

أكاديمية
أنور قرقاش
الدبلوماسية

ANWAR GARGASH
DIPLOMATIC
ACADEMY



GRADUATE CATALOG

2021-2022



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LETTER FROM THE DIRECTOR GENERAL:



Bernardino León

Director General, Anwar Gargash
Diplomatic Academy

Dear Students,

Welcome to the Anwar Gargash Diplomatic Academy!

You are embarking on a great educational journey that will challenge and reward you in equal measure. In the coming months, we will lead you into a new world of learning, whether you are in our nine-month Post- Graduate Diploma programme, in our MA programme in Global Affairs and Diplomatic Leadership, or in our MA programme in Humanitarian Action and Development.

Combining the best of academia, research and practical thinking, the Academy will provide region-specific courses, thought leadership and access to the UAE's finest diplomatic minds, to ensure that you return to your jobs equipped with valuable skills and expertise to make a difference for your country. Upon graduation from the PGD programme, you will join the next generation of UAE foreign policy professionals. Our graduates emerge with the confidence and capabilities to proudly serve our country's interests, at home and around the world.

At the Anwar Gargash Diplomatic Academy, we are very proud to have established ourselves as the hub of diplomacy in the region in such a short time. During your tenure at the Academy, you will improve your skills with an excellent diplomatic team, you will gain insights from several distinguished personalities, faculty and visiting fellows on a wide range of topics, and have the opportunity to conduct various research-based projects that will enhance your knowledge of international relations and diplomatic practice.

During a time of challenges for our country and our region, the work of the Anwar Gargash Diplomatic Academy and its students acquires special importance. Therefore, concentrating on your academic achievements in the year ahead, will not only be in your best interest, but also in the best interest of our nation.

Wishing you success

ABOUT THE ANWAR GARGASH DIPLOMATIC ACADEMY

1.1. Overview

The Anwar Gargash Diplomatic Academy (AGDA), formerly the Emirates Diplomatic Academy, was established as an independent federal entity under Cabinet Decision No. (29) of the year 2014, by His Highness Sheikh Mohammed Bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai. AGDA emphasises a combination of diplomatic education and training. A prestigious platform that combines the best of academia, research and practice, AGDA equips the UAE's current and future diplomats with the knowledge and multi- disciplinary skills to effectively serve their nation.

In our rapidly evolving and highly interconnected global environment, national security and prosperity depend on knowledgeable and informed government leaders, policymakers and diplomats. The ability to promote the UAE's interests on the world stage and find innovative solutions to the most pressing global issues, while maintaining positive strategic relations with regional and international partners, has never been more important or complex than it is today. Diplomats are the highly skilled agents who enable states to effectively carry out their agenda.

Accordingly, diplomats must receive specific trainings: they need to be equipped to understand global developments and have the requisite skills to present their countries in the best possible way. Leadership is a critical component of any successful diplomat because they must possess great integrity, be dedicated, have significant knowledge, be innovative, have sophisticated communication skills and have the ability to make quick and incisive judgments.

AGDA aims to promote the capacity of the UAE's diplomatic leadership. Through its nine-month Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations, its Master of Arts (MA) programme in Global Affairs and Diplomatic Leadership and its Master of Arts (MA) programme in Humanitarian Action and Development, AGDA equips junior UAE diplomats with the essential theoretical knowledge and practical skills needed to succeed in the world of international affairs and diplomacy.

AGDA is the academic home of **60-80 students**, taught by a combination of resident, visiting faculty and visiting experts involved in diplomatic practice. In addition, AGDA functions as a platform for thought leadership and relevant research on international relations and diplomacy in the region. Its research faculty provides curricular input through co-delivering some courses and engaging the students in AGDA research. AGDA also provides short-term executive training courses to its students and to current employees of the Ministry of Foreign Affairs and International Cooperation (MoFAIC) and others interested in diplomacy and international relations.



1.2. AGDA Vision

To be a globally recognised Emirati centre of excellence, developing world-class diplomats and influencing diplomacy.

1.3. AGDA Mission

To build the capabilities to meet the objectives of the UAE's foreign policy by providing accredited academic programmes, effective training to the highest standards and further the understanding of diplomacy and international relations through insightful thought leadership and impactful research and analysis.

1.4. AGDA Operating Model

The AGDA operating model offers a unique blend of academic teaching and professional training with research activities that are focused on the specific context of the UAE and the region. AGDA offers:



Education Programmes

that qualify Emiratis to serve their nation by offering accredited and relevant academic programmes in the field of diplomacy, international relations and development.



Executive Training

that strengthens the members of the diplomatic and consular corps and expands training offerings to other government entities and businesses interested in diplomacy skills.



Research and Analysis

that contributes to domestic and international debates on issues relevant to the UAE's foreign policy.

1.5. Accreditation and Licensure

The UAE Ministry of Education (MoE) officially licensed AGDA to award a Post-Graduate Diploma (PGD) in UAE Diplomacy and International Relations in 2014. The PGD programme was further upgraded in June 2016 and the MoE and the Commission on Academic Accreditation (CAA) approved the changes. In addition, the CAA and MoE accredited the MA programme in Global Affairs and Diplomatic Leadership in August 2017 and then again in 2021. The MA programme in Humanitarian Action and Development was accredited in 2021 as well.

1.6. AGDA's Competencies Framework

AGDA aims to graduate diplomats that are capable, influential and ethical. This competencies framework informs all the work that AGDA does and stipulates that AGDA graduates shall be:

a. Capable

- **Skilful:** AGDA graduates master traditional diplomatic skills (including languages, written and oral communications, negotiating, networking and consular skills) and specific 21st century skills (including digital technology, using big data, brand management and public relations, campaigning and using social media).
- **Astute:** AGDA graduates show good judgment, display abundant tact and earn the trust of their seniors.
- **Knowledgeable:** AGDA graduates possess a robust understanding of international affairs, as well as of their own country, and have an insatiable curiosity to learn more.

b. Influential

- **Leaders:** AGDA graduates can set out a vision, build and mobilise networks, relationships and coalitions to achieve specific goals, and organise and motivate staff and stakeholders to achieve them.
- **Communicators:** AGDA graduates are empathetic listeners, who build trust by being honest and authentic, and can write and speak persuasively using multiple media.
- **Innovators:** AGDA graduates are creative and outcome-focused, think critically and outside the box, and adapt flexibly to changing circumstances.

c. Ethical

- **Courageous:** AGDA graduates are resilient under pressure and willing to convey inconvenient truths.
- **Disciplined:** AGDA graduates are punctual, reliable, hardworking and well presented.
- **Committed:** AGDA graduates demonstrate great integrity, are dedicated to promoting their country's interests and passionate about international cooperation.

2021-2022 ACADEMIC YEAR

- **The academic year** runs from September through June and consists of three trimesters in the PGD programme and two semesters in the MA programmes.
- **The Fall semester** begins on **30 August 2021** and the Spring semester begins in **January 2022**.



PGD classes are generally held between **9:00am and 5:00pm**, Sunday through Thursday.



MA classes are generally held between **5:00pm and 8:00pm**, Sunday through Wednesday



2.1. PGD: 2021-2022 Academic Calendar

AUG 29 - SEPT 2	PGD Orientation
SEPT 5-9	PGD Orientation & PGD Course _ Research Methods
SEPT 12-16	PGD Course _ Research Methods
SEPT 19	Trimester I PGD Classes Start
NOV 3-7	IFDT (No classes)
NOV 30	PGD Classes End
DEC 1-2	UAE National Day
DEC 5-9	PGD Exams Week
DEC 13	Grade Submission
DEC 15-16	Grade Appeals
DEC 19-30	Winter Break - No classes
JAN 2-MAR 10	Trimester II PGD Classes
MAR 13 - 17	PGD Exams Week
MAR 20 - APR 2	Spring Break - No classes
APR 3 - JUN 9	Trimester III PGD Classes
MAY 19 - 21	Eid Al Fitr
JUN 12 - 16	PGD Exams Week
JUN 19	Grades Submissions
JUN 20-22	CSE, Grade Appeals CSE
JUN 30	END of the Academic Year

* Classes are suspended during all national and islamic holidays as cexlared by the UAE government.

2.2. MA Programmes: 2021 _ 2022 Academic Calendar

SEPT 6-16	MA Research Methods Course
SEPT 19 - 16 DEC	FALL SEMESTER MA Classes Start
NOV 30	Martyr's Day
DEC 1-2	UAE National Day
DEC 12-15	MA Exams Week
DEC 19	MA Grades Submissions
DEC 19-30	Winter Break Starts
JAN 2-4	Appeals Fall Grades
JAN 30 - MAY 26	SPRING SEMESTER MA Classes
MAR 20 - APR 2	Spring Break _ No classes
MAY 19-21	Eid Al Fitr
MAY 29 - JUN 2	MA Exams Week
JUN 5	MA Thesis Defense Period Begins
JUN 6	Grades Submission
JUN 8-9	Appeals
JUN 28	MA Thesis Defense Period Ends
JUN 30	END of Academic Year

* Classes are suspended during all national and islamic holidays as cexlared by the UAE government.

A. Admissions to the PGD Programme in UAE Diplomacy and International Relations:

AGDA accepts students to the PGD programme who are sponsored by MoFAIC or other UAE government entities, as per the policies of the AGDA Board of Trustees.

3.1. Entry Requirements

Candidates should be highly motivated, outward looking, open to new ideas and able to share insights from their own experiences. Applicants are evaluated on academic preparation and their depth and quality of experience, as demonstrated by academic performance to date, stated motivation and submitted written work.

Applicants should satisfy the following minimum admissions criteria:

- **Bachelor's degree** or equivalent from an accredited university or college recognised by the UAE Ministry of Education (**MoE**)
- **GPA:** Minimum of **3.0** (on a **4.0** scale)
- **TOEFL:** Minimum score of 550 or equivalent (computer-based TOEFL score of **213**, Internet- based TOEFL score of **79-80**), or
- **IELTS (academic):** Minimum score of **6.5**

3.2. Application Procedures

To enrol for the PGD programme, students can apply online, or via a recognised UAE government entity, with proof of eligibility and approval from their entity.

Candidates wishing to apply for the PGD programme must submit the following documents:

- **Completed** application form for admission
- **All** official university degrees and transcripts
- **Official** standardised test scores (TOEFL or IELTS)
- **Curriculum Vitae** (CV)
- **Personal** Statement
- **Passport** copy
- **Copy** of Emirates ID
- **Copy** of Family Book (if applicable)



3.3. English Language Requirement

Applicants to the PGD programme must demonstrate proficiency in the English language. This can be done by submitting official test scores for (at least) one of the following tests: Test of English as a Foreign Language (TOEFL), or International English Language Testing System (IELTS). The IELTS exam should be the academic version. A score of 550 on the paper-based TOEFL, 79-80 on the internet-based TOEFL, or 6.5 on the IELTS is required.

3.4. Transfer, Visiting, Non-matriculated Students and Transfer Credits

For the 2021 – 2022 Academic Year, AGDA does not accept transfer, visiting, exchange or non-matriculated students in the PGD programme. In addition, AGDA does not accept transfer credits or equivalency courses from other universities. AGDA also does not accept transfer credits from undergraduate programmes.

3.5. Application Assessment

- **The Student Affairs section** screens all applications for completeness and demonstration of minimum requirements. All eligible applications are forwarded together with the evaluation form to the Admissions Committee, which carries out the following assessment steps.
- **Academic Screening:** Every application is reviewed by the Admissions Committee in accordance with the following criteria: 1) academic strength and 2) career motivation.
- **Psychometric and Skills Evaluation:** Applicants are evaluated using a standard psychometric exam that assesses the core competencies, characteristics and baseline skills as a diplomat.
- **Interviews:** Applicants are evaluated through personal interviews with the Admissions Committee. In exceptional cases, interviews may be conducted via phone or online.
- **Admission decision:** The Admissions Committee makes the final decision, which is sent for endorsement to the AGDA Director General's Office. Applicants will receive the official notification of admission, or rejection from Student Affairs.

B. Admissions to the MA Programme in Global Affairs and Diplomatic Leadership:

The **MA programme** in Global Affairs and Diplomatic Leadership is a programme open to students who have successfully completed 24 credits of coursework in the PGD programme and who are sponsored by MoFAIC, or other UAE government entities.

3.6. Entry Requirements

Candidates to the MA programme should satisfy the following admissions criteria:

Applicants should satisfy the following minimum admissions criteria:

- **Students** who graduate with a minimum CGPA of
- **3.5 over 4** in the PGD programme are automatically eligible to enrol in the MA programme.
- **Students** with a CGPA between **3.0** and **3.49** in the PGD programme may be given the opportunity to take a qualifying exam. Successful candidates who pass the exam will be enrolled. Candidates who do not pass the qualifying exam will not be admitted to the MA programme and may not re-take the exam.
- **Students** who do not pass the qualifying exam may re-apply in the following academic year.
- **Students** with a CGPA lower than 3.0 in the PGD programme are not eligible to enrol in the MA programme.

3.7. MA Programme Enrolment Procedure

Student Affairs, screens eligible candidates and contacts them to determine their interest in enrolling.

In **exceptional** cases, prospective MA students may enrol in the MA programme at two entry points. The regular enrolment cycle starts in the summer preceding the start of the academic year. A second call for enrolment may be issued in the winter preceding the beginning of the Spring semester.

3.8. MA Programme Transfer Students, Visiting Students and Transfer Credits

For the 2021 – 2022 Academic Year, AGDA does not accept transfer, visiting, exchange or non-matriculated students in the MA programme in Global Affairs and Diplomatic Leadership. In addition, AGDA does not accept transfer credits, or equivalency courses from other universities. AGDA also does not accept transfer credits from graduate programmes.

C. Admissions to the MA Programme in Humanitarian Action and Development (MAHAD):

The MA programme is an accredited, nine-months full-time course, which will offer young and mid-level professionals the practical and theoretical skills necessary to work in the field of humanitarianism and foreign aid. Full-time students enrolled in the programme will have to complete 30 credit hours (CH) to graduate. AGDA alumni who completed 24 credits in the PGD programme, can complete 12 additional credit hours to obtain the MA.

3.9. Entry Requirements

To apply for MAHAD, interested students need to:

- Have a Bachelor's degree (or equivalent) from an accredited university
- Have graduated with a minimum Grade Point Average (GPA) of 3.0 (on a 4.0 scale), or equivalent
- Have a minimum score of 6.5 on the IELTS exam (English exam)
- Have a keen interest in the field of foreign aid, development, humanitarian action and international organisations

In addition, AGDA alumni should satisfy the following admissions criteria to be able to enroll.

- Students who graduate with a minimum CGPA of 3.5 over 4 in the PGD programme are automatically eligible to enrol in the MA programme.
- Students with a CGPA between 3.0 and 3.49 in the PGD programme may be given the opportunity to take a qualifying exam. Successful candidates who pass the exam will be enrolled. Candidates who do not pass the qualifying exam will not be admitted to the MA programme and may not re-take the exam.

- Students who do not pass the qualifying exam may re-apply in the following academic year.
- Students with a CGPA lower than 3.0 in the PGD programme are not eligible to enrol in the MA programme.

3.10. MA Programme Transfer Students, Visiting Students and Transfer Credits

For the 2021 – 2022 Academic Year, AGDA will not accept transfer, visiting, exchange or non-matriculated students in the MA programme in Humanitarian Action and Development. Nonetheless, AGDA may accept transfer credits, or equivalency courses from other universities for students who are completing the programme on a full-time, 30 credits basis. AGDA may accept up to 6 credit hours of transfer credits, as governed by its policy on recognition of prior learning. Students who are eligible should write to the Academic Affairs Committee (AAC) to request the transfer or equivalency credits, with appropriate documentation. The AAC will inform students of its decision.

D. Orientation Programme

For PGD students, the mandatory Orientation Programme takes place during the first week(s) before the beginning of classes. PGD students can expect an orientation to AGDA, an introduction to AGDA faculty and staff, an overview of the academic programme and to AGDA rules and regulations.

MA students can expect an orientation to the MA programme in addition to AGDA rules and regulations. All students receive their ID cards and are introduced to AGDA facilities during the orientation.

GENERAL ACADEMIC INFORMATION

4.1. Language of Instruction

English and **Arabic** are the languages of instruction at AGDA.

4.2. Class Size

In order to create and foster a constructive learning environment, PGD class size is generally limited to a maximum of 30 students per class. In exceptional cases and for lecture hall courses, the entire student body may be in one class. In language classes, the number of students shall not exceed five students. MA classes will normally not exceed 15 students and may be capped at a certain number.

4.3. Academic Credit Hours

A credit represents 15 classroom contact-hours and 30 non-contact hours. For example, a course worth three credits would require three contact hours per week and six non-contact hours per week over a 15-week semester.

With the exception of language courses, PGD courses bear two credit hours each, while MA courses have three credit hours each. Credit-bearing classes are counted in the students' GPAs.

4.4. Academic Evaluation, Grading Mechanism & Grading Scale

Faculty members evaluate student performance freely and provide fair and consistent assessments of students' performance. Assessment methods include but are not limited to projects, oral presentations, research papers, case studies and written examinations. All grades for academic work are based strictly on the quality of the work submitted, not on the hours of effort or on external circumstances.

Faculty members keep clear and comprehensive records of student assessments, to insure the accurate calculation of student performance over each course and as a reference in the case of any student appeal of particular grades. Grades submitted to the Registrar by the faculty member are considered final after the approval of the Dean. Faculty members submit all final student grades within the deadlines specified by the Registrar. Students will have access to their grades online, via the Student Management System (Emada). The faculty members' ability to change a grade once submitted is limited.



The AGDA uses the following grading scale:

Letter Grade	Marks
A+	97 _ 100
A	94 _ 96
A-	90 _ 93
B+	87 _ 89
B	83 _ 86
B-	80 _ 82
C+	77 _ 79
C	74 _ 76
C-	70 _ 73
D	60 _ 69
F (Fail)	0 _ 59

4.5. Grade Point Averages

Credit-bearing courses are calculated in the students’ GPAs. The AGDA grading system uses two grade point averages: the trimester/semester (term) grade point average (GPA or TGPA) and the cumulative grade point average (CGPA).

Grade Point Average (GPA)

The grade point average is the combined grade point average of all courses (including failed courses) attended by a student in a particular semester. It is calculated by adding together the numerical value of the grade for each course multiplied by the number of credit hours, and divided by the total number of credit hours, taken in that semester.

Cumulative Grade Point Average (CGPA)

The CGPA is the combined grade point average of all courses (including failed courses) taken by a student at AGDA in all terms. The CGPA can be calculated by dividing the sum of all grade points earned in all semesters by the total credit hours attempted in both semesters at AGDA.

For the 2021 _ 2022 academic year, all PGD classes will be counted in the students’ GPAs and grades will be displayed on the students’ transcripts. Grades obtained in language courses will also be displayed on students’ transcripts, but not counted in the students’ GPAs.

4.6. Registration and Add/Drop

For the PGD programme, no add/drop period exists. PGD students will be enrolled automatically to all their courses.

For the MA programme, an add-drop period of one week is allowed after the beginning of each semester (see the “2021 _ 2022 Academic Year” for more information).

4.7. Eligibility to Graduate

To graduate from AGDA, students need to maintain a CGPA of 3.0. Students who score a CGPA lower than 3.0 are not eligible to graduate.

In addition, the following procedures apply:

PGD Students:

The degree requirements for the Post-Graduate Diploma in UAE Diplomacy and International Relations are as follows:

- The successful completion of all two-credit courses with a CGPA of 3.0 and above
- The successful completion and passing of all language courses

For PGD students, winning an Award or being placed on the AGDA Honour’s List for one semester does not guarantee eligibility for graduation if the CGPA is below 3.0 at the end of the academic year.

PGD students who do not successfully complete their language courses are not eligible to graduate. What this entails is that PGD students must complete all language courses successfully by attending the courses, completing all assessments and readings, engaging with the trainers and participants and obtaining a passing grade.

MA Students:

In addition to maintaining a CGPA of **3.0** and above, MA students have to pass the oral defense of their MA Thesis at the end of the academic year.

4.8. Grade Point Averages

AGDA may award its most outstanding PGD and MA students. The Academic Affairs Committee (AAC), in coordination with the AGDA Director General's Office, approves all student awards. PGD and MA students whose CGPA is higher than 3.6, will be placed on the AGDA Honour's List and will receive such recognition during the graduation ceremony. Students whose GPAs are above 3.6 but who obtain warnings or who do not pass their language courses will be removed from the Honour's List.

4.9. Grade Point Averages

Exams in the 2021 – 2022 academic year will take place only on the AGDA campus. Faculty members determine the type of exams to administer in their classes. Faculty members are expected to proctor the respective exam in question. In all assessments, faculty members should hold students to strict adherence of the AGDA's policies on academic integrity (see section 7.8 on "Academic Integrity").

4.10. Auditing MA Classes

Full-time MA students may opt to audit another class only with the permission of the instructor. Auditing students are exempt from completing class requirements and will not receive a grade on the class. Audited classes do not count in the student's GPA and will not appear on the student's transcript.

Students who wish to audit a class should fill out an "Audit Attendance" form, which can be obtained at the Student Affairs section.

4.11. Repeating a Course to Improve One's Grade

Repeating a course to improve one's grade is not allowed in the PGD programme. More specifically, repeating the same course or another elective to improve one's grade, is not allowed in the MA programmes. If students failed a course and did not graduate from AGDA as a result, only under exceptional circumstances can students repeat the course in the following academic year. The student would have to appeal to the AAC, providing written documentation as to why they failed the course and why they want to repeat it. The AAC has to unanimously agree to allow the student to repeat a course (or take another elective) and the decision has to be endorsed by the AGDA Director General. Only then, will the student be granted permission to repeat the course, or take another elective in the MA programme.

4.12. Withdrawal from a Course in the PGD Programme

All elements of the PGD programme are mandatory for all students and thus withdrawal from a course is not applicable. In exceptional circumstances, a grade of "I" (Incomplete) will be assigned for a course (see section 4.13 on "Incomplete Grades").

4.13. Incomplete Grades

In exceptional circumstances, a student in the PGD or MA programme may be allowed not to complete a course in a specific semester after securing permission from the course instructor and approval from the Dean. A grade of I (incomplete) will be assigned for the course. Students must complete the course requirements no later than the fifth week of the following semester. Failure to meet the deadline will cause the student to receive a grade of "F" in the course.

Incomplete grades can also be assigned to students who take an extended Maternity Leave (see section 5.6 on "Leaves").

4.14. Withdrawal from the PGD and MA Programmes

Students who choose to withdraw from the PGD and MA programmes, can do so by filling out the Complete Withdrawal Form (which can be obtained through the Registrar). The AAC reviews and approves students' withdrawal requests and informs the AGDA Director General's Office of its decision.

4.15. Re-admission

Students that have previously withdrawn from the PGD and MA programmes may re-apply and seek to resume their studies in the following year, as per the approval of the AAC. Students who were dismissed due to violations of the Student Code of Conduct (see section 8 on the “Student Code of Conduct”) and/ or due to probation (see section 4.17 on “Academic Standing and Probation”), may not be re-admitted.

4.16. Grade Appeal Periods

A period to change course grades is determined by Student Affairs at the end of every trimester or semester. Students may write to Student Affairs requesting a Grade Change Form for the course in question. Grade changes will happen in exceptional circumstances involving statistical error, computational mistake, or data entry mistakes.

Students cannot seek to change grades outside of the approved periods, set by Student Affairs.

Faculty members and Student Affairs will respond to the grade change requests within one week of the grade change period.

4.17. Academic Standing and Probation

All AGDA students are committed to programmes of graduate studies and that means they are expected to perform at a higher academic standard than undergraduate students.

Accordingly, all students in the PGD and MA programmes must maintain a term grade point average (GPA) of at least 3.0 (B average) or better to remain in good academic standing.

Students may be placed on Probation in the following instances:

1) If a student receives two C grades in courses in one trimester/semester and/or the student's GPA falls below 3.0, his/her academic status will lead automatically to Probation. Students on Probation are not eligible to graduate from AGDA if their CGPA at the end of the academic year is lower than 3.0 (see section 4.7 on “Eligibility to Graduate”).

2) Students who receive an F grade in a credit-bearing course will also be placed on Probation and should not expect to graduate. They also will have their complete academic record reviewed by the AAC.

In the case of PGD students, if a student receives an F during the year, the AAC will consider the student's potential as a diplomat. If the AAC does not believe that the student has a reasonable chance at success, or is unable to graduate, it can recommend that the student be asked to withdraw from AGDA or be dismissed. In case of dismissal, the student will be notified in writing by the AGDA Director General's Office.

3) In addition, all students who are excessively absent, who violate the Student Code of Conduct (see section 8) and/or who violate AGDA's academic integrity rules, will be placed on Probation and may face dismissal (see section 7.8 on “Academic Integrity”). In such cases, PGD students who are on Probation because of excessive absences will be dismissed from AGDA if they miss one class without a valid excuse, cause disruption to classes, or violate the Student Code of Conduct (see section 8), in any other way.

Students on Probation will be notified in writing of their academic status. Probation letters will be permanently placed in the student's file.

GENERAL REGISTRATION PROCEDURES

5.1. Privacy Rights of Students

Student Affairs is responsible for maintaining all students' personal and academic records, ensuring the privacy and confidentiality of these records, and implementing the academic policies and regulations of the AGDA.

Students have the right to review their personal information, academic records, and to update or change their personal data and contact details through the "Change of Contact Information Form," which can be obtained at the Student Affairs section.

5.2. Transcripts

All students can review and print unofficial copies of their transcripts. Student Affairs is the only office that has the authority to print official completed transcripts with AGDA's seal. Students should submit an official "Transcript Request Form" requesting the issuance of a transcript.

5.3. Student Records

All student records will be stored in secure, fireproof cabinets in the office of Student Affairs. Electronic academic records are stored using a computer-based student information system. This system has an automatic backup function to avoid any data loss or damage.

5.4. Student Records from Other Institutions

AGDA has the right to keep all student documents submitted from another institution as the property of AGDA and is not required to provide any copies of these documents, to return original documents to the student upon the completion of the programme, or to forward these documents to another institution, on behalf of the student.

5.5. Student ID

All students are issued AGDA's identification cards when they first enrol in the Academy. This card is the property of AGDA and must be surrendered to AGDA upon request. The card displays the student's photo and contains the student's name, ID number and may mention their date of birth.

All students are expected to carry their card with them at all times when on AGDA property. An ID card must be produced when official identification is needed or requested.



AGDA's security personnel have the right to request that students produce and/or surrender their ID cards. Security personnel also have the obligation to identify themselves to students as a Security Officer of the Academy. Failure to present the card when requested by an AGDA official is a violation of the Student Code of Conduct and may restrict the holder's access to the AGDA and/or its facilities. Any attempt to use an expired, altered or duplicated AGDA ID or make use of another student's ID, is prohibited.

5.6. Leaves

Whenever a student takes leave, he/she is responsible for ensuring that they catch up with the course material that they have missed. All leave requests should be submitted to Student Affairs. There are seven types of permissible leave for PGD and MA students:

a. Sick Leave

Students are allowed a maximum of nine business days of sick leave per academic year. Students should submit their sick leaves from their doctor within 48 hours of the absence. Any sick leave that extends beyond three days should be supported by a medical report. All leaves and medical reports should be submitted to Student Affairs. The permitted number of sick leaves may be extended in exceptional medical circumstances, but only with the authorisation of the AAC.

b. Maternity Leave

Students on maternity leave can miss up to two weeks during the academic year. Students who wish to take a longer maternity leave of up to three months will receive an "Incomplete" grade in the classes they are enrolled in (see section 4.16 on "Incomplete Grades") and will have to complete their classes the following academic year, subject to their employer's approval of them taking the time to do so. In such cases, the student will not graduate until they have successfully completed all of the required courses.

c. Paternity Leave

Students on paternity leave are allowed three business days of leave during the academic year.

d. Compassionate Leave

Students can take up to three business days of compassionate leave for first-degree relatives. They have to provide the death certificate to Student Affairs.

e. Hajj Leave

Students can take up to 10 days per academic year for Hajj leave. Students should notify Student Affairs prior to leaving on Hajj.

f. National Service

Students who miss class because of National Service requirements can take up to two weeks of leave. They need to inform Student Affairs prior to their departure. They are responsible for making up any missed assignments, in coordination with their instructors.

g. Emergencies

Students should contact Student Affairs within 48 hours should they be absent. AGDA reserves the right to contact the student's Emergency Contact to request information on the student's whereabouts. Should the student not be contactable within 48 hours, AGDA will consider that student as 'missing' and may assign an "Incomplete" grade for the semester (see section 4.16 on "Incomplete Grades").

ADVISING AND EVALUATION OF STUDENTS

6.1. Academic Advising

Each student in the PGD and MA programmes is assigned to a faculty member who takes responsibility for providing academic advice and monitoring progress of the student's academic performance throughout the academic year. The advisor is also responsible for approving some advisees' academic requests.

6.2. Comprehensive Student Evaluation (CSE)

While at AGDA, and in addition to their ongoing academic evaluation in all their courses (see section 4.4 on "Academic Evaluation, Grading Mechanism and Grading Scale"), all PGD students are evaluated at the end of the academic year using the Comprehensive Student Evaluation (CSE) process and form.

The CSE process stipulates that students are evaluated on the basis of three criteria: Academic Performance, Practical Skills and Character. Students are then rated on each of the three categories and are assigned an overall score. Other items, such as attendance records, warnings and probation status are considered during the end-of-year evaluation. In addition, students may be required to sit for an Exit Interview to help facilitate their evaluation. A committee approved by the AAC evaluates all students. The evaluations are reviewed and approved by the Dean and the AGDA Director General's Office. The evaluations are then sent to the students' employers.



ACADEMIC POLICIES

7.1. PGD Students' Attendance

PGD students are required to attend all classes, including their language courses. AGDA tolerates one unexcused absence per class, per trimester only. Students who consistently miss class without a valid excuse may receive a Warning Letter and be placed on Probation (see section 4.17 on "Academic Standing and Probation") for the remainder of the academic year. All letters will be permanently placed in the student's file. Warning letters due to excessive absences may not be appealed.

Students on Probation may be dismissed from AGDA if they miss any other class without a valid excuse (see section 5.6 on "Leaves" for more information on what constitutes a valid excuse and section 7.9 on "Dismissal"). The AGDA Director General's Office notifies students and their employers in writing in cases of dismissal.

PGD students' attendance records will be taken into consideration when evaluating the students at the end of the academic year (see section 6.2 on "Comprehensive Student Evaluation (CSE)").

The above attendance rules apply to all courses, whether credit-bearing or not.

7.2. MA Students' Attendance

MA students are required to attend all classes. AGDA tolerates one unexcused absence per class, per semester only. Students who miss class due to work-related commitments are required to

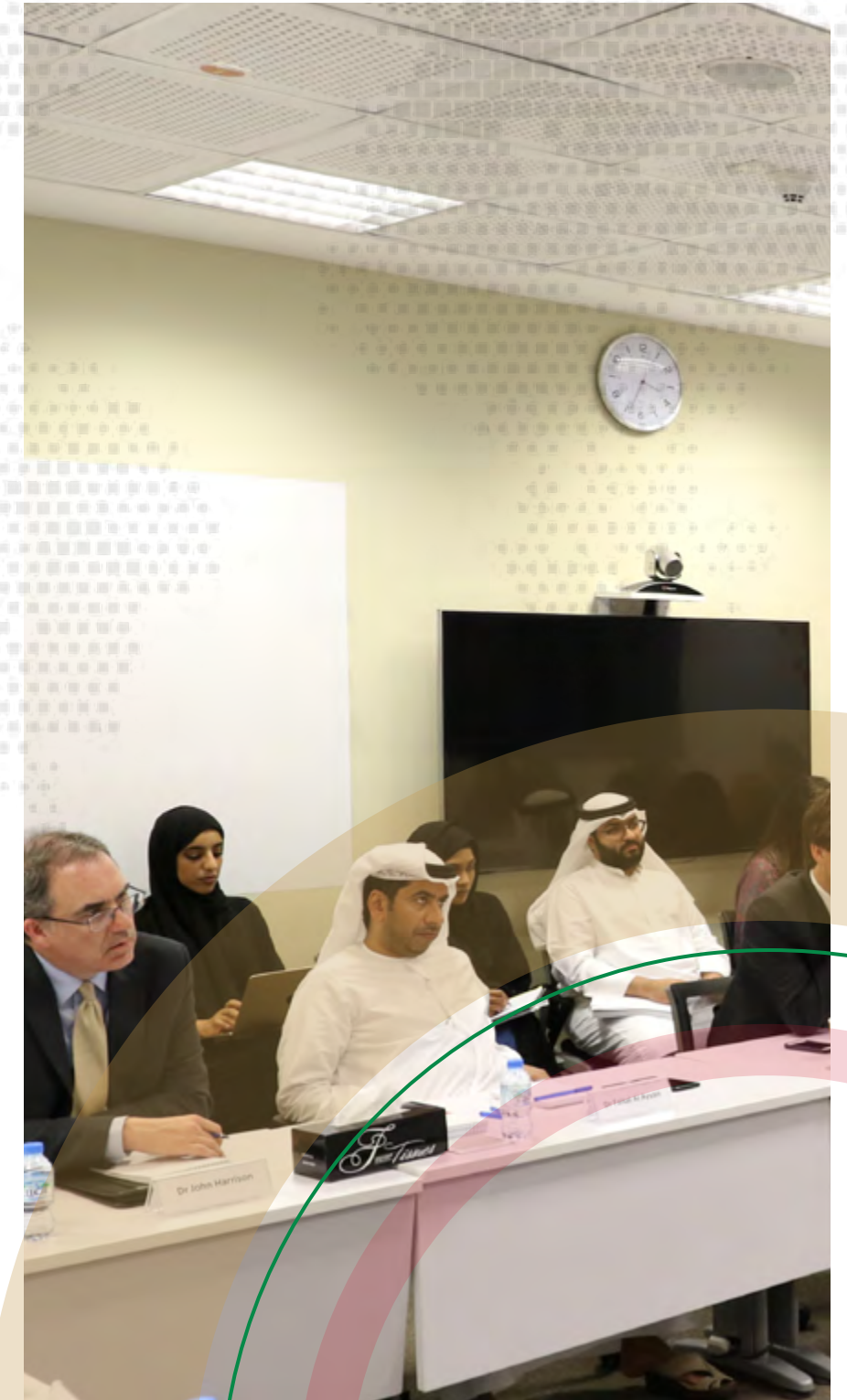
provide Student Affairs a written excuse to have the absence removed. Should a student be absent more than three times (whether excused or unexcused), the instructor has the right to withdraw the student from the course. In that case, a student will receive a grade of "W" on that course and will have to repeat in the following academic year.

7.3. Punctuality

PGD and **MA** students are expected to be on time for all classes. Students who are more than 10 minutes late to class will be marked absent on that day. Students who are consistently late to class (more than three times) may receive a Warning Letter, which will be permanently placed in the student's file.

The instructor is responsible for defining all punctuality guidelines. **MA** students who are late due to work-related commitments are required to provide Student Affairs and the instructor a written excuse explaining their lateness to have the absence removed.

Students' punctuality records will be taken into consideration when evaluating the students at the end of the academic year (see section 6.2 on "Comprehensive Student Evaluation (CSE)").



7.4. Class Disruptions

PGD and MA students are expected to physically or virtually (if a course is online) remain in the classroom for the entire duration of all classes. Students are expected to turn on their cameras at all times if their course is virtual. It is at the discretion of the faculty member to define what constitutes a class disruption in their class and to decide on an appropriate course of action in the case of frequent class disruptions, including leaving the classroom for any reason. This may result in one of the following actions:

- Lowering a student’s participation grade
- Assigning an “F” grade on a student’s participation grade
- Lowering a student’s final grade

For PGD students, in the case of such behaviour being reported to Student Affairs as a persistent problem by one or more faculty members, the student in question may also receive a Warning Letter, which will remain in the student’s file. Further violations beyond this will result in a Final Warning Letter to be issued by the AGDA Director General’s Office.

Students’ behaviour in class will be taken into consideration when evaluating the students at the end of the academic year (see section 6.2 on “Comprehensive Student Evaluation (CSE)”).

7.5. Submission of Coursework

Coursework submission deadlines are assigned by the instructor and indicated in the course syllabus. PGD and MA students are expected to follow these deadlines and to submit all their course work on time. Upon late submission of coursework, the professor decides whether to accept the coursework, apply a penalty for late submission or reject it according to the instructor’s policies that are specified in the course syllabus.

When a student is unable to undertake, complete or hand in a piece of coursework due to circumstances beyond his/her control, the student should notify the instructor regarding this issue prior to the coursework deadline. The instructor may decide to extend the submission deadline and assign a new date.

Faculty and students are required to use AGDA software when submitting coursework and assignments.

7.6. Mobile Phone Use

AGDA considers the use of mobile phones to be disruptive to the learning environment. A low tolerance policy is thus enforced.

a. In the classroom

Mobile phone use of any kind is forbidden in all classes, whether virtual or physical, unless for emergency cases. Frequent use of mobile phones in the classroom will be reported to Student Affairs and may result in a Warning Letter. Repeated mobile phone use and subsequent warnings will be seen as a deviation from the Student Code of Conduct (see section 8.a on “Disrupting AGDA Operations”) and may result in probation or dismissal from AGDA.

b. During Exams

The use of mobile phones (and related devices) is strictly forbidden during exams—unless the instructor has granted permission. When on campus, all phones may be collected from students before the start of the exam. Any mobile phone use during exams will be considered as a violation of academic integrity and will be penalised according to section 7.8 (on “Academic Integrity”) of this Handbook.

c. During AGDA Events and Guest Lectures

Mobile phone use is forbidden during all AGDA events and guest lectures. The use of mobile phones during events will be considered as a violation of the Student Code of Conduct (section 8.a on “Disrupting AGDA Operations”) and will be penalised according to section 8 (on the “Student Code of Conduct”) of this Handbook.

7.7. Participation of Students in AGDA Events and Guest Lectures

PGD students are expected to attend all AGDA events and guest lectures that they are invited to, whether on the AGDA campus, off campus or online. In exceptional circumstances, a valid excuse should be provided to Student Affairs in writing at least 24 hours prior to the event should the student be unable to attend.

PGD students are not permitted to miss more than one AGDA event per trimester without written authorisation from Student Affairs. A Warning Letter will be issued and be permanently placed in the student’s file when a student misses more than one event without prior justification.

PGD students’ active and serious participation in AGDA events and guest lectures will be taken into account when evaluating students at the end of the academic year.

MA students are encouraged to attend all AGDA events and guest lectures but are not required to do so. Instructors may choose to reward MA students for attending AGDA events through extra-credit work.

7.8. Academic Integrity

AGDA is an academic institution with strict policies regarding academic integrity. A zero-tolerance policy is therefore implemented to protect the work of both PGD and MA students and researchers. Academic violations include, but are not limited to, the following:

- **Plagiarism:** Using another person’s ideas or expressions in one’s writing without acknowledging the source constitutes plagiarism. This includes not citing references properly according to recognised academic standards. Students are strictly prohibited from plagiarising the work of others in all assignments and assessments.
- **Copyright violation:** Copyright violation is defined as photocopying and/or making use of copyrighted printed material, and images, using duplicated copies of computer software and/or unauthorised use of any kind of documents.
- **Inappropriate collaboration:** Inappropriate collaboration is defined as receiving unauthorised assistance in writing, editing, revising and/or developing any kind of assignment, report or take-home exam without acknowledging the involvement of that person.
- **Dishonesty in Examinations:** Dishonesty in examinations is defined as cheating during exams, giving assistance to others without permission from the professor, using illegal prior knowledge of exam questions ahead of the examination period and impersonating other students during exams.
- **Dishonesty in Coursework:** Dishonesty in coursework includes multiple submissions of completed coursework to more than one course (unless approved by the instructor).
- **Submission of Coursework:** Whenever students submit coursework, they are expected to be able to discuss it in detail with the concerned faculty member. Failure to be able to do so may be considered as an academic violation.

Penalties for Academic Integrity Violations in the PGD and MA Programmes

All cases of academic integrity violations will be reported to the AAC by the relevant faculty member. This will include the sanction that the faculty member is proposing to impose. For ‘minor’ violations, a short, summary email to the AAC will suffice. For ‘major’ violations, a more detailed report will be provided.

For ‘minor’ academic integrity violations, the AAC will simply endorse the faculty member’s proposal unless there is a strong reason to overrule it. The sanction that may be imposed for a ‘minor’ violation is a grade penalty on that specific assignment.

For ‘major’ academic integrity violations, the AAC will appoint an ad hoc committee to review the case(s) and determine the appropriate sanction. The sanctions that may be imposed for a ‘major’ violation are either ‘probation’, ‘grade penalty’ (including awarding an F) or ‘dismissal’.

The sanctions are detailed as follows:

- 01
- Grade penalty:** As lowering of the final class grade, lowering of the assignment grade or failing the assignment.
- 02
- Probation:** Students who violate AGDA’s academic integrity may be placed on probation for the remainder of the academic year. They will be notified of their probation in writing by the Dean. The letter will be permanently placed in the student’s file.
- 03
- Dismissal:** Only the AAC in cooperation with the AGDA Director General’s Office may approve dismissal in the event of an academic integrity violation. The AGDA Director General’s Office notifies the students and their employers in cases of dismissal due to academic integrity violations.

7.9. Dismissal

All students who are on Probation after the completion of their first trimester at AGDA may be dismissed after the first trimester of study if the AAC deems that they are unable to improve their academic standing. Furthermore, students who appear to be unable to maintain a sufficient level of academic performance, rigor and discipline, who violate the Student Code of Conduct (see section 8) and/or who violate AGDA’s academic integrity rules (see section 7.8 on “Academic Integrity”) can be dismissed.

The AAC will review all instances of academic dismissal and will forward its recommendations to the AGDA Director General's Office. The Director General's Office will notify students and their employers in writing of any decision to dismiss.

7.10. Academic Grievances and Appeals

An academic grievance may arise in two instances:

1) When a student believes his or her work has been graded unfairly. This grievance can be resolved in two ways:

● Step 1: Informal Resolution

✓ The initial recourse for the student is to meet with the faculty member to discuss the issue and determine whether the result is due to miscalculation of a grade. Should this be the case, the faculty will notify Student Affairs of the grade change by email. The student is notified by email once the grade is changed in the system.

● Step 2: Appeal Process

✓ If a grievance still exists after the student's meeting with the instructor, the student is required to fill out a Grade Appeal Form where he/she must describe the grievance in detail. Students should submit the form to Student Affairs within a deadline specified by Student Affairs. Faculty will review the appeals and will write back to Student Affairs with their decision. Once the process is concluded, the student will be notified by email.

● Step 3: AAC Appeal

If the conclusion of the Appeals process is unsatisfactory to the student, then the student should submit a complaint in writing to be reviewed by the AAC. The student's submission should describe in detail the conditions and factors that led to the perceived grievance and the actions taken during the Grade Appeals period. Normally, the AAC Chair will notify the student in writing of their recommendations and the actions taken to redress the issue if the grievance was upheld within one week of the filing of the complaint.

2) An academic grievance may also arise when a student believes that he/she was unfairly warned, placed on probation or dismissed. In such cases, the student should follow the same procedures outlined in Step 3 (AAC Appeal) by writing to the Chair of the AAC and describing in detail the conditions that led to the perceived grievance. Students also need to fill out an Academic Grievance Form, which can be obtained through Student Affairs.

The Chair of the AAC will first try to resolve the grievance by meeting with the appropriate parties to the situation. Only if a resolution cannot be found will the matter go to the AAC for deliberation. The AAC will then discuss the grievance and forward its decision or recommendations to the AGDA Director General's Office. The AGDA Director General's Office will then notify the student in writing of its decision. The AAC will only recognise formal complaints that go through this grievance process.

STUDENT CODE OF CONDUCT

AGDA seeks to foster an academic community committed to the educational and personal growth of its students. The purpose of this code is to provide students with a clear statement of the standards of behaviour expected in an educational environment, so that they make responsible choices regarding their participation in the academic community and understand the consequences of any infringement of these standards.

AGDA seeks to create an environment that promotes academic achievement and integrity, to foster a community that is respectful of the rights, opportunities, and welfare of students, faculty, staff and guests, that is free from violence, threats, and intimidation, and promotes the health and safety of the AGDA community, to preserve the spirit of community and provide a comfortable and safe environment for all students enrolled at AGDA, to preserve the responsible stewardship of its resources and to protect its property and resources from theft, damage, destruction, or misuse.

The Student Code of Conduct shall apply to all students enrolled at AGDA, to student conduct that occurs on AGDA premises, online and at all AGDA-sponsored activities, whether on and off campus, in the UAE and abroad.

Disciplinary Actions for Violations of the Student Code of Conduct:

Any alleged breach of the Student Code of Conduct will be reported to the AAC and the AGDA Director General's Office and will result in disciplinary action. Disciplinary action includes a written warning, probation or dismissal from AGDA. Students who have been dismissed due to violations of the Student Code of Conduct, will be denied access to AGDA premises and services. The AGDA Director General's Office will notify students in writing of the corresponding disciplinary action and will also notify the students' employers, when such violations occur. Students who believe that they have been unfairly sanctioned may appeal the decision to the AAC through a formal process (see section 7.10 on "Academic Grievances and Appeals").

a. Disrupting AGDA Operations

AGDA students must refrain from:

- **Engaging** in obscene, offensive, indecent or unacceptable conduct on AGDA property, online and at AGDA sponsored events in the UAE and abroad;
- **Not** complying with the lawful order of an AGDA faculty or staff acting in the lawful performance of his or her duties and authority in all academic activities;
- **Damaging** the reputation of AGDA through unacceptable actions or behaviours;
- **Bringing** unauthorised visitors onto the AGDA's premises or to AGDA events and courses,
- **Disrupting** or interfering with any event, programme, class or facility in the AGDA;
- **Failing** to present the student ID to an AGDA staff member upon request;



- **Forging** or unauthorised use of the AGDA’s documents, forms, records or ID cards;
- **Engaging** in solicitation in or on the AGDA premises, or intentionally acting to impair, interfere with, or obstruct the orderly conduct, processes and functions of AGDA;
- **Not** meeting the full expectations of AGDA academic integrity rules.

b. Relations with Other Students, Faculty and Staff:

Students must refrain from:

- **Intentionally** limiting or restricting the freedom of a person to move about in a lawful manner.
- **Impersonating** another student, faculty or staff.
- **Behaving** violently or excessively disturbing other groups or individuals.
- **Threatening**, intimidating, coercing or using physical or sexual force in a manner that endangers the safety of another person.
- **Causing** another person to be fearful of physical or emotional harm or abuse, or intentionally harassing or stalking another person.
- **Disrespecting** any or all of AGDA’s faculty and staff, including cleaners and security personnel.
- **Disobeying** instructions given to them by any member of the AGDA faculty and staff.
- **Falsifying** their personal information held by AGDA.
- **Attempting** to bribe or give gifts to any member of the AGDA’s staff. This excludes reasonable token gifts.
- **Communicating** with the AGDA staff in an inappropriate manner, including sending inappropriate e-mails, letters or anonymous notes.
- **Disrupting** any professional activity being conducted by a staff member on campus or online.
- **Using** the AGDA brand, logo or website without written approval from the Communications Department.

- **Attempting** to bribe or give gifts to any member of the AGDA’s staff. This excludes reasonable token gifts.
- **Communicating** with the AGDA staff in an inappropriate manner, including sending inappropriate e-mails, letters or anonymous notes.
- **Disrupting** any professional activity being conducted by a staff member on campus or online.
- **Using** the EA brand, logo or website without written approval from the Communications Department.

c. AGDA Property

Students must refrain from:

- **Knowingly** and without consent possessing, removing, using, misappropriating, or selling the property or services of another person or of AGDA.
- **Intentionally** or negligently damaging property owned or in the possession of another person or of AGDA.
- **Defrauding** or procuring money, services or materials from AGDA or persons under false pretences.
- **Obtaining** the property of another person by deceptive means.
- **Entering** or using AGDA facilities or property of AGDA or another person without consent or authorisation.
- **Littering** AGDA campus property.
- **Breaching** AGDA’s computer network and hacking AGDA email networks, software, or computer network.

d. Welfare, Health and Safety

Students must refrain from:

- **Using**, possessing or manufacturing firearms, explosives, unregistered fireworks or other dangerous articles.
- **Falsely** reporting a fire or activating emergency warning equipment.

- **Failing** to vacate a building or facility when a fire alarm is activated.
- **Failing** to leave a building, street, walk, driveway or other facility of AGDA when directed to do so by an AGDA official having just cause to so order.
- **Using**, possessing, distributing, selling or being under the influence of alcohol, narcotics, hallucinogens, drugs or controlled substances, except as permitted by law.
- **Bringing** pets to the AGDA campus.

e. Offensive Material

- AGDA's professional environment requires that all students respect the following policy concerning offensive materials:
- **AGDA's** computer resources must not be used to produce, view, store, replicate or transmit inappropriate materials.
 - **Staff** or students using AGDA facilities who find materials being displayed to be offensive have a duty to act assertively by informing the Communications and Outreach Director.
 - **Students** may not post printed materials anywhere on campus without the approval of the Communications and Outreach Department Director.

The following describes what is typically understood to be offensive:

- Pornographic, nude, semi-nude or other similarly lewd images.
- Materials displaying excessively violent or graphic content.
- Materials of racist or sexist or similarly demeaning content.
- Any materials that is understood to be obviously socially and/or culturally offensive.
- Any material or practice that is religiously intolerant or degrading.

f. Unlawful Behaviour

Students must refrain from:

- **Repeated** abusive or demeaning conduct or language, based on a person's race, gender, sexual orientation, colour, religion, national origin, physical or other disability, age, political beliefs or affiliations, or socioeconomic status.
- **Verbal** comments; physical comments; mail, email, or phone calls, graffiti or the display of offensive material; unwanted sexual attention of a persistent or abusive nature; or sexually-oriented remarks, jokes, comments and/or behaviour.
- **Unwelcome** sexual advances, or touching, or physical assault.
- **Representing** AGDA in any event or platform without the written approval of the Communications Department.

If any student believes that he/she has been the subject of harassment, or if any student is aware of or witnesses a situation that he/she believes to be based upon or involving harassment, the student must report the matter immediately to the Student Affairs section.

AGDA prohibits and will not tolerate any coercion, intimidation, retaliation, interference or discrimination against a student for reporting harassment, for filing a complaint of harassment, or for assisting in any investigation of a harassment claim.

g. Dress Code

Students are expected at all times to dress appropriately according to the cultural expectations of the UAE and in reflection of their status, as provisional employees of the government.

h. Smoking Regulations

Smoking is prohibited in all spaces of all AGDA facilities, except in designated spaces.

STUDENT SERVICES AND ACTIVITIES

9.1. Available Services

All AGDA students have access to a range of services, including advising, dining facilities, health services, IT support, prayer rooms and a student lounge. Some services may be restricted or, when possible, offered virtually during the COVID-19 pandemic.

9.2. Learning Resources

The AGDA has an equipped library and technological resources on campus to assist students in the effective completion of their academic work.

Use of the Library is available from 8.00am to 5.00pm to allow students to access learning resources outside of classroom hours. On days when MA classes are held, the library operating hours will be extended to 9.00pm. The library has a wide range of materials, including books, periodicals, electronic learning resources and reference desks.

Physical access to the Library and other campus facilities may be restricted during the COVID-19 pandemic. All learning resources will be made available to students online as an alternative.

9.2. Student Participation in AGDA Research

PGD and MA students are encouraged to volunteer with the Research and Analysis Department to assist them with research. The selected students work on specific projects as Research Assistants (RAs) to the Senior Research Fellows. The students are not paid for their work, as it is solely on a volunteer basis and they are expected to dedicate a small number of hours per week for the research work. Their hiring is done on a needs-basis and is done through a competitive process involving an interview with the Senior Research Fellow. Once the research that they are assisting with is published, their service as RAs ceases.

9.4. Student Council for PGD Students

AGDA has an elected five-member Student Council that is selected at the beginning of each academic year. The Student Council is presided by the Student Council President and Vice-President. The Student Council is a representative body that represents students' concerns to the AGDA faculty and senior management. The Student Council is also responsible for hosting and organising various student activities, both on and off campus.

The Student Council is elected and managed according to the Student Council Bylaws (see Appendix One). The President of the Student Council may be invited to attend the AAC meeting when student issues need to be discussed.



The Student Council requires the written approval of the AAC and the Communications Department before organizing events, whether on campus or virtually.

9.5. AGDA Annual Trip

The AGDA Annual Trip (or Trip) provides a practical understanding of diplomacy for students and is meant to introduce students to different perspectives and ideas related to international development, bilateral and multilateral diplomacy and foreign policy. Students experience team spirit, diplomatic networking and will build relationships with their colleagues. If undertaken, the Trip is a mandatory exercise for all students and will be taken into account during their end-of-year Comprehensive Student Evaluation. Each year, the AGDA Director General’s Office will choose different destinations to reflect a balance between cultures, people and diplomacy.

The AGDA Annual Trip may occur virtually to respect health and safety guidelines related to the COVID-19 pandemic. Should the trip occur physically, the following rules and regulations will apply:

When more than one destination is given, students will be given 48 hours to select their destination preference. Preferences are not guaranteed and are subject to fair distribution. Student Affairs will finalise and inform students of their designated destination within 48 hours of receiving a final list.

Prior to going on the trip, an approved form of agreement (The “Terms and Conditions of Participation”) should be signed by all students and returned to Student Affairs. If students decline signing the Terms and Conditions of Participation, he/she will not be allowed to participate in the Trip.

AGDA will cover the students’ transportation and accommodation costs during the duration of the trip. The AGDA will offer a return economy-class ticket to each student and students may opt to upgrade at their own expense. Students who choose to remain in the destination after the completion of the trip will be allowed to, on the condition that this does not impact their academic attendance. AGDA will not cover accommodation costs once the trip is completed.

When abroad, students are recognised as AGDA ambassadors and actual representatives of their government and they should act accordingly. Students are required to adhere to all policies and procedures included in the AGDA Student Code of Conduct (see section 8), throughout the

duration of the trip. In addition, students are required to observe the following rules, which are subject to change:

- 01 | Students are not allowed to invite family members or friends to accompany them on the trip.
- 02 | All students are expected to attend all functions associated with the Trip, including, but not limited to, meetings, meals, social gatherings and tours.
- 03 | Students who are absent from or late to more than two activities may be held accountable through the AGDA disciplinary process.
- 04 | Students are expected to follow their trip leaders’ and chaperones’ directions and adhere to their expectations.
- 05 | All students must abide by the UAE Ministry of Foreign Affairs and International Cooperation travel guidelines and tips.
- 06 | Students are expected to behave in a manner that is consistent with AGDA mission and values.
- 07 | The Trip Administrators will report to the AGDA Director General’s Office any student misconduct and/or serious matters involving health, safety or well-being of students.
- 08 | Students must take full responsibility for their own safety and well-being.
- 09 | Students are not permitted to leave the group during official Trip activities.

PGD PROGRAMME IN UAE DIPLOMACY AND INTERNATIONAL RELATIONS

10.1. Description and Objectives

The Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations equips UAE entry-level diplomats and others working in the field of diplomacy with the essential theoretical knowledge and practical skills needed to succeed in the world of international affairs and diplomacy. The programme combines and integrates academic courses with training in diplomatic and language skills. In the academic part of the programme, students gain a thorough understanding of the political, diplomatic and economic aspects of international relations. The courses offered reflect 21st century dynamics of international relations and position UAE foreign relations in their global and regional contexts. At the same time, students learn the fine arts of diplomacy, including negotiation techniques, etiquette and protocol, presenting, debating and political reporting. Throughout the programme, students also learn and develop their proficiency in a third language.

The overall objectives of the PGD programme fall into four categories, around which the Programme Learning Outcomes (PLOs) are structured.

1- Knowledge and Global Insights:

The programme aims to equip the graduate with advanced specialised knowledge in international relations and diplomacy, in order for the graduate to assess and critically analyse the economic, political, legal, social and geographical aspects of international relations, as well as the interactions between these aspects in current developments.

2- Diplomatic and General Skills:

The programme aims to enable students to exercise different dimensions of the conduct of diplomacy and excel in carrying out the tasks and responsibilities associated, with the position of an entry-level diplomat, through advanced problem-solving skills, the appropriate analytical techniques, as well as research and communication strategies.

3- UAE National Pride and Civic Responsibility:

The programme aims to enhance UAE national pride and civic responsibility, by shaping graduates that demonstrate pride in carrying out the mission of UAE foreign policy and explaining the UAE's priorities and interests abroad.

4- Linguistic and Communication Skills:

The programme aims to graduate students that are able to express themselves in Arabic and English, while also having at minimum a basic understanding of a third language. Students graduate with advanced communication skills to present, explain and/or critique diplomatic positions to nationals and non-nationals.



10.2. PGD Programme Learning Outcomes (PLOs)

The Programme Learning Outcomes of the PGD in UAE Diplomacy and International Relations are:

PGDs PLOs and Third Languages:

- 01 **PL01: Disciplinary Knowledge:** Upon the successful completion of the programme, students will be able to demonstrate specialised knowledge in the theories and practice of international relations and diplomacy and relate them to the UAE’s foreign policy role. Students will also be able to understand, assess and analyse the various political, economic, historical, security, legal, cultural and social aspects of current international developments, in particular those affecting the UAE and the Middle East region.
- 02 **PL02: UAE History and Foreign Policy Expertise:** Upon the successful completion of the programme, students will demonstrate a solid understanding of UAE’s history, both before and after the formation of the Federation. Students will also be able to understand and evaluate UAE foreign policy towards various regions of the world, and how UAE diplomacy has evolved through time.
- 03 **PL03: Critical Thinking and Analysis:** Upon the successful completion of the programme, students will demonstrate a solid and comprehensive ability to critically evaluate information from various sources and develop coherent arguments. Students will also develop creative problem-solving and analytical skills and adapt various research methods to complete high-quality research papers.
- 04 **PL04: Communication and Language Skills:** Upon the successful completion of the programme, students will be able to demonstrate advanced diplomatic communication skills, when presenting and explaining their personal work and the position of the UAE to various academic and non-academic audiences, in Arabic, English and in a third language of their choice.
- 05 **PL05: Diplomatic Excellence:** Upon the successful completion of the programme, students will be able to understand how diplomacy works in practice. They will also be able to effectively apply and adapt foundational diplomatic skills, general professional skills, and more cutting-edge diplomatic skills in professional settings at AGDA and in the conduct of UAE’s foreign policy.

The nine-month PGD programme in UAE Diplomacy and International Relations combines academic courses with diplomatic training courses and third language training. During the 2021 – 2022 academic year, AGDA will offer the following third language courses:

Third Languages:

The nine-month PGD programme in UAE Diplomacy and International Relations, combines academic courses with diplomatic training courses and third language training. During the 2021 – 2022 academic year, AGDA will offer the following third language courses: Russian, Chinese, French, German, Spanish, Korean and Hebrew.

Third language classes meet virtually three times per week, from 9:00am to 11:00am, throughout the entire academic year.

The following courses are offered at AGDA during the 2021 – 2022 academic year:

- PGD-CORE001** UAE History and Culture (2 CH)
- PGD-CORE002** International Law for Diplomats (2 CH)
- PGD-CORE003** Contemporary Politics of the Middle East (2 CH)
- PGD-CORE004** International Political Economy (2 CH)
- PGD-CORE005** Global History of the 20th Century (2 CH)
- PGD-CORE006** UAE Foreign Policy (2 CH)
- PGD-CORE007** International Security and Conflict Resolution (2 CH)
- PGD-CORE008** Practice of International Relations (2 CH)
- PGD-SKILL001** Research Methods (2 CH)
- PGD-SKILL002** Diplomatic and Professional Skills (2 CH)
- PGD-SKILL003** Diplomatic Writing in Arabic (2 CH)
- PGD-SKILL004** 21st Century Diplomatic Skills (2 CH)

10.4. PGD Degree Requirements

The degree requirements for the PGD in UAE Diplomacy and International Relations are as follows:

- The successful completion of all courses with a CGPA of 3.0 and above.
- The successful completion and passing of all language courses.

10.5. Programme Time Limit

Students in the PGD programme must complete the programme requirements during one academic year.

10.6. PGD Course Descriptions

a. Courses:

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

PGD-CORE001 UAE History and Culture (2 CH)

This course is designed to familiarize students with core issues related to the history and culture of the UAE for the period from 1500 through 2019. The first section briefly covers the period of 1500-1930 (before the discovery of oil in the Arabian Peninsula), including the early history of the Gulf Emirates, along with nineteenth-century treaties with Britain. The second section examines the period of the 1930s until 1968 (the period of the discovery of oil in Eastern Arabia up to the British announcement in 1968 of their departure from the Gulf in 1971). This section focuses on introducing the concept of demarcation of boundaries, which, while well-known in Western society, was unfamiliar in Arabia. The third section focuses on the short but important years of 1968-1971, culminating in British military withdrawal and the formation of the UAE. The fourth section covers the major trends in the UAE's socio-economic and political scenes in the post-independence era, from 1971 up until the present. The content of the course was adapted by adding a more contemporary approach in the post 1971 era and by making the first section briefer than what it was originally. As such, this course complements and the course on UAE Foreign Policy (see below) because it contextualizes the UAE's foreign policy within the country's domestic and historical setting.

PGD-CORE002 International Law for Diplomats (2 CH)

A strong understanding of international law is paramount to the success of any diplomat or policymakers throughout their career. This course provides students with an introduction to the field of international law, examining the history of ideas, legal doctrines, institutional and administrative structures developed over the last century to organize our global society. The course also examines how to enforce international law (including international courts) as well as how to look at relevant legal issues from political, juridical, economic, cultural and security perspectives. The course focuses on diplomatic and consular conventions and diplomatic communications under international law, which are ways through which diplomats engage with issues of international law in their day-to-day job. The course also covers the important organs and functions of the United Nations, a key organization that diplomats need to be familiar with. The course content was adapted to focus on these particular themes in light of our commitment to training diplomats. Regarding the assessment, the assignments in the course include an oral final exam where students are asked to 'think on their feet' and answer questions and cases on international law and two short exams or papers where they reflect on main principles or cases of international law.

PGD-CORE003 Contemporary Politics of the Middle East (2 CH)

This course introduces students to the major socio-economic and political forces that shaped the Middle East region's trajectory since the collapse of the Ottoman Empire in 1923 to the present. The course will examine the dynamics that have affected the region as a whole, while nation-specific historical analysis will detail those domestic and geopolitical phenomena that inform local divergence, state rivalries, and the fault lines around which cooperation and conflict fall. Throughout this study, careful attention will be devoted to linking all these processes to the experience, national interest, and policy outlook of the UAE. Fundamental to this review will be the legacy of imperialism on the political economy of the Middle East and North Africa. Within this structure, questions of leadership, political systems, ideology, religion, markets, development models, and geopolitics will be emphasized. In doing so, the course will combine the subjects and methods of history, political science, economics, religion, and political philosophy that is critical in understanding the politics of the Middle East.

PGD-CORE004 International Political Economy (2 CH)

The course explores the intersection between politics and economics at the domestic and global levels. It starts by offering an overview of key concepts and principles that have shaped current economic debates in the region and beyond, such as economic growth, unemployment, taxation and economic diversification. Then, the class evaluates important economic trends that have shaped the 20th and 21st centuries such as trade, global investment mechanisms, inequality, globalization, poverty and development. The course also emphasizes key diplomatic skills relevant to UAE diplomats, such as an overview of how to conduct economic diplomacy and how to analyse economic relations between states. As such, the class was adapted to meet the needs of future diplomats by equipping them with the necessary economic tools and concepts they need to complete thoughtful economic reports and talking points and that can allow them to analyse their country's economic relations with other states. The change that has occurred here pertains to making the class less theoretical (by not engaging as much in economic ideologies) and better suited to diplomats' needs. The learning outcomes were adapted in light of the above changes. The assessment includes the preparation of an economic report where students exercise their economic analysis skills and their understanding of key economic concepts and two in-class exams that test their knowledge of the course content.

PGD-CORE005 Global History of the 20th Century (2 CH)

This class explores the dominant trajectories of 20th century history in order to trace the shift from a world dominated by empires to one constituted by nations as the international system was reconfigured. In addition, it will investigate some of the defining moments and developments of the 20th century while introducing history as a critical discipline which is useful for diplomatic thought and practice. Furthermore, while this course examines the seminal transnational developments, it will do so by paying particular attention to the impact upon global history upon individual regions. The course will combine many contemporary approaches to history (i.e, cultural, social, political, urban, intellectual, gender and environmental), and lectures will explore the 20th century from multiple perspectives, to show that history involves not only careful and imaginative use of documents, but critical thinking. The combination of lectures, readings, and written work should foster both an understanding of historical enquiry and critical reflection about the ways in which we think about the past. Students should anticipate developing a broad perspective on many of forces which shaped the 20th century and continue to define our world today.

PGD-CORE006 UAE Foreign Policy (2 CH)

This course enables trainees to begin their diplomatic journey with a good understanding of the evolution and key dimensions of the UAE's foreign policy. While several aspects of the regional and global economic-foreign-security policies will be discussed in other PGD courses, this course brings them together, links international relations theory with the UAE's practice of diplomacy and helps future diplomats think critically about the opportunities and challenges facing the country. It also hones information analysis and presentation skills in both written and oral forms via policy briefs, simulations and podcasts.

PGD-CORE007 International Security & Conflict Resolution (2 CH)

This course provides an overview of major theoretical approaches, concepts and substantive issues in the field of international security and conflict resolution. The course begins with an analysis of the problem of war in the international system and the nature and primary characteristics of contemporary armed conflicts. This is followed by an examination of the prevention of violent conflicts, the management of escalation and crises, enforcement of cease-fire agreements, and post-conflict transformation and peace-building. It also looks at institutional arrangements for strengthening cooperation in response to traditional and non-traditional security challenges, including alliances, multilateral regimes, security communities, and political integration as approaches to consolidating cooperation among states. The general theoretical overview of the topic will be accompanied by regular examples from issues of primary concern to the foreign policy of the UAE. As a country of stability and peace situated within a turbulent and frequently violent region, the course emphasizes how UAE diplomats may manage conflicts within the Middle East region and contribute to building cooperation and peace in its immediate neighbourhood, elsewhere in the Middle East, and in global multilateral institutions seeking to build cooperation in security relations worldwide.

PGD-CORE008 Practice of International Relations (2 CH)

Diplomacy in the 21st century faces both challenges and opportunities. This course explains the resurgence of nationalism across some core states and the challenges it poses to the internationalism and interdependence, both of which the international community worked long and hard to construct. This course identifies and explains external state action and that of the UAE. As such, the course aims to provide knowledge of and insights into the evolution of world order in the 21st century, help participants contextualize international events, state actions in their various forms and the principal problems and issues that confront world politics. It will also help students

understand UAE foreign policy and help to develop their critical thinking skills. As a course now emphasizing the practical aspects of international relations, the assessments used in the class include a debate that is covered in two class sessions and comprises 30% of the students' final grade in the course. The students will also have to sit for in-class exams that can ensure their grasp on the material. The course content has not changed because the class still covers the main theories and trends of IR but the assessment change (a debate instead of presentations) now makes the class more compact.

PGD-SKILL001 Research Methods (2 CH)

Doing research, analyzing information and presenting it in the right way to different audiences is a key aspect of succeeding in academic and professional life. This course provides an introduction to the principles of doing research and of writing for academic and professional purposes. The course will cover topics such as how to write an academic paper as well as a policy brief, how to search for research literature, qualitative and quantitative methods, and research ethics and plagiarism. The course will also include a thorough introduction to make efficient use of AGDA's library and its databases.

PGD-SKILL002 Diplomatic & Professional Skills (2 CH)

The Diplomatic & Professional Skills course supplements the core curriculum by offering students a foundation in a number of practical and theoretical skills needed to excel as a modern diplomat. It combines practical exercises and simulations with lectures in protocol and etiquette, negotiations, chairing meetings, consular diplomacy, crisis management and note taking. The course will help equip students with the necessary skills needed to perform their day-to-day tasks at work and will ensure that they can apply their theoretical knowledge obtained at AGDA to practical deliverables in their future role as diplomats of the UAE.

PGD-SKILL003 Diplomatic Writing in Arabic (2 CH)

The course covers the concepts and theories related to diplomatic writing and includes a discussion of communication among states, how to put important information into written form and how to draft agreements essential to the conduct of foreign relations. Hence, a proper and accepted style of writing is needed. The course will include studying different types of diplomatic correspondence such as formal and informal letters, protocol letters and notes, in addition to many types of reports. It will also explain the processes involved in their preparation, drafting and handling. Instructions are also given for each type of correspondence. A section on ceremonial correspondence (protocol) is included to familiarize students and prospective diplomats with the subject matter.

PGD-SKILL004 21st Century Diplomatic Skills (2 CH)

With the technology advancement of the last decades diplomats had to rethink how to conduct foreign policy effectively in the digital age. Even more, with the pandemic entering our lives, the process of implementing innovation solutions to address the pressing diplomatic issues is accelerated. This skills class is using practical exercises, simulations and role-plays for which we will focus on the daily tasks of the 21st century diplomat. During the 10 sessions participants will practice their skills of communication, negotiations, influencing, networking, leadership and innovative thinking combined with the ABC's of the 21st century diplomat: Agility, Braveness, Creativity, Durability, Entrepreneurship and Friendliness.

B. LANGUAGE COURSES

Language courses provide comprehensive practice of all areas in the targeted language. The content covers the grammar, vocabulary and skills needed by learners at the A1- CEFR level (Common European Framework of Reference). Students will learn with trainers, who are qualified and experienced native speakers, in a pleasant and friendly learning environment, utilising interactive immersion techniques for better results and focusing on language of real life situations they can use every day.

- **Students** can select one of these languages to learn during his/her study at AGDA.
- **Registration** for language courses will be open during Orientation. Students should keep in mind that there are limited seats in every language class.
- **Language** courses are offered throughout the academic year.
- **Students** will be assessed in the language courses through quizzes, assignments and exams to measure their classroom learning.
- **Students** will also receive a completion certificate by the end of the language course that shows the language level that they have reached, by the end of the academic year.

MA PROGRAMME IN GLOBAL AFFAIRS AND DIPLOMATIC LEADERSHIP

11.1. Mission and Description

The MA in Diplomacy and International Relations is an accredited and continuing programme with the following objectives:

- **To equip** students with greater knowledge of global and regional issues, especially as they relate to the UAE.
- **To enable** students to acquire the ability to think critically about global and regional issues, particularly as they relate to the UAE.
- **To develop** the students' ability to effectively communicate complex ideas and research results with the highest professional standards.
- **To develop** the students' practical skills needed to become outstanding diplomats.

11.2. MA Programme Learning Outcomes (PLOs)

The PLOs for the MA programme build on the PGD and include:

- **PL01: Regional and Thematic Knowledge:** Upon the successful completion of the programme, students will acquire a strong and advanced understanding of current and historical policies, events and practices happening in a region of the world that is central to the national interests of the UAE. They will also be able to understand and use the conceptual tools in comparative politics and will be able to critically evaluate and analyse regional issues related to the study of international relations and foreign policy. Students will also acquire an advanced understanding in a field of study of their choice, in security, development, international organisations, cultural diplomacy and/or economics and trade.

- **PL02: Research and Critical Thinking:** Upon the successful completion of the programme, students will demonstrate a strong capacity to successfully conduct individual research projects. Students will use advanced research tools, while investigating complex issues related to diplomacy, foreign policy and international relations, by critically examining a range of sources to produce substantive and analytical research papers and theses.
- **PL03: Diplomatic Leadership Skills:** Upon successful completion of the programme, students will be able to demonstrate leadership, managerial and strategic skills, while carrying out their work, and will proudly carry out the mission of UAE foreign policy and diplomacy, during their tenure at the AGDA and beyond, in an ethical, responsible, sensible and tactful manner.



MA Courses:

Some of the elective classes that students can take to complete their MA are listed below. Additional electives may be offered each semester, and some others may not run every semester or academic year. The courses in the 2021 –2022 academic year include the following:

- MA-SKILL001** Research Methods (0 CH)
- GAD 901** Comparative Politics (3 CH)
- GAD 902** Power Politics and Trends in the Arab-Israeli Conflict (3 CH)
- GAD 903** Trends in Gulf-Asia-Africa Foreign Affairs (3 CH)
- GAD904** Technology and the Challenges of 21st Century Diplomacy (3CH)
- GAD 905** Specialised Diplomatic Leadership Skills (3 CH)
- GAD 906** Cultural Diplomacy (3 CH)
- GAD 907** Human Security (3 CH)
- GAD 908** Foreign Policy and Extremism (3 CH)

11.3. MA Curriculum

The MA is a continuing programme that offers students the opportunity to complete 12 credits by completing an MA Thesis (of 3 credits), an advanced diplomatic leadership skills course (of 3 credits) and two elective courses (of 3 credits each). Students are expected to take one elective per semester and to work on their MA Thesis throughout the academic year. Students have to defend the thesis at the end of the academic year orally, to a committee of three, which may include at least one member external to AGDA.

11.4. MA Courses

Some of the elective classes that students can take to complete their MA are listed below. Additional electives may be offered each semester, and some others may not run every semester or academic year.

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

Some of the courses listed below may not be offered every semester, or every academic year. Additional courses may be offered every semester.

MA-SKILL001 Research Methods (0 CH)

This course introduces key concepts of scientific principles and common research methods. You will explore all steps of the research process, ranging from the literature review and choice of suitable study designs to the responsible use, or presentation of data in research outputs.

Common quantitative, as well as qualitative methods are discussed, including, surveys, interviews, case studies, archival and comparative research. You will also reflect on ethical concerns and biases that affect the research process and the conclusions that can be drawn from study results. Overall, the course aims to provide hands-on expertise, as well as conceptual background information. At the end of this course, you will be able to design your own research, start your dissertation, and critically examine previous research to inform your studies and work.

GAD 901 Comparative Politics (3 CH)

Comparative Politics is the study of domestic politics around the world, in different contexts and places. The field examines various political, social, and economic variables to make sense of countries’ systems of government, regimes, political parties, markets, and other institutions. As such, this course serves as a solid and thorough background to the concepts, ideas, and theories used in global affairs, while shedding light over how these are applied in different regional settings.

Once acquired, these various tools can then be applied to several countries, in order to compare and contrast between them and understand their challenges and issues. This class ultimately seeks to examine the process of government and regime formations, the structures of political and economic institutions and markets, and finally, the particularities of certain regions and countries.

GAD 902 Power Politics and Trends in the Arab-Israeli Conflict (3 CH)

This course introduces students to the Arab-Israeli conflict, as a major force that have shaped the Middle East region over the past century. The course will examine the dynamics of the conflict, its origins, evolution, turning points, milestones, roadmaps, conformations, accommodation and the peace process. Fundamental to this review will be the perspectives of primary participants in the conflict namely Israel, Palestine, Jordan, Syria, Lebanon, and Egypt.

In addition to the role of regional and international players such as Saudi Arabia, the United States, the European countries, Soviet-Russia, China, and other related actors. It will also examine the role of international organizations in managing the conflict such as the United Nations, the Arab League, and the EU. Finally, the course will explore the prospects for peace, stability and prosperity in the Middle East in light of the most recent Abrahamic Accords, the Road Map, the Why River, the Camp David Accords. In doing so, the course will combine the subjects and methods of history, political science, economics, religion, and political philosophy that is critical in understanding the politics of the Middle East.

GAD 903 Trends in Gulf-Asia-Africa Foreign Affairs (3 CH)

With 'Asianisation' – shifting wealth and power from the West to Asia – as the focus, this course is designed to understand the current affairs of Asia and interlinkages in Gulf-Asia's socio-economic, foreign policy and security ties. While the principal Asian powers – China, India, Japan and South Korea – form the core, other significant actors from West, Central, South, and Southeast Asia and issues revolving around their foreign policies are addressed through the study of regional organisations, conflicts, conflict resolution mechanisms and future hotspots.

In a new twist, Africa is also thrown into the mix to study the continent's changing fortunes and to map the developing similarities in Gulf-Asia and Gulf-Africa partnerships. Promoting the idea of 'minilateral' and 'plurilateral' collaboration, this course explores possibilities for the countries in the three regions to combine and further their collective interests.

GAD904 Technology, Change and the Challenges of 21st Century Diplomacy (3CH)

This course covers concepts and theories related to the future of international politics and diplomacy, equipping students with the skills to succeed as diplomats in the 21st Century. The course includes discussions about imagining, projecting, and forecasting the future (and our limitations in doing so), as well as the study of topics that will dominate the international agenda in the coming decades. The course unfolds in three sections: the first, introduces theoretical

approaches to the study of the future and historical change; the second, focuses on transformations in the practice of diplomacy; and the third interrogates leading challenges in our changing world. The course will involve a mix of lectures, student presentations, seminar discussions, and simulation exercises.

GAD 905 Specialised Diplomatic Leadership Skills (3 CH)

This course covers the concepts and theories related to Leadership, Ethics, Management, Strategy and Psychology of Diplomacy. The course includes a discussion of essential ingredients of successful leadership with the practical demands and challenges, and skill development required to lead others. The course will also help students develop their abilities to think critically about practical ethical issues, whilst also being able to write and express their own ethical positions. The course will also include topics to help students understand the decision-making process, the formulation of strategy, strategic thinking, strategic management, and how to apply that within the diplomatic context.

GAD 906 Cultural Diplomacy (3 CH)

The course explores the field of public and cultural diplomacy, in order to understand its growing significance in achieving states' objectives in international relations. The course aims to enhance students' knowledge of the theory and practice of public and cultural diplomacy and its relevance to their own work as UAE diplomats. After first defining public and cultural diplomacy, the course discusses the concept of soft power and how this has informed the development of both public diplomacy and cultural diplomacy. The second part explores the governance of public and cultural diplomacy at the national, subnational and multilateral levels. The third part introduces students to different models of public and cultural diplomacy, such as sports, art, music, and their application in different contexts. Finally, the course zooms in on the UAE, exploring the opportunities and challenges facing the UAE, in its pursuit of a successful public and cultural diplomacy.

GAD 907 Human Security (3 CH)

This course introduces the subject of Human Security. It is not a new idea, but it has had a remarkable revival since the last decade of the 20th Century, and it is rooted in a long trajectory of referencing 'the individual' and 'individual rights' in international politics (Sen, 2014). The course will offer an overview of the Human Security approach and is grounded in the UN report that was seminal to the adoption and dissemination of the concept of human security, the UNDP's 1994 Human Development Report, which put forward seven dimensions of human security: economic security, food security, health security, environmental security, personal security, community security and political security.

The course recognises that today's world is an insecure place, full of threats on multiple fronts for many people. Protracted crises, violent conflicts, natural disasters, persistent poverty, epidemics and economic downturns impose hardships and undercut prospects for peace, stability, and sustainable development. The course will make the concept of human security practical, four key features must be kept in mind: (1) Human security focuses on people (people-oriented) and considers the following questions: How do people live in a society, can they freely exercise their potential, what opportunities do they have; (2) Human security is of universal importance. It applies to all people, regardless of whether they live in rich or poor countries; (3) The components of human security are interdependent; (4) Human security is easier to achieve through early prevention rather than late intervention. These questions are important for the understanding and application of this concept (UNDP, 1994: pp.22-23).

GAD 908 Foreign Policy and Extremism (3 CH)

The main concern of this course is the systematic study of political violence in its different forms and its impact on the foreign policy of nation states worldwide. It is structured along a continuum, ranging from small-scale violence to mass violence, bombings, assassinations, terrorism by sub-national and transnational organisations, state terror, and genocide. Violence in the pursuit of political objectives has been a part of human condition since the beginning of recorded history. Given the controversial nature of the subject matter and the complexity of terrorism, this course will attempt to address the root causes of terrorism and explore the avenues of counterterrorism.

11.5. Pedagogy

At the MA level, students can expect to find an emphasis on developing their research and writing skills. In practice, this means that they will explore the process of developing research papers in all their classes. Students can expect to have seminar-style classes that emphasise discussion and a critical analysis of assigned texts.

11.6. Programme Time Limit

Full-time students in the MA programme may complete the programme requirements in one academic year. Part-time students may complete the MA programme in two academic years. Students who wish to complete the programme on a part-time basis should notify Student Affairs during Orientation.

11.7. Research Ethics Guidance and Consent relating to Written Work

All AGDA students planning to undertake research involving human subjects as part of their written projects and/or their MA Theses, are required to comply with the policies and procedures regarding human subjects research.

Students should keep in mind that their conduct in interview/survey situations reflects on AGDA and therefore seek to ensure that their conduct enhances the good reputation of the institution. The most common research methods involving human subjects that AGDA students are likely to engage with, are interviews and surveys. Related research ethics issues arise from the interview/survey situation itself and from data protection.

While conducting research with human subjects, students should keep in mind that no vulnerable subject populations (including children or prisoners) will be involved; the interview subjects will not receive financial payments or other rewards in exchange for their participation; and that research methodologies used do not entail any psychological, social, legal or other type of harm to participant.

Prior to undertaking any such research, all students should print out the Research Ethics Form (available at the Research and Analysis Department, or RAD), sign it and return it to the Director of the RAD and to the programme manager.

Informed Consent:

Informed consent is the process through which a researcher obtains (and maintains) the permission of a person to participate in a research study. Informed consent is achieved when a subject receives full disclosure of the research plan and its intent, understands all of the information that is disclosed to him/her, voluntarily consents to participate in the study, and understands he/she may withdraw from the study at any time.

When conducting interviews, AGDA students must obtain prior informed consent, and, if requested, take appropriate measures to maintain the anonymity of respondents and ensure data confidentiality.

The researchers should not commit to making the results of the research available to the interviewee as this will not be possible in all cases.

Before undertaking any research interviews, students should contact MA Thesis supervisor, providing information on what interviews they plan to conduct, and give the supervisor the opportunity to raise any concerns.

MASTER'S (MA) PROGRAMME IN HUMANITARIAN ACTION & DEVELOPMENT

The Master of Arts (MA) programme in 'Humanitarian Action and Development' is the first such programme in the UAE and the region. The MA programme is an accredited, nine-months full-time course, which will offer young and mid-level professionals the practical and theoretical skills necessary to work in the field of humanitarianism and foreign aid.

The programme and its framework were jointly devised by the AGDA and the MoFAIC, back in 2018. The programme is based on four main areas – Humanitarian Action, Poverty and Sustainable Development, International Humanitarian Law, and Development and UAE Foreign Policy.

MAHAD is structured in a way that will equip diplomats, civil servants and professionals to take on challenging roles within the development field by improving their skills and knowledge. After completing the programme, graduates should expect to understand the different global humanitarian frameworks at play. They will also possess an understanding of development studies and humanitarian action in the context of international relations, international law, diplomacy, and the relevant United Nations agendas.

MAHAD will prepare graduates to manage humanitarian action programmes and enable them to overcome the challenges they will like encounter in these activities. They will also acquire the cognitive skills needed to be ethical leaders in the workplace, as well as the ability to communicate effectively both internally and externally, especially through the media.

12.1. MAHAD Curriculum:

Full-time students enrolled in the MA in Humanitarian Action and Development will have to complete 30 credit hours (CH) to graduate. Students will do 12 credit hours of core course (4 courses), 12 credit hours of elective courses (4 courses), and 6 credit hours of a thesis project. The thesis will begin in the Fall semester, with a completion date scheduled for the summer of the following year.



12.2. MAHAD Courses:

The following core and elective courses are included in the MAHAD programme:

- HAD 901** Humanitarian Action: Theory and Practice (3 CH)
- HAD 903** Poverty and Sustainable Development: Theory and Practice (3 CH)
- HAD 904** International Humanitarian Law (3 CH)
- HAD 907** Humanitarian Action, Development and UAE Foreign Policy (3 CH)
- HAD _** THESIS (3 CH)
- MA-SKILL001** Research Methods (0 CH)
- HAD 912** Women, Security and Development (3 CH)
- HAD 915** The UN 2030 Agenda and Sustainable Development (3 CH)
- HAD 916** Human Rights (3 CH)
- HAD 917** Emergency Response and Crisis Communication (3 CH)
- HAD 919** Leadership and Ethics in Humanitarian Practice (3 CH)
- HAD 920** Refugees and Internally Displaced Persons (3 CH)
- HAD 921** Stabilisation in Conflict-Affected Countries (3 CH)
- HAD 922** Middle East Refugee Crisis Management (3 CH)
- HAD 928** Special Topics in Development (3 CH)
- HAD 929** Regional Studies in Development (3 CH)

12.3. MAHAD Programme Learning Outcomes (PLOs)

Upon the successful completion of the program, graduates will be able to:

- **Demonstrate** a specialised knowledge in international development and humanitarian action and how it has evolved over time. They will understand the different humanitarian frameworks deployed globally.
- **Possess** an understanding of development studies and humanitarian action in the context of international relations, international law, diplomacy, and the relevant United Nations agendas.
- **Take** responsibility for managing humanitarian action programmes and the challenges they will like encounter during their professional activity.
- **Acquire** the cognitive and creative skills needed to become ethical leaders in their workplace. The programme aims to improve the decision-making skills of the students both in the long-term (project development) and in the short-term (crisis management).
- **Communicate** effectively, both internally and externally through various channels.
- **Be prepared** to pro-actively update their knowledge. Graduates will be able to critically assess existing projects or actions and to suggest improvements or design new projects.

12.4. MAHAD Eligibility, Admission and Graduation Requirements

To apply for MAHAD, interested students need to:

- **Have** a Bachelor's degree (or equivalent) from an accredited university
- **Have** graduated with a minimum Grade Point Average (GPA) of 3.0 (on a 4.0 scale), or equivalent
- **Have** a minimum score of 6.5 on the IELTS exam (English exam)
- **Have** a keen interest in the field of foreign aid, development, humanitarian action and international organisations

Prospective students, whose previous education included courses similar to the ones offered in MAHAD can apply for "Recognition of Prior Learning" to have up to 6 credit hours waived from their degree requirements.

AGDA alumni who completed 24 credits worth of course work in the Post-Graduate Diploma programme are eligible to apply for MAHAD. Alumni will have to complete an additional 12 credits worth of course work to be awarded the MA certificate.

To graduate, students in the MAHAD programme have to maintain a GPA of 3.0 (out of 4) throughout the academic year.

12.5. MAHAD Course Descriptions:

The following course descriptions give an overview of what students can expect in each class. Course descriptions may be subject to change. Students should refer to the course syllabus for more information on course content, pedagogy, assessment and learning materials.

HAD 901 Humanitarian Action: Theory and Practice

This course introduces the theoretical foundations of humanitarian action while offering a pluri-actors perspective and the current debates in the field of humanitarian action. This course examines the system formed by the interaction between states (governments or associated agencies) and non-state actors (International Organisations, NGOs, corporations and individuals) in the field of international aid and development. The three levels of interaction (international/transnational, regional and local) will be considered.

Emphasis will be put first on the multifaceted cooperation between the actors and its limits; second on the new extended geopolitical block that the UAE belongs to (the Arab World, East Africa and South Asia); and third on the ongoing debates. The course will also draw from examples from other regions to offer a broad overview of humanitarian action challenges. The course focuses on the complexity of the network in humanitarian action and development.

The students will know to identify the actors and their various interactions and be initiated into the longstanding and current ethical debates in the humanitarian intervention and development. The course will allow students to learn and test their skills and knowledge on the intricacies of humanitarian action both through case studies. Their skills and knowledge will be enhanced through a serious gaming experience allowing them to explore the interagency cooperation needed to address the emergency and early recovery phase of a complex humanitarian crisis.

HAD 903 Poverty and Sustainable Development: Theory and Practice

This course will give students an overview of the theories and concepts of poverty and sustainable development. The course includes a historical discussion starting in 2000, with the UN placed the eradication of extreme poverty as the top priority of its Millennium Development Goals. Fifteen years later, the Sustainable Development Goals maintained, ending all forms of poverty as the international community's primary objective.

This course examines the ways in which state and non-state actors have attempted to meet the objective of eradicating poverty as well as promoting prosperity, peace and social justice. This course appreciates the complexity of the concepts of development and sustainable development that can be approached from different perspectives; therefore, a multidisciplinary approach of disciplines, such as political economy, geopolitics, diplomacy, the sociology of organisations and the environmental sciences will be applied. The course offers the students the necessary tools to be effective professionals in development projects.

HAD 904 International Humanitarian Law

This course covers the concepts and theories related to international humanitarian law (IHL). It discusses IHL origins and philosophy, sources, other regimes applicable in times of armed conflicts, classification of armed conflicts, IHL key principles, means and methods of warfare, protection of persons and objects during armed conflicts and deprivation of liberty in such times. The course will also include topics related to the humanitarian dialogue with States and non-States armed groups, humanitarian diplomacy, IHL implementation mechanisms, the development of international criminal justice, humanitarian relief in times of armed conflicts and the specific mandate of the ICRC.

HAD 907 Humanitarian Action, Development and UAE Foreign Policy

This course will give students a global and integrated perspective on the UAE's role in Humanitarian Action and Development (HAD). The UAE is the second-largest donor of humanitarian aid, by percentage of gross national income, after Sweden. It will examine the diplomatic factors that prompted a 'small state' to become one of largest official development assistance donors in the world and how this is communicated. It will also allow students to identify the different actors and structures that participate in HAD. In addition, it will analyse the most important humanitarian programmes carried out by the UAE since independence in 1971, with specific emphasis on contemporary agendas.

The course will help students identify the local and federal government structures, as well as semi-government and private actors, involved in HAD and appreciate how 'foreign aid and assistance' has remained a key pillar of UAE foreign policy. Through interactions with experts in the field, the students will be able to better understand the programmes that have been implemented and widen their professional networks. Beyond the pragmatic familiarisation with this domestic network, the course will enable students to critically understand and place the UAE foreign policy in a broader context. They will be able to understand how HAD enhances UAE's soft power, contributes to nation branding and correlates with recent regional power competition. The course will encourage undertaking research, analysing information and presenting it diligently in written and oral forms to various audiences, which are crucial in diplomatic careers.

HAD 912 Women, Security and Development

The UN Sustainable Development Goal n°5 aims at ending: 'all forms of discrimination against all women and girls everywhere. Starting from the assertion that women are discriminated and distinct actors in development and humanitarian action, this class examines the ways in which gender affects these fields in practice. Its main objective is for students to appreciate how pronounced the differences are between men and women in all areas related to humanitarian action in the field. Beyond the idiosyncrasies of local cultures, there is an assumption that everywhere in the developing world women are, at best, discriminated against, if not victims of outright violence. The contrary might also be said, however, when women are at the forefront of local developmental projects.

HAD 915 The UN 2030 Agenda and Sustainable Development

This course covers the concepts and theories related to the Sustainable Development Goals (SDGs) and the challenges that their implementation represents. In 2015, the UN's 193 Member States agreed to 17 SDGs, which form the core of the UN development agenda through 2030. Building on the 2000-2015 Millennium Development Goals, the SDGs form a comprehensive, universal agenda for sustainable development that applies to all countries and at all levels. The SDGs take into consideration the economic, social and environmental dimensions of sustainable development and are measured through 169 targets and 230 indicators.

In the first part of the course, students will gain an understanding of the evolution of the concept of sustainable development, which is key to understanding the evolution of the United Nations (sustainable) development agenda, introduced in the second part of the course. In the second part, students will also explore in detail how the 2030 Agenda, which contains the 17 SDGs, was

negotiated, and how it relates to other major UN sustainable development agreements for the post-2015 era. In the third part, participants will dive into the different dimensions of implementing the 2030 Agenda and its SDGs. In the fourth part, students will practice developing actionable projects or programmes geared at one of the SDGs.

HAD 916 Human Rights

This course introduces the subject of Human Rights and why it has influenced the practice of Development and International Action. The course will attempt to deconstruct the concept of Human Rights to explain better why it has become an entitlement in the international community's thinking. Human Rights will not be examined exclusively from a legal perspective and from a moral, political and sociological angles.

The course will offer a summary of the discourses on Human Rights in Europe and North America, the changes wrought by the most important Human Rights movements will be reviewed. Defined as 'universal,' Human Rights have generated a whole pyramidal system that the United Nations have headed. The course will include the study of international organisations, states and notably NGOs, role in upholding and promoting Human Rights.

The course will discuss the areas in which Human Rights need to be examined with care, such as education, women's empowerment, and tolerance. Although states are committed to Human Rights, there have been grave violations that raise the issue of state sovereignty and the international community's responsibility to support the victims. The course will emphasise the interaction between Human Rights and Development (discrimination of women in the division of labour, for instance), or International Aid (foreign aid and the respect of local cultures, etc.)

HAD 917 Emergency Response and Crisis Communication

This class is an introduction to crisis management and to communication during crises. First, students will be introduced to typologies of emergencies and the responses at the levels of the individual, the community and the international community. Special emphasis will be put on the concept of Protection of Civilians and its role in humanitarian action. Second, the class will introduce students to concrete tools and the appropriate set of responses to emergencies caused by natural disasters or humanitarian crises. It aims to enhance their effectiveness in, and to increase their confidence when responding to, different emergencies. Third, the course will outline the principles of communication during emergencies and humanitarian crises. It will demonstrate how professionals can adapt their messages to promote appropriate behaviours.

HAD 919 Leadership and Ethics in Humanitarian Practice

This course aims to improve students' management, leadership and communication skills. It will also give them an opportunity to recognise how ethical leaders behave when confronted with moral dilemmas in the course of a humanitarian action or development project. The course alternates seminars, group exercises and guest speakers (from the MOFAIC, the military, parastatal agencies, IOs or NGOs working in Humanitarian Aid and Development) to ensure a balance between the theoretical aspects and the practitioner ones.

First, the students will explore how psychology can be applied to the field of Humanitarian action. The student will gain an overview on assessing emotional intelligence, leadership as well as improve their own communication (verbal, non-verbal) and social skills. The seminars will include material on the psychological mechanisms that can account for certain types of behaviour and reasoning, such as the judgements and decisions of practitioners in complex environments that can generate conflict as well as cooperation. Second, guest speakers from the field of Humanitarian Action and Development will share their own experiences, highlighting some of the moral issues they have faced in their careers and adding a more practical perspective to the class material.

HAD 920 Refugees and Internally Displaced Persons

The refugee crisis has topped the agenda of the international community since the beginning of the 2010's. In 2018, the UN High Commissioner for Refugees estimated that more than 65 million people could be classified as refugees, in addition to the 40 million classified as internally displaced persons. There are many reasons behind these forced migrations, multifaceted conflicts and political violence including human rights violations being the most obvious.

Economic causes and climate changes should be also considered, however, making the definition of a refugee more fluid. These 100 million people share similarities – all refugees have the same legal status, for instance – but their individual situations are extremely varied. This class uses different disciplines (law, politics, geography, statistics, etc.), to present the reality of refugees, displaced persons from different dimensions and how it relates to the UAE.

Furthermore, it will integrate an individual perspective, attempting to explain the problems from the point of view of the migrants themselves. The European case-study will be analysed in detail. The European Union is facing the greatest refugee crisis since the displacement of Germans after the Second World War. Policymakers, at the EU and national levels, have had to respond to

a mass migration to its external borders. Populist movements depict refugees as, if not potential terrorists, then at least as a major security threat to the unity of their nations. But refugees also contribute to their host countries, as well as to their countries of origin.

HAD 921 Stabilisation in Conflict-Affected Countries

This course introduces students to the current thinking and practice related to contemporary stabilisation activities in conflict-affected areas. In recent decades, stabilisation has emerged as a central guiding rationale behind international interventions and as a new platform for rethinking engagement in fragile or failed states.

Predicated on the idea that development and security are mutually reinforcing, stabilisation efforts have striven to promote legitimate political authority in conflict-affected countries by using a range of military, diplomatic, humanitarian and developmental tools with the aim to reduce violence, give people basic livelihoods, and prepare for longer-term recovery. The course begins with an analysis of the problem of state failure and the changing characteristics of contemporary armed conflicts. This is followed by an examination of contemporary approaches to stabilisation, the role of military, diplomatic, development and humanitarian resources and actions in stabilisation activities, and the challenges of interagency coordination in the context of stabilisation.

The general theoretical and conceptual overview of the topic is accompanied by regular examples and case-studies of primary concern for the UAE, including an evaluation of recent and ongoing stabilisation missions in countries such as Afghanistan, Iraq and Mali, as well as novel dimensions of stabilisation in the MENA region.

HAD 922 Middle East Refugee Crisis Management

The Middle East and North Africa (MENA) is at the center of contemporary scholarly works and international attention on refugee crises, politics, human rights and trends of regional and international conflicts. MENA's geopolitical and geostrategic nature has only strengthened over the past century, resulting in an endless cycle of crises, primarily the involuntary displacement of people, whereby millions of people are forced out of their homes, exposing them to multiple threats leading to massive casualties. A host of factors are identified as responsible for such phenomenon and situation to name a few; political, ethnic and civil strife, international wars and conflicts, economic underdevelopment, state disintegration, collapse and failure, draughts and environmental catastrophes.



APPENDIX 1:

**CHARTER FOR THE STUDENT
COUNCIL OF THE ANWAR
GARGASH DIPLOMATIC ACADEMY**

Constitution of the Student Council Charter for the Anwar Gargash Diplomatic Academy

The Anwar Gargash Diplomatic Academy (AGDA) establishes this Constitution, the 'Student Council Charter' to give a voice and representation to all students and to serve as a link between students and AGDA Management.

Article 1:

The Student Council of the Anwar Gargash Diplomatic Academy

Article 2:

Purpose and Objectives

The aims of the Students Council are as follows:

- To promote students' interests and to create a safe and good learning environment.
- To express its views and present proposals to AGDA Management in matters relating to students.
- To organise activities, which support AGDA as a community.
- To ensure on-going communication among all students and faculty members.
- To support AGDA in a range of co-curricular activities.

Article 3:

Authority of the Student Council

- All powers of the Student Council are delegated by the Academic Affairs Committee (AAC).
- All actions of the Student Council are subject to review by the AAC.
- To modify rules and regulations involving the student body, faculty, administration and staff, the Student
- Council's President and Vice President must bring the consensus of the Student Council to the AAC.



Article 4:

Elections of the Student Council

Elections shall be run in the following manner:

- The AGDA Student Affairs section shall manage and supervise the Student Council elections at the start of each academic year.
- The AGDA Student Affairs shall announce the election dates, via email to all students.
- Candidates shall nominate themselves on the day and present a three-minute speech to the cohort.
- The student body will participate in an anonymous vote.
- The candidates with the highest number of votes shall be automatically admitted into the Council.
- The newly elected students for each position shall be announced on the same day of the elections.
- All candidates elected shall serve only once and for the full academic year.

Article 5:

Members of the Student Council

All students can volunteer to serve on the AGDA Student Council. Any member of the PGD cohort is eligible to serve on the Student Council. All members shall be elected by their peers and based on “one” term election, which is for one year. Membership of the Student Council could be between five to ten students, depending on the size of the cohort of the academic year. A minimum of five members shall consist of the President, Vice President, Secretary and two members.

Article 6:

Duties of the Student Council Members

President of the Student Council

- The President shall be responsible for carrying out the functions of the Student Council in accordance with his charter.
- Chairs all meetings of the Student Council.
- Coordinates the work of the Student Council.
- Is responsible for ensuring students’ ideas are voiced and acted upon.
- May be invited to attend the AAC meetings when student issues are discussed.

Vice President of the Student Council

- Assumes the duties of the President in the absence of the President.
- Assists the President in undertaking the tasks mentioned in the first section of this Article.

Secretary of the Student Council

- Takes and reports the minutes of all Student Council meetings.
- Is responsible for all Student Council correspondence.
- Informs the contact of the time, place, and agenda of a meeting.
- Draws up an agenda of upcoming meetings.

Committee members

- Serve as voting member of the Student Council.
- Serve as representatives of the respective classes.

Article 7:

Frequency of Meetings

The Student Council meetings will be held at least twice a month, specific dates and times being decided by the Student Council and by a majority vote. Additional meetings may be called by the President, or by the Academy’s management. Adequate notice of 48 hours is required for a special meeting. Each meeting shall be run in the following manner:

- The minutes from the previous meeting shall be circulated via email one day prior to the meeting.
- The Secretary will share an agenda, prepared in collaboration with the President and Vice President, to be circulated one day prior to the meeting.

Article 8:

Stepping Down from Student Council

Student Council members who find themselves on probation, cannot continue to serve on the Student Council and must resign from their post. In addition, Student Council members who are given a warning letter cannot continue to serve on the Council and must resign their post.

Should a Student Council member voluntarily opt to step down from the Student Council, he/she has to notify the rest of the Student Council in writing. The Student Council President then has to notify the AAC.

In the instance where a post on the student Council becomes vacant, the rules stipulated in Article 3 of this charter will apply.

Article 9:

Voting Procedures during Student Council Meetings

To conduct any formal vote, there must be quorum of at least two thirds of the voting members. If a quorum is not present, the vote shall be tabled to the first order of business of the next meeting, where a quorum is present. Each elected member of the Student Council is entitled to one vote. In the event of a tie, the President and Vice President may cast one vote together to break the tie. The decision shall stand. If the President and the Vice President cannot reach a unified decision, the vote shall be tabled until it can be retaken at the following meeting, set as the first order of business on the agenda.

Article 10:

Amendments and Revisions

Provisions for Amending 'The Student Council Charter' shall be as follows:

- An amendment may be proposed by any student or by members of the AAC.
- All proposals for amendments must be presented in written format.
- All amendments must be approved by the AAC.
- All amendments must be approved by a simple majority of the Student Council.
- All amendments shall be dated with the year of approval.



