



جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University

POSTGRADUATE PROGRAM CATALOGUE

2025 - 2026





جامعة حمدان بن محمد الذكية
Hamdan Bin Mohammed Smart University



H. H. Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum

Crown Prince of Dubai
and University President



HE Mattar Al Tayer

Commissioner General for Infrastructure, Urban Planning and Well-Being Pillar and the
Director General, Chairman of the Board of Executive Directors of the Roads and Transport
Authority (RTA)

HBMSU Board of Governors Chair

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Chancellor of HBMSU

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Message from the Chancellor



Thanks to the vision, directives and support of His Highness Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum, Crown Prince of Dubai and President of HBMSU, HBMSU has been able to move from one success to another as a national and regional leader of Smart Learning and a catalyst of the culture of quality and excellence.

Such leadership is clearly reflected in its portfolio of accredited academic programs and professional certification programs. What makes these programs unique is that they are designed and delivered according to the principle of learner-centered education, and that they focus on innovation, promote lifelong learning and use the state-of-the-art technologies. This ensures that the learners and their future employers have significant competitive advantages that commensurate with the challenges they face in the 21st century.

HBMSU continues its march of excellence while remaining faithful to its vision that is to lead the smart learning innovation for re-engineering the future of education aimed at the advancement of individuals, organizations, and society.

Dr. Mansoor Al Awar

Chancellor

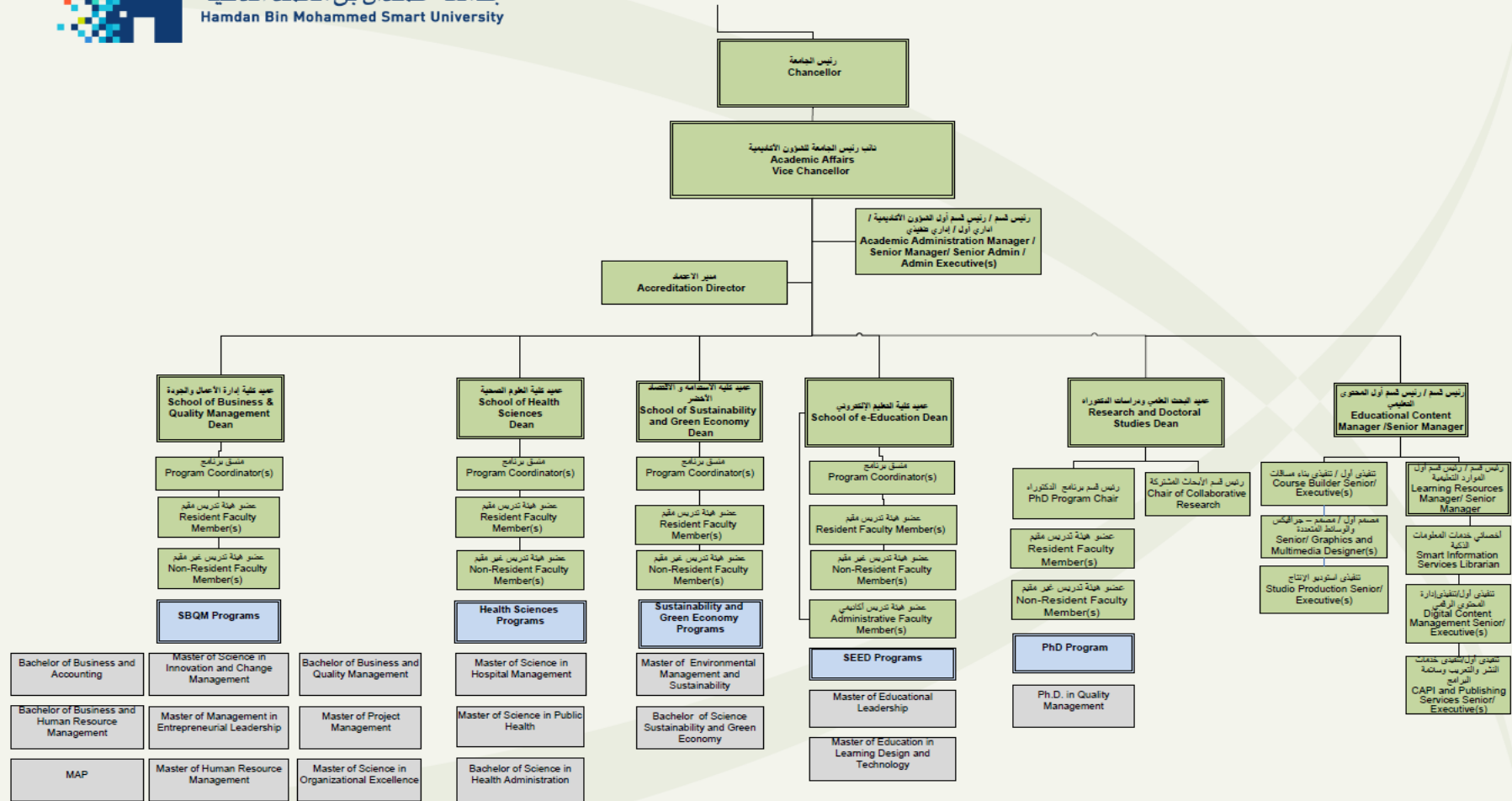
Hamdan Bin Mohammed Smart University

Organizational Structure

Academic Affairs Division



بنية تنظيمية لقسم الشؤون الأكاديمية
Organizational Structure Chart
Academic Affairs Division



Academic Calendar 2025/2026

* All Islamic holidays are subject to change

Fall Semester (2025-2026)				
Month	Date	Semester Week	Day	Event/ Activity
August	25	1	Monday	First day of semester; First day of classes
	29		Friday	New Learners Orientation
September	05	2	Friday	Last day to add section(s); Last day to drop section(s) with 100% refund of tuition - last day of fall 2025 admission
	08	3	Monday	First day of 70% refund of tuition for dropped section(s)
	20	4	Saturday	Last day of 70% refund of tuition for dropped section(s)
	22	5	Monday	First day of 0% refund of tuition for dropped section(s); First day to withdraw from section(s) with a grade of Withdraw (W)
	22		Monday	First day of Spring 2025 admission
October	20 -24	9	Monday	Mid-term Exams
November	09	11	Sunday	Last day to drop section(s) with a grade of Withdraw (W)
	10	12	Monday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
December	02 -03		Tuesday	UAE National Day Holiday
	05	15	Friday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	08		Monday	First day of final assessment
	21		Sunday	Last day of final assessment
	22		Monday	First day of Semester Break
	26		Friday	Declaration of final grade(s)
January	01		Thursday	New Year*
	02		Friday	Last day of Semester Break

Spring Semester (2025-2026)				
Month	Date	Semester Week	Day	Event/ Activity
October 2025	1		Wednesday	First day of Spring 2026 admission
January	12	1	Monday	First day of semester; First day of classes
	16		Friday	New Learners Orientation
	23		Friday	Last day of spring 2025 admission
	25	2	Sunday	"Last day to add section(s); Last day to drop section(s) with 100% refund of tuition - Last day of late admission"
	26	3	Monday	First day of 70% refund of tuition for dropped section(s)
February	08	4	Sunday	Last day of 70% refund of tuition for dropped section(s)
	09	5	Monday	First day of 0% refund of tuition for dropped section(s); First day to withdraw from section(s) with a grade of Withdraw (W)
	16		Monday	First day of summer and Fall 2026 admission
	18		Wednesday	First Day of Ramadan*
March	16		Monday	First day of Spring Break
	19		Thursday	Eid Al-Fitr Holiday*
	27		Friday	Last day of Spring Break
	30	11	Monday	Classes resume after Mid-Semester Break
April	12	11	Sunday	Last day to drop section(s) with a grade of Withdraw (W)
	13	12	Monday	First day to drop section(s) with a grade of Withdrawal Failure (WF)
May	08	15	Friday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	11		Monday	First day of final assessment
	18		Monday	Last day of final assessment
	21		Thursday	Declaration of final grade(s) End of Spring Semester

Summer Semester (2025-2026)				
Month	Date	Semester Week	Day	Event/ Activity
May	25		Monday	Last day of summer 2026 admission
June	01	1	Monday	First day of classes; First day of grade of Withdraw (W) for cancelled registration in section(s)
	07		Sunday	Last day for grade of Withdraw (W) for cancelled registration in section(s)
	08	2	Monday	First day of grade of Withdraw Failure (WF) for cancelled registration in section(s)
	17		Wednesday	Al-Hijri Islamic New Year*
July	11	6	Saturday	Last day of classes; Last day to drop section(s) with a grade of Withdrawal Failure (WF)
	13		Monday	First day of final assessment
	16		Thursday	Last day of final assessment
	21		Tuesday	Declaration of final grade(s)

An Overview of Hamdan Bin Mohammed Smart University

Hamdan Bin Mohammed Smart University Institutional Licensure

Under the presidency of H.H. Sheikh Hamdan Bin Mohammed Bin Rashid Al Maktoum, the Crown Prince of Dubai, UAE, Hamdan Bin Mohammed Smart University (HBMSU) is committed to instigating a culture of quality, innovation and research through smart learning in the Arab world, with emphasis on the academic disciplines of business, quality management, education, healthcare and environment. Established in 2002, this innovative higher education project has been conceived, crafted and implemented by Dr. Mansoor Al Awar, HBMSU Chancellor, as a passionate response to the hopes and aspirations of the new Arab generation, with a focus on smart learning as the future of education and empowerment in the region.

HBMSU is a research-based University that has brought about a paradigm shift in smart education in Dubai by designing learner-centric solutions in its strategy. Learner experience at HBMSU is more diverse and innovative than any other campus life. With its unique learning environment (Smart Campus), the University Dubai campus offers a fresher learning experience with the use of technologies in the form of mobile learning, discussion blogs, online classrooms, educational gaming and social networking all suited to meet the needs of working professionals and high-school graduates alike.

The learner-centric environment at the University is reflected in the full support offered to learners with automated pre-enrolment and admission support and learners' clubs, and additional learning resources such as the Library, Career and Placement Services, using the latest in ICT technologies to communicate with learners across the globe.

Vision

“Globally recognized as an Innovative University and Learning Hub with distinctive impact on the skills of Ambitious, Career Focused learners.”

Mission

“Enable Knowledge creation and application through disruptive innovation and transformation, and provide unique lifelong learning opportunities, intellectually stimulating learning experience and diverse community of Faculty, Staff, Learners and Alumni”

Value proposition

- **Online Academic Excellence:**
To be a distinguished provider of accredited online academic programs aligned with the new economic era.
- **Innovative Learning Methods:**
To be a pioneer in innovative, state-of-the-art digital learning methods.
- **An Enterprise Mindset:**
To be a regional partner of choice for digitally enabled learning
- **Center of Excellence:**
To be a thought leader in the future of learning.

Enablers

- **Learners:**
Attract career-focused learners looking for employability and advancement.
- **Faculty:**
Attract and develop Industry focused faculty.
- **Financial Sustainability:**
Diversify and create new sources of revenue for financial sustainability.
- **Partnerships:**
Build strong partnerships across the higher education value chain and industry.

Hamdan Bin Mohammed Smart University, located in the Emirate of Dubai, is officially Licensed from 19/08/2025 to 18/08/2029 by the Ministry of Higher Education and Scientific Research of the United Arab Emirates to award degrees/qualifications in higher education”

International Relations and Partnerships

Hamdan Bin Mohammed Smart University is committed to promote international relations and foster partnerships with institutions of higher education and professional organizations aligned with the strategic direction of the University.

International Cooperation leads agreements that involve collaborative efforts that both HBMSU and the partner institutions intend to pursue.

HBMSU leverages international credibility, recognition and affiliation and develops its relations based on the following values:

- **Collaborative**

HBMSU strives to create synergies in all affairs with partners and brings real tangible results and mutual benefits on both sides of the cooperation. HBMSU knows how to build a dialogue and develop lasting fruitful collaborations.

- **Innovative**

HBMSU is a dynamic educational enterprise that provides lifelong learning opportunities to equip learners with the 21st century skills, and continuously creating the knowledge based on the culture of quality, innovation and research.

- **Leading-edge**

HBMSU believes in strategic partnerships that lead to the real transformation of education necessary to keep up with the rapidly changing world. In order to provide a higher quality of education and service to society, HBMSU extended its commitment to the qualitative high-level partnerships and affiliations.

The University has a number of collaborative relationships that have resulted in creating new opportunities for HBMSU in areas related to research, program development, content development, training, benchmarking and collaborative case study and report development to name just a few. These relationships are based on both contracts and memoranda of understanding and have benefitted the University in terms of international recognition, development and improvement of teaching and learning at many levels, as well as attraction of associate faculty.

A sample of some recent relationship agreements are also listed below:

- HBMSU launched an international Consortium for Benchmarking Framework for Online, Open, Smart, and Technology-Enhanced Higher Education
- HBMSU and Alexandria University jointly offer a Master Program in Innovation and Change Management in Egypt
- HBMSU and Al Maktoum College of Higher Education in Scotland sign MoU to jointly conduct research and training on globalization, ethics, law & Islamic economy
- HBMSU and International Council for Open and Distance Education re-launch the ICDE Global Doctoral Consortium
- HBMSU signs an Agreement with Oakland University to provide more learning opportunities to its students in the USA
- HBMSU was the first and only Arab university invited to join the Global Education Coalition launched by UNESCO

HBMSU advocates for and facilitates international links, perspectives, and initiatives. These partnerships foster international cooperation in areas such as health & environment, e-learning, quality and business management. The University is aligned with the following renowned associations and international organizations:

- International Association of Universities
- International Council for Open and Distance Education (ICDE)
- Quality Matters
- EDUCAUSE
- European Learning Industry Group (ELIG)
- International eLearning Association (IELA)
- Association of Arab Universities (AARU)
- American Society for Quality (ASQ)

- Union of Japanese Scientists and Engineers (JUSE)
- International Academy for Quality (IAQ)
- European Foundation for Quality Management (EFQM)
- Asia Pacific Quality Organization (APQO)

Tutoring and Teaching

Hamdan Bin Mohammed Smart University is committed to offering high-quality academic and professional programs. It intends to foster an interactive teaching and learning environment where all courses are delivered utilizing a model of communication in which learners and faculty are highly encouraged to contribute to the learning process through critical dialogue, integrative learning, collaborative effort, and regular faculty feedback regarding learners' progress and knowledge acquisition.

Defining Smart Learning

Before starting your journey with us, you may want to know more about Smart Learning. This section answers this question and some of the most frequent questions one may have about Smart Learning.

Starting with its definition, Smart Learning, often also referred to as online learning, technology enhanced learning, web-based learning, etc. refers to the delivery of learning and training by means of advanced technologies. Today beside the internet and the use of computers, learners may access learning and training using mobile devices such as iPads, phones, etc. Generally, the term Smart Learning is often used to describe a range of learning situations that include either directed learning or self-learning conducted through the internet.

HBMSU Delivery Approach

Driven by HBMSU extensive experience and the state of art technological infrastructure, HBMSU programs are offered through the Full-Fledged Online Learning Approach: Synchronous (Virtual) and Asynchronous (self-paced). The full-fledged online learning delivery format is learner-centric and involves independent thinking on the part of the learner. Using synchronous delivery allows learners to interact with faculty and get questions answered in real time; thus, learners can benefit from the immediate personal engagement with faculty members and other learners, which prevent miscommunication and create greater feelings of community and lessen feelings of isolation. While faculty can gauge whether or not learners are grasping the material and plan as needed. Having some parts of the courses delivered through the asynchronous delivery

mode offers more flexibility, allowing learners to set their own schedule and work at their own pace. The approach shifts the focus from an instructor-centred to an individualized learner-centric approach. Learners are empowered to discover and construct their own knowledge.

Synchronous or Virtual learning is learning that is conducted in real time using online tools, where learners and the instructor can interact and engage with the disciplinary content of the course at the same time but without the constraints of a specific place. Synchronous learning is conducted at HBMSU in the virtual classroom and makes use of all its features, such as using audio, video and chatting, file and screen sharing, various interactive media and applications, and a variety of tools and technologies that provide a high quality learning experience.

Asynchronous learning comprises virtual and self-paced learning. The virtual component focuses on Virtual Lab activities that engage learners, consolidate skills, and measure their achievement. The Self-paced component includes further activities and homework to be conducted by the learners during the week. The Self-paced learning is not bound by time or place, and allows learners and instructors to interact and engage among each other sharing resources and information outside the constraints of time and place. The online delivery strategy at HBMSU is intended to engage learners, enhance their skills and competencies, and ensure the achievement of learning outcomes for all courses.

At HBMSU, learners are provided with a variety of learning material including specially designed digitized learning objects that can be accessed anytime from anywhere to enhance and personalize their learning experience. Asynchronous learning at HBMSU is further facilitated a variety of tools (e.g. emails, file sharing, discussion forums, blogs, e-portfolios, etc.) and resources (e.g. podcasts, videos, presentations, simulations, educational games, etc.) to ensure a highly enjoyable and interactive learning experience.

To complement the online delivery strategy adopted in all courses at HBMSU, assessment of learners can take different forms and can vary from one program to another and across the courses. Assessment for each course is linked to the learning outcomes and is administered as per the assessment strategy in the approved course syllabus provided to learners at the beginning of each semester.

In courses, where a midterm exam is required, the midterm exam will be conducted physically on Campus, and will be properly invigilated. Learners must bring their HBMSU IDs to the exam room and must abide by all examination guidelines as shared by registration.

In courses, where a final project is required (not a final exam), a virtual viva and online presentation will be necessary to allow the course instructor to authenticate the learner's work and to ask questions related to

the course and the final project. Learners must open their cameras and show their HBMSU IDs to the course instructor for verification. Failing to do so would be considered a major breach of examination guidelines that necessitates reporting to the Learners' Disciplinary Committee.

In courses, where a final exam is required, the final exam will be conducted physically on Campus, and will be properly invigilated. Learners must bring their HBMSU IDs to the exam room and must abide by all examination guidelines as shared by registration.

The delivery strategy for every course is described in the course outline distributed to learners during the first class of each course.

Skills for becoming Successful in Smart Learning

In general, successful e-Learners should:

- Possess good written communication skills
- Be Self-motivated and self-disciplined
- Participate actively in all online and self-paced sessions
- Be willing and able to commit 6 to 12 hours per week per course
- Set interim goals and deadlines for yourself, and stick to them
- Organize your goals in a study schedule
- Avoid interruptions while you are attending an online classroom, viewing a video program, listening to a cassette, reading a textbook, working on the computer, or simply studying.
- Log on to your course at least 4-5 times a week
- Continuously develop your technology skills to pursue the program
- Learners need to possess some minimum technology skills such as experience with navigating and using the Internet. Knowing how to download files, attach document files to e-mail, and use MS office software.
- Take time before responding to your instructor in the virtual classroom in order to make quality contributions
- Voice your concerns about your course to your instructor

Guiding Principles: Transparency and Consistency

This program catalogue outlines the rules, regulations, and program requirements forming the contract between learners and HBMSU. We prioritize transparency and consistency to ensure your educational journey remains steadfast from enrolment to completion.

Admission to Postgraduate Programs

Admission Requirements

Hamdan Bin Mohammed Smart University (HBMSU) admits applicants without discrimination based on national origin, color, gender, disability, or religion. The University is committed to equality, ensuring that all learners receive the same rights and privileges.

While HBMSU welcomes applications from all individuals, admission is subject to meeting the program-specific requirements outlined below to uphold the University's high academic standards.

Required Documents

The following documents are required for admission to postgraduate and doctoral programs:

Required Documents	Postgraduate	Doctorate
English language test results TOEFL, IELTS score reports (if available)	✓	✓
One photograph	✓	✓
Equivalency certificate issued by the UAE Ministry of Education	✓	✓
Bachelor's degree certificate	✓	✓
Official transcript	✓	✓
Master's degree certificate	✗	✓
Certified copies of academic transcripts (including English translations)	✗	✓
A valid passport copy with a valid visa	✓	✓
Emirates ID/National ID (both sides)	✓	✓
Copy of Ethbarah and Family Book (UAE Nationals)	✓	✓
Police clearance certificate	✓	✓
Letter of employment (if employed)	✓	✓
Copy of Curriculum Vitae (CV)	✗	✓
Letter of Intent explaining motivation for doctoral studies	✗	✓
Research proposal (3-5 pages following the prescribed format)	✗	✓
Statement of research interest and supporting PowerPoint slides	✗	✓
Two original recommendation letters (academic or professional)	✗	✓
LinkedIn account	✓ (Compulsory)	✓ (Compulsory)

Admission Process

Applicants seeking admission to any academic program at Hamdan Bin Mohammed Smart University (HBMSU) must complete the following steps:

Submission of Online Application

Applicants must complete all sections of the online application form accurately and provide all required supporting documents.

- Applicants shall access the online application portal through the HBMSU website.
- Applicants shall create a user account using a valid email address.
- Applicants shall complete all mandatory fields in the application form.

Document Upload Requirements

- Applicants shall upload clear, legible scans of original documents.
- Documents in languages other than English or Arabic shall be accompanied by certified translations.

Payment of Non-Refundable Application Fee

A non-refundable application fee of AED 315 must be paid upon submission of the application.

Payment of Admission Fees (Upon Offer Acceptance)

Upon receiving and accepting the admission offer, applicants must pay the following admission fees based on their program level:

- Master's Program: AED 1,500
- PhD In Quality Management Program: AED 2,000

Offer Letter Generation

Upon approval, the system shall generate the appropriate offer letter:

- Standard Offer Letter – for full admission.
- Conditional Offer Letter – specifying conditions and deadlines.
- Rejection Letter – with a clear rationale.

Re-Admission

Learners seeking re-admission must contact the Admissions Team for approval.

Verification of Eligibility

- The Admissions Team will review the learner's file to ensure compliance with the current admission requirements applicable at the time of re-admission.
- The learner must meet all current admission criteria, including the submission of valid English proficiency scores, if required.

Approval and System Update

- Upon approval, the Admissions Team will notify the Registration Team to update the system accordingly.
- Once the system is updated, the learner will be granted access to enroll in the required courses.

Admission Validity and Fees

- Admission offers are valid for the full academic year, excluding the summer semester.
- Applicants who delay registration for more than two semesters must reapply for admission.
- Application processing fees must be paid at the time of submission.
- Reapplications are subject to the payment of a new application fee.

Transfer of Credit

Prior to the first semester of enrolment, HBMSU may consider transferring credits for courses completed at other accredited universities, colleges, or institutions to its undergraduate and postgraduate programs if the learner meets the admission requirements of the program .

Transfer applications are open during the admission period as well as during add and drop period .

Eligibility Criteria

To be eligible for transfer credit, learners must meet the following conditions:

- Courses must be completed at an accredited institution.
- Course content and credit hours must be at least 80% equivalent to HBMSU courses.
- Learners must satisfy the admission requirements of their chosen program.

Application Process

Learners seeking to transfer credits and enroll at HBMSU must follow these steps:

Step 1: Application Submission

- Select the "Transfer" option in the online admission application.
- Pay the non-refundable application fee (AED 315) to unlock the Transfer Credit Evaluation process.

Step 2: Submission of Required Documents

Applicants must submit the following:

- Official transcripts of completed courses.
- Course descriptions and syllabi for evaluation.
- Any additional supporting documents required for assessment.

Step 3: Review & Evaluation

- The Admissions Office reviews the request to ensure eligibility criteria are met.
- If approved, the Registration Department processes the credit transfer.

Recording of Transfer Credits

Accepted transfer credits shall be recorded in the student's academic record.

Transfer Limits

- Postgraduate: Maximum 25% of program credits
- Doctoral: Only on case-by-case basis after completing at least one semester

Final Decision

The approval of transfer credits is at the sole discretion of HBMSU.

Application Deadlines

Applications for admission to postgraduate studies at Hamdan Bin Mohammed Smart University are accepted at two intakes during the year: the Fall and Spring semesters.

Master's Admission:

General Requirements

- Applicants must hold a bachelor's degree from an accredited higher education institution.
- A minimum CGPA of 3.00 on a 4.00 scale or equivalent is required.
- All submitted credentials are subject to verification by HBMSU.

Documentation Requirements

- Official transcripts and degree certificates must be provided.
- All credentials are subject to verification by HBMSU.

English Proficiency

Standard Requirements:

- TOEFL: 550 (PBT) / 79 (iBT), or
- IELTS Academic: 6.0
- Exemption: Applicants who have completed a degree where English was the medium of instruction.

Conditional English Admission:

- TOEFL: 530 (PBT)/197 (CBT)/71 (iBT), or
- IELTS Academic: 5.5
- Learners conditionally admitted to a master's program based on English language proficiency must obtain a standard English proficiency test in parallel with their first-semester master's courses in order to remain eligible for continued registration in subsequent academic courses.
- Learners may register for up to 9-semester credits while meeting the English proficiency requirements.

Conditional CGPA Admission CGPA 2.50 to 2.99

- Learners must maintain a minimum CGPA of 3.00 within the first 9 credit hours.
- Courses must be successfully completed on the first attempt.

Management Appreciation Program (MAP)

The Management Appreciation Program (MAP) is a non-credit “foundation” course designed to equip learners with a non-business background with knowledge and skills required to undertake postgraduate studies in Management at the University. The course is approved by the Commission for Academic Accreditation of the UAE Ministry of Higher Education and Scientific Research. This program provides learners with the knowledge and skills needed to appreciate and discuss the contribution that three core areas of Business makes to the management of a manufacturing, service or non-for profit organization:

- **Management:** Fundamentals of Management, Marketing, Human Resources and Operations Management
- **Economics:** Economics, Accounting and Finance
- **IT and Quantitative methods:** Information Technology & Enterprise Systems and Quantitative Methods & Data Analytics

The Program introduces learners to the principles and current issues in each of the above areas, focusing on helping them to appreciate the contribution each one makes in managing different operations in a business, while developing an understanding of the range of subject areas they are likely to cover in depth in their postgraduate studies. It is a fully online self-paced program.

This course is mandatory for applicants with no management background, and wish to apply for any of the postgraduate business programs and Master of Science: Excellence in Environmental Management and Master of Science in Hospital Management at HBMSU.

MAP Assessment Strategy:

The MAP program will have two types of assessments:

- Ongoing assessments (9 online quizzes)
- Final Exam (Online test)

PhD in Quality Management Admission:

Academic Requirements

- Applicants must possess a master's degree from an accredited institution with a minimum cumulative GPA (CGPA) of 3.0 on a 4.0 scale.
- The master's degree must be in a discipline relevant to the chosen PhD in Quality Management program.
- Applicants must submit a research proposal that aligns with HBMSU's approved Research Domains.

English Language Requirements

Applicants must demonstrate English proficiency through one of the following:

- TOEFL: 550 (PBT) / 213 (CBT) / 80 (iBT)
- IELTS Academic: Overall band score of 6.0, with a minimum of 6.0 in Writing

Evaluation Criteria

To be eligible for admission into the PhD program in Quality Management, candidates must meet the following requirements:

- Minimum CGPA: 3.0/4.0
- Evaluation Breakdown:
 - CGPA: 30%
 - English Proficiency: 30%
 - Interview & Presentation: 40%
- Remedial Courses: Candidates without a management background must complete remedial courses before full admission.

Admission Interview and Presentation

Evaluation Panel

The evaluation panel consists of:

- Dean of Research and Doctoral Studies (Chair)
- Two faculty members with expertise in the applicant's chosen research area

Interview and Presentation Mode

The interview and presentation can be conducted online or in person. The Admissions Unit will communicate the procedure and schedule to candidates in advance.

Industry Experience

Relevant industry experience is considered during the application review. However, candidates without work experience may still be admitted based on their academic performance and research potential. Industry experience will be assessed as part of the admission interview and presentation.

PhD Candidate Evaluation (refer to section Error! Reference source not found.. Error! Reference source not found.)

A PhD Candidate Selection Committee is responsible for evaluating applications. The committee is chaired by the Dean of Research and Doctoral Studies and includes:

- Two faculty members
- The University Registrar
- Additional members as deemed necessary by the Chair

Evaluation Components

The committee will assess:

- Academic Performance – CGPA and prior knowledge of management/statistical tools
- English Proficiency
- Interview & Presentation Performance
- Completion of Remedial Courses (if required)

Remedial Courses

Applicants from non-management backgrounds must successfully complete the following courses before full admission:

- Principles of Quality Management
- Principles of Statistics

Candidates must complete these courses within two semesters. Failure to pass will result in disqualification from the PhD program.

General Admission Policy

- All assessments will follow HBMSU's assessment policy and procedures.
- Remedial courses will be graded as Pass or Fail.

- Candidates who fail remedial courses will not be permitted to continue in the program.

Final Notes

- The selection process is competitive, and only candidates meeting the highest evaluation standards will be admitted.
- HBMSU reserves the right to modify the selection criteria as deemed necessary.

PhD Candidate Evaluation Rubrics

The rubrics set out below will be used to determine the suitability of applicants for PhD programs

Master's CGPA

CGPA	Score	Points
3.76 - 4.0	100%	30
3.50 - 3.75	60%	18
3.26 – 3.49	30%	9
3.0 – 3.25	0%	0

English Language Requirements

TOEFL IBT Score	Score	Points
Above 100	100%	30
80-100	60%	18
Below 80	0%	0
IELTS	Score	Points
8.0-9.0	100%	30
7.0	60%	18
6.0	0%	0

Interview Evaluation Rubrics

Overall Rating of the candidate	Evaluation	Percentage	Points
Outstanding	The candidate demonstrates exceptional academic and personal strengths, possesses special talent in one or more areas of expertise, and will significantly contribute to university research. Has prior knowledge of management and statistics, is independent, and is familiar with the online learning environment.	50%	20
Acceptable	The candidate shows potential for academic success and personal development with no major weaknesses. Demonstrates clear motivation to learn, develop, and contribute to research work.	30%	12
Not Recommended	The candidate does not show the expected academic potential or personal strengths for a PhD learner at HBMSU. Lacks motivation and initiative for self-development and contribution.	0%	0

Presentation Evaluation Rubrics

Overall Rating of the candidate	Evaluation	Percentage	Points
Outstanding	The candidate is well-organized, professionally presented, and possesses excellent communication skills. Presentation slides are outstanding. Facts, conclusions, and statements are accurate and well-supported. Demonstrates professional independence, initiative, and responsibility with minimal guidance.	50%	20
Acceptable	The candidate is organized, presents with good communication skills, and uses clear slides. Makes efforts to present valid facts and conclusions with appropriate evidence. Shows modest professional independence and responsibility but requires periodic guidance.	30%	12
Not Recommended	The candidate is poorly organized, has weak communication skills, and uses ineffective slides. Lacks the ability to present valid facts, conclusions, and statements with supporting evidence. Requires constant guidance.	0%	0

Recognition of Prior Learning (RPL)

HBMSU has established a Recognition of Prior Learning (RPL) system to support individuals with relevant knowledge and skills in obtaining formal qualifications. This initiative enhances employability, mobility, lifelong learning, social inclusion, self-esteem, and economic development.

The HBMSU RPL policy applies to postgraduate programs and should be read in conjunction with HBMSU's academic regulations. It covers applications for course credit based on experiential or other non-classroom-based learning.

General Requirements

- Possess a minimum of five years of substantial professional experience directly relevant to their chosen program.
- Fulfil all other program-specific admission requirements
- Successfully complete the RPL assessment process

For applicants seeking admission through RPL:

1. RPL applicants shall submit the standard application plus:

- Comprehensive professional portfolio
- Detailed CV with verified employment history
- Evidence of at least five years of relevant professional experience
- Certifications and professional development documentation
- Letters of recommendation from employers

2. The RPL Committee shall review applications.

3. Assessment methods shall include:

- Portfolio evaluation
- Competency interviews
- Skills demonstration (if applicable)
- Written assessments

4. The RPL Committee shall submit recommendations to the Registrar.

Application Process and Evidence Requirements

Learners must submit an RPL application to the Admissions Office during the admission process. The Admissions Office will forward the request to the Registrar's Office for coordination with the relevant schools to determine the applicant's eligibility.

To receive course credit based on informal or non-formal learning, applicants must complete a challenge exam before credit is awarded. Applications must include appropriate evidence and supporting statements demonstrating that the applicant has acquired the knowledge, skills, or competencies relevant to the course.

The evidence must:

- Directly relate to the learning outcomes of the program or course for which credit is sought.
- Align with the current assessment criteria of the course under consideration for RPL.
- Demonstrate that the applicant has personally achieved the claimed learning outcomes.
- Be sufficiently recent to ensure the applicant can meet the program's objectives. If experience from more than five years prior is presented, the applicant must provide proof of staying up to date with developments in the field.

All submitted evidence must be verifiable, authentic, and clearly attributable to the applicant's own work.

Admission to joint programs

Applicants to joint programs must satisfy all the above requirements.

For the joint program with Alexandria University, Alexandria University English Proficiency Test (AUEPT) is accepted for conditional admission for one semester. During that semester learners can register for a maximum of two courses. Learners cannot continue their studies unless they submit proof of meeting the required TOEFL or IELTS level by HBMSU.

Academic Terms, Regulations and Course Registration

Semesters

Courses in Hamdan Bin Mohammed Smart University are offered in two semesters: A Fall semester and a Spring semester. Each semester consists of 16 weeks including the examination period. The University may also offer a Summer term consisting of 8 weeks or less.

Credit Hour Definition

A semester credit hour is defined by the total number of hours a learner needs to commit per week, over the duration of one semester to complete the requirements of a particular course.

This total time includes:

1. Time spent in formal class instructions
2. Time spent in laboratory, internship, or other scheduled activity (when applicable)
3. Time devoted to reading, studying, writing, preparation or problem solving.
4. Time spent on directed self-paced learning and asynchronous communication.

A semester credit hour is assigned in the following ratio of component hours per week devoted to the course of study:

- Formal Class Instruction: One credit hour is defined as the equivalent of one hour of formal class instruction plus an average of two hours of out of class self-study (preparation for formal class instructions, reading, homework, etc) for an undergraduate level course and an average of three hours of out of class self-study for a postgraduate level course per week over a 15 weeks semester. Formal class instructions occur under the supervision of faculty members.
- Typically, the credit hours for an online course are calculated in a similar way as they would be for a traditional campus course since the outcome and the expectation for work are the same.
- Experimental Laboratory: One credit hour is usually equivalent to two hours of experimental laboratory. “Experimental laboratory” involves demonstration by instructor and experimentation by learners, with the out-of-class study generally including practice and/or laboratory report writing. “Experimental laboratory” is under the supervision of an instructor.
- Internship: one credit hour is equivalent to five hours of experiential internship per week under the control and supervision of the employer on the job with coordinated University representative planning. Internship involves the development of job skills by providing the learner with a structured employment situation that is directly related to, and coordinated with, the educational.

Academic Load

The study load for a new postgraduate learner per semester is set at a maximum of 9 credit hours. A continuing learner may register for 12 credits in a regular semester if he/she has a CGPA of 3.5 or higher. The maximum study load for the summer session is 6 credit hours.

Course Descriptions and Syllabi

Faculty members must ensure that learners receive the course syllabus during the first week of the semester preferably making the syllabus available on the university Virtual Learning Environment (VLE).

The deans of the respective schools have the final approval of the Course Syllabus, any changes or amendments cannot be made by individual faculty members and recommendations for change can be made to the dean.

Course Registration

Learners can choose courses through smart campus as per the study plan of the program he/she is admitted to. Detail of the registration process is available in the following videos:

- [How to Register for Courses \(Smart Advising\)](#) ----- Click [HERE](#)

Courses will be automatically dropped from the learner's record if the payment has not been received before the announced payment deadline. Payment should be for all registered courses, otherwise the courses will be dropped at the last day of the pre-enrollment (partial payment is not allowed).

Credit Transfer and Parallel Enrolment

Prior to the first semester of enrolment, HBMSU may consider transferring credits for courses completed at other accredited universities, colleges, or institutions to its undergraduate and postgraduate programs if the learner meets the admission requirements of the program. The content and outcomes of the course(s) to be transferred shall be equivalent to at least 80% or more of the contents and outcomes of the course(s) taught at Hamdan Bin Mohammed Smart University.

To apply for transfer of credits, a learner shall fill the admission application and complete the "Transfer Credit Request" at least 15 working days before the beginning of classes. Copies of all official transcripts, course descriptions, and syllabi for the course(s) he/she wants to transfer must be attached to the request and the transfer of credit fees paid. The learner must submit and pay fees for each transcript with courses to be evaluated for credit transfer.

HBMSU applies the Transfer Admission Policy as defined in the Ministry Education Standards (2019).

Registration Suspension

A continuing learner may suspend his/her registration for two consecutive regular semesters given that he/she does not exceed the maximum allowed study period. The registration of the learner will be considered as cancelled if he/she fails to register after two consecutive suspended semesters.

Learners called for the UAE National Service program shall be granted a maximum of two extra semesters not counted in the suspended semesters and the maximum allowed study period of Postgraduate.

Summer semesters not included.

Learners whose registration is cancelled are required to re-apply to the University when considering returning to their previous program of enrollment, such learners need to fulfil admission requirements at the date of readmission.

All admission policies and requirements pertinent to the academic year to which they are applying to, need to be met. All previously submitted academic records on file are considered as supporting documents to their new application

Add and Drop

Learners may add or drop a course or more after he/she registered for that (those) course(s) up to the last day of Add/Drop period as per the University Academic Calendar.

Add/Drop period will take place in the first two week of the Fall and Spring semesters.

If the learner dropped a course within Add/Drop period, the course paid fees will be refunded to e-wallet and the course will not be recorded in the learner academic history (Refer to the academic Calendar page)

Final auto drop will take place in the last day of add/drop period .

Late registration fees will be applicable for the first week after the add/drop period.

Course Withdrawal and Refund

If a learner drop a course after the Add/Drop period, he/she will be considered withdrawing from the course and the withdrawal policy will be applied.

If a learner withdraws starting from the first working day of the 3rd week and no later than the last working day of the 4th week of a regular semester, a grade of “W” will NOT be recorded in his/her Academic History but the refund policy will be applied.

If a learner withdraws starting from the first working day of the 5th week and no later than the last working

day of the 11th week of a regular semester, the grade “W” will be recorded in the learner’s transcript but not considered in program and CGPA calculations and the refund policy will be applied.

If the learner withdraw after the end of the 11th week from the beginning of the regular semester, a grade of “WF” will be recorded in his/her academic record and this grade will be considered in calculating the learners’ program GPA and CGPA.

Summer sessions NOT considered as regular semesters, therefore there is NO add/drop of courses during summer sessions. However, if a learner registers for a course(s) during a summer session and decides not to continue, he/she may withdraw from course(s) within the first week of the start of the session. In such circumstances, the grade “W” shall be entered in the learner’s Transcripts. If the learner wishes to withdraw a course/courses after the last working day of the 2nd week of a summer session, the grade “WF” shall be entered against the course(s) cancelled in the learner’s transcript. The grade “WF” will be considered in calculating the learner’s CGPA. There is No Refund for courses registered during summer sessions

Repeating Courses

In order to improve the CGPA or meet graduation requirements, a learner may repeat courses (core or elective).

If a course is repeated (core or elective), the highest grade obtained by the learner shall be recorded in the learner’s transcript and will be included in the calculation of the CGPA (Lowest Grade include In the Transcripts but exclude from calculation of the CGPA).

In all cases, all courses taken and grades obtained by a learner shall be included in his/her Transcript.

When a course is repeated, the credit hours allocated to it are calculated only once for the purpose of graduation

Incomplete Coursework

Attendance to a course final examination or the submission of final course work is compulsory and must occur as per specified dates in the university academic calendar and examination timetable. Failing to attend a final examination or to submit a final course work, on time, may lead to an “F” being assigned to the particular course.

If a learner does not attend the final examination due to extenuating circumstances the course may be considered as “Incomplete”. The extenuating circumstances may include the following:

- Illness or accident that is certified in a medical report approved by a doctor who is certified by a governmental Health Authority in the UAE.
- Death of a first or second degree relative.
- Being arrested.
- Mandatory courtroom appearance supported by a copy of the official court summons including the date when the learner was required to attend.
- Any other valid reason as deemed acceptable by the Registrar.

Learners who miss final assessments due to extenuating circumstances must request an incomplete assessment by submitting the Incomplete Grade Request form through the Incomplete System and attaching all required documents. The system is accessible from the first day of exams until the official release of results. No incomplete request will be accepted after the specified deadline and he/ she must have a good class attendance record (i.e. must not be dismissed from the course for which they are requesting an incomplete grade) and must have accumulated a minimum aggregate score of 30 out of 60 in the formative/ongoing assessments of that course.

A learner who has been given an “incomplete” grade in a course should re-take the final examination or submit the required work before the end of the Add and Drop period of the following regular semester in which he/she registers. Failing to do so will result in receiving an “F” grade which will be recorded on the learner’s transcript.

The Program Coordinator shall organize with faculty to have a version of the final exams (that is different from the versions used on the day of the scheduled final exam) for use in cases of incomplete course requests; administrate the exam, grade it and send the final grade to the registration unit.

Learners who receive an 'incomplete' grade in a course will be offered “**One chance**” to complete their final exam or submit the required coursework before the end of the “add and drop” period of the following regular semester. Failure to meet this deadline will result in an "F" grade being recorded on the learners’ transcript, with no further extension for an incomplete exam, except for the exceptional circumstances mentioned below

The scheduling and organization of the final exam for an incomplete course shall be done in coordination between the Registrar and the School.

Minimum and Maximum Study Periods

Depending on the number of credit hours of a postgraduate program, the minimum allowed study period to complete the graduation requirements of credit hours Master degree is three regular semesters. While the maximum study period is 8 semesters not including the summer semesters.

Grading System

Learners' performance in postgraduate programs is measured on a semester basis; based on the grades they have obtained for every course they have enrolled in. The final grade of the course usually consists of the score of all examinations and activities taken during the semester.

Postgraduate Grading System

Scores (%)	Letter Grade	Points
90 – 100	A	4.0
85 - 89.99	B+	3.5
80 - 84.99	B	3.0
75 - 79.99	C+	2.5
70 - 74.99	C	2.0
Less than 70	F	0.0

The Grade Point Average (GPA)

The grade point average (GPA) of each learner is computed at the end of each semester to indicate his or her progress in a particular given semester.

The quality points are used in the University to calculate the Grade Point Average (GPA) per semester by summing the quality points of individual courses taken at a specific semester multiplied by the credit weight of each course and dividing by the total number of credit at that semester.

The Cumulative Grade Point Average (CGPA)

The quality of a learner performance is measured in terms of his/her Cumulative Grade Point Average (CGPA) which is calculated by summing the quality points of the individual courses as per the related study plan multiplied by the credit weight of each course and dividing by the total number of credits.

Graduation Honours

The University grants its outstanding graduate, the following honours at graduation:

Performance	CGPA
Excellent with Honors	3.95 – 4.00
Excellent	3.85 – 3.94
Very Good	3.70 - 3.84
Good	3.30 - 3.69
Pass	3.00 - 3.29

Academic Probation

A postgraduate learner must maintain, a minimum cumulative grade point average (CGPA) of (3.00). If a learner achieves less than 3.00 CGPA in any given semester including summer semester, he/she will receive an academic warning. The “academic warning” will be mentioned on his/her transcripts.

If a learner fails to remove the academic warning by the end of the next completed semester, the learner’s case shall be reviewed by the related school. The school dean after reviewing the case with the related program coordinator may either approve the dismissal or grant the learner one more semester with specific courses in which the learner shall register. The school decision shall be final in this regard and the dismissal status will be mentioned on the learner transcript .

Transcripts

Learners may obtain official signed transcripts of their academic records by applying for the official transcript. Please note that transcripts will only be released to the learner (himself/herself) or a person authorized by the learner or to an authorized person by the learner.

learner’s sponsor, if any, can access the learner’s academic profile and can apply for an official transcript

Learners may access their grade records and print unofficial transcripts from the system.

Learner's Records

Hamdan Bin Mohammed Smart University takes very seriously learners’ rights of privacy and confidentiality with regards to their academic records that are created by the University for Educational, Research and other legitimate purposes. This is why it has set up a rigid policy on privacy of learners’ records.

Learners' records are kept safe and only authorized personnel are entitled to have access to them.

Learners' pictures in any form can't be used for media publications or other purposes without prior written authorization from the learner.

Learners have the right to withhold their contact information from disclosure in the virtual Learning Environment by submitting written request to the registrar department in timely manner.

Partial results and assessments, but not final exam or final project results, are posted by faculty according to Learner's ID; name or other identification must not be used.

Transcripts will not be handed to any other party except with the learner's own authorization or his/her parents.

The University opens and maintains two different types of learner records: Admission File and the Registration File. The admission file is considered the main and permanent file and it contains all admission requirement documents. An electronic version of each learner admission file shall be also kept. The registration file contains all academic records of the learner during his/her period of study at the University.

Attending classes

Attendance at HBMSU is compulsory and is governed by the attendance policy.

The maximum number of absences in any course should not exceed 25%, as explained in the following table.

Attendance Warning / Notification	Number of sessions missed	
	In regular semesters (Fall / Spring) after the add & drop period (2 weeks)	In Summer semesters (no add & drop period)
1st warning	2 Synchronous/Virtual Sessions	2 Synchronous/Virtual Sessions
2nd warning	3 Synchronous/Virtual Sessions	3 Synchronous/Virtual Sessions
Dismissal	4 Synchronous/Virtual Sessions	4 Synchronous/Virtual Sessions

Coursework Assessment

Courses are generally assessed based on a 40% final assessment and 60% ongoing assessment. Some courses however, are structured differently and assessed accordingly. Final assessments can either be in the form of exams or can be individual projects.

Details about assessment strategies in any course are included in the course syllabus.

Plagiarism and Acknowledgement Practice

Learners must submit for assessment their own individual and unassisted coursework; unless an assessment is based on “group work.”

For group assignments, each learner in the group is held jointly responsible for ensuring the assignment submitted complies with the university’s Policy.

Learners must not submit for assessment any work which has been submitted for another course at the University or at any other educational institution. Such behavior is considered a serious offense and shall be subject to terms of the Course Work and Assessment policy.

When any material is used by a learner which is not entirely the work of the learner or “work of the assigned group to which the learner is a member”, in whole or in part, the learner must fully refer to that material in accordance with the system of referencing specified in the course outline. Failure by a learner to comply with the above requirements may arise to academic misconduct and disciplinary action may be taken.

Policies and Procedures Governing Graduate Research

To ensure clarity, precision, and compliance with all regulatory standards, facilitating a well-governed and high-quality research environment for our graduate learners, the Research Policy, and other related policies and procedures cover broad range of topics including project execution, dissertation guidelines, registration, proposal submission and approval processes, advisory, supervision, final examinations, revision processes, degree awarding criteria, and intellectual property rights.

Projects, theses and dissertations, registration, proposal submission and approval are detailed in the Research Policy pages 3-4, further supported by specific procedures in the PhD Dissertation Guidelines section 5.2 and Master Dissertation Guidelines page 2. Principal advisor and supervision are described in the Research Policy pages 3-4, with additional specifications in the PhD Dissertation Guidelines sections 4.1 & 4.2, and Master Dissertation Guidelines, page 2. Graduate committees’ procedures and roles are specified in the PhD Dissertation Guidelines section 6 and Master Dissertation Guidelines, page 3. Seminar requirements addressed in the PhD Dissertation Guidelines section 6.1. External readers, final examinations are outlined in the PhD Dissertation Guidelines section 7, Master Dissertation Guidelines page 3, and the Academic Progress Procedure, page 3. Procedures for making revisions are specified in the PhD Dissertation Guidelines section 7 and Master Dissertation Guidelines on page 4. Award of degree Governed by the Academic Progress Policy and further detailed in the Academic Progress Procedure, page 4. Intellectual property and copyrights covered under the Research Policy section 9

Course/ Program Evaluation

One of the pillars of continuous improvement at Hamdan Bin Mohammed Smart University is based on getting feedback from all learners about each course taught as part of the program curriculum, and about the whole program.

In limited cases, the university may temporarily withhold midterm or final grades along with the processing of issuing official transcripts and/or printing of unofficial transcripts till certain requirements-which are identified as crucial are met. Such cases could be, but are not limited to: delays in filling the course/program evaluation form which may jeopardize the accreditation status of the institution.

Graduation

Upon satisfactory completion of all requirements of a postgraduate program, a learner at Hamdan Bin Mohammed Smart University will be awarded the related Degree.

Graduation Requirements

To be eligible for the award of a postgraduate degree, a learner must:

- Successfully complete all the courses and requirements of the program of study as mentioned in the program study plan.
- Maintain an CGPA of not less than 3.00 points
- PhD and Master graduates, must Publish at least one (1) academic paper based on research undertaken at HBMSU in a local or international journal or conference.
- Spend the minimum period, stipulated for the award of the degree and not exceed the maximum period as specified in each program. However, learners transferred from other universities/ colleges must earn at least 50% of the required credits for graduation at Hamdan Bin Mohammed Smart University.
- All financial obligations of the learner towards the University must be settled through the clearance process. As well as completing the end of program evaluation surveys.
- All Learners eligible for graduation need to fill out the Application Form for Graduation during the registration period of the last expected semester of study and to submit it to the Registration Unit. The university will charge the graduation fees as indicated in the “Application Form for Graduation”.

Learner's Rights, Responsibilities, Code of Conduct and Problem Resolution

Hamdan Bin Mohammed Smart University has established a code of conduct to which it expects its learners to adhere. The Code of Conduct at Hamdan Bin Mohammed Smart University describes learners' rights and responsibilities, standards for academic and nonacademic conduct, and penalties for violating the code of conduct.

The **learners' rights** are summarized in the following:

1. Academic Freedom

No disciplinary sanction may be imposed on any learner without giving him/ her a written notice explaining the nature of the charges.

A learner accused of violating any of the terms of the code of integrity is entitled to appeal against a decision as per the procedure and policies set forth in this handbook.

2. Discrimination and Harassment

The University prohibits discrimination based upon a person's race, color, sex, marital and/or parental status, religion, national origin, age, mental or physical disability. Learners who believe they have been discriminated or harassed should immediately report the incident to the Learner Relationship Management office by submitting a grievance record.

3. Freedom of Inquiry and Expression

Learners and recognized learners' associations and clubs which are part of Hamdan Bin Mohammed Smart University Community are guaranteed the rights of free inquiry, expression in both verbal and written form that do not violate the University and the country laws, policies, regulations and operations. At the same time, it must be made clear that in their public expressions or demonstrations, learners speak only for themselves

4. Freedom of Assembly

Hamdan Bin Mohammed Smart University recognizes the rights of all learners to gather in groups to seek knowledge, debate ideas, form opinions, and freely express their views while respecting the rights and freedom of others. The university grants its learners the right of freedom of assembly, keeping into account that learner' gatherings must not disrupt or interfere with the operation of the university.

5. Web Presence, Media/social media Relations, Distribution and Posting

Learners may distribute post or upload printed and/or online published material after obtaining approval from the Learner Relationship Management office. All free publications not in violation of the University policies and procedures and the UAE laws and culture may be distributed. Using media, social media,

institutional resources, trademarks, logos or brands under the name of HBMSU is strictly prohibited unless written approval is obtained from the Chancellor through the Learner Relationship Management office. Legal actions shall be taken against any learner violating.

6. Commercial Activities and Fund Raising

The use of University grounds or facilities for commercial or private gain purposes is prohibited. Learners shall contact Learner Relationship Management office to get approval on such activities.

7. Role of Learners in the University-wide Decision Making

HBMSU considers its learners as an important part of its operations and values their opinions and suggestions; this is why it involves learners in institutional decision-making. Additionally, learners' concerns, propositions, complaints and critiques can be communicated to the University through the Learner's Council or the Learner Relationship Management office by posting a complaints on SAWTI channel on the Smart Campus or email.

Hamdan Bin Mohammed Smart University takes the responsibility for providing its learners with a healthy and high quality standard educational environment, rich in resources needed by learners to attain their individual educational goals. In return, learners are responsible for making themselves aware of the resources available, appropriate use of those resources, and the specific behavioral tasks necessary for attaining desired learning outcomes.

Some of **the learner's responsibilities** are summarized below:

- To become knowledgeable of, and adhere to the University's policies, practices, and procedures;
- Demonstrate respect for all persons in the university community-staff, faculty, and other learners.
- To set up their University email accounts, and recognize that emails are the main and only official means of communication with University staff
- To participate actively in the learning process, both in and out of the virtual classroom (in online and offline class activities);
- To attend all class sessions online;
- To develop skills required for learning, e.g., basic skills, computer skills, time management, motivation, study skills, and openness to the educational goals;

Learners' Dress Code

All learners are expected to adhere to common practices of modesty, cleanliness and neatness; to dress in a respectful manner within the acceptable standards of the community and in such a manner as to contribute to the academic atmosphere, not detract from it. Learners who fail to comply with this dress code may be subject to disciplinary actions.

- Kandura (Deshdasha)
- Abaya and Sheila
- Formal or Casual attire
- Pants/Trousers below knee
- Skirts below knee
- Blouse/Jackets covering the arm to elbow.
- Sleeveless, Pants/ Trousers and skirts above knee are strictly prohibited

The learners are also expected to obey to all university rules and regulations and are prohibited from engaging in any unlawful conduct. Any learner violating the code of conduct published in this policy either as a principal actor, aider or accomplice shall be subject to disciplinary action.

Penalties for Violating of Code of Conduct

Conduct and behavior cases resulting from alleged violations of the University's code of conduct are within the jurisdiction of the LRM Office. Learners must be aware that violations will be treated seriously, with special attention given to repeat offenders. Penalties that may apply to a learner violating the code of conducts vary according to the nature of the violation made and may include one of the following:

- **Disciplinary Warning:** - By sending a written formal Warning to the learner informing him or her that his/her conduct is against the university standards. Continued misconduct may result in more serious disciplinary action..
- **Disciplinary Probation:** - By sending a written formal notice from the Learners Relationship Management Senior Manager to the learner informing him or her that s/he was found in violation of the university standards. Violations of the stated conditions will cause more serious disciplinary action.
- **Suspension:** - The University Disciplinary Committee may decide to suspend a learner for a fixed period of time, suspension may refer to:
 - Exclusion of the learner from one or more courses;

- Exclusion of the learner from University activities;
- Exclusion of the learner from the University for a duration not exceeding two regular semesters. Learners will be required to meet with the Learners Relationship Management, Senior Manager prior to being allowed to enroll at the University after the suspension period has expired.

- **Expulsion:** - The LRM Senior Manager usually raises the violations that require such sanctions to the University Disciplinary Committee. Expulsion refers to the termination of the learner status in the university.

- **Supplemental Sanctions:** - The LRM, Senior Manager or the University Disciplinary Committee may impose additional sanctions or requirements which clearly address the issues involved in the misconduct. Any of the following may be imposed in connection with the above, but are not to be limited to:
 - Work assignments
 - Fines may be imposed: restitution, i.e., compensation for loss, damage, or injury
 - Academic sanctions, e.g., revocation of degree, holding transcripts, removal from courses
 - Failing course
 - Loss of privileges
 - Referral to External Authorities: In the case where a learner is in violation of the UAE laws on university or university-sponsored related activities, the university may refer the learner to the public

Examples of Learner's Misconduct

- Abusing physically or verbally any person on University campus or through University facilities (i.e. SAWTI, online classrooms, forums, through email accounts of the University, etc).
- Humiliating conduct or language based on a person's race, gender, color, religion, nationality, and origin, physical or other disability, age, or political beliefs.
- Being involved in unwelcome sexual advances or physical touching or making sexually-oriented remarks, jokes, comments and/or behavior.
- Interfering by force or by violence (or by threat of force or violence) with any other learner, faculty or University Staff in the University.

- Filing a formal complaint falsely accusing another learner, faculty or University Staff.
- Damaging the reputation of the University through unacceptable actions or behavior.
- Using the name of the University of distributing or posting any materials (including in electronic form) in its name without prior approval.
- Being involved in academic violation: cheating, plagiarism, violating copyrights, etc.
- Entering or using University campus, offices or any locked or closed University facility in any manner, at any time, without permission of the University.
- Bringing unauthorized visitors to the University.
- Organizing illegal assembly, obstruction or disruption.
- Stealing or damaging of/to property of the University or of a member of the University community, such as visitors, learners, or staff.
- Abusing or unauthorized use of the University's computer equipment, software, passwords, records.
- Using computer resources to produce, view, store, replicate, or transmit harassing, obscene, or offensive materials. Offensive material includes, but is not limited to: pornographic, nude or any other material that is generally understood to be socially or culturally offensive.
- Violating the confidentiality or security of passwords, records, or software, including but not limited to networks, Internet, World Wide Web, and E-mail.
- Using, possessing, or distributing alcoholic beverages, narcotics, or dangerous drugs in the University.
- Smoking within the University campus.
- Possessing or using weapons or any dangerous chemicals which can be used to inflict bodily harm or damage upon a building or grounds in the University.
- Using SAWTI Page for any purpose or in any manner that violates any local or federal laws, along with any local tradition, disciplines or direction imposed by any competent Authorities in the Country.
- Conducting any process of surveys, commercial messages or advertising any material without the prior written approval of the University.
- Using the SAWTI Page to post or send any infringing, threatening, defamatory, libelous, disrepute or obscene others.

- Undertaking any action which may be calculated to disrepute the University and its standing image, or otherwise determined to be abusive or harmful to the University Staff and Faculty.
- Using university email for:
 - Personal gain
 - Chain letters (e.g., any communication which requests or demands the recipient forward the message to one or more individuals)
 - Solicitations for contributions for non-University sponsored entities
 - Deliberate acts associated with denying, interfering with or disrupting service of HBMSU e-mail service or that of any other agency.
 - Attempts to perform mass mailings to the entire University community of a non-official nature.
 - Any unlawful activity.

Learner Academic Integrity Code (Academic Honesty)

It is the foundation upon which the learner builds personal integrity and establishes a standard of personal behaviour. The University can best function and accomplish its mission in an atmosphere of the highest ethical standards. The University expects and encourages all learners to contribute to such an atmosphere by observing all accepted principles of academic honesty.

The Coursework and Assessment Procedure at HBMSU includes (Appendix 1 page 13) the details on the similarity report produced by Turnitin. The procedure covers many aspects including the following:

- As a guide, a returned percentage of over 25% would indicate that plagiarism has occurred.
- In case of dissertations, the similarity percentage should be as close as possible to zero but consider 10% similarly as cut-off point.
- The default assignment settings should be adjusted to exclude quoted material, references/bibliography and small matches up to 5 words in order to gain a more accurate overall percentage.
- Learners may access, edit and reload their submitted file without any need for faculty intervention as long as it is still in Draft form. If a submitted file shows very high similarity and the assignment deadline was not yet due, then a learner may ask the instructor to revert the assignment to “draft” status, so that the learner can work on it and improve it.
- In all cases, it is the learners’ responsibility to submit the Assignment file before deadline

- The Originality Report is available to learners once the learner uploads his/her submission.

Academic dishonesty or cheating includes acts of plagiarism, forgery, fabrication or misrepresentation, such as the following:

1. **Cheating:** refers to intentionally using or attempting to use unauthorized materials, information, or study aids in any examination or academic exercise or make an attempt to change the outcome of assessment results through undue influence or material means. Cheating may take several forms for example:

- Copying from another learners' exam or work paper;
- Allowing another learners to copy;
- Using unauthorized material during the exam, or
- Receiving help during online exams and other assessment activities.
- Making an attempt to change the outcome of assessment results.

2. **Plagiarism:** to wilfully use the work, ideas, images or words of someone else in your submitted assignment without appropriate acknowledgement or attribution. Plagiarism can take several forms for example:

- Quoting another person's actual work without reference
- Using another person's idea, theory, opinion of others without reference
- Purchasing readymade work paper from the web
- Turning in a paper retrieved from an Internet source as one's own
- Using another student's work in whole or part and handing it in as one's own
- Presenting the same work for more than one course
- Using information from an encyclopaedia, book, textbook, web site, database, etc., without citing the source
- Using any facts, statistics, graphs, drawings, pictures, sounds or other piece of information from any source that is not common knowledge, without citing the source
- Using quotations of another person's actual spoken or written word without citing the source
- Paraphrasing (putting into your own words) another person's unique ideas, spoken or written without citing the source
- Using online translators for assignments and assessments to outsmart plagiarism detection tools

3. **Dishonesty in Submitted Work:** All academic work and materials submitted for assessment must be the original work of the learner (or group of learners if specified i.e. in a group work situation). Learners are prohibited from submitting any material prepared by, or purchased from another person or company other than them.

4. **Copyright Violations:** Copyright laws must be closely observed. Copying, alteration or unauthorized use of course material, University records, or instruments of identification with the intent of defraud or deceive is prohibited. Learners are expected to abide by relevant patents and intellectual property rights, for example, if they have access to any sensitive documents if their work involves access to information from outside institutions.

5. **Inappropriate Proxy:** Learners must attend their own examinations and classes whether they are virtual (online) or physical. Those impersonated and the impersonators could face dismissal from the University.

6. **Work Completed for One Course and Submitted to another:** Learners may not present the same work for more than one course. In some situations, faculty may permit components of a significant piece of research to satisfy requirements in two courses.

7. **Complicity in Academic Dishonesty:** Complicity in academic dishonesty consists of helping or attempting to help another person commit an act of academic dishonesty or will fully assisting another learner in the violation of the academic code of integrity. Complicity in academic dishonesty is pre-meditated and intentional. This can include but is not limited to:
 - a) Doing the work for another learner,
 - b) Designing or producing a project for another learner,
 - c) Providing answers during an exam test or quiz,
 - d) Calling a learner on a mobile phone while taking an exam and providing information,
 - e) Providing a learner with an advance copy of a test,
 - f) Leaving inappropriate materials behind at the site of an exam or test,
 - g) Altering examination results.

Settlement of Academic Honesty Offenses

Academic cases resulting from alleged violations of the University's academic honesty code are within the jurisdiction of the relevant faculty and Program Coordinator, while more serious violations or repetitive violations are brought to the Dean of the School for further action. In the case where a learner wishes to bring charges against another learner, he/ she should do so through the Faculty member in whose course the violation occurred and the program Coordinator. In addition to this he/she must identify himself or herself to the faculty.

If a faculty is convinced that an alleged offense has resulted from an error in judgment on the learner's part rather than from purposeful dishonesty, the faculty may decide to use the occasion for instructing the learner on acceptable standards for academic work. In such cases, the faculty may, for example, require the learner to rewrite or correct the original assignment or to submit a substitute assignment or to apply a grade penalty. When faculty jurisdiction is exercised in the case of an unintentional academic violation, the faculty shall notify the Dean or the General Education director (in the case of learner is enrolled in GE courses) and the Registrar, in order to monitor any recurrence of such errors in judgment by the particular learner.

In the case where the faculty believes that the offense made by the learner is a serious breach of the university' academic honesty code, or in the cases of repetitive occurrence of such offenses, he/she must report the violation to the Dean of the school within 10 working days of the occurrence of the violation or after the day in which s/he has been aware of the violation. The report submitted must be supported by appropriate documentation or evidence.

Upon Receiving the Faculty report, the Dean of the school will inform the learner of the charges brought against him/her and arrange to discuss the charge with the learner either online or in person as appropriate. Learner will be presented with the charge and the evidence and he / she will be advised of the procedures including his/her rights and will be given the opportunity to respond to the charge either immediately or by writing within 5 working days. The faculty is not to submit grades for the work in question until the case has been settled. If the semester grades are due before the settlement process is complete, a temporary grade of N will be assigned.

After reviewing the charges and the evidence, the Dean of the school in consultation with the Program Coordinator may either:

1. Dismiss the case and notify the Registrar of the decision, or

2. Refer the case to the Learner Disciplinary Committee (LDC), which should include the University Registrar, Administrative Faculty, Faculty Member of concerned School, Enterprise Technical Support Manager and Learners Relationship Management Manager. A case is referred to LDC when the issue raised cannot be resolved through informal discussion or the learner chooses to bring it to the formal committee. In such a case, the Dean of the school shall notify the Registrar to form the committee within 5 working days.

Penalties

- Learners must be aware that academic violations will be treated seriously, with special attention given to repeat offenders. Learners who have been found guilty may be suspended or dismissed or expelled after the case is brought to the Learner Disciplinary Committee (LDC):
 - a. Verbal or written warning.
 - b. Resubmission of the work in question.
 - c. Submission of additional work for the course in which the offense occurred.
 - d. A lower grade or loss of credit for the work found to be in violation.
 - e. A failing grade of F for the course in which the offense occurred. A notation of the academic violation will be entered on the learner's permanent record.
 - f. Suspension for one or more academic semester, including the semester in which the offense occurred. A notation of the academic violation will be entered on the learner's permanent record.
 - g. Dismissal (for a specified semester or permanently) from the University. A notation of the academic violation will be entered on the learner's permanent record.
 - h. Learners on scholarships will lose their scholarship if they were proven to have engaged in academic dishonesty or plagiarism.
 - i. A learner may not withdraw from a course in which an infraction has been found and a penalty applied. No refund or cancellation of tuition fees will be permitted in such cases.

Problem Resolution

Grade Appeal

Faculty members shall articulate and communicate course requirements and standards of performance to learners at the beginning of each course and apply equal and uniform performance evaluation and grading criteria to all learners.

Grade appeal only applies to the final course grade or final assessment grade.

Grades can be appealed on the basis of one or more of the following:

- An error in calculating the final grade of a course;
- An error in calculating the grade of the final assessment in the course;
- The grade assigned to the final assessment in a course is a substantial departure; from the instructor's established grading criteria.

Learners lodging a grade appeal application must submit the Grade Appeal Request no later than 5 working days following the reporting of the final course grade.

Learner Complaints

All University learners may raise complaints expressing their dissatisfaction in the delivery of academic, academic support or administrative services offered to them by HBMSU.

SAWTI page on Smart Campus.

SAWTI shall be monitored on a daily basis, complaints and suggestions identified through SAWTI or any other mean are processed according to the Learner Complaint and Suggestion Procedure.

The University is committed to apply fair resolution to learners' complaints by considering all relevant evidences from all concerned parties, investigating root circumstances that caused the complaint, taking unbiased decisions and corrective actions.

Learners' complaints may be lodged against:

- Any member/s of university staff (full-time or part-time)
- Any division or department of the university

Communications related to complaints and suggestions posted on the Swati system shall be communicated via Swati. Confidential information affecting individual learners, if any, may be communicated via email to the learners.

Learner Grievance

A learner may pursue a grievance if he or she believes that a member of the university community has violated his or her rights through actions like:

- Alleged harassment discrimination on the basis of race, color, religion, sex, age, national origin, or disability.
- Problems arising in the relationship between a learner and any member of the university Community.

Grievance procedure does not apply to grading. Please refer to the previous section for grade appeals, except in the case of grievance against the Appeal Committee Decision.

Informal Resolution

Prior to invoking the procedures described below, learners are strongly encouraged to discuss his or her grievance with the person alleged to have caused the grievance. The discussion should be held within (10) calendar days from which the learner first became aware of the act or condition that is the basis of the grievance. The learner alternatively may wish to present his or her grievance in writing to the person alleged to have caused the grievance.

Formal Resolution

If a learner decides not to present his or her grievance to the person alleged to have caused the grievance or if the learner is not satisfied with the response, s/he may present the grievance in writing to the Registrar. Any such written grievance must be received no later than 30 calendar days after the learner first became aware of the facts which gave rise to the grievance.

The Registrar shall conduct an informal investigation to resolve any factual disputes.

Whenever, the informal investigation was not successful to address the conflict, a fact-finding panel of no more than three persons shall conduct an investigation. The panel shall report the facts to the Grievance Committee. The Grievance Committee shall make its decision and shall inform all involved parties. The University Grievance Committee decision is irrevocable.

Learners Council and Subcommittees

Hamdan Bin Mohammed Smart University encourages learners to play a major role in shaping their learning experience at the university. For that purpose, the University has introduced the Learners Council (LC) to serve a platform for expressing learners' opinions and to initiate them, moreover, a member from the LC is elected to represent the learners in the University Council

All HBMSU learners are considered as a voting member of the LC as long as she/he is enrolled in any program at the time of the election. It is expected that as a good citizen, a learner will participate and take an active role in the academic and social life of the University.

Eligibility to Stand for Contest/ Election

To stand for the election for membership of the LC, any learner enrolled in any academic program is eligible:

- Must be registered in the University at the time of election.
- Have at least one year till graduation.
- Must adhere to the learner's code of conduct.
- Only UAE nationals are eligible for the LC president position.

Learners Communities:

The Learners Council can also form learners' virtual communities for the purpose of advancing learner skills and making a difference throughout the virtual community. Learners' virtual Communities can be formed for activities such as sports, cultural, public relationships, arts, services, social activities and technology enthusiasts and others.

Learners' Related Events

The Learners Council along with the LRM Team organizes a variety of learners' virtual events for the benefit of enhancing the learner experience at HBMSU during the academic year. Activities include HBMSU Annual Gathering, Community Events, National Day celebrations, extra-curricular and skills development workshops and a range of various social networking events. All learners' related events are announced in the My Smart Hub section, News section and SAWTI of Smart Campus, including other communication channels.

My Smart Hub is a platform on Smart Campus which enriches the learners experience through conducting virtual events, online competitions and interactive activities, as well as learning about new volunteer opportunities and enriching knowledge regarding health and lifestyle issues and topics.

HBMSU Alumni Association

The Alumni Association is established to operate as a non-profit association under HBMSU. The purpose of the Association is to positively extend the alumni experience beyond graduation and foster a culture of mutual benefit. This is going to be achieved with alumni involvement towards the development of the alumni, learners, and the University. Engagement virtual activities will be carried out through knowledge creation and application in smart learning, quality management, entrepreneurship, and innovation.

Alumni Council

The Alumni Council works with the LRM on a voluntary- basis to achieve Alumni Association's goals and purpose, through planned virtual activities, programs and projects.

To stand for the election for membership of the Council, alumni must be:

- Any Alumni member who completes any academic program or professional diplomas from HBMSU.
- Having a good conduct and academic history as defined by the academic regulations of the University.
- Only UAE nationals are eligible for the Alumni Council President position.
- The LRM responsibility is to ensure eligibility of the nominees before the final declaration.

Financial Policies and Tuition Fees

Programs Tuitions & Other Applicable Fees

The tuitions for the postgraduate programs and other applicable fees for the academic year 2025 - 2026 are depicted in the following tables:

Program Name	Fees
School of Business and Quality Management - Postgraduate Program	
Master of Science in Organizational Excellence	84,960
Master of Science in Innovation & Change Management	84,960
Master of Management in Entrepreneurial Leadership	72,000
Master of Project Management	84,960
Master of Human Resource Management	72,000
School of Health Sciences - Postgraduate Programs	
Master of Science in Public Health	90,000
Master of Science in Hospital Management	72,000
School of Sustainability and Green Economy - Postgraduate Programs	
Master of Science Environmental Management and Sustainability	72,000
School of e-Education - Postgraduate Programs	
Master of Educational Leadership	72,000
Master of Education in Learning Design and Technology	66,000
Doctoral Programs	
Doctor of Philosophy in Quality Management	300,000

English Language Programs

Below is a list of the programs, the number of hours and the fees.

Program	Number of hours	Fees (VAT Inclusive)
Program 1	180	11,340
Program 2	150	9,450
Program 3	120	7,560
Program 4	90	5,670
Program 5	60	3,780

Please note that the above fees cover tuition and course material. Each level includes 30 hours of IELTS Exam Preparatory course.

Academic Program Related Fees

Fees Type	Fee (AED) Inclusive of VAT	Notes
Admission Application	315	Non-Refundable
Admission Fees – Bachelor	1000	Non-Refundable
Admission Fees – Master	1500	Non-Refundable
Admission Fees – PhD in Quality Management	2000	Non-Refundable
Math Placement Test Fee	100	Non-Refundable
Transfer of Credit Application	315	Non-Refundable
Transfer of Credit Per Undergraduate Course	550	Non-Refundable
Transfer of Credit Per Graduate Course	750	Non-Refundable
Change of Program Fee	200	Non-Refundable
Late Registration Fee	525	Non-Refundable
Midterm Make-up	500/Course	Non-Refundable
Incomplete Course Grade (Final Exam)	1000/Course	Non-Refundable
Grade Appeal Application Fee	300/Course	Non-Refundable
Official Transcript	105	Non-Refundable per copy
Attestation	367.5	Non-Refundable per each extra copy
Degree/Certificate	210	Non-Refundable per each extra copy
Services Fees for standard semesters	1000	Non-Refundable
Services Fees for Summer semester	500	Non-Refundable
English Placement Test	157.5	Non-Refundable
Graduation Fees	1050	Non-Refundable
MAP	5000	Non-Refundable

Scholarship and Financial Aid

Hamdan Bin Mohammed Smart University administers various and scholarship schemes and programs. These schemes and programs are offered on merit and competitive bases to applicants to the university programs.

Scholarships

➤ H.H. SHEIKH HAMDAN BIN MOHAMMED SCHOLARSHIP

Eligibility

- H.H. Sheikh Hamdan Bin Mohammed Scholarship offered on merit and competitive bases to applicants who recently graduated from high school and wishes to enrol in any undergraduate program at HBMSU in the same academic year of high school graduation.
- The scholarship covers 100% of tuition fees and accommodates 20 FULL scholarships only; 16 of which are given to UAE nationals and the remaining 4 are given to non-UAE nationals.
- The scholarship will be given to fresh high school graduates who are interested to join HBMSU in the following academic year of their high School graduation year (fall or spring semester) or fresh graduates from the UAE, National Service program with a minimum of 90% marks in high school average provided that they meet the admission requirements.

Criteria

- Within three weeks from the announcement of the scholarship, the Admission unit will identify the top applicants who fulfil the scholarship criteria and who have accepted the admission offer to be considered for H.H Sheikh Hamdan Scholarship . After the lapse of the three weeks, The partial scholarships will be applied. Learners who fulfil English proficiency requirements will be considered first for the scholarship.
- The applicants must fulfil the admission requirements as per HBMSU admission policies.
- The applicants for the scholarship must have the required English proficiency test score prior to the start of the first semester.
- The University Registrar shall evaluate each case as per the scholarship evaluation criteria
- The Registrar receives and evaluates all applications for Scholarship and Financial Aid. The Registrar shall evaluate the eligibility of all applicants for scholarships in accordance with the Scholarships Policy and procedure and evaluates the applications for Financial Aid according to their financial status, merit, and academic performance as well as the availability of budget in the university
- The final eligible list will be sent by the admission to the University registrar for verification. The Registrar shall review and verify the results and shall take the final results to the VCLD

- The Registrar shall then submit his/her recommendations to VCLD for approval. Upon the approval of the awards by the VCLD, the Registrar informs the awardees of scholarships and financial aid and completes the related formalities.

Terms and Conditions

- Awardees must register in the semester that he/she has been admitted.
- The scholarship requires continuous active enrolment. It is expected that learners will complete the program as per the guiding policies (i.e. study load, attendance, minimum and maximum study periods, transfer of credit, etc.).
- The continuation of the scholarship is subject to learners maintaining a minimum cumulative grade point average (CGPA) of 2.50 out of 4.00. If an awardee's CGPA falls below 2.50 out of 4.00 at the end of any semester the scholarship will be automatically suspended for one semester. If he/she improves his/her CGPA to maintain the accepted minimum in the next semester, he/she will benefit from the scholarship for the following semesters. This rule applies only once otherwise the scholarship will be discontinued.
- Change of program will result in the discontinuation of the scholarship.

➤ **DISTINGUISHED LEARNERS' SCHOLARSHIP**

Eligibility

- Be on the Dean's List at least twice during their study period;
- Have a cumulated CGPA of minimum 3.70 as of the last semester academic record.
- Join any HBMSU postgraduate program within a maximum of two semesters post their graduating semester.

Terms and Conditions

- The continuation of the scholarship is subject to learners maintaining satisfactory academic performance at the end of each semester. If the CGPA falls below 3.0 at the end of any semester (as per related policy) the scholarship will be suspended for one semester. If he/she improves his/her CGPA to maintain the accepted minimum in the next semester, he/she will benefit from the scholarship for the following semesters. This rule applies only once otherwise the scholarship will be discontinued.
- Change the program shall result in discontinuation of the scholarship.

➤ **UNIVERSITY SEMESTER BASED SCHOLARSHIPS (summer semester not included)**

- All new officially admitted learners to Undergraduate Programs and who have completed their high school certificate with minimum grade point average of 90% are entitled to a tuition remission of 10% of the tuition of the program combinable with other applicable discounts to MAX of 20% in total for the first semester they are enrolled. Transferred learners are excluded from this scholarship.
- A continuing full-time undergraduate learner who achieves a minimum semester GPA of 3.80 out of 4.00 in a given semester is entitled to tuition remission of 10% of the tuitions combinable with other applicable discounts to MAX of 20% in total for the following semester he/she will enroll in.
- All new officially admitted learners to Postgraduate Programs (Master degrees) who have completed their Bachelor degree with minimum cumulative grade point average of 3.60 out of 4.00 or its equivalent are entitled to the tuition remission of 10% of the registration fees combinable with other applicable discounts to MAX of 20% in total for the first semester he/she is enrolled in. Transferred learners are excluded from this scholarship.
- A continuing full-time postgraduate learner (Master degrees) who achieves a minimum semester GPA of 3.80 out of 4.00 in a given semester where the academic is entitled to a tuition remission of 10% of the tuitions combinable with other applicable discounts to MAX of 20% in total for the following semester he/she will enroll.
- A continuing full-time postgraduate learner (Ph.D.) who achieves a minimum semester GPA of 3.80 out of 4.00 in a given semester where is entitled to a tuition remission of 10% of the tuitions combinable with other applicable discounts to MAX of 20% in total for the following semester he/she will enroll (not applicable for dissertation).

➤ **STAFF SCHOLARSHIP**

- All full-time staff member of HBMSU, who have successfully completed one year full time contract are eligible for scholarship, as long as the full-time member of staff is employed at HBMSU, and meets the satisfactory academic progress requirements; if the staff/learner has received an academic warning, the scholarship will be automatically discontinued; shall he/she remove the academic warning in the next semester, he/she will benefit from the scholarship for the following semester of employment with HBMSU, shall be entitled to 10%.

- Staff are responsible for obtaining the approval of the respective VC/Chancellor for the study program (study major) in advance. In the case where a conflict of interest arises, the staff member will be required to sign a confidentiality/non-Disclosure agreement before they start their studies.
- A staff member who is granted the 10% scholarship will be required to serve HBMSU for a period of one year following his graduation, in the case where this requirement is not fulfilled, the staff member will be required to refund the University the full scholarship amount
- The staff scholarship is granted per semester, HR shall approve the scholarship prior to each semester.
- Staff scholarship shall not be granted for back dated semesters.
- Staff scholarship shall not be applied on pro-rata basis or during a running semester,
- Staff scholarship shall be discontinued by HR for the upcoming semesters in case of the occurrence for once of the following reasons:
 - a. If the staff receives any official warning notice / letter.
 - b. Performance appraisal result is below expectation.
 - c. Staff receives official contract termination.

➤ **UNIVERSITY PARTNER (HBMSU Staff members are excluded from this category)**

- Hamdan Bin Mohammed Smart University has numerous agreements and MOUs with government, semi government and private departments, civil and business organizations within UAE and the region.
- University partners are entitled to a tuition remission of 10% of the tuition. A list of those partners is approved by the VCLD and maintained by the University Registrar.
- Learners whom one of their parents are working in government sectors or spouse, son or daughter shall be entitled to 10% discount.
- The learner shall apply for this scholarship and attach the required documents at the beginning of joining semester
- The discount will be granted for the entire program of study Adding new organizations to the partner's list shall be recommended by the University Registrar and approved by the VCLD.

➤ **SPONSORED LEARNERS**

- Some learners are sponsored by government bodies, public organizations, private organizations, or individuals. Such learners shall submit an official letter from their sponsor directed to the University Registrar, clarifying the conditions governing the sponsorship.
- However, a learner's sponsor, if any, shall be able to receive an official transcript whenever requested or at the end of each semester. The sponsored learners shall pay all fees not covered by the sponsorship letter.
- In case the sponsor wishes to withdraw the sponsorship, the learner shall be responsible for any outstanding payment.
- Discounts will not be given to sponsored learners.
-

➤ **LEARNERS DISCOUNT:**

- Discount may apply to Concentrated Learners (excluding PhD) upon registration for courses for entire group, based on signed MOU with the organization and according to the MOU terms and conditions, the group discount shall not exceed 20%
- The continuation of the granted discount for concentrated learners is subject to active enrolment in the first semester.
- In case a concentrated learner from the entire group drop/withdraw up to the last day of the add/drop, the discount will not be granted.

➤ **TRAINING DISCOUNT:**

- Discount may apply to training upon registration for courses on the HBMSU training platform
- Cloud Campus (Groups can be colleagues from same organizations or friends from different organizations), and according to the following terms:
- If a group of minimum 3 Casual/Committed learners register for a training course, a private discount of 10% could be given on the course fee.
- If a group of minimum 4 and up to 7 Casual/Committed learners register for a given course, a private discount of 20% could be given on the course fee.
- If a group of 8 and more Casual/Committed learners register for a training course, either public or private discount code of 30% discount could be granted on the course fee.

➤ **HBMSU ALUMNI:**

- HBMSU Alumni are entitled to a tuition remission of 10% of the tuition when they join any Master program at HBMSU.

➤ **CARD HOLDERS DISCOUNT:**

- Learners holding ESAAD or FAZAA card or one of their family members are entitled to a tuition remission of 20% of the tuition for the first semester only

➤ **FIRST DEGREE RELATIVE DISCOUNT:**

- Learners and their first degree relative are entitled to a tuition remission of 10% of tuition

➤ **PEOPLE OF DETERMINATION DISCOUNT:**

- are entitled to a tuition remission of 20% of the tuition

➤ **HATTA CDA DISCOUNT:**

- Learners from Hatta city and as per the CDA confirmation are entitled to a tuition remission
- of 20%

General Terms:

- Repeated courses are not covered by all scholarships and the cost related to repeated courses will be added to learners' financial statement three weeks from the start of each semester.
- Exceptions to the scholarships and discount shall be reviewed and approved by the school and academic council, final approval to be granted by the University Council

Payment Channels

Payment for each semester is due immediately and fully upon courses enrolment, the total amount of fees to be paid depends on the number of credit hours the learner decides to take in that particular semester.

Payment for courses and all other fees can be made through Hamdan Bin Mohammed Smart University secure payment gateways via the following methods

1. Full Online Payment

Learners can pay the fees in full in one instalment upon courses enrolment online using their own debit/ credit card through Smart Campus.

2. Installment Online Payment - Easy Payment Plan:

Learners can also pay using an easy payment plan via credit card through HBMSU online payment gateway. Learners contact the bank and request to convert the credit card payments into an easy payment plan (EPP).

- Learner shall contact the bank and get more information on EPP and the Instalments.
- EPP can be availed through bank's mobile application, call center and SMS.
- Learners make the payment using their credit cards via HBMSU Smart campus, Dubai Smart Government payment gateway: **Smart Campus ~ finance ~ payment summary ~ outstanding balance ~ UAE issued credit card.**
- Learners contact the bank and request to convert the credit card payments into an easy payment plan (EPP).
- Banks offer a convenient instalment plan starting from 3, 6 or 12 months depending on the bank and the learner's financial history.

3. Installment Online Payment - Tabby:

Tabby is a payment platform introduced by Dubai Smart Government. Learners can pay their tuition fees in easy, flexible installments with Tabby in 4, 6 or 8 month installment plan.

- Tabby is a payment platform introduced by Dubai Smart Government. The university does not have any direct involvement in Tabby's processes or approvals.
- A one-time service fee will be applied based on the total amount and number of months selected. This may vary depending on learner's credit terms with Tabby.

4. Bank Transfer (ONLY for overseas Learners):

Overseas learners can pay their fees online by credit card, or transfer funds to HBMSU bank account as per the following details:

Bank name:	Emirates NBD
Branch:	Main branch, Dubai – United Arab Emirates.
Account name:	Hamdan Bin Mohammed Smart University
Account Number:	101-22607463-01
IBAN Number:	AE170260001012260746301
SWIFT Code:	EBILAEAD
Currency	AED

Please email copy of the bank advice mentioning your name, ID, contact no & payment details to the email address: Finance@HBMSU.ac.ae

Learners' Services and Facilities

HBMSU supports its mission and purpose by enrolling learners with diverse backgrounds and abilities, assisting them in reaching their full potential and providing them with adequate and appropriate resources, programs, services and support to optimize their educational experience and well-being.

HBMSU provides a wide range of quality support services and facilities appropriate and responsive to the needs of the diverse learner and alumni population. These services and facilities are customized to suit the nature of the online delivery model.

Following are the services and facilities provided by HBMSU to support the learners:

Academic Advising

Advising services at HBMSU are available through the Smart Advising system. Smart Advising facilitates learners' course selection and approves courses for registration while taking into account every learner's individual academic history, program completion and graduation requirements. Learners who wish to discuss their academic progress or career path have the option to contact an academic advisor in their school through different communication modes that are available to them in Smart Campus.

HBMSU Smart Library Services

The HBMSU Smart Library put in the hands of learners, alumni, faculty members and admin staff an enriched collection of learning resources and research materials that can be accessible on the go 24/7 with ChatBot Support Service. In a blink, the HBMSU Smart Library Portal can return to online users with millions of OAR and subscribed electronic and digital resources, including books, journals, articles, and case studies, in addition to corporate documents that cover their reports and profiles. Also, The Smart Library provides the following smart services: Smart Reference Service, Smart Borrowing Service, Current Awareness, Inter-Library Loans ...etc. The Smart library regularly conducts live information literacy sessions for learners on a multitude of topics on how to avoid plagiarism, how to use reference tools, and how to use different research techniques. Plus, offering orientation sessions for the new comers.

Furthermore, the Smart Library provides sufficient and appropriate equipment, such as workstations, electronic imaging equipment, to allow learners, faculty, and staff to access electronic resources, perform searches, copy materials within limits prescribed by copyright laws, and study.

The Smart Library facilities includes:

- (5) Group Study Spaces and Presentation Practice Spaces. Booking available online through library portal.
- Wireless connections.
- (14) Computers for users use.

Available resources to support HBMSU programs include:

- **E-Books:**
 - EBSCO Academic Collections.
- **eJournals:**
 - EBSCO Business Source Ultimate.
 - Emerald.
 - EBSCO Medline Complete.
 - EBSCO Education Source.
 - E-Marefa.
- **Dissertations:**
 - PDQT (Dissertations) ProQuest.
 - ETHOS.
 - NDLTD.
- **Research Tool:**
 - RefWorks.
- **HBMSU Collations:**
 - HBMSU Dissertations Repository.
 - HBMSU Publications Repository.
 - LCMS Repository.
- **Open Access Resources:**
 - More than 500 databases.

Learning Delivery Support

The Learning Delivery Support unit is dedicated to providing computer-related technical support to all HBMSU learners. The kind of support provided includes, but is not limited to, access problems (such as access to Blackboard, e-library, payment gateway, etc), logging to email, forgetting passwords, assistance in installing or downloading software.

The Learning Delivery Support unit provides technical assistance based on the following support model:

- **Phone Support** by calling +971 4 4241199. An IT specialist will work with the caller over the phone to resolve technical difficulties faced by him or her.
- **e-Mail Support** via email, all emails are to be addressed to ITSupport@hbmsu.ac.ae, the email should specify the nature of the request and the date by which the requester would like his or her request to be answered.

Learner e-Mails

Learners' e-Mail accounts are generated to all learners upon admission and after issuance of learner's ID. The purpose of activating learners email account is to allow learners to conduct collaborative work efforts and share information with their fellow learners and faculty members regardless of time and/or geographic boundaries. Because of this open freedom, and the possibility of conversing with individuals with whom you may have never met, learners should conduct themselves in an appropriate manner during their communications. This service is provided free-of-charge to the learners of Hamdan Bin Mohammed Smart University. Accounts are for individual use, and should not be loaned out to family or friends for any reason.

All official correspondence conducted via email to Learner should be sent to the University provided learner email account and no other private email accounts. Therefore, all learners are expected to check their email on a frequent and consistent basis in order to stay current with University related communications. Learners must ensure that there is sufficient space in their mailbox. Warning will be issued to the account when the mailbox will reach its maximum size. Accounts that reach their size limit will not be able to receive or send e-mails

The account creation does not require any action necessary by the learner; all accounts will have the same default password. Therefore, learners when they first log in need to change their passwords. Passwords will be required to be changed every 6 months.

HBMSU will have the right to follow up on learners not adhering to the acceptable use of the email as per code of conduct policy.

Innovative Learners' Support and Smart Learning Infrastructure

HBMSU has developed and deployed a state-of-art Smart Learning environment to support its learners and faculty. Our Virtual Learning Environment (VLE) includes many innovative and integrated components such as Learning Management System, Virtual Classrooms, Smart Library, mobile services, social networking, etc. Furthermore, HBMSU has invested in developing an innovative learner-centric support infrastructure which provides learners with the technical training and support they need to benefit fully from our modern Smart Learning environment. Technical support and training is available both face to face and virtually online.

Furthermore, HBMSU has 4 fully equipped computer laboratories for learners, three of which are Windows based, and the forth is a Mac lab. The labs are further equipped with LCD projectors and sound systems.

e-Orientation Program

The purpose of the e-orientation program is to introduce new learners to Hamdan Bin Mohammed Smart University, its policies and procedures, virtual learning environment and available services. Besides that, the e-orientation program prepares learners for a quantum transition from conventional learning to the virtual approaches of acquiring knowledge.

Skill Upgrading Workshops and Resources

In line with the departmental mission of developing the overall personality of the learner, the Learner Relationship Management conducts numerous virtual workshops, training sessions, and lectures on variety of topics. The purpose of these virtual events is to enhance and improve learners' skills and competencies.

HBMSU Smart Campus

HBMSU Smart Campus is the main platform through which learners access the various services and resources. It is a central hub of information for learners through which all important announcements and posting requests can be made. It supports communication tools which can be used to build learning communities to enhance communication among learners.

Learners' Related Events

The LRM along with the LC organizes a variety of learners virtual 'events. These include: Competition events, social events, and celebrations, which include various activities involving learners, faculty and staff.

My Smart Hub is a platform on Smart Campus which enriches the learners experience through conducting virtual events, online competitions and interactive activities, as well as learning about new volunteer opportunities and enriching knowledge regarding health and lifestyle issues and topics.

Learners Relationship Management Department (LRM)

Overview:

The Learner Relationship Management (LRM) is playing an important role in enriching learners' university experience through providing non-academic support services that needed during their learning journey and beyond. The provided services help learners to expose and develop their personality to prepare them for their future career.

LRM Role:

- **Career Planning** : LRM Provides learners and Alumni with a wide range of career-related guidance, resources, and services. These include career planning, personal counseling and career advising, career services and career placement.
- **Career Services** :Learners are provided with a series of workshops and visits to develop their career skills.
- **Counseling Services** :LRM Provides the learners with counseling services provided by a third party . The first session is completely free for learners followed with a discounted session (if needed)
- **Job Opportunities** : Supporting learners and graduates in Finding employment opportunities.
- **Orientation and training programs** : Orientation sessions and training programs are provided every semester to new and existing learners
- **Learners Events**: LRM organize events and field trips for both learners and alumni , some events are annually organized such as the Annual Gathering , Tomorrows Ride and other events are organized on a semester base such as Deans List and Top Management meeting . LRM also organizes fun field trips such Hiking activities .
- **Learners Council**: The purpose of the LC is to foster and facilitate communication between learners and various constituents of the university. Specifically, the Council shall work towards promoting harmony, understanding, and cooperation among learners and the other stakeholders of the university.

- **Entrepreneurs Club:** Entrepreneurs Activities: The Entrepreneur Club is one of the leading initiatives that creates a network for HBMSU entrepreneurs of learners and graduates.
- **Learners Success Stories:** LRM highlights learners and alumni achievements on the University social media platforms.
- **Sawti:** Sawti is an innovative, real-time, electronic wall where learners, faculty, and staff can post questions, suggestions, ideas, comments, complaints and issues. LRM makes sure that the Sawti experience goes smoothly by helping learners to answer their inquiries and guide them to the right channels .
- **Alumni Services:** several services are provided to HBMSU Alumni such as HBMSU News, Events, and Job Opportunities.

Registration Department

Overview:

The Registration Dept scope of work is mainly providing several services to our external and internal customers in collaboration with other departments and plays a major role in records and data observations, enriching and enhancing learners experience during their learning journey and beyond

Registration Dept. Role:

- Academic calendar preparation.
- Preparing semester time table.
- Issuing Letters (Examination / Enrolment / Completion of Academic Requirement)
- Processing of credit transfer.
- Processing of change of program request.
- Issuing official transcripts.
- Processing of incomplete request.
- Processing of grade appeal request.
- Issuing learners time table.
- Applying scholarships and grants to all eligible learners every semester.
- Issuing of graduate attestation every semester to all graduate learners.
- Responding to all learners inquires via Sawti, email and phone calls.
- Monitor enrolment of learners in RED category (under final academic warning)
- Update Learners Handbook.

- Final exams logistics.
- Learners cases, enquires and Sawti
- Degree audit for all Graduating learners.
- Graduation Ceremony (operations and logistics)

Career Services

- **Career Services:**
- The primary aim of the career services is to build bridges connecting learners, alumni, and fresh graduates with employers and career opportunities by providing a range of services through career planning, personal counseling and career advising services, career opportunities and placement services.
- **Career services include:**
 - - Assisting prospective and new learners in clarifying their interests and skills (Self-Assessment Tests).
 - - Familiarizing learners with career development resources.
 - - Assisting learners in planning for a career.
 - - Identifying internship and training opportunities for learners.
 - - Assisting learners in acquiring the necessary skills to meet the market's requirements (i.e. time management, communication and interpersonal skills, etc.).
 - - Finding employment opportunities for the Alumni.
 - - Providing career advising and personal counseling.

HBMSU Campus

The HBMSU new dedicated campus at the academic city accommodates 22 state of the art classrooms with seating capacities varying from 25 to 60, in addition to an auditorium with a capacity of more than a 190 seats. The university premises also include 3 computer labs and several meeting rooms in various locations of the campus. All classrooms are smart rooms featuring the use of technologies, such as smart boards, live streaming, wireless internet, etc.

Campus Timing and Security

Learners are able to access the University campus during the official working hours which is from 8:00 AM to 3:00 PM when any administrative service is required.

Additionally, learners are able to access the other campus facilities at any time from 8:00AM up to 10:00 PM, after that time; learners are not allowed to stay in the University campus and the Security Guard will ensure that all learners leave by 10:00 PM.

The University enforces the security of the campus 24 hours; certain behaviors shall be strictly prohibited:

The learners are requested to provide the security guards any personal identification when required; the learners are expected to attend the campus with their university ID card.

The learners are responsible for their valuable personal items. In case of lost/found items, the Security Guards shall be responsible to report any lost and found items in the campus, and the learners are required to handle the lost/find items to the Security Guards.

The learners are required to follow the Security Guards directions in case of Emergency Evacuation to ensure their safety. The security guards have the right to withdraw any learners' ID in case of miss conduct.

Schools & Academic Programs

School of Business and Quality Management

The School of Business and Quality Management provides learning opportunities to all individuals aspiring to specialize in business, quality management, innovation, and related areas. The approach adopted by the school consists of pioneering up-to-date programs relevant to the Middle East region. The school specializes in courses, programs, and certifications that identify and address the business challenges faced by workers, managers, entrepreneurs, policy makers, and the larger community in the Middle East region.

All School of Business and Quality Management programs are accredited by the UAE Ministry of Education. The school is aspirant and working to achieve AACSB accreditation in addition to alignment of professional learning skills in its related programs with renowned professional accrediting bodies (e.g., GInI, SHRM, Six Sigma, PMI, ACCA).

In alignment with the four main pillars of UAE centennial 2071 (future-focused government, excellent education, diversified knowledge economy, and a happy and cohesive society), SBQM operates to achieve the following vision, mission, and objectives.

School Vision:

To be a leading smart business school that shapes the education of the future by offering innovative solutions to life-long learners globally.

School Mission

We adopt a learner-centered approach to educate the leaders of the future by leveraging smart technologies and relying on practice-based methodologies. We aim to foster an entrepreneurial, innovation and quality mindset to enable our life-long learners to play a leadership role and make a positive impact in their communities and beyond.

School Objectives

The School's key objectives are:

- To create a learning environment that encourages a spirit of critical inquiry and intellectual curiosity in relation to all disciplines offered by the school.
- To build on and strengthen our distinctive competencies in total quality management and its wider application.
- To set the highest standards of Smart Learning and to be responsive to society's needs.

- To conduct research and disseminate findings in relevant disciplines in line with the HBMSU strategic directions and goals
- To foster a mindset of innovation and entrepreneurship among our life-long learners.

Management Appreciation Program (MAP)

The Management Appreciation Program (MAP) is a non-credit course approved by the Commission for Academic Accreditation of the UAE Ministry of Education. This program prepares learners to undertake graduate studies in any of the Management related Program offered by the HBMSU. MAP is designed for those learners who did not study sufficient “Management” discipline related courses in their undergraduate studies. It provides learners with the knowledge needed to understand the basics of three core areas in business studies:

- **Management:** Fundamentals of Management, Marketing, Human Resources and Operations Management.
- **Economics & Finance:** Economics, Accounting and Finance
- **IT and Quantitative Analysis:** Information management & Enterprise Systems and Quantitative Analysis to support decision making.

MAP introduces learners to the principles and current issues in each of the above areas, focusing on helping them to appreciate the contribution each one makes in managing different operations in a business, while developing an understanding of the range of subject areas they are likely to cover in depth in their postgraduate studies.

MAP goals:

- PG.1 Provide learners with basic and contemporary knowledge of Management, Human Resources, Marketing and Operations Management and the contribution they make in synergy in achieving organizational strategic objectives.
- PG.2 Provide learners with an understanding of the fundamentals of economics, accounting and finance and its impact on businesses.
- PG.3 Provide learners with an appreciation of the critical role information management play in business decision making, and the pervasive role of Information Technology in businesses.
- PG.4 Provide learners with an understanding of quantitative methods and data analysis to support managerial decision making

Master of Science in Organizational Excellence

Total credit hours (30)

Program Description

The Master of Science in Organizational Excellence program provides graduates with a comprehensive mastery of Quality Management and Organizational Excellence, addressing both strategic and operational dimensions. This cutting-edge program equips learners with advanced management knowledge and skills essential for leading organizations where quality management is crucial for achieving business excellence. The curriculum draws on globally recognized Quality Management frameworks such as the Deming Prize, the European Foundation for Quality Management (EFQM), and the Malcolm Baldrige National Quality Award (MBNQA), as well as national models like the UAE Government Excellence Model and the Dubai Quality Award. By integrating these frameworks with contemporary concepts like Quality 4.0 and Industry 4.0, the program bridges traditional quality management practices with the latest technological advancements, demonstrating how digital transformation enhances quality management and drives excellence. Graduates of the MSc in Organizational Excellence will be adept at implementing sophisticated quality management tools and systems, leading their organizations to excel in competing for prestigious regional and international quality and excellence awards.

Accreditation: This program has received full accreditation from the Ministry of Education in the UAE

Program Learning Outcomes (POLs)

On completion of this program, learners will be able to:

- PLO 1:** Apply advanced analytical, financial, and research methods to generate original and data-driven organizational solutions.
- PLO 2:** Implement innovative and change-oriented strategies that drive entrepreneurial success and organizational transformation.
- PLO 3:** Design advanced quality and performance management frameworks that improve organizational excellence.
- PLO 4:** Lead strategic innovation and change initiatives that embed continuous improvement and service excellence.
- PLO5:** Implement ethically grounded, evidence-based strategies to achieve sustainable organizational excellence.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR612	Innovation and Entrepreneurship	3	None
QLTY633	Total Quality Management	3	None
RESM610	Research I: Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
BIAN610	Business Analytics	3	None
QLTY623	Managing Business Excellence	3	QLTY633
QLTY646	Performance Management	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
FINC615	Managerial Finance	3	None
QLTY640	Advanced Quality Tools and Techniques	3	QLTY633
QLTY651	Service Excellence	3	None

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Research II: Applied Research Capstone	3	RESM610

Master of Science in Innovation and Change Management

Total credit hours (30)

Program Description

The Master of Science in Innovation and Change Management focuses on the strategies for managing modern organizations and setting and maintaining the course of change. It provides learners with specialist knowledge and skills on how to overcome resistance during the change process, and maximize learning and innovative thinking for anticipating and coping with the repercussions of change. This unique postgraduate program on innovation from HBMSU Dubai allows creative thinkers and those interested to gain additional knowledge to develop their ability to keep businesses competitive and adaptable in a constantly changing economic and social environment. After successful completion of the Master in Innovation and Change Management from HBMSU, learners will be equipped with concepts and methods that will help them be successful managers and leaders of change.

The program prepares learners to develop innovation and managing change strategies and to create an innovation culture within their organizations. The complex issue of managing change is addressed using case studies adapted to the local and regional context. Learners will learn how to create and maintain a workplace. This postgraduate degree specializing in change management and innovation draws on the latest psychological research and managerial studies on processes of thinking; dynamics of groups, teams, and organizations; corporate culture; and leadership practices. The program is generically designed to attract graduates from various disciplines including social sciences, physical sciences, engineering, computing, and law.

Program Learning Outcomes (POs)

Upon completion of this program, learners will be able to:

PLO 1: Apply advanced analytical, financial, and research methods to generate original and data-driven organizational solutions.

PLO 2: Implement innovative and change-oriented strategies that drive entrepreneurial success and organizational transformation.

PLO 3: Design innovative frameworks to transform organizational processes and outcomes.

PLO 4: Lead digital and AI-enabled innovation initiatives to drive organizational change and growth.

PLO 5: Implement integrated change and innovation strategies that align with organizational goals and stakeholder value.

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR612	Innovation and Entrepreneurship	3	None
MGMT611	Change Management (I)	3	None
RESM610	Research I: Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
BIAN610	Business Analytics	3	None
ENTR675	Corporate Entrepreneurship	3	None
OPER621	Business Process Management	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
ENTR640	Innovation Strategies	3	ENTR612
FINC615	Managerial Finance	3	None
MGMT675	Change Management (II)	3	MGMT611

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Research II: Applied Research Capstone	3	RESM610

Master of Project Management

Total credit hours (30)

Program Description

The Master of Project Management program provides an exceptional opportunity for aspiring business leaders to advance their expertise in a dynamic and competitive field. This cutting-edge online program is tailored to meet the demands of modern project management, preparing you to excel in diverse sectors, including public, private, and social organizations. In a global marketplace where advanced project management skills are crucial for success, this program offers a deep understanding of how to effectively initiate, plan, schedule, lead, and execute projects. You will develop the ability to manage resources, schedule activities, control finances, address risks, lead teams, and facilitate organizational change using the latest concepts and techniques. The program emphasizes optimizing key project management dimensions, namely, quality, cost, and time, by employing decision support systems. Delivered online with flexible, personalized learning schedules, it is perfectly suited for busy professionals seeking to acquire the cutting-edge skills needed to thrive in a globalized environment.

Accreditation: This program has received full accreditation from the Ministry of Education in the UAE.

Program Learning Outcomes (POs)

At the end of the Program, learners will be able to:

- PLO 1:** Apply advanced analytical, financial, and research methods to generate original and data-driven organizational solutions.
- PLO 2:** Implement innovative and change-oriented strategies that drive entrepreneurial success and organizational transformation.
- PLO 3:** Design advanced project management solutions that optimize project outcomes.
- PLO 4:** Lead program and portfolio management initiatives that drive strategic value.
- PLO 5:** Implement risk-informed, evidence-based project decisions that enhance project performance

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR612	Innovation and Entrepreneurship	3	None
PROJ610	Project Management Fundamentals	3	None
RESM610	Research I: Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
BIAN610	Business Analytics	3	None
PROJ633	Project Cost and Finance	3	PROJ610
PROJ672	Project Planning and Scheduling	3	PROJ610

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
FINC615	Managerial Finance	3	None
PROJ640	Program & Portfolio Management	3	PROJ610
PROJ682	Project Risk Management & Decision Making	3	PROJ610

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Research II: Applied Research Capstone	3	RESM610

Master of Management in Entrepreneurial Leadership

Total credit hours (30)

Program Description

If you want to lead your organization through the challenges ahead, the Master in Entrepreneurial Leadership at HBMSU Dubai is the program for you. This postgraduate program prepares its graduates with the skills and knowledge needed to operate as an entrepreneurial leader in the global economy. Graduates will be able to assess, explore, critique, and celebrate the phenomenon of entrepreneurial leadership and management in small to large public, private and social sector organizations. The focus will be on the role entrepreneurial leadership play over the life cycles of people.

The Master of Management in Entrepreneurial Leadership program is designed to develop the competencies of the new generation of leaders who wish to grow their businesses to new directions and meet consumer demand or strategic targets. Graduates of this accredited postgraduate program gain a mastery of leadership literature, develop new business insights and strategic problem-solving skills. For an overview of core units and electives you can study in this program, please see the study plan.

The program is designed mainly for the ambitious individual aiming to initiate small business ventures, and for those who are at the initial stages of a start-up wishing to grow their business to a maturity stage. It is also highly beneficial for senior managers and leaders in large organizations involved with developing new products, services and new ideas into marketplace for consumer benefits.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission for Academic Accreditation.

Program Learning Outcomes (POs)

At the end of the Program, learners will be able to:

PLO 1: Apply advanced analytical, financial, and research methods to generate original and data-driven organizational solutions.

PLO 2: Implement innovative and change-oriented strategies that drive entrepreneurial success and organizational transformation.

PLO 3: Design entrepreneurial strategies that create sustainable value through innovation.

PLO 4: Lead entrepreneurial teams and ventures to achieve strategic growth and market success.

PLO 5: Implement evidence-based entrepreneurial marketing and leadership practices that enhance venture performance

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR605	Entrepreneurship Fundamentals	3	None
ENTR612	Innovation and Entrepreneurship	3	None
RESM610	Research I: Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
BIAN610	Business Analytics	3	None
ENTR620	Entrepreneurial Planning	3	ENTR605
ENTR630	Entrepreneurial Leadership	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
ENTR661	Innovation in Smart Products and Services	3	None
FINC615	Managerial Finance	3	None
MKTG610	Entrepreneurial Marketing	3	RESM610

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Research II: Applied Research Capstone	3	RESM610

Master of Human Resource Management

Total credit hours (30)

Program Description

In today's knowledge-driven society, the main assets of any organization are its human resource capital. The skills and competencies of employees play a central role in the success of any organization in the global competitive environment. The Master of Human Resource Management (HRM) offered by Hamdan Bin Mohammed Smart University Dubai provides graduates with an opportunity to develop expert knowledge and skills in the field of human resources. This online HRM master's program provides insights into the way businesses operate, including organizational change, training and development, new employment relationships and strategic staffing.

Accreditation: This program is accredited by the UAE Ministry of Education's Commission for Academic Accreditation

Program Learning Outcomes (POs)

At the end of the Program, learners will be able to:

PLO 1: Apply advanced analytical, financial, and research methods to generate original and data-driven organizational solutions.

PLO 2: Implement innovative and change-oriented strategies that drive entrepreneurial success and organizational transformation.

PLO 3: Formulate integrated HRM strategies that align workforce planning with organizational goals in diverse and rapidly changing global environments.

PLO 4: Construct talent development and retention frameworks that optimize human capital for sustainable competitive advantage.

PLO 5: Design ethical, data-driven HR solutions through advanced research and decision-making methodologies

Program Study Plan

Pre-Program			
Course code	Course Name	Credit hours	Pre-Requisites
GMAP500	Management Appreciation Program (MAP)	0	-

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
ENTR612	Innovation and Entrepreneurship	3	None
HRMT612	Human Resource Management in a Dynamic Environment	3	None
RESM610	Research I: Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
BIAN610	Business Analytics	3	None
HRMT642	Staffing Organizations	3	HRMT612
HRMT662	Building Human Capital	3	HRMT612

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
FINC615	Managerial Finance	3	None
HRMT620	International Human Resource Management	3	HRMT612
HRMT680	Strategic Human Resource Management	3	HRMT612

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
MGMT670	Research II: Applied Research Capstone	3	RESM610

School of Business and Quality Management Course Descriptions

COURSE CODE	COURSE NAME	COURSE DESCRIPTION
QLTY640	Advanced Quality Tools and Techniques	This course focuses on continuous improvement within modern business environments through the use of various quality management tools, techniques, and methodologies. It explores approaches such as Lean and Six Sigma, which aid organizations in solving problems, exploring viable solutions, and achieving sustainable improvements. learners will learn about the Six Sigma DMAIC (Define, Measure, Analyze, Improve, Control) phases and the application of tools like Pareto diagrams, control charts, flowcharts, and value stream mapping. Emphasis is placed on real-world applications of these tools to deliver long-lasting improvements in both public and private sector organizations, especially in the MENA region
HRMT662	Building Human Capital	This course is designed to help students gain both a theoretical and practical understanding of the principles of the training and development function. This course will explore the various aspects of training and development providing the learner with the essentials to understand and design their own training and development program.
BIAN610	Business Analytics	Business Analytics equips learners with knowledge and skills to identify strategic business needs and develop analytics strategies and solutions, covering problem solving, critical thinking, data management, and alignment with PMI-PBA and CBAP certifications
OPER621	Business Process Management	During the twenty first century, the organizational structures which are found to be most pervasive and widely applied are those which are process-based. Process Centered Organizations (PCOs) have been found to be the most effective ones in focusing on the customer, addressing their needs and delivering high value impact on customers and therefore are the ones that have managed to achieve a sustainable competitive advantage. This course discusses the principles of Business Process Management (BPM) by starting with the basic definitions of process, systems, process improvement and by examining Business Process Improvement (BPI) Methodologies in the context of BPM.
MGMT611	Change Management (I)	This course explores theories and concepts, which explain how to gain acceptance and buy-in when new change initiatives are introduced to the organization. Insights into different frameworks and ways of approaching change at an individual, team and organizational level are covered. Learners will study models, tools and techniques that bridge the gap between the purely academic and the more pragmatic aspects of management theory and practice. The intention is to enable learners to make sense of the changes that they will initiate and implement in a given organization

ENTR675	Corporate Entrepreneurship	<p>Established institutions are increasingly turning to corporate entrepreneurship as a strategy to overcome the considerable challenges they face in creating value for their stakeholders. The course focuses on equipping learners with the required knowledge, skills and competencies to set up a conducive ecosystem for sustain profitable growth through innovation and entrepreneurship.</p> <p>Learners learn to audit and analyse the different factors supporting corporate entrepreneurship and discuss different types of entrepreneurial initiatives including innovations in service, channels, brands, business models, networks, and customer experience, as well as the management and commercialisation of intellectual property.</p>
ENTR630	Entrepreneurial Leadership	<p>Entrepreneurial firms need entrepreneurial leadership for success. This course is about the identification and development of innovative solutions to the most common leadership and personal challenges faced by entrepreneurs when starting new ventures and through the immediately following stages of organizational growth. The course highlights the leadership traits, skills and tools necessary to start a new business and explores how to avoid common pitfalls. It promotes a deeper understanding of what is required to be a successful entrepreneur and pursue an entrepreneurial vision. Learners will discover that entrepreneurial leadership is applicable to public, private, and social sector organizations, as well as to small, medium or large organizations, and across different industry sectors. The course is structured around the study of leadership in practice through readings of the text and examples of entrepreneurial leadership in case studies and real life.</p>
MKTG610	Entrepreneurial Marketing	<p>Early stage entrepreneurs and start-ups face unique marketing challenges. These relate to limited financial resources, understaffing, time constraints, and a lack of understanding of the strategic role of marketing. These factors are compounded by the early stage of the product life cycles which require more resources to be devoted to the product/service. At the same time, net income is low or even negative at the launch stage of a new product/service.</p> <p>Consequently, entrepreneurial entities often fail to adequately plan and budget for marketing activities- a critical shortcoming that contributes to the low success rates for new products and ventures. This course will focus on understanding the marketing function and the key role it plays in supporting the achievement of organizational objectives within an early stage entrepreneurship (for example micro enterprises), a start-up (with relatively intensive intellectual and financial capital investment), or within a unit/department in an existing organization using cost-effective techniques such as guerilla marketing, social media and viral marketing.</p>
ENTR620	Entrepreneurial	<p>Pursuit of an entrepreneurial vision requires a planned approach in order to</p>

	Planning	make best use of scarce resources, reduce the risks of failure and increase the chances of success. This course empowers learners to research and critically analyze the feasibility of an innovative idea and to create a successful venture. It takes learners through a comprehensive business planning and development process, involving identification of an innovative idea, environmental scanning, formulating business strategies and implementing a business plan. The course supports the strategic management and leadership of new ventures. It explores various contexts such as that of the startup and corporate venturing through critical discussion, real life examples and case studies. The course considers important legal and ethical issues in the MENA region.
ENTR605	Entrepreneurship Fundamentals	This introductory course covers the process of planning for, launching and managing a small business in the context of the Gulf region. Students assess the value of an idea/concept, appreciate the need of a supporting environment for innovation and entrepreneurship, evaluate venture opportunities, understand the legal and regulatory environment, evaluate the options for entering into a small business and selecting an appropriate location, develop financial planning and monitoring skills, appreciate the components of a marketing plan, learn how to build and lead effective teams, are introduced to GCC family business, and finally understand what is social entrepreneurship.
HRMT612	Human Resource Management in a Dynamic Environment	This course which examines the management of people as key assets in achieving high performance organizations and competitive advantage. Managing people from a strategic, operational and project perspective is covered showing that Human Resource Management (HRM) is for both specialists and line managers. The link between HRM, strategy and performance is explored along with developing high commitment people strategies and the impact which this can have on organizational performance. The contribution of various HRM functions and activities such as resourcing and staffing, HRM planning, training and development, performance and reward management and compensation and effective people management is covered.
ENTR612	Innovation and Entrepreneurship	This course explores innovation and entrepreneurship as processes from ideation through new venture creation, covering opportunity recognition, change management, business models, financing, and pitching. Learners develop entrepreneurial plans with ethical and sustainable considerations
ENTR661	Innovation in Smart Products and Services	Entrepreneurs play an important role in initiating the process of revolutionary inventions and innovations. Based on the digital revolution trend and the opportunity to innovate in a “smart city” environment like Dubai, this course stresses the importance of creativity, invention and innovation in the context of entrepreneurship in a “smart city”. It provides coverage of both marketed demand-pull factors and innovation-push factors. Incorporating creative

		thinking and best practices in innovative “smart” product/service development, this course will help learners understand how to create a new “smart” product/service development process and position it to gain a competitive advantage. The major output of this course is the identification of an entrepreneurial opportunity in a smart product or service and the development of real prototype.
ENTR640	Innovation Strategies	The innovation process has been defined as the development and implementation of new ideas. This occurs at many levels in a society. Policy makers are interested in the role innovation plays in regional and economic development while managers attempt to craft the most effective strategies to facilitate innovations in their organizations. Individuals also seek to identify new ways to increase their own levels of innovativeness through continuous self-improvement. This course will introduce key innovation theories and frameworks, types and processes, national innovation policies and systems, business models and the different strategies institutions and governments may adopt to create a conducive innovation ecosystem for value creation.
HRMT620	International Human Resource Management	The course focuses on providing an in-depth understanding of the core aspects of HRM in the international context. Emphasis is placed on diffusion of international HRM in multinational corporations, expatriation and repatriation management, and international aspects of the core Human Resource Management issues such as recruitment and selection, compensation and reward, training and development and performance management.
FINC615	Managerial Finance	Managerial Finance introduces tools and techniques of financial management, covering financial statements, working capital, investment evaluation, financial planning for startups, and entrepreneurial financing challenges.
QLTY623	Managing Business Excellence	The objective of this course is to introduce the fundamentals of regional and international business excellence models that help an organization to achieve excellence and sustain outstanding levels of performance. Emphasis is on establishing an internal framework of standards and processes for engaging and motivating employees to excel as well as delivering products and services that exceed customer requirements. Topics include the origin and nature of business excellence, its relevance to quality management and continuous improvement, and more importantly evaluation criteria of national, regional and international business excellence models such as MBNQA
QLTY646	Performance Management	As the classic say goes: if you can't measure it, you can't improve it? This course discusses the theory and practice of performance management and measurement with a particular focus on how effective performance management and measurement systems assist organizations to achieve their vision and satisfy the organization's mission. It covers the origins, evolution and

		<p>basic definitions of performance management and measurement and the importance of performance management and measurement in supporting a culture of continuous improvement. In the light of the limitations of traditional financial measurement techniques, the course examines modern performance management and measurement systems which are found to be compatible with new demands in today's business world. More specifically, this course discusses the design and implementation of several modern performance management and measurement systems such as activity-based cost (ABC), the PRISM MODEL, the Balanced Scorecard (BSC), benchmarking, and the service scorecard. The course also highlights the role of IT in driving performance measurement in terms of gathering and analyzing data</p>
PROJ640	<p>Program & Portfolio Management</p>	<p>This course equips learners with the skills to manage multiple related projects in alignment with organizational strategy. The course covers key domains and processes, including governance, prioritization, resource allocation, escalation, benefits realization, and stakeholder engagement. Learners will explore the interdependencies across programs and portfolios and apply life cycle approaches to structure, plan, and manage initiatives. By the end, they will be able to critically evaluate practices, ensure sustainable benefits, and demonstrate the competencies required of program and portfolio managers in complex environments.</p>
PROJ633	<p>Project Cost and Finance</p>	<p>Project managers must possess a solid understanding of the processes, tools, and techniques associated with cost management and finance to effectively manage project costs. The Project Cost and Finance course covers the processes of project cost management including estimating, budgeting and controlling project costs. The course incorporates relevant analytical techniques such as earned value calculations, variance analysis and cash flow forecasting. To facilitate effective cost control and management, various lifecycle costing methods alongside work breakdown structures are introduced and thoroughly explained. Furthermore, this course offers an in-depth exploration of the fundamentals of project finance and examines the principles of financial management in projects as well as the various types and sources of financing available.</p>
PROJ610	<p>Project Management Fundamentals</p>	<p>This course provides an overview of the project management discipline. It is designed as an introductory course and provides a general overview of all the aspects involved in organizing, planning and executing projects. It focuses on project management essentials that can be applied to any project. The subject follows the project management life cycle. This life cycle comprises five phases: initiation, planning, execution, monitoring and controlling, and closing phase. Additionally, the course covers in high level the project management knowledge</p>

		areas (PMBOK).
PROJ672	Project Planning and Scheduling	Project planning and scheduling focuses on two major areas of project management body of knowledge within the context of integration management. These two areas are project scope and time management. Project scope management focuses on all the measurable tasks and logical phases that are required to complete a project successfully. Project time management covers schedule planning including work breakdown structure techniques
PROJ682	Project Risk Management & Decision Making	The project manager holds full responsibility for project success, and decision-making in high-risk environments is both an art and a science. This course, Project Risk Management and Decision Making, combines these key areas, offering learners knowledge of risk management methodologies, including risk identification, quantification, response planning, monitoring, and reviewing. It also covers decision-making skills, from data gathering to applying tools and techniques. The course explores the relationship between risk and decision-making, emphasizing the project manager's role in managing multiple areas of the PMBOK concurrently. Upon completion, learners will be able to identify and rank project risks, develop action plans, evaluate risk management efforts, and demonstrate a comprehensive understanding of how to integrate risk management and decision-making in projects. Learners will also develop critical thinking and analytical skills to investigate complex project problems and make informed decisions.
RESM610	Research I: Research Methods	Research Methods I provides foundational competencies in qualitative and quantitative research, covering literature reviews, research questions, methodology design, data collection, ethics, and proposal development.
MGMT670	Research II: Applied Research Capstone	This capstone course enables learners to apply knowledge from their program in an applied research project or case study, integrating theoretical frameworks, ethical practices, and data-driven analysis to produce a professional report and oral defence with practical organizational value.
QLTY651	Service Excellence	The growth of service industries around the World has increased very significantly over the past years. To secure their competitive positions and maintain long-term relationships with customers, many organizations concentrate on achieving customer delight through service excellence. Service excellence serves as a critical success factor for organizations because it refers to not only the provision of excellent service quality or exceeding a customer's service expectations but also to lead to positive consequences such as customer delight and customer loyalty. The course explores service quality/excellence models, service-based operations and service processes and highlights the significance of excellent services in modern business environments.
HRMT642	Staffing	Staffing decisions have a fundamental impact upon all systems within an

	Organizations	organization. Additionally, retaining people who effectively contribute to the organization is necessary to maintain business viability. This course focuses on the process relating to strategic staffing, particularly in recruitment, placement, selection, and retention strategies which can benefit the organization as a whole. Throughout the course practical examples are examined alongside with the theoretical principles underlying strategic staffing practices.
HRMT680	Strategic Human Resource Management	This course focuses on the link between HRM and business strategies and operations. The subject examines fundamental concepts and application of Strategic Human Resource Management including the planning, development, implementation and evaluation of HR activities.
QLTY633	Total Quality Management	This course discusses the evolution and development of total quality management (TQM) in terms of both theoretical underpinnings and practical knowledge applicable to real world manufacturing and service organizations. It covers the precepts of TQM with a particular focus on system orientation, employee orientation, process orientation and learning orientation. Given the paramount importance of TQM as a potential source for obtaining competitive advantage, the course lays stress on how to sustain a competitive advantage in quality. In this respect, the course presents an overview of TQM sustainability and its antecedents: identification of critical success factors of quality management, creation of a quality culture, and use of a balanced perspective to measuring the performance impact of TQM

School of Business & Quality Management Faculty Roster



Professor Jamal Abu Rashed

Dean of School of Business and Quality Management

Ph.D. Economics, Southern Methodist University, Dallas, Texas, USA

Professor Jamal Abu Rashed has an extensive and distinguished career in both academia and business consulting. He has held significant leadership roles, including Dean of the School of Business at Mount St. Joseph University in Cincinnati, Ohio USA, and Dean of the College of Business at Northern Michigan University, USA. Prior to these positions,

he was a professor of economics and international business at Xavier University in Cincinnati, Ohio, USA, where he also served as Chair of the Department of Economics and Human Resources and established the Center for International Business.

Professor Abu Rashed was the Founding Dean and Interim Executive Dean of the MBSC College of Business and Entrepreneurship, a collaborative venture involving Babson College, Lockheed Martin, and King Abdullah Economic City in Jeddah, Saudi Arabia.

He has received numerous accolades for his contributions to teaching, research, and service. Professor Abu Rashed earned his Ph.D. in economics from Southern Methodist University in Dallas, Texas USA, specializing in financial theory, international trade, banking, and labor economics, and he also completed a master's degree in economics there. Additionally, he holds a master's degree in economics from North Texas State University (now the University of North Texas, USA).

His research has been published in prestigious journals such as The Canadian Journal of Development Studies, the International Review of Economics and Finance, the Global Business and Economics Review, the International Journal of Economics and Business Research, and the Management Decision Journal among others.

In his consulting and advisory roles, Professor Abu Rashed has provided expertise on business accreditation and curriculum design both in the United States and internationally. He has offered forensic economics consulting to major law firms across Ohio, Kentucky, and Indiana, and has served as an expert witness in the USA federal, state, and local courts. His consultancy extends to universities, corporations, and government agencies. He is also actively involved in the American Assembly of Collegiate Schools of Business (AACSB) as a mentor and evaluator and has served on the boards of Northern Initiative Bank and the Center for Rural Economic Development in Michigan. He has extensive experience serving as an external reviewer and chairing review teams for the CAA in the UAE.



Prof. Mounir Elkhatib

Full Professor

PhD in IS project management and technology - Special emphasis on organizational e-transformation and e-government - School of Advanced Technology - University of Glamorgan – Cardiff – UK

Program Coordinator: MSc in Project Management - MSc of Management in Entrepreneurial Leadership

As an academic and professional practitioner, my goal is to blend cutting-edge yet practical technologies with my knowledge and experience. By doing so in a timely and fitting way, I aim to achieve the pinnacle in teaching and research, project management and consulting, in harmony with the best academic standards, and aligned with business strategies, goals, and needs.

Long and varied experience in Digital Government and Digital Transformation in UK, Middle East and UAE; as practitioner and an academic; in focused areas like Project and Program Management, Information Systems, Strategy and Operations, Business process and service management, providing teaching, training, consulting, advising, research and professional services.



Dr. Tahir Masood

Associate Professor

Ph.D. in Management/HRM - Mohammad Ali Jinnah University, PAK

Program Coordinator: Bachelor in Business and Human Resources Management - MSc in Human Resources Management

Dr. Tahir Masood is a distinguished academic and Associate Professor of Leadership and Human Resource Management (HRM) with over two decades of experience in academia, research, and professional training. Before joining Hamdan Bin Mohammed Smart University (HBMSU), he served in various academic and leadership roles, contributing to curriculum innovation, faculty development, and accreditation excellence. His expertise spans strategic HRM, leadership, HR analytics, and organizational sustainability. He holds MBA, MS, and Ph.D. degrees in Management/HRM, along with ToMT and ToT certifications from the World Bank/IFC, reflecting his commitment to professional excellence. As an Academic FCIPD and FCAHR, Dr. Tahir has received over ten international awards for research, teaching, and training. With 40+ publications, 3,000+ citations, and presentations at 30+ global conferences, he actively contributes to CAA and AACSB accreditation, bridging academia and industry through impactful research and leadership development.



Dr. Md Reiazul Haque

Assistant Professor

Ph.D. in Accounting and Finance from The University of Newcastle, Australia

Program Coordinator: Bachelor of Business & Quality Management

Dr Md Reiazul Haque has over 12 years of academic experience teaching undergraduate and postgraduate courses in financial accounting, auditing, taxation, and international accounting across face-to-face, blended, and online learning environments. Prior to joining Hamdan Bin Mohammed Smart University, he served as a Lecturer in Accounting and Finance at The University of Manchester (UK), The University of Newcastle (Australia), and Hajee Mohammad Danesh Science and Technology University (Bangladesh). Throughout his career, he has contributed to curriculum development, postgraduate research supervision, and accreditation activities aligned with AACSB standards. Dr. Haque's research has been published in reputable ABDC A/A*-rated journals such as Journal of Business Finance and Accounting, Abacus, and Finance Research Letters.



Dr. Umar Kayani

Associate Professor

Post-Doctorate - Lincoln University, New Zealand.

PhD - Lincoln University, New Zealand

Program Coordinator: Bachelor of Business in Accounting

Dr. Umar Kayani has over 15 years of academic experience in accounting, finance, quality assurance and accreditation. Before joining HBMSU, he served as Director and Associate Professor at Al Ain University and earlier as Director and Assistant Professor at Al Falah University, Dubai. He earned his PhD in Accounting and Finance from Lincoln University, New Zealand, where he also completed a postdoctoral fellowship. His expertise spans accounting, finance, accreditation, and institutional quality enhancement. He has published extensively in international journals, served on editorial boards, and supervised numerous research students. Additionally, Dr. Umar contributed over a decade of service to the Higher Education Commission of Pakistan as a Quality Assurance and Accreditation Expert



Dr. Arij Lahmar

Assistant Professor

PhD in Supply Chain Management, University of Sfax, Tunisia (FSEG Sfax), in collaboration with Mines Albi School of Engineering, France (2019)

Program Coordinator: MSc of Science in Innovation and Change Management - MSc in Organizational Excellence

Dr. Arij Lahmar is an Assistant Professor of Quality & Supply Chain Management with over a decade of academic experience since 2014. She currently teaches at the University of Dubai and has held prior faculty positions at the University of Sousse in Tunisia. Her areas of expertise include supply chain resilience, logistics, quality management, and digital transformation. She has supervised numerous Bachelor's, Master's, and PhD theses and has played a key role in developing and updating MBA and Master's programs. Dr. Lahmar has held academic leadership roles, including department chair, and led collaborative training initiatives with government and industry partners. She is an active contributor to international conferences and peer-reviewed journals, serving on editorial boards and reviewing for several indexed publications in the field of operations and supply chain management.



Professor Ebrahim Soltani

Full Professor

PhD in Quality/Operations Management, University of Strathclyde

Prof Ebrahim Soltani is Professor of Quality Management at Hamdan Bin Mohammed Smart University (HBMSU), UAE. Before joining HBMSU, he served as Professor at the University of Kent, UK, within the Kent Business School. His research has been published in leading international journals, including Human Resource Management, British Journal of Management, Journal of World Business, International Journal of Operations & Production Management, and International Journal of Human Resource Management. Prof. Soltani's research integrates academic rigor with practical application, advancing the understanding and implementation of Total Quality Management (TQM), organizational excellence, and performance improvement – particularly in the era of Quality 4.0 and artificial intelligence (AI) – across diverse sectors. He has supervised doctoral candidates to successful completion and served as an external examiner for PhD theses at leading international universities. He received a postdoctoral fellowship and research funding from the UK Economic and Social Research Council (ESRC) and serves on the editorial and advisory boards of several peer-reviewed journals, including The TQM Journal, Total Quality Management & Business Excellence, and the International Journal of Quality and Service Sciences.



Prof. Bassem Jarboui

Full Professor

PhD in Operations Research from Sfax University

Professor Bassem Jarboui is a distinguished academic with over two decades of academic and consulting experience spanning Tunisia, France, and the United Arab Emirates. He is particularly interested in the application of data-driven approaches to solve complex problems arising from operations research, logistics and supply chains, circular economy, and healthcare management.

Before joining Hamdan Bin Mohammed Smart University, Professor Jarboui served as Professor and Chair of Excellence: Transport, Circular Economy, and Sustainable Supply Chain at Université Polytechnique Hauts-de-France. His work focuses on developing innovative, sustainable, and technology-driven solutions to complex logistical and operational challenges.

He is the author of several books and numerous peer-reviewed research papers published in leading international journals, contributing significantly to the advancement of his fields. Professor Jarboui has led and collaborated on projects in smart city logistics, sustainable transportation, and advanced optimization. Passionate about shaping future leaders, he promotes applied research that delivers real-world benefits to organizations and society.



Dr. Shaima AlHarmoodi

Associate Professor

PhD in Project Management from BUiD, UAE and The University of Manchester, UK

Dr. Shaima AlHarmoodi is a dedicated academic committed to advancing education through excellence in teaching, research, and leadership. With more than a decade of experience in higher education, she currently serves as an Associate Professor at Hamdan Bin Mohammed Smart University (HBMSU), where she leads initiatives in project management, entrepreneurship, and innovation.

As an active researcher, Dr. Shaima's work focuses on innovation, entrepreneurship, project management, Smart education, and digital transformation. Her publications in leading international journals and publication houses contribute to advancing understanding and practice in innovation management and education.

Throughout her career, Dr. Shaima has played a pivotal role in strengthening academic quality and ensuring alignment with national educational priorities. She has mentored startups, coordinated nationwide entrepreneurship competitions, and partnered with diverse public and private organizations to cultivate the next generation of innovators and entrepreneurs. Driven by a passion for empowering learners and fostering innovation-driven growth, Dr. Shaima continues to inspire students and professionals alike to think critically, lead confidently, and create meaningful impact in an evolving global landscape.



Dr. Shatha Hawarna

Associate Professor

Ph.D. (Quality Management & Human Resource), International Islamic University in Malaysia-IIUM

Dr. Shatha Hawarna has over 18 years of academic experience in teaching, specializing in Business Administration, Quality Management, and Human Resources. She currently serves as an Associate Professor at Hamdan Bin Mohammed Smart University and has previously held several administrative positions at the Ministry of Education and Dubai University, contributing to the development of academic and administrative policies. She holds three master's degrees and three PhDs in diverse fields, including Education, Quality Management, and Human Resources. Dr. Hawarna is known for a teaching approach that combines theory with practical application, enhancing the learning experience for students and preparing qualified academic and research professionals. Her multidisciplinary expertise enables her to cover a wide range of administrative and educational areas simultaneously.



Dr. Mohammad A.K Alsmairat

Associate Professor

PhD. Business Management, Girne American University, Cyprus

Dr. Mohammad Alsmairat is an Associate Professor of Operations and Quality at Hamdan Bin Mohammed Smart University (HBMSU). His research focuses on integrating operations, quality, and innovation—applying Industry 5.0's human-centric, resilient principles and AI-enabled decision intelligence to design scalable, high-reliability processes. He holds a PhD in Business Administration, an MBA, and two bachelor's degrees (including Computer Information Systems), and is CSCP-certified. Recognized with multiple Research Excellence Awards, he has authored 35+ publications and collaborates with leading international scholars on practice-oriented research in operational excellence, quality systems, and continuous improvement. At HBMSU, he champions smart learning and research-industry linkages that convert data into measurable performance gains while preparing future leaders for a technology-intensive, sustainability-driven economy.



Dr. Rachid Jabbouri

Assistant Professor

Ph.D. in Strategic Management and Innovation, Rennes School of Business, France

Dr Rachid Jabbouri holds a PhD in Management with a specialisation in strategic innovation, and he brings extensive experience as a consultant and advisor for innovation clusters and projects funded by the European Commission. His research is positioned at the intersection of innovation and technology management, with a specific focus on artificial intelligence and digital transformation in organisational and entrepreneurial contexts. He has published in top-tier academic journals including the *British Journal of Management*, *Industrial Marketing Management*, *Technological Forecasting and Social Change*, *Information Technology & People*, and the *International Journal of Entrepreneurial Behaviour & Research*. In his current academic and advisory roles in the UAE, he contributes to advancing knowledge and practice in AI-driven innovation ecosystems.



Dr. Aneeq Inam

Assistant Professor

PhD (Specialization: Human Resource Management) – Universiti Putra Malaysia, Malaysia

Dr. Aneeq Inam is an Assistant Professor at Hamdan Bin Mohammed Smart University (HBMSU), Dubai, and serves as Editor-in-Chief of the *International Journal of Service Excellence*, a journal published by HBMSU. Before joining HBMSU, he worked as an Assistant Professor at the University of Central Punjab, Lahore, where he led research initiatives and curriculum development in Human Resource Management. He has also taught at Air University, Bahauddin Zakariya University, and the National University of Modern Languages. His experience spans undergraduate and postgraduate teaching, AACSB accreditation processes, governance redesign projects, and digital course transformation. Dr. Inam has published in Scopus- and Web of Science-indexed journals such as *Current Psychology*, *International Journal of Manpower*, and *Technology Analysis & Strategic Management*. His academic work integrates Leadership, Artificial Intelligence in HRM, Business Ethics, and Organizational Behavior, emphasizing evidence-based and responsible management education.



Dr. Ali Omar Abu-Yasein

Assistant Professor

PhD. Management Sciences from Esade Business School in Barcelona, Spain

Dr. Ali brings professional experience from leading global organizations, including Ernst & Young LLP and the Sherwin-Williams Company. At Ernst & Young, he worked with clients across healthcare, bioengineering, real estate, and manufacturing sectors while collaborating with international teams to analyse business processes and guide strategic improvements. Earlier, at Sherwin-Williams, he worked as an Internal Field Auditor, managing a district of 72 retail stores and supporting the \$165 million acquisition of Comex Group's U.S. and Canada operations. His corporate background now supports his work in executive education and training, where he applies practical insights from the field to help leaders and professionals develop skills in innovation, strategy, and effective organizational management. Prior to joining HBMSU, Dr. Ali was a Visiting Assistant Professor of Management at Arkansas State University, where he further contributed to the International Business and Middle East Studies Committees.



Dr. Andrew Bratton

Assistant Professor

PhD in Human Resource Management – University of Strathclyde, United Kingdom

(Fulltime Non- Resident Faculty)

Dr. Andrew Bratton is a practice-focused academic specializing in human resource management, sustainability, and workforce transformation. He combines extensive higher education leadership experience with a background in organizational change and technology consulting. Before joining HBMSU, he served as Associate Professor of Human Resource Management at Edinburgh Napier University Business School, where he directed Scotland's largest employer-sponsored business management program and a global online MBA. Earlier in his career, he worked in the technology consulting sector with a Microsoft Dynamics 365 partner, supporting business transformation initiatives. His work bridges academia and practice, focusing on sustainable HRM, leadership, employee engagement, and the ethical adoption of AI in organizations. Dr. Bratton collaborates with global partners and professional networks, including the European Organisation Design Forum (EODF), to advance responsible leadership and sustainable workforce transformation.

School of e-Education

The School of e-Education (SEED) is at the forefront of educational innovation, serving as a dynamic hub for smart learning. With a futuristic vision to equip educators and learners with the skills essential for tomorrow's careers, SEED leads the transformation of teaching and learning in the Artificial Intelligence (AI) era. The School aims to prepare a new generation of exceptional educators, blending academic excellence with advanced pedagogical strategies and AI fluency to reshape education for the future. Through cutting-edge programs, impactful research, and active community engagement, SEED fosters a diverse and inclusive learning environment that supports lifelong learning and meaningful industry collaboration. The School fully embraces HBMSU's smart learning model by integrating emerging technologies into flexible, learner-centred programs. This approach ensures that graduates acquire AI competencies, critical thinking abilities, and problem-solving skills aligned with the evolving job market. As a strategic partner in national and global educational development, SEED produces future-ready educators who are adaptable, innovative, and socially responsive, driving positive change in their communities and beyond.

School Mission

“We advance smart learning through innovative educational practices, foster a vibrant community of educators and learners, and provide flexible, lifelong opportunities that stimulate intellectual growth and prepare graduates for the evolving demands of the future.”.

School Objectives

The school of e-Education has set the following objectives for its graduate learners:

1. Continuously integrate emerging educational technologies and pedagogical approaches to lead in smart and digital education innovation.
2. Design and deliver academic and professional programs that equip educators and learners with the digital, critical thinking, and problem-solving skills needed for tomorrow's careers.
3. Cultivate a vibrant and inclusive learning community among faculty; learners, alumni and industry to enrich the educational experience, research, and promote lifelong learning.
4. Provide adaptable, learner-centred programs and courses that support lifelong learning and accommodate diverse needs and schedules.
5. Monitor and ensure that a high percentage of graduates acquire advanced digital and pedagogical competencies aligned with labour market demands, with measurable outcomes for career success.

The School of e-Education (SEED) which started its offerings in September 2009 currently offers two postgraduate programs.

Master of Educational Leadership

Total credit hours (30)

Program description

The Master of Educational Leadership program prepares educators and leaders for the rapidly evolving educational landscape shaped by digital transformation. Through a blend of theory and practical application, learners gain leadership skills in areas such as smart learning, data-driven decision-making, and innovative pedagogy.

This program offers flexible pathways through stackable credentials, including certificates, micro-credentials, and academic degrees, allowing learners to demonstrate their expertise in specific areas while progressing through the program. Graduates will be equipped to lead future-ready, competitive educational institutions that excel in a rapidly evolving global landscape.

Accreditation: This program has received full accreditation from the Ministry of Education in the UAE.

Program Learning Outcomes

After completion of the program, graduates will be able to:

1. Assess online, blended, and technology-enhanced learning models to create engaging, and adaptive learning experiences.
2. Analyze educational data to inform strategic decisions and improve institutional performance.
3. Design strategic plans and policies that align institutional goals with smart learning trends.
4. Utilize advanced research tools that inform leadership practices and policy development.
5. Implement ethical leadership practices that prioritize equity, diversity, and inclusion.
6. Manage organizational resources effectively, including human capital, finances, and policies.
7. Employ leadership strategies that foster personal and professional growth by integrating smart learning practices and digital transformation initiatives to address evolving educational needs and challenges

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
EDLD603	Pedagogy of Online Learning	3	
MDLD601	Foundations of Educational Leadership	3	None
MDLD602	Leadership of Innovative Curriculum Design and Instruction	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
EDLD620	Research I: Applied Research Methods	3	
MDLD603	EdTech for Educational Leaders	3	None
MDLD604	Educational Policies for the Digital Era	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
ELECTIVE1	Program Elective 1	3	See electives
MDLD605	Data-Driven Leadership	3	None

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
ELECTIVE2	Program Elective 2	3	See electives
EDLD621	Research II: Professional Practice Research-Based Project	3	EDLD620

Elective			
Course code	Course Name	Credit hours	Pre-requisites
EDLD606	Assessment of Online Learning	3	None
MDLD606	School Finance and Human Resources	3	None
EDLD602	Artificial Intelligence in Education	3	None
MDLD607	Practicum in Educational Leadership	3	Completion of Year 1 core

Master of Education in Learning Design and Technology

Total credit hours (30)

Program description

The Master of Education in Learning Design and Technology is a forward-looking graduate program that equips educators, instructional designers, and curriculum developers with the knowledge and skills to lead innovation in smart learning. Rooted in instructional design, learning science, and technology integration, the program emphasizes the strategic use of emerging tools especially artificial intelligence and learning analytics to design adaptive, engaging, and inclusive learning environments.

Learners will gain practical, hands-on experience in developing, implementing, and evaluating online, blended, and technology-enhanced educational experiences. The curriculum blends advanced pedagogy, authentic assessment design, and real-world applications of AI to prepare graduates to shape the next generation of smart learning ecosystems.

Program Learning Outcomes (POLs)

After completion of the program, graduates will be able to:

1. Assess theoretical concepts in learning, instructional design, and educational technology to inform practice in diverse educational settings.
2. Apply instructional design principles and methodologies to create engaging and effective learning experience for diverse contexts.
3. Utilize advanced educational technologies to develop interactive online and blended learning environments.
4. Design data-informed assessment strategies to assess learning outcomes and improve educational practices.
5. Lead and collaborate on instructional design projects using agile and project management methodologies.
6. Conduct original research in learning design and technology by applying appropriate methodologies, analyzing data, and presenting evidence-based solutions to enhance instructional effectiveness and learner engagement.

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-requisites
EDLD601	Emerging Technologies and Learning	3	None
EDLD602	Artificial Intelligence in Education	3	None
EDLD603	Pedagogy of Online Learning	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-requisites
EDLD604	Design of Online Learning Experiences	3	None
EDLD606	Assessment of Online Learning	3	EDLD603
EDLD620	Research I: Applied Research Methods	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-requisites
ELECTIVE1	Program Elective 1	3	See electives
EDLD607	Learning Analytics	3	None

Semester 4			
Course code	Course Name	Credit hours	Pre-requisites
ELECTIVE2	Program Elective 2	3	See electives
EDLD621	Research II: Professional Practice Research-Based Project	3	EDLD620

Elective			
Course code	Course Name	Credit hours	Pre-requisites
EDLD605	Online Learning Content Development	3	None
MDLD604	Educational Policies for the Digital Era	3	None
EDLD608	Practicum: Emerging Technologies Integration	3	Completion of Year 1 core

School of e-Education Course Descriptions

Course code	Title	Description
MDLD 601	Foundations of Educational Leadership	Foundations of Educational Leadership explores the theoretical and practical aspects of leadership within educational settings, focusing on strategic decision-making, ethical practices, and the integration of emerging technologies. This course equips learners with the competencies to lead innovative and inclusive learning environments, aligning with global trends and challenges in education.
EDLD 603	Pedagogy of Online Learning	This course explores pedagogical principles, strategies, and best practices tailored to online learning environments. Learners will gain a deep understanding of the underlying theories and frameworks that inform online pedagogy and practical techniques for designing and delivering engaging online learning experiences. Learners will explore innovative instructional strategies, such as collaborative, multimodal, and game-based learning, that promote active participation, personalized learning, and knowledge retention in virtual settings. Moreover, the course provides insights into fostering a supportive online learning community and addresses strategies for promoting learners' interaction and collaboration.
MDLD 602	Leadership of Innovative Curriculum Design and Instruction	This course explores the principles and practices of leadership of innovative curriculum design and instruction. It examines contemporary theories, models, approaches, frameworks, and strategies of curriculum design, development, implementation, and evaluation, emphasizing the role of educational leaders in fostering effective learning experiences for in-person and digital learning in the PK-12 and higher education contexts. The course encourages participants to cultivate a visionary mindset towards innovative, transformative, and sustainable curriculum practices.
MDLD 603	EdTech for Educational Leaders	This course explores the integration of educational technology (EdTech) within leadership frameworks to enhance learning outcomes, promote innovation, and drive strategic educational reforms. Learners will analyse EdTech strategies, smart learning systems, online learning communities, and emerging technologies while developing their leadership competencies in EdTech readiness and implementation.
EDLD 620	Research I: Applied Research Methods	This foundational course in the Master of Education programs develops essential research competencies for investigating and solving complex challenges in educational leadership, learning design, and technology integration. Learners will explore both qualitative and quantitative research methods, focusing on the formulation of researchable problems, critical literature review, methodological design, data collection and analysis strategies, and ethical research practices. Through applied learning activities, learners will build the skills needed to design rigorous and contextually relevant research. The course culminates in the creation of a

		comprehensive research proposal, which forms the basis for the Applied Research Capstone. By the end of the course, learners will be equipped to generate evidence-based insights that inform innovation, leadership decisions, and strategic improvements in diverse educational settings.
MDLD 604	Educational Policies for the Digital Era	This course explores the intersection of educational leadership and the digital transformation of learning environments. Learners will critically evaluate contemporary educational policies, design evidence-based frameworks, and address ethical, legal, and technological considerations for inclusive, data-driven learning ecosystems. Through case studies, interactive discussions, and applied projects, participants will develop strategic skills to foster innovation and excellence in educational institutions locally and globally.
MDLD 605	Data-Driven Leadership	This course explores the integration of data analytics into educational leadership to inform decision-making and drive institutional improvement. Learners will develop competencies in data collection, visualization, predictive analytics, and data-driven decision-making strategies. Emphasis will be placed on practical application, collaborative learning, and critical evaluation of data for enhancing educational outcomes and operational efficiency.
EDLD 621	Research II: Professional Practice Research based Project	This capstone course serves as the culminating research experience for learners in the Master of Education programs, with a focus on educational leadership, learning design, and emerging technologies such as artificial intelligence (AI). Building on prior coursework especially EDLD620, learners independently design and implement a practice-based research project addressing a real-world challenge in their professional context. Projects must apply relevant theoretical frameworks, ethical research practices, and qualitative, quantitative, or mixed-methods analysis. The final deliverables include a professional research report and an oral or multimedia presentation that translates research into actionable, evidence-based insights. This course prepares learners to lead educational innovation and make research-informed decisions in complex, technology-enhanced environments.
EDLD 606	Assessment of Online Learning	This course is designed to equip learners with the knowledge and skills necessary to effectively assess learning in online environments. Learners will explore various assessment strategies, tools, and techniques specifically tailored to the unique characteristics and challenges of online learning. Through practical exercises and case studies, learners will develop a deep understanding of how to design and implement fair, valid, reliable, authentic, and skill-based assessments that accurately measure learner achievement in online courses. In this course also, learners will have the opportunity to utilize AI tools and learning analytics to design and implement various continuous and summative assessment methods and instruments to assess online learning and enhance its effectiveness.

MDLD 606	School Finance and Human Resources	The course School Finance and Human Resources provides an in-depth understanding of financial management and human resource practices in educational institutions. It equips learners with the skills to analyze financial data, develop budgets, and align HR strategies with organizational goals. The course also emphasizes equitable resource allocation, compliance with regulatory requirements, and the integration of emerging technologies in financial and HR systems.
EDLD 602	Artificial Intelligence in Education	This course provides an in-depth exploration of the applications and implications of Artificial Intelligence (AI) in education. Learners will gain a comprehensive understanding of how AI technologies and tools can be leveraged to enhance teaching, learning, assessment, and educational administration.
EDLD 601	Emerging Technologies and Learning	This course supports learners in developing a deep and applied understanding of emerging educational technologies, with a focus on AI-enhanced learning, data-driven decision-making, and digital pedagogical innovation. Learners will explore cutting-edge tools, smart systems, and transformative practices that shape the future of education and training. Emphasizing real-world application and digital strategy, the course empowers learners to lead adaptive, equitable, and innovative change across diverse learning environments. Aligned with HBMSU's strategic commitment to fostering future-ready leaders and lifelong learners, this course also contributes to national priorities by preparing educational professionals to drive digital transformation and innovation in line with the UAE Vision 2031 and the long-term ambitions of the UAE Centennial 2071.
EDLD 604	Design of Online Learning Experiences	This course equips learners with the knowledge and skills to design, develop, and facilitate high-quality online learning environments, with a particular emphasis on integrating emerging technologies, including artificial intelligence (AI). Learners will explore foundational principles of instructional design, learning theories, and assessment strategies tailored for digital contexts. Emphasis is placed on designing learner-centered, data-informed experiences that leverage multimedia, interactivity, collaboration tools, and adaptive technologies. Throughout the course, participants will critically examine how AI can be used to personalize learning pathways, automate feedback, support content curation, and enhance learner engagement. By the end of the course, learners will be able to apply instructional design models alongside AI-supported tools to create inclusive, engaging, and effective online learning experiences for diverse educational and professional settings.
EDLD 605	Online Learning Content Development	This course equips learners with the knowledge and practical skills to design and develop high-quality, engaging online learning content, with a focus on leveraging emerging technologies, including artificial intelligence (AI). Covering the full content development lifecycle, from needs analysis and planning to implementation and

		evaluation, learners will apply instructional design principles and explore strategies for creating interactive, media-rich materials that enhance learner engagement and outcomes. Learners will also gain hands-on experience with AI-powered tools for content generation, personalization, accessibility enhancement, and learning analytics. By the end of the course, participants will be able to produce adaptive, inclusive, and data-informed digital content suited to diverse educational and training contexts.
EDLD 607	Learning Analytics	This course offers a comprehensive exploration of the theoretical foundations and practical applications of learning analytics, with a focus on leveraging artificial intelligence (AI), ethical data use, and advanced visualization tools to enhance decision-making in digital learning environments. Learners will engage with a range of analytical methods—including descriptive, diagnostic, predictive, and prescriptive analytics—to collect, interpret, and act on data related to learner behavior, engagement, and performance. Emphasis is placed on using AI-powered tools and techniques to personalize learning, optimize instructional design, and support continuous improvement across educational and training contexts. Through case studies, ethical scenario analysis, and hands-on experiences with data dashboards and AI-enabled platforms, learners will develop the competencies needed to evaluate learning effectiveness, ensure responsible data practices, and translate insights into actionable strategies for enhancing learner outcomes.
MDLD 607	Practicum in Educational Leadership	This course provides a comprehensive, hands-on practicum experience focused on leadership in dynamic, real-world contexts. Through applied learning opportunities, participants will integrate theoretical knowledge with practical leadership practices, addressing challenges and driving innovation. Emphasis is placed on ethical decision-making, inclusiveness, and leveraging digital tools to enhance leadership effectiveness. Participants will design and implement strategic initiatives, fostering transformative leadership skills applicable in educational, corporate, and community environments. Learners will engage in reflective practices, immersive projects, and collaborative activities to address diverse leadership scenarios, including team building, resource management, and strategic planning. The practicum aims to empower participants to lead effectively in complex, evolving contexts, preparing them for impactful roles in leadership and management.
EDLD 608	Practicum: Emerging Technologies Integration	This practicum provides learners with structured opportunities to bridge academic learning and professional practice through the integration of artificial intelligence (AI) and other emerging technologies in authentic educational and training settings. Consistent with HBMSU's practicum mission, the course emphasizes experiential, supervised workplace training where learners critically apply theories of learning design to real institutional contexts. Learners will participate in orientation, collaborative projects, and supervised fieldwork within host organizations, supported by continuous mentoring and reflection. Through activities such as prototyping, case

		<p>analysis, institutional problem-solving, and professional reporting, learners will gain practical competencies in adopting innovative technologies responsibly. The practicum ultimately enables learners to strengthen professional skills, exercise ethical and inclusive judgment, and develop as adaptive technology leaders capable of enriching their communities and institutions.</p>
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School of e-Education Faculty Roster



Prof. Fawzi Dweikat
Dean of School of e-Education

PhD – University of Washington, USA

Prof. Fawzi Dweikat is the Dean of the School of e-Education, where he brings extensive expertise in educational leadership, curriculum development and design, and academic innovation. Committed to advancing educational practices, Prof. Dweikat has led numerous initiatives aimed at enhancing teacher preparation, promoting learner success, and fostering inclusive learning environments.

Prior to this role, Prof. Dweikat held significant leadership positions at Zayed University and Al Ain University. During his tenure, he was instrumental in developing accredited programs and leading research projects aimed at improving educational outcomes.

Prof. Dweikat earned his Ph.D. in Curriculum and Instruction with a focus on Instructional Design and Technology from the University of Washington, USA. His research interests encompass smart learning design and assessment, educational technology, AI applications, and professional development. As an experienced educator, Prof. Dweikat has taught and mentored learners at various levels, fostering a commitment to lifelong learning. He remains an active contributor to the academic community, with numerous publications and presentations at both national and international conferences.



Dr. Khadeegha Alzouebi

Associate Professor

PhD in Education, University of Sheffield, UK (2008)

Dr. Khadeegha Alzouebi is an Associate Professor of Education at the School of e-Education. She has a PhD in education from the University of Sheffield, England. She also has an MEd and an MA in Educational research from the University of Sheffield, England.

Dr. Khadeegha has worked extensively on educational policy, school reform, school effectiveness and change management both in England and in the United Arab Emirates. Dr. Khadeegha has worked extensively with school leaders to create an effective school climate. Dr. Khadeegha is also an active researcher with an interest that is particularly concerned with enhancing the effectiveness of educational leaders and school managers through the use of innovative technological practices while looking at factors that influence organisational learning and the different leadership styles with a strong global perspective.



Dr. Serafettin Gedik

Assistant Professor

PhD in Educational Administration – Michigan State University – United States (2018)

Dr. Seref Gedik is an Assistant Professor of Educational Leadership at Hamdan Bin Mohammed Smart University (HBMSU). He has 8 years of experience in teaching, research, and academic administration in higher education. Before joining HBMSU, Dr. Gedik served as an Assistant Professor at Amasya University in Türkiye, where he contributed to the development of graduate programs in Educational Leadership and Policy. He also worked at the Amasya School District for 11 months, supporting school leadership development initiatives. During his doctoral studies, he taught an undergraduate course at Michigan State University, strengthening his expertise in leadership preparation and teacher education. In addition to his academic work, Dr. Gedik has served in Assistant and Associate Editor roles for three peer-reviewed journals, contributing to scholarly publishing in educational leadership and policy.



Dr. Hasan Kettaneh

Assistant Professor

PhD in Education – Queen’s University, Canada (2022)

Dr. Hasan Kettaneh is an Assistant Professor and Program Coordinator at the School of e-Education, Hamdan Bin Mohammed Smart University (HBMSU). He holds a Ph.D. in Education from Queen’s University, Canada, where he specialized in the MAPLE stream—Measurement, Assessment, Policy, Leadership, and Evaluation.



Dr. Adel Zairi

Assistant Professor

PhD in Quality Culture – University of Salford – United Kingdom (2013)

Administrative Faculty – General Education Section

Dr. Adel Zairi is an Administrative Faculty member in the School of e-Education with more than 15 years of experience in higher and executive education. He holds a PhD in Quality Culture from the University of Salford, United Kingdom.

He has held several leadership positions and focuses on Quality Management, Excellence, Innovation and Entrepreneurship, and Strategic Leadership. His career spans the UK, Malaysia, and the United Arab Emirates, where he has led measurable change and organizational transformation.

Before joining HBMSU, he served as Dean of Academic Operations, managing cross-functional teams and developing strategies that advanced academic quality standards. He has also taught courses in Total Quality Management, Leadership, Excellence, Quality Standards, Business Ethics, and Innovation and Entrepreneurship.

Dr. Zairi has extensive experience in training and leadership development for both public and private sector organizations. He also mentors startups and was invited to present a collaboration with a student-led startup at COP28.

School of Health Sciences

The School of Health Sciences aims to be a regional leader in health education by offering high-quality academic programs that integrate academic rigour with practical application, supported by leading international expertise. The School is dedicated to developing competent professionals equipped to tackle today's health challenges through advanced knowledge and skills in public health and health management. Our focus is on fostering an innovative learning environment that champions best practices in healthcare and drives improvements in the efficiency and quality of health systems and services. Through a smart learning model that blends flexibility with interactivity, learners benefit from practical experiences, research opportunities, and community engagement. We place strong emphasis on lifelong learning, offering diverse and adaptable educational pathways that align with the evolving needs of the healthcare sector and support broader goals of sustainable development. The School is committed to graduating future-ready leaders and practitioners who are empowered to make lasting, positive contributions to their communities—locally, regionally, and beyond.

School Mission

The School of Health Sciences enables knowledge creation and application in healthcare through disruptive innovation in online learning, a strong commitment to lifelong learning, and a culture of applied research. It provides flexible, career-focused educational opportunities that empower healthcare professionals to lead change, address contemporary health challenges, and drive impact across regional and global health systems.

School Objectives

- Develop and graduate healthcare professionals with the critical thinking, problem-solving, and leadership capabilities needed to address contemporary challenges in healthcare administration, hospital management, and public health through innovative and evidence-based approaches.
- Promote lifelong learning by offering flexible, modular learning pathways that support upskilling, reskilling, and professional development throughout the healthcare career lifecycle
- Promote a culture of applied research and scholarly inquiry that engages learners and faculty in addressing contemporary healthcare challenges through evidence-based solutions
- Pioneer innovative online learning environments dedicated to healthcare education that integrate cutting-edge digital technologies with industry-relevant content.
- Forge strategic partnerships with healthcare institutions that provide learners with practical experience, research opportunities, and employment pathways.

Master of Science in Public Health

Total credit hours (36)

Program Description

In the dynamic world of healthcare, demand is growing for highly skilled people who are able to collect, organize, and interpret scientific data related to the distribution of disease among populations, disease risk factors, and the interrelation between healthcare delivery processes and health outcomes. This accredited postgraduate degree provides you with a range of knowledge, subject-specific expertise, specialized skills within a powerful global network. Offered by the School of Health Sciences, the degree prepares health professionals to design, develop, implement, and evaluate programs that have an impact on the health of the community as well as global health. Open to healthcare professionals, the Master of Science in Public Health provides an academically challenging and stimulating study of public health. It covers the five core areas of public health, which are epidemiology, biostatistics, behavioral sciences, environmental health and healthcare management interpreted within a local context.

Accreditation: The Master of Science in Public Health is accredited by Ministry of Education in the United Arab Emirates, and the Agency for Public Health Education Accreditation (APHEA), the European accreditation agency for public health programs and schools.

Program Learning Outcomes (PLOs)

At the end of the Master of Science in Public Health program, learners will be able to:

PLO 1 Integrate specialized public health knowledge to develop solutions for complex health challenges.

PLO 2 Design context-specific interventions advancing health equity across settings.

PLO 3 Conduct public health research to generate evidence-based solutions.

PLO 4 Lead public health initiatives with ethical accountability across sectors.

PLO 5 Assess public health programs using specialized analytical approaches.

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH603	Principles of Biostatistics	3	-
PUBH604	Epidemiology and Global Health	3	-
PUBH613	Foundations of Public Health	3	-
PUBH614	Global Health Systems and Policy	3	-

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH605	Environmental Health	3	-
PUBH612	Research Methods	3	-
PUBH615	Health Promotion	3	-
	Elective 1	3	-

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
HOSP617	Strategic Leadership and Ethics	3	-
HOSP618	Health Informatics	3	-
PUBH691	Applied Research Capstone	3	PUBH612
	Elective 2	3	-

Elective Courses (Choose two courses - 6 Credit Hours)			
Course Code	Course Name	Credit Hours	Pre-Requisites
PUBH616	Data Analytics	3	-
PUBH617	Artificial Intelligence in Health	3	-
HOSP604	Determinants of Health	3	-
HOSP610	Healthcare Ethics	3	-
HOSP611	Sustainable Facility Management and Environmental Safety	3	-
ENTR612	Innovation and Entrepreneurship	3	-
PROJ610	Project Management Fundamentals	3	-
MGMT625	Organizational Behaviour and Leadership	3	-

Master of Science in Hospital Management

Total credit hours (30)

Program Description

Hospital Management is one of the most well-regarded careers to specialize in. The globalization effect, and the continuous investments in the healthcare industry have led to significant changes and challenges in the healthcare profession that healthcare organizations are facing nowadays. With the new trends of disease patterns, and the rapid development of the health sector, new concepts have been developed to tackle these issues and improve hospital services. In this dynamic environment of healthcare, demand is growing for highly skilled people who are able to collect, organize, and interpret data related to hospital management.

The curriculum focuses on the operations and applications of the hospital management concepts to improve hospital services. The program aims to provide knowledge, skills, and competencies that learners need to master effectively in various health management settings, to improve hospital services, and lead the region in addressing the challenges relevant to health through a blended learning model which concentrates on research, field practice, community services and lifelong learning

Accreditation: The Master of Science in Hospital Management program is accredited by the Ministry of Education in the United Arab Emirates.

Program Learning Outcomes (PLOs)

At the end of this program graduates will be able to:

PLO 1 Integrate specialized knowledge in hospital management to optimize complex healthcare systems.

PLO 2 Analyze healthcare policies to develop innovative strategic solutions.

PLO 3 Design independent research for complex healthcare management problems.

PLO 4 Lead organizational change with ethical accountability in healthcare and hospital settings.

PLO 5 Transform healthcare delivery through strategic adaptation to innovations.

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
HOSP615	Hospital Management and Policy	3	-
HOSP603	Operations Management in Healthcare	3	-
PUBH612	Research Methods	3	-

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
HOSP616	Healthcare Quality	3	-
HOSP617	Strategic Leadership and Ethics	3	-
HOSP618	Health Informatics	3	-
	Elective 1	3	-

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
PUBH609	Health Economics and Financial Management	3	-
HOSP691	Applied Research Capstone	3	PUBH612
	Elective 2	3	-

Elective Courses (Choose two courses - 6 Credit Hours)			
Course Code	Course Name	Credit Hours	Pre-Requisites
PUBH603	Principles of Biostatistics	3	-
PUBH617	Artificial Intelligence in Health	3	-
HOSP604	Determinants of Health	3	-
HOSP610	Healthcare Ethics	3	-
HOSP611	Sustainable Facility Management and Environmental Safety	3	-
ENTR612	Innovation and Entrepreneurship	3	-
PROJ610	Project Management Fundamentals	3	-
MGMT625	Organizational Behaviour and Leadership	3	-
HRMT612	HRM in a Dynamic Environment	3	-

School of Health Sciences Course Descriptions

Course code	Title	Description
PUBH 603	Principles of Biostatistics	This course provides an introduction to selected important topics in biostatistical concepts and reasoning as it relates to public health fields. Tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types will be explored.
PUBH 604	Epidemiology and global Health	This course discusses aspects of epidemiology, focusing on the study of the distribution and determinants of health-related states or events within specific populations and the application of this knowledge to health problem control. The course offers a comprehensive exploration of epidemiological methods and measures. Topics covered include epidemiological measures, the evaluation of causal relationships in epidemiological studies, and the consideration of factors such as bias and confounding. Throughout the duration of the course, emphasis is placed on grasping the theory and assessment of fundamental epidemiological studies. The course also addresses key global health challenges and emerging infectious diseases. It highlights the impact of globalization on health and explores strategies for improving health outcomes across diverse populations worldwide.
PUBH 613	Foundations of Public Health	This course provides an overview of public health, tracing its historical evolution from individual well-being to population health. Learners will explore key milestones, core principles, and scientific disciplines shaping modern public health. Emphasizing the interplay of social, environmental, and biological factors, the course applies a social-ecological and life course perspective to contemporary challenges. Topics include the social-ecological model, demographic influences, and public health methodologies such as systems thinking, implementation science, community engagement, and advocacy. Learners will examine structural determinants of health and strategies for effective public health interventions.
PUBH 614	Global Health Systems and policy	This course introduces learners to the types, structures, and functions of global health systems, emphasizing their policy frameworks and governance. It explores the social, cultural, political, and economic contexts that shape health systems worldwide. The course provides comprehensive knowledge on the key building blocks of health systems, including financing, governance, service delivery, health workforce, health technology, and health information systems. Through comparative analysis, learners will examine health systems across different countries, identifying best practices, challenges, and policy innovations. Special emphasis will be placed on the UAE health system, situating it within the global landscape and evaluating its policies in comparison to other models.

PUBH 605	Environmental Health	This course informs learners about the key areas of environmental health and raises their awareness about the crucial role of the environment in the health of humans and all other living creatures. It provides a comprehensive but concise discussion of some of the important environmental health methods and paradigms, like environmental epidemiology, environmental toxicology, environmental justice, environmental health ethics and environmental policy & regulation. The course also examines the health effects of various environmental hazards (physical, chemical and biological), with emphasis on the environmental and health impacts of climate change. Moreover, the principles of environmental health management related to air and water quality, as well as solid and liquid waste management are presented. In addition, the course highlights the practice of environmental health in emergencies and in the realization of healthy communities.
PUBH 612	Research Methods	This advanced postgraduate-level course in Research Methods for Health and Environmental Studies is designed to equip students with the essential skills and knowledge required for conducting rigorous and impactful research in the dynamic fields of health and environmental studies. The course delves into a comprehensive range of topics, integrating both quantitative and qualitative research methodologies. Learners will explore advanced concepts such as systematic reviews, meta-analyses, and mixed-mode questionnaires, ensuring a robust understanding of research principles and techniques. Emphasis is placed on ethical considerations, clinical governance, and the dissemination of research findings. The course addresses the intricacies of sampling, surveys, experiments, and other analytical methods, providing learners with a nuanced perspective on research design and execution.
PUBH 615	Health Promotion	This course provides the learner with a comprehensive and in-depth review of the social and behavioral science theories that serve as a core area of preparation and practice in public health. Each of the dominant theories and the evidence that supports it will be examined and discussed in considerable detail. The course is divided into four themes: Evolution of Health Promotion; Health Promotion-related Behavior Change Theories; Health Promotion Structural Change theories, and; Translating Health Promotion Theories into Practice.
Hosp 617	Strategic Leadership and Ethics	Healthcare leaders must navigate complex systems while ensuring ethical integrity, strategic vision, and operational excellence. This course equips learners with the skills to lead healthcare organizations through strategic decision-making, ethical leadership, and organizational transformation. It explores leadership theories, including transformational leadership, strategic leadership, and systems thinking, while emphasizing their applications in healthcare settings. Learners will critically examine ethical principles such as autonomy, beneficence, nonmaleficence, and justice, applying them to healthcare policies, governance structures, and resource allocation decisions. The course also covers crisis leadership, policy advocacy, and ethical challenges in

		emerging healthcare innovations. Through case studies, discussions, and applied projects, learners will develop strategic leadership and ethical decision-making skills to optimize healthcare systems. The course prepares learners to analyze policies, lead ethical change, design independent research, and drive innovation in healthcare leadership roles.
HOSP 618	Health Informatics	This course provides a comprehensive introduction to Health Informatics, focusing on the application of digital technologies and data management in healthcare. It explores Health Information Systems (HIS), electronic health records (EHRs), clinical decision support systems (CDSS), and healthcare data analytics. Students will learn how informatics enhances healthcare delivery, decision-making, and operational efficiency. The course also covers emerging technologies, including artificial intelligence (AI), machine learning, the Internet of Medical Things (IoMT), telehealth, and remote patient monitoring. Ethical, legal, and security considerations, particularly in AI-driven healthcare and patient data privacy, will be discussed. By the end of the course, students will understand the role of informatics in improving healthcare quality, patient outcomes, and system efficiency.
PUBH 691	Applied Research Capstone	The Capstone Research Project in Public Health is a culminating experience designed to integrate theoretical knowledge with practical application in public health research. This course guides postgraduate learners through the process of conducting independent research on a relevant public health challenge, applying research methodologies, data analysis techniques, and critical thinking skills. Learners will identify a research problem, develop a comprehensive proposal, collect and analyze data, and present their findings in a structured research report. The course emphasizes evidence-based decision-making, ethical considerations in public health research, and the application of epidemiological and policy analysis frameworks to address population health concerns. By the end of the course, learners will produce a well-researched project that contributes to public health knowledge and informs strategies to improve health outcomes at community and population levels.
PUBH 616	Data Analytics	This course equips learners with essential skills in data management, statistical analysis and visualisation, focusing on the practical application of biostatistical principles using software such as SPSS and JASP. Participants will develop proficiency in statistical techniques commonly employed in public health research and practice. The course covers a comprehensive range of topics including data wrangling, exploratory data analysis, hypothesis testing, univariate and multivariate analyses, and regression modelling. By the end of the course, learners will be able to apply data-driven decision-making strategies effectively in public health
PUBH 617	Artificial Intelligence in Health	This foundational course introduces learners to the basic concepts and applications of Artificial Intelligence (AI) in healthcare. The course covers fundamental AI principles, machine learning basics, and their practical applications in healthcare settings.

		Learners will explore how AI technologies are impacting healthcare delivery, diagnosis, and patient care, with a focus on real-world examples and ethical considerations.
HOSP 604	Determinants of Health	This course addresses the determinants of health from the both the epidemiological and the macro-social perspectives. The epidemiological perspective addresses health determinants based upon the relationships among the agent, the host, and the environment. The macro-social perspective draws upon other disciplines, including health policy, health education and promotion, sociology and economics in addition to epidemiology. Upon completion of this course, each learner should have gained knowledge of a broad array of theoretically-derived ideas and concepts that can be applied in Hospital Settings.
HOSP 610	Healthcare Ethics	This course introduces the learners to the principles of healthcare ethics. It provides information on the analysis of ongoing ethical and professional issues in healthcare management, research, and dilemmas and experiences of healthcare professionals. Topics include theories of healthcare ethics, patients and family rights, informed consent, privacy and confidentiality, dignity and rights of participation in healthcare decisions, risks to vulnerable populations, and end of life care management.
HOSP 611	Sustainable Facility Management and Environmental Safety	The course is designed for master's level learners specializing in health, hospital management, and environmental sciences. This comprehensive course provides an in-depth understanding of the critical aspects of facility management and environmental safety within healthcare settings. Learners will explore the principles of building design and construction, focusing on creating safe, sustainable, and patient-centered healthcare environments. Topics include regulatory compliance, risk management, emergency preparedness, sustainable practices, and the role of technology in enhancing facility safety and environmental health. Through case studies, interactive discussions, and practical exercises, learners will learn to apply these principles to real-world challenges, preparing them for leadership roles in healthcare facility management and environmental safety. This course is essential for those aiming to ensure that healthcare facilities not only comply with standards but also promote health, safety, and environmental stewardship.
HOSP 615	Hospital management and policy	This course provides learners with an in-depth understanding of hospital management principles, policies, and strategic decision-making in healthcare settings. It explores key aspects of hospital administration, operational management, human resource development, and regulatory compliance, emphasizing their role in improving hospital performance. Learners will examine policy frameworks, governance structures, and management techniques that enhance hospital efficiency, patient care quality, and emergency preparedness. The course also focuses on capacity building, leadership skills, and modern healthcare innovations to equip future hospital managers with the competencies needed to navigate the evolving healthcare landscape. Through case studies, real-world applications, and policy-driven discussions, learners will develop the

		ability to design and implement effective hospital strategies within a competitive and dynamic healthcare environment.
HOSP 603	Operations management in Healthcare	This course provides an advanced exploration of operations management principles and strategies within healthcare settings, emphasizing efficiency, quality, and policy-driven decision-making. Learners will develop expertise in optimizing patient flow, healthcare capacity planning, supply chain management, and quality improvement techniques to enhance hospital performance. The course integrates evidence-based operations management tools and forecasting methods to address real-world challenges in healthcare facilities. Through case studies, policy analysis, and data-driven decision-making, learners will examine how operational strategies impact hospital governance, financial sustainability, and regulatory compliance. The course highlights the role of healthcare policies, accreditation standards, and governance frameworks in shaping hospital operations. Learners will critically assess the impact of healthcare policies on resource allocation, patient safety, and service delivery models in both public and private healthcare systems.
HOSP 616	Healthcare Quality	This course provides an advanced exploration of operations management principles and strategies within healthcare settings, emphasizing efficiency, quality, and policy-driven decision-making. Learners will develop expertise in optimizing patient flow, healthcare capacity planning, supply chain management, and quality improvement techniques to enhance hospital performance. The course integrates evidence-based operations management tools and forecasting methods to address real-world challenges in healthcare facilities. Through case studies, policy analysis, and data-driven decision-making, learners will examine how operational strategies impact hospital governance, financial sustainability, and regulatory compliance. The course highlights the role of healthcare policies, accreditation standards, and governance frameworks in shaping hospital operations. Learners will critically assess the impact of healthcare policies on resource allocation, patient safety, and service delivery models in both public and private healthcare systems.
PUBH 609	Health Economics and Financial Management	This course introduces the learners to the subjects of economics and financial management in healthcare organizations. It focuses on the functional role of the healthcare finance manager and the basic tools of healthcare financial decision-making. Topics include strategic financial planning, principles of accounting, analyzing financial statements, cost concepts and its relations to decision making and management control process.
HOSP 691	Applied Research Capstone	The Capstone Research Project in Hospital Management is a culminating experience designed to integrate theoretical knowledge with practical application in healthcare management. This course guides postgraduate learners through the process of conducting independent research on a relevant hospital management issue, applying research methodologies, data analysis techniques, and critical thinking skills. Learners

		<p>will identify a research problem, develop a comprehensive proposal, collect and analyze data, and present their findings in a structured research report. The course emphasizes evidence-based decision-making, ethical considerations in healthcare research, and the application of strategic management principles to hospital operations. By the end of the course, learners will produce a well-researched project that contributes to the field of hospital management.</p>
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School of Health Sciences Faculty Roster

Professor. Samer Hamidi

Dean of School of Health Sciences

MPH, Dr.PH in Health Systems Management, Tulane University, USA



Professor Samer Hamidi serves as the Dean of the School of Health Sciences, HBMSU. With a career spanning over two decades, he has consistently demonstrated a deep commitment to leveraging technology to enhance the learning experience and transform traditional educational paradigms. He has extensive experience in innovative use of smart technology in teaching across diverse academic tiers, encompassing bachelor's, master's, and doctoral programs. His expertise extends across a diverse spectrum of disciplines, showcasing a distinct emphasis on health systems, disease burden analysis, health finance, and the enhancement of quality and efficiency within the healthcare sector.

Beyond his academic achievements, his influence resonates regionally and globally, reflecting in his role as a site visitor for renowned organizations including the European Accreditation Council for Public Health Education Accreditation Agency (APHEA) and the Commission for Academic Accreditation (CAA). His dedication to advancing scholarly research is evidenced by the publication of 150 peer-reviewed papers in prestigious journals, addressing health challenges at local and global levels. His achievements have established him as the second-highest ranked scientist in the United Arab Emirates and positioned him among the top 10 scientists across the Arab World in the field of Medical and Health Sciences. These honors further underscore the profound impact of Prof. Hamidi's efforts in advancing knowledge and comprehension within his field.



Dr. Malek Al Natour

Assistant Professor,

Program Coordinator: MSc. in Hospital Management and MSc. in Public Health

MPH, PhD, Universiti Utara Malaysia

Dr. Malek Al-Natour, with over a decade of experience as Assistant Dean and Assistant Professor, has played a key role in advancing healthcare education and fostering academic excellence. He is committed to improving healthcare systems through expertise in healthcare management, occupational safety, and enhancing health service delivery. Dr. Al-Natour has led initiatives to strengthen worker safety in healthcare settings and improve organizational practices and system performance. His academic work spans undergraduate and postgraduate education, focusing on bridging theory with practical health services management.

His research, supported by internal research grants and external research funds, has contributed valuable insights to healthcare safety standards and policy development. Actively engaged in scholarly work, Dr. Al-Natour continues to influence health policy and professional practice locally and regionally through leadership and innovative research.



Dr. Zufishan Alam

Assistant Professor

Program Coordinator: BSc. in Health Administration

PhD in Public Health, Faculty of Medicine, The University of Queensland, Australia, 2023

Dr. Zufishan Alam is an Assistant Professor at the School of Health Sciences. Trained as a medical doctor from Fatima Jinnah Medical University, Pakistan, she developed profound interest in Public Health, with specific focus on Preventative Healthcare and Epidemiology. She continued her academic journey to pursue PhD in Public Health from the University of Queensland, Australia. During her postgraduate training, she was awarded with the Research Training Program Scholarship, by Commonwealth Government of Australia. Later, Dr. Alam joined Institute of Public health, United Arab Emirates University, where she was able to continue research activities and expand her expertise in public health education. Dr. Alam's expertise encompasses mixed methods research, biostatistics, health promotion, and behavioral epidemiology. Her outstanding contributions to research were recognized with an Excellence in Higher Degree Research award from the Public Health Association Australia.



Dr. Nazik Nurelhuda

Associate Professor

PhD, University of Bergen, Norway - Fellow of the Faculty of Public Health (through distinction), UK - Fellow of FAIMER Institute, Philadelphia, USA - Certificate in Health Professions Education, Keele University, UK - Certificate in Risk Management, Institute for Risk Management, UK

Dr. Nazik Nurelhuda is an Associate Professor at the School of Health Sciences, HBMSU. She possesses more than fourteen years of experience in public health practice and global research. Throughout her career, Dr. Nurelhuda has taught extensively at both the graduate and undergraduate levels in renowned educational institutions such as the University of Khartoum in Sudan, the University of Toronto in Canada, and the University of Bergen in Norway, utilizing both in-person and online teaching methods. Additionally, she has acquired practical experience in the government sector in Sudan and with the World Health Organization. Dr. Nurelhuda has enriched her educational background through learning experiences in Norway, the United States, and the United Kingdom, resulting in significant contributions towards bridging the gap between evidence and the policy-making process in health service planning and delivery within Sudan.



Dr. Fadumo Abdi Noor

Assistant Professor

MPH, PhD, University of Southern Denmark, Denmark

Dr. Fadumo Noor is an Assistant Professor at the School of Health Sciences, HBMSU. Dr. Noor has a PhD in Public Health from the University of Southern Denmark. Dr. Noor has provided technical and operational guidance to improve health service management in Denmark. In addition, she has provided technical assessments and reviews relating to policies, by conducting an analysis of Danish health agreements (policy documents). Dr. Noor has collaborated with national, regional and municipal actors to motivate action towards the design and delivery of integrated models of care that help to improve people's care experiences and outcomes with improved system efficiency. In addition, Dr. Noor has contributed to the public health education export program between Princess Nourah University in Saudi Arabia and University of Southern Denmark.



Dr. Mohammad Alhawajreh

Assistant Professor

MHA, PhD, University of Aberdeen, UK

Dr. Mohammad Alhawajreh is an Assistant Professor of Healthcare Management at the School of Health Sciences at HBMSU. With over 23 years of extensive experience, he is an internationally recognized leader in health management, quality improvement, patient safety, and accreditation programs across diverse international healthcare organizations.

His career is marked by solid leadership qualities and a profound commitment to advancing health systems.

As a driven and focused health services researcher, Dr. Alhawajreh possesses strong analytical skills and a proven track record of leading and collaborating with multidisciplinary and multicultural teams. This enables his exceptional ability to develop and implement impactful healthcare strategies. His comprehensive expertise spans managing and researching the culture and structure of acute healthcare settings, organizational leadership, change management in healthcare, and the restructuring of health services.

Dr. Alhawajreh is particularly known for translating evidence-based quality improvement, management, and leadership concepts directly into clinical practice, having significantly trained numerous healthcare professionals on organizational, social, and team-based approaches to care. He actively conducts research, publishes in peer-reviewed journals, and disseminates his impactful findings at international conferences, continually striving to enhance services and strengthen health systems globally.



Dr. Md Hafizur Rahman

Associate Professor

(Fulltime Non- Resident Faculty)

MBBS, MPH, DrPH, The Johns Hopkins University, Baltimore, MD, USA

Dr. Md Hafizur Rahman is a public health physician having more than 20 years of experience in directing public health research and capacity building programs in low- and middle-income countries, the United Arab Emirates and the United States. Dr. Rahman's research objectives/interests focus on protecting the poor and vulnerable against the impact of health-related shocks, developing innovations in health service provision, and accessibility and utilization of health services for the poor and vulnerable. Major areas of his research include mortality and morbidity measures in maternal and adult health, program impact evaluation, health care seeking behavior, non-communicable diseases, road safety, access to pharmaceuticals and drug markets. Dr. Rahman has offered courses on public health and health systems strengthening to the graduate students at Johns Hopkins and other universities. Dr. Rahman served as an Advisor and a Consultant at the international organizations including the World Health Organization (WHO) and the World Bank, Washington DC. Dr. Rahman has published his research work in leading peer-reviewed scientific journals.

School of Sustainability and Green Economy

The School of Sustainability and Green Economy (SSGE) at Hamdan Bin Mohammed Smart University (HBMSU) exemplifies the University's strategic commitment to advancing sustainable development in alignment with the UAE Green Agenda 2030 and other national environmental initiatives. The School delivers accredited, learner-centred academic programs at both undergraduate and postgraduate levels, designed to prepare professionals for impactful careers in sustainability, environmental management, and the green economy.

SSGE integrates global expertise with local relevance through HBMSU's smart learning ecosystem. Programs are designed to be flexible, interdisciplinary, and outcome-driven, ensuring learners develop practical competencies in areas such as climate action, renewable energy, circular economy, and environmental governance. With a strong focus on applied research, community engagement, and lifelong learning, SSGE supports learners in driving positive change across sectors and contributing to national and global sustainability goals.

The programs are accredited by the UAE Ministry of Higher Education and Scientific Research's Commission for Academic Accreditation

School Mission

The mission of the School of Sustainability and Green Economy is to foster excellence in environmental and sustainability education through knowledge creation, application, and smart learning practices. The School aims to prepare future leaders capable of addressing complex sustainability challenges through innovation, applied research, and ethical environmental stewardship.

School Objectives

- Graduate professionals with critical thinking, analytical, and leadership skills in sustainability and environmental management.
- Promote lifelong learning through modular, flexible educational pathways that support continuous professional development.
- Encourage applied research to address real-world environmental challenges through innovative, evidence-based solutions.

- Deliver digitally-enabled academic content that reflects industry relevance and UAE national priorities.
- Strengthen partnerships with government, industry, and international organizations to facilitate experiential learning and career readiness.

Master of Science Environmental Management and sustainability

Total credit hours (30)

Program Description

Environmental Management is a strategic toolbox. It equips businesses, organizations, and even individuals with practices to minimize their environmental impact. This isn't about sacrificing efficiency; it's about optimizing processes to achieve production goals while reducing the environmental footprint.

Learners who enrol in the Master of Environmental Management and Sustainability (MEMS) program will have the opportunity to gain and enhance knowledge, skills and competencies related to the different environmental management approaches. These different outcomes are achieved through a well-designed accredited curriculum that meets the local and international needs.

This program covers various environmental management and sustainability related topics such as environmental sustainability, environmental governance, environmental economics, and sustainable resources management. Learners will be able to receive training and hands-on experience with the most recent environmental practices across different organizations in the UAE and GCC.

By the end of the program, learners will be able to understand, suggest, and recommend different strategies to deal with local, regional, and global environmental issues including but not limited to climate change, water scarcity, hazardous waste problems, and resources conservation and environmental sustainability. Furthermore, they will also be able to link the international environmental agreements with the local environmental practices.

Program Learning Outcomes (POs)

At the end of the Master of Science in environmental management and sustainability, learners will be able to:

PLO 1 Evaluate advanced sustainability frameworks integrating theoretical and ethical considerations.

PLO 2 Integrate environmental models to address complex sustainability problems strategically.

PLO 3 Lead transformative sustainability initiatives with entrepreneurial thinking.

PLO 4 Create innovative solutions for sustainability challenges.

PLO 5 Conduct independent research advancing environmental management with accountability.

Program Study Plan

Semester 1			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM600	Environmental Sustainability	3	None
ENVM603	Environmental Management Systems	3	None
PUBH612	Research Methods	3	None

Semester 2			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM605	Environmental Economics	3	None
ENVM611	Environmental Monitoring and Protection	3	None
ENVM614	Environmental Governance	3	None
	Elective 1	3	None

Semester 3			
Course code	Course Name	Credit hours	Pre-Requisites
ENVM615	Sustainable Resources Management	3	None
ENVM691	Applied Research Capstone	3	PUBH612
	Elective 2	3	None

Elective Courses (Choose two courses - 6 Credit Hours)			
Course Code	Course Name	Credit Hours	Pre-Requisites
PUBH603	Principles of Biostatistics	3	None
ENVM604	Environmental Risk Management	3	None
ENVM616	Greenhouse Gas Management	3	None
QLTY623	Managing Business Excellence	3	None
HOSP611	Sustainable Facility Management and Environmental Safety	3	None
ENTR612	Innovation and Entrepreneurship	3	None
PROJ610	Project Management Fundamentals	3	None
MGMT625	Organizational Behaviour and Leadership	3	None

School of Sustainability and Green Economy Course Descriptions

Course code	Title	Description
ENVM600	Environmental Sustainability	The course Environmental Sustainability is designed to equip students with an advanced understanding of sustainability principles, practices, and their application in addressing environmental challenges. The course delves into the intricacies of environmental systems, the human impact on ecological balance, and the strategies for promoting sustainability in various sectors, including water, waste, soil, renewable energy, food security, agriculture, and climate change. Through a blend of theoretical knowledge and practical application, students will explore the latest research, technologies, and policies driving sustainability efforts globally. The course is structured to foster critical thinking, problem-solving, and effective communication on sustainability issues, preparing graduates to become leaders in environmental sustainability.
ENVM603	Environmental Management Systems	The course is designed to equip learners with a deep understanding of the principles, frameworks, and practical applications of environmental management systems (EMS) in organizations. The course covers the systematic approach to managing environmental responsibilities, ensuring compliance with environmental regulations, reducing environmental impacts, and enhancing organizational sustainability. Learners will explore the core components of EMS, including environmental policy development, planning for environmental improvement, implementation and operation, monitoring and evaluation, and environmental sampling and analysis. Key international standards such as ISO 14001 will be examined in detail. Through a combination of theoretical insights and practical case studies, the course emphasizes the integration of EMS into corporate strategy, stakeholder engagement, and the role of leadership in fostering an organizational culture of sustainability. The course prepares learners to design, implement, and manage effective environmental management systems that align with organizational goals and global sustainability standards.
PUBH 612	Research Methods for health and Environmental studies	This advanced postgraduate-level course in Research Methods for Health and Environmental Studies is designed to equip students with the essential skills and knowledge required for conducting rigorous and impactful research in the dynamic fields of health and environmental studies. The course delves into a comprehensive range of topics, integrating both quantitative and qualitative research methodologies. Learners will explore advanced concepts such as systematic reviews, meta-analyses, and mixed-mode questionnaires, ensuring a robust understanding of research principles and techniques. Emphasis is placed on ethical considerations, clinical governance, and the dissemination of research findings. The course addresses the intricacies of sampling, surveys, experiments, and other analytical methods, providing learners with a nuanced perspective on research design and execution.
ENVM605	Environmental Economics	This course is designed to introduce learners to the field of environmental economics, focusing on the economic analysis of environmental issues and policies. It explores the relationship between economic development and

		<p>environmental degradation, the valuation of environmental goods and services, market failures such as externalities and public goods, and the economic tools used to address these challenges, including taxes, subsidies, and tradable permits. The course also examines the economics of renewable resources, non-renewable resources, and biodiversity conservation. Through theoretical frameworks and empirical studies, learners will assess the effectiveness of various environmental policies and their implications for sustainable development. The course aims to equip learners with the knowledge to analyze and propose economic solutions to environmental problems, balancing economic growth with environmental stewardship.</p>
ENVM614	Environmental Governance	<p>The Environmental Governance course provides a thorough examination of the mechanisms, policies, and practices essential for effective environmental management and conservation. It delves into the contributions and responsibilities of various entities, including government bodies, non-governmental organizations, the private sector, and local communities, in shaping environmental policies. This course offers a critical review of the efficiency of existing frameworks for environmental governance and introduces progressive models designed to tackle contemporary environmental issues, such as climate change, loss of biodiversity, and pollution. Emphasizing forward-thinking strategies for environmental governance, it also highlights the significance of the United Arab Emirates' experiences in this field. Through a blend of lectures, case studies, and interactive discussions, participants will develop a deep understanding of environmental governance's challenges and opportunities, equipping them with the knowledge and abilities needed for advancing sustainable environmental practices and policy development.</p>
ENVM611	Environmental Monitoring and Protection	<p>The course is designed to equip learners with the advanced knowledge and skills needed to assess, monitor, and manage environmental health and the integrity of ecosystems effectively. It covers the theoretical foundations, methodologies, and technologies used in the detection, analysis, and mitigation of environmental pollutants and hazards. Learners will explore a range of topics, including air and water quality monitoring, soil contamination assessment, biodiversity conservation strategies, and the application of remote sensing and GIS in environmental protection. The course also delves into risk management strategies and mitigation measures, the regulatory and policy frameworks that guide environmental monitoring and protection efforts at local, national, and international levels. Through lectures, laboratory sessions, fieldwork, and case studies, students will learn to design and implement effective environmental monitoring programs and develop strategies to protect natural resources and human health from environmental threats.</p>
ENVM615	Sustainable Resources Management	<p>The Sustainable Resources Management course is designed for postgraduate learners aiming to deepen their understanding and expertise in the sustainable management of natural resources. This course explores the principles, strategies, and practices essential for the conservation, efficient use, and sustainable management of resources including water, minerals, forests, and biodiversity. It</p>

		addresses the challenges of balancing human needs with environmental sustainability and integrates concepts from economics, policy, and technology to devise holistic management solutions. The course will cover the balance between water demand and availability the importance of policy, governance, and community engagement in achieving water sustainability. Through a combination of theoretical learning and practical application, learners will engage with current issues and innovations in resource management, preparing them to contribute to sustainable development goals and global sustainability efforts.
ENVM691	Applied Research Capstone	<p>The Capstone Research Project is the culminating experience of the Master of Environmental Management and Sustainability program, designed to integrate advanced theoretical knowledge with rigorous research practice. This course empowers learners to conduct independent, in-depth research on a significant environmental issue of local, regional, or global relevance. Learners will apply multidisciplinary approaches, research methodologies, and analytical skills acquired throughout the program to address complex environmental challenges. Under the guidance of an assigned faculty mentor, learners will identify a research problem, develop a comprehensive research proposal, collect and analyze data, and interpret findings to propose evidence-based solutions. The course emphasizes critical thinking, ethical research practices, and the application of sustainability principles to real-world environmental issues. Learners will produce a structured research report and publicly communicate their findings, contributing to the broader field of environmental management and sustainability.</p> <p>The research topic should align with the program’s focus areas and may involve collaboration with government agencies, NGOs, or private sector organizations. By the end of the course, learners will demonstrate their ability to conduct original research, synthesize knowledge, and provide actionable insights to advance environmental sustainability.</p>
QLTY623	Managing Business Excellence	The objective of this course is to introduce the fundamentals of regional and international business excellence models that help an organization to achieve excellence and sustain outstanding levels of performance. Emphasis is on establishing an internal framework of standards and processes for engaging and motivating employees to excel as well as delivering products and services that exceed customer requirements. Topics include the origin and nature of business excellence, its relevance to quality management and continuous improvement, and more importantly evaluation criteria of national, regional and international business excellence models such as MBNQA, EFQM, Deming Prize, Dubai Quality Award, the UAE’s fourth generation of the government excellence system and ISO9000 family of standards, etc. the topics are integrated using self-assessment methodology based on the main quality/ excellence award models
HOSP611	Sustainable Facility Management and Environmental Safety	The course is designed for master’s level learners specializing in health, hospital management, and environmental sciences. This comprehensive course provides an in-depth understanding of the critical aspects of facility management and environmental safety within healthcare settings. Learners will explore the

		principles of building design and construction, focusing on creating safe, sustainable, and patient-centered healthcare environments. Topics include regulatory compliance, risk management, emergency preparedness, sustainable practices, and the role of technology in enhancing facility safety and environmental health. Through case studies, interactive discussions, and practical exercises, learners will learn to apply these principles to real-world challenges, preparing them for leadership roles in healthcare facility management and environmental safety. This course is essential for those aiming to ensure that healthcare facilities not only comply with standards but also promote health, safety, and environmental stewardship.
ENTR612	Innovation and Entrepreneurship	Entrepreneurship is a wide-ranging process starting from innovation, and incorporating opportunity recognition, change management, and value co-creation. It culminates in a new venture that exploits new products or services, using a combination of new technologies, efficient and effective manufacturing or service processes, innovative business models, branding, and networking. Entrepreneurship further supports the service economy, and addresses the art of wealth creation through the initiation of ventures with high growth potential. Throughout this course, learners will explore many dimensions of new venture creation and growth including ideation, opportunity recognition, comprehensive business planning to foster innovation and new business formations in primarily independent environments, although many of the concepts will be transferrable to corporate contexts as well.
ENVM616	Greenhouse Gas Management	The course on Advanced Greenhouse Gas Management offers a comprehensive exploration of the science, policy, and technology associated with the management and reduction of greenhouse gas (GHG) emissions. Aimed at developing experts capable of contributing to the mitigation of global climate change, the curriculum covers the fundamentals of GHG accounting, reporting frameworks, emission reduction technologies, and strategies for carbon sequestration. Students will engage with the latest research and methodologies for measuring, analyzing, and managing emissions across different sectors, including energy, agriculture, and transportation. Through a mix of theoretical studies and practical applications, the course emphasizes the development of innovative solutions to reduce the carbon footprint of organizations and societies, aligning with global sustainability goals.
PUBH603	Principles of Biostatistics	This course provides an introduction to selected important topics in biostatistical concepts and reasoning as it relates to public health fields. Tools for describing central tendency and variability in data; methods for performing inference on population means and proportions via sample data; statistical hypothesis testing and its application to group comparisons; issues of power and sample size in study designs; and random sample and other study types will be explored.
ENVM604	Environmental Risk Management	This course introduces learners to the fundamentals of Risk Management, focusing on human factors, errors, and adverse environmental events, while fostering the development of effective environmental Risk Management

		strategies. Emphasis will be placed on the processes and methodologies for implementing and raising awareness about risk and disaster management within environmental organizations. Key concepts, including ecological risk assessment, environmental risk inventory systems, risk decision-making, risk management, and risk communication, will be explored and developed throughout the course.
PROJ610	Project Management Fundamentals	This course provides an overview of the project management discipline. It is designed as an introductory course and provides a general overview of all the aspects involved in organizing, planning and executing projects. It focuses on project management essentials that can be applied to any project. The subject follows the project management life cycle. This life cycle comprises five phases: initiation, planning, execution, monitoring and controlling, and closing phase. Additionally, the course covers in high level the project management knowledge areas (PMBOK).
MGMT625	Organizational Behavior and Leadership	This course entails the study of human behavior and Leadership in organizations. It covers theoretical concepts, practical methods, and modern approaches to understand, analyze, and predict individual and group behavior in organizations, as well as the process of Leading Innovation and Strategic leadership. Topics that will be covered include but not limited to diversity, employee attitudes and values, personality, motivation, communication, work-groups and work-teams, conflict and negotiations, power and politics, and organizational structure and change strategic leadership, Leading Disruptive Change and Innovation,. We will particularly focus on how various individual factors (e.g., personality) and situational factors (e.g., organizational structure) and leadership affect employee behavior and performance.

School of Sustainability and Green Economy Faculty Roster



Prof. Moetaz El Sergany

Dean, School of Sustainability and Green Economy

PH in Public Health Sciences, Environmental Chemistry, High Institute of Public Health, Alexandria University, Egypt

Prof. Moetaz ElSergany is Dean, School of Sustainability and Green Economy, HBMSU. He has over 30 years of technical and teaching experience in the Field of environmental studies. He taught and developed many environmental health courses (water and wastewater analysis, environmental legislation, water sanitation, integrated solid waste management, environmental aspects of pesticides, environmental impact assessment, industrial waste management, and hazardous waste management). Prof. El Sergany participated in many environmental studies in Egypt, Saudi Arabia and United Arab Emirates. He worked in a number of Middle East Universities. He worked as program coordinator and participated in establishing the new Environmental Health Program in Dammam University, Saudi Arabia. He was appointed as Assistant Professor, Environmental Health Department, University of Sharjah, and UAE. He has participated in installation, calibration and training in many environmental health laboratories in Egypt, Saudi Arabia and UAE. Dr. El Sergany supervised many Master and PhD theses.



Dr. Mohammad Aljaradin

Associate Professor

Program Coordinator: Master of Science Environmental Management and sustainability -
Bachelor of Science in Sustainability and Green Economy

Post-doctoral, Wisconsin University, USA - PhD, Environmental Engineering, Lund University, Sweden

Dr. Mohammad Aljaradin is an Associate Professor in Sustainability and Environmental Engineering at the at the School of Health and Environmental Studies, HBMSU. Dr. Aljaradin has worked at a number of prestigious research and academic institutions around the world, including Lund University in Sweden, Hamburg University in Germany, Wisconsin University in the United States, the University of New South Wales in Australia, and Tafila Technical University in Jordan. Dr. Aljaradin has received numerous prominent fellowships and honours, including the Endeavour Fellowship in Australia and the Fulbright Research Fellowship in the United States. Dr. Aljaradin is an environmental and sustainability advocate, and worked as a director and project manager, as well as a member of numerous charitable foundations and community service. Dr. Aljaradin has had the privilege of working with incredible teams that have graduated hundreds of Ph.D.'s and engineers who work all around the world, something he is really proud of.



Dr. Abdelrahman Azzuni

Assistant Professor

D.Sc. Doctor of Science (Technology), Energy Systems, LUT University, Finland, 2021

Distinguished academic, researcher, and consultant specializing in sustainability, green economy, and energy transitions, with expertise in teaching, interdisciplinary research, and industry-driven sustainability solutions. A Doctor of Science (D.Sc.) in Energy Systems, Professional Teacher Education degree holder, internationally recognized Certified Energy Manager (CEM®), and ISO 14001 Lead Auditor. Committed to fostering smart learning, innovative research, and sustainability leadership. Proven ability to develop and deliver high-quality, online and blended courses in sustainability, circular economy, and renewable energy technologies, integrating industry insights, with a learning style of student-centric, project-based, case-studies, and AI-enhanced education. Extensive experience in student mentorship and guidance. Strong track record in professional training and publishing in high-impact journals on climate change mitigation, energy transition policies, and sustainability strategies. Committed to bridging academia, research, and industry, leveraging expertise in policy development, sustainable infrastructure planning, and interdisciplinary collaboration. Focused on circular economy strategies, and sustainability-driven economic policies

Doctor of Philosophy in Quality Management

Program Overview

The PhD in Quality Management at Hamdan Bin Mohammed Smart University is a comprehensive, research-intensive program designed to develop high-impact scholars and leaders in quality management and organizational excellence.

Delivered in English and supported by a smart learning environment, the program integrates advanced research methodologies with practical applications to address real-world quality challenges. It prepares learners to contribute original knowledge, acquire advanced skills to lead continuous improvement initiatives, and enhance organizational performance across diverse sectors.

Who is this program for?

Quality Management

This program is designed for academics, researchers, and professionals in quality management who seek to advance knowledge in the models, principles, and practices of quality management. It prepares candidates to lead continuous improvement and organizational excellence initiatives and to apply rigorous research methodologies to address emerging quality challenges and develop innovative solutions that enhance organizational performance and competitiveness in dynamic environments.

University Faculty

Faculty members pursuing advanced research and teaching in quality management and organizational excellence.

Researcher

Researchers contributing new knowledge and scholarly publications in quality management and related disciplines.

Quality Senior Executive

Senior leaders responsible for quality strategy, operational excellence, and continuous improvement across organizations.

Consultant (Advising on Compliance and Operational Excellence)

Professionals advising organizations on quality systems, standards, performance measurement, and improvement initiatives.

Professionals in the Service Sector

Managers and specialists working to improve service quality, customer experience, and operational performance.

Professionals in Quality Management

Specialists responsible for quality assurance, process improvement, and performance management across sectors.

Professionals in the Healthcare Sector

Healthcare administrators and professionals working to improve quality of care, patient safety, and service effectiveness.

Professionals in Education Management

Education leaders and administrators working to enhance institutional quality, accreditation, and continuous improvement.

Professionals in Sustainability and Environmental Management

Professionals engaged in sustainability initiatives, environmental quality management, and responsible organizational practices.

Professionals in Technology and Innovation Sectors

Specialists working in technology-driven environments addressing quality challenges in digital and innovation-based organizations.

What to learn

The PhD in Quality Management is designed to develop scholars and leaders who advance the discipline through rigorous research, practical relevance, and ethical impact. The program equips learners with the capability to generate original knowledge, address complex quality challenges, and lead innovation across diverse sectors.

Through a structured research journey grounded in methodological excellence and smart learning, learners develop advanced analytical, communication, and leadership competencies. The Program Learning Outcomes reflect HBMSU's commitment to academic excellence, digital transformation, and lifelong learning, ensuring that graduates contribute meaningfully to both scholarship and professional practice.

Accreditation: The PhD Program received, on 29 July 2022, accreditation from the Commission for Academic Accreditation (CAA) of the Ministry of Education in the United Arab Emirates.

- **Program Duration:** 7–12 Semesters
- **Credit Hours:** 60 Credit Hours (30 credit hours of coursework and 30 credit hours of dissertation)
- **Tuition Fees:** AED 5,000 per credit hour, in addition to applicable administrative fees
- **Language:** English
- **Enroll Before:**
 - **Fall Semester:** Before July
 - **Spring Semester:** Before November

Program Learning Outcomes

Upon graduation, you will be able to:

Knowledge

1. K1. Produce a new contribution to knowledge and understanding of the philosophy and guiding precepts of quality management as a discipline and profession.
2. K2. Identify gaps in knowledge using research as underpinned by methodological rigor ensuring relevance to practices in quality management.

Skills

3. S1. Undertake advanced research in quality management with a high scientific and practical S1. impact and disseminating the findings in scholarly peer-reviewed journals, books, monographs, and any impactful publications.
4. S2. Master effective communication and information technology skills to synthesize, appraise and present the learner's produced research findings and conclusions to a range of audiences.

Autonomy and Responsibility

5. AR. Demonstrate independence, creativity, governance of processes, academic integrity, and professional ethics in all aspects of the conduct of research and in the communication and dissemination of the research findings.

Role in Context

6. RIC. Demonstrate leadership and originality in resolving quality problems and concerns through effective communication and working with others.

Self-development

SD. Analyze and critique current professional knowledge and practices in quality management and design continuous improvement programs that ensure the maintenance and promotion of professional ethical standards in rectifying identified gaps in diverse contexts.

Mode of Delivery

Driven by HBMSU extensive experience and the state of art technological infrastructure, the program is offered through a full-fledged online learning approach: Synchronous (Virtual) and Asynchronous. The full-fledged online learning delivery format is learner-centric and involves independent thinking on the part of the learner. Using synchronous delivery allows learners to interact with faculty and get questions answered in real time; thus, learners can benefit from the immediate personal engagement with faculty members and other learners. This would prevent miscommunication and create greater feeling of community and lessen feeling of isolation. It also enables the faculty to gauge whether or not learners are grasping the material and make adjustments as needed. Having some parts of the courses delivered through the asynchronous delivery mode offers more flexibility, allowing learners to set their own schedule and work at their own pace. The approach shifts the focus from an instructor-centered to an individualized learner-centric approach. Learners are empowered to discover and construct their own knowledge.

Admission Requirements

The purpose of the Admissions Office is to support learners' admission to any of HBMSU programs. The Office efficiently and effectively identifies and enrolls qualified learners who are able to meet the academic challenges and opportunities of today's increasingly competitive environment.

The Office provides a comprehensive array of services for prospective and currently enrolled learners such as:

- Admission requirement for all HBMSU programs
- Admissions application processing
- Learner recruitment for all HBMSU programs along the four Cs model
- Developing and managing recruitment agencies agreements

The admission of learners at HBMSU strictly follows the guidelines laid down by the University admission policy in accordance with the Ministry of Education Commission for Accreditation (CAA) regulations in the United Arab Emirates.

PhD Admission: General Requirements

1. HBMSU will only admit Ph.D. candidates who align their research proposal and demonstrate capability in HBMSU's Research Priority-Focus Areas.
2. Applicants must hold a Master's degree in a relevant discipline with a minimum CGPA of 3.0 on a 4.0 scale (or equivalent), and demonstrate alignment of their proposed research with HBMSU Research Priority Areas:

3A minimum iBT TOEFL score of 80 with minimum writing band of 24 or a minimum IELTS score of 6.0 with a minimum writing band of 6.5, or a minimum score of 1400 on the English language portion of the EmSAT examination with a minimum writing component of C1.

Routes to admission

The direct entry – This applies to those applicants who hold a bachelor's and Master's Degree in quality management.

The indirect entry – This applies to those applicants who hold a master's degree with some depth in the cognate disciplines relevant to the field. Prior to admission, such applicants will have to complete 6 credits of remedial courses relevant to Quality Management and Statistics in order to assure that prospective learners possess the prior knowledge related to their PhD study. These remedial courses can be waived if prospective learners submit all necessary documentation to prove that they have sufficient knowledge and skills in quality management and statistics. If a waiver for the two remedial courses is approved, the applicants will be enrolled in the PhD program.

In addition to the above-mentioned requirements, applicants must provide the following documents:

- A valid passport copy with a valid visa for non UAE nationals.
- Copy of Curriculum Vitae
- Letter of Intent/Motivation
- Outline of a research interest linked to your professional/academic area of interest
- Statement of research interest and supporting PowerPoint slides
- A copy of valid Emirates ID card
- 1 Passport size photograph
- Two Original letters of recommendation
- Letter of employment (if employed)

Graduation Requirements

The graduation requirements are set to ensure:

- Learners must successfully complete coursework requirements, pass the PhD Comprehensive Examination, and complete and defend the doctoral dissertation.
- The robustness of the outcome of the Ph.D. research work.
- Graduates can be catalysts of high-quality research in the community.
- Full alignment with CAA initiatives for reforming Graduate Studies: Requirement of graduation to publish in publish a minimum of two research papers in peer-reviewed international journals indexed in Scopus, as a condition for graduation

Fee Structure

PhD Program Fee Structure	
The fees are AED 5000 per credit hour 30 credits of Coursework and seminars	AED 150,000
30 credits of Dissertation	AED 150,000
Total Program Fees	AED 300,000

Dissertation extension per semester: 15000 AED

Remedial courses when needed for learners without background in Quality Management and Statistics will cost AED 5000 for each course

When learners do not complete the dissertation in 4 semesters for full time and 6 semesters for part-time, they may extend their registration, up to the maximum study period of 10 semesters in total for part-time and full-time respectively.

PhD Program Study Plans

Doctor of Philosophy (PhD) in Quality Management

Program Study Plan consists of a total of 60 Credit Hours.

Remedial Courses (0 credit hours). These courses are required for applicants without a background in management and/or statistics

Course code	Course Name	Credit hours	Pre-Requisites
PHQR798	Principles of Statistics	0	
PHQR799	Principles of Quality Management	0	

Study Plan for Full-Time Learners (The program is designed to be completed within 3.5 to 6 years, subject to compliance with academic progression requirements))

Semester 1 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM800	Research Methods	3	
PHQM810	Quality Management Philosophy and Practices	3	
PHQM820	Strategy and Organization Theory	3	

Semester 2 (9 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM830	Quantitative Research Methods and Statistics	3	PHQM800
PHQM840	Qualitative Research Methods	3	PHQM800
PHQM850	Technology, Innovation and Continuous Improvement	3	

Semester 3 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM860	Seminar in Quality Management	3	PHQM810
	Elective 1	3	

Semester 4 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM870	Service Quality and Excellence	3	
	Elective 2	3	

Semesters 5 (30 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHDS999	PhD Dissertation	30	Successful completion of coursework (30 credit hours), and PhD Comprehensive Exam

Elective Courses (Choose 2 elective courses from the following courses)	
Course code	Course Name
PHQE810	Implementation and Applications of Quality Management
PHQE820	Big Data Analytics for Quality Improvement
PHQE830	Teamwork and Continuous improvement
PHQE840	Contemporary Issues in Performance Measurement

Study Plan for Part-Time Learners (Minimum 4 Years; Maximum 6 Years)

Semester 1 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM800	Research Methods	3	
PHQM810	Quality Management Philosophy and Practices	3	

Semester 2 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM820	Strategy and Organization Theory	3	
PHQM830	Quantitative Research Methods and Statistics	3	PHQM800

Semester 3 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM840	Qualitative Research Methods	3	PHQM800
PHQM850	Technology, Innovation and Continuous Improvement	3	

Semester 4 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM860	Seminar in Quality Management	3	PHQM810
	Elective 1	3	

Semester 5 (6 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHQM870	Service Quality and Excellence	3	
	Elective 2	3	

Semesters 6 (30 credit hours)			
Course code	Course Name	Credit hours	Pre-Requisites
PHDS999	PhD Dissertation	30	Successful completion of coursework (30 credit hours), and PhD Comprehensive Exam

Elective Courses (Choose 2 elective courses from the following courses)	
Course code	Course Name
PHQE810	Implementation and Applications of Quality Management
PHQE820	Big Data Analytics for Quality Improvement
PHQE830	Teamwork and Continuous improvement
PHQE840	Contemporary Issues in Performance Measurement

PhD Course Descriptions

Course code	Title	Description
PHQM800	Research Methods	This course is a core course in research methods for doctoral scholars studying for Ph.D. in quality management. It equips learners with the knowledge and skills to conduct original research. The course examines the assumptions and logic underlying social research, including issues of theory development. Furthermore, it explores research methods, including quantitative, qualitative, and mixed models. It follows a systematic approach to developing research proposals where learners will apply the knowledge and skills gained in this course to develop a defensible research proposal. Learners will explore ethical considerations in research to avoid ethical dilemmas while conducting their theses. The course covers the publication cycle, emphasizing publishing in high-impact journals in the quality management field.
PHQM810	Quality Management Philosophy and Practices	The purpose of this course is to provide learners with a foundation of knowledge to better understand the philosophy and guiding precepts of quality management (QM) as well as challenges that it poses to management theory and practice. It is built upon the writings of the movement's founders to assess the coherence and distinctiveness of QM as a way of managing to improve the effectiveness, flexibility, and competitiveness of an organization. The course covers a blend of classic and contemporary literature to appreciate the prevailing theories and principles of continuous quality improvement that assist an organization to meet the needs of internal and external customers. The course will cover topics such as QM philosophy, common guiding QM precepts, the duality implicit in QM's goals, the universal vs context-specific development of QM, and the congruence between QM and behavioral science knowledge about altering the way people behave at work.
PHQM820	Strategy and Organization Theory	This course covers the major concepts and themes in the study of organization theory, strategy, and design. Advance planning enables business leaders to achieve their goals through organizational strategy, which may entail growth, diversification, improved customer service, product innovations, reducing costs, or even downsizing. Strategy enables organizations to avoid unexpected changes that may occur as a result of societal problems. Organization theory explores the relationship between organizations and their environments and the impact of the environment on organizational functions. Organizational theorists examine the ability of organizations to learn, adapt, and innovate; their decision-making processes; and the consequences of decisions. This course focuses on current organization design issues through the lens of theory to address real-life problems.
PHQM830	Quantitative Research Methods and Statistics	This course will cover a number of parametric and nonparametric techniques of data analysis in quality management including but not limited to multivariate analysis, scale and composite scores construction of multiple variables, as well as dimension reduction models with principal and factorial component analysis. Doctoral scholars will be able to approach the problem in a scientific manner and

		to systematically arrive at optimum solutions. It will enhance analytical and quantitative skills in tackling real life problems. Use of statistics software packages is essential for solving optimization problems involving resources allocation. The use of quantitative techniques enables learners to objectively assess cases and then to develop optimum strategy.
PHQM840	Qualitative Research Methods	This course introduces doctoral learners to qualitative research methodologies. A future scholar engaging in qualitative research must be open to validated qualitative research methods that allow for complexity and diversity, while enabling greater insights into behaviors and motivations. This course provides insights into qualitative research methods with a focus on its practical application in real settings. Learners will examine five approaches of qualitative research methods: grounded theory, ethnography, case studies, phenomenology, and narrative. Learners play the role of a qualitative researcher with the aim of learning the research methodology, how to gather and report data, and how to evaluate qualitative findings while bearing in mind ethical considerations.
PHQM850	Technology, Innovation and Continuous Improvement	This course explores the extent, impact, and implications of digital disruption across a variety of industry sectors and the implications of these developments for the practice of quality assurance and continuous improvement. A key purpose for digital transformation is increasing productivity and efficiency, reducing waste, improving cycle time, eliminating rework and making better use of capacities within organizations — all objectives aligned with a quality agenda. Learners will use case studies, specific tools and methods and a variety of research approaches to explore both what is occurring, the implications of these developments and the implications of innovative technological transformation projects for continuous improvement and quality.
PHQM860	Seminar in Quality Management	The seminar seeks to expose PhD learners to a broad foundation in quality management and other variations on continuous improvement research. It builds upon the foundational material presented in PHQM810 with a deeper focus on current research examining the diffusion, adoption, implementation and impact of quality management and its variants on an organization's competitive advantage and its performance. The seminar involves a critical review of theoretical and empirical approaches that relates continuous quality improvement to all functions and all management levels in an organization. It presents a scholarly introspection and discussion on scientific research on quality management, the contributions of such research to theory development, and future research directions. The course serves as a platform for learners to further develop ideas for dissertation research.
PHQM870	Service Quality and Excellence	This course explores the shift to the service and experience economy and the resulting implications for managing service quality and excellence. The course examines how service organizations embrace quality management to delight customers. It provides learners with a critical and in-depth exploration of research and theory of service quality and excellence with a particular focus on antecedents and consequences of service quality and excellence. The course focuses on several key issues: the nature, features and importance of services, the

		relationships between internal service, work facilitation, climate for service and customers' perception of service quality and excellence, perspectives on the definition and measurement of service quality and excellence, the role of human resources in delivering service excellence, and service provision and customer experience in the framework of Industry 4.0.
PHDS999 (30 CH)	PhD Dissertation	The PhD dissertation represents the culmination of doctoral study, requiring learners to produce an original and significant contribution to knowledge in the field of quality management. Upon successful completion of all coursework (30 Credit Hours) and passing the PhD Comprehensive Examination, learners undertake independent research under the supervision of an assigned faculty committee. The dissertation must demonstrate rigorous research methodology, theoretical depth, and practical relevance to quality management. Learners are required to defend their dissertation before an examination panel and to publish a minimum of two papers in Scopus-indexed peer-reviewed international journals as a condition of graduation.
PHQE810	Implementation and Applications of Quality Management	This course explores current research on the implementation and application of Quality Management (QM) and its variants in different economic sectors. Effective implementation and application of QM is not always straightforward and many attempts fail to achieve desired gains in quality and efficiency. The course explores extant research on the fundamental causes that underlie the difficulty of implementation as well as propositions that ensure QM successful application. Topics include the contingent nature of QM, organization strategy for implementing QM systems, critical success/failure factors of QM and its variants, effectiveness of quality tools and techniques, performance impact of QM implementation, and QM implementation in the context of Industry 4.0. Special focus is placed on implementation in both for-profit and not-for-profit organizations of varying sizes.
PHQE820	Big Data Analytics for Quality Improvement	This course focuses on quality improvement using big data analytics. The course helps doctoral learners to get equipped with relevant analytical techniques and thought processes to use those analytics to improve the overall quality of systems. This course exposes learners to various quality improvement methodologies and the importance of data and analytics while solving business-related quality problems. It provides learners with a deep understanding of analytical methods and techniques and their usefulness in quality improvement activities and outputs, helps them develop skills to recognize the appropriate analytical tool to analyze business problems, issues, and trends, and provides necessary tools for critical evaluation, correct interpretation, and presentation of analytical results while solving quality problems.
PHQE830	Teamwork and Continuous Improvement	This course aims to provide doctoral learners with a comprehensive depth and breadth of knowledge on the philosophy, theoretical underpinnings and practical application of a range of internationally accepted techniques for Continuous Improvement (CI) that utilize a team approach. The course covers topics such as the continuous improvement philosophy and various approaches to CI including Kaizen, Lean Thinking, Six Sigma, Lean Six Sigma and Benchmarking all within the

		context of teams. It also covers various aspects of teamwork including their role in continuous improvement, stages of team development, types of teams, team selection and leadership, empowerment, measuring team performance, and dealing with team conflict, all aimed at maximizing the efficiency and effectiveness of team-driven CI strategies.
PHQE840	Contemporary Issues in Performance Measurement	This course exposes doctoral learners to the concepts of performance measurement and covers recent developments in the area while focusing on current topics so that they are familiar with the literature and the various strands and streams of discussion. It will also assist them in comprehending how the literature relates to practice in given organizations. The course explores current issues in the discipline, allowing learners to argue the relevance of these current challenges as a catalyst for new ideas and insights, as well as assisting them in formulating research prospects. They will also look at how management theory may be applied to performance and what it means in practice.

Deanship of Research and Doctoral Studies Faculty Roster



Professor Ahmed Ankit

Dean of Research and Doctoral Studies

PhD Applied Linguistics and Translation, University of Salford, UK

Professor Ahmed Ankit is a prominent academic leader who is devoted to raising the advancement social sciences applied research. Prof. Ankit's extensive experience of obtaining accreditation for numerous academic programs exemplifies his unwavering dedication to academic excellence. His extensive experience delivering courses on advanced research methods qualifies him as a mentor for the next generation of scholars. Prof. Ankit is committed to nurturing a culture of academic excellence and advancing research innovation with impact on the UAE context.



Dr. Meera Al Marri

Associate Professor

PhD in Project Management, The British University in Dubai in association with the University of Manchester

Program Coordinator: Doctor of Philosophy in Quality Management

Chair of Collaborative Research

Dr. Meera Al-Marri has over 6 years of academic experience specializing in Project Management. Before joining HBMSU, she has served as Consultant and acting Programme Manager - Dubai Carbon Centre of Excellence (DCCE), for the Carbon Ambassadors Programme in collaboration with Dubai Electricity and Water Authority (DEWA), and aligned to the United Nations Development Programme (UNDP).



Dr. Muhammad Zeeshan Rafique





Associate Professor





PhD – Universiti Kebangsaan Malaysia, Malaysia

Dr. Rafique, with over 17 years of expertise is recognized for his outstanding research capabilities and contributions to academia in Sustainable Business Quality, Operations Management, Industrial Management, Supply Chain Management, Sustainability and Smart Learning and holds a UK Master’s Degree and a PhD from World top 150 university as per

QS ranking and his PhD work awarded “Outstanding Achievement” from Prime Minister of Malaysia (In person). He is authorized PhD Supervisor and have publications published in top-tier journals like Total Quality Management & Business Excellence, Industrial Management and Data Systems and Sustainable Production & Consumption and earning the Best Researcher Award for year 2021 & 2022 and Best Research Project Award for year 2023. He is also awarded best Teacher Award for the year 2023. As Director of Sustainable Quality Operations & Industry 4.0 Lab, he secured a USD 50,000 HEC-NRPU grant and led a WWF-SDG12 consultancy for USD 10,000. He is a specialist in fostering industry-academia linkages

PhD Faculty

	<p>Professor Ahmed Ankit Acting Vice Chancellor for Academic Affairs Dean of Research and Doctoral Studies Research Interests Quality Management in Higher Education, Online-Learning, Communication</p>
	<p>Professor Samer Hamidi Dean, School of Health and Environmental Studies Research Interests Digital Health Transformation Healthcare Systems Health Policy and Planning Healthcare Finance and Economics Quality of Health Services</p>
	<p>Professor Jamal Abu Rashed Dean of School of Business and Quality Management Research Interests International Trade and Finance, Economic Development, Labor Economics, Monetary Theory Strategy in Higher Education</p>
	<p>Professor Fawzi Dweikat Dean, School of e-Education Research Interests Educational Technology AI Applications Smart Learning Design and Assessment Professional Development</p>

	<p>Prof. Moetaz El Sergany Dean, School of Sustainability and Green Economy</p> <p>Research Interests</p> <ul style="list-style-type: none"> Carbon accounting and emission reduction Environmental Management Environmental Health Waste management Treatability studies Environmental impact assessment Public health
	<p>Professor Ebrahim Soltani School of Business and Quality Management</p> <p>Research Interests</p> <ul style="list-style-type: none"> Quality Management and Organizational Excellence Quality Management and Technological Innovation HRM Issues in Quality Management Supply Chain Quality Management
	<p>Professor Mounir El Khatib School of Business and Quality Management</p> <p>Research Interests</p> <ul style="list-style-type: none"> Digital transformation AI and Disruptive technologies Project management Quality Management Information Systems
	<p>Professor Bassem Jarboui School of Business and Quality Management</p> <p>Research Interests</p> <ul style="list-style-type: none"> Operations research Operations management Logistics and supply chains Circular economy Healthcare management

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