دبي الصحية
DUBAI HEALTH

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

Postgraduate Catalog

ACADEMIC YEAR 2025 - 2026

Contents

Introduction

This catalog applies to the academic year 2025-26 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, without prior notice, the contents of its catalog, including but not limited to programs, policies, regulations, procedures, courses of study, course offerings, and academic requirements, as deemed necessary. The student should, therefore, become well acquainted with this catalog and keep it as a reference for monitoring and measuring progress toward a degree. Failure of students to do so may result in unintended penalties.

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

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Institutional History

In 2014, His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the United Arab Emirates and Ruler of Dubai announced the establishment of Mohammed Bin Rashid University of Medicine and Health Sciences (MBRU) through Decree number 7 for the formal establishment of the University in June 2016.

Since 2023, MBRU has led the learning and discovery missions of Dubai Health, the first integrated academic health system in Dubai, established to elevate the standard of care and to advance health for humanity. Dubai Health comprises 6 hospitals, 26 ambulatory health centers and 21 medical fitness centers, Mohammed Bin Rashid University of Medicine and Health Sciences, and Al Jalila Foundation.

At Dubai Health, MBRU provides a comprehensive educational environment featuring a diverse range of academic programs, hands-on clinical practice, and robust research opportunities. These programs are further enhanced through strategic collaborations with leading academic and industry partners.

The University offers diplomas, undergraduate and postgraduate degrees through its three colleges: Hamdan Bin Mohammed College of Dental Medicine, the College of Medicine, and the Hind Bint Maktoum College of Nursing and Midwifery. All programs offered by MBRU are accredited by the UAE's Ministry of Education. To date, MBRU has produced more than 400 graduates and hosts a student body from more than 40 nationalities.

Other academic departments include the Institute of Learning (IoL), the Deanship of Graduate Medical Education (GME), and the Deanship of Research and Graduate Studies. The GME provides postgraduate training, residency, and fellowship programs to cater to the rising needs and demands of our young doctors in the region. All GME programs hold national or regional accreditation and are designed to prioritize competency-based clinical training. The IoL is an innovative and comprehensive department that provides support to healthcare professional educators with pedagogical skills, assists practicing healthcare professionals to maintain and improve their skills, and offers programs and research in the science of

healthcare profession education. The Deanship of Research and Graduate Studies fosters an environment conducive to innovation and intellectual growth, fueling advancements in healthcare both locally in the UAE and on a global scale by developing a robust research governance structure. This Deanship is committed to supporting the delivery of high-impact primary and translational research underpinned by a clear objective to elevate clinical practice, influence health policy, and ultimately improve the well-being of our community.

All programs offered by MBRU are benchmarked against international standards to ensure high-quality education, which allows its graduates to be competitive globally, both in the job market and in securing advanced specialist training positions. MBRU's academic partner is Queen's University Belfast in the United Kingdom. This partnership aims at enhancing the quality of all aspects of the medical program and supporting the university on strategic and operational issues.

Vision, Mission, Values, and Goals

Vision

Together we advance health for humanity.

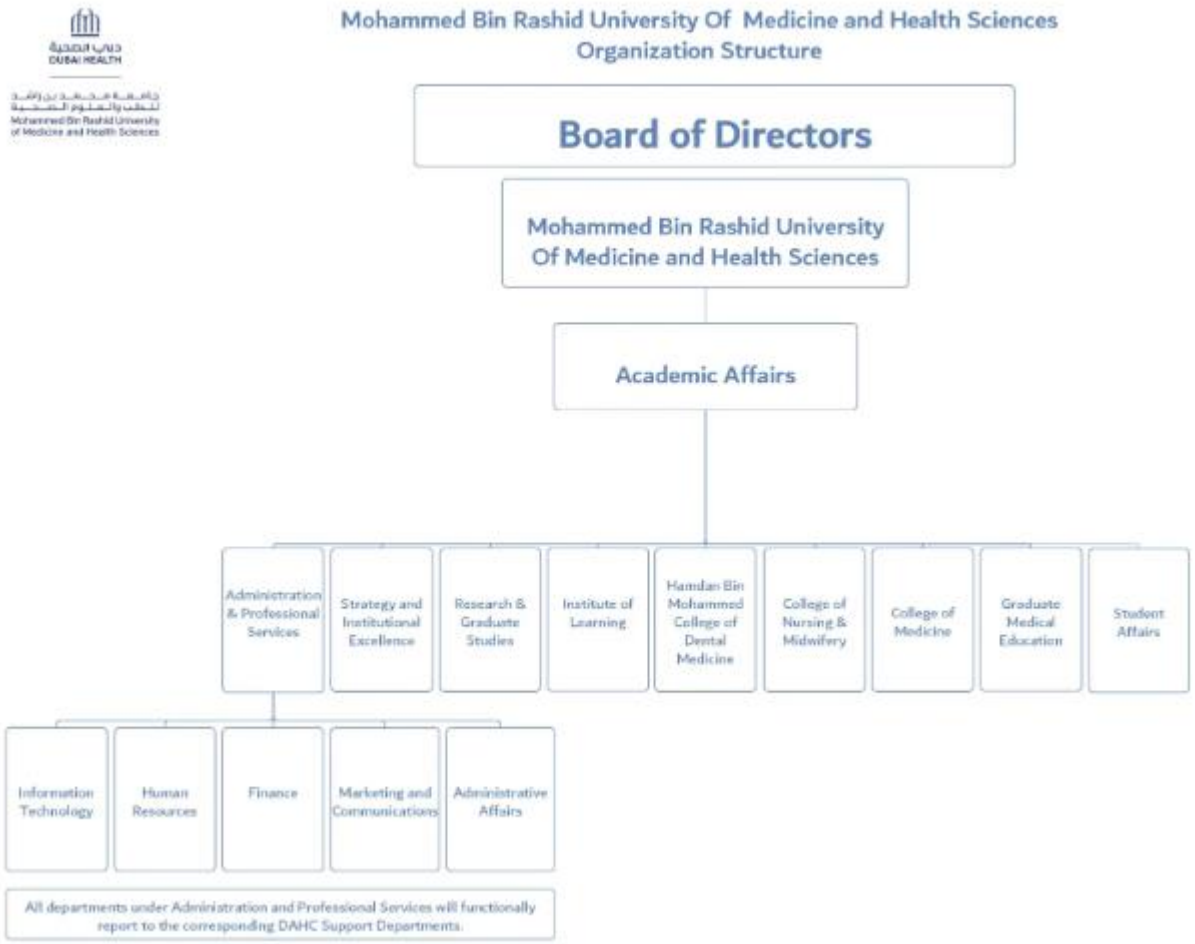
Mission

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, has been licensed by the Ministry of Education of the United Arab Emirates, since 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:

- 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 on 10 November 2023, and the first cohort was admitted in March 2024.
- Postgraduate Diploma in Health Professions Education, accredited on 10 November 2023, and the first cohort was admitted in March 2024.

The Hind Bint Maktoum College of Nursing and Midwifery Programs:

- Master of Science in Cardiovascular Nursing, accredited in September 2019, and the first cohort was admitted in August 2020
- Master of Science in Pediatric Nursing, accredited in September 2019, and the first cohort was admitted in August 2020
- Postgraduate Diploma in Cardiovascular Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Diploma in Pediatric Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Certificate in Cardiovascular Nursing, accredited in November 2024. Inaugural cohort to be admitted.
- Postgraduate Certificate in Pediatric Nursing, accredited in November 2024. Inaugural cohort to be admitted

Statement on Research

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. 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.

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.
- Sponsor faculty and staff in pursuing their research interests and building productive collaborations.
- Provide supportive policies, infrastructure and resources to assist researchers to achieve maximum impact for their research.

MBRU's policies on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal

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 2025-2026 entry are set out under each program. Admission criteria are updated annually as per CAA directives and are published on the MBRU website.

Multiple Mini Interviews (HBMCDM programs)

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.

Admission Entrance Exam (PhD in Biomedical Sciences)

The online entrance exam focuses on the critical thinking (reasoning) required for a biomedical Ph.D. candidate. It examines 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.

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:

- 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.
- 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 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.

Registration and Enrolment

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 advised.

Enrolment Eligibility

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

- A student can only register for a course for which he or she has completed the required prerequisites.
- A student 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:

- Audit status

A student may register as an audit in courses completed or required to be completed for credit in the future. The student's grade shall designate a registered course with audit status. These credits are not included in the total credits required for graduation in a degree program and shall not contribute to the grade point average.

- Deferred Status

Deferral: Is the postponement of academic participation for a defined period of time. An applicant/a student may be deferred for a maximum of one academic year. If an applicant/a student has extenuating circumstances that restrict them from joining the University, they may request in writing to be deferred for one academic year. Approval is required from the relevant committee and the Dean of the College. For continuing students, they may also be allowed to defer if the courses required are not offered in a given semester.

- 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 a bona fide student, usually as 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.

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. A student 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 student 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.

It is strongly recommended that students consult with their academic advisor and/or program chairperson/director prior to adding or dropping a course.

Grading Policy and Progression Requirements

Students are advised to refer to the relevant section in this catalog for details pertaining to Grading and Progression policies.

Leave of Absence

A leave of absence is a period of non-enrolment when a student is 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, 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, a student 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 student has 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.

- If approved by the College Dean, SA will notify the Department Chairperson and administrative departments, as required.
- The student should initiate the request through SA of the intention to resume studies, at least eight weeks before resumption.
- A student may be granted a leave of absence only once from matriculation to graduation.

SA may place a student on involuntary leave of absence for medical reasons if: The student poses a direct threat to the health and safety of themselves or others.

If the student's 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.

The student will be notified in writing of the decision to place him or her 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 Student Counselor.

Withdrawal

Withdrawal is an action where a student opts to discontinue their studies at MBRU for any reason-personal/academic. Withdrawal from one or more courses 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
- Following wrongful enrolment in course(s)
- Demonstrates poor academic performance.

The student must complete the Add and Drop Request Form for withdrawal from a course(s). Withdrawal from university means that the student drops all courses in which he/she is currently enroled, 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 a student opts to discontinue their studies at MBRU. Upon approval, the student's status and registration changes to 'withdrawn' on the Student Record System. If the student wishes 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/ clerkship/internship	Courses dropped appear with 'WF'	Withdrawn with Failure 'WF' grade on the transcript

Week 7 – end of semester/ clerkship/internship	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 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 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.

Tuition Fees

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, the student is liable to pay the tuition fee to the University if not paid by the sponsor. In case the student was 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 the student.

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 student's 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 studentFinance@mbru.ac.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 am – 3 pm, 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 a student formally withdrawing from the University, the following refund schedule will apply:

- 100% (excluding the seat reservation fee) if before the official beginning of the academic semester
- 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:
    - An applicant/a student does not meet the academic admission/progression requirement as per published criteria
    - An applicant's/a student's visa is rejected
    - A student is awarded a scholarship (refund will be according to the granted amount)
    - An applicant/a student does 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 an applicant/a student 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 the applicant/a student 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 applicant/student/guardian's bank account.

Incident Investigation:
If a payment is made during a period of investigation of an incident, and the student is 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/ has been allocated to support the MSc dissertation research of a student 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 supervisor or the student 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 student/alumnus 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 a student 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, starting in the academic year of 2018/2019, 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:

- 5 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.

* Scholarship is available to the MD program.

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 residents.
- 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 enroled 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 the student's 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 the student qualifies 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.

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 the student's 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, student 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 virtual hospital. In the basement is a complete Emergency Room with facilities for imaging. 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, a small meeting room 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 Simulation Center is also a training facility 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. Designed to support both individual and team-based learning, the center uses cutting-edge technology to enhance clinical competence and decision-making. With its commitment to excellence

in healthcare training, the facility plays a key role in preparing medical professionals across various specialties and hosts an American Heart Association (AHA) International Training Center.

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

The Digital Learning Lab is located on the 3rd Floor of Al Jalila Foundation and includes a state-of-the-art facility with fully equipped studios, each uniquely tailored to optimize multimedia content development, creation, and production.

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 to create interactive educational content and lectures with unparalleled ease.

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

Dubai Health Innovations – Centre for Innovation and Technology

The new 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. 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 student-led research.

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 m2) 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 Spaceflight, Aviation Medicine & Human Health (CESAMH)

CESAMH 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 CO2 (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 Spectroscope (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 student management records will be on an electronic platform called 'PowerCampus'.

Learning Management Systems

- E-Learning Management System (LMS): The University has subscribed to 'Desire2Learn' 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 student-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 student 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

MBRU has collaborative agreements and partnerships with educational, research and service institutions both within and outside the UAE. Such partnerships aim at enhancing the quality of MBRU's educational programs, widening the University network, and expanding the University's outreach, thus progressing on the University's mission 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.

ADA - Forsyth
Al Jalila Foundation Mobile Van
American University of Sharjah
Cardiff University
Center Hospital Princess Grace Hospital
Dubai Autism Center
Dubai Corporation for Ambulance Services
Dubai Government Human Resources Department
Dubai Health Authority
Dubai Institute of Design and Innovation LLC
Dubai Police
Dubai Science Park (DSP)
Emirates Airlines
Emirates Health Services
Fakeeh University Hospital - Dubai
General Directorate of Residency and Foreign Affairs
Genos
King Saud University
Kuwait Institute for Medical Specialization

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

RCSI Bahrain

Royal College International - Canada

Royal College of Surgeons - Ireland (RCSI)

Saja Pharmaceutical FZ LLC

SEHA

Seoul National University

The Association of Academic Health Centers International

The Royal Australasian College of Dental Surgeons

The Royal College of Pathologists

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

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 student recruitment, and faculty development programs.

Mediclinic Middle East

Mediclinic Middle East is part of Mediclinic Group, a diversified international private healthcare services group established in South Africa in 1983, with divisions in Switzerland, Southern Africa (South Africa and Namibia) and the UAE. Mediclinic operates 73 hospitals and almost 50 clinics across its divisions, including 6 hospitals with over 970 inpatient beds, as well as more than 29 clinics in the UAE.

MBRU has an academic affiliation agreement with Mediclinic Middle East to advance mutual passion for medical education. Under this agreement, students will be able to train at the Mediclinic Middle East's leading healthcare facilities under their highly trained specialist physicians. Mediclinic Middle East has assigned trained adjunct faculty members as supervisors for students who are embedded in healthcare teams and participate in healthcare delivery under supervision with graded responsibilities according to skills and experience. The training is based on a jointly developed program with clearly defined learning outcomes.

Under this partnership, the clinical academic faculty at MBRU will be granted clinical privileges to treat patients at Mediclinic facilities. Mediclinic Middle East offers students the opportunity to learn in the setting of a large multispecialty private sector healthcare provider.

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

MBRU has established research collaborations for funding laboratory and non-laboratory research projects to support outstanding research proposals in health, medical, and biomedical sciences through competitive peer-evaluation processes. The University expects to expand further to identify new and continued collaborations with public and private partners in the field, nationally, regionally, and internationally. These collaborations include joint research projects, sponsored research, consultation and expert assistance, participation at leading conferences and seminars, applicable to students and faculty. Of all research publications to date, more than 80% are in collaboration with international entities.

Research is supported through both internal and external grants, and many MBRU researchers have been successful in securing awards from various funding bodies and industry.

MBRU faculty members serve on committees and councils of various societies and national entities devoted to high-quality research, such as the Mohammed Bin Rashid Academy of Scientists and 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

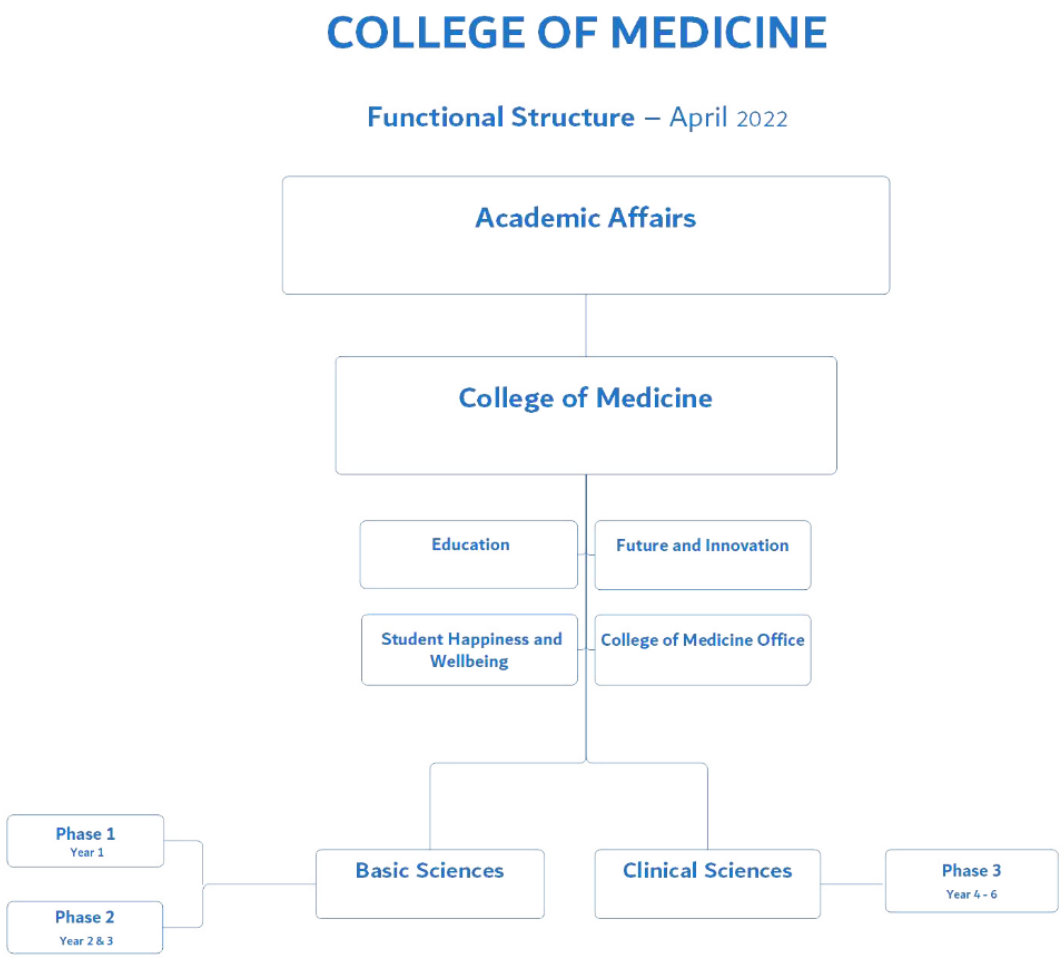
- Master of Science in Cardiovascular Nursing
- Postgraduate Diploma in Cardiovascular Nursing
- Postgraduate Certificate in Cardiovascular Nursing
- Master of Science in Pediatric Nursing
- Postgraduate Diploma in Pediatric Nursing
- Postgraduate Certificate in Pediatric Nursing

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 Education 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 Calendar

Doctor of Philosophy in Biomedical Sciences

WEEK	SEMESTER	DATE
SEMESTER 1: Monday, 18 August 2025 – Friday, 12 December 2025		
	New Student Orientation	Monday, 18 August 2025
1	Semester 1 – Classes Start	Monday, 25 August 2025
15	Semester 1 – Classes End	Friday, 5 December 2025
16	Semester 1 – Final Exams	Monday, 8 December 2025- Friday, 12 December 2025
	WINTER BREAK – (3 weeks)	**Monday 15 December 2025 – Friday 2 January 2026**
WEEK	**SEMESTER**	**DATE**
1	Semester 2 – Classes Start	Monday, 5 January 2026
15	Semester 2 – Classes End	Friday, 17 April 2026
17-18	Semester 2 – Final Exams	Monday, 27 April – Friday, 8 May 2026
17	Dissertation Submission Deadline (4th year students)	Wednesday, 1 April 2026
	SUMMER BREAK STARTS*	**Monday, 06 July 2026**

Master of Science in Biomedical Sciences

WEEK	SEMESTER	DATE
SEMESTER 1: Monday, 18 August 2025 – Friday, 12 December 2025		
	New Student Orientation	Monday, 18 August 2025
1	Semester 1 – Classes Start	Monday, 25 August 2025
15	Semester 1 – Classes End	Friday, 5 December 2025
16	Semester 1 – Final Exams	Monday, 8 December 2025- Friday, 12 December 2025

	WINTER BREAK – (3 weeks)	**Monday 15 December 2025 – Friday 2 January 2026**
WEEK	**SEMESTER**	**DATE**
SEMESTER 2: Monday, 5 January – Friday, 29 May 2026		
1	Semester 2 – Classes Start	Monday, 5 January 2026
15	Semester 2 – Classes End	Friday, 17 April 2026
17-18	Semester 2 – Final Exams	Monday, 27 April – Friday, 8 May 2026
17	Thesis Submission Deadline (2nd year students)	Friday, 1 May 2026
	SUMMER BREAK STARTS	**Monday, 06 July 2026**

Master of Science in Health Professions Education (MScHPE)

Postgraduate Diploma in Health Professions Education (PgDipHPE)

WEEK	**SEMESTER**	**DATE**
SEMESTER 1: MONDAY, 18 AUGUST – FRIDAY, 12 DECEMBER 2025		
1	New Student Orientation	Monday, 18 August 2025
1	Semester 1 – Classes Start	Tuesday, 19 August 2025
	HPE GSSC meeting	Tuesday, 30 September 2025
	HPE GSSC meeting	Tuesday, 11 November 2025
16	Semester 1 – Classes End	Friday, 12 December 2025
	HPE GSSC meeting	Tuesday, 06 January 2026
	WINTER BREAK (3 weeks)	Monday, 15 December 2025 – Friday, 02 January 2026
WEEK	**SEMESTER**	**DATE**
SEMESTER 2: MONDAY, 5 JANUARY – FRIDAY, 29 MAY 2026		
1	Semester 2 – Classes Start	Monday, 05 January 2026
	HPE GSSC meeting	Tuesday, 17 February 2026
	HPE GSSC meeting	Tuesday, 14 April 2026
	SPRING BREAK (2 weeks)	Monday, 23 March – Friday, 3 April 2026
16	Semester 2 – Classes End	Friday, 29 May 2026

	HPE GSSC meeting	Tuesday, 02 June 2026
	SUMMER BREAK (18 weeks)	Monday, 01 June 2026
GSSC: Graduate Studies Steering Committee.		

UAE Public Holidays (2025-26) Subject to official confirmation

OCCASION	DATE
Islamic New Year	Thursday, 26 June 2025 or Friday, 27 June 2025
Prophets Birthday	Thursday, 4 September 2025
UAE National Day	Tuesday, 2 December 2025 – Wednesday, 3 December 2025
New Year's Day	Thursday, 1 January 2026
Ramadan Begins	Tuesday, 17 February 2026
End of Ramadan & Eid Al Fitr	Wednesday, 18 March – Sunday 22 March 2026
Arafat & Eid Al Adha	Tuesday, 26 May - Sunday, 31 May 2026
Islamic New Year	Wednesday, 17 June 2026

Tuition fees

Doctor of Philosophy in Biomedical Sciences

2025-26		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

2025-26	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 2025
Total annual tuition fee	AED 117,300	

Master of Science in Health Professions Education (MScHPE)

2025-26	AMOUNT	PAYMENT SCHEDULE
Seat reservation fee (non-refundable)	AED 5,000	At the time of acceptance of the offer
Tuition fees	AED 80,000	TBD before commencement of academic year
Total Tuition Fees	AED 85,000	

Postgraduate Diploma in Health Professions Education (PgDipHPE)

2025-26	AMOUNT	PAYMENT SCHEDULE
Seat reservation fee (non-refundable)	AED 5,000	At the time of acceptance of the offer
Tuition fees	AED 55,000	TBD before commencement of academic year
Total Tuition Fees	AED 60,000	

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 QFEmirates level 10. 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]. They include:

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 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 the student to answer questions arising from the presentation will be assessed. Finally, the student will undergo a comprehensive written examination. To advance into the dissertation 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 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, 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.

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 to be taken by every student:

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 Ph.D. 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: 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 Ph.D. 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 Medical 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 Cohorts beginning Fall 2025

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
Year 4			
Semester 1	Credits	Semester 2	Credits
Thesis Research PHD739	CC	Thesis Research PHD739	**52**
		Dissertation Writing and Defense	

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

Fall 2025 onwards for existing cohorts

YEAR 2 Study Plan

Year 2			
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
Year 3			
Semester 1	Credits	Semester 2	Credits
Thesis Research PHD739A	CC	Thesis Research PHD739A	CC
Year 4			
Semester 1	**Credits**	**Semester 2**	**Credits**
Thesis Research PHD739A	CC	Thesis Research PHD739A	**48**

YEAR 3 Study Plan

Year 3			
Semester 1	Credits	Semester 2	Credits
Thesis Research PHD739B	CC	Thesis Research PHD739B	CC
Year 4			
Semester 1	Credits	Semester 2	Credits
Thesis Research PHD739B	CC	Thesis Research PHD739B	**36**

YEAR 4 Study Plan

Year 4			
Semester 1	Credits	Semester 2	Credits
Thesis Research PHD739C	CC	Thesis Research PHD739C	**16**

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	Fahad Ali/ Tom Loney
PHD702	Biostatistics	2	Amer Omer
PHD703	Advancement to Candidacy Includes Preparation and Oral Defense of Written Proposal for Research, as well as the Comprehensive Examination	4	Thomas Adrian/Rajan Radhakrishnan
PHD711-714	Journal Club and Research Presentation Course I – IV	8	Rania Nassar/Mahmood Al Mashhadani

The Journal Club and Research Presentation Courses are as follows:

Course Code	Course Title	Year and Semester	Coordinator
PHD711	Journal Club Presentation I	Year 1 Semester 1	Rania Nassar/ Mahmood Mashhadani
PHD712	Journal Club Presentation II	Year 1 Semester 2	Rania Nassar/ Mahmood Mashhadani
PHD713	Journal Club Presentation III	Year 2 Semester 1	Rania Nassar/ Mahmood Mashhadani
PHD714	Journal Club Presentation IV	Year 2 Semester 2	Rania Nassar/ Mahmood Mashhadani

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	Omer AlKhnbashi/ Nasna Nassir
PHD722	Concepts in Pharmacology	2	Rajan Radhakrishnan/ Reem Jan
PHD723	Cancer Biology	2	Thomas Adrian/ Fahad Ali
PHD724	Systems Biology	2	Mahmood Al Mashhadani
PHD725	Microbiology and Immunology	2	Saba Al Heialy/ Abiola Senok
PHD726	Protein Biochemistry	2	Nelson Soares/ Saif Alqassim
PHD727	Cell Biology	2	Revathy Ramachandran/ Thomas Adrian
PHD728	Stem Cell Biology and Tissue Engineering	2	Mohamed 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 Education, UAE) as well as the College of Medicine at MBRU.

General minimum admissions criteria for the academic year 2025-2026 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	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. 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.
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	• An overall band 6 with no skill less than 5.5 • IELTS Indicator will not be considered for admission purposes • Must have been taken within the last two years • A single certificate to be submitted; combined scores are not accepted.
	TOEFL	• iBT 80 • PBT is not accepted • 'My Best Scores' will not be considered for admission purposes • Must have been taken within the last two years
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/Al 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 Chinese University of Hong Kong	MBBS PhD FRCPath	Supervisor: 10 MSc Graduated Co-supervisor: 2 PhD Current	Prog. Dir. MSc BMS, Infection Control, Teaching of multiple post-grad courses
Ahmad Abou Tayoun	Genetics	American University of Beirut Dartmouth College	BSc MSc PhD	Supervisor: 4 Post-docs completed 3 Post-docs Current 1 PhD Current	None
Aida J. Azar	Epidemiology	American University of Beirut Erasmus University of Rotterdam	BSc MPH PhD	None	Coordinated a course in Epidemiology
Alawi Al Sheik-Ali	Cardiology	Mass. Inst. of Technology Boston University Tufts University Medicine	BSc MSc MD MSc	Supervisor: 1 PhD Graduated Co-supervisor: 1 MSc Graduated	Instructor for Electrocardiogram and Clinical research courses
Amar Omer	Biostatistics	University of Khartoum University of Paris XI Univ. Med. AIX Marseille	BSc Hons MBS PhD	Supervisor: 4 MSc Graduated 1 PhD Graduated	Coordinated graduate courses in Epidemiology and Biostatistics and research Methodology
Bakhrom Berdiev	Physiology	Central Asia Medical Pediatric Institute	MD PhD	Supervisor: 2 Post-docs Completed	None

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
		Institute of Physiology and Biophysics		1 Post-doc Current 1 PhD student	
Fahad Ali	Molecular Biology	University of Jordan Liverpool John Moores University University of Liverpool	BSc MSc PhD	Supervisor: 2 Post-docs Current 2 PhD Current	None
Homero Rivas	Surgery	Universidad Juarez del Estado de Durango Southern Methodist University	MD MBA	Supervisor: 2 PhD Graduated 16 Post-doc Completed 38 Fellows Completed	Co-Director of Fellowship Program in Digestive and Bariatric Surgery
Ibrahim Muhammed Inuwa	Anatomy	ABU Zaria Sheffield University Dundee University	MBBS MMSc PhD MMEd	Co-supervisor: 1 MSc Graduated 1 PhD Graduated	External PhD examiner
Jeyaseelan Lakshmanan	Biostatistics	Madras University	Dip Med Sci PhD MSc	Supervisor: 18 MSc Graduate 8 PhD Graduated	Organized Faulty and Researchers training workshops, 24 in 2 years.
Keyvan Moharamzadeh	Endodontics	University of Sheffield The Royal College of Surgeons of England	BSc DDS PhD FDSRCS	Supervisor: 5 MMed graduated, 9 DClinDent students graduated, 5 PhD Graduated, 1 PhD Current	Program director for postgraduate DClinDent prosthodontics and periodontics programs at the University of Sheffield.

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
Mahmood Al Mashhadani	Translational Medicine Systems Biology	Al Nahrain University Dundee Univ Universität Zu Lübeck, Germany University of Sharjah, UAE	MBChB MSc MRes Dr.Med PhD	1 PhD Current	Teaching graduate students in medical microbiology, immunology, and molecular medicine
Mawlood Kowash	Pediatric Dentistry	Garyounis University Leeds University	BDS MSc PhD	Supervisor: 27 MSc Graduated	Coordinator of basic science courses for MSc program Teaching of the multiple post-grad courses:
Mohamed Jamal Ahmed	Endodontics	Ajman University Boston University	DD MSD DScD	Supervisor: 3 MSc Graduated 6 MSc Current 1 PhD student	Postgraduate teaching in Endodontics for 3 years
Mohammed Uddin	Genetics	Memorial University	BSc MSc PhD	Supervisor: 2 MSc Current 2 PhD Current 2 Post-doc Current	None
Momen Atieh	Periodontics	University of Jordan University of Manchester University of Otago	BSc MSc PhD	Supervisor: 6 MSc Graduated 2 PhD Graduated 4 MSc Current	Postgraduate teaching in Periodontology and Oral Health for 4 years

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
Nandu Goswami	Cardiovascular Medicine and Physiology	University of Fribourg, Switzerland Medical University of Graz, Austria Karolinska Institutet, Stockholm, Sweden	PhD MD Master of Science (Major in Medical Education)		68 Masters 12 PhDs 4 Post-docs
Nasna Nasir	Genomics & Neurogenetics	National Institute of Technology Calicut, India Indian Institute of Technology Madras, India Indian Institute of Technology Madras, India	B.Tech (Biotechnology) M.S. (Biological Sciences) PhD (Biological Sciences)	Primary supervisor - 1 Post-doctoral fellow Co-mentor – MSc & undergraduate research interns	Course instructor - graduate level
Nelson Soares	Proteomics & Metabolomics Protein Biochemistry	University of Westminster, London, England, UK ITQB -NOVA University of Lisbon, Lisbon, Portugal	BSc. Biochemistry and Microbiology PhD - Biochemistry	Co-Supervised: 13 MSc Graduates 3 PhD graduates Post Docs 2 (past) Current co-supervision	**Coordination:** Protein Biochemistry, Techniques in Biomedical Sciences, Bioinformatics, Proteomics

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
				3 PhD students	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 PhD	Co-supervisor: 1 MSc Graduated 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 Strathclyde University National University of Singapore	BS BPharm MSc PhD	Supervisor: 1 MSc Graduated 1 Post-Doc Current 1 PhD Current	Coordinator: Advanced pharmacology for the Master's in Pharmaceutical Sciences
Rania Nassar	Microbiology	Cardiff University, UK	PhD, MSc,	Supervisor: 1 PhD Current	Teaching in graduate

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
			BSc	1 MSc current Co-supervisor: 1 PhD Current 1MSc Graduated	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 PhD	Co-supervisor: 2 MSc Graduated 1 PhD Graduated 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 London University Royal College of Pathologists	MBBS PhD FRCPath	Supervisor: 14 MSc Graduated 6 PhD Graduated 1PhD Current	Coordinated six graduate courses
Saba Al Heialy	Immunology	Universite du Quebec McGill University	BSc PhD	Co-supervisor: 2 MSc Graduated 1 PhD Graduated 1 PhD current	Taught graduate students in Molecular Biology and Journal Club

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
Saif Alqassim	Biochemistry	University of Michigan Johns Hopkins University	BSc PhD	1 PhD current	Taught graduate students Structural Biochemistry, Biophysics, and Organic Chemistry
Samuel Ho	Gastroenterology	St. Olaf College Mayo Medical School	BSc MD	Supervisor: 2 PhD Graduated 17 Post-docs Completed	Teaching post-graduate internal medicine residents and gastroenterology fellows
Stefan Du Plessis	Physiology	Stellenbosch University	BSc BSc Hon MSc Hons B&A MBA PhD	Supervisor: 15 MSc Graduated 5 MSc Current 9 PhD Graduated 3 Post-docs Completed 1 Post-doc 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. Ladoke Akintola University of Technology, Nigeria.	PhD B.Tech (hons.)	Co-supervising one PhD student	Yes
Thomas Adrian	Physiology	Brunel University Royal Postgrad Medical School, London University Royal College of Pathologists	MSc PhD FRCPath	Supervisor: 3 MSc Graduated 17 PhD Graduated 22 Post-docs Completed	Graduate program Director in two universities, Organized and coordinated several graduate-level courses, including

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

دبي الصحية

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 QFEmirates". 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¶ 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¤
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.
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- 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.

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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
	MSBS7232 - Genomics	2 CH
	MSBS7135 - Advanced Molecular and Cellular Biology	3 CH
	MSBS7001 - Laboratory Rotations	Pre-requisite for Research in BMS course (non-credit)
	Total	**11 CH**
Selection of the supervisor (following Laboratory Rotations)		
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
	Total	**10 CH**
Year 2	**Courses**	**Credit Hours**
Semester 3	MSBS7312 - Research in Biomedical Sciences	CC
	MSBS7122 - Biomedical Sciences Seminars & Journal Club	2 CH
	Total	**2 CH**
Semester 4	MSBS7312 - Research in Biomedical Sciences	9 CH

	Total	**9 CH**

*General MBRU graduate courses

Course Descriptions

Research Methodology and Ethics (MSBS7146)

Research Methodology and Ethics is a compulsory course in the Master of Science in Biomedical Science program in the College of Medicine that runs in parallel with the Biostatistics course (MSBS7123). Graduate students in the MSc BMS program come from a variety of academic and research backgrounds; therefore, the course syllabus is designed to build upon the foundational research skills and knowledge that were developed during the student's undergraduate degree programs 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 sciences. The course will focus on developing a research question, designing an appropriate research methodology, and considering the ethical implications of conducting in-vitro, 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 course in Biostatistics will focus on developing the knowledge, practical skills, and habits that are needed across differing health-related fields, with emphasis on biomedical sciences and genomics. 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 public health, health services, and biomedical research.

Having a background in statistics is recommended and will add value to the learning experience as part of this course, but it is not a requirement.

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 SPSS and R-Language platform 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 knowledge and skills in topics including but not limited to statistical inference, linear regression, analysis of variance, 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 pharmaceutical companies now have innovation labs, which are semi-independent structures that allow for exploring new types of 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 to answer these questions by exploring Design Thinking, a customer-centric approach to innovation. Working in groups, students will develop their own projects 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 aims to provide a fundamental foundation of biophysical techniques, which involves the study of biological systems and biological processes using physics-based methods or techniques based on physical principles. The course will introduce students to different chromatographic techniques employed in biomedical research for the isolation, purification, and characterization of biomolecules. Further, the application of these chromatographic techniques in medicine will also be discussed.

The course will also elaborate on different electrophoretic techniques and their principle of operation in light of their application in biomedical research and forensic medicine. Moreover, the course will explore the application of different spectroscopic methods employed for the

structure-function characterization of biomolecules. The principle of operation of these methods will also be elucidated.

The course will also cover the principles of calorimetry, and surface plasmon resonance characterization of biomolecular interaction will be disseminated in light of their application in drug-discovery and protein-protein interaction studies. The course will also provide an introductory insight into mass-spectrometric methods, reflecting on the use of mass spectrometry in proteomics, lipidomics, and toxinomics.

During the course, the application of the different techniques will be explored through the discussion of research articles published in peer-reviewed journals of repute. Students will be required to pursue laboratory sessions where the hands-on application of selected techniques will be demonstrated. Students will also be required to address specific research questions, applying the principles disseminated. These exercises will lead to take-home assignments and open-book assessments such that the student's innovative, meta-cognitive, and critical-thinking aptitudes are enthused. The course will conclude with a summative assessment where both knowledge and application of knowledge pertaining to the different techniques will be assessed.

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 in contemporary research challenges and contribute meaningfully to translational science.

Genomics (MSBS7234)

This course will introduce a solid foundation of the genomic landscape and its complexities. This course will provide an in-depth 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 in-depth 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.

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 the practical application of machine learning in genomics. CRISPR/Cas9 model system details will be introduced within the context of conditional experiments to characterize genetic mutations.

Bioinformatics (MSBS7221)

This course will teach the applications of bioinformatics to manipulate and analyze large-scale datasets using established bioinformatics tools and programming languages. The bioinformatics module will also provide an overview of approaches and techniques for clinical application. The course is designed to provide biomedical researchers with the minimum skills to perform bioinformatics tasks in the research team.

The course will recap the essential biology principles as a base for a meaningful bioinformatics analysis, including knowledge on molecular biology, genomics, genetics, cell biology, biochemistry, evolutionary theory, and regulatory genomics.

The next set of topics is computation skills, which are core skills for bioinformaticians: basic programming, scripting languages, the ability to use scientific and statistical analysis software packages, data mining, database design, and management.

The course will emphasize the essential statistical skills for an effective bioinformatic approach and application of statistics in the contexts of molecular biology and genomics. The course is designed to focus on the core competencies for each bioinformatics training that involves theory and hands-on training on analysis of biological data; retrieving and manipulating data from public repositories; ability to manage, interpret, and analyze large data sets using established bioinformatics software packages, tools, and algorithms.

Special Topics in Biomedical Sciences (MSBS7233)

This course will introduce translational biomedical science to the students in terms of the definition of biomedical scientists, the skills they should acquire in their training, and their role in the clinical and biomedical research field. Common personality traits shared by researchers will be discussed, as they can help early-career researchers and biomedical scientists to lead or be part of interdisciplinary teams and collaborative research. The basics of how to develop, maintain, and expand a scientific network are a major goal in this course. The transmission of research-related information for the permanent record is principally through journals and books. Training the students on how to read a scientific publication, reading and writing the scientific protocol, and then how to present the research results in a different format other than papers, like conference, oral, or poster abstracts, along with the basics of scientific writing. Students will be provided with an overview of how to write a successful grant application. Special topics on animal care and use in research will be detailed, as it is an integral part of biomedical science training. Sessions will be designed to make students familiar and equipped with the knowledge and skills

needed to conduct research, deciphering the region's biggest health challenges: cancer, cardiovascular disease, diabetes, obesity, mental health, neuroscience, blood disorders, stem cells, and the current COVID-19 Pandemic.

Biomedical Sciences Seminars & Journal Club (MSBS7122)

This course will introduce students to the preparation of research seminars in their respective fields of research. 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 enroled 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 enroled 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 Education, UAE) as well as the College of Medicine at MBRU.

General minimum admissions criteria for the academic year 2025-2026 entry are set out below:

ITEM	QUALIFICATION/CRITERIA
Degree	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. Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for conditional admission*.

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 IELTS Indicator will not be considered for admission purposes. Must have been taken within the last two years. A single certificate to be submitted; combined scores are not accepted.
	TOEFL	iBT 80 PBT is not accepted. Must have been taken within the last two years. '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 enroled 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 Chinese University of Hong Kong	MBBS PhD FRCPath	Supervisor: 10 MSc Graduated Co-supervisor: 2 PhD Current	Teaching in graduate programs
Alawi Al Sheik-Ali	Cardiology	Mass. Inst. of Technology Boston University Tufts University Medicine	BSc MSc MD MSc	Supervisor: 1 PhD Graduated Co-supervisor: 1 MSc Graduated	Teaching in graduate programs
Amar Omer	Biostatistics	University of Khartoum University of Paris XI Univ. Med. AIX Marseille	BSc Hons MBS PhD	Supervisor: 4 MSc Graduated 1 PhD Graduated	Teaching and course coordination in graduate

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

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

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
Riad Bayoumi	Biochemistry & Cell Biology	Khartoum University London University Royal College Pathologists	MBBS PhD FRCPath	Supervisor: 14 MSc Graduated 6 PhD Graduated 1PhD Current	Teaching and course coordination in graduate programs
Saba Al Heialy	Immunology	Universite du Quebec McGill University	BSc PhD	Co-supervisor: 2 MSc Graduated 1 PhD Graduated	Teaching and course coordination in graduate programs
Saif Alqassim	Biochemistry	University of Michigan Johns Hopkins University	BSc PhD	None	Teaching in graduate programs
Sumaya AlMansoori					
Temidayo Omolaoye	Physiology; Reproductive Biology	Stellenbosch University, Cape Town South Africa. Ladoke Akintola University of Technology, Nigeria.	PhD BTech (hons.)	Co supervising one PhD student	Yes
Stefan Du Plessis	Physiology	Stellenbosch University	BSc BSc Hon MSc Hons B&A MBA PhD	Supervisor: 15 MSc Graduated 5 MSc Current 9 PhD Graduated 3 Post-docs Completed 1 Post-doc Current	Teaching in graduate programs
Thomas Adrian	Physiology	Brunel University Royal Postgrad Medical School,	MSc PhD	Supervisor: 3 MSc Graduated 17 PhD Graduated	Teaching and course coordination in graduate programs

Faculty Name	Field	Graduating Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
		London University Royal College Pathologists	FRCPath	22 Post-docs Completed 1 Post-doc Current 1 PhD Current 1 MSBS graduated	
Tom Loney	Public Health	University of Bath	BSc PhD	Supervisor: 34 MSc Graduated 3 PhD Graduated	Teaching and course coordination in graduate programs.
Yacine Hadjiat	Innovation & Digital Health + Pain MD	Paris VI Universié Paris-Saclay	MD- Pain Specialist	Research: MSc thesis, PhD projects	Teaching Experience : MBRU Paris V Medical University, ESCP Business School (France-Singapore), HEMA Business School (France)
Yajnavalka Banerjee	Biochemistry	University of Calcutta The National University of Singapore	BSc PhD	Supervisor: 11 MSc Graduated 1 Post-doc Current 1 PhD Current	Teaching and course coordination in graduate programs

دبي الصحية
DUBAI HEALTH

Master of Science Health Professionals Education (MScHPE)

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. Skills	
PLO 4	i. Generate innovative, practical solutions to complex challenges in medical education by collaborating with others and creatively combining educational theory and entrepreneurial skills
PLO 5	ii. Utilize appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems in health professions education
PLO 6	iii. Plan and conduct independently a novel research project utilizing acquired knowledge and practical understanding of research methods.
C. Competence	
	On successful completion of the program, the graduate will be able to:
	A. Autonomy and Responsibility
PLO 7	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. Role in Context
PLO 8	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.
	C. Self-Development
PLO 10	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 MScHPE 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 PgDipHPE 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	4 weeks	HPE707	Introduction to Simulation-based Education	Blended	4
		6 weeks	HPE703	Assessment of Learning	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.

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.

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.

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 2025 – 2026

Item	Qualification/Criteria
Degree	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. Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for *conditional admission.
Motivation Letter	In 300 words or fewer, provide us with more insight about • your learning and professional journey so far, • why you are interested in the program, • how this program will support your professional advancement.

Notes:

- 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.
- Transcripts and Degree Certificates submitted, upon offer, will require attestation from the Ministry of Education in the UAE for degrees awarded inside the UAE.
- Transcripts and Degree Certificates awarded outside the UAE will require attestation from the Ministry of Education. Also, applicants will need to obtain a Certificate of Equivalency from the Ministry, upon offer.

English Language Requirements	
Academic IELTS	• An overall band 6 with no skill less than 5.5 • 'IELTS Indicator' will not be considered for admission purposes • A single certificate to be submitted; combined scores are not accepted. • Must have been taken within the last two years • IELTS One Skill Retake is accepted
TOEFL	• iBT 80 • PBT is not accepted • Must have been taken within the last two years • 'My Best Scores' will not be considered for admission purposes
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 MScHPE 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. Would value remediation opportunity

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
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	• Karolinska Institute, Sweden	PhD BSc Med	Supervisor: 6 PhD students and 10 MSc students	MMed, PhD programs at Karolinska Institute
Leigh Powell	Learning Sciences and Technology	• Northcentral University • University of Dundee • McMaster University	EdD MEd BA		
Shaista Salman	Medical Education	• University Sains Malaysia • Maastricht University • University of Dundee • Allama Iqbal Medical College	PhD MMEd PgDip MBBS	Supervisor: 5 MSc students Co-Supervisor: 1 PhD student	
Wail Bamadhaf	Medical Education Emergency Medicine	• Gulf Medical University & FAIMER • Guld Medical University	MHPEd MBBS ABHS-EM EBCEM		
Ayesha Almeheiri	Leadership in Health Professions Education	• University of Twente, Netherlands	MScHPE MBBS MRCGP		
Preman Rajalingam	Higher Education and Educational Psychology	• Monash University • University of Western Australia	PhD 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	• Medical University of Graz, Austria • Karolinska Institute, Sweden • University of Fribourg, Switzerland	MD, MSc MedEd, PHD	Supervisor: MSc and PhD students	Yes
Ibrahim Inuwa	Anatomy, Educational Assessment, Curriculum Development	• ABU, Zaria. Nigeria. • University of Sheffield, UK. • University of Dundee, UK.	MBBS, MMED, PHD	Co-supervisor: 1 MSc Graduated 1 PhD Graduated	External PhD examiner
Dima Abdelmannan	Medical Education Endocrinology	• Massachusetts General Hospital Institute • Dubai Medical College	MSc HPEd MBBCh FRCP		
Mersiha Kovasevic	E-learning and Instructional Design		EdD MA		

Postgraduate Diploma in Health Professionals Education (PgDipHPE)

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
A. Knowledge	
PLO 1 **PLO 2** **PLO 3**	i. Discuss current trends and issues in health professions education in a global context. ii. Critique the effectiveness of a variety of educational approaches in different social, cultural, and professional contexts iii. Critique and propose improvements to their education practice by applying evidence-based literature and theories.

B. Skills	
PLO 4	i. Generate innovative, practical solutions to complex challenges in medical education by collaborating with others and creatively combining educational theory and entrepreneurial skills
PLO 5	ii. Utilize appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems in health professions education
PLO 6	iii. Plan and conduct independently a novel research project utilizing acquired knowledge and practical understanding of research methods.
C. Competence	
	D. Autonomy and Responsibility
PLO 7	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
	E. Role in Context
PLO 8	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.
	F. Self-Development
PLO 10	i. Demonstrate self-directed learning strategies, including self-assessment, self-evaluation, reflective practice, critical thinking, and information management

Program Completion Requirements

To achieve the PgDipHPE 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
	Semester 2	4 weeks	HPE707	Introduction to Simulation-based Education	Blended	4
		6 weeks	HPE703	Assessment of Learning	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.

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.

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.

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 2025 – 2026

Item	Qualification/Criteria
Degree	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. Applicants with a cGPA between 2.5 - 2.99 or equivalent may be considered for *conditional admission.
Motivation Letter	In 300 words or fewer, provide us with more insight about • your learning and professional journey so far, • why you are interested in the program, • how this program will support your professional advancement.

Notes:

- 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.
- Transcripts and Degree Certificates submitted, upon offer, will require attestation from the Ministry of Education in the UAE for degrees awarded inside the UAE.
- Transcripts and Degree Certificates awarded outside the UAE will require attestation from the Ministry of Education. Also, applicants will need to obtain a Certificate of Equivalency from the Ministry, upon offer.

English Language Requirements	
Academic IELTS	• An overall band 6 with no skill less than 5.5 • 'IELTS Indicator' will not be considered for admission purposes • A single certificate is to be submitted; combined scores are not accepted. • Must have been taken within the last two years • IELTS One Skill Retake is accepted

TOEFL	• iBT 80 • PBT is not accepted • Must have been taken within the last two years • 'My Best Scores' will not be considered for admission purposes
Interview	Shortlisted applicants will be invited for a personal interview.

Transfer Admissions and Recognition of Prior Learning Policy

The Pg Diploma 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 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 PgDipHPE program, and the two weeks of the add/drop period do not apply.

Students who have enroled in the PgDipHPE program and choose to progress into the MScHPE program may do so prior to being awarded the PgDipHPE degree. However, this is subject to such students meeting the completion requirements of the PgDipHPE program and the availability of seats in the MScHPE 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. 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 Student Assessment and Progression 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 acquiring comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice	QF2 specialist field and integration of knowledge from different fields of work or disciplines	QF3 skills in solving complex unpredictable and/or abstract problems with intellectual independence and making judgments that take into account social or ethical issues	QF4 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 leading and managing teams within a technical or professional activity or working effectively as an individual	QF6 leading the strategic performance of professional teams and self	QF7 presenting, explaining and/or critiquing substantively complex matters	QF8 taking responsibility for contributing to professional practice in complex and sometimes unfamiliar learning contexts	QF9 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

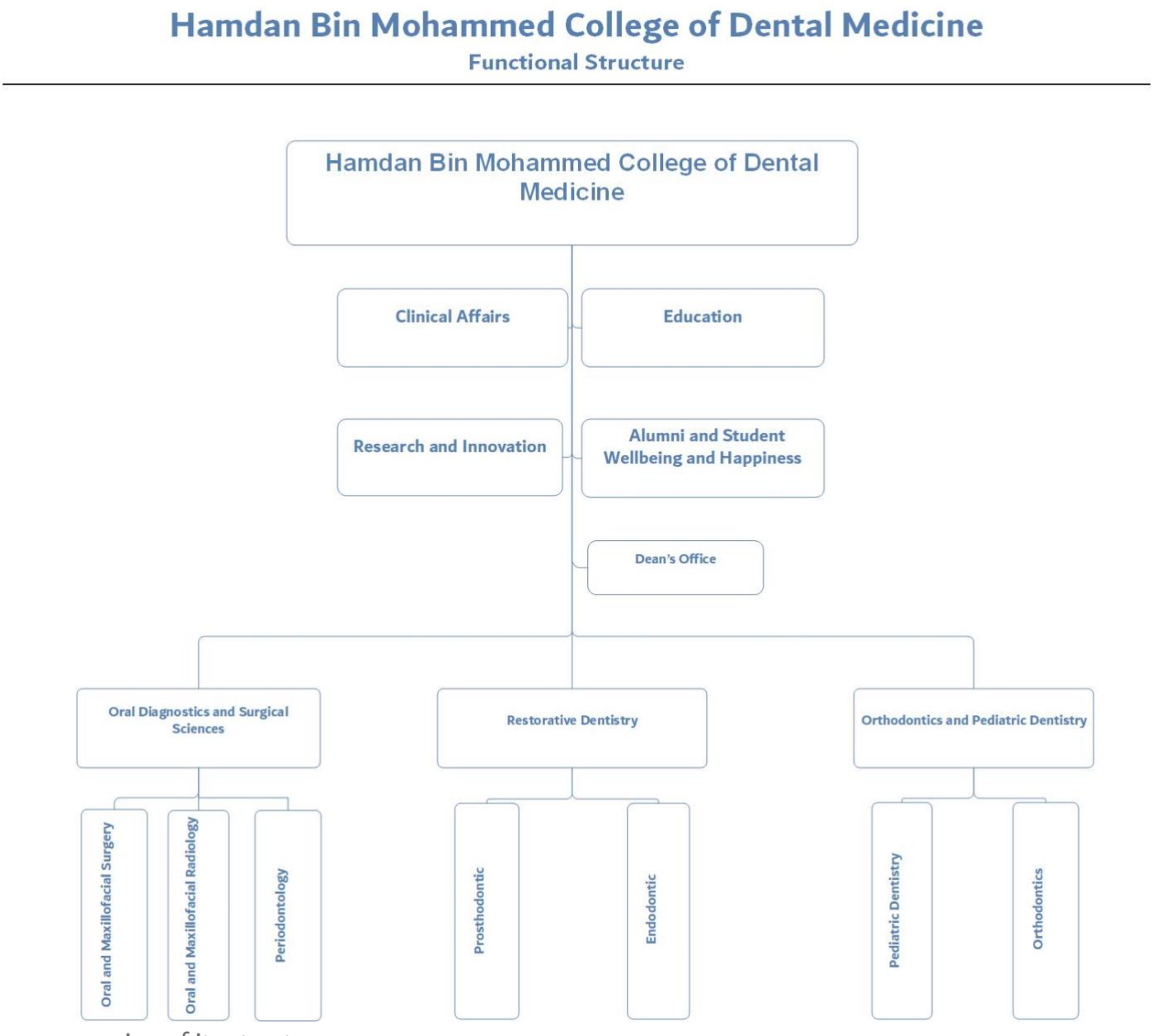
Faculty Name	Field	Graduation Institutions	Degrees Held	Research Student Supervision	Graduate Teaching Experience
Nabil Zary	Medical Education	Karolinska Institute, Sweden	PhD BSc Med	Supervisor: 6 PhD students and 10 MSc students	MMed, PhD programs at Karolinska Institute
Leigh Powell	Learning Sciences and Technology	Northcentral University University of Dundee McMaster University	EdD MEd BA		
Shaista Salman	Medical Education	University Sains Malaysia Maastricht University University of Dundee Allama Iqbal Medical College	PhD MMEd PgDip MBBS	Supervisor: 5 MSc students Co-Supervisor: 1 PhD student	
Wail Bamadhaf	Medical Education Emergency Medicine	Gulf Medical University & FAIMER Guld Medical University	MHPEd MBBS ABHS-EM EBCEM		
Ayesha Almeheiri	Leadership in Health Professions Education	University of Twente, Netherlands	MScHPE MBBS MRCGP		
Preman Rajalingam	Higher Education and Educational Psychology	Monash University University of Western Australia	PhD 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 Goswani	Physiology, Medical Education	Medical University of Graz, Austria Karolinska Institute, Sweden University of Fribourg, Switzerland	MD, MSc MedEd, PHD	Supervisor: MSc and PhD students	Yes
Ibrahim Inuwa	Anatomy, Educational Assessment, Curriculum Development	ABU, Zaria. Nigeria. University of Sheffield, UK. University of Dundee, UK.	MBBS, MMED, PHD	Co-supervisor: 1 MSc Graduated 1 PhD Graduated	External PhD examiner
Dima Abdelmannan	Medical Education Endocrinology	Massachusetts General Hospital Institute Dubai Medical College	MSc HPEd MBBCh FRCP		
Mersiha Kovasevic	E-learning and Instructional Design		EdD MA		

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:

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
SEMESTER 1: Sunday, 24 August 2025 – Thursday, 05 February 2026		
1	Clinic Starts for Returning Students	24 August 2025
1	New Student Orientation	Tuesday, 26 August – Thursday, 28 August 2025
2	Didactic classes start for New & Returning Residents	Sunday, 31 August 2025
17 - 24	Semester 1 – Clinical Practice*	Sunday, 14 December 2025 - Thursday, 05 February 2026

20 – 21	Semester 1 – Final Exams	Sunday, 04 January 2026 – Thursday, 15 January 2026
	SAPC** Meeting, Grade approval	Tuesday, 20 January 2026
WEEK	**SEMESTER**	**DATE**
SEMESTER 2: Sunday, 08 February 2026 – Thursday, 20 August 2026		
1	Semester 2 - Classes Start	Sunday, 8 February 2026
7-8	Semester 2 – Clinical Practice*	Sunday, 22 March – Thursday, 2 April 2026
15	Semester 2 – Year 3 Final Exams	Monday, 18 May – Tuesday, 19 May 2026
	Semester 2 – SAPC Meeting - Year 3 Grade Approval	Thursday, 21 May 2026
	Semester 2 – SAPC MSc Graduation Recommendation	Tuesday, 2 June 2026
18-20	Semester 2 – Year 1 and 2 Final Exams	Sunday, 7 June 2026 – Thursday, 18 June 2026
	Semester 2 – SAPC Meeting – Year 1 and 2 Grade Approval	Tuesday, 23 June 2026
18-28	Semester 2 – Clinical Practice*	Sunday, June 7 – Thursday, 20 August 2026
* 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. **SAPC: Student Admission and Progression Committee		

UAE Public Dates & Holidays 2025-2026 (Subject to Official Confirmation)

OCCASION	DATE
Islamic New Year	Thursday, 26 June 2025 or Friday, 27 June 2025
Prophets Birthday	Thursday, 4 September 2025
UAE National Day	Tuesday, 2 December 2025 – Wednesday, 3 December 2025
New Year's Day	Thursday, 1 January 2026
Ramadan Begins	Tuesday, 17 February 2026
End of Ramadan & Eid Al Fitr	Wednesday, 18 March – Sunday 22 March 2026
Arafat & Eid Al Adha	Tuesday, 26 May - Sunday, 31 May 2026
Islamic New Year	Wednesday, 17 June 2026

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. In addition, during breaks, the students are required to be on call at Dubai Dental Hospital. Residents will be notified of this requirement in advance.

Tuition fees

2025-26	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 2025
	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

Residents 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 resident 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 resident must submit the final proposal to the Primary Supervisor before the end of semester two of year one. The residents are advised 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. Residents 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 residents 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 resident, 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 resident 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

Residents 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 Resident Admissions and Registrations Department.

Intellectual Property Rights and Copyrights

MBRU is committed to encouraging faculty and residents 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 residents 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 resident-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 residents 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. Residents 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 residents not being awarded the academic degree or certificate.

General Admission Requirements and Procedures

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

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

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

ITEM	QUALIFICATION/CRITERIA
Degree	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. Applicants with cGPA between 2.50 - 2.99 or equivalent may be considered for conditional admission.*
Experience	A minimum of one year of internship is required.
Recommendation letter	Minimum of two reference letters from the current Employer / Institution. Dubai Health employees are required to submit a letter of support from the Chair of Oral Health, specific to the specialty.
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.

English Language Requirements	Academic IELTS	• An overall band 6 with no skill less than 5.5 • IELTS Indicator will not be considered for admission purposes • Must have been taken within thelast two years • A single certificate to be submitted; combined scores are not accepted
	TOEFL	• iBT 80 with a minimum of 20 in Writing • PBT is not accepted • 'My Best Scores' will not be considered • for admission purposes

		• Must have been taken within the last two years
Interview	Shortlisted applicants will be invited for the respective program interview OR Multiple Mini Interviews (MMI) as applicable. Applicants may also have a practical exercise.	

Notes:
Detailed information on the required documentation is available on the MBRU website 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
For the academic year 2025-2026, the deadline for submitting applications was 30 January 2025.

The applications for the academic year 2026-2027 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. Residents can only request transfer credit at the time of application – if applicable.

When applicable, a transfer admission request to be considered:

- The resident 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 resident 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 resident 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.

Residents can transfer only at the beginning of an academic year. Transfer residents 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 residents accepted with a cGPA of 2.50 on a scale of 4.00.

If admitted, the resident 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 resident will be registered at the beginning of each academic term and continue active registration throughout their stay in the University, unless otherwise advised.

Withdrawal

Withdrawal is an action where a resident 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 enroled in course(s)
- Demonstrates poor academic performance.

The residents must complete the Add and Drop Request Form for withdrawal from a course(s). Withdrawal from the program means that the resident drops all courses in which he/she is currently enroled, 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 resident opts to discontinue their studies at MBRU. Upon approval, the resident status and registration changes as withdrawn on the Resident Record System. If the resident wishes to return to the university, then the policy for Re-enrolment applies.

Re-enrolment in MBRU

Residents 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 resident applies for re-enrolment within two years from the beginning of the first academic term of the break-in registration.
- The resident is not dismissed from the University.
- Residents on suspension are eligible to apply for re-enrolment upon the completion of the period of suspension.
- A resident 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. Residents 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 residents, seeking the required approvals, and communicating the final decision back to the residents.

Dismissal

A permanent discontinuation of registration as a bona fide resident is usually a disciplinary measure taken against a resident found guilty of a serious offence following investigation. Dismissed residents 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.

Residents 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

Residents 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 residents. Formative assessments should enable the residents to develop and improve before completing summative assessments. Residents have a responsibility to consider feedback and to act on it.

Feedback to residents 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 resident groups are small, and this has the advantage of allowing direct and regular informal feedback to residents. This personal feedback enables the residents to reflect on individual skills and performance.

Summative Assessment

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

Schedule for residents' assessment

Clinical Training	Method of Assessment	Time for Assessment
Specialty Clinical Training/ Clinic	Clinical Logbook and Reflective Learning Portfolio Formative	Continuous assessment
	360° Appraisal FORMATIVE	End of Year 1,2,3
	Case-Based Presentation Summative	Once per semester
	DOPs (Direct Observation of Procedural Skill) CBDs (Case-Based Discussion) Mini CEX (Mini-Clinical Evaluation Exercise) Formative	Continuous assessment

	Meeting with the Program Director to discuss performance 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 resident 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 resident 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 resident 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 resident is currently enroled in the course.
I	An Incomplete grade shall be used when residents have not completed course requirements due to extenuating circumstances.
WW	Withdrawn grades shall be assigned to a resident 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 resident who withdraws formally from a course after the prescribed deadline.

Residents receive A-F grades in all enroled 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 residents 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 residents at the beginning of the course.

Posting Grades

Grades shall be assigned to individual residents 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.

Resident Grade Access and Appeal

The resident 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 resident is strongly encouraged to discuss his/her performance in class assignments during the semester with his/her course coordinator. A resident 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 resident should first raise the concern directly with the course coordinator and request clarification/confirmation of the accuracy and propriety of the final grade. The resident 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 resident can raise the issue with the program director. If the program director is in agreement with the faculty but the resident remains convinced that the grade is in error, the resident 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 resident'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 residents will be notified by Student Affairs regarding the decision of the committee.

Grade Point Requirement and General Policy Regarding Deficient Grades

Residents 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. Residents with final grades of "C-, D+, D, or F" will be considered by the Student Admission and Progression Committee for remediation. Residents will be informed as soon as the grades are released. Upon notification of approval to remediate, the resident must contact the appropriate course coordinator(s) involved to confirm the intention to be present for the remediation, and the resident must be present on the scheduled date(s). No substitute dates are permitted.

The specific option for remediation of a resident’s deficient grade is determined by the course coordinator and is based on the course coordinator's judgment as to the nature of the resident’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 resident 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 resident 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 resident 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 resident 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 resident 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 resident obtains a cGPA below 3.0, the resident will be given the option of either progressing to the following year under the terms or withdrawing from the program. If the resident opts to progress to the following year, the resident will be allowed one additional year on academic probation to meet the cGPA requirement of 3.0 or above. Additionally, the residents will be required to sign an undertaking form agreeing to that, and the sponsor of the resident, if applicable, will be notified. In the event the residents do not meet this requirement, they will be dismissed from the program upon the recommendation of SAPC and endorsement of the Dean.

A resident admitted with a cGPA between 2.5 -2.99 will be placed on academic probation. The resident 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 resident 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 resident 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 Residents During Exams

1. Residents must not indulge in any behavior or conduct that may disturb other candidates or disrupt the smooth progress of an examination.
2. Residents are not permitted to smoke in any part of the examination room.
3. Residents 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. Residents 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. Residents 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. Residents 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 resident require them.
7. Residents must be at the venue of the examination at least 15 minutes before exam commencement.
8. Before the commencement of the examination, the resident must place their ID card on the top right-hand corner of the desk for inspection by one of the invigilators.

9. Residents 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. Residents 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 residents taking the examination to ensure adequate spacing between one resident 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 resident'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 resident 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 residents 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 residents.

Completion requirements

Graduation of a resident 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 residents. 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

Residents 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. Residents 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 residents 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 residents in their independent study.

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

Clinical case-based discussions: Residents 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 resident's ability to critically appraise their own performance.

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

Independent study will enable the residents 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 residents 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 residents' 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 residents, 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.
- Residents 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 resident 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 residents 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 resident's intellectual experience. They ensure that when residents 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 residents with the opportunity to participate in the evaluation and management of patients. This course comprises lectures designed to help the residents expand their knowledge in anatomy, physiology, and pharmacology with areas of clinical importance. Knowledge gained by the residents will contribute to achieving competency in rendering treatment.

Applied Basic Sciences II (CC511)

This course comprises lectures designed to expand residents' knowledge in oral histology and physiology with emphasis on clinical relevance. Knowledge gained by the residents 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 residents to appraise scientific literature. In addition, residents 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, residents 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 residents 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 residents 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. Residents 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. Residents will be introduced to the concepts regarding systematic reviews and meta-analysis. Each specialty's residents will discuss relevant descriptive epidemiology, including indices and, importantly, the global burden of oral disease.

Master of Science 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, residents 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 resident 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, residents 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 QFEmirates (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		
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. 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	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			x	x	x	x	x	x	x	x	x	x	x

	skills to present, explain, and/or critique highly complex matters													
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	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			x	x					x	x	x	x	x

	knowledge and practice, including unfamiliar learning contexts													
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. Residents 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 residents 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 residents to enter the clinical environment and perform endodontic procedures on a patient. The residents 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 residents 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, residents 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, residents progress to more complex endodontic therapy, including surgical and non-surgical retreatment. Residents also gain extensive experience in the team management approach to patient care through multi-disciplinary clinics. Year 3 residents 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 resident 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 residents meet on a weekly basis for 2 hours. This is a joint class where all three groups of residents 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 residents 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 residents 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 residents 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 residents' 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 residents 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 residents 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 residents 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 residents 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 residents 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	20 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	20 weeks	None

Research Dissertation	1	EN812	16 weeks	CC502/ Selection of research topic & supervisor team in Y1S1
Scientific Literature	1	EN822	16 weeks	None
Radiology and Imaging	1	CC509	16 weeks	None
Year 2 Semester 1	**12.5 credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	EN837
Year 2 Semester 2	**12.6 credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	None
Year 3 Semester 1	**12.5 credits**	**Course code**	**Duration**	**Prerequisite**
Periodontology and Prosthodontics for 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	20 weeks	EN838
Year 3 Semester 2	**12.9 credits**	**Course code**	**Duration**	**Prerequisite**
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/ EN844/EN846/

				EN850/EN849/ EN852/EN854
Specialty Clinical Training - Clinic	7.4	EN839	20 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.	12 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	7 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 Board of Endodontics	Jordanian Board of Endodontics	9 years	Endodontic Instruments design and testing.

Master of Science 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, residents 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, residents 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, residents 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	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
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 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	x	x	x	x	x	x	x	x	x	x	x		x

	intellectual independence in the field of work or discipline													
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,			x	x	x	x	x	x	x	x	x	x	x

	or systems, or learning contexts that are highly complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions													
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 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	x	x
9SD2	Can develop and implement further learning			x	x					x		x		x

	consistently and sensitively													
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 residents' 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. Residents 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, residents 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, residents 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, residents will be able to manage appropriate cases more independently. Residents 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 residents 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 residents in-depth preclinical instructions about diagnostic records, including history, clinical examination, study models, radiographic and imaging evaluation, and photographs. Residents 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 residents 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 residents 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 residents 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 resident 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 residents with the required knowledge of the uses of orthodontic appliances. The residents 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 residents 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 residents 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 residents 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 residents with the required knowledge for the identification of indicating factors for the use of fixed appliances. The residents 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 residents 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 residents 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 residents 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 residents 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	20 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
Semester 2	**13 Credits**	**Course code**	**Duration**	**Prerequisite**
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/ Selection of research topic & supervisor team in Y1S1
Scientific Literature	1	OR622	16 weeks	None
Specialty Clinical Training	5	OR637	20 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
Year 2 Semester 1	**12.8 Credits**	**Course code**	**Duration**	**Prerequisite**
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	20 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	20 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	20 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	20 weeks	None
Consolidation of Orthodontic Training	1	OR659	16 weeks	OR642/OR643/ OR644/OR655/ OR656/PR366/ OR647/OR652/

	OR657/OR660/ 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	16 years	Artificial Intelligence Biomaterials
Nameer Al-Taai	Orthodontics	BDS, MSc, DDS, MSc, PhD	Doctor of Philosophy in Medicine, (PhD) Faculty of Medicine, Orthodontics, Umeå University, Sweden	14 years	Maxillary expansion and Nocturnal enuresis Orthodontics and Sleep apnea, snoring and mouth breathing Cephalometric Superimposition 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	14 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 Morth RCSEd 2024 MFD, RCSI 2022 BDS from Ajman University (Fujairah campus) 2017	MSc in Orthodontics from MBRU Morth from RCSEd of Edinburgh	2 years	Three-dimensional (3D) printing Artificial intelligence

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, residents 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, residents 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, residents 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 (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			x	x	x	x	x		x			x	x

	innovation of complex ideas, information, concepts, and/or activities													
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			x	x	x	x	x	x	x	x	x	x	x

	technology skills to present, explain, and/or critique highly complex matters													
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													
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 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 residents 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 residents 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 residents 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 residents 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, residents 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. Residents 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 residents will perform a clinical rotation in pediatric medicine. This is a two-week rotation for the residents 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 residents 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 residents' 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 residents 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 residents 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 residents will receive general anesthesia simulation training at Khalaf Al Habtoor Simulation Center.

General Pediatrics (PD445)

This course will provide the residents 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 residents will learn the principles of appropriate dental management for these patients. The residents will also be introduced to ways of effective communication with other healthcare providers involved in the treatment of these patients. The residents 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 residents 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 residents – 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, residents 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 residents' 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	20 weeks	None
Orthodontic Diagnosis and Treatment Planning	1	OR643	16 weeks	None
Semester 2	**13.3 credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	None
Research Dissertation	1	PD412	16 weeks	CC502/ 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

Year 2 Semester 1	13 credits	Course code	Duration	Prerequisite
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	20 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	20 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/ OR643/PD448/ PD446/PD445/ PD450/PD443/ PD451/PD444
Scientific Literature	1	PD425	16 weeks	None
Specialty Clinical Training	8*	PD439	20 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	20 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	7 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 PhD-Dentistry, Faculty of Medicine and Health, University of Leeds, UK	3 years	Dental public health and prevention, Special care dentistry and Behavior management of children and adolescents
Iyad Hussein	Pediatric Dentistry	DDS (Dam), MDentSci (Leeds),	MDentsSci (Leeds, UK)	17 years	Intrinsic and extrinsic sugars and plaque pH, The Hall technique and

		Stat.Exam (GDC-UK), MFDS RCPS(Glasg), GDC-UK Specialist in Pediatric Dentistry			biological caries management, Child protection in dentistry, Oral surgery in pediatric dentistry, Dental anxiety and general anesthesia in dentistry, Dental caries in children, Drooling and hypersalivation in children, Sleep apnea, formula milk and sugar concentration, Behavior management in children, Assessment in postgraduate dentistry
Manal Al Halabi	Pediatric Dentistry	BDS, MS, Diplomate, American Board of Pediatric Dentistry	Certified, American Board of Pediatrics Dentistry	17 years	Minimally invasive biological caries management techniques, dental care of special needs patients, genetics and prevalence of enamel defects, knowledge of dental and medical healthcare providers in different oral healthcare-related aspects, and dental education with emphasis on postgraduate residents and child maltreatment.
Mawlood Kowash	Pediatric Dentistry	BDS, MSc, DDSc, MRCD(C), FRCD(C), FDSRCPS(Glasg), FDSRCS(Ed)	Doctorate of Dental Science (DDSc) in Pediatic Dentistry; Leeds University, UK	12 years	Epidemiology, prevention, and management of dental caries in children. Epidemiology and management of traumatic dental injuries. Oral health of medically

					compromised and special needs children. Molar incisor hypomineralization (MIH) and enamel defects. 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, residents 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, residents 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, residents 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 (Level 9)	HBMCDM Program Learning Outcomes (PLOs)														
		PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO	PLO
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. 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	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	x	x	x	x	x	x	x	x	x	x	x	x	x		x

	intellectual independence in the field of work or discipline														
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			x	x	x	x	x	x	x	x	x	x	x	x	x

	complex, unpredictable, and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions														
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 residents 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. Residents 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. Residents 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 residents 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. Residents 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. Residents 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 residents 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 residents and staff. Each resident 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 residents 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. Residents are expected to integrate theoretical knowledge into practice and develop critical clinical decision-making skills.

Periodontal Surgery (PE249)

This course is designed to provide residents 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. Residents 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 residents 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 residents' 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 residents 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 residents 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. Residents 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 residents 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 Relevant to Periodontology	1	PE260	16 weeks	None
Diagnosis and Treatment Planning in Periodontology	1	PE243	16 weeks	None
Specialty Clinical Training - Clinic	3.5*	PE237	20 weeks	None
Clinical Governance, Legislation and Ethics	1	CC503	16 weeks	None
Research Methodology and 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 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	20 weeks	None
Research Dissertation	1	PE212	16 weeks	CC502/ 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
Year 2 Semester 1	**13 Credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	PE237
Year 2 Semester 2	**13.2 Credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	None
Molecular Biology	1	CC504	16 weeks	None
Year 3 Semester 1	**12 Credits**	**Course code**	**Duration**	**Prerequisite**
Research Dissertation	2	PE215	16 weeks	None
Scientific Literature	2	PE225	16 weeks	None
Specialty Clinical Training - Clinic	8*	PE239	16 weeks	PE238
Year 3 Semester 2	**13.5 Credits**	**Course code**	**Duration**	**Prerequisite**
Research Dissertation	3	PE216	16 weeks	None
Scientific Literature	2	PE226	16 weeks	None
Consolidation of Periodontic Training	1	PE259	16 weeks	PE260/PE243/ PE244/PE249/ PR351/PE246/

				PR352/PE256/ PE250
Specialty Clinical Training - Clinic	7.5	PE239	20 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 Certified, American Board of Periodontology	American Board of Periodontology and Dental Implant Surgery	3 years	Tissue engineering – Platelet-rich fibrin (PRF) Osseointegration Pharmacology Medication effect on different periodontal tissues

Maanas Shah	Periodontology	BDS, MSD, CAGS, MRACDS (Periodontology)	MSc in Periodontics, Boston University Institute of Dental Research and Education, Dubai	4 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, DClinDent (Periodontology), PhD	Doctor of Philosophy (PhD) - University of Otago, Dunedin, New Zealand	17 years	Evidence-based dental practice (systematic reviews and meta-analyses) Clinical trials in Periodontology and Implant Dentistry Risk Assessment in Periodontology and Implant Dentistry Qualitative research in Periodontology and Implant Dentistry Patient-reported outcome measures in Periodontology and 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, residents 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, residents 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, residents 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. 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			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 complexity) with appropriately selected research methodologies, producing sound conclusions			x	x		x	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
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

Prosthodontics is the restoration or replacement of diseased or missing teeth. The examination of the patient's dental, pulpal, periradicular, periodontal, oral, and peri-oral tissues is fundamental prior to restorative treatment and in determining the correct diagnosis.

The Master of Science in Prosthodontics is a taught postgraduate three-year program that incorporates clinical training at the level of specialist trainee and appropriate preparation for the 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 residents 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 residents presenting an overview of the papers they have studied. This course will challenge residents 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 residents 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 residents to perform Prosthodontic procedures on patients. The resident 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, residents 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 residents 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 residents 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 residents 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 residents' 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, residents are closely supervised while developing skills in diagnosis, radiographic techniques, and treatment planning. In the first year, residents will treat patients for overall restorative dental care, especially fixed and removable prosthodontics. Residents 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, residents 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, reline 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. Residents will be able to diagnose and classify the different types of partially dentate jaws. In addition, residents 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. Residents 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 residents 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 residents with knowledge regarding common medical conditions that affect dental treatment. The treatment of a range of medical emergencies will be covered, and residents 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 residents 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 residents 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 residents 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 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 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/

				Selection of research topic & supervisor team in Y1S1
Scientific Literature	1	PR322	16 weeks	None
Specialty Clinical Training - Clinic	6.1	PR332	20 weeks	PR331
Removable Prosthodontics: Complete Dentures	1	PR355	16 weeks	None
Basic Implant Surgical and Restorative 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	20 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
Year 2 Semester 2	**13.7 credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	None
Medical problems relevant to Prosthodontics	1	PR361	16 weeks	None
Year 3 Semester 1	**11 credits**	**Course code**	**Duration**	**Prerequisite**
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	20 weeks	PR338
Year 3 Semester 2	**12 credits**	**Course code**	**Duration**	**Prerequisite**
Research Dissertation	3	PR316	16 weeks	None
Scientific Literature	1	PR326	16 weeks	None
Specialty Clinical Training - Clinic	6	PR339	20 weeks	None
Consolidation of Prosthodontic Training	1	PR364	16 weeks	PR346/PR347/ PR367/PR355/ PR351/PR366/ PR352/PR354/ PR368/PR361/ 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

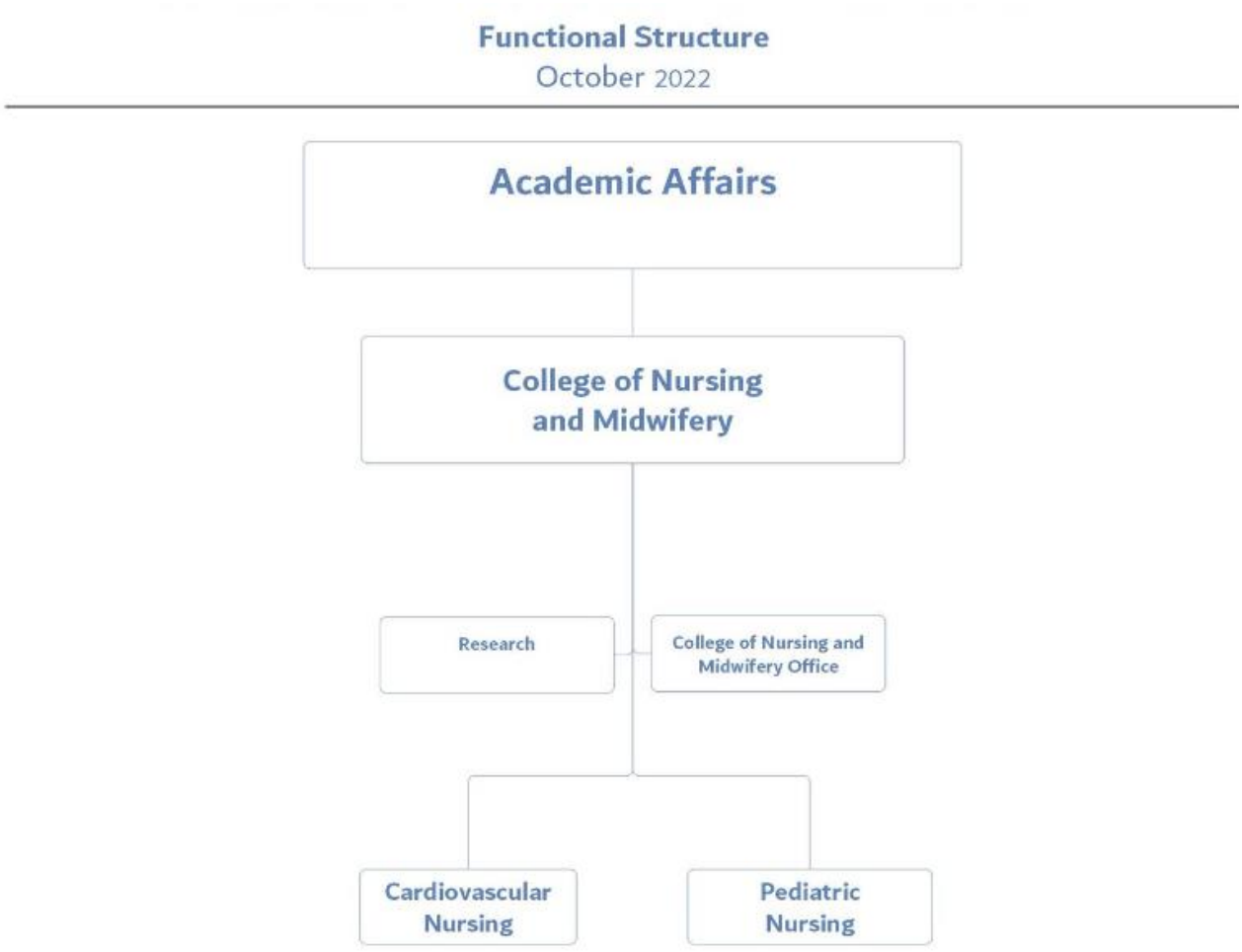
Faculty Name	Area of Specialization	Degrees Held	Highest degree and University	Graduate Teaching Experience	Research Interests
Fatemeh Amir Rad	Prosthodontics	DDS, CAGS, MSD, Mpros (RCSEd)	MSD in Prosthodontics, Boston University Institute of	12 years	Dental Epidemiology, Dental Education and Dental Biomaterials

			Dental Research and Education, Dubai		
Haitham Elbishari	Prosthodontics	BDS, MSc, Mpros (RCSEd), FDS (RCSEd), PhD	PhD in Clinical Dentistry, University of Manchester, School of Dentistry	13 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	18 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	11 years	Bonding strength of high-strength ceramic after different surface treatments. Evaluating the spread of aerosols during crown preparation Comparison of digital and conventional impression techniques for artificial maxillectomy defects Loss of pulp vitality following preparation of vital teeth for crown/FDPs restorations Radiological assessment of the submandibular fossa from CBCT and the correlation to implant placement. Dental Implant and Restoration Selection by Prosthodontists The convergence angle of full crown preparation in private practice The impact of cantilever direction on the outcome of implant implant-supported fixed prosthesis The evaluation of smile design by lay people and dentists in UAE. Oral health problems among the labor group in UAE.

Hind Bint Maktoum College of Nursing and Midwifery (HBMCoNM)

Organizational Structure of the College



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.

College Goals and Outcomes

International accreditations

Throughout the academic year 2025-26, the Hind Bint Maktoum College of Nursing and Midwifery intends to seek international accreditations for its MSc programs.

Academic Calendar

Week	Semester	Date
SEMESTER 1: Tuesday, 26 August 2025 – Friday, 12 December 2025		
1	New Student Orientation	Tuesday, 26 August – Friday, 5 Sep 2025
2	Semester 1 - Classes Start	Monday, 01 Sep 2025
16	Semester 1 – Assessment week	Monday, 1 December – Friday, 5 December 2025
	SAPC Meeting	Thursday, 18 December 2025
	Semester 1 -Resubmission of Assessments	Thursday, 15 Jan 2026 Thursday, 19 Feb 2026
	WINTER BREAK (3 weeks)	**Monday, 15 December 2025 – Friday, 2 January 2026**
Week	**Semester**	**Date**
SEMESTER 2: Monday, 05 Jan 2026– Friday, 01 May 2026		
1	Semester 2 – Classes Start	Monday, 5 Jan 2026
	SPRING BREAK (2 weeks)	**Monday, 30 March 2026 – Friday, 10 April 2026**
17	Semester 2 - Assessment week	Monday, 27 April 2026 – Friday, 01 May 2026
	SAPC Meeting	Thursday, 14 May 2026
	Semester 2 - Resubmission of Assessments	Thursday, 11 June 2026 Thursday, 09 July 2026
	Clinical Placement UAE / Belfast	**May 2026 – August 2026**
	Graduation	XX June 2026

SAPC: Student Assessment and Progression Committee

UAE Public Holidays (2025-26) (Subject to official confirmation)

Occasion	Date
Islamic New Year	Thursday, 26 June 2025 or Friday, 27 June 2025
Prophets Birthday	Thursday, 4 September 2025
UAE National Day	Tuesday, 2 December 2025 – Wednesday, 3 December 2025
New Year's Day	Thursday, 1 January 2026

Ramadan Begins	Tuesday, 17 February 2026
End of Ramadan & Eid Al Fitr	Wednesday, 18 March – Sunday 22 March 2026
Arafat & Eid Al Adha	Tuesday, 26 May - Sunday, 31 May 2026
Islamic New Year	Wednesday, 17 June 2026

Tuition fees

Program	2025-2026	Amount	Actual After 50% Scholarship**	Schedule
MSc Nursing	Seat reservation fee (non-refundable) offer	AED 10,000		At the time of acceptance of the offer
	Tuition fees	AED 130,000		New and returning students: 25 July 2025
	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.				

Research policies

Policies and Procedures on Projects, *Theses, and Dissertations

(*Please note that Thesis and Dissertations are used interchangeably)

Registration

Students will be enroled in the dissertation at the commencement of the program.

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 in the identified area of nursing practice.

Research and Scholarly Activity Committee

The Research and Scholarly Activity Committee at HBMCoNM 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. The committee also monitors the performance of graduate students in the College through regular review of each student's progress, up to submission of thesis and satisfactory amendments following external reviews and reports the outcome of the review of student progress to the Dean.

External Examiner

All dissertations following internal moderation will be made available for review by the appointed external examiner.

Revisions

Amendments and revisions to the dissertation, as outlined through internal and external 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
• Meet attendance requirements for all courses. • Successfully complete 36 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies. • Submit a thesis.	• Meet attendance requirements for all courses. • Successfully complete 24 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.	• Meet attendance requirements for all courses. • Successfully complete 18 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.

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 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 (to be undertaken in the UAE and/or Belfast Health and Social Care Trust, Northern Ireland), 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 3 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 (to be undertaken in the UAE and/or Belfast Health and Social Care Trust, Northern Ireland). 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 Practice I	3		

Advanced Clinical Pharmacology	2	Advanced Specialty II:	3		
Organizational Systems Leadership, Policy, and Quality.	3	Thesis	3		
Total Credits	**12**	**Total Credits**	**12**		

Year 2	
Semester 3 (15 weeks)	
Courses	**Credits**
Advanced Clinical Specialty Practice II	3
Advanced Specialty III:	3
Advanced Clinical Specialty Practice III	3
Thesis	3
Total Credits	**12**

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 Practice I	3
Advanced Specialty I	3	Advanced Clinical and Physical Assessment	3		
		Thesis	2		
Total Credits	**7**	**Total Credits**	**7**	**Total Credits**	**3**
Year 2					
Semester 3 (15 weeks)		**Semester 4 (15 weeks)**		**Summer**	
Courses	**Credits**	**Courses**	**Credits**	**Courses**	**Credits**

Advanced Specialty II	3	Organizational Systems Leadership, Policy, and Quality.	3	Advanced Clinical Specialty Practice III	3
Advanced Specialty III	3	Advanced Clinical Specialty Practice II	3		
		Thesis	2		
Thesis	2				
Total Credits	**8**	**Total Credits**	**8**	**Total Credits**	**3**

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)

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 Specialty II	3		
Advanced Specialty I	3	Advanced Clinical Specialty Practice I	3		
Advanced Clinical Pharmacology	2	Advanced Clinical Specialty Practice II	3		
Advanced Specialty III	3	Advanced Clinical Specialty Practice III	3		
Total Credits	**12**	**Total Credits**	**12**		

Total Program Credits = 24. The full-time program completion option is 12 months.

Postgraduate Diploma in Nursing: Part-Time Study Plan: (24 credits)

Semester 1 (15 weeks)		Semester 2 (15 weeks)		Semester 3 (Fall or Summer)	
Courses	**Credits**	**Courses**	**Credits**	**Courses**	**Credits**
Evidence-Based Nursing, Research, and Statistics	4	Advanced Specialty II	3	Advanced Specialty III	3
Advanced Specialty I	3	Advanced Clinical Specialty Practice I	3	Advanced Clinical Specialty Practice III	3
Advanced Clinical Pharmacology	2	Advanced Clinical Specialty Practice II	3		
Total Credits	**9**	**Total Credits**	9	**Total Credits**	6

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 Practice I	3	Advanced Clinical Specialty Practice II	3		
Advanced Specialty III	3	Advanced Clinical Specialty Practice III	3		
Total Credits	**9**	**Total Credits**	**9**		

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 Practice II	3
Advanced Specialty III	3	Advanced Clinical Specialty Practice I	3	Advanced Clinical Specialty Practice III	3
Total Credits	**6**	**Total Credits**	**6**	**Total Credits**	**6**

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 Masters' Degree	Goals & Outcomes for Diploma	Goal & Outcomes for Certificate	**Goal 1**	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.
			Goal 2	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.
			Goal 3	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.
			Goal 4	Promote research and advanced critical thinking to 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

Admissions Policy

For detailed information, please refer to the Section on MBRU's policy on Admission, Registration, Enrolment, Progression, Withdrawal, and Dismissal.

The general minimum admissions criteria for August 2025 entry are set out below:

Admissions Criteria to HBMCoNM for MSc 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 orequivalent.
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 auniversity 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.

Academic IELTS	• An overall band 6 with no skill less than 5.5 • IELTS Indicator will not be considered for admission purposes • Must have been taken within thelast two years • A single certificate to be submitted; combined scores are not accepted.
TOEFL	• iBT 80 with Writing score of 20 • PBT is not accepted • Must have been taken within the last two years • 'My Best Scores' will not be considered for admission purposes

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

1. Consideration for conditional admission may be extended on a case-by-case basis to applicants who do not meet all the admission criteria.
2. Decision for conditional admission is made by the HBMCoNM 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 academic advisor 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.

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 will deliver the optimum 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 that they get the best possible academic experience and results that reflect their individual effort and ability.

The assessment will continually change and emerge, and will 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 MSc 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 institutional accountability by MBRU to each student in nurturing and facilitating progress and highlighting, where necessary, student learning challenges.

The thesis or academic supervisor will help the student in the completion of the research work, which will be based on course-learned theory and clinical placement practice. The supervisor should help the student in identifying a topic for his/her research and closely supervise and advise the student 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 dissertation 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 with regard to 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 will be in alignment with the aims and objectives of the program 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:

- Students who achieve a grade of C-, D+, D, or F will be allowed to remediate up to a maximum of B.
- Students achieving an Unsatisfactory and Fail grade will be permitted two further attempts to achieve a minimum Satisfactory grade
- Minimum letter grade for Satisfactory pass is “C”
- Grades ‘B’ and above cannot be remediated
- In case the cGPA is below 3.0, i.e., the Graduation Requirement Is Not Met, the Student may remediate grades C, C+, and B- by repeating certain individual courses with an 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. 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 Student Assessment and Progression Committee to review the circumstances in consultation with the course coordinator and other relevant faculty before making a decision, typically within five working days (Further details are available in the Student Handbook section 6)

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

Assessments 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 draw out a blueprint of course objectives and the assessment instruments to be used to test these objectives. Multiple methods are usually required to achieve blueprint objectives. The different assessment 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 and 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, exam questions/stations/cases should be reviewed and amended through the course coordinator and relevant faculty members, before the examination takes place. Sample reviews of ICA should be conducted by the SAPC in conjunction with the Course Coordinator.

Standard Setting

For each course, a defensible standard-setting method should be used by appropriately prepared faculty. The standard-setting procedure should be declared to SAPC.

Marking Assessments

Scoring will be performed through 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 should be provided and used as the basis for marking and feedback to students. Several examiners should be available, but one examiner should mark the same question for all students for consistency. Double marking is encouraged. For Objective Structured Clinical Examination (OSCE) stations, a properly designed checklist should be used. Several examiners should be available. Each OSCE station should be assigned to one examiner.

Word Count

- Where a word count is applied, the preferred practice, and recommended guidance, is to allow a 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 briefs should clearly state a maximum word count.
- The word count should normally refer to everything in the main body of the text. Everything before (for example, an abstract or contents) or after (for example, references and appendices) is NOT included in the word count. Where there are exceptions, these should be outlined in the assignment criteria, for example, where an abstract is included in the word count.
- The marks will be allocated as per the rubrics (rubrics to include the criteria on word count)
- If students exceed the recommended word count, provide focused feedback and guidance to the student.

Use of Generative Artificial Intelligence (GAI)

Students should be encouraged to utilize all support in assignment construction. Assignment guidelines criteria should ensure 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 must be appropriately acknowledged and cited, including the specific version of the tool used. As AI-generated content is not necessarily accurate or appropriate, 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 should be declared by the student using the form "Use of Generative Artificial Intelligence -Student Declaration".

Late submissions

- Assessment guidelines should encourage students to submit coursework on time.
- Exemptions are expected to be granted in exceptional circumstances, and 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 are expected to be proportionate to the impact of the exceptional circumstances.

- Coursework submitted after the deadline and without approval for exceptional circumstances will be penalised at the rate of 1% of the total available marks (100%) for each calendar day late up to a maximum of five calendar days, after which a mark of zero will be awarded.

Grades and Grading

Letter grades shall be used to describe the achievement level attained within a particular course. A final examination is customary but may not be considered necessary in certain types of courses. A Cumulative Grade Point Average (cGPA) will be calculated based on all courses for each semester 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 shall approve the decisions before the release of results to the students.

Item Analysis and Test Statistics

Student performance on exam questions should be analyzed using appropriate item analysis software by the course coordinators. 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 Assessments

Feedback on In-Course Examinations (ICAs) should be given to students within 4 weeks of the examination. Feedback should not involve the release of questions but a discussion of points of weakness with students (Refer to HBMCoNM Guidelines).

Remediation

If there is a case of a student who has obtained an unsatisfactory rating (score of 0-69 or grade of C-, D+, D, and F) in a course, HBMCoNM will provide an opportunity for students to remediate, which contributes to the requirements for passing the course, subject to program regulations. 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.

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. 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.

When a course assessment is retaken through remediation or resubmission, the maximum mark for that assessment will be capped at B (80%). The actual grade obtained will be recorded in the transcript.

Students will not be permitted to re-take courses that they have passed with a grade of B and above.

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.

Students' reassessment/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 grade 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

a. 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.
b. 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

c. 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

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. 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 will be advised to

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.

MSc. 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)		9S	9S	Aspects of Competence (C)

	9K 1	9K 2	9K 3	9K 4	9S 1	9S 2	9S 3	4	5	9AR 1	9AR 2	9AR 3	9RC 1	9RC 2	9SD 1	9SD 2	9SD 3
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.	X		X	X	X		X		X	X	X			X			
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.	X		X		X			X	X	X	X					X	
PLO 3- Critically appraise, translate, and integrate cardiovascular research evidence to advance practice and improve cardiac patient outcomes.		X	X	X		X	X		X	X			X		X		
PLO 4- Apply leadership, professionalism, and accountability in cardiovascular care settings by managing complex care, influencing policy, and upholding ethical and culturally competent practices.	X		X		X		X	X		X	X	X					X
PLO 5- Utilize technologies and informatics systems to enhance clinical decision-making and optimize cardiac care delivery.	X			X	X				X	X			X		X		
PLO 6 – Design and evaluate population-focused, ethical nursing care that promotes heart health, prevents disease, and addresses inequities in access to cardiovascular care.	X		X	X	X	X	X				X			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
• Meet attendance requirements for all courses. • Successfully complete 36 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies. • Submit a thesis.	• Meet attendance requirements for all courses. • Successfully complete 24 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.	• Meet attendance requirements for all courses. • Successfully complete 18 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.

Course information

Course Descriptions

Core courses for Cardiovascular Nursing

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

A master's thesis courses provide 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 research project, allowing students to pursue a topic of their choice, guided by faculty mentors. The thesis is structured into two semesters, enabling students to engage in various phases of research. During these two semesters, students will focus on developing and formulating research questions/ hypotheses, conducting a comprehensive literature review, and determining appropriate quantitative or qualitative research methodologies. Students will also refine their critical thinking and scholarly writing skills as they conduct their research. Students are expected to perform data collection, analysis, and synthesis. The complete work will result in the submission of a final thesis, which will be evaluated based on originality, rigor, and contribution to the nursing field. Students will also present their thesis to faculty and peers, showcasing their research journey and its implications for nursing practice and theory. Throughout this process, students will receive individualized guidance from a thesis advisor and have opportunities for peer collaboration and feedback.

Specialty course descriptions for Cardiovascular Nursing

Specialty Course One/Theory: (NURS7313)

Advanced Specialty I: Core concepts of critical care practice

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 critically ill patients. The course is designed for specialty nurses seeking to deepen their understanding and management abilities of those with complex critical conditions, including cardiovascular conditions. The course focuses on both the

theoretical framework and practical applications essential in intensive care units. The course covers critical topics related to hemodynamic monitoring, ventilator management, advanced cardiovascular support, shock, sepsis, organ failure, and ethical issues. 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, multidisciplinary approaches, and the integration of advanced diagnostics, therapeutics, and procedural skills in the treatment of critically ill patients.

Specialty Course Two/Theory: (NURS7307)
Care of patients with cardiovascular conditions A

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 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 the critical care units. The course covers critical topics related to anatomy and physiology of the cardiovascular system, cardiovascular diagnostic procedures. In addition, this course will cover some of the major cardiovascular disorders, like acute coronary syndrome, heart failure, and atherosclerotic diseases of the aorta. 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, interdisciplinary patient care management, and the integration of advanced diagnostics, therapeutics, and procedural skills in the treatment of critically ill patients.

Specialty Course Three/Theory: (NURS7308)
Advanced Specialty III: Care of patients with cardiovascular conditions B

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 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 the critical care units. The course covers critical topics related to some of the major cardiovascular disorders, like valvular heart disease, venous thromboembolism, and

hypertensive emergencies. The course will also focus on cardiovascular therapeutic management, including cardiac and valvular surgeries. 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, interdisciplinary patient care management, and the integration of advanced diagnostics, therapeutics, and procedural skills in the treatment of critically ill cardiovascular patients.

Practicum I: (NURS7201)

Advanced Clinical Specialty Practice in Cardiovascular Nursing I

This course is one of three advanced clinical specialty practicum course series that are designed to provide students with advanced clinical specialty training and apply the advanced knowledge learned to practice and manage the care of critically ill patients with complex and acute conditions. Students will be engaged in direct patient clinical care experiences that bridge advanced nursing specialty theoretical concepts with practical applications. The course incorporates real-life scenarios to develop proficiency in addressing key aspects of critical care, such as shock, sepsis, organ failure, and ethical dilemmas commonly encountered in managing critically ill patients. Students will enhance their clinical decision-making abilities through simulations and case studies, applying evidence-based interventions and leveraging the latest technological advancements in patient care management and coordination. Emphasis will be placed on the integration of advanced diagnostics, therapeutic techniques, and procedural skills in a multidisciplinary approach.

Practicum II: (NURS7202)

Advanced Clinical Specialty Practice in Cardiovascular Nursing II

This course is one of three advanced clinical specialty practicum course series that are designed to provide students with advanced clinical specialty training and apply the advanced knowledge learned to practice and manage the care of critically ill cardiovascular patients with complex and acute conditions. Students will be engaged in direct patient clinical care experiences that bridge advanced nursing specialty

theoretical concepts with practical applications. The course incorporates real-life scenarios to develop proficiency in addressing key aspects of critical care, such as coronary artery disease, acute coronary syndrome, heart failure, infective endocarditis, and peripheral vascular disease, commonly encountered in managing critically ill cardiovascular patients. Students will enhance their clinical decision-making abilities through simulations and case studies, applying evidence-based interventions and leveraging the latest technological advancements in patient care management and coordination. Emphasis will be placed on the integration of advanced diagnostics, therapeutic techniques, and procedural skills in a multidisciplinary approach.

Practicum III: (NURS7203)

Advanced Clinical Specialty Practice in Cardiovascular Nursing III

This course is one of three advanced clinical specialty practicum course series that are designed to provide students with advanced clinical specialty training and apply the advanced knowledge learned to practice and manage the care of critically ill cardiovascular patients with complex and acute conditions. Students will be engaged in direct patient clinical care experiences that bridge advanced nursing specialty theoretical concepts with practical applications. The course incorporates real-life scenarios to develop proficiency in addressing key aspects of critical care, such as valvular heart disease, hypertensive emergencies, heart surgeries, and catheter interventions for coronary arteries, commonly encountered in managing critically ill cardiovascular patients. Students will enhance their clinical decision-making abilities through simulations and case studies, applying evidence-based interventions and leveraging the latest technological advancements in patient care management and coordination. Emphasis will be placed on the integration of advanced diagnostics, therapeutic techniques, and procedural skills in a multidisciplinary approach.

Sequencing of courses

MSc in Cardiovascular Nursing: Full-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: Core concepts of critical care practice	3
	NURS7217	Advanced Clinical Pharmacology	2
	NURS7303	Organizational Systems Leadership, Policy, and Quality.	3
	Total Credits		**12**
Semester 2 (15 weeks)	NURS7301	Advanced Clinical and Physical Assessment	3
	NURS7201*	Advanced Clinical Specialty Practice I	3
	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3
	NURS7931	Thesis	3
		Total Credits	**12**
Summer			

Year 2			
Semester	**Code**	**Courses**	**Credits**
Semester 3 (15 weeks)	NURS7202*	Advanced Clinical Specialty Practice II	3
	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	NURS7203*	Advanced Clinical Specialty Practice 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: Core concepts of critical 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 Practice I	3
	Total Credits		**3**
Year 2			
Semester 3 (15 weeks)	**Code**	**Courses**	**Credits**
	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3
	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	NURS7922	Thesis	2
	Total credits		**8**

Semester 4 (15 weeks)	NURS7303	Organizational Systems Leadership, Policy, and Quality.	3
	NURS7202*	Advanced Clinical Specialty Practice II	3
	NURS7923	Thesis	2
	Total Credits		**8**
Summer	NURS7203*	Advanced Clinical Specialty Practice III	3
	Total Credits		**3**

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)

Year 1			
Semester	**Code**	**Courses**	**Credits**
Semester 1 (15 weeks)	NURS7402	Evidence-Based Nursing, Research, and Statistics	4
	NURS7313	Advanced Specialty I: Core concepts of critical care practice	3
	NURS7217	Advanced Clinical Pharmacology	2
	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	Total Credits		12
Semester 2 (15 weeks)	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3
	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		12
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: Core concepts of critical care practice	3
	NURS7217	Advanced Clinical Pharmacology	2
	Total Credits		**9**
Semester 2 (15 weeks)	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3

	NURS7202	Advanced Clinical Specialty Practice II	3
	Total Credits		**9**
Semester 3	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		**6**

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: Core concepts of critical care practice	3
	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	Total Credits		**9**
Semester 2 (15 weeks)	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3
	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		**9**
Summer			

Postgraduate Certificate in Cardiovascular Nursing: Part-Time Study Plan (18 credits)

Semester	Code	Courses	Credits

Semester 1 (15 weeks)	NURS7313	Advanced Specialty I: Core concepts of critical care practice	3
	NURS7308	Advanced Specialty III: Care of patients with cardiovascular conditions B	3
	Total Credits		**6**
Semester 2 (15 weeks)	NURS7307	Advanced Specialty II: Care of patients with cardiovascular conditions A	3
	NURS7201	Advanced Clinical Specialty Practice I	3
		Total Credits	**6**
Summer	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
		Total Credits	**6**

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	Blended Course Delivery		
							Total Contact Hours	F2F (Contact Hr.)	Online (Contact Hr.)
Evidence-Based Nursing, Research and Statistics	NURS7402	S1	S1	4	15 weeks	Core	60	45 (1:1)	15 (1:1)
Advanced Clinical and Physical Assessment	NURS7301	S2	S2	3	15 weeks	Core	45	14 (1:1)	31 (1:1)
Advanced Clinical Pharmacology	NURS7217	S1	S2	2	15 weeks	Core	30	20 (1:1)	10 (1:1)

Organizational Systems Leadership, Policy, and Quality.	NURS7303	S2	S4	3	15 weeks	Core	45	30 (1:1)	15 (1:1)
Advanced Specialty I: Core concepts of critical care practice	NURS7313	S1	S1	3	15 weeks	Specialty	45	34 (1:1)	11 (1:1)
Advanced Specialty II: Cardiovascular Care of patients with cardiovascular conditions A	NURS7307	S1	S3	3	15 weeks	Specialty	45	34 (1:1)	11 (1:1)
Advanced Specialty II: Cardiovascular Care of patients with cardiovascular conditions B	NURS7308	S3	S3	3	15 weeks	Specialty	45	34 (1:1)	11(1:1)
Advanced Clinical Specialty Practice I	NURS7201	S2	S2/Summer	3	15 weeks	Specialty	180	NA	NA
Advanced Clinical Specialty Practice II	NURS7202	S2	S4	3	15 weeks	Specialty	180	NA	NA
Advanced Clinical Specialty Practice III	NURS7203	S3	S4/Summer	3	15 weeks	Specialty	180	NA	NA
Thesis	NURS7921		S2	2	15 weeks	Core	30	20 (1:1)	10(1:1)
Thesis	NURS7922		S3	2	15 weeks	Core	30	20 (1:1)	10(1:1)
Thesis	NURS7923		S4	2	15 weeks	Core	30	20 (1:1)	10(1:1)
Thesis	NURS7931	S2		3	15 weeks	Core	45	30(1:1)	15 (1:1)
Thesis	NURS7932	S3		3	15 weeks	Core	45	30(1:1)	15 (1:1)

Course Title	Course Code		Practicum	Assessments

		Lab/Simulation (Contact Hr.)	(Clinical Hr.)	Assignment %	Practice-Based %	Exam %
Evidence-Based Nursing, Research and Statistics	NURS7402	NA	NA	100%	NA	NA
Advanced Clinical and Physical Assessment	NURS7301	30 (1:2)	NA	80%	20%	NA
Advanced Clinical Pharmacology	NURS7217	NA	NA	NA	NA	100%
Organizational Systems Leadership, Policy, and Quality.	NURS7303	NA	NA	100%	NA	NA
Advanced Specialty I: Core concepts of critical care practice	NURS7313	NA	NA	30%	NA	70%
Advanced Specialty II: Cardiovascular Care of patients with cardiovascular conditions A	NURS7307	NA	NA	20%	NA	80%
Advanced Specialty II: Cardiovascular Care of patients with cardiovascular conditions B	NURS7308	NA	NA	20%	NA	80%
Advanced Clinical Specialty Practice I	NURS7201	NA	180 (1:4)	30%	70%	NA
Advanced Clinical Specialty Practice II	NURS7202	NA	180 (1:4)	30%	70%	NA
Advanced Clinical Specialty Practice III	NURS7203	NA	180 (1:4)	30%	70%	NA
Thesis	NURS7921	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7922	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7923	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7931	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7932	NA	NA	Pass/Fail	NA	NA

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.

Name	Position	Degree and Conferring Institution	Years of Experience	Research Interest	Research Supervisor/ Co-Supervisor (2023-2025 MBRU students)
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	8
Mohannad Abu Ruz	Professor	PhD University of Kentucky (2006)	20 years	Cardiology	3
Thaer Al Momani	Assistant Professor	Ph.D., Nursing Science, University of Tennessee Health Science Center 2015	10 years	Pediatrics	3
Atika Khalaf	Associate Professor	Ph.D. in Medical Sciences, Global Public Health,	17 years	Maternal and Child Health	2

		Department of Public Health, Karolinska Institute			

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 QUB faculty members who will teach part-time on the MSc Clinical Nursing, as well as 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.

MSc. 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)	9K1	9K2	9K3	9K4	9S1	9S2	9S3	9S4	9S5	Aspects of Competence (C)							
										9AR1	9AR2	9AR3	9RC1	9RC2	9SD1	9SD2	9SD3

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.	X		X	X	X		X		X	X	X			X			
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	X		X		X			X	X	X	X					X	
PLO 3- Critically appraise, translate, and integrate pediatric research evidence to advance nursing practice and improve outcomes for children and families.		X	X	X		X	X		X	X			X		X		
PLO 4- Apply leadership, professionalism, and accountability in pediatric settings to manage care, influence child health policy, and uphold ethical and culturally sensitive practices.	X		X		X		X	X		X	X	X					X
PLO 5- Utilize technologies and informatics to enhance clinical decision-making, optimize care delivery, and improve health outcomes.	X			X	X				X	X			X		X		
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.	X		X	X	X	X	X				X			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
• Meet attendance requirements for all courses. • Successfully complete 36 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies. • Submit a thesis.	• Meet attendance requirements for all courses. • Successfully complete 24 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.	• Meet attendance requirements for all courses. • Successfully complete 18 credits of taught courses in the program. • Complete 540 hours of clinical practice and meet all proficiencies and competencies.

Course information

Course descriptions

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, taking into account 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

A master's thesis courses provide 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 research project, allowing students to pursue a topic of their choice, guided by faculty mentors. The thesis is structured into two semesters, enabling students to engage in various phases of research. During these two semesters, students will focus on developing and formulating research questions/ hypotheses, conducting a comprehensive literature review, and determining appropriate quantitative or qualitative research methodologies. Students will also refine their critical thinking and scholarly writing skills as they conduct their research. Students are expected to perform data collection, analysis, and synthesis. The complete work will result in the submission of a final thesis, which will be evaluated based on originality, rigor, and contribution to the nursing field. Students will also present their thesis to faculty and peers, showcasing their research journey and its implications for nursing practice and theory. Throughout this process, students will receive individualized guidance from a thesis advisor and have opportunities for peer collaboration and feedback.

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.

Practicum I: (NURS7201)

Advanced Clinical Specialty Practice in Pediatric Nursing I

This specialty course is one of three series of clinical courses that prepare students to have a comprehensive understanding of advanced principles of caring for children and young patients. The course is designed for specialty pediatric nurses seeking to deepen their 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 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 work on

areas and skills 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.

Practicum II: (NURS7202)

Advanced Clinical Specialty Practice in Pediatric Nursing II

This course is one of three advanced clinical specialty practicum course series that are designed to provide students with advanced clinical specialty training and apply the advanced knowledge learned to practice and manage the care of critically ill children and their families. Students will be engaged in direct patient clinical care experiences that bridge nursing specialty theoretical concepts with practical applications. The course incorporates real-life scenarios to develop proficiency in addressing key aspects of critical care nursing management of children, and ethical dilemmas commonly encountered in caring for children with these conditions and their families. Students will enhance their clinical decision-making abilities through simulations and case studies, applying evidence-based interventions and leveraging the latest technological advancements in patient care management and coordination. Emphasis will be placed on the integration of advanced diagnostics, therapeutic techniques, and procedural skills in a multidisciplinary approach.

Practicum III: (NURS7203)

Advanced Clinical Specialty Practice in Pediatric Nursing (Oncology)

This course equips nurses with specialized clinical skills required for managing pediatric hematology/oncology patients. Emphasis is placed on chemotherapy administration, hematologic disorders, oncologic emergencies, pain and symptom management, and survivorship care. The curriculum integrates evidence-based interventions, advanced procedural skills, and interdisciplinary collaboration to optimize patient outcomes.

Practicum III: (NURS7203)

Advanced Clinical Specialty Practice in Pediatric Nursing (Emergency)

This clinical practice course provides nursing students with hands-on experience in pediatric emergency care. Students will apply theoretical knowledge from the emergency course in clinical settings, focusing on evidence-based practices in pediatric triage, rapid assessment, resuscitation, and critical care interventions. Emphasis is placed on team collaboration, communication, and family-centered care. Ethical and legal considerations, child advocacy, and trauma-informed care principles are also integrated into clinical practice.

Practicum III: (NURS7203)

Advanced Clinical Specialty Practice in Pediatric Nursing (Critical Care)

This advanced clinical course provides hands-on experience in pediatric intensive care settings, enabling students to apply advanced nursing interventions for critically ill children. Students will refine complex decision-making, leadership, and evidence-based practice skills in real-world settings while utilizing cutting-edge technology and innovative treatment modalities.

Sequencing of courses

MSc in Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/or Ped. Oncology: Full-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
	NURS7217	Advanced Clinical Pharmacology	2
	NURS7303	Organizational Systems Leadership, Policy, and Quality.	3
	Total Credits		**12**

Semester 2 (15 weeks)	NURS7301	Advanced Clinical and Physical Assessment	3
	NURS7201*	Advanced Clinical Specialty Practice I	3
	NURS7305	Advanced Specialty II: Ped. Acute Care	3
	NURS7931	Thesis	3
	Total Credits		**12**
Summer			

Year 2		
Semester 3 (15 weeks)		
Code	**Courses**	**Credits**
NURS7202*	Advanced Clinical Specialty Practice II	3
NURS7312 OR NURS7311 OR NURS7310	Advanced Specialty III: Advanced Ped. Critical Care Ped. Oncology Care Ped. Emergency Care	3
NURS7203*	Advanced Clinical Specialty Practice 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 Pediatric Nursing with Concentration in Pediatric Critical Care/ Ped. Emergency/ or Ped. Oncology: Part-Time Study Plan

Year 1			
Semester	**Code**	**Courses**	**Credits**
	NURS7402	Evidence-Based Nursing, Research, and Statistics	4

Semester 1 (15 weeks)	NURS7304	Advanced Specialty I: Health Promotion and Primary Care	3
		Total Credits	**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 Practice I	3
		Total Credits	**3**
Year 2			
Semester	**Code**	**Courses**	**Credits**
Semester 3 (15 weeks)	NURS7305	Advanced Specialty II: Ped. Acute Care	3
		Advanced Specialty III:	3
	NURS7312	Advanced Ped. Critical Care	
		OR	
	NURS7311	Ped. Oncology Care	
		OR	
	NURS7310	Ped. Emergency Care	
	NURS7922	Thesis	2
		Total credits	**8**
Semester 4 (15 weeks)	NURS7303	Organizational Systems Leadership, Policy, and Quality.	3
	NURS7202*	Advanced Clinical Specialty Practice II	3
	NURS7923	Thesis	2
		Total Credits	**8**
Summer	NURS7203*	Advanced Clinical Specialty Practice III	3
		Total Credits	**3**

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 OR NURS7311 OR NURS7310	Advanced Specialty III: Advanced Ped. Critical Care OR Ped. Oncology Care OR Ped. Emergency Care	3
		Total Credits	**12**
Semester 2	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7305	Advanced Specialty II: Ped. Acute Care	3
	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
		Total Credits	**12**
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
	Total Credits		**9**
Semester 2	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7305	Advanced Specialty II: Ped. Acute Care	3
	NURS7202	Advanced Clinical Specialty Practice II	3
	Total Credits		**9**
Semester 3	NURS7312 OR NURS7311 OR NURS7310	Advanced Specialty III: Advanced Ped. Critical Care OR Ped. Oncology Care OR Ped. Emergency Care	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		**6**

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
Semester 1 (15 weeks)	NURS7304	Advanced Specialty I: Health Promotion and Primary Care	3
	NURS7312 OR NURS7311 OR NURS7310	Advanced Specialty III: Advanced Ped. Critical Care OR Ped. Oncology Care OR Ped. Emergency Care	3
	NURS7201	Advanced Clinical Specialty Practice I	3
	Total Credits		**9**

Semester 2 (15 weeks)	NURS7305	Advanced Specialty II: Ped. Acute Care	3
	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		**9**
Summer			

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
Semester 1 (15 weeks)	NURS7304	Advanced Specialty I: Health Promotion and Primary Care	3
	NURS7312 OR NURS7311 OR NURS73106	Advanced Specialty III: Advanced Ped. Critical Care Ped. Oncology Care Ped. Emergency Care	3
	Total Credits		**6**
Semester 2 (15 weeks)	NURS7201	Advanced Clinical Specialty Practice I	3
	NURS7305	Advanced Specialty II: Ped. Acute Care	3
		Total Credits	**6**
Semester 3	NURS7202	Advanced Clinical Specialty Practice II	3
	NURS7203	Advanced Clinical Specialty Practice III	3
	Total Credits		**6**

Total Program Credits = 18. The full-time and part-time program completion option is 12 months.

Schedule of Courses

Course Title	Course Code			Credits	Duration		Blended Course Delivery

		Semester (Full Time)	Semester (Part Time)			Course Type	Total Contact Hours	F2F (Contact Hr.)	Online (Contact Hr.)
Evidence-Based Nursing, Research, and Statistics	NURS7402	S1	S1	4	15 weeks	Core	60	45 (1:1)	15 (1:1)
Advanced Clinical and Physical Assessment	NURS7301	S2	S2	3	15 weeks	Core	45	14 (1:1)	31 (1:1)
Advanced Clinical Pharmacology	NURS7217	S1	S2	2	15 weeks	Core	30	20 (1:1)	10 (1:1)
Organizational Systems Leadership, Policy, and Quality.	NURS7303	S1	S4	3	15 weeks	Core	45	30 (1:1)	15 (1:1)
Advanced Specialty I: Health Promotion and Primary Care	NURS7304	S1	S1	3	15 weeks	Specialty	45	34 (1:1)	11 (1:1)
Advanced Specialty II: Ped. Acute Care	NURS7305	S2	S3	3	15 weeks	Specialty	45	34 (1:1)	11 (1:1)
Advanced Specialty III: Advanced Ped. Critical Care Ped. Oncology Care Ped. Emergency Care	 NURS7312 NURS7311 NURS7310	S3	S3	3	15 weeks	Specialty	45	34 (1:1)	11(1:1)
Advanced Clinical Specialty Practice I	NURS7201	S2	S2/Summer	3	15 weeks	Specialty	180	NA	NA
Advanced Clinical Specialty Practice II	NURS7202	S3	S4	3	15 weeks	Specialty	180	NA	NA
Advanced Clinical Specialty Practice III	NURS7203	S3	S4/Summer	3	15 weeks	Specialty	180	NA	NA
Thesis	NURS7921		S2	2	15 weeks	Core	30	20 (1:1)	10(1:1)
Thesis	NURS7922		S3	2	15 weeks	Core	30	20 (1:1)	10(1:1)

Thesis	NURS7923		S4	2	15 weeks	Core	30	20 (1:1)	10(1:1)
Thesis	NURS7931	S2		4	15 weeks	Core	60	40(1:1)	20 (1:1)
Thesis	NURS7932	S3		4	15 weeks	Core	60	40(1:1)	20 (1:1)

Course Title	Course Code	Lab/Simulation (Contact Hr.)	Practicum (Clinical Hr.)	Assessments		
				Assignment %	Practice Based %	Exam %
Evidence-Based Nursing, Research and Statistics	NURS7402	NA	NA	100%	NA	NA
Advanced Clinical and Physical Assessment	NURS7301	30 (1:2)	NA	80%	20%	NA
Advanced Clinical Pharmacology	NURS7217	NA	NA	NA	NA	100%
Organizational Systems Leadership, Policy, and Quality.	NURS7303	NA	NA	100%	NA	NA
Advanced Specialty I: Health Promotion and Primary Care	NURS7304	NA	NA	30%	NA	70%
Advanced Specialty II: Ped. Acute Care	NURS7305	NA	NA	20%	NA	80%
Advanced Specialty III: Advanced Ped. Critical Care Ped. Oncology Care Ped. Emergency Care	NURS7312 NURS7311 NURS7310	NA	NA	20%	NA	80%
Advanced Clinical Specialty Practice I	NURS7201	NA	180 (1:4)	30%	70%	NA
Advanced Clinical Specialty Practice II	NURS7202	NA	180 (1:4)	30%	70%	NA

Advanced Clinical Specialty Practice III	NURS7203	NA	180 (1:4)	30%	70%	NA
Thesis	NURS7921	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7922	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7923	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7931	NA	NA	Pass/Fail	NA	NA
Thesis	NURS7932	NA	NA	Pass/Fail	NA	NA

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

Name	Position	Degree and Conferring Institution	Years of Experience	Research Interest	Research Supervisor/ Co-Supervisor(2023-25 MBRU students)
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	8
Mohannad Abu Ruz	Professor	PhD University of Kentucky (2006)	20 years	Cardiology	3
Thaer Al Momani	Assistant Professor	Ph.D., Nursing Science, University of Tennessee Health Science Center 2015	10 years	Pediatrics	3
Atika Khalaf	Associate Professor	Ph.D. in Medical Sciences, Global Public Health, Department of Public Health, Karolinska Institute	17 years	Maternal and Child Health	2

Commission for Academic Accreditation. The table below lists full-time faculty members who will teach in the MSc programs. New faculty members are expected to join as the College continues its recruitment campaign.

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 enroled 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

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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

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Dr. Amer Sharif

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Professor Nabil Zary

Senior Director – Institute of Learning

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Director – Strategy and Institutional Excellence

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