planned to facilitate learning and to serve as a model for one's own teaching. Students will be introduced to a variety of teaching methods and educational technologies and have an opportunity to develop their personal philosophy around teaching and learning. This course is based on behaviorism, constructivism, cognitivism, and adult learning theory. In addition, students will have opportunities to explore and apply the principles of situated learning theory, social learning theory, and experiential learning. This means that active participation during course sessions is essential to the course content. Students will develop themselves as reflective practitioners through assignments uploaded to a personal ePortfolio. Assignments include the development of a personal teaching philosophy, giving and receiving feedback with their peers, and completing two experiential projects in which students will facilitate a short teaching session.

### **HPE703 Assessment of Learning**

In this course, students will learn about the evaluation methods used in health professions education curricula. This will include exploring the theories of formative assessment, summative assessment, Dreyfus Model of Skill Acquisition, and Miller's Pyramid of Clinical Competence. Content also includes norm-referenced and criterion-referenced evaluation methods. Students will identify criteria used to develop reliable and valid evaluation measures. Students will explore measures used to identify cognitive, affective, and psychomotor domains as they relate to education and health care. This course will explore current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcomes measurement in education.

### **HPE707 Introduction to Simulation-based Education**

Dive into the fundamentals of Simulation-based Education in this blended course. Through a combination of online learning and interactive workshops, participants will have the chance to

construct scenarios, conduct debriefing sessions, and experiment with diverse feedback approaches. Students will develop a solid grasp of simulation education theories and hands-on skills that form the foundation for more advanced studies in the field. Active participation during course sessions is an essential part of success in this course.

### HPE704 Leadership and Management in Education

This course aims to equip students with the skills necessary to address the leadership challenges that are present in health professions education. The course will introduce students to key leadership theories, both traditional and modern, including the trait theory, behavioral leadership, situational leadership, transformational leadership, servant leadership, sustainable leadership, and others. In addition, students will explore emotional intelligence, cultural intelligence, the theory of planned change, change readiness theory, as well as several ethical theories and frameworks, including consequentialist, non-consequentialist, and alternative ethical theories. Students will apply concepts through reflective activities, discussions, scholarly papers, and presentations.

## Sequencing of courses

Please refer to the [Study Plan](#)

## Admission, withdrawal, and enrolment policies

For detailed information, please refer to the Section on the [University's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal](#).

### Admission Requirements - Academic Year 2026 – 2027

| Item              | Qualification/Criteria                                                                                                                                                                                                                                                                        |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree            | <p>Hold a Bachelor's Degree in a health discipline (or equivalent) with a minimum cGPA of 3.00 on a scale of 4.00 or equivalent.</p> <p>Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for *conditional admission.</p>                                             |
| Motivation Letter | <p>In 300 words or fewer, provide us with more insight about</p> <ul style="list-style-type: none"> <li>• your learning and professional journey so far,</li> <li>• why you are interested in the program,</li> <li>• how this program will support your professional advancement.</li> </ul> |

#### Notes:

- We welcome healthcare professionals with recognised degrees and demonstrated clinical or educational experience. GPA is one indicator of readiness, but exceptional professional achievements are also considered. Applicants will be assessed on a combined evaluation of academic performance and relevant professional experience. This reflects that the MSc/PGDip HPE is a postgraduate qualification for working healthcare professionals.
- Applicants with university degree obtained outside the UAE, are required to submit an Educational Credential Evaluators (ECE) – General with Grade Average for US institutions evaluation when applying to evaluate the transcripts and have a standard GPA (<http://www.ece.org>)
- \*If accepted, student must take a maximum of nine credit hours of courses during the period of conditional admission and must achieve a minimum cGPA of 3.0 on a 4.0 scale in these nine credits of courses studied or be subject to dismissal.
- Transcripts and Degree Certificates submitted, upon offer, will require attestation from the Ministry of Education in the UAE for degrees awarded inside the UAE.

| English Language Requirements |                                                                                                                                                                                                                                                                                                                                                                      |
|-------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Academic IELTS                | <ul style="list-style-type: none"><li>• An overall band 6 with no skill less than 5.5</li><li>• 'IELTS Indicator' will not be considered for admission purposes</li><li>• A single certificate is to be submitted; combined scores are not accepted.</li><li>• Must have been taken within the last two years</li><li>• IELTS One Skill Retake is accepted</li></ul> |
| TOEFL                         | <ul style="list-style-type: none"><li>• iBT 80</li><li>• PBT is not accepted</li><li>• Must have been taken within the last two years</li><li>• 'My Best Scores' will not be considered for admission purposes</li></ul>                                                                                                                                             |
| Interview                     | Shortlisted applicants will be invited for a personal interview.                                                                                                                                                                                                                                                                                                     |

### Transfer Admissions and Recognition of Prior Learning Policy

The PGDiploma in Health Professions Education does not accept transfer of admissions, transfer credit, or recognize prior learning, due to the uniqueness and integrated nature of the curriculum offered.

### Registration, Re-Enrolment, Withdrawal, Probation, and Dismissal Policies

For a student to maintain good academic standing in the PGDipHPE program, a minimum cGPA of 3.0 (out of a 4.0 scale) is required. Regularly admitted graduate students who earn a GPA of less than 3.0 in any semester will be placed on probation.

A course where the student has earned a grade of “B” cannot be repeated for a higher grade. A course where the student has earned a grade lower than a “B” may be repeated once to achieve a higher grade. All graded courses contribute to the cGPA, except for the original grade of a course that has been repeated.

The enrolment of a graduate student will be terminated under any one of the following conditions:

- If the student has a GPA below 2.0 at the end of the first semester of study.
- If the student fails to establish and maintain a cGPA of 3.0 or above after more than one semester of study.
- If a student fails to maintain a cGPA of 3.0, they are on academic probation. Two consecutive probations would lead to dismissal.
- If the student has earned a grade of “F” for two courses during his/her studies.
- If the student has earned a “F” grade for two semesters.
- If the student has failed a qualifying/comprehensive exam or a dissertation defense for a second time.
- Other reasons for termination might include failure to maintain continuous enrolment and/or make normal progress toward degree completion, and other issues related to academic integrity or student conduct, etc.

Re-enrolment is not applicable to the PgDipHPE program, and the two weeks of the add/drop period do not apply.

Students who have enrolled in the PGDipHPE program and choose to progress into the MSc HPE program may do so prior to being awarded the PGDipHPE degree.

### **Internal Articulation Pathway**

The PGDip HPE provides a structured internal articulation pathway for participants who wish to further develop as HPE scholars. Towards the end of Semester I, the MSc HPE Program Director will introduce the articulation, outlining the program's expectations, research opportunities, and scholarly trajectory. As the MSc HPE program admits only a limited number of candidates each year, interested participants who demonstrate academic potential and meet the program's admission requirements will undergo a rigorous selection process. Successful applicants may then transition seamlessly into the MSc program upon successful completion of the PGDip. This pathway supports the development of educational leaders by enabling learners to progressively build from advanced

educational practice to independent scholarship and research. A detailed policy exists on the internal progression mechanism. However, this is subject to such students meeting the completion requirements of the PGDip HPE program and the availability of seats in the MSc HPE program.

Early exit from the PgDipHPE program will not lead to a degree qualification.

## Student Assessment and Progression

### Grading System

MBRU uses a letter-based grading system to report course grades. Assessments are typically recorded on a percentage scale (0-100) and converted into a letter grade as outlined below.

| Performance                  | Grade | Score  | Quality Points |
|------------------------------|-------|--------|----------------|
| Excellent                    | A     | 90-100 | 4.00           |
| Excellent                    | A -   | 87-89  | 3.70           |
| Very Good                    | B +   | 84-86  | 3.30           |
| Very Good                    | B     | 80-83  | 3.00           |
| Good                         | B -   | 77-79  | 2.70           |
| Satisfactory                 | C +   | 74-76  | 2.30           |
| Satisfactory (Pass)          | C     | 70 -73 | 2.00           |
| Unsatisfactory (Remediation) | C -   | 67-69  | 1.70           |
| Unsatisfactory (Remediation) | D +   | 64-66  | 1.30           |
| Unsatisfactory (Remediation) | D     | 60-63  | 1.00           |
| Fail                         | F     | 0-59   | 0.00           |

Note: Students who get a grade of C-, D+, or D will be allowed to submit their assignment for a maximum of three attempts (initial submission plus 2 additional submissions). Students who get an F or < 60 can also remediate.

| Grade     | Description                                                                                                                                                                          |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A, A-     | Exceptional performance: all course objectives achieved; objectives met in a consistently outstanding manner                                                                         |
| B+, B     | Very good performance: significantly more than the majority of the course objectives achieved (majority being at least two-thirds), objectives met in a consistently thorough manner |
| B-        | Good Performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                                 |
| C, C+     | Satisfactory performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                         |
| C-, D+, D | Below acceptable performance: less than the minimum required for some course objectives, but met at a less than acceptable level. Would value remediation opportunity                |
| F         | Unacceptable performance: minimum required course objectives not met; objectives not met at a minimally acceptable level; no credit earned.<br>Would value remediation opportunity   |

### Appealing an Assessment Process

A student may make a written appeal regarding the process of the assessment in any course. The appeal should be addressed to the Dean within 5 working days of the release of the examination results. The appeal should identify specific and objective grounds for grievance as they pertain to the process of assessment. The Dean will direct the Graduate Studies Steering Committee to review the circumstances in consultation with the course coordinator and other relevant faculty before deciding, typically within five working days.

## Mapping of PLOs to QFEmirates

| PLOs   | QF1<br>acquiring comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice | QF2<br>specialist field and integration of knowledge from different fields of work or disciplines | QF3<br>skills in solving complex unpredictable and/or abstract problems with intellectual independence and making judgments that take into account social or ethical issues | QF4<br>skills to adopt a professional approach to operating in a complex environment including the design and development of creative approaches to the management of complex work processes and organization, resources or learning | QF5<br>leading and managing teams within a technical or professional activity or working effectively as an individual | QF6<br>leading the strategic performance of professional teams and self | QF7<br>presenting, explaining and/or critiquing substantively complex matters | QF8<br>taking responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts | QF9<br>leading, contributing and implementing ethical standards. |
|--------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|
| PLO-1  |                                                                                                                                      | X                                                                                                 | X                                                                                                                                                                           |                                                                                                                                                                                                                                      | X                                                                                                                     | X                                                                       | X                                                                             | X                                                                                                                            |                                                                  |
| PLO-2  |                                                                                                                                      | X                                                                                                 | X                                                                                                                                                                           | X                                                                                                                                                                                                                                    | X                                                                                                                     | X                                                                       | X                                                                             | X                                                                                                                            | X                                                                |
| PLO-3  | X                                                                                                                                    | X                                                                                                 | X                                                                                                                                                                           | X                                                                                                                                                                                                                                    | X                                                                                                                     |                                                                         | X                                                                             | X                                                                                                                            | X                                                                |
| PLO-4  |                                                                                                                                      | X                                                                                                 | X                                                                                                                                                                           | X                                                                                                                                                                                                                                    | X                                                                                                                     | X                                                                       |                                                                               | X                                                                                                                            |                                                                  |
| PLO-5  |                                                                                                                                      | X                                                                                                 | X                                                                                                                                                                           | X                                                                                                                                                                                                                                    | X                                                                                                                     | X                                                                       |                                                                               | X                                                                                                                            | X                                                                |
| PLO-6* |                                                                                                                                      |                                                                                                   |                                                                                                                                                                             |                                                                                                                                                                                                                                      |                                                                                                                       |                                                                         |                                                                               |                                                                                                                              |                                                                  |
| PLO-7  |                                                                                                                                      |                                                                                                   | X                                                                                                                                                                           |                                                                                                                                                                                                                                      |                                                                                                                       | X                                                                       | X                                                                             | X                                                                                                                            |                                                                  |
| PLO-8  |                                                                                                                                      |                                                                                                   | X                                                                                                                                                                           |                                                                                                                                                                                                                                      | X                                                                                                                     | X                                                                       | X                                                                             | X                                                                                                                            |                                                                  |
| PLO-9  | X                                                                                                                                    | X                                                                                                 |                                                                                                                                                                             | X                                                                                                                                                                                                                                    | X                                                                                                                     | X                                                                       | X                                                                             | X                                                                                                                            |                                                                  |
| PLO-10 | X                                                                                                                                    |                                                                                                   | X                                                                                                                                                                           | X                                                                                                                                                                                                                                    |                                                                                                                       | X                                                                       | X                                                                             | X                                                                                                                            |                                                                  |

\*PLO-6 is for MSCHPE only

## Faculty listing

| Faculty Name      | Field                                                   | Graduation Institutions                                                                                    | Degrees Held                           | Research Student Supervision                                                   | Graduate Teaching Experience                                                                                           |
|-------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
| Nabil Zary        | Medical Education                                       | Karolinska Institute, Sweden                                                                               | PhD<br>BSc Med                         | Supervisor: 6 PhD students and 10 MSc students                                 | MMed, PhD programs at Karolinska Institute                                                                             |
| Leigh Powell      | Learning Sciences and Technology                        | Northcentral University<br>University of Dundee<br>McMaster University                                     | EdD<br>MEd<br>BA                       | Co-supervisor<br>1 MSc student                                                 |                                                                                                                        |
| Shaista Salman    | Medical Education                                       | University Sains Malaysia<br>Maastricht University<br>University of Dundee<br>Allama Iqbal Medical College | PhD<br>MMed<br>PGDip<br>PGCert<br>MBBS | Supervisor: 5 MSc students<br><br>Co-Supervisor: 1 PhD student                 | Residency programs family medicine Bahrain, MMed and PhD Shifa Tameer-e-Millat university, Star MD Program RCSI Dublin |
| Wail Bamadhaf     | Medical Education<br><br>Emergency Medicine             | Gulf Medical University & FAIMER<br>Guld Medical University                                                | MHPED<br>MBBS<br>ABHS-EM<br>EBCEM      | Co-supervisor<br>2 MSc students                                                |                                                                                                                        |
| Ayesha Almeheiri  | Leadership in Health Professions Education              | University of Twente, Netherlands                                                                          | MSc HPE<br>MBBS<br>MRCGP               | Co-supervisor<br>2 MSc students                                                |                                                                                                                        |
| Preman Rajalingam | Higher Education and Educational Psychology             | Monash University<br>University of Western Australia                                                       | PhD<br>MEd                             | Supervisor: 11 medical students (scholarly projects)                           | PG programs at NTU, Singapore                                                                                          |
| Ibrahim Inuwa     | Anatomy, Educational Assessment, Curriculum Development | ABU, Zaria. Nigeria.<br>University of Sheffield, UK.<br>University of Dundee, UK.                          | MBBS,<br>MMED,<br>PHD                  | Supervisor 2 MSc HPE student Co-supervisor: 1 MSc Graduated<br>1 PhD Graduated | External PhD examiner                                                                                                  |

| Faculty Name      | Field                               | Graduation Institutions    | Degrees Held | Research Student Supervision    | Graduate Teaching Experience |
|-------------------|-------------------------------------|----------------------------|--------------|---------------------------------|------------------------------|
| Mersiha Kovasevic | E-learning and Instructional Design | City University of Seattle | EdD<br>MA    | Co-supervisor<br>2 MSc students |                              |

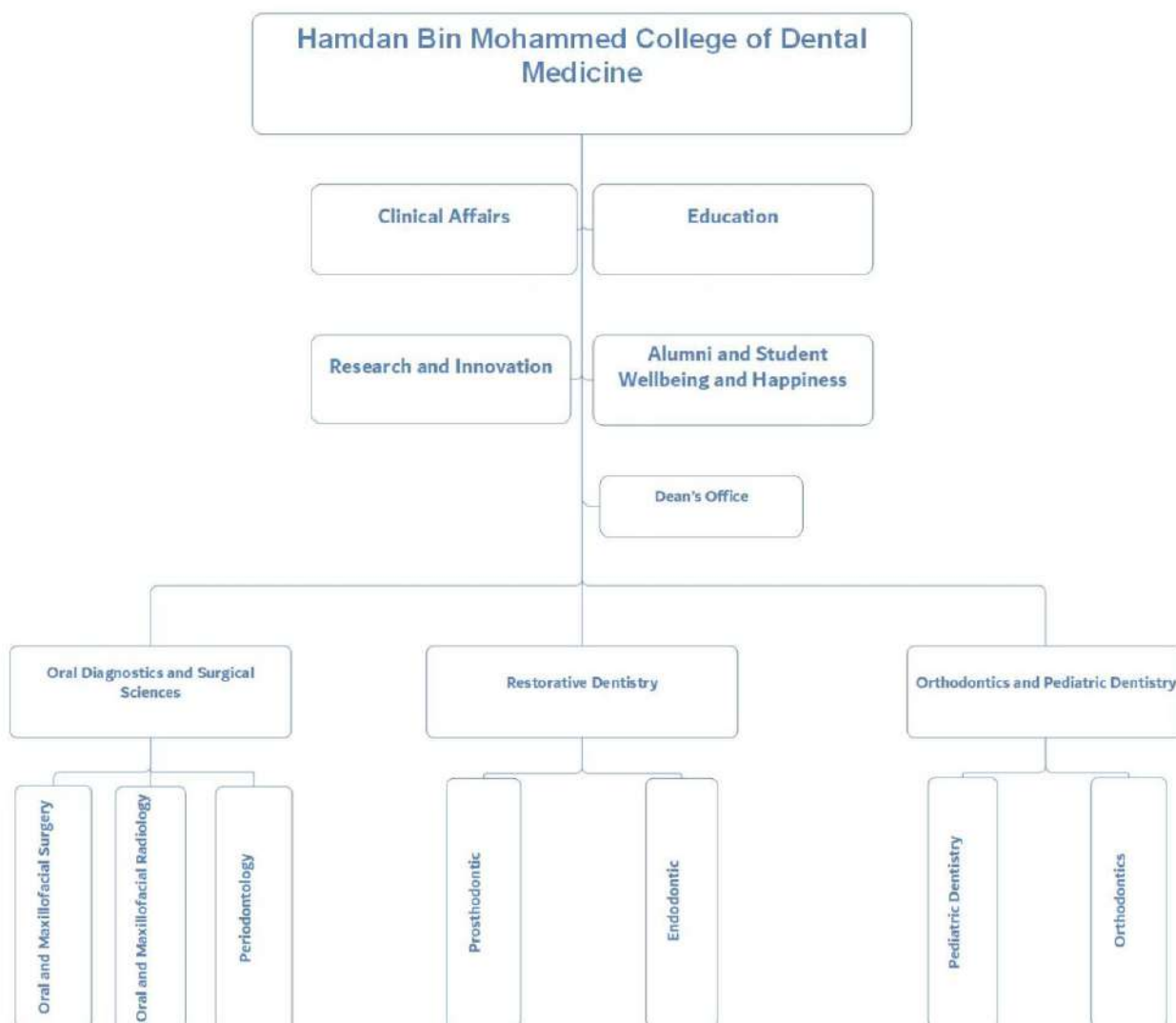
# **Hamdan Bin Mohammed College of Dental Medicine**

## Organizational structure of the College

HBMCDM is one of the academic departments at MBRU. The organization chart below provides an overview of its structure:

### Hamdan Bin Mohammed College of Dental Medicine

Functional Structure



## College Goals and Outcomes

|            |                                                                                                                                                                  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1     | Provide dental specialty training                                                                                                                                |
| Objectives | Provide competency-based training.                                                                                                                               |
|            | Encourage evidence-based practice.                                                                                                                               |
|            | Integrate basic, medical, behavioral, and dental sciences in all curricula.                                                                                      |
|            | Develop new programs/courses                                                                                                                                     |
| Goal 2     | Deliver curricula that meet national and international standards                                                                                                 |
| Objectives | Affiliate and collaborate with dental educational centers of excellence.                                                                                         |
|            | Include core knowledge across all dental specialties and ensure that all students have the corequisite basic sciences, clinical competency, and research skills. |
|            | Provide dental curricula that will foster an interdisciplinary appreciation in the students.                                                                     |
|            | Align academic programs with local, regional, and international curricula for clinical specialist training.                                                      |
|            | Align curricula with the eligibility requirements to sit local, regional, and internationally recognized clinical specialty examinations.                        |
| Goal 3     | Provide patient-centered care                                                                                                                                    |
| Objectives | Position HBMCDM and Dental Hospital as a center of dental excellence.                                                                                            |
|            | Deliver care through multidisciplinary clinical teams.                                                                                                           |
|            | Empower and involve of patients in their oral health.                                                                                                            |
|            | Monitor patient satisfaction. Ensure that patient complaints are dealt with effectively and efficiently at the Dental Hospital.                                  |
|            | Provide community programs in oral health education.                                                                                                             |
| Goal 4     | Embed research to foster evidence-based practice and improve patient care                                                                                        |
| Objectives | Focus on clinical problems relevant to the country and the region.                                                                                               |
|            | Attract faculty with a research track record.                                                                                                                    |
|            | Collaborate with internationally renowned researchers and industry leaders.                                                                                      |
|            | Support and provide adequate time and resources for research that is aligned with the research mission of the MBRU.                                              |
|            | Encourage students to conduct high-quality research and publish in high-impact journals.                                                                         |
|            | Strengthen research capacity at the college.                                                                                                                     |
| Goal 5     | Harness technology and innovation in teaching and learning.                                                                                                      |
| Objectives | Encourage the use of the latest technology in clinical practice as well as didactic learning and teaching.                                                       |

|                                                        |
|--------------------------------------------------------|
| Promote and reward excellence in teaching.             |
| Provide academic development, education, and research. |

## International Accreditations

All Programs are recognized by the Ministry of Higher Education of Kuwait.

The Master of Science in Orthodontics program is accredited by the Royal College of Surgeons of Edinburgh (RCSEd).

HBMCDM also plans to seek further accreditation of its programs from reputed international bodies.

## Academic Calendar

| WEEK #                                                                | SEMESTER                                                                                           | DATE                                                 |
|-----------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>SEMESTER 1: SUNDAY, 23 AUGUST 2026 – THURSDAY, 28 JANUARY 2027</b> |                                                                                                    |                                                      |
| 1                                                                     | Clinic Starts for Returning Students                                                               | Sunday, 23 August 2026                               |
| 1                                                                     | New Student Orientation                                                                            | Tuesday, 25 August – Thursday, 27 August 2026        |
| 2                                                                     | Classes start                                                                                      | Sunday, 30 August 2026 - Thursday, 10 December 2026  |
| 17-24                                                                 | Semester 1 – Clinical Practice*                                                                    | Sunday, 13 December 2026 - Thursday, 28 January 2027 |
| 20-21                                                                 | Semester 1 – Final Exams                                                                           | Sunday, 03 January 2027 – Thursday, 14 January 2027  |
|                                                                       | SAPC** Meeting, Grade approval                                                                     | Tuesday, 19 January 2027                             |
|                                                                       | Semi-Annual Review                                                                                 | Sunday, 31 January 2027                              |
| WEEK #                                                                | SEMESTER 2                                                                                         | DATES                                                |
| <b>SEMESTER 2: SUNDAY, 31 JANUARY 2027 – THURSDAY, 19 AUGUST 2027</b> |                                                                                                    |                                                      |
| 1                                                                     | Semester 2 - Classes Start                                                                         | Sunday, 31 January 2027                              |
| 7-8                                                                   | Semester 2 – Clinical Practice*                                                                    | Sunday, 21 March – Thursday, 1 April 2027            |
| 18-20                                                                 | Semester 2 - Final Exams (Year 1, 2 & 3)                                                           | Sunday, 30 May 2027 – Thursday, 10 June 2027         |
| 18-28                                                                 | Semester 2 – Clinical Practice*                                                                    | Sunday, 30 May 2027 – Thursday, 19 August 2027       |
|                                                                       | Semester 2– CCC Meeting                                                                            | Monday, 14 June 2027                                 |
|                                                                       | Semester 2 – SAPC Meeting – Year 1, 2 & 3<br>Grade Approval and Grade Release of completed Courses | Tuesday, 15 June 2027                                |
|                                                                       | Semester 2 – SAPC Meeting – Y1, Y2 & Y3<br>Grade Release (Specialty Clinical Training courses)     | Tuesday, 03 August 2027                              |

|                                                                                                                                                                                                                              |                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| Semester 2 – SAPC Meeting – Promotion and Graduation Recommendation                                                                                                                                                          | Tuesday, 10 August 2027 |
| <p>* Students can take up to 22 working days of annual leave during selected periods, other than the didactic and exams, as approved by the Program Director.</p> <p>**SAPC: Student Admission and Progression Committee</p> |                         |

## UAE Public Dates & Holidays 2026-2027 (Subject to Official Confirmation)

| OCCASION                     | DATE                                                   |
|------------------------------|--------------------------------------------------------|
| Islamic New Year             | Wednesday, 17 June 2026                                |
| Prophets Birthday            | Tuesday, 25 August 2026                                |
| UAE National Day             | Wednesday, 2 December 2026 – Thursday, 3 December 2026 |
| New Year's Day               | Friday, 1 January 2027                                 |
| Ramadan Begins               | Sunday, 7 February 2027                                |
| End of Ramadan & Eid Al Fitr | Monday, 8 March – Thursday, 11 March 2027              |
| Arafat & Eid Al Adha         | Sunday, 16 May - Friday, 21 May 2027                   |
| Islamic New Year             | Sunday, 6 June 2027                                    |

Public holidays are subject to confirmation from relevant authorities and will be announced by the MBRU administration.

Any revisions to teaching and clinical skills scheduling, examination timetables, public holidays, and MBRU closure periods will be published throughout the year on the university's website at [www.mbru.ac.ae](http://www.mbru.ac.ae). In addition, during breaks, the students are required to be on call at Dubai Dental Hospital. Students will be notified of this requirement in advance.

## Tuition fees

| 2026-27                               | INTERNATIONAL STUDENT | UAE & GCC* STUDENT | PAYMENT SCHEDULE                         |
|---------------------------------------|-----------------------|--------------------|------------------------------------------|
| Seat reservation fee (non-refundable) | AED 10,000            | AED 10,000         | At the time of acceptance of offer       |
| Tuition Fee                           | AED 175,000           | AED 150,000        | New and returning students: 25 July 2026 |
|                                       | AED 185,000           | AED 160,000        |                                          |

## Research policies

### Policies And Procedures on Projects, \*Theses, and Dissertations

*(\*Please note that the terms 'Theses' and 'Dissertations' are used interchangeably)*

#### Registration

Students will be registered in the Research Dissertation courses (five courses) starting semester 2 of Year 1. The topic for a dissertation will be chosen by the student in conjunction with the faculty supervisor. The research project title and the supervisory team will be defined in the first semester of year one as a prerequisite for the research dissertation course in the second semester of postgraduate study.

#### Proposal Submission & Approval

The student must submit the final proposal to the Primary Supervisor before the end of semester two of year one. The students are required to organize and write the research proposal according to the HBMCDM Research Proposal Checklist.

#### Selection of Principal Supervisor

The primary supervisor will normally be a faculty member within the program. The primary supervisor will be appointed based on their clinical, research, or scholarly interest in the identified area of dental practice. The primary supervisor will allocate the supervisory team based on the faculty's interest and previous research experience, with the approval of the program director.

#### Research Supervisory Committee

The Research Supervisory Committee will consist of at least two faculty members from HBMCDM (with one primary supervisor) to oversee the student's research progress. Supervisors will provide appropriate guidance and monitoring throughout the research project. Students must meet with their research supervisor regularly (at least twice per semester) and complete and submit the research supervision meeting form to their supervisor within two weeks after the meeting.

#### Seminars

Postgraduate students attend a common course on Research Methodology and Biostatistics in the first semester of the first year and Scientific Literature courses throughout their three-year

postgraduate program to further enhance their knowledge of research in their specialties and critical appraisal of the scientific literature.

### **External Examiner**

Based on the recommendation of the Primary Supervisor, the Dean's office invites the examiners (internal and external) to the examination, and once accepted, the Dissertation Defense Panel (DDP) is formed. The DDP includes the two examiners and the DDP coordinator. Subsequently, the dissertation is sent by the DDP coordinator to the examiners to be evaluated by both.

### **Final thesis defense**

The examiners jointly evaluate the dissertation presentation and defense by the student, and the DDP coordinator ensures that the examination abides by the guidelines governing the examination and documents the recommendation of the examiners.

### **Revisions**

The examiners jointly evaluate the dissertation presentation and defense by the student and the DDP coordinator ensures that the examination abides by the guidelines governing the examination and documents the recommendation of the examiners.

### **Award of Degree**

Students will be awarded the MSc degree following successful completion of all didactic courses, meeting the required competencies in specialty clinical training and clinical skills, receiving a pass grade in the final Research Dissertation course, and completion of any other administrative requirements by the Student Admissions and Registrations Department.

### **Intellectual Property Rights and Copyrights**

MBRU is committed to encouraging faculty and students to pursue research activities that may result in protected forms of intellectual properties, such as patents and licenses, and protection of such intellectual properties in an effective and efficient manner. The applicable laws of the United Arab Emirates govern ownership of intellectual property rights.

MBRU respects the rights of authors and publishers under the Copyright Laws of the United Arab Emirates. Accordingly, faculty members and students are expected to abide by all relevant copyright and intellectual property laws and standards.

## General Information - Graduate Programs

The Hamdan Bin Mohammed College of Dental Medicine (HBMCDM) is honored to carry the name of the Crown Prince of Dubai, His Royal Highness Prince Hamdan Bin Mohammed Bin Rashid Al Maktoum. HBMCDM was established to provide internationally recognized postgraduate student-centered dental education programs that combine advanced didactic, clinical, and research training designed to prepare the candidate for a career at the specialist level. The College supports the community by providing high-quality, specialized oral health services through the work of our postgraduate dental students at Dental Hospital.

HBMCDM offers three-year, full-time Master of Science programs in Endodontics, Orthodontics, Pediatric Dentistry, Periodontology, and Prosthodontics.

All postgraduate programs at HBMCDM satisfy the eligibility criteria to sit the RCSEd and the Royal College of Surgeons of Ireland (RCSI) specialty membership examinations. Candidates who successfully complete a Master of Science in Periodontology from MBRU, pass the conjoint examination, and obtain specialist registration in the United Arab Emirates are eligible to apply for Membership of the Royal Australasian College of Dental Surgeons (MRACDS) in Periodontics without further examination.

The Master of Science/Residency in Endodontics, Orthodontics, Pediatric Dentistry, and Prosthodontics programs are accredited by the National Institutes of Health Specialties (NIHS). Candidates who successfully complete these programs from MBRU are eligible to sit the Emirati Board examination.

The research element is meant to underpin the evidence-based approach to clinical practice and embed critical thinking. Students are supervised by faculty members, and completion of a dissertation is mandatory for graduation.

Each program has a fixed curriculum, and graduation is dependent on passing all courses in the curriculum, demonstrating clinical proficiency in the specialty, completing a research project, and defending a dissertation. Failure to do so on any course will result in the students not being awarded the academic degree or certificate.

## General Admission Requirements and Procedures

All five programs offered by HBMCDM have common admission requirements and policies.

MBRU's admissions policy and procedures are detailed in the Section on [MBRU's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal](#).

## **Multiple Mini Interviews**

The Multiple Mini Interview (MMI) is an interview process comprised of several short independent assessments, typically arranged in a timed circuit. The process results in an aggregate score of each applicant's non-cognitive "soft" skills, such as interpersonal skills, professionalism, and moral judgment. Since its introduction in 2004, the MMI process has been adopted by medical, dental, and pharmacy schools around the world.

### **The MMI process**

At the start of each mini-interview rotation, a candidate receives a question/scenario and has a short period of time (typically one minute) to prepare an answer. Upon entering the interview room, the candidate has a short exchange with an assessor (usually about 5 minutes). In some cases, the assessor observes while an interaction takes place between a simulated patient (a role player) and the candidate.

At the end of each mini-interview, the assessor evaluates the applicant's performance on the activity against set criteria while the applicant moves to the next station. This pattern is repeated through a number of rotations (usually 10-15). Some stations are designated as "rest stations," meaning that no interview takes place. The applicant is expected to sit quietly during that time. The duration of the entire interview is usually between 60-90 minutes.

The interview scenarios are designed to test non-cognitive competencies, such as:

- Communication skills
- Problem-solving
- Empathy
- Moral/ethical reasoning and decision making

Although participants must relate to the scenario posed at each station, it is important to note that the MMI is not intended to test knowledge in a specialty. Instead, the assessors evaluate each applicant's thought process and ability to think naturally. As such, there are no right or wrong answers to the questions posed in an MMI, but each applicant should consider the question from a variety of perspectives.

The minimum requirement for admission to the HBMCDM postgraduate programs are:

| ITEM                  | QUALIFICATION/CRITERIA                                                                                                                                                                                                        |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Degree                | <p>Degree in Dentistry (B.D.S., D.D.S., D.M.D.) with a minimum cGPA of 3.00 on a scale of 4.00 or equivalent.</p> <p>Applicants with cGPA between 2.50 - 2.99 or equivalent may be considered for conditional admission.*</p> |
| Experience            | A minimum of one year of internship is required.                                                                                                                                                                              |
| Recommendation letter | <p>Minimum of two reference letters from the current Employer / Institution.</p> <p>Dubai Health employees are required to submit a letter of support from the Chair of Oral Health, specific to the specialty.</p>           |
| Examination           | Passing the Emirates Dental Residency Entry Examination (EDREE) or the Saudi Dental Licensing Examination (SDLE) to be potentially eligible for Emirati Board Specialty Examination.                                          |

**Note:**

- For applicants with a degree awarded outside the UAE, Educational Credential Evaluators (ECE) – General with Grade Average evaluation is required to evaluate the transcripts and have a standard GPA (<http://www.ece.org>).
- \*If admitted, the student is required to achieve a minimum cGPA of 3.0 on a 4.0 scale at the end of semester 1, excluding the Specialty Clinical Training course or be subject to dismissal.

|                                      |                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>English Language Requirements</b> | Academic IELTS                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• An overall band 6 with no skill less than 5.5</li> <li>• IELTS Indicator will not be considered for admission purposes</li> <li>• Must have been taken within the last two years</li> <li>• A single certificate to be submitted; combined scores are not accepted</li> </ul> |
|                                      | TOEFL                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• iBT 80 with a minimum of 20 in Writing</li> <li>• PBT is not accepted</li> <li>• 'My Best Scores' will not be considered for admission purposes</li> <li>• Must have been taken within the last two years</li> </ul>                                                          |
| <b>Interview</b>                     | <p>Shortlisted applicants will be invited for the respective program interview and Multiple Mini Interviews (MMI) as applicable. Applicants may also have a practical exercise.</p> <p>* Practical assessment for the Endodontics program will include access cavity and canal</p> |                                                                                                                                                                                                                                                                                                                        |

|  |                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | preparation with master cone selection for a molar tooth, and the Prosthodontics program will include a crown preparation on a phantom head teeth model. |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------|

Notes:

Detailed information on the required documentation is available on the MBRU website [www.mbruniversity.ac.ae](http://www.mbruniversity.ac.ae).

Achievements on the application forms are also considered in the selection process, e.g., College grades, class rank, extracurricular activities, and recommendations from teachers, the Dean, and the Head of Department play an important part in the whole admission procedure.

All applicants are reviewed according to these criteria without discrimination based on race, age, color, ethnic origins, marital status, gender, or any other non-merit factor.

Applications can be submitted online through the MBRU website [www.mbruniversity.ac.ae](http://www.mbruniversity.ac.ae). For the academic year 2026-2027, the deadline for submitting applications was 30 January 2026.

The applications for the academic year 2027-2028 will be published on the website.

### **Transfer Admissions and Recognition of Prior Learning Policy**

Transfer applications are considered on an individual basis and are screened like all other applicants as per undergraduate and graduate admission processes and deadlines. All applicants seeking transfer admission must meet the relevant admission criteria before consideration of credits by the relevant committee. If approved, consideration may be given for transfer credit as per the Recognition of Prior Learning Policy. Students can only request transfer credit at the time of application – if applicable.

When applicable, a transfer admission request to be considered:

- The student must be in good academic standing at his/her home institution and should not hold a GPA of less than 3.0 on a scale of 4 (or equivalent) in the last completed year.
- UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission.
- The institution from where the transfer is being made must be a federal or licensed institution, recognized by the Ministry of Education, United Arab Emirates (UAE), or a foreign institution of higher education recognized by the Ministry of Education, UAE.

Transfer credits may be granted for courses if:

- The courses are relevant to the program and have comparable learning outcomes to courses offered at MBRU.
- They have been completed in the previous 5 years.
- The student must have attained a minimum grade of B (or equivalent) for a graduate degree for courses to be considered for transfer credit.
- No transfer credit will be granted for graduation projects and thesis courses.
- The student may not receive credit twice for the same course taken at different institutions.
- MBRU does not recognize experiential or non-classroom-based prior learning.
- Prior learning credits for clinical training are recognized only if the relevant training took place in the UAE, when applicable, as per the Recognition of Prior Learning Policy. In exceptional circumstances, a waiver may be granted by the Ministry of Education.
- All supporting documents will be presented to the relevant College Curriculum Committee for evaluation as per the Recognition of Prior Learning Policy. For approved transfer credit courses, the grade that appears on the MBRU transcript is Transfer Credit (TC) and does not count towards the final GPA calculation.

Transferred courses should not exceed more than:

- 25% of the total number of credits required to complete a degree for graduate programs.

Students can transfer only at the beginning of an academic year. Transfer students will be notified of the outcome of their admissions transfer evaluation and how this will be applied to their application for the selected program at MBRU, in line with the general admissions process and deadlines.

The relevant committee's decision is final in the absence of new information or procedural errors.

Conditional admission for students accepted with a cGPA of 2.50 on a scale of 4.00.

If admitted, the student is required to achieve a minimum cGPA of 3.0 on a 4.0 scale at the end of semester 1, excluding the Specialty Clinical Training course, or be subject to dismissal.

## Registration

A student will be registered at the beginning of each academic term and continue active registration throughout their stay in the University, unless otherwise required.

## Withdrawal

Withdrawal is an action where a student opts to discontinue their studies at MBRU for any reason- personal/academic. Withdrawal could be from a course(s) or from the University.

Withdrawal from a course(s) means:

- Voluntarily withdraw from registered courses(s) or
- Withdrawn from the registered course(s) if he/she is absent for two consecutive weeks at any stage of the academic semester/session without reason or permission.
- Wrongfully enrolled in course(s)
- Demonstrates poor academic performance.

The students must complete the Add and Drop Request Form for withdrawal from a course(s).

Withdrawal from the program means that the student drops all courses in which he/she is currently enrolled, but not yet completed, and cancels enrolment in courses for which he/she is scheduled to be registered in an upcoming semester/ session. A change of status form is required to be completed in case a student opts to discontinue their studies at MBRU. Upon approval, the student status and registration changes as withdrawn on the Student Record System. If the student wishes to return to the university, then the policy for Re-enrolment applies.

## Re-enrolment in MBRU

Students who were given a leave of absence from the University or a break from continuous enrolment in regular academic terms may apply for re-enrolment, contingent upon the following:

- The student applies for re-enrolment within two years from the beginning of the first academic term of the break-in registration.
- The student is not dismissed from the University.
- Students on suspension are eligible to apply for re-enrolment upon the completion of the period of suspension.
- A student must comply with the academic, administrative, and financial policies of the University when submitting a request for re-enrolment. The request should be submitted two months in advance of the new semester. Students eligible for re-enrolment into MBRU are required to complete and submit the change of status form along with any supporting documentation to Student Affairs.

- The final decision on re-enrolment remains with the Dean of the concerned college. Student Affairs is responsible for facilitating the re-enrolment request from students, seeking the required approvals, and communicating the final decision back to the students.

## Dismissal

A permanent discontinuation of registration as a bona fide student is usually a disciplinary measure taken against a student found guilty of a serious offence following investigation. Dismissed students do not normally have the option of re-enrolment.

## Student Assessment and Progression

All five programs offered by HBMCDM have common assessment and progression policies.

Students are required to maintain a Personal Development Portfolio (PDP), which incorporates a summary of their clinical logbook, reflective learning portfolio, workplace-based assessments, and 360° appraisal.

|                                                    |           |
|----------------------------------------------------|-----------|
| Objective Structured Clinical Examination (OSCE)   | Summative |
| Personal Development Portfolio                     |           |
| Clinical Logbook and Reflective learning portfolio | Formative |
| Workplace-based assessments                        | Formative |
| 360° appraisal                                     | Formative |
| Case Report Presentation                           | Summative |
| Clinical Examinations with patients/case histories | Summative |

Students are permitted to re-sit an assessment deemed to have not reached the pass grade, that is, “below expectations”.

## Mechanisms and Methods of Assessment

A range of assessment methods is used as appropriate to the learning outcomes.

### Assessment of Knowledge and Understanding

|                                                   |           |
|---------------------------------------------------|-----------|
| Written examination (MCQs, short answers, essays) | Summative |
| Essay assignments                                 | Summative |
| Oral Examination                                  | Summative |

### Assessment of Clinical Skills and Attitudes

HBMCDM Workplace-Based Assessments (WBA)

Workplace-based assessments are intended to provide feedback to the trainee.

Formative feedback can be used by the trainee for self-directed learning for areas where there are deficiencies in performance, and also in those areas where the trainee has done well.

WBAs must be:

- Valid: Must comprise direct observation of workplace tasks and be “blueprinted” against program curriculum and ILOs
- Reliable: Multiple measures of outcomes: number of assessors and methods, and must be frequent
- Feasible: The assessment should not add time to the workplace task being assessed. Assessor should be able to complete scoring and feedback within 5-10 minutes.
- Trainee- and assessor-led: But the trainee has the overview and should be proactive.

WBAs include:

### **Direct Observation of Procedural Skills (DOPS)**

A DOPS is an assessment tool designed to evaluate the performance of a trainee in undertaking a practical procedure against a structured checklist. The trainee receives immediate feedback to identify strengths and areas for development.

### **Case-Based Discussion (CBD)**

The CBD assesses the performance of a trainee in their management of a patient to provide an indication of competence in areas such as clinical reasoning, decision-making, and application of medical knowledge in relation to patient care. It also serves as a method to document conversations about and presentations of cases by trainees. The CBD should focus on a written record (such as written case notes, outpatient letter, discharge summary).

### **Mini-Clinical Evaluation Exercise (mini-CEX)**

This tool evaluates a clinical encounter with a patient to provide an indication of competence in skills essential for good clinical care, such as history taking, examination, and clinical reasoning. The trainee receives immediate feedback to aid learning. It can be used at any time and in any setting when there is a trainee-patient interaction, and an assessor is available.

## Summary of workplace-based assessment tools used at HBMCDM

| WBA      | Competencies                                                                        | Setting                                          |
|----------|-------------------------------------------------------------------------------------|--------------------------------------------------|
| DOPs     | Technical skills, procedures and protocols                                          | Clinic, operating theatre                        |
| CBD      | Clinical judgment, clinical management, reflective practice                         | Multiple areas are covered by a challenging case |
| Mini-CEX | Communication with patient, physical examination, diagnosis, and treatment planning | Clinic, community, operating theatre             |

### Formative Assessment

Formative assessment focuses on assessing progress, giving feedback, and reflection by the students. Formative assessments should enable the students to develop and improve before completing summative assessments. Students have a responsibility to consider feedback and to act on it.

Feedback to students is given on a frequent basis in the clinical situation on a one-to-one basis. This is initiated by the sign-off of the Clinical Logbook. The student groups are small, and this has the advantage of allowing direct and regular informal feedback to students. This personal feedback enables the students to reflect on individual skills and performance.

### Summative Assessment

Summative assessment includes both coursework and examinations. Students should have the opportunity, within reason, to seek clarification and further feedback regarding summative assessments.

### Schedule for students' assessment

| Clinical Training                      | Method of Assessment                                                            | Time for Assessment   |
|----------------------------------------|---------------------------------------------------------------------------------|-----------------------|
| Specialty Clinical Training/<br>Clinic | Clinical Logbook and Reflective Learning Portfolio<br><a href="#">Formative</a> | Continuous assessment |
|                                        | 360° Appraisal<br><a href="#">Formative</a>                                     | End of Year 1,2,3     |
|                                        | Case-Based Presentation<br><a href="#">Summative</a>                            | Once per semester     |

|  |                                                                                                                                            |                       |
|--|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|  | DOPs (Direct Observation of Procedural Skill)<br>CBDs (Case-Based Discussion)<br>Mini CEX (Mini-Clinical Evaluation Exercise)<br>Formative | Continuous assessment |
|  | Meeting with the Program Director to discuss performance<br>Formative                                                                      | Once a semester       |

## Grade Descriptors for clinical assessments (knowledge, skills, and attitudes):

### 4 (Above Expectations)

- Knowledge
  - Sound depth and breadth of knowledge base, with a good level of understanding.
  - Ability to relate knowledge to problems and critically assess possible solutions.
- Manual Skills
  - An excellent level of clinical skills.
  - Excellent cross-infection control. Excellent time management and accurate self-assessment
- Professionalism
  - Excellent professional attitude towards patients, colleagues, and nurses.
  - Excellent communication with patients, colleagues, and nurses.
  - Excellent level of patient management and motivation.
- Attendance
  - Attended early for the session. Plenty of time to prepare, set up, and read clinical notes.

### 3 (Meets Expectations)

- Knowledge
  - An adequate knowledge of essential basic information and the ability to relate this information to provide acceptable solutions to clinical problems.
- Manual Skills
  - An above-average level of clinical skills.
  - Above-average cross-infection control.
  - Good time management.
  - A basic level of self-assessment.
- Professionalism

- Good professional attitude towards patients, colleagues, and nurses.
- Effective communication with patients, colleagues, and nurses.
- Effective level of patient management and motivation.
- Attendance
  - Attended early but had to rush to prepare for the session.

## **2 (Borderline)**

- Knowledge
  - A poor level of knowledge with minimal ability to relate information to solving clinical problems.
- Manual Skills
  - An adequate level of clinical skills. Questionable cross-infection control. Poor time management.
- Professionalism
  - Acceptable professional attitude towards patients, colleagues, and nurses.
  - Communication.
  - Poor patient management and motivation.
- Attendance.
  - Attended, but just in time or a little late.

## **1 (Below Expectations)**

- Knowledge.
  - Errors or omissions in basic essential information.
  - Evidence suggests the student could be unsafe to work if they do not improve.
- Manual Skills.
  - A poor level of clinical skills.
  - Poor cross-infection control.
  - Poor time management.
  - Some evidence to suggest the student is unsafe to practice if skills, cross-infection control do not improve.
- Professionalism.
  - Poor or unacceptable professional attitude towards patients, colleagues, and nurses.

- Poor communication skills. Lack of ability to manage patient/motivate patient.
- Attendance
  - Absent. Not authorized. No telephone messages.

Workplace-based assessments have their own descriptors.

## Grading Policy

### Grading Scale:

| Grade                                   | Grade Points | Score    | Performance    |
|-----------------------------------------|--------------|----------|----------------|
| A                                       | 4.00         | 90 - 100 | Excellent      |
| A -                                     | 3.70         | 87- 89   | Excellent      |
| B +                                     | 3.30         | 84-86    | Very Good      |
| B                                       | 3.00         | 80-83    | Very Good      |
| B -                                     | 2.70         | 77-79    | Good           |
| C +                                     | 2.30         | 74-76    | Satisfactory   |
| C                                       | 2.00         | 70 - 73  | Satisfactory   |
| C -                                     | 1.70         | 67-69    | Unsatisfactory |
| D +                                     | 1.30         | 64-66    | Unsatisfactory |
| D                                       | 1.00         | 60-63    | Unsatisfactory |
| F                                       | 0.00         | 0 - 59   | Fail           |
| Can remediate even if the score is < 60 |              |          |                |

### Other grades

| Letter Grade | Description                                                                                                                                                                                                                                                  |
|--------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| P            | A pass grade shall be assigned for a course that is not graded on the A-F scale. These credits shall contribute to the total required for graduation in a particular degree program, but shall not contribute to the grade point average.                    |
| TC           | Transfer Credit shall be awarded to a student who has been granted credit from another institution. These credits shall contribute to the total required for graduation in a particular degree program, but shall not contribute to the grade point average. |
| CC           | Continuing Course Grade indicates a course that is more than a semester in length, is continuing.                                                                                                                                                            |
| AU           | Audit grade shall designate a course registration with audit status. These credits are not included in the total required for graduation in a particular degree program and shall not contribute to the grade point average.                                 |
| IP           | In Progress is a notation that indicates the student is currently enrolled in the course.                                                                                                                                                                    |
| I            | An Incomplete grade shall be used when students have not completed course requirements due to extenuating circumstances.                                                                                                                                     |

|    |                                                                                                                                                                                                                                                                     |
|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| WW | Withdrawn grades shall be assigned to a student who withdraws formally from a course within the prescribed deadline after the period of Drop & Add. The deadline to withdraw formally from a course shall be 6 weeks from the beginning of classes in the semester. |
| WF | Withdrawn with Failure shall be assigned to a student who withdraws formally from a course after the prescribed deadline.                                                                                                                                           |

Students receive A-F grades in all enrolled courses except Scientific Literature and Research Dissertation courses. These two courses will be graded on a P/F scale.

### **Weighting of Course Work**

The relative weighting of the various examinations or practical projects that make up the final course grade is at the discretion of the course coordinator and will be approved by the Curriculum Committee at the beginning of each semester and provided to the students at the beginning of each course. Flexibility in the weighting of coursework is acceptable, but options (such as dropping the worst test score, etc.) will be made known to the students at the beginning of the course.

### **Posting Grades**

Grades shall be assigned to individual students on the basis of the student's performance. Grades of all courses of a semester will be ratified departmentally and subsequently by the Student Admission and Progression Committee (SAPC) in the week after the final examinations of the semester, uploaded on the LMS, and released by the Student Affairs following approval by the Dean or a nominated representative. Grades, once submitted, are not to be changed without the approval of the Dean. Such changes have to take place within 20 working days from the commencement of the following semester.

### **Student Grade Access and Appeal**

The student will be able to access his/her grade in a course after the course instructor submits it to the LMS, and it gets approved by the SAPC and the Dean of the college. The student is strongly encouraged to discuss his/her performance in class assignments during the semester with his/her course coordinator. A student who wishes to challenge the accuracy or fairness of his/her final course grade may appeal the grade within 5 working days of publication/posting of the final grades. A student should first raise the concern directly with the course coordinator and request clarification/confirmation of the accuracy and propriety of the final grade. The student may request that the course coordinator or a nominated faculty member review their exam paper for redundant questions and the accuracy of entry of course codes and grades. If the course coordinator agrees that there was an error, the process of changing the grade, described in the section below, must be

followed. If the course coordinator disagrees, the student can raise the issue with the program director. If the program director is in agreement with the faculty but the student remains convinced that the grade is in error, the student can then raise the issue in writing to Student Affairs for a final review with the Dean. The Dean should form a committee that would include a program director, the course coordinator, and one other faculty member to review the details and the accuracy of the student's grade and provide their recommendation to the Dean's office via a written report within 5 working days. The Dean of the college communicates the final decision on the appeal to Student Affairs and the program director of the concerned department within 5 working days of receiving the committee's decision. The final decision communicated by the Dean is not open to appeal. The students will be notified by Student Affairs regarding the decision of the committee.

### **Grade Point Requirement and General Policy Regarding Deficient Grades**

Students are expected to maintain a cGPA of 3.0. A grade of "C- or below" in any given course is not acceptable for progress from year to year or for successful completion of a postgraduate program. The minimum passing grade for Specialty Clinical Training courses is B.

Successful completion of a remediation option short of repetition of a course in its entirety will result in a grade improvement from a "C-, D+, or D" to a maximum of a "B".

### **Remediation of Deficient Grades**

Recommendations for scheduling remediation exams, projects, or clinical practical exams for remediation of course failure should be communicated to the SAPC for review and approval. Students with final grades of "C-, D+, D, or F" will be considered by the Student Admission and Progression Committee for remediation. Students will be informed as soon as the grades are released. Upon notification of approval to remediate, the student must contact the appropriate course coordinator(s) involved to confirm the intention to be present for the remediation, and the student must be present on the scheduled date(s). No substitute dates are permitted.

The specific option for remediation of a student's deficient grade is determined by the course coordinator and is based on the course coordinator's judgment as to the nature of the student's deficiencies and as to the student's ability to demonstrate mastery of the course material within a given period of time.

Options for remediation of deficiencies in a didactic course may include:

- Written exam after a review/tutorial period

- Oral examination
- A written paper or essay project

Options for remediation of deficiencies in a laboratory course may include:

- A special practical exam
- A remedial period of laboratory work with specific goals or practical examinations

Options for remediation of deficiencies in a clinical course may include:

- A remedial period of clinical work with specific goals.
- Based on the final summative assessment as determined by the faculty members of each program, the period of remediation and the specific areas of clinical competencies requiring remediation are recommended for approval by SAPC. The period of remediation can be completed during the academic breaks if sufficient, otherwise, an extension of the period of study must be requested by the program director, approved by SAPC, and raised for the Dean's endorsement. The student will be allowed to progress as per the study plan.

Options for remediation of deficiencies in a research dissertation course may include:

- A remedial period of research work with specific goals that are determined by the supervisor and the program director.
- If the student is not successful in fulfilling the requirements of thesis completion as determined by the thesis examination panel, a period of remediation and the specific areas of research requiring remediation is recommended by the panel and approved by the SAPC. The graduation approval will be after the successful submission of the thesis.

### **Repeating a course**

A student who repeats a course in its entirety will be awarded the achieved grade for the repeated course. However, both the original failing grade and the newly awarded grade will appear in the transcript. Only the new grade will be weighted into the cumulative grade point average computation.

### **Remediation of Grades other than Failure**

In general, short of repeating an entire course, there are no options for improving an existing passing grade (C and above) through re-examination or other remedial work.

Please refer to the HBMCDM Assessment and Progression Policy for more information.

## Probation and dismissal

A student with a cumulative grade point average (cGPA) below 3.0 in any academic year (considering the fact that semester 1 has Specialty Clinical Training as a continuous course) will be placed on academic probation and is allowed to progress from one year to the next. For programs with no continuous courses offered in semester 1 of year 1, a student with a cGPA below 3.0 in that semester will be placed on academic probation and is allowed to progress to semester 2.

At the end of the academic year, if the student obtains a cGPA below 3.0, the student will be given the option of either progressing to the following year under the terms or withdrawing from the program. If the student opts to progress to the following year, the student will be allowed one additional year on academic probation to meet the cGPA requirement of 3.0 or above. Additionally, the students will be required to sign an undertaking form agreeing to that, and the sponsor of the student, if applicable, will be notified. In the event the students do not meet this requirement, they will be dismissed from the program upon the recommendation of SAPC and endorsement of the Dean.

A student admitted with a cGPA between 2.5 -2.99 will be placed on academic probation. The student is required to achieve a grade point average (GPA) of 3.0 in all courses he/she is registered for in semester 1, excluding the Specialty Clinical Training course. If the conditionally admitted student does not achieve the required GPA as stated above, he/she will not be allowed to continue in the program upon the recommendation of SAPC and endorsement of the Dean.

## Examinations

The SAPC is responsible for scrutinizing and monitoring examination quality by:

1. Ensuring adherence to university and college regulations, as they pertain to examinations.
2. Reviewing reports from course coordinators and the Thesis Committee
3. Reviewing external examiners' reports (if applicable) in matters related to the examination.
4. Verifying with course coordinators that examination papers are vetted in a standardized manner.
5. Recommending improvements and ratifying changes to the examination process
6. Approving timetables and invigilation guidelines of final examinations, in conjunction with Student Affairs
7. Receipt and consideration of final examination results

8. Recommendation, in consultation with course coordinators, of supplementary examinations and/or re-sits
9. Handling misconduct in examinations, in cooperation with Student Affairs
10. Liaising with appropriate bodies in cases of student appeals that relate to examination.
11. Recommending amendments to the college examinations policy.
12. Any other duties that may, from time to time, be assigned to the committee.

### **General Conduct of Students During Exams**

1. Students must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
2. Students are not permitted to smoke in any part of the examination room.
3. Students must obey the instructions of any invigilator, and their attention is drawn to the regulations governing admission to and departure from the examination room.
4. Students are not allowed to take into the examination room any unauthorized books, manuscripts, notes, bags, cases, or any means whereby they may improperly obtain assistance in their work. All such materials, including handbags, must be placed on a table outside the examination room or at the front of the examination room.
5. Students are not allowed to take to wearable technological devices into the examination room, including smart watches and electronic transmission devices such as mobile phones, PDAs, or any digital storage media such as flash drives.
6. Students are not allowed to take into the examination hall paper of any sort. Plain sheets of paper (or similar material) shall be provided in the examination hall, should any student require them.
7. Students must be at the venue of the examination at least 15 minutes before exam commencement.
8. Before the commencement of the examination, the student must place their ID card on the top right-hand corner of the desk for inspection by one of the invigilators.
9. Students must not use any means whatsoever to communicate or obtain, directly or indirectly, assistance in their work, or give or attempt to give, directly or indirectly, assistance to any other candidate.
10. Students are permitted to use only personal non-programmable electronic calculators in an examination, provided they are silent in operation and have an independent power supply.

11. Any suspected breach of the foregoing regulations will be investigated by the college.

### **Examination Invigilation**

1. Invigilations are carried out by the Faculty. The course coordinator and tutors do not, however, invigilate their own courses. As well as the nominated invigilator, there must also be a reserve invigilator available on the day of the examination. The course coordinator must be available during the examination so that the invigilator may contact him/her for any clarification that may arise.
2. Rooms should be sufficiently large for the number of students taking the examination to ensure adequate spacing between one student and another. Advance scheduling of all examinations will allow the scheduling of additional classrooms if necessary.
3. In the event of cheating and misconduct during an examination, the invigilator must do the following:
  - Collect any available evidence, e.g., laptop, written notes, etc.
  - Write the student's name and ID on the evidence.
  - Complete an incident report after completion of the examination.
  - Submit the report to the Dean

The Dean will then decide on an appropriate course of action.

### **Examination Review**

Questions, MCQs, and short-answer questions should be reviewed and approved by all tutors who taught the course. For all exams (in-course and final), exam questions/stations/cases should be reviewed and amended departmentally before the examination takes place.

### **Standard Setting**

Faculty receive periodic "training the trainers" courses by independent bodies such as the Royal College of Surgeons of Edinburgh. Such courses are organized by MBRU for the purpose of training and standardization of examiners.

### **Absenteeism from Examinations**

Please refer to the attendance policy in the MBRU Student Handbook. Additionally, the following will apply to the HBMCDM:

Attested sick leave accompanied by detailed medical reports may be accepted as an excuse for absence from course examinations, subject to confirmation by an expert panel set up by the SAPC, if required.

A student exempted for any reason would be offered the option of sitting for the examination in accordance with the circumstances prevailing at the time, and must be in line with university regulations.

### **Examination Feedback**

Feedback on examinations should be given to students within one week of the release of the results. Feedback should not involve the release of questions, but a discussion of points of weakness with students.

### **Completion requirements**

Graduation of a student requires satisfactory completion of all course requirements, including clinical, didactic, and research activities, as mentioned in the program syllabus and study plan.

The minimum cGPA (Cumulative Grade Point Average) required for graduation is 3.0. The GPA is calculated on the total number of credits taken by the students. The total number of credit hours required for completion of each program is as follows:

Endodontics program - 76

Orthodontics program - 78

Pediatric Dentistry program – 77

Periodontology Program – 77

Prosthodontics - 76

Students are expected to maintain a cGPA of 3.0 during their course of study. Additionally, the minimum passing grade of any given course is a grade of C.

### **Teaching and Learning Methods**

The majority of the knowledge base of the curriculum is delivered through a combination of teaching and learning activities, including lectures and small group tutorials. Students are expected to prepare in advance for small group teaching in order to contribute to class discussion.

Communication skills are important in clinical disciplines, and small group teaching encourages students to express themselves. Communication skills and participation are often assessed.

**Lectures** will be used to deliver core knowledge, to provide an overview of the subject, and to guide students in their independent study.

**Group and individual tutorials** will be delivered by faculty during the course to enhance students' understanding and as a forum to discuss topics in a group environment.

**Clinical case-based discussions:** Students will present clinical cases in which they have had significant involvement in the development of a treatment strategy and/or managed/executed the treatment of the patient. They will document the cases, in accordance with specific guidelines and templates, present this to peers and staff, and be able to discuss and defend the case in a comprehensive manner. Peer review of clinical practical work will enhance the student's ability to critically appraise their own performance.

**Student-led critical appraisals of the literature:** This will enable the students to appraise systematically current evidence in Endodontics and to sustain a critical argument in writing.

**Independent study** will enable the students to undertake further private study related to the subject matter and will also include pre-course reading, preparation for the delivery of seminars, and self-directed practical work in the clinical skills laboratories.

**Preparation and delivery of evidence-based presentations** will enable the students to sustain a critical argument in writing and through oral presentations.

**Attendance at journal clubs and research presentations** within the department will further enhance the students' breadth of knowledge and how these impact their Endodontic practice.

A flipped classroom approach has been adopted in many courses to expose learners to new and related material outside of class, via pre-reading, e-learning, or videos. This allows class time to focus on the assimilation of knowledge through problem-solving, discussion, and debates.

The support for course delivery is enabled by MBRU's Learning Management System. The system allows learners to access study materials from anywhere and at any time. All study materials are

consolidated into one central location, and various forms of communication are supported to allow learners to collaborate, make connections, and exchange opinions with each other, and stay updated with the latest news from faculty and fellow students, thus empowering learners to take charge of their own learning.

### Clinical Education and Training

- The dental clinical skills center is located in the simulation center on the 2nd floor of Building 14. The programs in Prosthodontics, Endodontics, and Pediatric Dentistry involve training in the simulation center on typodonts.
- The technology laboratory is located on the ground floor of Building 34 and houses the full range of materials and equipment, including CAD/CAM, box scanners, and a milling machine. Both Orthodontic and Prosthodontic students have coursework in the laboratory, which is supported by three dental technicians.
- Students will spend the majority of their time during their three-year program treating patients under faculty supervision at the Dental Hospital.

### Research

The MSc has a research project and a dissertation. The dissertation is based on a research project conducted by the candidate.

The student must initiate and complete a research project using the elements of scientific methods, including research design, accurate reporting, critical thinking, and the formulation of conclusions based on scientific data rather than opinion. Collaboration with other hospitals, medical institutions, and other health-oriented organizations is encouraged to foster collaborative research.

The students must work closely with their research supervisors to ensure satisfactory progress. The research protocol will be developed within the first year of the program. Implementation and data collection will commence after Institutional Review Board approval (where appropriate) and other regulatory approvals as necessary. It is anticipated that data collection will be completed by the end of the second year to allow for data analysis, dissertation preparation, and defense of the dissertation by the end of year 3.

Please refer to [research policies](#) for more information.

## Common Courses

The General Education requirements are designed to add breadth to the student's intellectual experience. They ensure that when students complete their MSc program, they can demonstrate competence in scientific, quantitative, and critical reasoning. The following specific courses have been designed to address those competencies:

|                                             |       |
|---------------------------------------------|-------|
| Applied Basic Sciences I                    | CC510 |
| Applied Basic Sciences II                   | CC511 |
| Research Methodology and Biostatistics      | CC502 |
| Clinical Governance, Legislation and Ethics | CC503 |
| Molecular Biology                           | CC504 |
| Radiology and Imaging                       | CC509 |
| Oral Epidemiology                           | CC508 |

### Common Courses - Course Descriptions

#### Applied Basic Sciences I (CC510)

This course provides students with the opportunity to participate in the evaluation and management of patients. This course comprises lectures designed to help the students expand their knowledge in anatomy, physiology, and pharmacology with areas of clinical importance. Knowledge gained by the students will contribute to achieving competency in rendering treatment.

#### Applied Basic Sciences II (CC511)

This course comprises lectures designed to expand students' knowledge in oral histology and physiology with emphasis on clinical relevance. Knowledge gained by the students will contribute to achieving competency in rendering dental treatment.

#### Research Methodology and Biostatistics (CC502)

This course will be conducted through tutorial and practical sessions to empower students to appraise scientific literature. In addition, students will understand the applications of statistical software and be guided through the steps of conducting sound scientific research.

#### Clinical Governance, Legislation and Ethics (CC503)

This course covers clinical governance, ethical clinical practice, and professionalism. Particular emphasis is placed on patient confidentiality and gaining consent. In addition, students will be introduced to the process involved in clinical negligence claims and the role of the expert witness.

Ethics in the conduct of research on human participants and animals is included. The course supports the later preparation of a dissertation.

### **Molecular Biology (CC504)**

This course introduces students to the fundamentals of molecular biology as it relates to dentistry. The clinical relevance of molecular biology, including stem cell research and regenerative management, will be emphasized.

### **Radiology and Imaging (CC509)**

This course is designed to provide contemporary and evidence-based information about conventional and advanced diagnostic imaging modalities that are of interest to students in various dental specialty programs. A review of indications, task-specific image acquisition, image analysis and interpretation, cross-sectional dentoalveolar, and maxillofacial imaging anatomy for various imaging modalities will be presented. Students will learn the rationale for selecting a certain image acquisition protocol, image acquisition process, evaluation of post-processed images for quality assurance, and navigating a diagnostic imaging exam for a given indication. In addition, national regulations (Federal Authority for Nuclear Regulation) regarding radiation use in healthcare and International Council on Radiation Protection (ICRP) guidelines will be covered.

### **Oral Epidemiology (CC508)**

This course covers epidemiology and relevant research methodology. Subjects such as observational studies and randomized controlled trials will be discussed in depth. Students will be introduced to the concepts regarding systematic reviews and meta-analysis. Each specialty's students will discuss relevant descriptive epidemiology, including indices and, importantly, the global burden of oral disease.

# Master of Science in Endodontics



## Program learning outcomes and completion requirements

The MSc Program in Endodontics at HBMCDM has the following learning outcomes aligned with the UAE Quality Framework Level 9.

### A. Knowledge and Understanding

On completing the program, students should have:

- PLO A1. An integration of knowledge within and directly related to endodontics, including the structure and function of the pulp, causes and effects of pulp disease, and pain control mechanisms.
- PLO A2. Demonstrate an appraisal of the knowledge and skills necessary to assess teeth for root canal treatment and their subsequent restoration.
- PLO A3. Originality in the application of clinical and scientific knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in endodontics.

### B. Intellectual and Practical Skills

On completing the program student should be able to:

- PLO B1. Critically appraise and interpret scientific/academic literature and keep up to date with current and best practice.
- PLO B2. Demonstrate competence to carry out history taking, examination, interpretation of investigations, and imaging at a specialist level.
- PLO B3. Synthesize clinical findings to arrive at the relevant diagnosis and devise evidence-based treatment strategies while working within an interdisciplinary team when required.
- PLO B4. Appraise the importance and implications of the interrelationship between Endodontics and other clinical disciplines.
- PLO B5. Demonstrate competence in pain management, vital pulp therapy, surgical and nonsurgical endodontic treatment and retreatment, and dental traumatology.
- PLO B6. Be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude necessary for the advancement of practice, research, and teaching in Endodontics.

### C. Attitudes

On completing the program, students should be able to:

- PLO C1. Maintain a high ethical standard and work in harmony with peers, support staff, and faculty with a view to becoming a team leader.
- PLO C2. Appreciate the importance of knowledge sharing, self-development, and life-long learning and research in evidence-based practice of endodontics, and be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude.
- PLO C3. Establish practice management skills and abilities for accountability for critical decisions and governance.
- PLO C4. Manage and work within the context of a healthcare system.

### Program Learning Outcomes Alignment to QFE Level 9 Descriptors (Outcomes)

The MSc in Endodontics Program is consistent with the guidelines of the National QF Emirates (level 9 in terms of credits, knowledge, skills, autonomy and responsibility, self-development, excess, progression, and employability).

### Alignment of QFE Level 9 Descriptors (Outcomes) to PLOs in Endodontics

|                  | NQF Emirates PLOs (Level 9)                                                                                                                                                                                  | HBMCDM Program Learning Outcomes (PLOs) |        |        |        |        |        |        |        |        |        |        |        |        |  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
|                  |                                                                                                                                                                                                              | PLO A1                                  | PLO A2 | PLO A3 | PLO B1 | PLO B2 | PLO B3 | PLO B4 | PLO B5 | PLO B6 | PLO C1 | PLO C2 | PLO C3 | PLO C4 |  |
| A. Knowledge (K) |                                                                                                                                                                                                              |                                         |        |        |        |        |        |        |        |        |        |        |        |        |  |
| 9K1              | Comprehensive, highly specialized knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | x                                       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |        |  |

|                       |                                                                                                                                                                                                                       |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9K2                   | Advanced knowledge of applicable research principles and methods                                                                                                                                                      |   |   | x | x |   |   |   |   | x |   | x |   |   |
| 9K3                   | Critical awareness of knowledge issues, as the basis for original thinking, encompassing appropriate processes of enquiry and current processes of knowledge production                                               | x | x | x | x |   |   |   |   | x |   | x |   |   |
| 9K4                   | Detailed body of knowledge of recent developments in a field of work, and/or discipline                                                                                                                               | x | x | x | x | x | x | x | x | x |   |   | x |   |
| <b>B. Skills (SK)</b> |                                                                                                                                                                                                                       |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SK1                  | Advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities                                                                                |   |   | x | x | x | x | x | x | x |   |   | x | x |
| 9SK2                  | Skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline | x | x | x | x | x | x | x | x | x | x | x |   | x |
| 9SK3                  | Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline         |   |   | x | x | x | x | x | x | x |   | x | x | x |

|                                            |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|
| 9SK4                                       | Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies, producing sound conclusions                                                               |  |  | x | x |   |   |   |   | x |   | x |   |   |
| 9SK5                                       | Highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters                                                                                                                                                       |  |  | x | x | x | x | x | x | x | x | x | x | x |
| <b>C. Autonomy and responsibility (AR)</b> |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9AR1                                       | Can function autonomously and/or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions |  |  | x | x | x | x | x | x | x | x | x | x | x |
| 9AR2                                       | Can account for high-level governance of processes and systems                                                                                                                                                                                                                                |  |  |   |   |   |   |   |   |   | x | x | x | x |
| 9AR3                                       | Can analyze and reflect on socio-cultural norms and relationships, and act to build and transform them                                                                                                                                                                                        |  |  | x | x |   |   |   |   | x |   | x |   | x |
| <b>D. Role in context (RC)</b>             |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9RC1                                       | Can initiate and manage professional activities that may include a highly complex environment                                                                                                                                                                                                 |  |  |   | x | x | x | x | x | x | x | x | x | x |

|                          |                                                                                                                                           |  |  |   |   |  |   |   |  |  |   |   |   |   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|--|---|---|--|--|---|---|---|---|
| 9RC2                     | Can take responsibility for leading the strategic performance and development of professional teams and self                              |  |  |   |   |  | x | x |  |  | x | x | x | x |
| E. Self-Development (SD) |                                                                                                                                           |  |  |   |   |  |   |   |  |  |   |   |   |   |
| 9SD1                     | Can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts |  |  | x | x |  |   |   |  |  | x | x | x | x |
| 9SD2                     | Can develop and implement further learning consistently and sensitively                                                                   |  |  | x | x |  |   |   |  |  | x |   | x | x |
| 9SD3                     | Can consistently and sensitively manage highly complex ethical issues, leading to informed, fair, and valid decisions                     |  |  |   |   |  |   |   |  |  | x |   | x | x |

## Completion requirements

[Please refer to the Completion Requirements Section in this catalog.](#)

## Course information

For information on Common Courses and their [descriptions](#), please refer to the Section “[Common Courses](#)”

## Endodontics Program Description

Endodontics is the practice of pain management and pulp therapy. This includes the prevention, treatment, and management of endodontic disease and its extension into the peri-radicular tissues.

The curriculum is delivered using cutting-edge instruments such as special microscopes. Students are encouraged to sit the UK Royal Colleges of Surgeons examinations for the Diploma of Membership in Endodontics.

## Endodontics Course Descriptions

### **Examination and Diagnosis (EN841)**

A series of lectures intended to expose the students to the core concepts and current information necessary for a thorough and appropriate assessment and examination of the patient, their dental, pulpal, periradicular, periodontal, oral and peri-oral tissues in relation to the presenting complaints of the patient, arriving at an appropriate diagnosis of the condition from the information provided and examination and investigations undertaken. Topics include physiology, microbiology, and pathology of the pulp and periradicular tissues; odontogenic pain; local and systemic spread of infection; endodontic emergencies; traumatic injuries to the dentition; and the relationship between oral and systemic disease.

### **Specialty Clinical Training- Clinical Skill Facility (EN842)**

This course constitutes the foundation to prepare the students to enter the clinical environment and perform endodontic procedures on a patient. The students will participate in endodontic procedures performed on extracted teeth and simulated models. Lectures, seminars, and clinical demonstrations by the endodontic faculty cover the range of clinical procedures to be perfected by students during the clinical phases of training.

Root canal anatomy for each tooth is reviewed in detail, including the incidence of anatomical variations. Materials and equipment used in Endodontics are reviewed, and their use and maintenance are demonstrated. A variety of non-surgical endodontic procedures are thoroughly reviewed, demonstrated and practiced.

### **Specialty Clinical Training-Clinic (EN837/EN838/EN839)**

This course is a clinical course that encompasses the scope of clinical Endodontics. During the first year of the Program, students are closely supervised while developing skills in diagnosis, radiographic technique, treatment planning, uncomplicated non-surgical endodontic therapy, trauma management, and emergency management. During the second and third years, as individual clinical skills develop, students progress to more complex endodontic therapy, including surgical and non-surgical retreatment. Students also gain extensive experience in the team management approach to patient care through multi-disciplinary clinics. Year 3 students develop a holistic approach to the overall management of complex restorative treatment planning by liaising with other dental specialties. The clinical course will take place in the clinics of the Dental Hospital.

### **Treatment Strategies and Plans in Endodontics and Pulp Therapy (EN843)**

A series of lectures and seminars intended to expose the student to the core concepts and current information pertaining to such topics as: treatment planning based on patient needs, patient communication and management, vital therapy and outcomes, as well as instruments, devices, and materials in endodontics, embracing the best evidence-based approach.

### **Scientific Literature (EN821/EN822/EN823/EN824/EN825/EN826)**

This six-part scientific literature course spans the three years of the Endodontic Program the students meet on a weekly basis for 2 hours. This is a joint class where all three groups of students from different cohorts meet and are assigned articles, mostly from the current literature, to summarize and present to the group. These presentations are followed by an in-depth group discussion on that topic in Endodontics.

In addition to that, the students all meet for an hour weekly to present, summarize, and discuss guidelines, position statements, and classic literature that cover important facets pertaining to the science and practice of Endodontics. These sessions also cover essential reading materials that are recommended for appropriate preparation for the Membership Examination of the Royal College of Surgeons UK.

### **Non-Surgical Root Canal Treatment (EN844)**

A series of lectures and seminars intended to expose the students to the core concepts and current information necessary for a thorough knowledge of non-surgical root canal treatment. This course will describe the treatment procedures and options in non-surgical root canal treatment.

Procedures to optimize the working field, benefits of enhanced lighting and magnification in endodontic practice, anatomy of the pulp space, nature of endodontic infections, and strategies for their removal. Methods of working length determination and their limitations. Current and historic methods for on-surgical root canal treatment. Controversies in endodontic practice and the need for further intervention in the case of failure or uncertainty.

### **Non-Surgical Root Canal Retreatment (EN846)**

A series of seminars intended to expose the students to the core concepts and current information necessary for a thorough knowledge of non-surgical root canal retreatment. This course will describe the different outcome measures in endodontics and their assessment. Procedures and materials used in the root canal treatment and restoration of teeth. Materials and procedures for

coronal disassembly, removal of materials and objects from root canals, identifying previously untreated anatomy, re-negotiation, and management of procedural accidents, as well as risks and limitations associated with non-surgical and surgical re-treatment procedures. Factors that may be associated with the success and failure of non-surgical retreatment procedures and the need for further intervention in the case of failure or uncertainty.

### **Research Dissertation (EN812/EN813/EN814/EN815/EN816)**

These courses are designed to develop the principles of scientific research methods and enhance the students' understanding of one particular field. The ability to be a critical and creative thinker is an essential attribute of the clinical specialist. These courses require the preparation of a study protocol and culminate with a dissertation and oral defense before a panel of internal and external examiners.

### **Microbiology (EN852)**

The course will encompass the study of the general characteristics of microorganisms with emphasis on those of dental relevance. The concept of the mouth as a microbial habitat, the nature of the oral microbiome, factors influencing oral microbial ecology, and the impact of the oral microbiome in health and disease will be addressed. The correlation between microbiological properties and virulence factors of selected causative agents of common dental infectious pathologies, as well as the oral manifestations of systemic conditions, will be addressed. The students will be introduced to the principles of infection control as well as diagnostic approaches and new technologies utilized for microbial identification and outbreak investigation.

### **Periodontology and Prosthodontics for Endodontic Specialists (EN854)**

A series of lectures intended to expose the students to the concepts and information necessary for an endodontic specialist to understand the importance and implications of the inter-relationship between endodontics and other clinical disciplines, namely periodontics and prosthodontics. This course would enable the endodontic students to assess the periodontal as well as prosthodontic status of teeth relevant to the endodontic status.

### **Surgical Root Canal Treatment (EN849)**

A series of lectures and seminars intended to expose the students to the core concepts and current information necessary for a thorough knowledge of surgical root canal treatment. This course will describe surgical anatomy, principles of microsurgical soft and hard-tissue management, root-end preparation, guided tissue regeneration, as well as micro suturing techniques.

### Dental Traumatology (EN850)

This is an in-depth course providing knowledge in the etiology, presentation, investigation, and management of dentoalveolar, intraoral, and perioral soft tissue injuries in children, adolescents, and adults. The course will also discuss maxillofacial injuries. Emphasis will be placed on the multidisciplinary approach to the management of these conditions.

### Consolidation of Endodontic Training (EN853)

This course is intended to present a final revision for the students to prepare them to sit for the Membership in Endodontics specialty examination of the RCS Edinburgh. The aims of the examination are to test the range of knowledge of Endodontics at a level expected of a specialist practitioner and to test the attainment of competence in the planning and execution of Endodontic dentistry, requisite for specialist practice.

## Sequencing of courses

### Endodontics Study Plan

| Year 1 Semester 1                                              | 12.1 credits | Course code | Duration | Prerequisite |
|----------------------------------------------------------------|--------------|-------------|----------|--------------|
| Examination and Diagnosis                                      | 1            | EN841       | 16 weeks | None         |
| Applied Basic Sciences I                                       | 2            | CC510       | 16 weeks | None         |
| Specialty Clinical Training- Clinical Skill Facility           | 3            | EN842       | 16 weeks | None         |
| Specialty Clinical Training- Clinic                            | 1.1*         | EN837       | 24 weeks | None         |
| Treatment Strategies and Plans in Endodontics and Pulp Therapy | 1            | EN843       | 16 weeks | None         |
| Scientific Literature                                          | 1            | EN821       | 16 weeks | None         |
| Research Methodology and Biostatistics                         | 2            | CC502       | 16 weeks | None         |
| Clinical Governance: Legislation and Ethics                    | 1            | CC503       | 16 weeks | None         |
| Year 1 Semester 2                                              | 13.4credits  | Course code | Duration | Prerequisite |
| Applied Basic Sciences II                                      | 1            | CC511       | 16 weeks | CC510        |
| Oral Epidemiology                                              | 1            | CC508       | 16 weeks | None         |
| Non-Surgical Root Canal Treatment                              | 1            | EN844       | 16 weeks | None         |
| Specialty Clinical Training - Clinic                           | 7.4          | EN837       | 24 weeks | None         |

|                                                                 |                     |                    |                 |                                                                       |
|-----------------------------------------------------------------|---------------------|--------------------|-----------------|-----------------------------------------------------------------------|
| Research Dissertation                                           | 1                   | EN812              | 16 weeks        | CC502/<br>Selection of research<br>topic & supervisor team in<br>Y1S1 |
| Scientific Literature                                           | 1                   | EN822              | 16 weeks        | None                                                                  |
| Radiology and Imaging                                           | 1                   | CC509              | 16 weeks        | None                                                                  |
| <b>Year 2 Semester 1</b>                                        | <b>12.5 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                   |
| Research Dissertation                                           | 1                   | EN813              | 16 weeks        | None                                                                  |
| Non-Surgical Root Canal Retreatment                             | 1                   | EN846              | 16 weeks        | None                                                                  |
| Dental Traumatology                                             | 1                   | EN850              | 16 weeks        | None                                                                  |
| Scientific Literature                                           | 1.5                 | EN823              | 16 weeks        | None                                                                  |
| Specialty Clinical Training - Clinic                            | 8*                  | EN838              | 24 weeks        | EN837                                                                 |
| <b>Year 2 Semester 2</b>                                        | <b>12.6 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                   |
| Surgical Root Canal Treatment                                   | 1                   | EN849              | 16 weeks        | None                                                                  |
| Microbiology                                                    | 1                   | EN852              | 16 weeks        | None                                                                  |
| Research Dissertation                                           | 2                   | EN814              | 16 weeks        | None                                                                  |
| Scientific Literature                                           | 1.5                 | EN824              | 16 weeks        | None                                                                  |
| Molecular Biology                                               | 1                   | CC504              | 16 weeks        | None                                                                  |
| Specialty Clinical Training                                     | 6.1                 | EN838              | 24 weeks        | None                                                                  |
| <b>Year 3 Semester 1</b>                                        | <b>12.5 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                   |
| Periodontology and Prosthodontics for<br>Endodontic Specialists | 1                   | EN854              | 16 weeks        | None                                                                  |
| Research Dissertation                                           | 2                   | EN815              | 16 weeks        | None                                                                  |
| Scientific Literature                                           | 1.5                 | EN825              | 16 weeks        | None                                                                  |
| Specialty Clinical Training - Clinic                            | 8*                  | EN839              | 24 weeks        | EN838                                                                 |
| <b>Year 3 Semester 2</b>                                        | <b>12.9 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                   |
| Research Dissertation                                           | 3                   | EN816              | 16 weeks        | None                                                                  |
| Scientific Literature                                           | 1.5                 | EN826              | 16 weeks        | None                                                                  |
| Consolidation of Endodontic Training                            | 1                   | EN853              | 16 weeks        | EN841/EN843/<br>EN844/EN846/<br>EN850/EN849/<br>EN852/EN854           |
| Specialty Clinical Training - Clinic                            | 7.4                 | EN839              | 24 weeks        | None                                                                  |

\*This is a CC course and will be graded at the end of Semester 2.

## Admission, withdrawal and enrolment policies

Please refer to the section [General Admission Requirements and Procedures](#).

## Student Assessment and Progression

Please refer to the section [Student Assessment and Progression](#).

## Faculty listing

### Full-time faculty

| Faculty Name        | Area of Specialization | Degrees Held                                                                          | Highest degree and University                                                                               | Graduate Teaching Experience | Research Interests                                                                                                                                                             |
|---------------------|------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Amre R. Atmeh       | Endodontics            | BDS, MSc, PhD                                                                         | PhD, Biomaterials, Tissue engineering, and Imaging, King's College London.                                  | 13 years                     | Imaging and microscopy, Interfaces, Endodontics, Calcium silicate-based materials.                                                                                             |
| Mohamed Jamal Ahmed | Endodontics            | DDS, CAGS, MSD, DScD FRCD(C)                                                          | Doctor of Science in Dentistry, The Center for Regenerative Medicine, Boston University, Massachusetts, USA | 8 years                      | Dental Anatomy in Emirati population, guided endodontic, stem cells and dental pulp regeneration, generation of dental mesenchymal progenitors, dental developmental diseases. |
| Rashid Elabed       | Endodontics            | B.D.S., Postgraduate Certificates of Specialization (CO-UA) in Endodontics, Jordanian | Jordanian Board of Endodontics                                                                              | 10 years                     | Endodontic Instruments design and testing.                                                                                                                                     |

|  |  |                         |  |  |  |
|--|--|-------------------------|--|--|--|
|  |  | Board of<br>Endodontics |  |  |  |
|--|--|-------------------------|--|--|--|

# Master of Science in Orthodontics



## Program learning outcomes and completion requirements

The MSc Program in Orthodontics at HBMCDM has the following learning outcomes aligned with the UAE Quality Framework Level 9.

### A. Knowledge and Understanding

On completing the program, students should have:

- PLO A1. A comprehensive appraisal of the development and growth of the facial complex, dentition, occlusion, and psychosocial development
- PLO A2. An integration of the knowledge necessary for Orthodontic diagnosis and treatment planning.
- PLO A3. Originality in the application of clinical and scientific knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in orthodontics.

### B. Intellectual and Practical Skills

On completing the program, students should be able to:

- PLO B1. Evaluate critically current research and advanced scholarship in Orthodontics to be able to deliver expert-level evidence-based orthodontic care.
- PLO B2. Be prepared to provide specialist-level comprehensive treatment of malocclusion and dentofacial disharmonies in children, adolescents, and adults.
- PLO B3. Work within an interdisciplinary team to provide high-level orthodontic care for patients.
- PLO B4. Provide treatment for patients with moderate to difficult orthodontic requirements, including dentofacial anomalies and systemic conditions.
- PLO B5. Possess appropriate communication skills with patients and peers necessary for the successful practice of Orthodontics.
- PLO B6. Be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude necessary for the advancement of practice, research, and teaching in orthodontics.

## C. Attitudes

On completing the program, students should be able to:

- PLO C1. Maintain a high ethical standard and work in harmony with peers, support staff, and faculty with a view to becoming a team leader.
- PLO C2. Appreciate the importance of knowledge sharing, self-development, and life-long learning and research in evidence-based practice of orthodontics, and be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude.
- PLO C3. Establish practice management skills and abilities for accountability for critical decisions and governance.
- PLO C4. Manage and work within the context of a healthcare system.

## Alignment of QFE Level 9 Descriptors (Outcomes) to PLOs in Orthodontics

|                  | NQF Emirates PLOs (Level 9)                                                                                                                                                                                  | HBMCDM Program Learning Outcomes (PLOs) |        |        |        |        |        |        |        |        |        |        |        |        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                  |                                                                                                                                                                                                              | PLO A1                                  | PLO A2 | PLO A3 | PLO B1 | PLO B2 | PLO B3 | PLO B4 | PLO B5 | PLO B6 | PLO C1 | PLO C2 | PLO C3 | PLO C4 |
| A. Knowledge (K) |                                                                                                                                                                                                              |                                         |        |        |        |        |        |        |        |        |        |        |        |        |
| 9K1              | Comprehensive, highly specialized knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | x                                       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |        |        |
| 9K2              | Advanced knowledge of applicable research principles and methods                                                                                                                                             |                                         |        | x      | x      |        |        |        |        | x      |        | x      |        |        |
| 9K3              | Critical awareness of knowledge issues, as the basis for original thinking, encompasses appropriate processes of enquiry and                                                                                 | x                                       | x      | x      | x      |        |        |        |        | x      |        | x      |        |        |

|                       |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
|                       | current processes of knowledge production                                                                                                                                                                              |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9K4                   | Detailed body of knowledge of recent developments in a field of work, and/or discipline                                                                                                                                | x | x | x | x | x | x |   |   | x |   |   | x |   |
| <b>B. Skills (SK)</b> |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SK1                  | Advanced skills required in research, analysis, evaluation, and/or innovation of complex ideas, information, concepts, and/or activities                                                                               |   |   | x | x | x | x | x |   | x |   |   | x | x |
| 9SK2                  | Skills to develop new knowledge and procedures, and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence in the field of work or discipline | x | x | x | x | x | x | x | x | x | x | x |   | x |
| 9SK3                  | Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline          |   |   | x | x | x | x | x |   | x |   | x | x | x |
| 9SK4                  | Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected                                            |   |   | x | x |   |   | x |   | x |   | x |   |   |

|                                     |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|
|                                     | research methodologies, producing sound conclusions                                                                                                                                                                                                                                           |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9SK5                                | Highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters                                                                                                                                                       |  |  | x | x | x | x | x | x | x | x | x | x | x |
| C. Autonomy and responsibility (AR) |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9AR1                                | Can function autonomously and/or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions |  |  | x | x | x | x | x | x | x | x | x | x | x |
| 9AR2                                | Can account for high-level governance of processes and systems                                                                                                                                                                                                                                |  |  |   |   |   |   |   |   |   | x | x | x | x |
| 9AR3                                | Can analyze and reflect on socio-cultural norms and relationships, and act to build and transform them                                                                                                                                                                                        |  |  | x | x |   |   |   |   | x |   | x |   | x |
| D. Role in context (RC)             |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9RC1                                | Can initiate and manage professional activities that may include a highly complex environment                                                                                                                                                                                                 |  |  |   | x | x | x | x |   | x | x | x | x | x |
| 9RC2                                | Can take responsibility for leading the strategic performance and development of                                                                                                                                                                                                              |  |  |   |   |   | x |   | x |   | x | x | x | x |

|                                 |                                                                                                                                           |  |  |   |   |  |  |   |  |   |   |   |   |   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|--|--|---|--|---|---|---|---|---|
|                                 | professional teams and self                                                                                                               |  |  |   |   |  |  |   |  |   |   |   |   |   |
| <b>E. Self-Development (SD)</b> |                                                                                                                                           |  |  |   |   |  |  |   |  |   |   |   |   |   |
| 9SD1                            | Can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts |  |  | x | x |  |  | x |  | x | x | x | x | x |
| 9SD2                            | Can develop and implement further learning consistently and sensitively                                                                   |  |  | x | x |  |  |   |  | x |   | x |   | x |
| 9SD3                            | Can consistently and sensitively manage highly complex ethical issues, leading to informed, fair, and valid decisions                     |  |  |   |   |  |  |   |  |   | x |   | x | x |

## Completion requirements

[Please refer to the Completion Requirements section in this catalog.](#)

## Course information

For information on Common Courses and their [descriptions](#), please refer to the Section “[Common Courses](#)”

## Orthodontic Program Description

Orthodontics is that branch of dentistry concerned with facial growth, with the development of dentition and occlusion, and with the diagnosis, interception, and treatment of occlusal anomalies.

The Master of Science degree is a postgraduate three-year program that incorporates clinical training at the level of specialist trainee and appropriate preparation for the Membership Examinations of the Royal Colleges of Surgeons UK.

## Orthodontic Program Course Descriptions

### **Research Dissertation (OR612, OR613, OR614, OR615, OR616)**

These courses are designed to develop the principles of scientific research methods and enhance the students' understanding of one particular field. The ability to be a critical and creative thinker is an essential attribute of the clinical specialist. These courses require the preparation of a study protocol and culminate with a dissertation and oral defense before a panel of internal and external examiners.

### **Scientific Literature (OR621, OR622, OR623, OR624, OR625, OR626)**

The Scientific Literature in Orthodontics is a three-year literature review course that meets on a weekly basis. Students are assigned articles to present to the group. These presentations are followed by an in-depth group discussion on that particular orthodontic or orthodontic-related topic.

During the literature review series, students read and analyze classic and current literature that is recommended for appropriate preparation for the Membership Examination of the Royal College of Surgeons UK. They also have mock examinations in these disciplines.

### **Specialty Clinical Training (OR637, OR638, OR639)**

This clinical course encompasses the scope of clinical orthodontics. During the first year of the program, students are closely supervised while developing skills in history taking, examination, diagnosis, radiographic analysis, and treatment planning. During the second and third years, as individual clinical skills develop, students will be able to manage appropriate cases more independently. Students gain extensive experience in the team management approach to patient care while interacting with all other dental specialties and disciplines within the hospitals and with outside clinics and practitioners. In addition, there is an opportunity to attend hospital grand rounds and physician conferences. The clinical course will take place in the clinics of the Hamdan Bin Mohammed College of Dental Medicine and the Community Health Centers of Dubai Health.

The students will be required to complete a clinical rotation in surgery. This is a 2-week rotation that permits observation of the care involved in providing orthognathic surgery and cleft lip and palate surgery. The primary goal is to acquire the knowledge, skills, and attitudes to function as health care providers within a team.

### **Clinical Skills (OR641)**

This course is intended to give orthodontic students in-depth preclinical instructions about diagnostic records, including history, clinical examination, study models, radiographic and imaging evaluation, and photographs. Students practice with different components of fixed and removable orthodontic appliances (bands, brackets, arch-wires) in a pre-clinical context. This course will be conducted in parallel to the Specialty Clinical Course in the clinic.

### **Basic Science Relevant to Orthodontics (OR642)**

This course will provide the students with the required knowledge in normal development and potential abnormalities in growth of the craniofacial and dento-alveolar complex, specifically, and somatic growth in general. The course will also provide relevant information about the principles of genetically determined conditions, especially those with significant orofacial and dental features. The role of cell biology in health and disease will also be presented in this course.

### **Orthodontic Diagnosis and Treatment Planning (OR643)**

This course will provide the students with the required knowledge about the need and demand for orthodontic treatment. It would also provide basics on psychological assessment for understanding patients' motivation, cooperation, and expectations. From orthodontic treatment. The course will also discuss conventional radiographic techniques, including an introduction to the principles of cephalometric radiography. The health and safety issues around specialist orthodontic practice are described, including those relating to radiography in the young patient. Current technology available to assist with image analysis is described.

### **Growth Assessment - Cephalometric Methods for Assessment of Dentofacial Changes (OR644)**

This course will provide the students with the required knowledge in eliciting history and undertaking an examination, and in particular to determine patient motivation for and expectations of orthodontic treatment. The course also includes assessment of growth and introduces the student to radiographic cephalometric assessment and analysis.

### **Dentofacial Orthopedics and Temporomandibular Dysfunction (OR655)**

This course will provide an introduction to the concepts of dentofacial orthopedics and the required knowledge about the structure, function, and abnormalities of the temporomandibular joints and their relevance to orthodontic treatment.

### **Orthodontic Materials and Appliances (OR656)**

This course will provide the students with the required knowledge of the uses of orthodontic appliances. The students will also learn about the design and fabrication of these appliances, as well as their fitting and activation. The scientific and clinical aspects of orthodontic materials will be discussed.

#### **Craniofacial Development and Cephalometric Assessment (OR647)**

This course will provide the students with the required knowledge about craniofacial development and growth, as well as its analysis. The consequences of abnormal development of the face, jaws, and dentition will be presented. The diagnosis and management of cleft lip and palate (CLP), and obstructive sleep apnea (OSA) patients. Treatment analysis and cephalometric radiographic analysis are featured in this course in relation to growth analysis.

#### **Orthodontic Tooth Movement and Biomechanics (OR657)**

This course discusses the biological aspects of orthodontic tooth movement and the various effects of the biomechanical systems. It will also familiarize students with the principle ideas of advanced wire bending in relation to clinical patient care and orthodontic treatment techniques.

#### **Adult Orthodontics and Long-Term Effects of Orthodontic Treatment (OR660)**

This course will provide students with the required knowledge of adult orthodontic treatment at the level of a specialist, diagnosis, etiology, mechanotherapy, long-term effects of orthodontic treatment, as well as risk assessment and potential harmful consequences of orthodontic therapy.

#### **Orthodontic Techniques (OR658)**

This course will provide the students with the required knowledge for the identification of indicating factors for the use of fixed appliances. The students will also learn about the historical and advanced orthodontic techniques (i.e., Edgewise, Tweed-Merrifield, Rickett's utility arch, segmented arch mechanics, and Straight-wire appliance).

#### **Guiding the Development of the Occlusion (OR652)**

This course will provide the students with the required knowledge in guiding the development of the occlusion with consideration of interceptive orthodontics, elimination of local factors, treatment of cross bites, and early correction of skeletal discrepancies.

#### **Multidisciplinary Treatment Modalities (OR653)**

This course will provide the students with the required knowledge about the interface of orthodontic management with surgical care. The course covers the management of unerupted teeth, soft tissue surgery, temporary anchorage devices' placement, management of dentofacial deformities by means of orthognathic surgery, and multidisciplinary management of cleft lip and/or palate patients.

### Consolidation of Orthodontic Training (OR659)

This course is intended to present a final revision for the students to prepare them to sit for the UK Membership Examination in Orthodontics. The examination of the Intercollegiate Specialty Diploma of Membership in Orthodontics includes Applied Science in Relation to Orthodontic Practice and Orthodontics, with assessment of knowledge, clinical skills, and presentation of clinical cases. The aims of the examination are to test the range of knowledge of Orthodontics at the level expected of a specialist practitioner and to test the attainment of competence in the planning and execution of Orthodontic care requisite for specialist practice.

### Temporomandibular Disorders (PR366)

A series of lectures intended to expose the students to the core concepts and current information necessary for a thorough and appropriate assessment and examination of the patient to be able to diagnose oral parafunction and other factors in the development of dysfunction of mandibular movements and the TMJs.

Topics include anatomy, physiology, and pathology of the Temporomandibular Joint and associated musculature, Radiographic imaging techniques, intraoral and extra-oral, their interpretation and assessment, and occlusal splint designs, repositioning appliances, and previsualization.

## Sequencing of courses

### Orthodontic Study Plan

| Year 1 Semester 1                         | 12 Credits | Course code | Duration | Prerequisite |
|-------------------------------------------|------------|-------------|----------|--------------|
| Applied Basic Sciences I                  | 2          | CC510       | 16 weeks | None         |
| Research Methodology and Biostatistics    | 2          | CC502       | 16 weeks | None         |
| Clinical Governance, Legislation & Ethics | 1          | CC503       | 16 weeks | None         |

|                                                                                 |                     |                    |                 |                                                                          |
|---------------------------------------------------------------------------------|---------------------|--------------------|-----------------|--------------------------------------------------------------------------|
| Scientific Literature                                                           | 1                   | OR621              | 16 weeks        | None                                                                     |
| Specialty Clinical Training                                                     | 2.2*                | OR637              | 24 weeks        | None                                                                     |
| Clinical Skills                                                                 | 2                   | OR641              | 16 weeks        | None                                                                     |
| Basic Science Relevant to Orthodontics                                          | 1                   | OR642              | 16 weeks        | None                                                                     |
| Orthodontic Diagnosis and Treatment Planning                                    | 1                   | OR643              | 16 weeks        | None                                                                     |
| <b>Semester 2</b>                                                               | <b>13 Credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                      |
| Applied Basic Sciences II                                                       | 1                   | CC511              | 16 weeks        | CC510                                                                    |
| Oral Epidemiology                                                               | 1                   | CC508              | 16 weeks        | None                                                                     |
| Radiology and Imaging                                                           | 1                   | CC509              | 16 weeks        | None                                                                     |
| Research Dissertation                                                           | 1                   | OR612              | 16 weeks        | CC502/<br>Selection of<br>research topic &<br>supervisor team in<br>Y1S1 |
| Scientific Literature                                                           | 1                   | OR622              | 16 weeks        | None                                                                     |
| Specialty Clinical Training                                                     | 5                   | OR637              | 24 weeks        | None                                                                     |
| Growth Assessment – Cephalometric Methods for Assessment of Dentofacial Changes | 1                   | OR644              | 16 weeks        | None                                                                     |
| Dentofacial Orthopedics and Temporomandibular Dysfunction                       | 1                   | OR655              | 16 weeks        | None                                                                     |
| Orthodontic Materials and Appliances                                            | 1                   | OR656              | 16 weeks        | None                                                                     |
| <b>Year 2 Semester 1</b>                                                        | <b>12.8 Credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                      |
| Temporomandibular Disorders                                                     | 1                   | PR366              | 16 weeks        | None                                                                     |
| Research Dissertation                                                           | 1                   | OR613              | 16 weeks        | None                                                                     |
| Scientific Literature                                                           | 1                   | OR623              | 16 weeks        | None                                                                     |
| Specialty Clinical Training                                                     | 6.8*                | OR638              | 24 weeks        | OR637                                                                    |
| Craniofacial Development and Cephalometric Assessment                           | 1                   | OR647              | 16 weeks        | None                                                                     |
| Guiding the Development of the Occlusion                                        | 1                   | OR652              | 16 weeks        | None                                                                     |
| Orthodontic Tooth Movement and Biomechanics                                     | 1                   | OR657              | 16 weeks        | None                                                                     |

| Semester 2                                                        | 13.1 Credits | Course code | Duration | Prerequisite                                                                                |
|-------------------------------------------------------------------|--------------|-------------|----------|---------------------------------------------------------------------------------------------|
| Molecular Biology                                                 | 1            | CC504       | 16 weeks | None                                                                                        |
| Research Dissertation                                             | 2            | OR614       | 16 weeks | None                                                                                        |
| Scientific Literature                                             | 1            | OR624       | 16 weeks | None                                                                                        |
| Specialty Clinical Training                                       | 6.1          | OR638       | 24 weeks | None                                                                                        |
| Adult Orthodontics and Long-Term Effects of Orthodontic Treatment | 1            | OR660       | 16 weeks | None                                                                                        |
| Orthodontic Techniques                                            | 1            | OR658       | 16 weeks | None                                                                                        |
| Multidisciplinary Treatment Modalities                            | 1            | OR653       | 16 weeks | None                                                                                        |
| Year 3 Semester 1                                                 | 13.2 Credits | Course code | Duration | Prerequisite                                                                                |
| Research Dissertation                                             | 2            | OR615       | 16 weeks | None                                                                                        |
| Scientific Literature                                             | 1            | OR625       | 16 weeks | None                                                                                        |
| Specialty Clinical Training                                       | 10.2*        | OR639       | 24 weeks | OR638                                                                                       |
| Semester 2                                                        | 12.7 Credits | Course code | Duration | Prerequisite                                                                                |
| Research Dissertation                                             | 3            | OR616       | 16 weeks | None                                                                                        |
| Scientific Literature                                             | 1            | OR626       | 16 weeks | None                                                                                        |
| Specialty Clinical Training                                       | 8.7          | OR639       | 24 weeks | None                                                                                        |
| Consolidation of Orthodontic Training                             | 1            | OR659       | 16 weeks | OR642/OR643/<br>OR644/OR655/<br>OR656/PR366/<br>OR647/OR652/<br>OR657/OR660/<br>OR658/OR653 |

\*This is a CC course and will be graded at the end of Semester 2.

## Admission, withdrawal, and enrolment policies

Please refer to the section [General Admission Requirements and Procedures](#) in this catalog.

## Student Assessment and Progression

Please refer to the section [Student Assessment and Progression](#) in this catalog.

## Faculty listing

### Full-time faculty

| Faculty Name      | Area of Specialization | Degrees Held                                                             | Highest degree and University                                                                      | Graduate Teaching Experience | Research Interests                                                                                                                                                                                                                                                                                                                 |
|-------------------|------------------------|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Angela Gonzalez   | Orthodontics           | Doctor in Dental Surgery (D.D.S), MSc in Orthodontics                    | Universidad del Valle, Cali Colombia<br><br>Morth from RCSEd of Edinburgh                          | 17 years                     | Artificial Intelligence<br>Biomaterials                                                                                                                                                                                                                                                                                            |
| Nameer Al-Taai    | Orthodontics           | BDS, MSc, DDS, MSc, PhD                                                  | Doctor of Philosophy in Medicine, (PhD) Faculty of Medicine, Orthodontics, Umeå University, Sweden | 15 years                     | Maxillary expansion and Nocturnal enuresis<br>Orthodontics and Sleep apnea, snoring and mouth breathing<br>Cephalometric Superimposition<br>Facial and dentoalveolar orthodontic treatment-related changes Longitudinal craniofacial and dentoalveolar growth-related changes Serial extraction Temporary anchorage devices (TADs) |
| Sabarinath Prasad | Orthodontics           | BDS, MDS, PhD                                                            | Doctor of Philosophy (PhD), University of Otago, Dunedin, New Zealand                              | 15 years                     | Orthodontics, Cleft Lip and palate, Wearable medical devices and smartphone applications for oral health monitoring.                                                                                                                                                                                                               |
| Bayan Alyammahi   | Orthodontics           | MSc in Orthodontics from MBRU 2022<br>Morth RCSEd 2024<br>MFD, RCSI 2022 | MSc in Orthodontics from MBRU<br>Morth from RCSEd of Edinburgh                                     | 3 years                      | Three-dimensional (3D) printing<br>Artificial intelligence                                                                                                                                                                                                                                                                         |

|  |  |                                                           |  |  |  |
|--|--|-----------------------------------------------------------|--|--|--|
|  |  | BDS from Ajman<br>University<br>(Fujairah campus)<br>2017 |  |  |  |
|--|--|-----------------------------------------------------------|--|--|--|

## Master of Science in Pediatric Dentistry



## Program learning outcomes and completion requirements

The MSc Program in Pediatric Dentistry at HBMCDM has the following learning outcomes aligned with the UAE Quality Framework Level 9.

### A. Knowledge and Understanding

On completing the program, students should have:

- PLO A1. A comprehensive mastery of techniques applicable to the specialist practice of Pediatric Dentistry, including prevention, early diagnosis, and management of oral disease in children, including dental traumatology, and the recognition and management of child maltreatment.
- PLO A2. A systematic high-level appraisal of oral and systemic conditions essential for the specialist practice of pediatric dentistry,
- PLO A3. High-level application of scientific knowledge in a unique way, while also having a practical grasp of established research techniques and their interpretation in the field of pediatric dentistry.

### B. Intellectual and Practical Skills

On completing the program, students should be able to:

- PLO B1. Critically evaluate current research and advanced scholarship in Pediatric Dentistry and utilize them to provide evidence-based practice of pediatric dentistry.
- PLO B2. Provide specialist-level primary and comprehensive preventive and therapeutic oral health care for infants and children through adolescence, including those with special health care needs, using pharmacologic and non-pharmacologic behavior management techniques.
- PLO B3. Work within multidisciplinary dental and medical teams to manage pediatric patients.
- PLO B4. Provide comprehensive care and multidisciplinary management for pediatric patients with special healthcare needs and medical conditions, ensuring that both their oral and medical needs are properly addressed.
- PLO B5. Demonstrate a professional level of communication skills necessary for successful care with the child patients, their guardians, and other healthcare providers.

- PLO B6. Be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude necessary for the advancement of practice, research, and teaching in pediatric dentistry.

### C. Attitudes

On completing the program, students should be able to:

- PLO C1. Maintain a high ethical standard, specifically while dealing with the highly vulnerable pediatric population, and work in harmony with peers, support staff, and faculty with a view to becoming a team leader.
- PLO C2. Appreciate the importance of knowledge sharing, self-development, and life-long learning and research in evidence-based practice of pediatric dentistry, and be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude.
- PLO C3. Establish practice management skills and abilities for accountability for critical decisions and governance.
- PLO C4. Manage and work within the context of a healthcare system.

## Alignment of QFE Level 9 Descriptors (Outcomes) to PLOs in Pediatric Dentistry

|                  | NQF Emirates PLOs<br>(Level 9)                                                                                                                                                                               | HBMCDM Program Learning Outcomes (PLOs) |        |        |        |        |        |        |        |        |        |        |        |        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                  |                                                                                                                                                                                                              | PLO A1                                  | PLO A2 | PLO A3 | PLO B1 | PLO B2 | PLO B3 | PLO B4 | PLO B5 | PLO B6 | PLO C1 | PLO C2 | PLO C3 | PLO C4 |
| A. Knowledge (K) |                                                                                                                                                                                                              |                                         |        |        |        |        |        |        |        |        |        |        |        |        |
| 9K1              | Comprehensive, highly specialized knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | x                                       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |        |        |

|     |                                                                                                                                                                         |   |   |   |   |   |   |  |  |   |  |   |   |  |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|--|--|---|--|---|---|--|
| 9K2 | Advanced knowledge of applicable research principles and methods                                                                                                        |   |   | x | x |   |   |  |  | x |  | x |   |  |
| 9K3 | Critical awareness of knowledge issues, as the basis for original thinking, encompassing appropriate processes of enquiry and current processes of knowledge production | x | x | x | x |   |   |  |  | x |  | x |   |  |
| 9K4 | Detailed body of knowledge of recent developments in a field of work, and/or discipline                                                                                 | x | x | x | x | x | x |  |  | x |  |   | x |  |

#### B. Skills (SK)

|      |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9SK1 | Advanced skills required in research, analysis, evaluation, and/or innovation of complex ideas, information, concepts, and/or activities                                                                               |   |   | x | x | x | x | x |   | x |   |   | x | x |
| 9SK2 | Skills to develop new knowledge and procedures, and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence in the field of work or discipline | x | x | x | x | x | x | x | x | x | x | x |   | x |
| 9SK3 | Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline          |   |   | x | x | x | x | x |   | x |   | x | x | x |

|                                     |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|
| 9SK4                                | Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies, producing sound conclusions                                                               |  |  | x | x |   |   | x |   | x |   | x |   |   |
| 9SK5                                | Highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters                                                                                                                                                       |  |  | x | x | x | x | x | x | x | x | x | x | x |
| C. Autonomy and responsibility (AR) |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9AR1                                | Can function autonomously and/or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions |  |  | x | x | x | x | x | x | x | x | x | x | x |
| 9AR2                                | Can account for high-level governance of processes and systems                                                                                                                                                                                                                                |  |  |   |   |   |   |   |   |   | x | x | x | x |
| 9AR3                                | Can analyze and reflect on socio-cultural norms and relationships, and act to build and transform them                                                                                                                                                                                        |  |  | x | x |   |   |   |   | x |   | x |   | x |
| D. Role in context (RC)             |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |
| 9RC1                                | Can initiate and manage professional activities that                                                                                                                                                                                                                                          |  |  |   | x | x | x | x |   | x | x | x | x | x |

|                                 |                                                                                                                                           |  |  |   |   |  |   |   |   |   |   |   |   |   |
|---------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|--|---|---|---|---|---|---|---|---|
|                                 | may include a highly complex environment                                                                                                  |  |  |   |   |  |   |   |   |   |   |   |   |   |
| 9RC2                            | Can take responsibility for leading the strategic performance and development of professional teams and self                              |  |  |   |   |  | x |   | x |   | x | x | x | x |
| <b>E. Self-Development (SD)</b> |                                                                                                                                           |  |  |   |   |  |   |   |   |   |   |   |   |   |
| 9SD1                            | Can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts |  |  | x | x |  |   | x |   | x | x | x | x | x |
| 9SD2                            | Can develop and implement further learning consistently and sensitively                                                                   |  |  | x | x |  |   |   |   | x |   | x |   | x |
| 9SD3                            | Can consistently and sensitively manage highly complex ethical issues, leading to informed, fair, and valid decisions                     |  |  |   |   |  |   |   |   |   | x |   | x | x |

## Completion requirements

[Please refer to the Completion Requirements section in this catalog.](#)

## Course information

For information on Common Courses and their [descriptions](#), please refer to the Section “[Common Courses](#)”

## Pediatric Dentistry Program Description

Pediatric Dentistry is the practice and teaching of, and research into, the comprehensive therapeutic oral health care for children from birth through adolescence, including care for those who demonstrate intellectual, medical, physical, psychological, and/or emotional problems.

The Master of Science in Pediatric Dentistry is a postgraduate three-year program that incorporates clinical training at the level of specialist trainee and appropriate preparation for the Emirati Board and Membership Examinations of the Royal Colleges of Surgeons UK.

## Pediatric Dentistry Course Descriptions

### Introduction to Pediatric Dentistry (PD441)

Introduction to Pediatric Dentistry is an intensive seminar series given to incoming students that covers the fundamental concepts of the practice of pediatric dentistry. The course is intended to solidify the previous knowledge in pediatric dentistry for the new students with concepts they will encounter in various clinical settings.

### Restorative Techniques (PD442)

This course will give an in-depth presentation about the selection, application, and delivery of conventional restorative and minimally invasive restorations and endodontic procedures in pediatric dentistry. In-depth knowledge is provided on the selection of nonoperative versus operative interventions, and the restorative materials most frequently used in pediatric dentistry are fully described, highlighting their advantages and disadvantages. Appropriate local anesthetic techniques for adequate pain management in pediatric patients will be emphasized during the course. The course will also provide the appropriate knowledge regarding the therapies appropriate to the management of traumatic dental injuries. The impact of various factors on clinician decision-making is then explained in detail, including examples such as the type of dentition, the clinical and radiographic aspects of the dentine caries lesion (noncavitated or cavitated), and whether the lesion is associated with a developmental defect. The principles of short and long-term management, including enforced extraction of first permanent molars with poor prognosis, will be discussed in this course.

### **Scientific Literature (PD421/PD422/PD423/PD424/PD425/PD426)**

Scientific Literature is a six-part literature review course that meets on a weekly basis for 2 hours. This is a joint class where all three groups of students from different cohorts meet and are assigned articles/guidelines, mostly from the current literature, to abstract and present to the group. These presentations are followed by an in-depth group discussion and critical appraisal of that topic in pediatric dentistry. In addition to that, the students all meet for an hour weekly to present one of their cases and to discuss literature related to their diagnosis and treatment.

During the seminar session where the class meets with the instructor, critical thinking is encouraged by reviewing in detail and analyzing the study designs, methods, and materials along with the discussion and conclusion sections.

### **Specialty Clinical Training/Clinic (PD437/438/439)**

This course is a clinical course that encompasses the scope of clinical pediatric dentistry. During the program, students are closely supervised while developing skills in diagnosis, radiographic technique, treatment planning, preventive and restorative dentistry, space management, trauma management and pharmacologic and non-pharmacologic behavior management techniques, and management of children with special healthcare needs. Students gain extensive experience in the team management approach to patient care while interacting and coordinating with other departments within the College and with outside clinics and practitioners. In addition, weekly meetings are convened to discuss the treatment planning of the new cases and to present complete cases to the department. The clinical course takes place in the clinics of the Dental Hospital. Treatment under general anesthesia is conducted at Al Jalila Children's Specialty Hospital, including evaluation and management of pediatric patients admitted to the hospital. During the second semester of the second year, the students will perform a clinical rotation in pediatric medicine. This is a two-week rotation for the students in pediatric medicine. The aim is to attain knowledge and skills to function as health care providers within the hospital setting. In addition, the 3rd year students will attend a four-week Anesthesiology Rotation during the second semester of the second year. The primary goal of this rotation is to acquire knowledge and experience in the management of infants, children, and adolescents undergoing general anesthesia.

### **Research Dissertation (PD412/PD413/PD414/PD415/PD416)**

These courses are designed to develop the principles of scientific research methods and enhance the students' understanding of one particular field. The ability to be a critical and creative thinker is a desirable attribute of the clinical specialist. These courses require the preparation of a study

protocol and culminate with a dissertation and oral defense before a panel of internal and external examiners.

### **Orthodontic Diagnosis and Treatment Planning (OR643)**

This course will provide the students with the required knowledge about the need and demand for orthodontic treatment. It would also provide basics on psychological assessment for understanding patients' motivation, cooperation, and expectations. From orthodontic treatment. The course will also discuss conventional radiographic techniques, including an introduction to the principles of cephalometric radiography. The health and safety issues around specialist orthodontic practice are described, including those relating to radiography in the young patient. The current technology available to assist with image analysis is described.

### **Orthodontics for the Pediatric Dentists (PD444)**

Orthodontics for Pediatric Dentists presents features of malocclusion and abnormalities of tooth position and eruption. The course will provide knowledge about the use of appliances in interceptive orthodontics and space maintenance. The course will also identify the role of the pediatric dentist as part of the multidisciplinary team in the management of cleft lip and palate. Management of typical problems ranges from minimizing damage to the occlusion caused by enforced extraction of poor-quality teeth, through the management of specific local abnormalities such as impacted teeth, cross-bite, and space management, to referral for comprehensive treatment of all aspects of the malocclusion, including principles for the care of children with craniofacial anomalies.

### **Behavioral Science and Management (PD446)**

This course is intended to give the students in-depth knowledge about the principles of child cognitive development and behavioral psychology and non-pharmacologic behavior management techniques. This course also explains in depth the nature and development of dental fear and anxiety and provides an understanding of how and why pediatric patients behave differently. This forms the core for the practice of conscious sedation in the management of dental fear and anxiety in children and adolescents. The course also provides an integrated approach to the anatomy, physiology, and, to some extent, the pharmacokinetics of the drugs, as they relate to sedation, which is essential to establish a basis for safe clinical practice. The guidelines for safe and effective delivery of inhalation sedation, including pre-sedation appraisal, facility, personnel, and equipment, along with the techniques and management of complications and emergencies, will be discussed in depth. Other sedation techniques will be discussed. The course will also describe the facilities for the delivery of comprehensive restorative care and exodontia for children and adolescents under general

anesthesia. The students will receive general anesthesia simulation training at Khalaf Al Habtoor Simulation Center.

### **General Pediatrics (PD445)**

This course will provide the students with an in-depth knowledge of the key conditions that may complicate the delivery of oral healthcare in pediatric patients and their oral/dental management. The students will learn the principles of appropriate dental management for these patients. The students will also be introduced to ways of effective communication with other healthcare providers involved in the treatment of these patients. The students will get simulation training at Khalaf Al Habtoor Simulation Center on the management of common pediatric emergencies.

### **Basic Sciences in Pediatric Dentistry (PD450)**

This course will provide the students with the required knowledge in normal development and potential abnormalities in growth of the craniofacial and dento-alveolar complex, specifically, and somatic growth in general. The course will also provide relevant information about the principles of genetically determined conditions, especially those with significant craniofacial and dental features. The role of cell biology in health and disease will also be presented in this course.

### **Pediatric Oral Pathology and Medicine (PD443)**

The course includes the most important conditions in pediatric oral medicine and pathology (those causing pain or affecting the mucosae, salivary glands, or jaws) essential for students – those that are most common and those that are dangerous or even potentially lethal and is intended to represent the current practice in investigations, diagnosis, and arrangement of patient management. In this course, the diagnosis and management of mucosal, soft, and hard tissue pathologies in the oral maxillofacial area will be discussed. The course will also discuss the diagnosis and interdisciplinary, surgical, and non-surgical management of impacted and supernumerary teeth in children and adolescent patients. Dental anomalies of size, shape, number, color, and structure will be discussed during the course.

### **Dental Traumatology (PD451)**

This is an in-depth course providing knowledge in etiology, presentation, investigation, diagnosis, and management of dentoalveolar, intraoral, and perioral soft tissue injuries in children and adolescents. The course will also discuss maxillofacial injuries in the same age group. The

pathophysiology and interdisciplinary management of dental trauma complications such as resorption, infraocclusion, and ankylosis of traumatized teeth will be discussed. Emphasis will be placed on the interdisciplinary approach to the management of these conditions. By the end of the course, students will be able to recognize and manage non-accidental dental injuries and consider child safeguarding in their management.

### Prevention of Oral Disease (PD448)

This course will provide evidence-based guidelines regarding the pathophysiology, prevention, and management of dental caries in primary and permanent dentition in children and adolescents. The course will discuss the complexity of the caries process and its etiology with emphasis on the role of prevention in management. The course will also discuss non-carious tooth surface loss etiology and management. The prevention, diagnosis, and management of periodontal disease in childhood and adolescence will be discussed, along with the recognition and prevention of harmful recreational habits and addictions.

### Consolidation of Pediatric Dentistry Training 1 & 2 (PD454/455)

This course is intended to present a final consolidation of information in the specialty of pediatric dentistry to ensure the students' readiness to work as independent competent specialists and to prepare them to sit for the UK Membership Examination in Pediatric Dentistry.

## Sequencing of courses

### Pediatric Dentistry Study Plan

| Year 1 Semester 1                           | 12.5 credits | Course code | Duration | Prerequisite |
|---------------------------------------------|--------------|-------------|----------|--------------|
| Introduction to Pediatric Dentistry         | 1            | PD441       | 16 weeks | None         |
| Clinical Governance, Legislation and Ethics | 1            | CC503       | 16 weeks | None         |
| Restorative Techniques                      | 1            | PD442       | 16 weeks | None         |
| Applied Basic Sciences I                    | 2            | CC510       | 16 weeks | None         |

|                                              |                     |                    |                 |                                                                 |
|----------------------------------------------|---------------------|--------------------|-----------------|-----------------------------------------------------------------|
| Scientific Literature                        | 1                   | PD421              | 16 weeks        | None                                                            |
| Research Methodology and Biostatistics       | 2                   | CC502              | 16 weeks        | None                                                            |
| Specialty Clinical training                  | 3.5*                | PD437              | 24 weeks        | None                                                            |
| Orthodontic Diagnosis and Treatment Planning | 1                   | OR643              | 16 weeks        | None                                                            |
| <b>Semester 2</b>                            | <b>13.3 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Prevention of Oral Disease                   | 1                   | PD448              | 16 weeks        | None                                                            |
| Scientific Literature                        | 1                   | PD422              | 16 weeks        | None                                                            |
| Behavioral Science and Management            | 1                   | PD446              | 16 weeks        | None                                                            |
| Specialty Clinical Training                  | 6.3                 | PD437              | 24 weeks        | None                                                            |
| Research Dissertation                        | 1                   | PD412              | 16 weeks        | CC502/<br>Selection of research topic & supervisor team in Y1S1 |
| Applied Basic Sciences II                    | 1                   | CC511              | 16 weeks        | CC510                                                           |
| Oral Epidemiology                            | 1                   | CC508              | 16 weeks        | None                                                            |
| Radiology and Imaging                        | 1                   | CC509              | 16 weeks        | None                                                            |
| <b>Year 2 Semester 1</b>                     | <b>13 credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Research Dissertation                        | 1                   | PD413              | 16 weeks        | None                                                            |
| General Pediatrics                           | 1                   | PD445              | 16 weeks        | None                                                            |
| Scientific Literature                        | 1                   | PD423              | 16 weeks        | None                                                            |
| Specialty Clinical Training                  | 8*                  | PD438              | 24 weeks        | PD437                                                           |
| Basic Sciences in Pediatric Dentistry        | 1                   | PD450              | 16 weeks        | None                                                            |

|                                       |   |       |          |      |
|---------------------------------------|---|-------|----------|------|
| Pediatric Oral Pathology and Medicine | 1 | PD443 | 16 weeks | None |
|---------------------------------------|---|-------|----------|------|

| Semester 2                              | 13.6 credits | Course code | Duration | Prerequisite |
|-----------------------------------------|--------------|-------------|----------|--------------|
| Dental Traumatology                     | 1            | PD451       | 16 weeks | None         |
| Orthodontics for the Pediatric Dentists | 1            | PD444       | 16 weeks | None         |
| Research Dissertation                   | 2            | PD414       | 16 weeks | None         |
| Scientific Literature                   | 1            | PD424       | 16 weeks | None         |
| Specialty Clinical Training             | 7.6          | PD438       | 24 weeks | None         |
| Molecular Biology                       | 1            | CC504       | 16 weeks | None         |
| Year 3 Semester 1                       | 12 credits   | Course code | Duration | Prerequisite |

|                                                 |    |       |          |                                                                             |
|-------------------------------------------------|----|-------|----------|-----------------------------------------------------------------------------|
| Research Dissertation                           | 2  | PD415 | 16 weeks | None                                                                        |
| Consolidation of Pediatric Dentistry Training 1 | 1  | PD454 | 16 weeks | PD441/PD442/<br>OR643/PD448/<br>PD446/PD445/<br>PD450/PD443/<br>PD451/PD444 |
| Scientific Literature                           | 1  | PD425 | 16 weeks | None                                                                        |
| Specialty Clinical Training                     | 8* | PD439 | 24 weeks | PD438                                                                       |

| Semester 2                                      | 12.6 credits | Course code | Duration | Prerequisite |
|-------------------------------------------------|--------------|-------------|----------|--------------|
| Research Dissertation                           | 3            | PD416       | 16 weeks | None         |
| Scientific Literature                           | 1            | PD426       | 16 weeks | None         |
| Consolidation of Pediatric Dentistry Training 2 | 1            | PD455       | 16 weeks | PD454        |

|                             |     |       |          |      |
|-----------------------------|-----|-------|----------|------|
| Specialty Clinical Training | 7.6 | PD439 | 24 weeks | None |
|-----------------------------|-----|-------|----------|------|

\*This is a CC course and will be graded at the end of Semester 2.

## Admission, withdrawal, and enrolment policies

Please refer to the section [General Admission Requirements and Procedures](#).

## Student Assessment and Progression

Please refer to the section [Student Assessment and Progression](#).

## Faculty listing

### Full-time faculty

| Faculty Name   | Area of Specialization | Degrees Held                                                                           | Highest degree and University                                                           | Graduate Teaching Experience | Research Interests                                                                                                                                                                                                                                                                 |
|----------------|------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anas Alsalami  | Pediatric Dentistry    | D.D.S., MFDRCSI (Ireland), M.Sc. Pediatric Dentistry, MPaedDent RCSEd (Edinburgh), PhD | PhD Queen's University Belfast, UK                                                      | 8 years                      | Dental Public health and Prevention, Esthetic restorations in primary dentition, Oral health of medically compromised children, Pediatric Oral Medicine and Pathology, Minimal Intervention Dentistry and Hall Technique Crowns, Silver Diamine Fluoride (SDF), and Dental Trauma. |
| Eman Al Nuaimi | Pediatric Dentistry    | DDS, MSc., PhD                                                                         | MSc in Pediatric Dentistry, Hamdan Bin Mohammed College of Dental Medicine, MBRU, Dubai | 4 years                      | Dental public health and prevention, Special care dentistry and Behavior management of children and adolescents                                                                                                                                                                    |

|                 |                        |                                                                                                                                           |                                                                                               |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 |                        |                                                                                                                                           | PhD-Dentistry,<br>Faculty of<br>Medicine and<br>Health,<br>University of<br>Leeds, UK         |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Iyad Hussein    | Pediatric<br>Dentistry | DDS (Dam),<br>MDentSci<br>(Leeds),<br>Stat.Exam<br>(GDC-UK),<br>MFDS<br>RCPS(Glasg),<br>GDC-UK<br>Specialist in<br>Pediatric<br>Dentistry | MDentsSci<br>(Leeds, UK)                                                                      | 18 years | Intrinsic and extrinsic sugars<br>and plaque pH, The Hall<br>technique and biological caries<br>management, Child protection<br>in dentistry, Oral surgery in<br>pediatric dentistry, Dental<br>anxiety and general anesthesia<br>in dentistry, Dental caries in<br>children, Drooling and<br>hypersalivation in children,<br>Sleep apnea, formula milk and<br>sugar concentration, Behavior<br>management in children,<br>Assessment in postgraduate<br>dentistry |
| Manal Al Halabi | Pediatric<br>Dentistry | BDS, MS,<br>Diplomate,<br>American Board<br>of Pediatric<br>Dentistry                                                                     | Certified,<br>American Board<br>of Pediatrics<br>Dentistry                                    | 18 years | Minimally invasive biological<br>caries management techniques,<br>dental care of special needs<br>patients, genetics and<br>prevalence of enamel defects,<br>knowledge of dental and<br>medical healthcare providers in<br>different oral healthcare-<br>related aspects, and dental<br>education with emphasis on<br>postgraduate students and<br>child maltreatment.                                                                                             |
| Mawlood Kowash  | Pediatric<br>Dentistry | BDS, MSc,<br>DDSc,<br>MRCD(C),<br>FRCD(C),<br>FDSRCPS(Glas<br>g), FDSRCS(Ed)                                                              | Doctorate of<br>Dental Science<br>(DDSc) in<br>Pediatic<br>Dentistry; Leeds<br>University, UK | 13 years | Epidemiology, prevention, and<br>management of dental caries in<br>children.<br>Epidemiology and management<br>of traumatic dental injuries.<br>Oral health of medically<br>compromised and special needs<br>children.                                                                                                                                                                                                                                             |

|  |  |  |  |  |                                                                                                                   |
|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  | Molar incisor hypomineralization (MIH) and enamel defects.<br>Dental education, examination, and question writing |
|--|--|--|--|--|-------------------------------------------------------------------------------------------------------------------|

# Master of Science in Periodontology



## Program learning outcomes and completion requirements

The MSc Program in Periodontology at HBMCDM has the following learning outcomes aligned with the UAE Quality Framework Level 9.

### A. Knowledge and Understanding

On completing the program, students should have:

- PLO A1. A systematic appraisal of knowledge within and directly related to Periodontology, including normal and abnormal intraoral structures and their relationship with systemic factors, and the interpretation of investigations within a holistic approach.
- PLO A2. A comprehensive interpretation of relevant biology, anatomy, physiology, pathology, and microbiology, including appropriate antimicrobial prescription where necessary.
- PLO A3. Originality in the application of clinical and scientific knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in Periodontology.

### B. Intellectual and Practical Skills

On completing the program, students should be able to:

- PLO B1. Critically appraise and interpret scientific/academic literature and keep up to date with current and best practice in Periodontology.
- PLO B2. Demonstrate competence to undertake the examination and diagnosis of patients presenting with routine and complex Periodontal treatment needs.
- PLO B3. Develop outcome-based treatment strategies and health promotion for patients presenting with routine and complex Periodontal treatment needs.
- PLO B4. Competently provide non-surgical, surgical, and periodontal plastic surgery management of patients presenting with routine and complex Periodontal treatment needs.
- PLO B5. Competently provide dental implant surgery and management of peri-implant disease either independently/or as part of a multidisciplinary team.
- PLO B6. Competently manage periodontitis as a manifestation of systemic diseases.
- PLO B7. Appraise the importance and implications of the interrelationship between Periodontics and other clinical disciplines.

- PLO B8. Be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude necessary for the advancement of practice, research, and teaching in periodontology.

### C. Attitudes

On completing the program, students should be able to:

- PLO C1. Maintain a high ethical standard and work in harmony with peers, support staff, and faculty with a view to becoming a team leader.
- PLO C2. Appreciate the importance of knowledge sharing, self-development, and life-long learning and research in evidence-based practice of periodontology, and be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude.
- PLO C3. Establish practice management skills and abilities for accountability for critical decisions and governance.
- PLO C4. Manage and work within the context of a healthcare system.

## Alignment of QFE Level 9 Descriptors (Outcomes) to PLOs in Periodontology

|                  | NQF Emirates PLOs<br>(Level 9)                                                                                                                                                                               | HBMCDM Program Learning Outcomes (PLOs) |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
|                  |                                                                                                                                                                                                              | PLO A1                                  | PLO A2 | PLO A3 | PLO B1 | PLO B2 | PLO B3 | PLO B4 | PLO B5 | PLO B6 | PLO B7 | PLO B8 | PLO C1 | PLO C2 | PLO C3 | PLO C4 |  |
| A. Knowledge (K) |                                                                                                                                                                                                              |                                         |        |        |        |        |        |        |        |        |        |        |        |        |        |        |  |
| 9K1              | Comprehensive, highly specialized knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | x                                       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |        |        |  |

|                       |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9K2                   | Advanced knowledge of applicable research principles and methods                                                                                                                                                       |   |   | x | x |   |   |   |   |   |   | x |   | x |   |   |
| 9K3                   | Critical awareness of knowledge issues, as the basis for original thinking, encompasses appropriate processes of enquiry and current processes of knowledge production                                                 | x | x | x | x |   |   |   |   |   |   | x |   | x |   |   |
| 9K4                   | Detailed body of knowledge of recent developments in a field of work, and/or discipline                                                                                                                                | x | x | x | x | x | x | x | x |   | x | x |   |   | x |   |
| <b>B. Skills (SK)</b> |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SK1                  | Advanced skills required in research, analysis, evaluation, and/or innovation of complex ideas, information, concepts, and/or activities                                                                               |   |   | x | x | x | x | x | x | x | x | x |   |   | x | x |
| 9SK2                  | Skills to develop new knowledge and procedures, and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence in the field of work or discipline | x | x | x | x | x | x | x | x | x | x | x | x | x |   | x |
| 9SK3                  | Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work, or discipline         |   |   | x | x | x | x | x | x | x | x | x |   | x | x | x |

|                                     |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9SK4                                | Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies, producing sound conclusions                                                               |  |  | x | x |   |   |   |   | x |   | x |   | x |   |   |
| 9SK5                                | Highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters                                                                                                                                                       |  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |
| C. Autonomy and responsibility (AR) |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9AR1                                | Can function autonomously and/or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions |  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |
| 9AR2                                | Can account for high-level governance of processes and systems                                                                                                                                                                                                                                |  |  |   |   |   |   |   |   |   |   | x | x | x | x |   |
| 9AR3                                | Can analyze and reflect on socio-cultural norms and relationships, and act to build and transform them                                                                                                                                                                                        |  |  | x | x |   |   |   |   |   | x |   | x |   | x |   |
| D. Role in context (RC)             |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |

|                          |                                                                                                                                           |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9RC1                     | Can initiate and manage professional activities that may include a highly complex environment                                             |  |  |   | x | x | x | x | x | x | x | x | x | x | x | x |
| 9RC2                     | Can take responsibility for leading the strategic performance and development of professional teams and self                              |  |  |   |   |   | x | x | x |   | x |   | x | x | x | x |
| E. Self-Development (SD) |                                                                                                                                           |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SD1                     | Can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts |  |  | x | x |   |   |   |   | x |   | x | x | x | x | x |
| 9SD2                     | Can develop and implement further learning consistently and sensitively                                                                   |  |  | x | x |   |   |   |   |   |   | x |   | x |   | x |
| 9SD3                     | Can consistently and sensitively manage highly complex ethical issues, leading to informed, fair and valid decisions                      |  |  |   |   |   |   |   |   |   |   |   | x |   | x | x |

## Completion requirements

[Please refer to the Completion Requirements section.](#)

## Course information

For information on Common Courses and their [descriptions](#), please refer to Section “[Common Courses](#)”.

## Periodontology Program Description

Periodontology is the specialty of dentistry focused on the prevention, diagnosis, and clinical management of the diseases or conditions that affect the hard and soft tissues supporting or surrounding the teeth.

The Master of Science in Periodontology is a postgraduate three-year program that incorporates clinical training at the level of specialist trainee and appropriate preparation for the Membership Examinations of the Royal Colleges of Surgeons UK.

## Periodontology Course Descriptions

### **Advanced Biological Science Relevant to Periodontology (PE260)**

This course consists of a series of lectures covering the anatomy, histology, and physiology of periodontal tissues, pathogenesis and microbiology of periodontal diseases, epidemiology, and local and systemic risk factors associated with periodontal diseases. The lectures are intended to provide students with a thorough understanding of the current and classic literature and research related to the relationship of plaque and inflammatory periodontal diseases, the current classification of periodontal diseases, the natural history of periodontal disease in a variety of populations, and the impact of environmental and genetic influences on host susceptibility.

### **Diagnosis and Treatment Planning in Periodontology (PE243)**

The course introduces advanced concepts associated with periodontal practice and addresses comprehensive periodontal disease diagnosis, risk assessment, prognosis of periodontal diseases, and treatment planning with an evidence-based rationale. Students will be expected to demonstrate advanced skills in periodontal disease examination, acquire analytical skills in estimating prognosis, understand the interaction between varying predisposing/modifying factors and periodontal disease, outline an effective, comprehensive, and personalized treatment plan for their patients, assess long-term treatment outcomes, and embrace evidence-based clinical decision making.

### **Specialty Clinical Training – Clinic (PE237/PE238/PE239)**

This course is the clinical component of the Periodontology program curriculum. Students are expected to attend and treat patients at the HBMCDM dental clinics.

In the first year, the simulation exercises using dental models and animal cadavers will cover a wide range of procedures, including scaling and root planning, maintenance of hand instruments, basic surgical skills, and advanced surgical periodontal procedures. The clinical sessions are mainly

devoted to examination, treatment planning, scaling, and root planning. It is expected that students may undertake some periodontal surgical procedures towards the end of the first year.

In the second year, the clinical sessions are devoted to the treatment of patients with periodontal disease, both non-surgically and surgically, as well as starting to place a number of implants. Students are also expected to start treating interdisciplinary cases.

In the third year, the clinical sessions are still devoted to treating patients with periodontal disease, both non-surgically and surgically, as well as performing a number of mucogingival procedures. Students are expected to undertake treatment of more complex implant cases and continue treatment of interdisciplinary cases.

### **Scientific Literature (PE221/PE222/PE223/PE224/PE225/PE226)**

This course runs over the three years of the Periodontology program. The weekly seminars are based on case presentations, assignments, and journal clubs. Case presentations provide students with an opportunity to become accustomed to presenting and discussing patients' cases at an informal level before the examination process. It also allows discussion of the patients' treatment plans by graduate students and staff. Each student is expected to write assignments, undertake profound discussions of literature in Periodontology and Implant Dentistry, and present the assignments to their colleagues. In journal club seminars, students are expected to read, discuss, and comprehensively review current dental literature pertaining to Periodontology and Implant Dentistry.

### **Non-Surgical Periodontal Treatment (PE244)**

This course is designed to provide students with knowledge in the contemporary practice of Periodontology with emphasis on non-surgical periodontal management. Topics covered will include mechanical debridement, use of chemotherapeutics and lasers in the treatment of periodontal disease, behavioral health models, and periodontal maintenance. Students are expected to integrate theoretical knowledge into practice and develop critical clinical decision-making skills.

### **Periodontal Surgery (PE249)**

This course is designed to provide students with knowledge in the contemporary practice of Periodontology with emphasis on surgical periodontal management. Topics covered will include basic principles of periodontal surgery, respective surgical procedures, surgical management of furcation-involved teeth, crown lengthening, and current trends in surgical and non-surgical

periodontal treatment. Students are expected to integrate theoretical knowledge into practice and develop critical clinical decision-making skills.

### **Basic Implant Surgical and Restorative Techniques (PR351)**

This course consists of a series of lectures that cover biological and anatomical aspects relevant to implant dentistry, fundamentals of prosthodontic and surgical aspects of oral implant rehabilitation, and provide students with essential evidence-based information for successful implant treatment outcomes.

### **Research Dissertation (PE212/PE213/PE214/PE215/PE216)**

These courses are designed to develop the principles of scientific research methods and enhance the students' understanding of one particular field. The ability to be a critical and creative thinker is a desirable attribute of the clinical specialist. These courses require the preparation of a study protocol and culminate with a dissertation and oral defense before a panel of internal and external examiners.

### **Interdisciplinary Interfaces (PE246)**

The course aims to introduce students to multidisciplinary treatment planning by emphasizing the importance of the relationship between Periodontology and other dental specialties in comprehensive patient care. The topics covered include relevant restorative and occlusal considerations when treating periodontal patients and placing dental implants or managing combined endodontic-periodontal lesions. Other topics related to periodontal-orthodontic interrelationship and the association between periodontal diseases and different systemic diseases are also covered.

### **Advanced Implant Surgical and Restorative Techniques (PR352)**

This course consists of a series of lectures that cover advanced surgical and prosthodontic aspects in implant dentistry, including recent advances in digital implant planning, guided surgery, and oral rehabilitation in young and medically compromised patients.

### **Oral Pathology and Oral Medicine (PE256)**

In this course, the diagnosis and management of mucosal, soft, and hard tissue pathologies in oral and paraoral structures will be discussed. The course will also review internal medicine and the management of medically compromised dental patients.

## Mucogingival Surgery and Regenerative Techniques (PE250)

This course is designed to provide students with knowledge in the contemporary practice of Periodontology with emphasis on mucogingival surgery and regenerative techniques. Topics covered will include basic principles of periodontal wound healing and regeneration, management of marginal tissue recession and osseous defects, and current trends in regenerative periodontal therapy. Students are expected to integrate theoretical knowledge into practice and develop critical clinical decision-making skills.

## Consolidation of Periodontic Training (PE259)

This course is intended to present a final revision for the students to prepare them to sit for the Royal College of Surgeons of Edinburgh Membership in Periodontology examination. The aims of the course are to test the range of knowledge of Periodontology at a level expected of a specialist practitioner and to test the attainment of competence in the planning and execution of periodontal dentistry required for specialist practice.

## Sequencing of courses

### Periodontology Study Plan

| Year 1 Semester 1                                         | 12.5 Credits | Course code | Duration | Prerequisite |
|-----------------------------------------------------------|--------------|-------------|----------|--------------|
| Applied Basic Sciences I                                  | 2            | CC510       | 16 weeks | None         |
| Advanced Biological Science<br>Relevant to Periodontology | 1            | PE260       | 16 weeks | None         |
| Diagnosis and Treatment<br>Planning in Periodontology     | 1            | PE243       | 16 weeks | None         |
| Specialty Clinical Training -<br>Clinic                   | 3.5*         | PE237       | 24 weeks | None         |
| Clinical Governance, Legislation<br>and Ethics            | 1            | CC503       | 16 weeks | None         |
| Research Methodology and<br>Biostatistics                 | 2            | CC502       | 16 weeks | None         |
| Scientific Literature                                     | 2            | PE221       | 16 weeks | None         |
| Year 1 Semester 2                                         | 12.8 Credits | Course code | Duration | Prerequisite |
| Scientific Literature                                     | 2            | PE222       | 16 weeks | None         |
| Non-Surgical Periodontal<br>Treatment                     | 1            | PE244       | 16 weeks | None         |
| Periodontal Surgery                                       | 1            | PE249       | 16 weeks | None         |

|                                                      |                     |                    |                 |                                                                 |
|------------------------------------------------------|---------------------|--------------------|-----------------|-----------------------------------------------------------------|
| Basic Implant Surgical and Restorative Techniques    | 1                   | PR351              | 16 weeks        | None                                                            |
| Specialty Clinical Training - Clinic                 | 3.8                 | PE237              | 24 weeks        | None                                                            |
| Research Dissertation                                | 1                   | PE212              | 16 weeks        | CC502/<br>Selection of research topic & supervisor team in Y1S1 |
| Applied Basic Sciences II                            | 1                   | CC511              | 16 weeks        | CC510                                                           |
| Radiology and Imaging                                | 1                   | CC509              | 16 weeks        | None                                                            |
| Oral Epidemiology                                    | 1                   | CC508              | 16 weeks        | None                                                            |
| <b>Year 2 Semester 1</b>                             | <b>13 Credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Interdisciplinary Interfaces                         | 1                   | PE246              | 16 weeks        | None                                                            |
| Research Dissertation                                | 1                   | PE213              | 16 weeks        | None                                                            |
| Advanced Implant Surgical and Restorative Techniques | 2                   | PR352              | 16 weeks        | PR351                                                           |
| Scientific Literature                                | 2                   | PE223              | 16 weeks        | None                                                            |
| Specialty Clinical Training - Clinic                 | 7*                  | PE238              | 24 weeks        | PE237                                                           |
| <b>Year 2 Semester 2</b>                             | <b>13.2 Credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Oral Pathology and Oral Medicine                     | 1                   | PE256              | 16 weeks        | None                                                            |
| Research Dissertation                                | 2                   | PE214              | 16 weeks        | None                                                            |
| Scientific Literature                                | 2                   | PE224              | 16 weeks        | None                                                            |
| Mucogingival Surgery and Regenerative Techniques     | 1                   | PE250              | 16 weeks        | None                                                            |
| Specialty Clinical Training - Clinic                 | 6.2                 | PE238              | 24 weeks        | None                                                            |
| Molecular Biology                                    | 1                   | CC504              | 16 weeks        | None                                                            |
| <b>Year 3 Semester 1</b>                             | <b>12 Credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Research Dissertation                                | 2                   | PE215              | 16 weeks        | None                                                            |
| Scientific Literature                                | 2                   | PE225              | 16 weeks        | None                                                            |
| Specialty Clinical Training - Clinic                 | 8*                  | PE239              | 16 weeks        | PE238                                                           |
| <b>Year 3 Semester 2</b>                             | <b>13.5 Credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                             |
| Research Dissertation                                | 3                   | PE216              | 16 weeks        | None                                                            |
| Scientific Literature                                | 2                   | PE226              | 16 weeks        | None                                                            |
| Consolidation of Periodontic Training                | 1                   | PE259              | 16 weeks        | PE260/PE243/<br>PE244/PE249/<br>PR351/PE246/                    |

|                                         |     |       |          |                       |
|-----------------------------------------|-----|-------|----------|-----------------------|
|                                         |     |       |          | PR352/PE256/<br>PE250 |
| Specialty Clinical Training -<br>Clinic | 7.5 | PE239 | 24 weeks | None                  |

\*This is a CC course and will be graded at the end of Semester 2.

## Admission, withdrawal, and enrolment policies

Please refer to the section [General Admission Requirements and Procedures](#).

## Student Assessment and Progression

Please refer to the section [Student Assessment and Progression](#) in this catalog.

## Faculty listing

### Full-time faculty

| Faculty Name | Area of Specialization | Degrees Held                                                                                                                    | Highest degree and University                                                               | Graduate Teaching Experience | Research Interests                                                                                                                                                                        |
|--------------|------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Abeer Hakam  | Periodontology         | MS in Dental Sciences with a Certificate in Periodontics - University of Florida<br>Certified, American Board of Periodontology | American Board of Periodontology and Dental Implant Surgery                                 | 4 years                      | Tissue engineering – Platelet-rich fibrin (PRF)<br>Osseointegration Pharmacology<br>Medication effect on different periodontal tissues                                                    |
| Maanas Shah  | Periodontology         | BDS, MSD, CAGS, MRACDS (Periodontology) Mperio (RCSEd)                                                                          | MSc in Periodontics, Boston University<br>Institute of Dental Research and Education, Dubai | 5 years                      | Molecular Biology and Stem cell-based research; Evidence-based literature reviews and Meta-Analyses. Randomized Clinical Trials related to implant dentistry and regenerative techniques. |

|             |                |                                                    |                                                                                    |          |                                                                                                                                                                                                                                                                                                                                                                      |
|-------------|----------------|----------------------------------------------------|------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Momen Atieh | Periodontology | BDS, MSc,<br>DCLinDent<br>(Periodontology),<br>PhD | Doctor of<br>Philosophy (PhD)<br>- University of<br>Otago, Dunedin,<br>New Zealand | 18 years | Evidence-based dental practice<br>(systematic reviews and meta-<br>analyses)<br>Clinical trials in Periodontology<br>and Implant Dentistry<br>Risk Assessment in<br>Periodontology and Implant<br>Dentistry<br>Qualitative research in<br>Periodontology and Implant<br>Dentistry<br>Patient-reported outcome<br>measures in Periodontology and<br>Implant Dentistry |
|-------------|----------------|----------------------------------------------------|------------------------------------------------------------------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



# Master of Science in Prosthodontics



## Program learning outcomes and completion requirements

The MSc Program in Prosthodontics at HBMCDM has the following learning outcomes aligned with the UAE Quality Framework Level 9.

### A. Knowledge and Understanding

On completing the program, students should be able to:

- PLO A1. Develop a comprehensive knowledge and in-depth understanding of basic and clinical sciences, as well as materials science, related to the diagnosis and management of patients with prosthodontic and complex restorative needs.
- PLO A2. Appraise advanced concepts in fixed and removable Prosthodontics and evaluate the application of clinical imaging (radiography, including digital radiography and photography) as it relates to the prosthodontic management of patients.
- PLO A3. Identify originality in the application of the research concepts, theories, and principles of fixed and removable prosthodontics and conservative dentistry.

### B. Intellectual and Practical Skills

On completing the program, students should be able to:

- PLO B1. Critically evaluate and apply the research and evidence from the scientific literature in the clinical management of patients with fixed and removable prosthodontics.
- PLO B2. Demonstrate competence to independently undertake, record, and interpret a detailed history and examination of patients requiring management with simple and complex prosthodontics to reach an accurate and comprehensive diagnosis.
- PLO B3. Determine and plan treatment strategies for patients requiring management that involves simple and/or complex prosthodontic and restorative rehabilitation.
- PLO B4. Integrate treatment plans with other dental specialties and effectively provide specialist prosthodontic input to interdisciplinary interfaces.
- PLO B5. Organize the provision of simple and complex fixed and removable prosthodontic treatment, and appropriately manage the patients diagnosed with Temporomandibular disorders, tooth wear, and traumatic dental injuries, including esthetic management.
- PLO B6. Integrate the application of digital dentistry as it relates to the dental management of patients with fixed or removable prosthodontics.

- PLO B7. Formulate a research proposal, conduct a research project, analyze results, and draw appropriate conclusions compatible with sound scientific and ethical principles of human or laboratory research.

### C. Attitudes

On completing the program, students should be able to:

- PLO C1. Maintain a high ethical standard and work in harmony with peers, support staff, and faculty with a view to becoming a team leader.
- PLO C2. Appreciate the importance of knowledge sharing, self-development, and life-long learning and research in evidence-based practice of prosthodontics, and be prepared for future roles in clinical research by stimulating and encouraging the development of a critical and inquiring attitude.
- PLO C3. Establish practice management skills and abilities for accountability for critical decisions and governance.
- PLO C4. Manage and work within the context of a healthcare system.

### Alignment of QFE Level 9 Descriptors (Outcomes) to PLOs in Prosthodontics

|                  | NQF Emirates PLOs (Level 9)                                                                                                                                                                                  | HBMCDM Program Learning Outcomes (PLOs) |        |        |        |        |        |        |        |        |        |        |        |        |        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
|                  |                                                                                                                                                                                                              | PLO A1                                  | PLO A2 | PLO A3 | PLO B1 | PLO B2 | PLO B3 | PLO B4 | PLO B5 | PLO B6 | PLO B7 | PLO C1 | PLO C2 | PLO C3 | PLO C4 |
| A. Knowledge (K) |                                                                                                                                                                                                              |                                         |        |        |        |        |        |        |        |        |        |        |        |        |        |
| 9K1              | Comprehensive, highly specialized knowledge in a field of work, discipline, and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments | x                                       | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      | x      |        |        |
| 9K2              | Advanced knowledge of applicable research principles and methods                                                                                                                                             |                                         |        | x      | x      |        |        |        |        |        | x      |        | x      |        |        |

|                       |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9K3                   | Critical awareness of knowledge issues, as the basis for original thinking, encompassing appropriate processes of enquiry and current processes of knowledge production                                                | x | x | x | x |   | x | x | x | x | x |   | x |   |   |
| 9K4                   | Detailed body of knowledge of recent developments in a field of work, and/or discipline                                                                                                                                | x | x | x | x | x |   |   |   | x | x |   |   | x |   |
| <b>B. Skills (SK)</b> |                                                                                                                                                                                                                        |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SK1                  | Advanced skills required in research, analysis, evaluation, and/or innovation of complex ideas, information, concepts, and/or activities                                                                               |   |   | x | x | x | x | x | x | x | x |   |   | x | x |
| 9SK2                  | Skills to develop new knowledge and procedures, and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence in the field of work or discipline | x | x | x | x | x | x | x | x | x | x | x | x |   | x |
| 9SK3                  | Advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/professional field, field of work, or discipline          |   |   | x | x | x | x | x | x | x | x |   | x | x | x |
| 9SK4                  | Planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and                                                                                    |   |   | x | x |   | x | x | x | x | x |   | x |   |   |

|                                     |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|---|---|---|---|---|---|---|---|---|---|
|                                     | complexity) with appropriately selected research methodologies, producing sound conclusions                                                                                                                                                                                                   |  |  |   |   |   |   |   |   |   |   |   |   |   |   |
| 9SK5                                | Highly developed specialist communication and information technology skills to present, explain, and/or critique highly complex matters                                                                                                                                                       |  |  | x | x | x |   | x |   |   | x | x | x | x | x |
| C. Autonomy and responsibility (AR) |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |
| 9AR1                                | Can function autonomously and/or take responsibility for managing professional practices, work, processes, or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions |  |  | x | x | x | x | x | x | x | x | x | x | x | x |
| 9AR2                                | Can account for high-level governance of processes and systems                                                                                                                                                                                                                                |  |  |   |   |   |   |   |   |   |   | x | x | x | x |
| 9AR3                                | Can analyze and reflect on socio-cultural norms and relationships, and act to build and transform them                                                                                                                                                                                        |  |  | x | x |   |   |   |   |   | x |   | x |   | x |
| D. Role in context (RC)             |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |
| 9RC1                                | Can initiate and manage professional activities that may include a highly complex environment                                                                                                                                                                                                 |  |  |   | x | x | x | x | x | x | x | x | x | x | x |
| 9RC2                                | Can take responsibility for leading the strategic performance and development of professional teams and self                                                                                                                                                                                  |  |  |   |   |   |   | x |   |   |   | x | x | x | x |
| E. Self-Development (SD)            |                                                                                                                                                                                                                                                                                               |  |  |   |   |   |   |   |   |   |   |   |   |   |   |

|      |                                                                                                                                           |  |  |   |   |  |  |  |  |  |   |   |   |   |   |
|------|-------------------------------------------------------------------------------------------------------------------------------------------|--|--|---|---|--|--|--|--|--|---|---|---|---|---|
| 9SD1 | Can self-evaluate and take responsibility for contributing to professional knowledge and practice, including unfamiliar learning contexts |  |  | x | x |  |  |  |  |  | x | x | x | x | x |
| 9SD2 | Can develop and implement further learning consistently and sensitively                                                                   |  |  | x | x |  |  |  |  |  | x |   | x |   | x |
| 9SD3 | Can consistently and sensitively manage highly complex ethical issues, leading to informed, fair, and valid decisions                     |  |  |   |   |  |  |  |  |  |   | x |   | x | x |

## Completion requirements

[Please refer to the Completion Requirements section.](#)

## Course information

For information on Common Courses and their [descriptions](#), please refer to Section “[Common Courses](#)”.

### Prosthodontics Program Description

The Master of Science in Prosthodontics is a three-year postgraduate specialist training program that prepares dentists to become experts in the restoration and replacement of missing or damaged teeth. The program integrates advanced clinical training, evidence-based education, digital dentistry, implant prosthodontics, and research, enabling the students to provide comprehensive patient-centered care and develop the competencies required for specialist practice and professional certification. The program provides appropriate preparation for the Emirati Board Examination for Prosthodontics and Membership Examination of the Royal Colleges of Surgeons UK.

## Prosthodontics Course Descriptions

### Scientific Literature (PR321/PR322/PR323/PR324/PR325/PR326)

This course occurs every semester and aims to develop critical appraisal skills in students and recognition of the importance of evidence-based dentistry. Classic or seminal literature in prosthodontics and related fields will be reviewed. Faculty will lead each session, but sessions will be interactive and involve students presenting an overview of the papers they have studied. This course will challenge students to think about methodology, results, and conclusions as well as determine how clinically relevant the results and/or conclusions are. The objectives of the literature seminars are to:

- Develop critical appraisal skills.
- Encourage students to discuss the latest developments in Prosthodontics and other disciplines.
- Encourage critical thinking by in-depth analysis of study design, methods, results, including statistical tests, and discussion of publications.
- Embed the philosophy of evidence-based dentistry into the daily practice of HBMCDM post-graduate students.

### **Advanced Prosthodontics: Simulation Center Clinical Skills (PR331)**

This course provides the practical skills necessary to prepare teeth for crown and bridgework and thus prepares students to perform Prosthodontic procedures on patients. The student will work on typodont teeth in the Clinical Skills facility. Facebow and associated occlusal records will be demonstrated in order to program a semi-adjustable articulator. Subsequently, students will take records of each other in the clinic. Transfer and programming a semi-adjustable articulator follows. The laboratory stages for fixed prostheses and complete dentures will also be covered. Crown and bridgework using Zirconia and glass ceramics is introduced. Digital dentistry is covered at the end of the course with demonstrations on how to scan models and manufacture crownwork by CAD/CAM. Some aspects of this course are deemed remedial insofar as they should have been taught at the undergraduate level. In order to comply with CAA requirements, these elements are not credit-bearing.

### **Principles of Fixed Prosthodontics (PR346)**

This course provides students with the necessary knowledge to undertake crown and bridgework (C & B). It is linked to and complemented by course PR331, where the clinical C & B practical skills are taught.

### **Dental Biomaterials (PR347)**

A series of seminars covering the different types of biomaterials in the field of restorative and prosthetic dentistry. Dental material properties, clinical indications, adverse effects, chemical composition, biocompatibility, dental material reactions, and changes in the oral cavity will be discussed. Particular emphasis is placed on new dental materials such as glass ceramics, zirconia, and nanotechnologies.

### **Basic Implant Surgical and Restorative Techniques (PR351)**

This course consists of a series of lectures that cover biological and anatomical aspects relevant to implant dentistry, fundamentals of prosthodontic and surgical aspects of oral implant rehabilitation, and provide students with essential evidence-based information for successful implant treatment outcomes.

### **Cariology, Tooth Wear, Compromised Dentitions and Restorations (PR367)**

A series of lectures aimed at an in-depth understanding of caries pathogenesis, histology, and management, including an introduction to minimally invasive dentistry. Other series of lectures covering risk factors, etiology, and management of tooth wear. Postgraduate students will have knowledge of the range of intrinsic and extrinsic factors associated with acid erosion. The Dahl concept and treatment strategies for both localized and generalized tooth wear will be discussed.

### **Research Dissertation (PR312/PR313/PR314/PR315/PR316)**

These courses are designed to develop the principles of scientific research methods and enhance the students' understanding of one particular field. The ability to be a critical and creative thinker is an essential attribute of the clinical specialist. These courses require the preparation of a study protocol and culminate with a dissertation and oral defense before a panel of internal and external examiners.

### **Specialty Clinical Training (PR332/PR338/PR339)**

This course encompasses the scope of clinical Prosthodontics. During the first year of the program, students are closely supervised while developing skills in diagnosis, radiographic techniques, and treatment planning. In the first year, students will treat patients for overall restorative dental care, especially fixed and removable prosthodontics. Students will be exposed to a broad range of cases, including temporomandibular disorders, tooth wear, and aesthetic cases.

During the second and third year, as individual clinical skills develop, students will progress to more complex cases, including the placement and restoration of dental implants, and interdisciplinary cases requiring a combination of endodontic, periodontal, surgical, or orthodontic therapy.

### **Removable Prosthodontics: Complete Dentures (PR355)**

This course is concerned with the assessment, diagnosis, and treatment of the edentulous patient, including immediate dentures and implant-supported and retained prostheses. The technical aspects and materials needed for the fabrication of various types of removable prostheses will be discussed. The course will cover digital denture fabrication and the treatment options for tooth and/or implant support for overdentures. Topics include ridge classifications, management of flat ridges and severe atrophy cases, neutral zone, copy dentures, relines and rebase of complete dentures, obturators, CAD/CAM fabrication of complete dentures.

### **Advanced Implant Surgery and Restorative Techniques (PR352)**

This course consists of a series of lectures that cover advanced surgical and prosthodontic aspects in implant dentistry, including recent advances in digital implant planning, guided surgery, and oral rehabilitation in young and medically compromised patients.

### **Removable Prosthodontics: Partial Dentures (PR354)**

A series of seminars covering the management of the partially edentulous jaw. Students will be able to diagnose and classify the different types of partially dentate jaws. In addition, students will learn about advanced methods of denture retention such as precision attachments and telescopic crowns. Surveying and metal framework design are taught in a practical, hands-on workshop. The setup of acrylic teeth in different jaw relationships, materials, and techniques, most suitable for casting of the metal framework and the fabrication of partial dentures, will be discussed.

### **Esthetics and Digital Dentistry (PR368)**

A series of lectures covering the fundamentals of aesthetic dentistry, developmental anomalies, and digital dentistry. Students will have knowledge of smile design, diagnostic protocols in aesthetic dentistry, and treatment of dental anomalies. Tooth whitening techniques for vital and non-vital teeth, including micro and macro abrasion, will all be covered. Tooth preparation methods for direct and indirect aesthetic restorations will be discussed.

### **Periodontics, Endodontics, and Advanced Restorative Dentistry (PR370)**

This course provides students with fundamental knowledge on the interrelationship of periodontics and endodontics with prosthodontics and advanced restorative dentistry. It is very important for the prosthodontic specialist to understand this interrelationship and how it impacts diagnosis and treatment planning. Periodontal fundamentals include the anatomy and the 2017 classification of periodontal disease. The diagnosis and management of common periodontal diseases are also covered.

The need to recognize periradicular disease and its influence on prosthodontic prognosis and treatment planning will be delivered by specialist endodontists.

### **Medical problems relevant to Prosthodontics (PR361)**

This course provides students with knowledge regarding common medical conditions that affect dental treatment. The treatment of a range of medical emergencies will be covered, and students will be taught the practical skills needed to manage them.

### **Consolidation of Prosthodontic Training (PR364)**

This is mainly a revision course with a summative MPros RCS Edinburgh-style exam and will prepare students for the Membership in Prosthodontics specialty examination of the Royal College of Surgeons of Edinburgh. Tutorials are aimed at consolidating knowledge and understanding in a wide range of subjects in prosthodontics and restorative dentistry in general. Emphasis is placed on interdisciplinary relationships. The course also aims to direct students toward sitting at the Royal College of Surgeons of Edinburgh specialty membership examination. The standard, content, structure, and format of the exam will all be discussed with an explanation of the minimally competent candidate.

### **Temporomandibular Disorders (PR366)**

A series of lectures intended to expose the students to the core concepts and current information necessary for a thorough and appropriate assessment and examination of the patient to be able to diagnose oral parafunction and other factors in the development of dysfunction of mandibular movements and the TMJs.

Topics include anatomy, physiology, and pathology of the Temporomandibular Joint and associated musculature, Radiographic imaging techniques, intraoral and extra-oral, their interpretation and assessment, and occlusal splint designs, repositioning appliances, and previsualization.

## Sequencing of courses

### Prosthodontics Study Plan

| Year 1 Semester 1                                                 | 12 credits   | Course code | Duration | Prerequisite                                                          |
|-------------------------------------------------------------------|--------------|-------------|----------|-----------------------------------------------------------------------|
| Applied Basic Sciences I                                          | 2            | CC510       | 16 weeks | None                                                                  |
| Research Methodology and Biostatistics                            | 2            | CC502       | 16 weeks | None                                                                  |
| Clinical Governance: Legislation and Ethics                       | 1            | CC503       | 16 weeks | None                                                                  |
| Scientific Literature                                             | 1            | PR321       | 16 weeks | None                                                                  |
| Advanced Prosthodontics: Simulation<br>Center Clinical Skills     | 3            | PR331       | 16 weeks | None                                                                  |
| Principles of Fixed Prosthodontics                                | 1            | PR346       | 16 weeks | None                                                                  |
| Dental Biomaterials                                               | 1            | PR347       | 16 weeks | None                                                                  |
| Cariology, Tooth Wear, Compromised<br>Dentitions and Restorations | 1            | PR367       | 16 weeks | None                                                                  |
| Year 1 Semester 2                                                 | 13.1 credits | Course code | Duration | Prerequisite                                                          |
| Applied Basic Sciences II                                         | 1            | CC511       | 16 weeks | CC510                                                                 |
| Radiology and Imaging                                             | 1            | CC509       | 16 weeks | None                                                                  |
| Oral Epidemiology                                                 | 1            | CC508       | 16 weeks | None                                                                  |
| Research Dissertation                                             | 1            | PR312       | 16 weeks | CC502/<br>Selection of research<br>topic & supervisor<br>team in Y1S1 |
| Scientific Literature                                             | 1            | PR322       | 16 weeks | None                                                                  |
| Specialty Clinical Training - Clinic                              | 6.1          | PR332       | 24 weeks | PR331                                                                 |
| Removable Prosthodontics: Complete<br>Dentures                    | 1            | PR355       | 16 weeks | None                                                                  |
| Basic Implant Surgical and Restorative<br>Techniques              | 1            | PR351       | 16 weeks | None                                                                  |
| Year 2 Semester 1                                                 | 12.7 credits | Course code | Duration | Prerequisite                                                          |
| Temporomandibular Disorders                                       | 1            | PR366       | 16 weeks | None                                                                  |
| Research Dissertation                                             | 1            | PR313       | 16 weeks | None                                                                  |
| Scientific Literature                                             | 1            | PR323       | 16 weeks | None                                                                  |
| Specialty Clinical Training - Clinic                              | 5.7*         | PR338       | 24 weeks | PR332                                                                 |

|                                                              |                     |                    |                 |                                                                                       |
|--------------------------------------------------------------|---------------------|--------------------|-----------------|---------------------------------------------------------------------------------------|
| Advanced Implant Surgical and Restorative Techniques         | 2                   | PR352              | 16 weeks        | PR351                                                                                 |
| Removable Prosthodontics: Partial dentures                   | 1                   | PR354              | 16 weeks        | None                                                                                  |
| Esthetics and Digital Dentistry                              | 1                   | PR368              | 16 weeks        | None                                                                                  |
| <b>Year 2 Semester 2</b>                                     | <b>13.7 credits</b> | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                                   |
| Molecular Biology                                            | 1                   | CC504              | 16 weeks        | None                                                                                  |
| Research Dissertation                                        | 2                   | PR314              | 16 weeks        | None                                                                                  |
| Scientific Literature                                        | 1                   | PR324              | 16 weeks        | None                                                                                  |
| Specialty Clinical Training - Clinic                         | 8.7                 | PR338              | 24 weeks        | None                                                                                  |
| Medical problems relevant to Prosthodontics                  | 1                   | PR361              | 16 weeks        | None                                                                                  |
| <b>Year 3 Semester 1</b>                                     | <b>11 credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                                   |
| Periodontics, Endodontics and Advanced Restorative Dentistry | 1                   | PR370              | 16 weeks        | None                                                                                  |
| Research Dissertation                                        | 2                   | PR315              | 16 weeks        | None                                                                                  |
| Scientific Literature                                        | 1                   | PR325              | 16 weeks        | None                                                                                  |
| Specialty Clinical Training - Clinic                         | 8*                  | PR339              | 24 weeks        | PR338                                                                                 |
| <b>Year 3 Semester 2</b>                                     | <b>12 credits</b>   | <b>Course code</b> | <b>Duration</b> | <b>Prerequisite</b>                                                                   |
| Research Dissertation                                        | 3                   | PR316              | 16 weeks        | None                                                                                  |
| Scientific Literature                                        | 1                   | PR326              | 16 weeks        | None                                                                                  |
| Specialty Clinical Training - Clinic                         | 6                   | PR339              | 24 weeks        | None                                                                                  |
| Consolidation of Prosthodontic Training                      | 1                   | PR364              | 16 weeks        | PR346/PR347/<br>PR367/PR355/<br>PR351/PR366/<br>PR352/PR354/<br>PR368/PR361/<br>PR370 |

\*This is a CC course and will be graded at the end of Semester 2.

## Admission, withdrawal, and enrolment policies

Please refer to the section [General Admission Requirements and Procedures](#).

## Student Assessment and Progression

Please refer to the section [Student Assessment and Progression](#) in this catalog.

### Faculty listing

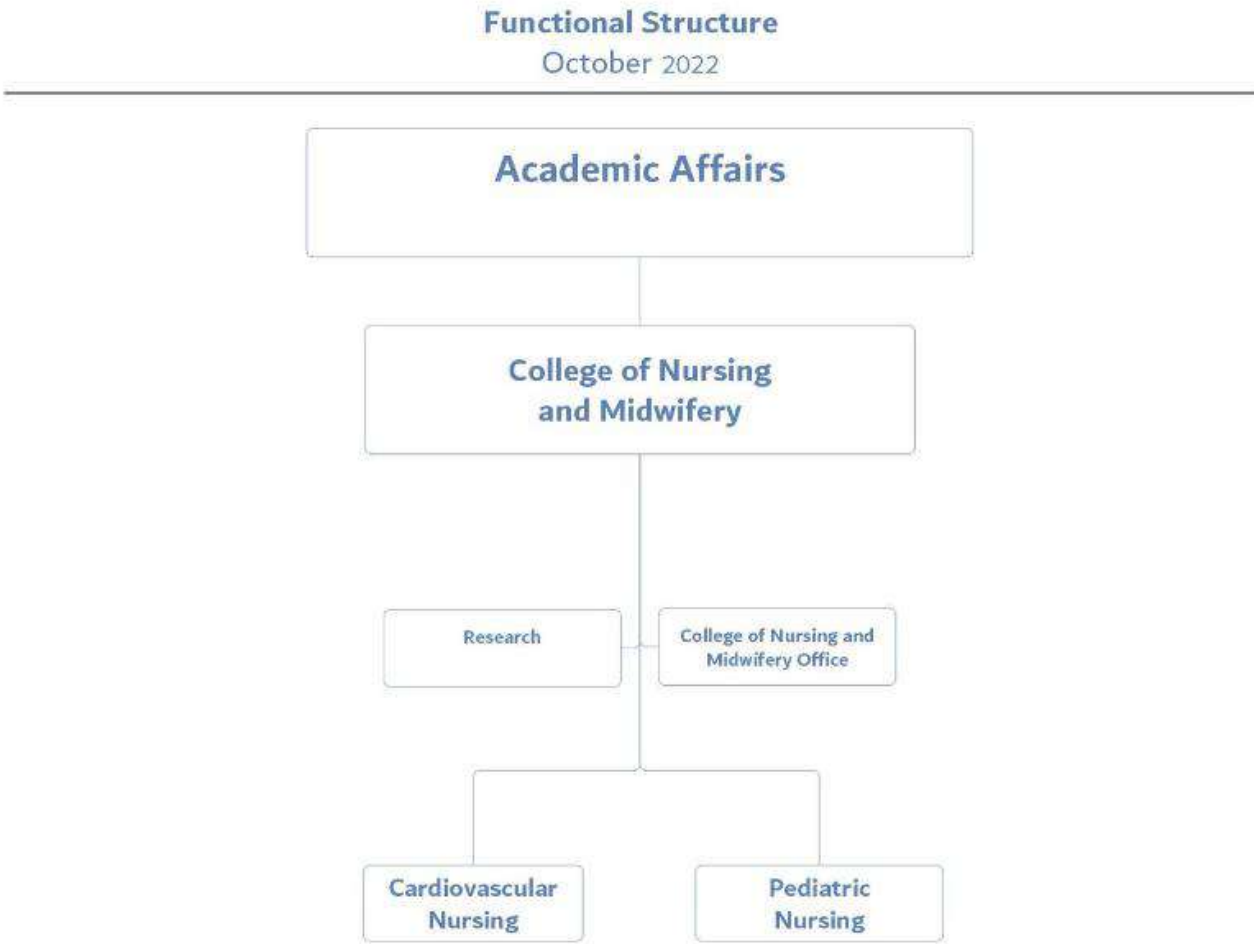
#### Full-time faculty

| Faculty Name        | Area of Specialization | Degrees Held                              | Highest degree and University                                                              | Graduate Teaching Experience | Research Interests                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------|------------------------|-------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Fatemeh Amir Rad    | Prosthodontics         | DDS, CAGS, MSD, Mpros (RCSEd)             | MSD in Prosthodontics, Boston University Institute of Dental Research and Education, Dubai | 13 years                     | Dental Epidemiology, Dental Education and Dental Biomaterials                                                                                                                                                                                                                                                                                                                                                                      |
| Haitham Elbishari   | Prosthodontics         | BDS, MSc, Mpros (RCSEd), FDS (RCSEd), PhD | PhD in Clinical Dentistry, University of Manchester, School of Dentistry                   | 14 years                     | Handling properties of resin-composite material. Bonding strength of fiber posts, Systematic reviews in different Prosthodontics (systematic and narrative reviews in different fields of restorative dentistry), Biomaterial.                                                                                                                                                                                                     |
| Keyvan Moharamzadeh | Prosthodontics         | BSc, DDS, PhD, FDSRCS, FHEA               | PhD, Restorative Dentistry, University of Sheffield                                        | 19 years                     | Multidisciplinary research in the field of dental biomaterials, tissue engineering and implantology. Tissue engineering of human alveolar bone and oral mucosa and development of three-dimensional tissue models for various laboratory and clinical applications. 3D printing in dentistry and regenerative medicine. Biocompatibility assessment of restorative dental materials, oral healthcare products and dental implants. |

|                |                |                                                                                                                                                                                                                     |                                                                |          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                |                |                                                                                                                                                                                                                     |                                                                |          | Chemical synthesis and analysis of polymers and composite materials used in dentistry and medicine. Investigation of physical and optical properties of different types of aesthetic dental materials.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Moosa Abuzayda | Prosthodontics | BDS, Post graduate certificate in Prosthodontics and Implantology, Dr.med. dent, Certificate in Oral Implantology, Certificate in Medical Education, German Board in prosthodontic and dental materials from DGZPW. | Doctorate in Dentistry (Dr Med Dent); RWTH University, Germany | 12 years | <p>Bonding strength of high-strength ceramic after different surface treatments.</p> <p>Evaluating the spread of aerosols during crown preparation</p> <p>Comparison of digital and conventional impression techniques for artificial maxillectomy defects</p> <p>Loss of pulp vitality following preparation of vital teeth for crown/FDPs restorations</p> <p>Radiological assessment of the submandibular fossa from CBCT and the correlation to implant placement.</p> <p>Dental Implant and Restoration Selection by Prosthodontists</p> <p>The convergence angle of full crown preparation in private practice</p> <p>The impact of cantilever direction on the outcome of implant implant-supported fixed prosthesis</p> <p>The evaluation of smile design by lay people and dentists in UAE.</p> <p>Oral health problems among the labor group in UAE.</p> |

# **Hind Bint Maktoum College of Nursing and Midwifery (HBMCoNM)**

# Organizational Structure of the College



## College Goals and Outcomes

|            |                                                                                                                                                                                                 |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goal 1     | The Hind Bint Maktoum College of Nursing and Midwifery will offer a high-quality, supportive teaching and learning environment that provides graduates with skills for:                         |
| Outcome 1A | Delivery of Advanced Patient-Centered Care: Equip specialized nurses with advanced knowledge and skills to deliver expert, evidence-based care that addresses complex and diverse health needs. |
| Outcome 1B | Lifelong Learning and Expertise: Foster a commitment to ongoing professional growth and mastery of specialized nursing practice to meet the evolving challenges of healthcare.                  |

|            |                                                                                                                                                                                                |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 1C | Innovative Leadership and Collaboration: Develop ethical nurse leaders who excel in interdisciplinary teamwork, uphold integrity, and drive healthcare innovation to improve patient outcomes. |
| Outcome 1D | Research and Discovery: Promote research and advanced critical thinking to contribute to the discovery of new knowledge, shaping the future of specialized nursing and healthcare systems.     |

## International Accreditations

Throughout the academic year 2026-27, the Hind Bint Maktoum College of Nursing and Midwifery intends to seek international accreditations for its MSc programs.

## Academic Calendar

| Week #                                                                                   | Semester                     | Dates                                          |
|------------------------------------------------------------------------------------------|------------------------------|------------------------------------------------|
| <b>Semester 1: Monday, 17 Aug 2026 – Friday, 11 December 2026</b>                        |                              |                                                |
| 1                                                                                        | Nursing Orientation          | Thursday 20 August 2026                        |
| 2                                                                                        | New Student Orientation      | Wednesday, 25 August 2026                      |
| 2                                                                                        | Semester 1 - Classes Start   | Thursday, 27 August 2026                       |
| 16                                                                                       | Semester 1 – Assessment week | Monday, 07 December – Friday, 11 December 2026 |
| <b>WINTER BREAK – 3 weeks</b><br><b>Monday 14 December 2026 – Friday, 1 January 2027</b> |                              |                                                |
| Week #                                                                                   | Semester                     | Dates                                          |
| <b>Semester 2: Monday, 4 January – Friday, 28 May 2027</b>                               |                              |                                                |
| 1                                                                                        | Semester 2 – Classes Start   | Thursday, 7 Jan 2027                           |
| <b>SPRING BREAK – 2 weeks</b><br><b>Monday, March 22 – Friday, 2 April 2027</b>          |                              |                                                |
| 18                                                                                       | Semester 2 - Assessment week | Monday, 03 May 2027 – Friday, 06 May 2027      |
| <b>Clinical Placement (Summer Optional)</b><br><b>May - August 2027</b>                  |                              |                                                |
| <b>Graduation June 2027</b>                                                              |                              |                                                |

## UAE Public Holidays (2026-27) (Subject to official confirmation)

### UAE Public Holidays 2026-2027 (Subject to official confirmation)

| OCCASION          | DATE                                                   |
|-------------------|--------------------------------------------------------|
| Islamic New Year  | Wednesday, 17 June 2026                                |
| Prophets Birthday | Tuesday, 25 August 2026                                |
| UAE National Day  | Wednesday, 2 December 2026 – Thursday, 3 December 2026 |
| New Year's Day    | Friday, 1 January 2027                                 |
| Ramadan Begins    | Sunday, 7 February 2027                                |

## Tuition fees

| Program        | 2026-2027                                   | Amount      | Actual After 50% Scholarship** | Schedule                               |
|----------------|---------------------------------------------|-------------|--------------------------------|----------------------------------------|
| MSc Nursing    | Seat reservation fee (non-refundable) offer | AED 3,000   |                                | At the time of acceptance of the offer |
|                | Total Program tuition fee*                  | AED 140,000 | AED 70,000                     |                                        |
| PG Diploma     | Total Program tuition fee*                  | AED 93,334  | AED 46,667                     |                                        |
| PG Certificate | Total Program tuition fee*                  | AED 70,000  | AED 35,000                     |                                        |

\*\*MBRU Frontliner Scholarship of 50% is applicable. The cost after a 50% scholarship, the total program cost for the entire length of the program. Cost per credit after 50% scholarships is AED 1944

## Research policies

### Policies and Procedures on Projects, \*Theses, and Dissertations

#### Registration

Students will be enrolled in the thesis courses by second semester.

#### Proposal Submission & Approval

Following commencement of the program, students will be requested to identify their area of nursing interest for the purposes of undertaking a dissertation.

## Selection of Principal Supervisor

One Supervisor will be appointed based on their clinical, research, or scholarly interest and availability of faculty in the identified area of nursing practice.

## Research and Scholarly Activity Committee

The Research and Scholarly Activity Committee at HBMCNM monitors the execution of all faculty and student research projects at the college to ensure that researchers have adhered to the stipulated standards and approved protocol.

## Examiner

All thesis submission will be subject to internal moderation .

## Revisions

Amendments and revisions to the thesis, as outlined through internal moderation, must be addressed prior to final submission. The final submission with amendment must be verified by the supervisor(s) before lodgment with the AMML.

## Award of Degree

Students will be awarded the degree in Nursing following successful completion of all required program requirements as described below:

| MSc                                                                                                                                                                                                                                                                                                    | PG-Dip                                                                                                                                                                                                                                                                      | PG-Cert                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 36 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li><li>• Submit a thesis.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 24 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 18 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> |

## Intellectual Property Rights and Copyrights

MBRU is committed to encouraging faculty members to pursue research activities that may result in protected forms of Intellectual Property (IP), such as patents. The applicable laws of the United Arab Emirates govern ownership of IP rights, and the Dubai Health IP Policy sets out the detailed arrangements for the disclosure, management, and commercialization of IP.

For more information, please refer to the Dubai Health IP Policy.

## General Information - Graduate Programs

### Programs' Goals

1. Deliver Compassionate, Patient-Centered Care: Educate nurses to provide high-quality, culturally sensitive, and evidence-based care that addresses the diverse needs of patients and communities.
2. Promote Lifelong Learning: Encourage continuous development and the acquisition of advanced knowledge and skills to adapt to dynamic healthcare challenges.
3. Foster Leadership and Collaboration: Prepare ethical and empathetic nurse leaders to work collaboratively, lead healthcare teams effectively, and advocate for improved health outcomes.
4. Drive Innovation in Healthcare: Equip nursing graduates with the tools to contribute to advancements in care delivery, research, and health policy, shaping the future of healthcare systems.

### Programs Curriculum

The nursing graduate programs are purposefully developed to meet the specific development needs of practitioners working at a senior or advanced level. The curriculum provides flexible options for study and is designed to support students to learn while applying their knowledge to practice.

Not only will the programs engage with and support practice, they will also enable students to review their own practice and share balanced and critical findings that contribute towards improving the quality and efficiency of clinical nursing practice provision. Courses will be delivered through a range of blended learning strategies with 'in-person' and online teaching.

Students will also benefit from an exciting and challenging educational experience to which the program teams will contribute through the organization of specialist innovative courses and support of focused clinical practice learning.

## Outline of Programs

The **Master's in Nursing (MSc) programs** can be completed in 18 months as full-time and in 24 months as part-time enrolment. The programs consist of four core courses and six specialized courses (including practicum), supported practice placement with portfolio completion and submission of a thesis evidencing a critical and detailed review of either innovative or emerging areas of their professional work. The maximum duration of a full-time program is 2.5 years, and for a part-time program is 4 years.

Students will have an option to exit with either a Post Graduate Diploma (24 credits) or a Post Graduate Certificate (18 credits). The suggested study plan is illustrated below. Both exit options can be completed in 12 months. Students who wish to obtain their MSc at a later date need to re-enrol within a 2-year period from graduating/exiting the program. The requirements for transfer credits will apply. If there has been a change in the syllabus during that period, students may be expected to undertake extra credits.

The **Post Graduate Diploma (PG-Dip) in Nursing degree** can be completed in 12 months as full-time or 18 months as part-time. The programs consist of two core courses and six specialized courses (including practicum), supported practice placement with portfolio completion. Students in this program will also graduate with a PG-Dip degree. The table below provides an illustration of the curricular structure for the PG-Dip in Nursing program. The maximum duration of a full-time program is 2 years, and for a part-time program is 3 years.

The **Post Graduate Certificate (PG-Cert) in Nursing** can be completed in 12 months as full-time or part-time. The programs consist of six specialized courses (including practicum), supported practice placement with portfolio completion (to be undertaken in the UAE and/or Belfast Health and Social Care Trust, Northern Ireland). The maximum duration of a full-time or part-time program is 2 years.

The delivery of this program is through a blended format as per CAA requirements. Instructional sessions are provided through a combination of Face-to-Face (F2F) and online (including both synchronous and asynchronous teaching) delivery, and at least 50% of instruction is delivered through F2F sessions, physically in the classroom (CAA 2022).

## Curriculum Structure

The MSc programs will be offered full-time over 18 months and part-time over 24 months.

Each MSc program comprises four core courses (12 credit hours), three theory specialist courses (9 credit hours), and three practicum specialist courses (9 credit hours). In addition, the curriculum has a thesis, which is composed of 6 credit hours. The total credit hours of each program will be 36 credits.

The postgraduate diploma comprises 24 credits, and the postgraduate certificate exit option comprises 18 credits.

### MSc Nursing Program: Full-time Study Plan (36 credits)

| Year 1                                                 |           |                                           |           |         |         |
|--------------------------------------------------------|-----------|-------------------------------------------|-----------|---------|---------|
| Semester 1 (15 weeks)                                  |           | Semester 2 (15 weeks)                     |           | Summer  |         |
| Courses                                                | Credits   | Courses                                   | Credits   | Courses | Credits |
| Evidence-Based Nursing, Research, and Statistics       | 4         | Advanced Clinical and Physical Assessment | 3         |         |         |
| Advanced Specialty I                                   | 3         | Advanced Clinical Specialty I             | 3         |         |         |
| Advanced Clinical Pharmacology                         | 2         | Advanced Specialty II                     | 3         |         |         |
| Organizational Systems Leadership, Policy, and Quality | 3         | Thesis                                    | 3         |         |         |
| <b>Total Credits</b>                                   | <b>12</b> | <b>Total Credits</b>                      | <b>12</b> |         |         |

| Year 2                          |           |
|---------------------------------|-----------|
| Semester 3 (15 weeks)           |           |
| Courses                         | Credits   |
| Advanced Clinical Specialty II  | 3         |
| Advanced Specialty III          | 3         |
| Advanced Clinical Specialty III | 3         |
| Thesis                          | 3         |
| <b>Total Credits</b>            | <b>12</b> |

**Total Program Credits = 36.** The full-time program completion option will be 18 months, and the summer as optional.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### MSc Nursing Program: Part-time Study Plan (36 credits)

| Year 1                |         |                       |         |         |         |
|-----------------------|---------|-----------------------|---------|---------|---------|
| Semester 1 (15 weeks) |         | Semester 2 (15 weeks) |         | Summer  |         |
| Courses               | Credits | Courses               | Credits | Courses | Credits |

|                                                  |                |                                                         |                |                                 |                |
|--------------------------------------------------|----------------|---------------------------------------------------------|----------------|---------------------------------|----------------|
| Evidence-Based Nursing, Research, and Statistics | 4              | Advanced Clinical Pharmacology                          | 2              | Advanced Clinical Specialty I   | 3              |
| Advanced Specialty I                             | 3              | Advanced Clinical and Physical Assessment               | 3              |                                 |                |
|                                                  |                | Thesis                                                  | 2              |                                 |                |
| <b>Total Credits</b>                             | <b>7</b>       | <b>Total Credits</b>                                    | <b>7</b>       | <b>Total Credits</b>            | <b>3</b>       |
| <b>Year 2</b>                                    |                |                                                         |                |                                 |                |
| <b>Semester 3 (15 weeks)</b>                     |                | <b>Semester 4 (15 weeks)</b>                            |                | <b>Summer</b>                   |                |
| <b>Courses</b>                                   | <b>Credits</b> | <b>Courses</b>                                          | <b>Credits</b> | <b>Courses</b>                  | <b>Credits</b> |
| Advanced Specialty II                            | 3              | Organizational Systems Leadership, Policy, and Quality. | 3              | Advanced Clinical Specialty III | 3              |
| Advanced Specialty III                           | 3              | Advanced Clinical Specialty II                          | 3              |                                 |                |
|                                                  |                | Thesis                                                  | 2              |                                 |                |
| Thesis                                           | 2              |                                                         |                |                                 |                |
| <b>Total Credits</b>                             | <b>8</b>       | <b>Total Credits</b>                                    | <b>8</b>       | <b>Total Credits</b>            | <b>3</b>       |

**Total Program Credits = 36.** The part-time program completion option is a 24-month program.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer

## Postgraduate Diploma in Nursing: Full-Time Study Plan: (24 credits)

|                                                 |                |                                 |                |                |                |
|-------------------------------------------------|----------------|---------------------------------|----------------|----------------|----------------|
| <b>Year 1</b>                                   |                |                                 |                |                |                |
| <b>Semester 1 (15 weeks)</b>                    |                | <b>Semester 2 (15 weeks)</b>    |                | <b>Summer</b>  |                |
| <b>Courses</b>                                  | <b>Credits</b> | <b>Courses</b>                  | <b>Credits</b> | <b>Courses</b> | <b>Credits</b> |
| Evidence-Based Nursing, Research and Statistics | 4              | Advanced Specialty II           | 3              |                |                |
| Advanced Specialty I                            | 3              | Advanced Clinical Specialty I   | 3              |                |                |
| Advanced Clinical Pharmacology                  | 2              | Advanced Clinical Specialty II  | 3              |                |                |
| Advanced Specialty III                          | 3              | Advanced Clinical Specialty III | 3              |                |                |
| <b>Total Credits</b>                            | <b>12</b>      | <b>Total Credits</b>            | <b>12</b>      |                |                |

Total Program Credits = 24. The full-time program completion option is 12 months.

## Postgraduate Diploma in Nursing: Part-Time Study Plan: (24 credits)

|                              |                |                              |                |                                    |                |
|------------------------------|----------------|------------------------------|----------------|------------------------------------|----------------|
| <b>Semester 1 (15 weeks)</b> |                | <b>Semester 2 (15 weeks)</b> |                | <b>Semester 3 (Fall or Summer)</b> |                |
| <b>Courses</b>               | <b>Credits</b> | <b>Courses</b>               | <b>Credits</b> | <b>Courses</b>                     | <b>Credits</b> |

|                                                  |          |                                |          |                                 |          |
|--------------------------------------------------|----------|--------------------------------|----------|---------------------------------|----------|
| Evidence-Based Nursing, Research, and Statistics | 4        | Advanced Specialty II          | 3        | Advanced Specialty III          | 3        |
| Advanced Specialty I                             | 3        | Advanced Clinical Specialty I  | 3        | Advanced Clinical Specialty III | 3        |
| Advanced Clinical Pharmacology                   | 2        | Advanced Clinical Specialty II | 3        |                                 |          |
| <b>Total Credits</b>                             | <b>9</b> | <b>Total Credits</b>           | <b>9</b> | <b>Total Credits</b>            | <b>6</b> |

**Total Program Credits = 24.** The part-time program completion option is 3 semesters (18 months).

### Postgraduate Certificate in Nursing: Full-Time Study Plan for the (18 credits)

| Semester 1 (15 weeks)         |          | Semester 2 (15 weeks)           |          | Summer  |         |
|-------------------------------|----------|---------------------------------|----------|---------|---------|
| Courses                       | Credits  | Courses                         | Credits  | Courses | Credits |
| Advanced Specialty I          | 3        | Advanced Specialty II           | 3        |         |         |
| Advanced Clinical Specialty I | 3        | Advanced Clinical Specialty II  | 3        |         |         |
| Advanced Specialty III        | 3        | Advanced Clinical Specialty III | 3        |         |         |
| <b>Total Credits</b>          | <b>9</b> | <b>Total Credits</b>            | <b>9</b> |         |         |

### Postgraduate Certificate in Nursing: Part-Time Study Plan (18 credits)

| Semester 1 (15 weeks)  |          | Semester 2 (15 weeks)         |          | Summer                          |          |
|------------------------|----------|-------------------------------|----------|---------------------------------|----------|
| Courses                | Credits  | Courses                       | Credits  | Courses                         | Credits  |
| Advanced Specialty I   | 3        | Advanced Specialty II         | 3        | Advanced Clinical Specialty II  | 3        |
| Advanced Specialty III | 3        | Advanced Clinical Specialty I | 3        | Advanced Clinical Specialty III | 3        |
| <b>Total Credits</b>   | <b>6</b> | <b>Total Credits</b>          | <b>6</b> | <b>Total Credits</b>            | <b>6</b> |

**Total Program Credits = 18.** The full-time and part-time program completion option is 12 months.

### Graduate Program Exit Options and Learning Outcomes

Each graduate program will have three exit options, including a master's degree, a diploma, or a certificate. Each exit option has its own goals as shown in the table below.

|                                             |                                     |                                        |               |                                                                                                                                                                                                          |
|---------------------------------------------|-------------------------------------|----------------------------------------|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Goals & Outcomes for <b>Masters' Degree</b> | Goals & Outcomes for <b>Diploma</b> | Goal & Outcomes for <b>Certificate</b> | <b>Goal 1</b> | Equip specialized nurses with advanced knowledge and skills to deliver expert, evidence-based care that addresses complex and diverse health needs.                                                      |
|                                             |                                     |                                        | PLO1          | Apply advanced clinical reasoning, decision-making, and clinical skills to promote health, prevent illness, and deliver evidence-based, patient-centered care.                                           |
|                                             |                                     |                                        | <b>Goal 2</b> | Foster a commitment to ongoing professional growth and mastery of specialized nursing practice to meet the evolving challenges of healthcare.                                                            |
|                                             |                                     |                                        | PLO 5         | Utilize technologies and informatics systems to enhance clinical decision-making, optimize care delivery, and improve health outcomes.                                                                   |
|                                             |                                     |                                        | PLO 6         | Design and evaluate population-focused ethical nursing care to promote health, prevent diseases, and address social determinants and equity of health care across diverse populations and care settings. |
|                                             |                                     |                                        | <b>Goal 3</b> | Develop ethical nurse leaders who excel in interdisciplinary teamwork, uphold integrity, and drive healthcare innovation to improve patient outcomes.                                                    |
|                                             |                                     |                                        | PLO 2         | Effectively communicate and collaborate with interprofessional teams to advocate for patient outcomes, improve healthcare systems, and foster a culture of safety and quality.                           |
|                                             |                                     |                                        | PLO 4         | Apply leadership, professionalism, and accountability by managing complex care, influencing health policy, and upholding ethical and culturally competent practices.                                     |
|                                             |                                     |                                        | <b>Goal 4</b> | Promote research and advanced critical <u>thinking to</u> contribute to the discovery of new knowledge, shaping the future of specialized nursing and healthcare systems.                                |
|                                             |                                     |                                        | PLO 3         | Critically appraise, translate, and integrate research evidence to advance practice and improve patient outcomes.                                                                                        |

- Postgraduate **Certificate** Program (PG-Cert) aligns with program Goal 1, 2 & 3 and Outcomes 1, 2, 5 & 6
- Postgraduate **Diploma** Program (PG-dip) aligns with program Goals 1, 2 & 3 and PLOs 1, 2, 4, 5 & 6
- **MSc** Program aligns with program Goals 1, 2, 3, & 4 and PLOs 1-6

## Admission, Enrolment, and Withdrawal Policies

For detailed information, please refer to the [Section on MBRU's policy on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal](#).

## Admissions Policy

The general minimum admissions criteria for August 2026 entry are set out below:

### Admissions Criteria to HBMCoNM for Postgraduate Programs:

Potential students for the postgraduate nursing programs must meet the academic entry criteria for postgraduate level study and be currently working in the relevant specialism. The admission requirements for the program are that applicants:

| ITEM           | QUALIFICATION/CRITERIA                                                                                                            |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Degree         | Hold a Bachelor of Nursing degree or equivalent with a minimum cGPA of 3.00 on a scale of 4.00 or equivalent.                     |
| Experience     | Minimum of one year (full-time) experience. Specific experience in the area of specialist practice being undertaken is preferred. |
| License        | Hold a valid Registered Nurse license.                                                                                            |
| Support Letter | Letter of support from the current or past employer, if applicable                                                                |
| Interview      | Successful completion of the personal interview with the members of the selection panel                                           |

**Note:**

- Applicants with a university degree obtained outside the UAE are required to submit an Educational Credential Evaluators (ECE) - General with Grade Average for US institutions evaluation when applying. This is to evaluate the transcripts and have a standard GPA (<http://www.ece.org>)

### English Language Requirements

- Submission of IELTS or TOEFL scores.**

|       |                                                                                            |
|-------|--------------------------------------------------------------------------------------------|
| IELTS | <ul style="list-style-type: none"> <li>Overall, 6.0 with no skill less than 5.5</li> </ul> |
| TOEFL | <ul style="list-style-type: none"> <li>iBT = 80</li> </ul>                                 |

Native English speakers are exempt from the English proficiency requirement if the language of instruction for their undergraduate studies was English. Additionally, students who graduated from academic institutions where English is used as the primary medium of instruction for bachelor's studies may also be exempt.

### Conditional Admission

- Consideration for conditional admission may be extended on a case-by-case basis to applicants who do not meet all the admission criteria.
- Decision for conditional admission is made by the HBMCNM student admission

committee with stipulations for students to fulfill specific requirements relevant to their conditional admission, such as, but not limited to:

- a. Undertake additional requirements such as English or remedial courses,
  - b. GPA requirements,
  - c. Credit load limits,
3. Students who fail to meet the requirements for conditional admission will be subject to dismissal from the program.

### **Withdrawal and Re-Enrolment Policies**

A student may withdraw for medical, military, personal/academic, or other reasons. Withdrawal applies to a course, a number of courses, or the whole academic year. A student who misses two consecutive weeks of required class work on a particular course without a valid excuse may be withdrawn from the registered courses he/she misses.

Students who were given a leave of absence from the university, or a break from continuous enrolment in regular academic terms, may apply for re-enrolment, contingent upon the following:

1. The student applies for re-enrolment within two years from the beginning of the first academic term of the break in registration.
2. The student is not dismissed from the University.
3. Students on suspension are eligible to apply for re-enrolment upon the completion of the period of suspension.
4. Students must comply with the academic, administrative, and financial policies of the University when submitting a request for re-enrolment. The request should be submitted two months in advance of the new semester.
5. Students eligible for re-enrolment into MBRU are required to complete and submit the change of status form along with any supporting documentation to SAR.
6. The final decision on re-enrolment remains with the Dean of the concerned college. SAR is responsible for facilitating the re-enrolment request from students, seeking the required approvals, and communicating the final decision back to the students.

### **Probation**

If a student has been placed on probation (for academic or non-academic reasons), the chair of the HBMCoNM student affairs committee will initiate a report to the Dean of HBMCoNM and document measures to monitor behavior.

## Dismissal

A permanent discontinuation of registration as a bona fide student is usually a disciplinary measure taken against a student found guilty of a serious offence following investigation. Dismissed students do not normally have the option of re-enrolment.

## Transfer Admissions and Recognition of Prior Learning Policy

Transfer applications are considered on an individual basis and are screened like all other applicants as per graduate admission processes and deadlines. All applicants seeking transfer admission must meet the relevant admission criteria before consideration of credits by the relevant committee. If approved, consideration may be given for transfer credit as per the Recognition of Prior Learning Policy.

For a transfer admission request to be considered, where applicable:

- The student must be in good academic standing at his/her home institution and should not hold a GPA of less than 3.00 on a scale of 4.00 (or equivalent) in the last completed year.
- UAE institutions recorded in the National Register of Licensed HEIs, or other organizations in the UAE approved by the CAA, or recognized institutions of higher learning located outside the UAE, are eligible for transfer admission.
- The institution from where the transfer is being made must be a federal or licensed institution, recognized by the Ministry of Education, United Arab Emirates (UAE), or a foreign institution of higher education recognized by the Ministry of Education, UAE.

Transfer credits may be granted for courses if:

- The courses are relevant to the program and have comparable learning outcomes to courses offered at MBRU.
- For courses to be considered for transfer credit, they must have been completed in the previous 5 years.
- The student must have attained a minimum grade of B (or equivalent) for a graduate degree for courses to be considered for transfer credit.
- No transfer credit will be granted for graduation projects and thesis courses.

- The student may not receive credit twice for the same course taken at different institutions.
- MBRU does not recognize experiential or non-classroom-based prior learning.
- Prior learning credits for clinical training are recognized only if the relevant training took place in the UAE, when applicable, as per the Recognition of Prior Learning Policy. In exceptional circumstances, a waiver may be granted by the Ministry of Education.
- All supporting documents will be presented to the relevant College Curriculum Committee for evaluation as per the Recognition of Prior Learning Policy. For approved transfer credit courses, the grade that appears on the MBRU transcript is Transfer Credit (TC) and does not count towards the final GPA calculation.

Transferred courses should not exceed 25% of the total number of credits required to complete a degree for graduate programs.

Students can transfer only at the beginning of an academic year. Transfer students will be notified of the outcome of their admissions transfer evaluation and how this will be applied to their application for the selected program at MBRU, in line with the general admissions process and deadlines.

The relevant committee's decision is final in the absence of new information or procedural errors.

## Common Course Information

### Core courses

#### **Core Course One: (NURS7402) Evidence-Based Nursing, Research, and Statistics**

This course is designed to equip students with the skills and knowledge required to integrate evidence-based practice (EBP) into clinical decision-making. Students will explore the principles of research, critical appraisal of evidence, and application of statistical methods. The course emphasizes the use of research findings to improve patient care outcomes, enhance nursing practice, and contribute to the broader healthcare field. By the end of the course, students will be able to identify gaps in current practice, develop research questions, and employ appropriate methodologies to address clinical challenges.

#### **Core Course Two: (NURS7217) Advanced Clinical Pharmacology**

This core course is designed to provide nursing students with a comprehensive and advanced understanding of pharmacological principles and their application in clinical practice. The course explores drug mechanisms, pharmacokinetics, pharmacodynamics, and the use of medications in disease management across patient populations. The course focuses on foundational and advanced pharmacology content common across specialties, followed by a focus on specialty-specific pharmacological applications, such as cardiovascular, pediatric, critical care, and oncology nursing. By integrating theoretical knowledge with clinical practice, students will develop the skills needed to optimize patient outcomes through safe and effective medication management.

### **Core Course Three: (NURS7301) Advanced Clinical and Physical Assessment**

The purpose of this course is to develop and enhance the students' knowledge base and practice comprehensive health assessment. The course will facilitate the development of problem-solving skills to ensure appropriate client interventions and management. Students are encouraged to use the course content as a base to build further skills within their own specialist areas (such as pediatrics, cardiovascular and critical care nursing, etc.). The course involves the process of accurate history-taking and consideration of the effects of environment and verbal/non-verbal behavior when undertaking a health assessment. The client is recognized as an individual, considering their environmental, familial, cultural, and societal situation. The students are expected to conduct examinations of different body systems and use appropriate assessment equipment. In addition, students are expected to demonstrate potential differential diagnoses and knowledge of when to refer for further tests and investigations, or when to consult with other multidisciplinary team members.

### **Core Course Four: (NURS7303) Organizational Systems Leadership, Policy and Quality**

This core course is designed to develop advanced leadership skills for nurses specializing in various fields of healthcare. The course focuses on organizational systems, healthcare policy, and quality improvement. Students will explore strategies for leading within complex healthcare environments, influencing policy decisions, and fostering a culture of safety and quality. Emphasis is placed on interprofessional collaboration, systems thinking, and evidence-based strategies to enhance healthcare delivery and outcomes. By the end of this course, students will be equipped to take on leadership roles in driving organizational change and improving healthcare systems.

### **Nursing Thesis: NURS7921, NURS7922, NURS7923, NURS7931, NURS7932**

The master's thesis is a series of courses that provides students with the opportunity to engage in independent research, contributing original knowledge to the field of nursing. These courses are designed to support the development and completion of a scholarly project, enabling students to pursue a topic of their choice under the guidance of faculty mentors.

## **Specialty course descriptions**

### **Practicum I: (NURS7201)**

#### **Advanced Clinical Specialty I**

This clinical specialty course is one of three series of clinical courses that provide students with the opportunity to integrate theoretical knowledge into specialty-specific practice while maintaining a unified framework of MSN competencies. Through supervised clinical practice, students will apply advanced assessment, diagnostic reasoning, and clinical decision-making skills to deliver safe, evidence-based, patient-centered care. Emphasis is placed on interprofessional collaboration, leadership in complex care environments, ethical and culturally responsive practice, and the effective use of informatics to support clinical judgment. Students will also evaluate population-focused interventions and contribute to quality and safety initiatives within their practice areas. This practicum prepares students to function as advanced, autonomous, and accountable nursing professionals across diverse specialty settings.

### **Practicum II: (NURS7202)**

#### **Advanced Clinical Specialty II**

This clinical specialty course is second of three series of clinical courses that provide students with the opportunity to integrate theoretical knowledge into specialty-specific practice while maintaining a unified framework of MSN competencies. Through supervised clinical practice, students will apply advanced assessment, diagnostic reasoning, and clinical decision-making skills to deliver safe, evidence-based, patient-centered care. Emphasis is placed on interprofessional collaboration, leadership in complex care environments, ethical and culturally responsive practice, and the effective use of informatics to support clinical judgment. Students will also evaluate population-focused interventions and contribute to quality and safety initiatives within their practice areas. This practicum prepares students to function as advanced, autonomous, and accountable nursing professionals across diverse specialty settings.

### **Practicum III: (NURS7203)**

### **Advanced Clinical Specialty III**

This clinical specialty course is third of three series of clinical courses that provide students with the opportunity to integrate theoretical knowledge into specialty-specific practice while maintaining a unified framework of MSN competencies. Through supervised clinical practice, students will apply advanced assessment, diagnostic reasoning, and clinical decision-making skills to deliver safe, evidence-based, patient-centered care. Emphasis is placed on interprofessional collaboration, leadership in complex care environments, ethical and culturally responsive practice, and the effective use of informatics to support clinical judgment. Students will also evaluate population-focused interventions and contribute to quality and safety initiatives within their practice areas. This practicum prepares students to function as advanced, autonomous, and accountable nursing professionals across diverse specialty settings.

Description of the specialty courses are set out under each program.

### **Student Assessment and Progression**

The aim of student assessment is to satisfy student achievement and progression requirements, promote subsequent learning through feedback, improve the quality of the curriculum (courses and programs), and evaluate the effectiveness of the teaching process.

### **Summary of Student Assessment and Progression Regulations**

The assessment strategy for the MSc nursing program provides an approach that delivers the optimal learning experience for students. It will promote independent learning and academic achievement. In implementing the assessment plan, the College aims to ensure that students are exposed to modern, effective assessment methods and achieve the best possible academic experience and results that reflect their individual effort and ability.

The assessment will continually evolve and be informed by the best national and international practices. It will include examinations, structured assignments, a portfolio, and OSCEs. Putting in place a clear assessment plan for the postgraduate nursing programs, the University is purposefully noting that the role of assessment is not a singular activity to be undertaken on completion of a component course of study but rather a complex, joint activity between learner and teachers that supports student achievements and enhances their capacity to learn and the way that they learn. It also demonstrates MBRU's institutional accountability to each student by nurturing and facilitating progress and, where necessary, highlighting student learning challenges.

The thesis supervisor will help the student complete the research work, which will be based on course-learned theory and clinical placement practice. The supervisor should help the student identify a topic for their research and closely supervise and advise them on the research work.

The thesis must be based on an original and creative body of research that makes a significant contribution to the applicable field. Upon completion of their research, students will prepare a written thesis that will be internally and externally moderated.

### **Authenticating Student Work**

- The authenticity of student work at MBRU is ensured using technological platforms such as Turnitin, which is available within the Learning Management System. Program manuals outline expectations regarding academic integrity, professionalism, and ethical conduct. Students will be oriented to the student disciplinary policy and will sign a contract.
- The award of the degree in Nursing is granted if the student successfully completes all phases of the program.
- As a general rule, the maximum duration within which to successfully complete the program is usually double the duration of the normal length of the program.

### **Guidelines**

The following guiding principles in designing assessment instruments are followed by course coordinators and clinical instructors at MBRU:

- Ensuring linkage of assessment to course learning outcomes (Knowledge, Skills, Competencies).
- Employing diverse assessment methods.
- Basing their marking and grading on pre-defined outcome criteria.
- Communicating assessment criteria to students.
- Providing timely, meaningful, and helpful feedback to students.
- Ensuring exams are proportionate to the course workload.
- Ensuring contextual use of assessment instruments.
- Ascertaining that assessment tools are appropriate for the competencies being measured.
- Ascertaining standard setting is criteria-based (criterion-referenced standard).

### **Weights of Assessments**

The weight of the assessment would depend on the nature of the course and would align with the program's aims and objectives, as approved by the Assessment and Progression Committee.

## Grading System

MBRU uses a letter-based grading system to report course grades. Assessments are typically recorded on a percentage scale (0-100) and converted into a letter grade as outlined below.

| Performance                  | Grade | Score  | Quality Points |
|------------------------------|-------|--------|----------------|
| Excellent                    | A     | 90-100 | 4.00           |
| Excellent                    | A -   | 87-89  | 3.70           |
| Very Good                    | B +   | 84-86  | 3.30           |
| Very Good                    | B     | 80-83  | 3.00           |
| Good                         | B -   | 77-79  | 2.70           |
| Satisfactory                 | C +   | 74-76  | 2.30           |
| Satisfactory (Pass)          | C     | 70 -73 | 2.00           |
| Unsatisfactory (Remediation) | C -   | 67-69  | 1.70           |
| Unsatisfactory (Remediation) | D +   | 64-66  | 1.30           |
| Unsatisfactory (Remediation) | D     | 60-63  | 1.00           |
| Fail                         | F     | 0-59   | 0.00           |

### Notes:

- A final course grade of “C” or greater **MUST** be earned to pass a nursing course. If a student earned a grade less than “C” in a nursing course after completing remediation, the student fails the course and must repeat the course to get a grade of “C” or greater, not exceeding B.
- Students who achieve a final course grade of less than a “C” for graduate courses will be allowed one attempt to remediate and retake selected assessments of the course to pass the course with a maximum possible earned course grade of a “B” for the course.
- When a course assessment is retaken through remediation or resubmission, the maximum mark for that assessment will be capped at 80%.
- Students will not be permitted to re-take courses that they have passed with a grade of B and above.
- In case the cGPA is below the Graduation Requirement (3.0 for graduate students), the students may remediate a course grade that is less than a “B” by repeating certain individual courses with the exceptional approval of SAPC and the College Dean.

| Grade     | Description                                                                                                                                                                         |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A, A-     | Exceptional performance: all course objectives achieved; objectives met in a consistently outstanding manner                                                                        |
| B+, B     | Very good performance: significantly more than the majority of the course objectives achieved (majority being at least two thirds) objectives met in a consistently thorough manner |
| B-        | Good Performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                                |
| C, C+     | Satisfactory performance: at least the majority of course objectives achieved; objectives met satisfactorily                                                                        |
| C-, D+, D | Below acceptable performance: less than the minimum required some course objectives but met at a less than acceptable level. Would value remediation opportunity                    |
| F         | Unacceptable performance: minimum required course objectives not met; objectives not met at a minimally acceptable level; no credit earned.<br>Would value remediation opportunity  |

### Appealing an Assessment Process

- Students are expected to seek clarification on perceived discrepancies in their performance versus marks/grades in course assessments with the course coordinator within 48 hours of the release of grades.
- Any further appeal is expected to be submitted to the Dean through SA for consideration by the HBMCoNM Assessment Committee, SAPC subcommittee. The SAPC will review the appeal and inform the student of the outcome of the review. Appeals related to exams are expected to be addressed to the Dean through SA who may constitute an appeals sub-committee to review it.
- A student may make a written appeal regarding the process of the assessment in any course. The appeal is expected to be addressed to the Dean through SA within 5 working days of the release of the examination results. The appeal is expected to identify specific and objective grounds for grievance as they pertain to the process of assessment. The Dean will direct the Student Assessment and Progression Committee (SAPC) to review the circumstances in consultation with the course coordinators and other relevant faculty before deciding, typically within five working days. Possible outcomes from the deliberation of the committee include upholding the grade, repeating the assessment, adjusting the grade, or seeking an assessment by another faculty not involved with the course. (Further details are available in the Student Handbook section 6).
- SA to communicate the decision to the student. Deans' decision is not open to appeal.

### Responsibilities of the HBMCoNM Student Assessment and Progression Committee (SAPC)

SAPC provides oversight into the design, delivery, review and quality assurance for all assessments provided by the HBMCoNM.

- Ensuring MBRU and HBMCoNM regulations are adhered to
- Overseeing assessment plans of courses including blueprinting
- Approving timetables and invigilation guidelines of examinations
- Ensuring periodic review of a sample of ICA by the Course Coordinators
- Confirming that appropriate standard-setting procedures are adopted
- Reviewing the distribution of grades
- Reviewing examination results
- Recommending, in consultation with Course Coordinators, the need for remediation.
- Reviewing handling of incidents, misconduct in examinations
- Liaising with appropriate bodies in cases of student appeals that relate to examinations
- Reviewing reports from Course Coordinators
- Reviewing external examiners' reports and any other format of external examinations or reviews in matters related to the assessments
- Recommending improvements and ratifying changes to the assessment process
- Recommending amendments to the HBMCoNM Student Assessment and Progression policy
- Recommending faculty development activities related to Assessment and Student Progression.
- Identify and progress items for reporting to the curriculum committee.
- Any other duties that may, from time to time, be assigned to the Committee by the Dean of HBMCoNM.

### Assessment Guidelines Design

Examinations are both formative and summative. The methods of assessment used will be dictated by the purpose of the assessment for each course.

Each course coordinator shall:

- a. construct a blueprint that ensures mapping of assessment questions to the course learning objectives (CLOs), Program Learning Outcome (PLOs), and proportionate to the content delivered.
- b. Base marking and grading on the established rubric.
- c. Questions shall include assessment of higher-order thinking Ensure that the number of assessments for each course reflects the credit load.
- d. Use checklists/competencies for skills/performance-based assessments such as Clinical evaluations, OSCE.,

- e. use electronic platforms for recording clinical assessments (uploaded through task-specific forms), scholarly accomplishments, and other experiential records (e.g. practice placements)
- f. ensure that the weightings of assessment components in a course end add up to 100% of the course grade.

### Review of Examinations

Examination questions/stations/cases are expected to be reviewed and amended by the course coordinator and relevant faculty members, before the examination takes place. Sample reviews of CA shall be conducted by the Assessment Committee in conjunction with the Course Coordinator.

### Marking of Examinations

Scoring will be performed through appropriate exam assessment software for Multiple Choice Questions (MCQs). Short Answer Questions (SAQs) will be scored either manually or assisted by specialized software. For SAQs, model answers shall be provided and used as the basis for marking and giving feedback to students. one examiner is expected to mark the same question for all students for consistency. Double marking is encouraged. Each OSCE station is assigned to one examiner.

### Word Count

Where a word count is applied:

- The preferred practice is to allow 10% over or under leeway for word limits.
- The purpose of a word count is to give all students a clear indication of the quantitative level of work required for an assessment.
- Assessment descriptions shall clearly state the required word count.
- The word count refers to the main body of the text. Items before (for example, an abstract or contents) or after (for example, references and appendices) are NOT included in the word count. unless when otherwise clarified in the assignment instructions, for example, where an abstract is included in the word count.
- The marks will be allocated as per the assignment rubrics (rubrics to include the criteria on word count)
- If students exceed the recommended word count, provide focused feedback and guidance to the student for resubmission.

## Use of Generative Artificial Intelligence (GAI)

Students are encouraged to utilize all support tools in preparing their assignments. Assignment guidelines criteria should indicate that any use of artificial intelligence (AI) assistance is recognized and utilized for the purposes of learning, good practice and academic development. Any such use is expected to be appropriately acknowledged and cited, including the specific version of the tool used. It is each student's responsibility to assess the validity and applicability of any generative AI output that is submitted. Any use of generative AI shall be declared by the student using it (HBMCoNM F003).

## Late submissions

- Assessment guidelines will include timely submission of course work .
- Exemptions may be granted in exceptional circumstances, and when a case is made in writing to the Course Coordinator in advance of the submission deadline (or where a concession has been agreed on the grounds of a student's disability). A list of guidelines on acceptable exceptional circumstances is contained in the Student Handbook (please refer to the section on Attendance Evaluation). Extensions to deadlines should be proportionate to the impact of the exceptional circumstances.
- Course work submitted after the deadline and without approval for exceptional circumstances will receive a grade deduction of 1 grade point of the total assignment weighted grade for each calendar day late, up to a maximum of five calendar days, after which a mark of zero will be awarded. For example, if a grade weight for an assignment is 10% and you submitted the assignment one day late, your maximum points you could earn is 9%.

## Grades and Grading

Letter grades will be used to describe the achievement level attained within a particular course. A Cumulative Grade Point Average (cGPA) will be calculated based on all courses in all semesters to determine progression. Details of the grading system are listed below. Decisions on award of grades and recommendations on progression will be made at a meeting of the SAPC after the final exams for the courses. The Dean's approval is required before the release of results to the students.

## Feedback to Students on Assessments

Feedback on course assessments shall be given to students as soon as possible, no later than two weeks, for written assignments. Feedback is not expected to involve the release of questions but a discussion of points of weakness with students.

An appropriate external periodic review of assessment processes and regular review of exam quality shall be instituted. Standardized international exams may be used to benchmark student achievement.

## Remediation

- Students who achieve a final course grade of less than a “C-” for undergraduate courses or less than a “C” for graduate courses will be allowed one attempt to remediate and retake selected assessments of the course to pass the course with a maximum possible earned course grade of a “B” for the course.
- Remediation of a course assessment has to occur before the end of the semester for a course assignment for the purpose of addressing student learning gaps and helping students achieve the necessary proficiency level for their coursework to improve the assessment/assignment grade. Students need to complete the remediation tasks assigned by the course instructor/coordinator before re-taking the assignment for a better grade.
- When a course assessment is retaken through remediation or resubmission, the maximum mark for that assessment will be capped at 80%.
- Students will not be permitted to re-take courses that they have passed with a grade of B and above.
- In case the cGPA is below the Graduation Requirement (3.0 for graduate students), the students may remediate a course grade that is less than a “B” by repeating certain individual courses with the exceptional approval of SAPC and the College Dean.
- It is accepted that there may be circumstances when achievement of the learning outcomes cannot be satisfactorily assessed by a remediation opportunity within the same academic year (for example, placements, major projects, some forms of group work and compulsory practical elements). In such instances, the reassessment/ remediation will take place within four weeks from the start of the following semester, under the appropriate conditions.
- Students may be permitted to undertake an alternative form of assessment in lieu of the actual assessment, but only if the alternative assessment examines the specific learning outcomes associated with the component, in cases of special and agreed circumstances.
- Student’s re-assessment/examination will be required to sit for the examination at the designated re-sit period before the end of the academic year or provide documentation to SA and SAPC for extenuating reasons for non-attendance. Students will not be permitted to take additional courses to substitute for courses already passed.

- If a course is no longer being offered, students will have to take a substitute course at the same level as the original course. For courses substituted in this way, or where the student chooses to take another course in place of a failed course, the substituted course is expected to be identified as such at enrolment.

Students who have failed through remediation for a course (remediation of assessments and re-sit of examinations) are expected to meet with their Academic Advisor. A 'Fail' in a course may lead to the student being required to withdraw from the University or dismissed from the program.

### **Absenteeism from Assessments**

Please refer to the section on Student Attendance Policy in the Student Handbook.

### **Misconduct in Assessments**

Please refer to the section on Disciplinary and Appeals Procedure – Academic Offence in the Student Handbook.

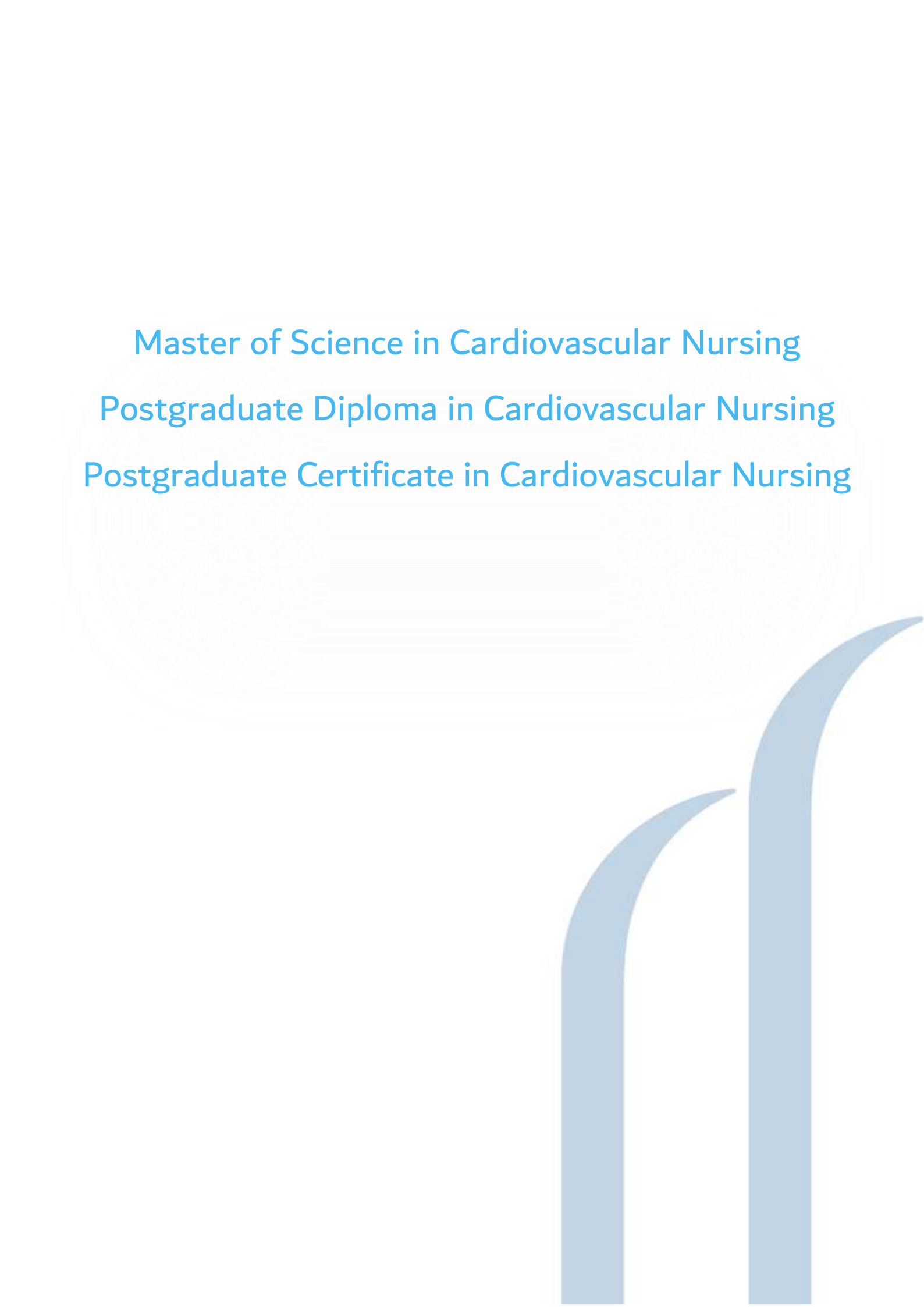
### **Electronic Exams Applicable for both on-site and remote exams**

- Transmission of examination questions should be carried out by the safest possible means during internal review, including but not restricted to password protection. Security of passwords by those given access to uploading questions, setting exams, and analyzing results must be ensured.
- Other procedures during examinations for safe conduct include:
  - Conduct the exam in a monitored room.
  - Enforce lockdown of software
  - Optimum seating distance with additional provision of side screens, if required
  - Randomization of questions and choices
- Storage of past examination questions: Electronic examination questions will be archived with due care for security. After item analysis, appropriate questions can be contributed to a question bank for use later.

### **General Conduct of Students**

- Students must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
- Students are not permitted to smoke in any part of the examination room.
- Students must obey the instructions of any invigilator, and their attention is drawn to the regulations governing admission to and departure from the examination room.

- d. Students are not allowed to take into the examination room any unauthorized books, manuscripts, notes, bags, cases, or any means whereby they may improperly obtain assistance in their work. All such materials, including handbags, must be placed on a table outside the examination room.
- e. Students are not allowed to take into the examination room electronic transmission devices such as mobile phones, pagers, PDAs, or any digital storage media such as flash drives or CDs.
- f. Students are not allowed to take into the examination hall paper of any sort. A plain sheet of paper (or similar material) shall be provided in the examination hall, should any student require it.
- g. Students must be at the venue of the examination at least 10 minutes before exam commencement.
- h. Students can be allowed to enter the exam room up to 30 minutes after the start of an exam. If a student arrives after 30 minutes, they will not be allowed entrance and must email the course coordinator and the Student Admission and Registration (SAR) to inform them of the reason for being late.
- i. Before the commencement of the examination, the student must place their ID card on the top right-hand corner of the desk for inspection by one of the invigilators.
- j. Students must not use any means whatsoever to communicate or obtain, directly or indirectly, assistance in their work, or give or attempt to give, directly or indirectly, assistance to any other candidate.
- k. Any suspected breach of the foregoing regulations will be investigated by the College.



Master of Science in Cardiovascular Nursing  
Postgraduate Diploma in Cardiovascular Nursing  
Postgraduate Certificate in Cardiovascular Nursing

## **Program learning outcomes and completion requirements**

### **Program Learning Outcomes**

PLO 1- Apply advanced clinical reasoning, decision-making, and specialized cardiovascular clinical skills to promote health, prevent disease progression, and deliver evidence-based, patient-centered cardiac care.

PLO 2- Effectively communicate and collaborate with interprofessional cardiovascular care teams to advocate for patient outcomes, improve cardiac care systems, and foster a culture of safety and quality.

PLO 3- Critically appraise, translate, and integrate cardiovascular research evidence to advance practice and improve cardiac patient outcomes.

PLO 4- Apply leadership, professionalism, and accountability in cardiovascular care settings by managing complex care, influencing policy, and upholding ethical and culturally competent practices.

PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize cardiac care delivery.

PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes heart health, prevents disease, and addresses inequities in access to cardiovascular care.

## Mapping of PLOs to QFEmirates

| MSc Program Learning Outcomes (PLOs) | PLO 1- Apply advanced clinical reasoning, decision-making, and specialized cardiovascular clinical skills to promote health, prevent disease progression, and deliver evidence-based, patient-centered cardiac care. | PLO 2- Effectively communicate and collaborate with interprofessional cardiovascular care teams to advocate for patient outcomes, improve cardiac care systems, and foster a culture of safety and quality. | PLO 3- Critically appraise, translate, and integrate cardiovascular research evidence to advance practice and improve cardiac patient outcomes. | PLO 4- Apply leadership, professionalism, and accountability in cardiovascular care settings by managing complex care, influencing policy, and upholding ethical and culturally competent practices. | PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize cardiac care delivery. | PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes heart health, prevents disease, and addresses inequities in access to cardiovascular care. |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9K 1                                 | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           |                                                                                                                                                 | X                                                                                                                                                                                                    | X                                                                                                                           | X                                                                                                                                                                             |
| 9K 2                                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                             | X                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                             |                                                                                                                                                                               |
| 9K 3                                 | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           | X                                                                                                                                               | X                                                                                                                                                                                                    |                                                                                                                             | X                                                                                                                                                                             |
| 9K 4                                 | X                                                                                                                                                                                                                    |                                                                                                                                                                                                             | X                                                                                                                                               |                                                                                                                                                                                                      | X                                                                                                                           | X                                                                                                                                                                             |
| 9S 1                                 | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           |                                                                                                                                                 | X                                                                                                                                                                                                    | X                                                                                                                           | X                                                                                                                                                                             |
| 9S 2                                 |                                                                                                                                                                                                                      |                                                                                                                                                                                                             | X                                                                                                                                               |                                                                                                                                                                                                      |                                                                                                                             | X                                                                                                                                                                             |
| 9S 3                                 | X                                                                                                                                                                                                                    |                                                                                                                                                                                                             | X                                                                                                                                               | X                                                                                                                                                                                                    |                                                                                                                             | X                                                                                                                                                                             |
| 9S 4                                 |                                                                                                                                                                                                                      | X                                                                                                                                                                                                           |                                                                                                                                                 | X                                                                                                                                                                                                    |                                                                                                                             |                                                                                                                                                                               |
| 9S 5                                 | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           | X                                                                                                                                               |                                                                                                                                                                                                      | X                                                                                                                           |                                                                                                                                                                               |
| 9AR 1                                | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           | X                                                                                                                                               | X                                                                                                                                                                                                    | X                                                                                                                           |                                                                                                                                                                               |
| 9AR 2                                | X                                                                                                                                                                                                                    | X                                                                                                                                                                                                           |                                                                                                                                                 | X                                                                                                                                                                                                    |                                                                                                                             | X                                                                                                                                                                             |
| 9AR 3                                |                                                                                                                                                                                                                      |                                                                                                                                                                                                             |                                                                                                                                                 | X                                                                                                                                                                                                    |                                                                                                                             |                                                                                                                                                                               |
| 9RC 1                                |                                                                                                                                                                                                                      |                                                                                                                                                                                                             | X                                                                                                                                               |                                                                                                                                                                                                      | X                                                                                                                           |                                                                                                                                                                               |
| 9RC 2                                | X                                                                                                                                                                                                                    |                                                                                                                                                                                                             |                                                                                                                                                 |                                                                                                                                                                                                      |                                                                                                                             | X                                                                                                                                                                             |

|       |  |   |   |   |   |   |
|-------|--|---|---|---|---|---|
| 9SD 1 |  |   | X |   | X |   |
| 9SD 2 |  | X |   |   |   |   |
| 9SD 3 |  |   |   | X |   | X |

## Program Completion Requirements

Graduation with a postgraduate degree in Cardiovascular Nursing requires the student to successfully complete a required set of core and specialist courses, practice placement, and a thesis for the master's degree. For the award of a Master of Science, PG-Dip, PG-Cert in Nursing - Cardiovascular Nursing, students must:

| MSc                                                                                                                                                                                                                                                                                                         | PG-Dip                                                                                                                                                                                                                                                                          | PG-Cert                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Meet attendance requirements for all courses.</li> <li>• Successfully complete 36 credits of taught courses in the program.</li> <li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li> <li>• Submit a thesis.</li> </ul> | <ul style="list-style-type: none"> <li>• Meet attendance requirements for all courses.</li> <li>• Successfully complete 24 credits of taught courses in the program.</li> <li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li> </ul> | <ul style="list-style-type: none"> <li>• Meet attendance requirements for all courses.</li> <li>• Successfully complete 18 credits of taught courses in the program.</li> <li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li> </ul> |

## Course information

### Course Descriptions

[For Information on Core Courses and Practicum, please see section on Common Course Information.](#)

## Specialty course descriptions for Cardiovascular Nursing

### Specialty Course One/Theory: (NURS7313)

#### Advanced Specialty I: Core concepts of Acute Care Practice

This specialty course is one of three courses that prepare students to have a comprehensive theoretical foundation in the principles and concepts underpinning the care of adults with acute and complex health conditions. The course is designed for specialty nurses seeking to expand their understanding of the pathophysiology, clinical reasoning, and evidence-based management of acute illness across high-acuity settings. Students will critically analyse current evidence, clinical guidelines, and diagnostic frameworks that inform decision-making in the management of acutely ill patients. Emphasis will be

placed on clinical decision-making, risk stratification, multidisciplinary approaches, and integration of diagnostic data within complex healthcare systems.

### **Specialty Course Two/Theory: (NURS7314)**

#### **Advanced Specialty II: Core Concepts of Acute Care Practice**

This specialty course is the second of three courses that build on foundational acute care principles to provide an in-depth theoretical exploration of physiological systems and their responses to acute and life-threatening disturbances. The course focuses on the analysis of normal and altered system function, the interpretation of advanced diagnostic modalities, and the theoretical frameworks that underpin the recognition of instability, deterioration, and compensatory mechanisms in acutely ill adults.

### **Specialty Course Three/Theory: (NURS7317)**

#### **Advanced Specialty III: Care of Patients with Cardiovascular Conditions**

This specialty course is the third course of three series of courses that prepares students to have a comprehensive understanding of the core concepts and advanced principles of critically ill cardiovascular patients. The course is designed for specialty nurses seeking to deepen their understanding and management abilities of those with complex cardiovascular conditions. The course focuses on the theoretical concepts and practical applications essential in critical care units. Students will explore the pathophysiology of critical illness, evidence-based interventions, and the latest technological innovations in cardiovascular care. Emphasis will be placed on clinical decision-making, interdisciplinary patient care management, and the integration of advanced diagnostics, therapeutics, and procedural skills in the treatment of critically ill cardiovascular patients.

## Sequencing of courses

### MSc in Cardiovascular Nursing: Full-time Study Plan

| Year 1                   |               |                                                                |         |
|--------------------------|---------------|----------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                        | Credits |
| Semester 1<br>(15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics               | 4       |
|                          | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice  | 3       |
|                          | NURS7217      | Advanced Clinical Pharmacology                                 | 2       |
|                          | NURS7303      | Organizational Systems Leadership, Policy, and Quality         | 3       |
|                          | Total Credits |                                                                | 12      |
| Semester 2<br>(15 weeks) | NURS7301      | Advanced Clinical and Physical Assessment                      | 3       |
|                          | NURS7201*     | Advanced Clinical Specialty I                                  | 3       |
|                          | NURS7314      | Advanced Specialty II:<br>Core concepts of acute care practice | 3       |
|                          | NURS7931      | Thesis                                                         | 3       |
|                          | Total Credits |                                                                | 12      |
| Summer                   |               |                                                                |         |

| Year 2                   |               |                                                                            |         |
|--------------------------|---------------|----------------------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                                    | Credits |
| Semester 3<br>(15 weeks) | NURS7202*     | Advanced Clinical Specialty II                                             | 3       |
|                          | NURS7317      | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3       |
|                          | NURS7203*     | Advanced Clinical Specialty III                                            | 3       |
|                          | NURS7932      | Thesis                                                                     | 3       |
|                          | Total Credits |                                                                            | 12      |

Total Program Credits = 36. The full-time program completion option will be 18 months, and the summer will be optional.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### MSc in Cardiovascular Nursing: Part-Time Study Plan

| Year 1                |          |                                                  |         |
|-----------------------|----------|--------------------------------------------------|---------|
| Semester              | Code     | Courses                                          | Credits |
| Semester 1 (15 weeks) | NURS7402 | Evidence-Based Nursing, Research, and Statistics | 4       |
|                       | NURS7313 | Advanced Specialty I:                            | 3       |

|                       |                      |                                                                            |                |
|-----------------------|----------------------|----------------------------------------------------------------------------|----------------|
|                       |                      | Core concepts of acute care practice                                       |                |
|                       | <b>Total Credit</b>  |                                                                            | <b>7</b>       |
| Semester 2 (15 weeks) | NURS7217             | Advanced Clinical Pharmacology                                             | 2              |
|                       | NURS7301             | Advanced Clinical and Physical Assessment                                  | 3              |
|                       | NURS7921             | Thesis                                                                     | 2              |
|                       | <b>Total Credits</b> |                                                                            | <b>7</b>       |
| Summer                | NURS7201*            | Advanced Clinical Specialty I                                              | 3              |
|                       | <b>Total Credits</b> |                                                                            | <b>3</b>       |
| <b>Year 2</b>         |                      |                                                                            |                |
| Semester 3 (15 weeks) | <b>Code</b>          | <b>Courses</b>                                                             | <b>Credits</b> |
|                       | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice             | 3              |
|                       | NURS7317             | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3              |
|                       | NURS7922             | Thesis                                                                     | 2              |
|                       | <b>Total credits</b> |                                                                            | <b>8</b>       |
| Semester 4 (15 weeks) | NURS7303             | Organizational Systems Leadership, Policy, and Quality.                    | 3              |
|                       | NURS7202*            | Advanced Clinical Specialty II                                             | 3              |
|                       | NURS7923             | Thesis                                                                     | 2              |
|                       | <b>Total Credits</b> |                                                                            | <b>8</b>       |
| Summer                | NURS7203*            | Advanced Clinical Specialty III                                            | 3              |
|                       | <b>Total Credits</b> |                                                                            | <b>3</b>       |

**Total Program Credits = 36**

~The part-time program completion option is a 24-month program.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

## Postgraduate Diploma in Cardiovascular Nursing: Full-Time Study Plan (24 credits)

|                       |             |                                                                            |                |
|-----------------------|-------------|----------------------------------------------------------------------------|----------------|
| <b>Year 1</b>         |             |                                                                            |                |
| <b>Semester</b>       | <b>Code</b> | <b>Courses</b>                                                             | <b>Credits</b> |
| Semester 1 (15 weeks) | NURS7402    | Evidence-Based Nursing, Research, and Statistics                           | 4              |
|                       | NURS7313    | Advanced Specialty I:<br>Core concepts of acute care practice              | 3              |
|                       | NURS7217    | Advanced Clinical Pharmacology                                             | 2              |
|                       | NURS7317    | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3              |

|                          |                      |                                                             |           |
|--------------------------|----------------------|-------------------------------------------------------------|-----------|
|                          | <b>Total Credits</b> |                                                             | <b>12</b> |
| Semester 2<br>(15 weeks) | NURS7201             | Advanced Clinical Specialty Practice I                      | 3         |
|                          | NURS7314             | Advanced Specialty II: Core concepts of acute care practice | 3         |
|                          | NURS7202             | Advanced Clinical Specialty II                              | 3         |
|                          | NURS7203             | Advanced Clinical Specialty III                             | 3         |
|                          | <b>Total Credits</b> |                                                             | <b>12</b> |
| Summer                   |                      |                                                             |           |

## Postgraduate Diploma in Cardiovascular Nursing: Part-Time Study Plan (24 credits)

| Year 1                |                      |                                                                            |          |
|-----------------------|----------------------|----------------------------------------------------------------------------|----------|
|                       | Code                 | Courses                                                                    | Credits  |
| Semester 1 (15 weeks) | NURS7402             | Evidence-Based Nursing, Research, and Statistics                           | 4        |
|                       | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice              | 3        |
|                       | NURS7217             | Advanced Clinical Pharmacology                                             | 2        |
|                       | <b>Total Credits</b> |                                                                            | <b>9</b> |
| Semester 2 (15 weeks) | NURS7201             | Advanced Clinical Specialty I                                              | 3        |
|                       | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice             | 3        |
|                       | NURS7202             | Advanced Clinical Specialty II                                             | 3        |
|                       | <b>Total Credits</b> |                                                                            | <b>9</b> |
| Semester 3            | NURS7317             | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3        |
|                       | NURS7203             | Advanced Clinical Specialty III                                            | 3        |
|                       | <b>Total Credits</b> |                                                                            | <b>6</b> |

**Total Program Credits = 24.** The part-time program completion option is 3 semesters (18 months).

## Postgraduate Certificate in Cardiovascular Nursing: Full-Time Study Plan (18 credits)

| Semester              | Code                 | Courses                                                                    | Credits  |
|-----------------------|----------------------|----------------------------------------------------------------------------|----------|
| Semester 1 (15 weeks) | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice              | 3        |
|                       | NURS7201             | Advanced Clinical Specialty Practice I                                     | 3        |
|                       | NURS7317             | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3        |
|                       | <b>Total Credits</b> |                                                                            | <b>9</b> |
| Semester 2 (15 weeks) | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice             | 3        |
|                       | NURS7202             | Advanced Clinical Specialty II                                             | 3        |
|                       | NURS7203             | Advanced Clinical Specialty III                                            | 3        |
|                       | <b>Total Credits</b> |                                                                            | <b>9</b> |

|        |  |  |  |
|--------|--|--|--|
| Summer |  |  |  |
|--------|--|--|--|

## Postgraduate Certificate in Cardiovascular Nursing: Part-Time Study Plan (18 credits)

| Semester                         | Code                 | Courses                                                                    | Credits  |
|----------------------------------|----------------------|----------------------------------------------------------------------------|----------|
| <b>Semester 1<br/>(15 weeks)</b> | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice              | 3        |
|                                  | NURS7317             | Advanced Specialty III:<br>Care of patients with cardiovascular conditions | 3        |
|                                  | <b>Total Credits</b> |                                                                            | <b>6</b> |
| <b>Semester 2 (15 weeks)</b>     | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice             | 3        |
|                                  | NURS7201             | Advanced Clinical Specialty I                                              | 3        |
|                                  | <b>Total Credits</b> |                                                                            | <b>6</b> |
| <b>Summer</b>                    | NURS7202             | Advanced Clinical Specialty II                                             | 3        |
|                                  | NURS7203             | Advanced Clinical Specialty III                                            | 3        |
|                                  | <b>Total Credits</b> |                                                                            | <b>6</b> |

**Total Program Credits = 18.** The full-time and part-time program completion option is 12 months.

## Schedule of Courses

| Course Title                                                                           | Course Code | Semester (Full Time) | Semester (Part Time) | Credits | Duration | Course Type |
|----------------------------------------------------------------------------------------|-------------|----------------------|----------------------|---------|----------|-------------|
| Evidence-Based Nursing, Research and Statistics                                        | NURS7402    | S1                   | S1                   | 4       | 15 weeks | Core        |
| Advanced Clinical and Physical Assessment                                              | NURS7301    | S2                   | S2                   | 3       | 15 weeks | Core        |
| Advanced Clinical Pharmacology                                                         | NURS7217    | S1                   | S2                   | 2       | 15 weeks | Core        |
| Organizational Systems Leadership, Policy, and Quality.                                | NURS7303    | S2                   | S4                   | 3       | 15 weeks | Core        |
| Advanced Specialty I: Core concepts of acute care practice                             | NURS7313    | S1                   | S1                   | 3       | 15 weeks | Specialty   |
| Advanced Specialty II: Core concepts of acute care practice                            | NURS7314    | S1                   | S3                   | 3       | 15 weeks | Specialty   |
| Advanced Specialty III: Cardiovascular Care of patients with cardiovascular conditions | NURS7317    | S3                   | S3                   | 3       | 15 weeks | Specialty   |

|                                 |          |    |           |   |          |           |
|---------------------------------|----------|----|-----------|---|----------|-----------|
| Advanced Clinical Specialty I   | NURS7201 | S2 | S2/Summer | 3 | 15 weeks | Specialty |
| Advanced Clinical Specialty II  | NURS7202 | S2 | S4        | 3 | 15 weeks | Specialty |
| Advanced Clinical Specialty III | NURS7203 | S3 | S4/Summer | 3 | 15 weeks | Specialty |
| Thesis                          | NURS7921 |    | S2        | 2 | 15 weeks | Core      |
| Thesis                          | NURS7922 |    | S3        | 2 | 15 weeks | Core      |
| Thesis                          | NURS7923 |    | S4        | 2 | 15 weeks | Core      |
| Thesis                          | NURS7931 | S2 |           | 3 | 15 weeks | Core      |
| Thesis                          | NURS7932 | S3 |           | 3 | 15 weeks | Core      |
|                                 |          |    |           |   |          |           |

## Admission, withdrawal, and enrolment policies

Please refer to the section on [Admission Policy](#) in this catalog.

## Student Assessment and Progression

Please refer to the section on [Assessment and Progression](#) in this catalog.

## Faculty listing

The College is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, the College will seek and recruit adjunct and part-time faculty members to contribute to teaching and assessment, as appropriate.

Criteria for appointments of faculty are described in the University's Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by the UAE Commission for Academic Accreditation. The table below lists full-time MBRU faculty members with academic appointments in the College who will support the programs, at the time of this writing. New faculty members are expected to join as the College continues its recruitment campaign.

| Name              | Position            | Degree and Conferring Institution                                                                  | Years of Experience | Research Interest                    |
|-------------------|---------------------|----------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|
| Nezam Al Nsair    | Dean                | Ph.D. (2003) Degree in Nursing University of Cincinnati.                                           | 24 years            | Adult Cardiovascular Health.         |
| Jolly Isaac       | Assistant Professor | EdD (2015) Walden University, USA                                                                  | 20 years            | Education and Cardiovascular Nursing |
| Mohannad Abu Ruz  | Professor           | PhD University of Kentucky (2006)                                                                  | 20 years            | Cardiology                           |
| Thaer Al Momani   | Assistant Professor | Ph.D., Nursing Science, University of Tennessee Health Science Center 2015                         | 10 years            | Pediatrics                           |
| Atika Khalaf      | Associate Professor | Ph.D. in Medical Sciences, Global Public Health, Department of Public Health, Karolinska Institute | 17 years            | Maternal and Child Health            |
| Anas Al Sharawneh | Associate Professor | Ph.D in Acute Critical Care Nursing from Memorial University, St. John's, NL, Canada               | 20 years            | Acute Critical Care                  |

Master of Science in Pediatric Nursing  
Postgraduate Diploma in Pediatric Nursing  
Postgraduate Certificate in Pediatric Nursing



## Program learning outcomes and completion requirements

### Program Learning Outcomes (PLOs)

- PLO 1- Apply advanced clinical reasoning, decision-making, and pediatric-specific clinical skills to promote child health, prevent illness, and deliver evidence-based, family-centered care.
- PLO 2- Effectively communicate and collaborate with interprofessional pediatric care teams to advocate for child and family outcomes, improve healthcare delivery, and foster a culture of safety and quality
- PLO 3- Critically appraise, translate, and integrate pediatric research evidence to advance nursing practice and improve outcomes for children and families.
- PLO 4- Apply leadership, professionalism, and accountability in pediatric settings to manage care, influence child health policy, and uphold ethical and culturally sensitive practices.
- PLO 5- Utilize technologies and informatics to enhance clinical decision-making, optimize care delivery, and improve health outcomes.
- PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes child health, prevents disease, and addresses social determinants and equity in pediatric care.

## Mapping of PLOs to QFEmirates

| MSc Program Learning Outcomes (PLOs) | PLO 1- Apply advanced clinical reasoning, decision-making, and pediatric-specific clinical skills to promote child health, prevent illness, and deliver evidence-based, family-centered care. | PLO 2- Effectively communicate and collaborate with interprofessional pediatric care teams to advocate for child and family outcomes, improve healthcare delivery, and foster a culture of safety and quality | PLO 3- Critically appraise, translate, and integrate pediatric research evidence to advance nursing practice and improve outcomes for children and families. | PLO 4- Apply leadership, professionalism, and accountability in pediatric settings to manage care, influence child health policy, and uphold ethical and culturally sensitive practices. | PLO 5- Utilize technologies and informatics to enhance clinical decision-making, optimize care delivery, and improve health outcomes. | PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes child health, prevents disease, and addresses social determinants and equity in pediatric care. |
|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9K 1                                 | X                                                                                                                                                                                             | X                                                                                                                                                                                                             |                                                                                                                                                              | X                                                                                                                                                                                        | X                                                                                                                                     | X                                                                                                                                                                                  |
| 9K 2                                 |                                                                                                                                                                                               |                                                                                                                                                                                                               | X                                                                                                                                                            |                                                                                                                                                                                          |                                                                                                                                       |                                                                                                                                                                                    |
| 9K 3                                 | X                                                                                                                                                                                             | X                                                                                                                                                                                                             | X                                                                                                                                                            | X                                                                                                                                                                                        |                                                                                                                                       | X                                                                                                                                                                                  |
| 9K 4                                 | X                                                                                                                                                                                             |                                                                                                                                                                                                               | X                                                                                                                                                            |                                                                                                                                                                                          | X                                                                                                                                     | X                                                                                                                                                                                  |
| 9S 1                                 | X                                                                                                                                                                                             | X                                                                                                                                                                                                             |                                                                                                                                                              | X                                                                                                                                                                                        | X                                                                                                                                     | X                                                                                                                                                                                  |
| 9S 2                                 |                                                                                                                                                                                               |                                                                                                                                                                                                               | X                                                                                                                                                            |                                                                                                                                                                                          |                                                                                                                                       | X                                                                                                                                                                                  |
| 9S 3                                 | X                                                                                                                                                                                             |                                                                                                                                                                                                               | X                                                                                                                                                            | X                                                                                                                                                                                        |                                                                                                                                       | X                                                                                                                                                                                  |
| 9S 4                                 |                                                                                                                                                                                               | X                                                                                                                                                                                                             |                                                                                                                                                              | X                                                                                                                                                                                        |                                                                                                                                       |                                                                                                                                                                                    |
| 9S 5                                 | X                                                                                                                                                                                             | X                                                                                                                                                                                                             | X                                                                                                                                                            |                                                                                                                                                                                          | X                                                                                                                                     |                                                                                                                                                                                    |
| 9AR 1                                | X                                                                                                                                                                                             | X                                                                                                                                                                                                             | X                                                                                                                                                            | X                                                                                                                                                                                        | X                                                                                                                                     |                                                                                                                                                                                    |
| 9AR 2                                | X                                                                                                                                                                                             | X                                                                                                                                                                                                             |                                                                                                                                                              | X                                                                                                                                                                                        |                                                                                                                                       | X                                                                                                                                                                                  |
| 9AR 3                                |                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                              | X                                                                                                                                                                                        |                                                                                                                                       |                                                                                                                                                                                    |
| 9RC 1                                |                                                                                                                                                                                               |                                                                                                                                                                                                               | X                                                                                                                                                            |                                                                                                                                                                                          | X                                                                                                                                     |                                                                                                                                                                                    |
| 9RC 2                                | X                                                                                                                                                                                             |                                                                                                                                                                                                               |                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                       | X                                                                                                                                                                                  |
| 9SD 1                                |                                                                                                                                                                                               |                                                                                                                                                                                                               | X                                                                                                                                                            |                                                                                                                                                                                          | X                                                                                                                                     |                                                                                                                                                                                    |
| 9SD 2                                |                                                                                                                                                                                               | X                                                                                                                                                                                                             |                                                                                                                                                              |                                                                                                                                                                                          |                                                                                                                                       |                                                                                                                                                                                    |
| 9SD 3                                |                                                                                                                                                                                               |                                                                                                                                                                                                               |                                                                                                                                                              | X                                                                                                                                                                                        |                                                                                                                                       | X                                                                                                                                                                                  |

## Program Completion Requirements

Graduation with a postgraduate degree in Pediatric Nursing requires the student to successfully complete a required set of core and specialist courses, practice placement, and a thesis for the master's degree. For the award of a Master of Science, PG-Dip, PG-Cert in Nursing - Pediatric Nursing, students must:

| MSc                                                                                                                                                                                                                                                                                                    | PG-Dip                                                                                                                                                                                                                                                                      | PG-Cert                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 36 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li><li>• Submit a thesis.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 24 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 18 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> |

## Course information

### Course descriptions

[For Information on Core Courses and Practicum, please see section on Common Course Information.](#)

## Specialty course descriptions for Pediatric Nursing

### Specialty Course One/Theory: (NURS7304)

#### Health Promotion and Primary Healthcare for Children Across the Lifespan

This specialty course is one of three series of courses that prepare students to have a comprehensive understanding of the core concepts and advanced principles of caring for children and young adults. The course is designed for specialty pediatric nurses seeking to deepen their understanding and management abilities of children and families with common and prevalent illnesses and promoting their health and well-being within primary care settings. The course focuses on the theoretical concepts and practical applications essential in pediatric primary care. The course covers topics related to growth and development, school care, management of chronic conditions in primary care settings, and family-centered care and management. Students will explore the concepts and issues related to health promotion and outpatient pediatric care, evidence-based interventions, and the latest innovations in pediatric primary care. Emphasis will be placed on family-centered care, interdisciplinary patient care

management, and the integration of therapeutic and communication skills in the care of children and their families.

### **Specialty Course Two/Theory: (NURS7305)**

#### **Care of the Critically Ill Child**

This course explores the pathophysiology that leads to critical illness in infants, children, and young adults. It examines the evidence base underpinning complex decision making related to critical care and the range of nursing skills required to provide holistic care to infants, children, young people, and their families.

### **Specialty Course Three/Theory: (NURS7310)**

#### **Emergency Care and Management of Children and Young Adults**

This specialty prepares pediatric nurses to provide advanced emergency care to infants, children, and adolescents in emergency settings. The course integrates evidence-based practice, clinical decision-making, and advanced nursing interventions to manage pediatric emergencies effectively. Emphasis is placed on rapid assessment, stabilization, and family-centered care in high-stress environments. Ethical considerations, legal implications, and interdisciplinary collaboration in pediatric trauma management will also be discussed.

### **Specialty Course Three/Theory: (NURS7311)**

#### **Assessment and Care of Children with Oncological Conditions**

This specialty course prepares pediatric nurses to provide oncology care to infants, children, and adolescents. The course integrates evidence-based practice, clinical decision-making, and advanced nursing interventions to manage pediatric oncologic conditions and emergencies effectively. Emphasis is placed on rapid assessment, stabilization, and family-centered care in high-stress environments.

### **Specialty Course Three/Theory: (NURS7312)**

#### **Advanced Care of the Critically Ill Child**

This course builds upon the foundational principles of pediatric critical care nursing, focusing on advanced assessment, complex decision-making, and evidence-based interventions for critically ill infants, children, and young people. It integrates advanced pathophysiology, pharmacology, and ethical considerations while emphasizing leadership, innovation, and research in pediatric critical care settings.

## Sequencing of courses

### MSc in Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/ Ped. Oncology: Full-time Study Plan

| Year 1                           |                      |                                                                                          |           |
|----------------------------------|----------------------|------------------------------------------------------------------------------------------|-----------|
| Semester                         | Code                 | Courses                                                                                  | Credits   |
| <b>Semester 1<br/>(15 weeks)</b> | NURS7402             | Evidence-Based Nursing, Research, and Statistics                                         | 4         |
|                                  | NURS7304             | Advanced Specialty I: Health Promotion and Primary Care for Children Across the Lifespan | 3         |
|                                  | NURS7217             | Advanced Clinical Pharmacology                                                           | 2         |
|                                  | NURS7303             | Organizational Systems Leadership, Policy, and Quality.                                  | 3         |
|                                  | <b>Total Credits</b> |                                                                                          | <b>12</b> |
| <b>Semester 2 (15 weeks)</b>     | NURS7301             | Advanced Clinical and Physical Assessment                                                | 3         |
|                                  | NURS7201*            | Advanced Clinical Specialty I                                                            | 3         |
|                                  | NURS7305             | Advanced Specialty II: Care of the Critically Ill Child                                  | 3         |
|                                  | NURS7931             | Thesis                                                                                   | 3         |
|                                  | <b>Total Credits</b> |                                                                                          | <b>12</b> |
| <b>Summer</b>                    |                      |                                                                                          |           |

| Year 2                       |                                                                        |           |  |
|------------------------------|------------------------------------------------------------------------|-----------|--|
| <b>Semester 3 (15 weeks)</b> |                                                                        |           |  |
| Code                         | Courses                                                                | Credits   |  |
| NURS7202*                    | Advanced Clinical Specialty II                                         | 3         |  |
| NURS7312                     | Advanced Specialty III:<br>Advanced care of Critically Ill Child<br>OR | 3         |  |
| NURS7311                     | Assessment and Care of Children with Oncological Conditions<br>OR      |           |  |
| NURS7310                     | Emergency Care and Management of Children and Young Adults             |           |  |
| NURS7203*                    | Advanced Clinical Specialty III                                        | 3         |  |
| NURS7932                     | Thesis                                                                 | 3         |  |
|                              | <b>Total Credits</b>                                                   | <b>12</b> |  |

**Total Program Credits = 36.** The full-time program completion option will be 18 months, and the summer will be optional.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

## MSc in Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/ or Ped. Oncology: Part-Time Study Plan

| Year 1                |           |                                                                  |          |
|-----------------------|-----------|------------------------------------------------------------------|----------|
| Semester              | Code      | Courses                                                          | Credits  |
| Semester 1 (15 weeks) | NURS7402  | Evidence-Based Nursing, Research, and Statistics                 | 4        |
|                       | NURS7304  | Advanced Specialty I: Health Promotion and Primary Care          | 3        |
|                       |           | <b>Total Credits</b>                                             | <b>7</b> |
| Semester 2 (15 weeks) | NURS7217  | Advanced Clinical Pharmacology                                   | 2        |
|                       | NURS7301  | Advanced Clinical and Physical Assessment                        | 3        |
|                       | NURS7921  | Thesis                                                           | 2        |
|                       |           | <b>Total Credits</b>                                             | <b>7</b> |
| Summer                | NURS7201* | Advanced Clinical Specialty I                                    | 3        |
|                       |           | <b>Total Credits</b>                                             | <b>3</b> |
| Year 2                |           |                                                                  |          |
| Semester              | Code      | Courses                                                          | Credits  |
| Semester 3 (15 weeks) | NURS7305  | Advanced Specialty II: Ped. Acute Care                           | 3        |
|                       | NURS7312  | Advanced Specialty III:<br>Advanced care of Critically Ill Child | 3        |
|                       |           | OR                                                               |          |
|                       | NURS7311  | Assessment and Care of Children with Oncological Conditions      | 3        |
|                       | NURS7310  | OR                                                               |          |
|                       |           | Emergency Care and Management of Children and Young Adults       |          |
|                       | NURS7922  | Thesis                                                           | 2        |
|                       |           | <b>Total credits</b>                                             | <b>8</b> |
| Semester 4 (15 weeks) | NURS7303  | Organizational Systems Leadership, Policy, and Quality.          | 3        |
|                       | NURS7202* | Advanced Clinical Specialty II                                   | 3        |
|                       | NURS7923  | Thesis                                                           | 2        |
|                       |           | <b>Total Credits</b>                                             | <b>8</b> |
| Summer                | NURS7203* | Advanced Clinical Specialty III                                  | 3        |
|                       |           | <b>Total Credits</b>                                             | <b>3</b> |

**Total Program Credits = 36**

~The part-time program completion option is a 24-month program.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

## Postgraduate Diploma in Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/ or Ped. Oncology: Full-Time Study Plan (24 credits)

| Year 1     |          |                                                                               |           |
|------------|----------|-------------------------------------------------------------------------------|-----------|
| Semester   | Code     | Courses                                                                       | Credits   |
| Semester 1 | NURS7402 | Evidence-Based Nursing, Research and Statistics                               | 4         |
|            | NURS7304 | Advanced Specialty I: Health Promotion and Primary Care                       | 3         |
|            | NURS7217 | Advanced Clinical Pharmacology                                                | 2         |
|            | NURS7312 | Advanced Specialty III:<br>Advanced care of Critically Ill Child<br>OR        | 3         |
|            |          | NURS7311<br>Assessment and Care of Children with Oncological Conditions<br>OR |           |
|            |          | NURS7310<br>Emergency Care and Management of Children and Young Adults        |           |
|            |          | <b>Total Credits</b>                                                          | <b>12</b> |
| Semester 2 | NURS7201 | Advanced Clinical Specialty I                                                 | 3         |
|            | NURS7305 | Advanced Specialty II: Care of the Critically Ill Child                       | 3         |
|            | NURS7202 | Advanced Clinical Specialty II                                                | 3         |
|            | NURS7203 | Advanced Clinical Specialty III                                               | 3         |
|            |          | <b>Total Credits</b>                                                          | <b>12</b> |
| Summer     |          |                                                                               |           |

### Postgraduate Diploma in Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/ or Ped. Oncology: Part-Time Study Plan (24 credits)

| Year 1     |          |                                                                        |          |
|------------|----------|------------------------------------------------------------------------|----------|
| Semester   | Code     | Courses                                                                | Credits  |
| Semester 1 | NURS7402 | Evidence-Based Nursing, Research and Statistics                        | 4        |
|            | NURS7304 | Advanced Specialty I: Health Promotion and Primary Care                | 3        |
|            | NURS7217 | Advanced Clinical Pharmacology                                         | 2        |
|            |          | <b>Total Credits</b>                                                   | <b>9</b> |
| Semester 2 | NURS7201 | Advanced Clinical Specialty I                                          | 3        |
|            | NURS7305 | Advanced Specialty II: Care of the Critically Ill Child                | 3        |
|            | NURS7202 | Advanced Clinical Specialty II                                         | 3        |
|            |          | <b>Total Credits</b>                                                   | <b>9</b> |
| Semester 3 | NURS7312 | Advanced Specialty III:<br>Advanced care of Critically Ill Child<br>OR | 3        |
|            | NURS7311 | Assessment and Care of Children with Oncological Conditions<br>OR      |          |

|  |                      |                                                            |          |
|--|----------------------|------------------------------------------------------------|----------|
|  | NURS7310             | Emergency Care and Management of Children and Young Adults |          |
|  | NURS7203             | Advanced Clinical Specialty III                            | 3        |
|  | <b>Total Credits</b> |                                                            | <b>6</b> |

**Total Program Credits = 24.** The part-time program completion option is 3 semesters (18 months).

### Postgraduate Certificate in Pediatric Nursing with Concentration in. Critical Care/ Ped. Emergency/ or Ped. Oncology: Full-Time Study Plan (18 credits)

| Semester                        | Code                 | Courses                                                          | Credits  |
|---------------------------------|----------------------|------------------------------------------------------------------|----------|
| <b>Semester 1</b><br>(15 weeks) | NURS7304             | Advanced Specialty I: Health Promotion and Primary Care          | 3        |
|                                 | NURS7312             | Advanced Specialty III:<br>Advanced care of Critically Ill Child | 3        |
|                                 |                      | OR                                                               |          |
|                                 | NURS7311             | Assessment and Care of Children with Oncological Conditions      | 3        |
|                                 | NURS7310             | Emergency Care and Management of Children and Young Adults       |          |
|                                 | NURS7201             | Advanced Clinical Specialty I                                    | 3        |
|                                 | <b>Total Credits</b> |                                                                  | <b>9</b> |
| <b>Semester 2</b><br>(15 weeks) | NURS7305             | Advanced Specialty II: Care of the Critically Ill Child          | 3        |
|                                 | NURS7202             | Advanced Clinical Specialty II                                   | 3        |
|                                 | NURS7203             | Advanced Clinical Specialty III                                  | 3        |
|                                 | <b>Total Credits</b> |                                                                  | <b>9</b> |
| <b>Summer</b>                   |                      |                                                                  |          |
|                                 |                      |                                                                  |          |

### Postgraduate Certificate in Pediatric Nursing with Concentration in. Critical Care/ Ped. Emergency/ or Ped. Oncology: Part-Time Study Plan (18 credits)

| Semester                        | Code      | Courses                                                          | Credits |
|---------------------------------|-----------|------------------------------------------------------------------|---------|
| <b>Semester 1</b><br>(15 weeks) | NURS7304  | Advanced Specialty I: Health Promotion and Primary Care          | 3       |
|                                 | NURS7312  | Advanced Specialty III:<br>Advanced care of Critically Ill Child | 3       |
|                                 |           | OR                                                               |         |
|                                 | NURS7311  | Assessment and Care of Children with Oncological Conditions      | 3       |
|                                 | NURS73106 | Emergency Care and Management of Children and Young Adults       |         |

|                                  |                      |                                                         |          |
|----------------------------------|----------------------|---------------------------------------------------------|----------|
|                                  | <b>Total Credits</b> |                                                         | <b>6</b> |
| <b>Semester 2<br/>(15 weeks)</b> | NURS7201             | Advanced Clinical Specialty I                           | 3        |
|                                  | NURS7305             | Advanced Specialty II: Care of the Critically Ill Child | 3        |
|                                  |                      | <b>Total Credits</b>                                    | <b>6</b> |
| <b>Semester 3</b>                | NURS7202             | Advanced Clinical Specialty II                          | 3        |
|                                  | NURS7203             | Advanced Clinical Specialty III                         | 3        |
|                                  |                      | <b>Total Credits</b>                                    | <b>6</b> |

**Total Program Credits = 18.** The full-time and part-time program completion option is 12 months.

### Schedule of Courses

| Course Title                                                                                                    | Course Code | Semester<br>(Full Time) | Semester<br>(Part Time) | Credits | Duration | Course Type |
|-----------------------------------------------------------------------------------------------------------------|-------------|-------------------------|-------------------------|---------|----------|-------------|
| Evidence-Based Nursing, Research, and Statistics                                                                | NURS7402    | S1                      | S1                      | 4       | 15 weeks | Core        |
| Advanced Clinical and Physical Assessment                                                                       | NURS7301    | S2                      | S2                      | 3       | 15 weeks | Core        |
| Advanced Clinical Pharmacology                                                                                  | NURS7217    | S1                      | S2                      | 2       | 15 weeks | Core        |
| Organizational Systems Leadership, Policy, and Quality                                                          | NURS7303    | S1                      | S4                      | 3       | 15 weeks | Core        |
| Advanced Specialty I: Health Promotion and Primary Healthcare for Children and Young Adults Across the Lifespan | NURS7304    | S1                      | S1                      | 3       | 15 weeks | Specialty   |
| Advanced Specialty II: Care of the Critically Ill Child                                                         | NURS7305    | S2                      | S3                      | 3       | 15 weeks | Specialty   |
| Advanced Specialty III:                                                                                         |             | S3                      | S3                      | 3       | 15 weeks | Specialty   |
| Advanced care of Critically Ill Child                                                                           | NURS7312    |                         |                         |         |          |             |
| OR                                                                                                              |             |                         |                         |         |          |             |
| Assessment and Care of Children with Oncological Conditions                                                     | NURS7311    |                         |                         |         |          |             |
| OR                                                                                                              |             |                         |                         |         |          |             |

|                                                            |          |    |           |   |          |           |
|------------------------------------------------------------|----------|----|-----------|---|----------|-----------|
| Emergency Care and Management of Children and Young Adults | NURS7310 |    |           |   |          |           |
| Advanced Clinical Specialty I                              | NURS7201 | S2 | S2/Summer | 3 | 15 weeks | Specialty |
| Advanced Clinical Specialty II                             | NURS7202 | S3 | S4        | 3 | 15 weeks | Specialty |
| Advanced Clinical Specialty III                            | NURS7203 | S3 | S4/Summer | 3 | 15 weeks | Specialty |
| Thesis                                                     | NURS7921 |    | S2        | 2 | 15 weeks | Core      |
| Thesis                                                     | NURS7922 |    | S3        | 2 | 15 weeks | Core      |
| Thesis                                                     | NURS7923 |    | S4        | 2 | 15 weeks | Core      |
| Thesis                                                     | NURS7931 | S2 |           | 4 | 15 weeks | Core      |
| Thesis                                                     | NURS7932 | S3 |           | 4 | 15 weeks | Core      |

## Admission, withdrawal, and enrolment policies

Please refer to the section on [Admission Policy](#).

## Student Assessment and Progression

Please refer to the section on [Assessment and Progression](#).

## Faculty listing

The Hind Bint Maktoum College of Nursing and Midwifery is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, the College will seek and recruit adjunct and part-time faculty members to contribute to teaching and assessment, as appropriate.

Criteria for appointments of faculty are described in the University's Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by the UAE Commission for Academic Accreditation. The table below lists full-time MBRU faculty members with academic appointments in the College who will support the programs, at the time of this writing. New faculty members are expected to join as the College continues its recruitment campaign.

| Name              | Position            | Degree and Conferring Institution                                                                  | Years of Experience | Research Interest                    |
|-------------------|---------------------|----------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|
| Nezam Al Nsair    | Dean                | Ph.D. (2003) Degree in Nursing University of Cincinnati.                                           | 24 years            | Adult Cardiovascular Health.         |
| Jolly Isaac       | Assistant Professor | EdD (2015) Walden University, USA                                                                  | 20 years            | Education and Cardiovascular Nursing |
| Mohannad Abu Ruz  | Professor           | PhD University of Kentucky (2006)                                                                  | 20 years            | Cardiology                           |
| Thaer Al Momani   | Assistant Professor | Ph.D., Nursing Science, University of Tennessee Health Science Center 2015                         | 10 years            | Pediatrics                           |
| Atika Khalaf      | Associate Professor | Ph.D. in Medical Sciences, Global Public Health, Department of Public Health, Karolinska Institute | 17 years            | Maternal and Child Health            |
| Anas Al Sharawneh | Associate Professor | Ph.D in Acute Critical Care Nursing from Memorial University, St. John's, NL, Canada               | 20 years            | Acute Critical Care                  |

Master of Science in Critical Care Nursing

Clinical Specialty

Postgraduate Diploma in Critical Care Nursing

Clinical Specialty

Postgraduate Certificate in Critical Care Nursing

Clinical Specialty

## Program learning outcomes and completion requirements

### Program Learning Outcomes

- PLO 1- Apply advanced clinical reasoning, decision-making, and critical care skills to manage life-threatening conditions, promote recovery, deliver evidence-based, and patient-centered intensive care.
- PLO 2- Effectively communicate and collaborate with interprofessional critical care teams to advocate for patient outcomes, improve ICU systems, and foster a culture of safety and quality.
- PLO 3- Critically appraise, translate, and integrate critical care research evidence to advance practice and improve cardiac patient outcomes.
- PLO 4- Apply leadership, professionalism, and accountability in critical care settings by managing complex care, influencing policy, and upholding ethical and culturally competent practices.
- PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize critical care delivery.
- PLO 6 – Design and evaluate population-based, ethical nursing care that promotes health, prevents disease, and addresses inequities in access to critical care.

## Mapping of PLOs to QFEmirates

| MSc Program Learning Outcomes (PLOs) | PLO 1- Apply advanced clinical reasoning, decision-making, and critical care skills to manage life-threatening conditions, promote recovery, deliver evidence-based, and patient-centered intensive care.. | PLO 2- Effectively communicate and collaborate with interprofessional critical care teams to advocate for patient outcomes, improve ICU systems, and foster a culture of safety and quality. | PLO 3- Critically appraise, translate, and integrate critical care research evidence to advance practice and improve cardiac patient outcomes. | PLO 4- Apply leadership, professionalism, and accountability in critical care settings by managing complex care, influencing policy, and upholding ethical and culturally competent practices. | PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize critical care delivery. | PLO 6 – Design and evaluate population-based, ethical nursing care that promotes health, prevents disease, and addresses inequities in access to critical care. |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9K 1                                 | X                                                                                                                                                                                                          | X                                                                                                                                                                                            |                                                                                                                                                | X                                                                                                                                                                                              | X                                                                                                                            | X                                                                                                                                                               |
| 9K 2                                 |                                                                                                                                                                                                            |                                                                                                                                                                                              | X                                                                                                                                              |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                                 |
| 9K 3                                 | X                                                                                                                                                                                                          | X                                                                                                                                                                                            | X                                                                                                                                              | X                                                                                                                                                                                              |                                                                                                                              | X                                                                                                                                                               |
| 9K 4                                 | X                                                                                                                                                                                                          |                                                                                                                                                                                              | X                                                                                                                                              |                                                                                                                                                                                                | X                                                                                                                            | X                                                                                                                                                               |
| 9S 1                                 | X                                                                                                                                                                                                          | X                                                                                                                                                                                            |                                                                                                                                                | X                                                                                                                                                                                              | X                                                                                                                            | X                                                                                                                                                               |
| 9S 2                                 |                                                                                                                                                                                                            |                                                                                                                                                                                              | X                                                                                                                                              |                                                                                                                                                                                                |                                                                                                                              | X                                                                                                                                                               |
| 9S 3                                 | X                                                                                                                                                                                                          |                                                                                                                                                                                              | X                                                                                                                                              | X                                                                                                                                                                                              |                                                                                                                              | X                                                                                                                                                               |
| 9S 4                                 |                                                                                                                                                                                                            | X                                                                                                                                                                                            |                                                                                                                                                | X                                                                                                                                                                                              |                                                                                                                              |                                                                                                                                                                 |
| 9S 5                                 | X                                                                                                                                                                                                          | X                                                                                                                                                                                            | X                                                                                                                                              |                                                                                                                                                                                                | X                                                                                                                            |                                                                                                                                                                 |
| 9AR 1                                | X                                                                                                                                                                                                          | X                                                                                                                                                                                            | X                                                                                                                                              | X                                                                                                                                                                                              | X                                                                                                                            |                                                                                                                                                                 |
| 9AR 2                                | X                                                                                                                                                                                                          | X                                                                                                                                                                                            |                                                                                                                                                | X                                                                                                                                                                                              |                                                                                                                              | X                                                                                                                                                               |
| 9AR 3                                |                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                | X                                                                                                                                                                                              |                                                                                                                              |                                                                                                                                                                 |
| 9RC 1                                |                                                                                                                                                                                                            |                                                                                                                                                                                              | X                                                                                                                                              |                                                                                                                                                                                                | X                                                                                                                            |                                                                                                                                                                 |
| 9RC 2                                | X                                                                                                                                                                                                          |                                                                                                                                                                                              |                                                                                                                                                |                                                                                                                                                                                                |                                                                                                                              | X                                                                                                                                                               |
| 9SD 1                                |                                                                                                                                                                                                            |                                                                                                                                                                                              | X                                                                                                                                              |                                                                                                                                                                                                | X                                                                                                                            |                                                                                                                                                                 |
| 9SD 2                                |                                                                                                                                                                                                            | X                                                                                                                                                                                            |                                                                                                                                                |                                                                                                                                                                                                |                                                                                                                              |                                                                                                                                                                 |
| 9SD 3                                |                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                                                                                                | X                                                                                                                                                                                              |                                                                                                                              | X                                                                                                                                                               |

## Program Completion Requirements

Graduation with a postgraduate degree in Critical Care Nursing Clinical Specialty requires the student to successfully complete a set of core and specialist courses, a practice placement, and a thesis for the master's degree. For the award of a Master of Science, PG-Dip, PG-Cert in Nursing – Critical Care Nursing Clinical Specialty, students must:

| MSc                                                                                                                                                                                                                                                                                                    | PG-Dip                                                                                                                                                                                                                                                                      | PG-Cert                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 36 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li><li>• Submit a thesis.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 24 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 18 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> |

## Course information

### Course Descriptions

[For Information on Core Courses and Practicum, please see section on Common Course Information.](#)

### Specialty course descriptions for Critical Care Nursing Clinical Specialty

#### Specialty Course One/Theory: (NURS7313)

##### Advanced Specialty I: Core Concepts Acute Care Practice

This specialty course is one of three courses that prepare students to have a comprehensive theoretical foundation in the principles and concepts underpinning the care of adults with acute and complex health conditions. The course is designed for specialty nurses seeking to expand their understanding of the pathophysiology, clinical reasoning, and evidence-based management of acute illness across high-acuity settings. Students will critically analyse current evidence, clinical guidelines, and diagnostic frameworks that inform decision-making in the management of acutely ill patients. Emphasis will be placed on clinical decision-making, risk stratification, multidisciplinary approaches, and integration of diagnostic data within complex healthcare systems.

#### Specialty Course Two/Theory: (NURS7314)

### Advanced Specialty II: Core Concepts of Acute Care Practice

This specialty course is the second of three courses that build on foundational acute care principles to provide an in-depth theoretical exploration of physiological systems and their responses to acute and life-threatening disturbances. The course focuses on the analysis of normal and altered system function, the interpretation of advanced diagnostic modalities, and the theoretical frameworks that underpin the recognition of instability, deterioration, and compensatory mechanisms in acutely ill adults.

### Specialty Course Three/Theory: (NURS7316)

### Advanced Specialty III: Care of Critically Ill Patients

This specialty course is the third course of three series of courses that prepares students to have a comprehensive understanding of the core concepts and advanced principles of critically ill patients. The course is designed for specialty nurses seeking to deepen their understanding and management abilities of those with complex critical conditions. The course focuses on the theoretical concepts and practical applications essential in the critical care units. The course covers critical topics related to respiratory, cardiac, neurological assessments, disorders and therapeutic management. Students will explore the pathophysiology of critical illness, evidence-based interventions, and the latest technological innovations in patient care. Emphasis will be placed on clinical decision-making,

## Sequencing of courses

### MSc in Critical Care Nursing Clinical Specialty: Full-time Study Plan

| Year 1                   |               |                                                                |         |
|--------------------------|---------------|----------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                        | Credits |
| Semester 1<br>(15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics               | 4       |
|                          | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice  | 3       |
|                          | NURS7217      | Advanced Clinical Pharmacology                                 | 2       |
|                          | NURS7303      | Organizational Systems Leadership, Policy, and Quality         | 3       |
|                          | Total Credits |                                                                | 12      |
| Semester 2<br>(15 weeks) | NURS7301      | Advanced Clinical and Physical Assessment                      | 3       |
|                          | NURS7201*     | Advanced Clinical Specialty I                                  | 3       |
|                          | NURS7314      | Advanced Specialty II:<br>Core concepts of acute care practice | 3       |
|                          | NURS7931      | Thesis                                                         | 3       |
|                          | Total Credits |                                                                | 12      |
| Summer                   |               |                                                                |         |

| Year 2                   |           |                                                            |           |
|--------------------------|-----------|------------------------------------------------------------|-----------|
| Semester                 | Code      | Courses                                                    | Credits   |
| Semester 3<br>(15 weeks) | NURS7202* | Advanced Clinical Specialty II                             | 3         |
|                          | NURS7316  | Advanced Specialty III:<br>Care of critically ill patients | 3         |
|                          | NURS7203* | Advanced Clinical Specialty III                            | 3         |
|                          | NURS7932  | Thesis                                                     | 3         |
|                          |           | <b>Total Credits</b>                                       | <b>12</b> |

Total Program Credits = 36. The full-time program completion option will be 18 months, and the summer will be optional.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### MSc in Critical Care Nursing Clinical Specialty: Part-Time Study Plan

| Year 1                |               |                                                                |         |
|-----------------------|---------------|----------------------------------------------------------------|---------|
| Semester              | Code          | Courses                                                        | Credits |
| Semester 1 (15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics               | 4       |
|                       | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice  | 3       |
|                       | Total Credit  |                                                                | 7       |
| Semester 2 (15 weeks) | NURS7217      | Advanced Clinical Pharmacology                                 | 2       |
|                       | NURS7301      | Advanced Clinical and Physical Assessment                      | 3       |
|                       | NURS7921      | Thesis                                                         | 2       |
|                       | Total Credits |                                                                | 7       |
| Summer                | NURS7201*     | Advanced Clinical Specialty I                                  | 3       |
|                       | Total Credits |                                                                | 3       |
| Year 2                |               |                                                                |         |
| Semester 3 (15 weeks) | Code          | Courses                                                        | Credits |
|                       | NURS7314      | Advanced Specialty II:<br>Core concepts of acute care practice | 3       |
|                       | NURS7316      | Advanced Specialty III:                                        | 3       |
|                       | NURS7922      | Thesis                                                         | 2       |
|                       | Total credits |                                                                | 8       |
| Semester 4 (15 weeks) | NURS7303      | Organizational Systems Leadership, Policy, and Quality.        | 3       |
|                       | NURS7202*     | Advanced Clinical Specialty II                                 | 3       |
|                       | NURS7923      | Thesis                                                         | 2       |
|                       | Total Credits |                                                                | 8       |
| Summer                | NURS7203*     | Advanced Clinical Specialty III                                | 3       |

|  |                      |          |
|--|----------------------|----------|
|  | <b>Total Credits</b> | <b>3</b> |
|--|----------------------|----------|

**Total Program Credits = 36**

~The part-time program completion option is a 24-month program.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### Postgraduate Diploma in Critical Care Nursing Clinical Specialty: Full-Time Study Plan (24 credits)

| Year 1                   |               |                                                               |         |
|--------------------------|---------------|---------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                       | Credits |
| Semester 1<br>(15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics              | 4       |
|                          | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice | 3       |
|                          | NURS7217      | Advanced Clinical Pharmacology                                | 2       |
|                          | NURS7316      | Advanced Specialty III:<br>Care of critically ill patients    | 3       |
|                          | Total Credits |                                                               | 12      |
| Semester 2<br>(15 weeks) | NURS7201      | Advanced Clinical Specialty I                                 | 3       |
|                          | NURS7314      | Advanced Specialty II: Core concepts of acute care practice   | 3       |
|                          | NURS7202      | Advanced Clinical Specialty II                                | 3       |
|                          | NURS7203      | Advanced Clinical Specialty III                               | 3       |
|                          | Total Credits |                                                               | 12      |
| Summer                   |               |                                                               |         |

### Postgraduate Diploma in Critical Care Nursing Clinical Specialty: Part-Time Study Plan (24 credits)

| Year 1                |               |                                                                |         |
|-----------------------|---------------|----------------------------------------------------------------|---------|
|                       | Code          | Courses                                                        | Credits |
| Semester 1 (15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics               | 4       |
|                       | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice  | 3       |
|                       | NURS7217      | Advanced Clinical Pharmacology                                 | 2       |
|                       | Total Credits |                                                                | 9       |
| Semester 2 (15 weeks) | NURS7201      | Advanced Clinical Specialty I                                  | 3       |
|                       | NURS7314      | Advanced Specialty II:<br>Core concepts of acute care practice | 3       |
|                       | NURS7202      | Advanced Clinical Specialty II                                 | 3       |
|                       | Total Credits |                                                                | 9       |
| Semester 3            | NURS7316      | Advanced Specialty III:<br>Care of critically ill patients     | 3       |
|                       | NURS7203      | Advanced Clinical Specialty III                                | 3       |

|  |                      |          |
|--|----------------------|----------|
|  | <b>Total Credits</b> | <b>6</b> |
|--|----------------------|----------|

**Total Program Credits = 24.** The part-time program completion option is 3 semesters (18 months).

### Postgraduate Certificate in Critical Care Nursing Clinical Specialty: Full-Time Study Plan (18 credits)

| Semester                     | Code                 | Courses                                                        | Credits  |
|------------------------------|----------------------|----------------------------------------------------------------|----------|
| <b>Semester 1 (15 weeks)</b> | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice  | 3        |
|                              | NURS7201             | Advanced Clinical Specialty I                                  | 3        |
|                              | NURS7316             | Advanced Specialty III:<br>Care of critically ill patients     | 3        |
|                              | <b>Total Credits</b> |                                                                | <b>9</b> |
| <b>Semester 2 (15 weeks)</b> | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice | 3        |
|                              | NURS7202             | Advanced Clinical Specialty II                                 | 3        |
|                              | NURS7203             | Advanced Clinical Specialty III                                | 3        |
|                              | <b>Total Credits</b> |                                                                | <b>9</b> |
| <b>Summer</b>                |                      |                                                                |          |

### Postgraduate Certificate in Critical Care Nursing Clinical Specialty: Part-Time Study Plan (18 credits)

| Semester                     | Code                 | Courses                                                        | Credits  |
|------------------------------|----------------------|----------------------------------------------------------------|----------|
| <b>Semester 1 (15 weeks)</b> | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice  | 3        |
|                              | NURS7316             | Advanced Specialty III:<br>Care of critically ill patients     | 3        |
|                              | <b>Total Credits</b> |                                                                | <b>6</b> |
| <b>Semester 2 (15 weeks)</b> | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice | 3        |
|                              | NURS7201             | Advanced Clinical Specialty I                                  | 3        |
|                              | <b>Total Credits</b> |                                                                | <b>6</b> |
| <b>Summer</b>                | NURS7202             | Advanced Clinical Specialty II                                 | 3        |
|                              | NURS7203             | Advanced Clinical Specialty III                                | 3        |
|                              | <b>Total Credits</b> |                                                                | <b>6</b> |

**Total Program Credits = 18.** The full-time and part-time program completion option is 12 months.

### Schedule of Courses

| Course Title                                                | Course Code | Semester<br>(Full Time) | Semester<br>(Part Time) | Credits | Duration | Course<br>Type |
|-------------------------------------------------------------|-------------|-------------------------|-------------------------|---------|----------|----------------|
| Evidence-Based Nursing, Research and Statistics             | NURS7402    | S1                      | S1                      | 4       | 15 weeks | Core           |
| Advanced Clinical and Physical Assessment                   | NURS7301    | S2                      | S2                      | 3       | 15 weeks | Core           |
| Advanced Clinical Pharmacology                              | NURS7217    | S1                      | S2                      | 2       | 15 weeks | Core           |
| Organizational Systems Leadership, Policy, and Quality      | NURS7303    | S2                      | S4                      | 3       | 15 weeks | Core           |
| Advanced Specialty I: Core concepts of acute care practice  | NURS7313    | S1                      | S1                      | 3       | 15 weeks | Specialty      |
| Advanced Specialty II: Core concepts of acute care practice | NURS7314    | S1                      | S3                      | 3       | 15 weeks | Specialty      |
| Advanced Specialty III: Care of Critically ill patients     | NURS7316    | S3                      | S3                      | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty I                               | NURS7201    | S2                      | S2/Summer               | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty II                              | NURS7202    | S2                      | S4                      | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty III                             | NURS7203    | S3                      | S4/Summer               | 3       | 15 weeks | Specialty      |
| Thesis                                                      | NURS7921    |                         | S2                      | 2       | 15 weeks | Core           |
| Thesis                                                      | NURS7922    |                         | S3                      | 2       | 15 weeks | Core           |
| Thesis                                                      | NURS7923    |                         | S4                      | 2       | 15 weeks | Core           |
| Thesis                                                      | NURS7931    | S2                      |                         | 3       | 15 weeks | Core           |
| Thesis                                                      | NURS7932    | S3                      |                         | 3       | 15 weeks | Core           |
|                                                             |             |                         |                         |         |          |                |

## Admission, withdrawal, and enrolment policies

Please refer to the section on [Admission Policy](#) in this catalog.

## Student Assessment and Progression

Please refer to the section on [Assessment and Progression](#) in this catalog.

## Faculty listing

The College is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, the College will seek and recruit adjunct and part-time faculty members to contribute to teaching and assessment, as appropriate. Criteria for appointments of faculty are described in the University’s Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by the UAE Commission for Academic Accreditation. The table below lists full-time MBRU faculty members with academic appointments in the College who will support the programs, at the time of this writing. New faculty members are expected to join as the College continues its recruitment campaign.

| Name              | Position            | Degree and Conferring Institution                                                                  | Years of Experience | Research Interest                    |
|-------------------|---------------------|----------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|
| Nezam Al Nsair    | Dean                | Ph.D. (2003) Degree in Nursing University of Cincinnati.                                           | 24 years            | Adult Cardiovascular Health.         |
| Jolly Isaac       | Assistant Professor | EdD (2015) Walden University, USA                                                                  | 20 years            | Education and Cardiovascular Nursing |
| Mohannad Abu Ruz  | Professor           | PhD University of Kentucky (2006)                                                                  | 20 years            | Cardiology                           |
| Thaer Al Momani   | Assistant Professor | Ph.D., Nursing Science, University of Tennessee Health Science Center 2015                         | 10 years            | Pediatrics                           |
| Atika Khalaf      | Associate Professor | Ph.D. in Medical Sciences, Global Public Health, Department of Public Health, Karolinska Institute | 17 years            | Maternal and Child Health            |
| Anas Al Sharawneh | Associate Professor | Ph.D in Acute Critical Care Nursing from Memorial University, St. John's, NL, Canada               | 20 years            | Acute Critical Care                  |

Master of Science in Emergency Care Nursing  
Clinical Specialty

Postgraduate Diploma in Emergency Care Nursing  
Clinical Specialty

Postgraduate Certificate in Emergency Care Nursing  
Clinical Specialty

## Program learning outcomes and completion requirements

### Program Learning Outcomes

- PLO 1- Apply advanced clinical reasoning, decision making, and emergency nursing skills to assess, stabilize, and manage patients across the lifespan in urgent and emergent situations using evidence-based and patient-centered care.
- PLO 2- Effectively communicate and collaborate with multidisciplinary teams in emergency settings to improve care coordination, patient flow, and safety outcomes in fast-paced, high-risk environments.
- PLO 3- Critically appraise, translate, and integrate emergency nursing evidence to enhance care delivery, disaster preparedness, and emergency response readiness.
- PLO 4- Apply leadership, professionalism, and accountability in emergency care by managing emergency care, influencing policy, and upholding ethical and culturally competent practices.
- PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize high-acuity care delivery.
- PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes equitable emergency care strategies for diverse populations, and addresses system disparities in acute care access and delivery.

## Mapping of PLOs to QFEmirates

| <b>MSc Program Learning Outcomes (PLOs)</b> | PLO 1- Apply advanced clinical reasoning, decision making, and emergency nursing skills to assess, stabilize, and manage patients across the lifespan in urgent and emergent situations using evidence-based and patient-centered care. | PLO 2- Effectively communicate and collaborate with multidisciplinary teams in emergency settings to improve care coordination, patient flow, and safety outcomes in fast-paced, high-risk environments. | PLO 3- Critically appraise, translate, and integrate emergency nursing evidence to enhance care delivery, disaster preparedness, and emergency response readiness. | PLO 4- Apply leadership, professionalism, and accountability in emergency care by managing emergency care, influencing policy, and upholding ethical and culturally competent practices. | PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize high-acuity care delivery. | PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes equitable emergency care strategies for diverse populations, and addresses system disparities in acute care access and delivery. |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 9K 1                                        | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        |                                                                                                                                                                    | X                                                                                                                                                                                        | X                                                                                                                               | X                                                                                                                                                                                                                   |
| 9K 2                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          | X                                                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                                                                     |
| 9K 3                                        | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        | X                                                                                                                                                                  | X                                                                                                                                                                                        |                                                                                                                                 | X                                                                                                                                                                                                                   |
| 9K 4                                        | X                                                                                                                                                                                                                                       |                                                                                                                                                                                                          | X                                                                                                                                                                  |                                                                                                                                                                                          | X                                                                                                                               | X                                                                                                                                                                                                                   |
| 9S 1                                        | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        |                                                                                                                                                                    | X                                                                                                                                                                                        | X                                                                                                                               | X                                                                                                                                                                                                                   |
| 9S 2                                        |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          | X                                                                                                                                                                  |                                                                                                                                                                                          |                                                                                                                                 | X                                                                                                                                                                                                                   |
| 9S 3                                        | X                                                                                                                                                                                                                                       |                                                                                                                                                                                                          | X                                                                                                                                                                  | X                                                                                                                                                                                        |                                                                                                                                 | X                                                                                                                                                                                                                   |
| 9S 4                                        |                                                                                                                                                                                                                                         | X                                                                                                                                                                                                        |                                                                                                                                                                    | X                                                                                                                                                                                        |                                                                                                                                 |                                                                                                                                                                                                                     |
| 9S 5                                        | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        | X                                                                                                                                                                  |                                                                                                                                                                                          | X                                                                                                                               |                                                                                                                                                                                                                     |
| 9AR 1                                       | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        | X                                                                                                                                                                  | X                                                                                                                                                                                        | X                                                                                                                               |                                                                                                                                                                                                                     |
| 9AR 2                                       | X                                                                                                                                                                                                                                       | X                                                                                                                                                                                                        |                                                                                                                                                                    | X                                                                                                                                                                                        |                                                                                                                                 | X                                                                                                                                                                                                                   |
| 9AR 3                                       |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |                                                                                                                                                                    | X                                                                                                                                                                                        |                                                                                                                                 |                                                                                                                                                                                                                     |
| 9RC 1                                       |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          | X                                                                                                                                                                  |                                                                                                                                                                                          | X                                                                                                                               |                                                                                                                                                                                                                     |
| 9RC 2                                       | X                                                                                                                                                                                                                                       |                                                                                                                                                                                                          |                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                 | X                                                                                                                                                                                                                   |
| 9SD 1                                       |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          | X                                                                                                                                                                  |                                                                                                                                                                                          | X                                                                                                                               |                                                                                                                                                                                                                     |
| 9SD 2                                       |                                                                                                                                                                                                                                         | X                                                                                                                                                                                                        |                                                                                                                                                                    |                                                                                                                                                                                          |                                                                                                                                 |                                                                                                                                                                                                                     |
| 9SD 3                                       |                                                                                                                                                                                                                                         |                                                                                                                                                                                                          |                                                                                                                                                                    | X                                                                                                                                                                                        |                                                                                                                                 | X                                                                                                                                                                                                                   |

## Program Completion Requirements

Graduation with a postgraduate degree in Emergency Care Nursing Clinical Specialty requires the student to successfully complete a required set of core and specialist courses, practice placement, and a thesis for the master's degree. For the award of a Master of Science, PG-Dip, PG-Cert in Emergency Care Nursing Clinical Specialty, students must:

| MSc                                                                                                                                                                                                                                                                                                    | PG-Dip                                                                                                                                                                                                                                                                      | PG-Cert                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 36 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li><li>• Submit a thesis.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 24 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> | <ul style="list-style-type: none"><li>• Meet attendance requirements for all courses.</li><li>• Successfully complete 18 credits of taught courses in the program.</li><li>• Complete 540 hours of clinical practice and meet all proficiencies and competencies.</li></ul> |

## Course information

### Course Descriptions

[For Information on Core Courses and Practicum, please see section on Common Course Information.](#)

## Specialty course descriptions for Emergency Care Nursing Clinical Specialty

### Specialty Course One/Theory: (NURS7313)

#### Advanced Specialty I: Core Concepts Acute Care Practice

This specialty course is one of three courses that prepare students to have a comprehensive theoretical foundation in the principles and concepts underpinning the care of adults with acute and complex health conditions. The course is designed for specialty nurses seeking to expand their understanding of the pathophysiology, clinical reasoning, and evidence-based management of acute illness across high-acuity settings. Students will critically analyse current evidence, clinical guidelines, and diagnostic frameworks that inform decision-making in the management of acutely ill patients. Emphasis will be placed on clinical decision-making, risk stratification, multidisciplinary approaches, and integration of diagnostic data within complex healthcare systems.

### Specialty Course Two/Theory: (NURS7314)

## Advanced Specialty II: Core Concepts of Acute Care Practice

This specialty course is the second of three courses that build on foundational acute care principles to provide an in-depth theoretical exploration of physiological systems and their responses to acute and life-threatening disturbances. The course focuses on the analysis of normal and altered system function, the interpretation of advanced diagnostic modalities, and the theoretical frameworks that underpin the recognition of instability, deterioration, and compensatory mechanisms in acutely ill adults.

## Specialty Course Three/Theory: (NURS7315)

### Advanced Specialty III: Care of Patients with Emergency Conditions

This specialty course is the third in a series of three courses that prepare students to gain a comprehensive understanding of the core concepts and advanced principles of conditions in emergency settings. The primary objective of this course is to equip advanced practice nurses with the knowledge, clinical reasoning, and leadership skills necessary to deliver evidence-based, patient-centred care in emergency care settings. The course emphasizes the rapid assessment, prioritization, and management of life-threatening conditions, the integration of advanced diagnostic and therapeutic interventions, the application of quality improvement principles, and adherence to ethical and legal standards. Graduates will be prepared to function as expert clinicians, educators, and change agents who optimize outcomes for emergency ill patients through interdisciplinary collaboration and advanced decision-making. The course covers critical topics related to emergency department triage, emergency resuscitation, trauma management, and emergency management of (cardiac, respiratory, neurological, environmental, and special population) emergencies.

## Sequencing of courses

### MSc in Emergency Care Nursing Clinical Specialty: Full-time Study Plan

| Year 1                   |               |                                                               |         |
|--------------------------|---------------|---------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                       | Credits |
| Semester 1<br>(15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics              | 4       |
|                          | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice | 3       |
|                          | NURS7217      | Advanced Clinical Pharmacology                                | 2       |
|                          | NURS7303      | Organizational Systems Leadership, Policy, and<br>Quality.    | 3       |
|                          | Total Credits |                                                               | 12      |

|                                        |           |                                                                |           |
|----------------------------------------|-----------|----------------------------------------------------------------|-----------|
| <b>Semester 2</b><br><b>(15 weeks)</b> | NURS7301  | Advanced Clinical and Physical Assessment                      | 3         |
|                                        | NURS7201* | Advanced Clinical Specialty I                                  | 3         |
|                                        | NURS7314  | Advanced Specialty II:<br>Core concepts of acute care practice | 3         |
|                                        | NURS7931  | Thesis                                                         | 3         |
|                                        |           | <b>Total Credits</b>                                           | <b>12</b> |
| <b>Summer</b>                          |           |                                                                |           |

| <b>Year 2</b>                          |             |                                                                       |                |
|----------------------------------------|-------------|-----------------------------------------------------------------------|----------------|
| <b>Semester</b>                        | <b>Code</b> | <b>Courses</b>                                                        | <b>Credits</b> |
| <b>Semester 3</b><br><b>(15 weeks)</b> | NURS7202*   | Advanced Clinical Specialty II                                        | 3              |
|                                        | NURS7315    | Advanced Specialty III:<br>Care of Patients with Emergency Conditions | 3              |
|                                        | NURS7203*   | Advanced Clinical Specialty III                                       | 3              |
|                                        | NURS7932    | Thesis                                                                | 3              |
|                                        |             | <b>Total Credits</b>                                                  | <b>12</b>      |

Total Program Credits = 36. The full-time program completion option will be 18 months, and the summer will be optional.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### **MSc in Emergency Care Nursing Clinical Specialty: Part-Time Study Plan**

| <b>Year 1</b>         |             |                                                                       |                |
|-----------------------|-------------|-----------------------------------------------------------------------|----------------|
| <b>Semester</b>       | <b>Code</b> | <b>Courses</b>                                                        | <b>Credits</b> |
| Semester 1 (15 weeks) | NURS7402    | Evidence-Based Nursing, Research, and Statistics                      | 4              |
|                       | NURS7313    | Advanced Specialty I:<br>Core concepts of acute care practice         | 3              |
|                       |             | <b>Total Credit</b>                                                   | <b>7</b>       |
| Semester 2 (15 weeks) | NURS7217    | Advanced Clinical Pharmacology                                        | 2              |
|                       | NURS7301    | Advanced Clinical and Physical Assessment                             | 3              |
|                       | NURS7921    | Thesis                                                                | 2              |
|                       |             | <b>Total Credits</b>                                                  | <b>7</b>       |
| Summer                | NURS7201*   | Advanced Clinical Specialty I                                         | 3              |
|                       |             | <b>Total Credits</b>                                                  | <b>3</b>       |
| <b>Year 2</b>         |             |                                                                       |                |
| <b>Semester</b>       | <b>Code</b> | <b>Courses</b>                                                        | <b>Credits</b> |
| Semester 3 (15 weeks) | NURS7314    | Advanced Specialty II:<br>Core concepts of acute care practice        | 3              |
|                       | NURS7315    | Advanced Specialty III:<br>Care of Patients with Emergency Conditions | 3              |

|                       |                      |                                                         |          |
|-----------------------|----------------------|---------------------------------------------------------|----------|
|                       | NURS7922             | Thesis                                                  | 2        |
|                       | <b>Total credits</b> |                                                         | <b>8</b> |
| Semester 4 (15 weeks) | NURS7303             | Organizational Systems Leadership, Policy, and Quality. | 3        |
|                       | NURS7202*            | Advanced Clinical Specialty II                          | 3        |
|                       | NURS7923             | Thesis                                                  | 2        |
|                       | <b>Total Credits</b> |                                                         | <b>8</b> |
| <b>Summer</b>         | NURS7203*            | Advanced Clinical Specialty III                         | 3        |
|                       | <b>Total Credits</b> |                                                         | <b>3</b> |

**Total Program Credits = 36**

~The part-time program completion option is a 24-month program.

\*Students have an option to start their practicum in the spring semester, or they can do it in the summer.

### Postgraduate Diploma in Emergency Care Nursing Clinical Specialty: Full-Time Study Plan (24 credits)

| Year 1                   |               |                                                                       |         |
|--------------------------|---------------|-----------------------------------------------------------------------|---------|
| Semester                 | Code          | Courses                                                               | Credits |
| Semester 1<br>(15 weeks) | NURS7402      | Evidence-Based Nursing, Research, and Statistics                      | 4       |
|                          | NURS7313      | Advanced Specialty I:<br>Core concepts of acute care practice         | 3       |
|                          | NURS7217      | Advanced Clinical Pharmacology                                        | 2       |
|                          | NURS7315      | Advanced Specialty III:<br>Care of Patients with Emergency Conditions | 3       |
|                          | Total Credits |                                                                       | 12      |
| Semester 2<br>(15 weeks) | NURS7201      | Advanced Clinical Specialty I                                         | 3       |
|                          | NURS7314      | Advanced Specialty II:<br>Core concepts of acute care practice        | 3       |
|                          | NURS7202      | Advanced Clinical Specialty II                                        | 3       |
|                          | NURS7203      | Advanced Clinical Specialty III                                       | 3       |
|                          | Total Credits |                                                                       | 12      |
| Summer                   |               |                                                                       |         |

### Postgraduate Diploma in Emergency Care Nursing Clinical Specialty: Part-Time Study Plan (24 credits)

| Year 1 |          |                                                  |         |
|--------|----------|--------------------------------------------------|---------|
|        | Code     | Courses                                          | Credits |
|        | NURS7402 | Evidence-Based Nursing, Research, and Statistics | 4       |

|                              |                      |                                                                       |          |
|------------------------------|----------------------|-----------------------------------------------------------------------|----------|
| <b>Semester 1 (15 weeks)</b> |                      |                                                                       |          |
|                              | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice         | 3        |
|                              | NURS7217             | Advanced Clinical Pharmacology                                        | 2        |
|                              | <b>Total Credits</b> |                                                                       | <b>9</b> |
| <b>Semester 2 (15 weeks)</b> | NURS7201             | Advanced Clinical Specialty I                                         | 3        |
|                              | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice        | 3        |
|                              | NURS7202             | Advanced Clinical Specialty II                                        | 3        |
|                              | <b>Total Credits</b> |                                                                       | <b>9</b> |
| <b>Semester 3</b>            | NURS7315             | Advanced Specialty III:<br>Care of Patients with Emergency Conditions | 3        |
|                              | NURS7203             | Advanced Clinical Specialty III                                       | 3        |
|                              | <b>Total Credits</b> |                                                                       | <b>6</b> |

**Total Program Credits = 24.** The part-time program completion option is 3 semesters (18 months).

### Postgraduate Certificate in Emergency Care Nursing Clinical Specialty: Full-Time Study Plan (18 credits)

| Semester                     | Code                 | Courses                                                               | Credits  |
|------------------------------|----------------------|-----------------------------------------------------------------------|----------|
| <b>Semester 1 (15 weeks)</b> | NURS7313             | Advanced Specialty I:<br>Core concepts of acute care practice         | 3        |
|                              | NURS7201             | Advanced Clinical Specialty I                                         | 3        |
|                              | NURS7315             | Advanced Specialty III:<br>Care of Patients with Emergency Conditions | 3        |
|                              | <b>Total Credits</b> |                                                                       | <b>9</b> |
| <b>Semester 2 (15 weeks)</b> | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice        | 3        |
|                              | NURS7202             | Advanced Clinical Specialty II                                        | 3        |
|                              | NURS7203             | Advanced Clinical Specialty III                                       | 3        |
|                              | <b>Total Credits</b> |                                                                       | <b>9</b> |
| <b>Summer</b>                |                      |                                                                       |          |

### Postgraduate Certificate in Critical Care Nursing Clinical Specialty: Part-Time Study Plan (18 credits)

| Semester                     | Code     | Courses                                                       | Credits |
|------------------------------|----------|---------------------------------------------------------------|---------|
| <b>Semester 1 (15 weeks)</b> | NURS7313 | Advanced Specialty I:<br>Core concepts of acute care practice | 3       |
|                              | NURS7315 | Advanced Specialty III:                                       | 3       |

|                              |                      |                                                                |          |
|------------------------------|----------------------|----------------------------------------------------------------|----------|
|                              |                      | Care of Patients with Emergency Conditionsss                   |          |
|                              | <b>Total Credits</b> |                                                                | <b>6</b> |
| <b>Semester 2 (15 weeks)</b> | NURS7314             | Advanced Specialty II:<br>Core concepts of acute care practice | 3        |
|                              | NURS7201             | Advanced Clinical Specialty I                                  | 3        |
|                              |                      | <b>Total Credits</b>                                           | <b>6</b> |
| <b>Summer</b>                | NURS7202             | Advanced Clinical Specialty II                                 | 3        |
|                              | NURS7203             | Advanced Clinical Specialty III                                | 3        |
|                              |                      | <b>Total Credits</b>                                           | <b>6</b> |

**Total Program Credits = 18.** The full-time and part-time program completion option is 12 months.

## Schedule of Courses

| Course Title                                                         | Course Code | Semester<br>(Full Time) | Semester<br>(Part Time) | Credits | Duration | Course<br>Type |
|----------------------------------------------------------------------|-------------|-------------------------|-------------------------|---------|----------|----------------|
| Evidence-Based Nursing, Research and Statistics                      | NURS7402    | S1                      | S1                      | 4       | 15 weeks | Core           |
| Advanced Clinical and Physical Assessment                            | NURS7301    | S2                      | S2                      | 3       | 15 weeks | Core           |
| Advanced Clinical Pharmacology                                       | NURS7217    | S1                      | S2                      | 2       | 15 weeks | Core           |
| Organizational Systems Leadership, Policy, and Quality.              | NURS7303    | S2                      | S4                      | 3       | 15 weeks | Core           |
| Advanced Specialty I:<br>Core concepts of acute care practice        | NURS7313    | S1                      | S1                      | 3       | 15 weeks | Specialty      |
| Advanced Specialty II: Core concepts of acute care practice          | NURS7314    | S1                      | S3                      | 3       | 15 weeks | Specialty      |
| Advanced Specialty II:<br>Care of patients with emergency conditions | NURS7315    | S3                      | S3                      | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty I                                        | NURS7201    | S2                      | S2/Summer               | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty II                                       | NURS7202    | S2                      | S4                      | 3       | 15 weeks | Specialty      |
| Advanced Clinical Specialty III                                      | NURS7203    | S3                      | S4/Summer               | 3       | 15 weeks | Specialty      |
| Thesis                                                               | NURS7921    |                         | S2                      | 2       | 15 weeks | Core           |
| Thesis                                                               | NURS7922    |                         | S3                      | 2       | 15 weeks | Core           |
| Thesis                                                               | NURS7923    |                         | S4                      | 2       | 15 weeks | Core           |
| Thesis                                                               | NURS7931    | S2                      |                         | 3       | 15 weeks | Core           |
| Thesis                                                               | NURS7932    | S3                      |                         | 3       | 15 weeks | Core           |
|                                                                      |             |                         |                         |         |          |                |

## Admission, withdrawal, and enrolment policies

Please refer to the section on [Admission Policy](#) in this catalog.

## Student Assessment and Progression

Please refer to the section on [Assessment and Progression](#) in this catalog.

## Faculty listing

The College is committed to recruiting qualified, experienced, and dedicated faculty to set a foundation and culture of excellence. Full-time faculty members will, as core teachers, have a major role in the design and delivery of teaching. In addition, the College will seek and recruit adjunct and part-time faculty members to contribute to teaching and assessment, as appropriate.

Criteria for appointments of faculty are described in the University's Policy and Procedures on Recruitment and Appointment of Faculty and are based on the standards set by the UAE Commission for Academic Accreditation. The table below lists full-time MBRU faculty members with academic appointments in the College who will support the programs, at the time of this writing. New faculty members are expected to join as the College continues its recruitment.

| Name              | Position            | Degree and Conferring Institution                                                                  | Years of Experience | Research Interest                    |
|-------------------|---------------------|----------------------------------------------------------------------------------------------------|---------------------|--------------------------------------|
| Nezam Al Nsair    | Dean                | Ph.D. (2003) Degree in Nursing<br>University of Cincinnati.                                        | 24 years            | Adult Cardiovascular Health.         |
| Jolly Isaac       | Assistant Professor | EdD (2015) Walden University, USA                                                                  | 20 years            | Education and Cardiovascular Nursing |
| Mohannad Abu Ruz  | Professor           | PhD University of Kentucky (2006)                                                                  | 20 years            | Cardiology                           |
| Thaer Al Momani   | Assistant Professor | Ph.D., Nursing Science, University of Tennessee Health Science Center 2015                         | 10 years            | Pediatrics                           |
| Atika Khalaf      | Associate Professor | Ph.D. in Medical Sciences, Global Public Health, Department of Public Health, Karolinska Institute | 17 years            | Maternal and Child Health            |
| Anas Al Sharawneh | Associate Professor | Ph.D in Acute Critical Care Nursing from Memorial University, St. John's, NL, Canada               | 20 years            | Acute Critical Care                  |

# **Academic Information**

# Academic Integrity

Students are members of the academic community and have both rights and responsibilities. While the student's most essential right is the right to learn, the University is responsible for providing its students with opportunities and experiences that best promote the learning process in all its aspects, enabling them to achieve their maximum potential.

MBRU places strong emphasis on the attainment and expression by its students of those values and attitudes. To this end, students are expected to always conduct themselves in a professional manner in all their associations with the faculty, peers, other personnel, patients, and staff. They are required to function according to the highest academic, ethical, and professional standards. All students should familiarize themselves with MBRU policies on personal conduct and academic dishonesty.

At MBRU, all cases of academic dishonesty or academic misconduct, plagiarism, failure to properly cite other work, as well as breaches in professional behavior will be handled according to MBRU Policies and Procedures. MBRU upholds and enforces these policies, and the consequences of academic misconduct are severe.

Details on the students' expected behavior and the policies related to discipline, appeals, and resolution of complaints are described in Section 5 of the MBRU Student Handbook, which will be made available to students after enrolment.

# Definition of Credit Hour

At MBRU, a credit hour is defined by the total number of contact hours made with a learner over the duration of one semester to complete the requirements of a particular course. This total time covers the following methods and settings:

Lecture: Scheduled didactic instruction in class/online

Tutorial: Scheduled small group activities in class/online

Research: Scheduled research-based activities

Practical/On campus: Scheduled activities in labs

Practical/Workplace: Scheduled activities in clinical settings.

For courses delivered F2F on the campus, credit hours are calculated according to the type of teaching and learning method as follows:

For a lecture, one credit hour = 1 contact hour per week

(Example: a 16-week course would have a total of 16 contact hours)

For a tutorial, one credit hour = 2 contact hours per week

(Example: a 16-week course would have a total of 32 contact hours)

For research, one credit hour = 6 contact hours

(Example: 6 contact hours with the research supervisor corresponds to 1 credit)

For a practical/on-campus, one credit hour = 2 contact hours per week

(Example: a 16-week course would have a total of 32 contact hours)

Due to the uniqueness and differences in the programs, clinical settings, and experiences, practical/workplace credit hours will be dependent on the schedule of each program.

Courses delivered through blended learning will require amendment in F2F sessional time, synchronous and asynchronous sessional time for academic credit calculations.

**Blended Learning Credit Hour:** A Credit hour for blended learning is the amount of work represented in intended learning outcomes and verified by evidence of student achievements, both F2F and Online (synchronously and asynchronously).

F2F and Synchronous:

Lecture credits

For a lecture, one credit hour (F2F or Synchronous) = 1 contact hour per week (Example: a 16-week course would have a total of 16 contact hours)

Tutorial: Scheduled small group activities

For a tutorial, one credit hour (F2F or Synchronous) = 2 contact hours per week (Example: a 16-week course would have a total of 32 contact hours)

Asynchronous: 1 credit = 2 to 3 hours online, depending on the activity involved.

For example, in the Hind Bint Maktoum College of Nursing, 1 credit hour = 3 online hours; in the College of Medicine, 1 credit hour = 2 online hours.

# Academic Terminology

|                |                                                                                             |
|----------------|---------------------------------------------------------------------------------------------|
| ABG            | Arterial Blood Gas                                                                          |
| cGPA           | Cumulative Grade Point Average                                                              |
| CLOs           | Course Learning Outcomes                                                                    |
| HBMCoNM        | Hind Bint Maktoum College of Nursing and Midwifery                                          |
| Core Course    | A mandatory course to be taken by a student to meet the requirements of the program.        |
| CVD            | Cardiovascular disease.                                                                     |
| ECG            | Electrocardiogram                                                                           |
| General Course | A course that is required to be taken by students enrolled in an MBRU postgraduate program. |
| GPA            | Grade Point Average                                                                         |
| MMI            | Multiple Mini Interview                                                                     |
| MSc            | Master of Science                                                                           |
| PLOs           | Program Learning Outcomes                                                                   |
| QFEmirates     | Qualifications Framework Emirates                                                           |
| QUB            | Queens University Belfast                                                                   |
| SAPC           | Student Assessment & Progression Committee                                                  |
| SAR            | Department of Student Admissions & Registration                                             |
| SL             | Department of Student Life                                                                  |

# **Student Information**

# Student Affairs

The Department of Student Affairs (SA) provides assistance to students in the fields of admissions, scheduling, registration, student records, graduation, counseling, accommodation, student events, activities, sports and recreation, career development, and student support services.

SA is home to all students; it is a place where students can receive support for all their needs, interests, and development. The University has an open-door policy, and students are encouraged to visit the Departments at any time or call in to ask about anything they are unsure of. The departments welcome suggestions and ideas on how to enrich students' experience while studying at MBRU.

# Student Code of Conduct, Professional Behavior, and Fitness to Practice

The Student Code of Conduct is detailed in the Student Handbook (Section 3.8).

Students of MBRU are expected to demonstrate the highest standard of professional and social behavior; they are required to respect the ethos of UAE society and to ensure that their behavior does not offend cultural sensitivities. The Student Handbook sets out details on what students can expect from MBRU and the colleges during their time of study, and what their responsibilities are, including general conduct, dress code policy, co-education conduct, and classroom etiquette on campus or online.

Students enjoy special privileges, which come with responsibilities and expectations from society. Because of this, they need to be aware of the higher standards of professional behavior. MBRU will ensure that students are aware of this relationship with society and provide them with opportunities to learn and practice the expected standards of professional behavior.

This guidance considers MBRU students' fitness to practice in relation to their behavior and in relation to their health when appropriate. Poor health can affect a student's fitness to practice either directly or by being a cause of misconduct.

Expectations for appropriate 'Fitness to Practice'

## **Displaying professional conduct**

Students should acquire and demonstrate the types of behavior that mark them as fit to practice as healthcare professionals by:

- Maintaining the standards of competence and care that will not put patients and the public at risk.
- Striving for high ethical standards in their professional and personal lives

Please refer to the Guidelines for Professionalism among Students for more information.

## **Providing good clinical care**

Being able to provide good clinical care is fundamental to becoming a healthcare professional. This objective should guide a student's behavior in both their clinical and academic work. They should reflect on how they can support and promote good clinical care as part of their education.

In order to demonstrate that they are fit to practice, students should:

- Recognize and work within the limits of their competence and ask for help when necessary.
- Accurately represent their position or abilities.
- Make sure they have the necessary supervision for the clinical task they perform.
- Respect the decisions and rights of patients.
- Be aware that treatment should be based on clinical needs and the effectiveness of treatment options, and that decisions should be arrived at through assessment and discussion with the patient.
- Not discriminate against patients by allowing their personal views to affect their professional relationship or the treatment they provide or arrange (this includes their views about a patient's age, color, culture, disability, ethnic or national origin, gender, lifestyle, marital or parental status, race, religion or beliefs, sexual orientation, or social or economic status).
- Behave with courtesy.
- Report any concerns they have about patient safety to the appropriate person.

### **Maintaining good clinical practice**

Students must be aware of their responsibility to maintain their knowledge and skills throughout their careers.

Students are expected to keep up to date and to apply the knowledge necessary for good clinical care. They should understand that as a clinician, they will have to participate in audits, assessments, and performance reviews throughout their careers as part of re-licensing.

In order to demonstrate that they are fit to practice, students should:

- Reflect regularly on standards of medical practice in accordance with locally agreed and adopted guidance by MBRU and clinical sites.
- Attend required learning sessions.

- Complete and submit coursework on time.
- Be responsible for their own learning.
- Reflect on feedback about their performance and achievements and respond constructively.
- Be familiar with the guidelines of local healthcare providers.
- Respect the knowledge and skills of those involved in their education.
- Make sure they can be contacted and always respond to calls in relation to the care of patients or their own education.
- Appreciate the significance of their role when engaging in teaching activities that involve patients and their families.

### **Building ethical and respectful relationships with patients**

Students will have extensive contact with patients during their program and must build relationships with patients based on openness, trust, and good communication.

Students should maintain a professional boundary between themselves and their patients. They must not use their professional position to cause distress or to exploit patients.

Students should obtain patient consent for any treatment or research.

Patients have the right to expect information about them to be held in confidence. A patient's case must not be discussed in a way that would identify them with anyone not directly involved in their care, or in a public place. Academic work that contains specific information about a patient must not identify the patient if it is to be seen outside the patient's care team. This includes case or log reports that are submitted as part of the student's coursework or assessment.

In order to demonstrate that they are fit to practice, students should:

- Respect patients and treat them with dignity.
- Be aware of ethical issues in their professional behavior with patients.
- Be open and honest when dealing with patients, their carers, relatives, or anyone else close to them.
- Make sure that patients have consented to a student's involvement in their care.
- Make sure they are clearly identified as students in clinical training.
- Dress in an appropriate and professional manner.
- Make sure they follow the clinical sites' adopted guidance on consent and confidentiality.

## **Working collaboratively with colleagues**

Students need to be able to work effectively with colleagues inside and outside of healthcare facilities in order to deliver a high standard of care and to ensure patient safety.

Students must develop skills to work in multi-disciplinary teams. This involves respecting the skills and contributions of colleagues and other professionals and developing effective communication with other members of the team and with patients.

It is also important that students protect patients from harm posed by another colleague's behavior, performance, or health. They should take steps to raise any concerns with the appropriate person.

In order to demonstrate that they are fit to practice, students should:

- Demonstrate skills that allow them to deal with uncertainty and change in the workplace.
- Be able to work effectively in a team and to take on different roles as appropriate, including taking responsibility for tasks.
- Develop and demonstrate teamwork and leadership skills.
- Be aware of the roles and responsibilities of other people involved in delivering healthcare.
- Respect the skills and contributions of colleagues and other professionals and not discriminate against them.
- Raise concerns about overall practice in a healthcare setting or about colleagues, including other students, practitioners, and other healthcare workers, with the appropriate person if patients are at risk.

## **Demonstrating ethical behavior**

Good clinical practice requires students to make sure that their behavior at all times justifies the trust that patients and the public place in the healthcare profession.

In order to demonstrate that they are fit to practice, students should:

- Bring attention to any concerns about, or errors in, their clinical work.
- Be honest, genuine, and original in their academic work, including when conducting research, and take effective action if they have concerns about the honesty of others.

- Be honest and trustworthy when writing reports and logbooks, and when completing and signing forms.
- Be honest in citing their qualifications and not misrepresent their qualifications, position, or abilities.
- Do not plagiarize others' work or use their own work repeatedly in a way that could mislead.
- Be honest and trustworthy in any financial dealings, and make sure that any funds are used for the purpose they were intended for.
- Cooperate with any formal inquiry by the University or clinical site into their health, behavior, or performance, or that of anybody else.
- Comply with the laws of the UAE and other countries where relevant.
- Comply with the regulations of the University and other clinical sites.

### **Understanding risks associated with their own health**

It is important that students are aware that their own poor health may put patients and colleagues at risk.

Good medical practice requires healthcare providers to seek and follow advice from a suitably qualified professional about their health. This is particularly important if they have, or suspect they have, a serious condition that could be passed to patients, or if they are receiving treatment that could affect their judgment or performance.

In order to demonstrate that they are fit to practice, students should:

- Be aware that their own health problems may put patients and colleagues at risk.
- Seek medical or occupational health advice, or both, if there is a concern about their health, including mental health.
- Accept that they may not be able to accurately assess their own health and be willing to be referred for treatment and to engage in any recommended treatment programs.
- Protect patients, colleagues, and themselves by being immunized against common serious communicable diseases if vaccines are available and are recommended by the relevant health authority.
- Not rely on their own or another student's assessment of the risk posed to patients by their health, and should seek advice, when necessary, from a qualified clinician or other qualified healthcare professional.

- As a practicing healthcare professional, the individual is responsible for informing their employer or other appropriate person if their health poses a risk to patients or the public.

### **Demonstrate appropriate social behavior.**

Students are viewed as representatives of the university and should not allow their actions to reflect negatively upon the university or upon their profession.

In order to demonstrate fitness to practice, the student is expected to:

- Recognize the right of all individuals to be treated with respect without regard to race, age, gender, disability, national origin, position, or religion.
- Avoid physical, verbal, written, or sexual harassment.
- Avoid obstruction of due process through lying, using pressure, threat, abuse, or similar practices against any person, or withholding of pertinent information.

### **Consequences of breaching the fitness to practice**

If there are grounds for concern as to the fitness of the student for practice, and upon investigation the student was found to be in breach of the Fitness to Practice code, the student will be referred to an ad hoc Fitness to Practice Committee.

Policies and procedures for dealing with suspected breaches of fitness to practice.

A case of concern needing reference for the Fitness to Practice Committee will be identified by any one of the following routes:

- An outcome of a previous Disciplinary Committee proceeding.
- Self-reporting of health conditions by a student.
- Reporting of the health condition of a student by any member of the MBRU community.

The handling of an allegation of misconduct and, therefore, the consideration of whether a student is fit to practice must be done confidentially, expeditiously, and strictly in accordance with the following process.

- Preliminary Evaluation
- Investigation
- Decision making/ Adjudication.

- Appeal

No member of the Fitness to Practice Committee who has had any involvement or interest in a particular case will take part in the investigation.

Students who receive a sanction, short of expulsion, may also receive ongoing supervision or monitoring, pastoral support, or both until graduation; the frequency of which will be determined on a case-by-case basis.

Students who return after suspension must be admitted back through the Admissions committee to ensure that sanctions have taken place and concluded correctly.

# Student Grievance Policy

The Grievance policy and the mechanisms for appeals are provided in the Student Handbook (Section 5).

# **MBRU Council and Senior Leadership**

## MBRU Council



**H.E. Dr. Raja Easa Al Gurg Al Gurg**

Chairperson - Easa Saleh Al Gurg Group



**H.E. Dr. Alawi Alsheikh-Ali**

Director General, Dubai Health Authority



**Professor Ian Greer**

President & Vice-Chancellor of  
Queen's University Belfast



**Dr. Amer Sharif**

CEO - Dubai Health  
President – MBRU



**Dr. Hanan Al Suwaidi**

Deputy CEO,  
Chief Academic Officer – Dubai Health  
Provost - MBRU



**Dr. Tarek Fathey**

Chief Clinical Officer  
Dubai Health



**Dr. Amer Al Zarooni**

CEO – Al Jalila Foundation



**Dr. Laila AlSuwaidi**

Dean – Student Affairs - MBRU

## Senior Leadership



**Dr. Amer Sharif**

President



**Dr. Hanan Alsuwaidi**

Provost



**Hassan AlMazmi**

Deputy Vice President –  
Administration and  
Professional Services



**Professor Mutairu**

**Ezimokhai**  
Senior Advisor to the  
President



**Dr. Rasha Buhumaid**

Dean – College of Medicine  
& Graduate Medical Education



**Dr. Mohamed Jamal**

Dean – Hamdan Bin  
Mohammed College of  
Dental Medicine



**Professor Stefan**

**Du Plessis**

Dean – Research and  
Graduate Studies



**Dr. Laila Alsuwaidi**

Dean – Student Affairs



**Professor Nezam Al Nsair**

Dean – Hind Bint Maktoum  
College of Nursing and  
Midwifery



**Professor Nabil Zary**

Senior Director – Institute  
of Learning



**Dr. Reem Al Gurg**

Director – Strategy and  
Institutional Excellence

