

أكاديمية
أنور قرقاش
الدبلوماسية

ANWAR GARGASH
DIPLOMATIC
ACADEMY



Graduate Catalog 2023-2024

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الإمارات
WE THE UAE
2031

www.agda.ac.ae

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Letter from the Director General



Nickolay Mladenov

Director General,
Anwar Gargash Diplomatic Academy

Dear Students,

Welcome to the Anwar Gargash Diplomatic Academy!

Congratulations! You're not just beginning an academic course but embarking on an exciting voyage destined to shape the future of the UAE.

The road ahead, leading you to the esteemed realm of diplomacy, will undoubtedly have its highs and lows. Yet, think of this: every challenge you conquer will be a steppingstone to making an indelible mark on the future of the United Arab Emirates. Your resilience and success will position you shoulder-to-shoulder with renowned diplomats who've taken the UAE flag to global horizons, fortifying the nation's international relations and noble goals.

AGDA isn't just an institution; it's a melting pot of academic brilliance, pioneering research, and transformative training. Our committed faculty awaits, eager to equip you with a blend of traditional wisdom and new tools that will be your compass in the fascinating world of international relations.

The complexities of 21st-century diplomacy are many, but the skills you'll acquire here will not just prepare you but empower you. Whether it's representing your proud nation in other countries, navigating intricate international negotiations on climate change, food security and the role of AI; or opening up new economic opportunities for the UAE, you'll be ready.

At AGDA, it's not just about textbooks and lectures. You'll find yourself immersed in stimulating conversations with global thinkers, renowned experts, and trailblazing diplomats, both from the heart of the UAE and the world beyond. Their stories, experiences, and insights will help you understand the past and prepare for the future.

As you immerse yourself in this transformative year, we all eagerly await the day when we can proudly watch you graduate, ready to join the dynamic UAE diplomatic service. Your dedication, passion, and contribution will be the wind beneath the nation's wings, propelling it forward in the global arena.

Dive deep, soar high, and embrace every moment.

I wish you ultimate success in this exciting journey.

01 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 provides 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 current employees of the Ministry of Foreign Affairs (MoFA), and others interested in diplomacy and international relations.



1.2. AGDA Vision

A world-class diplomatic academic institute that influences and drives the development of the next generation of foreign policy leaders and thinkers and plays a dynamic role in shaping the global foreign policy landscape.

1.3. AGDA Mission

To deliver internationally recognised education and training for diplomats and to advance the UAE's foreign policy priorities; to produce innovative thought leadership that furthers the understanding of diplomacy and international relations in the region and beyond.

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 2016 and 2021, and the MoE and the Commission on Academic Accreditation (CAA) approved the last changes in 2022. In addition, the CAA and MoE accredited the MA programme in Global Affairs and Diplomatic Leadership in 2017. It was further upgraded, expanded and re-accredited in 2022. The MA programme in Humanitarian Action and Development was accredited in 2021.

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.

AGDA Organization Chart

*Total Positions: 68

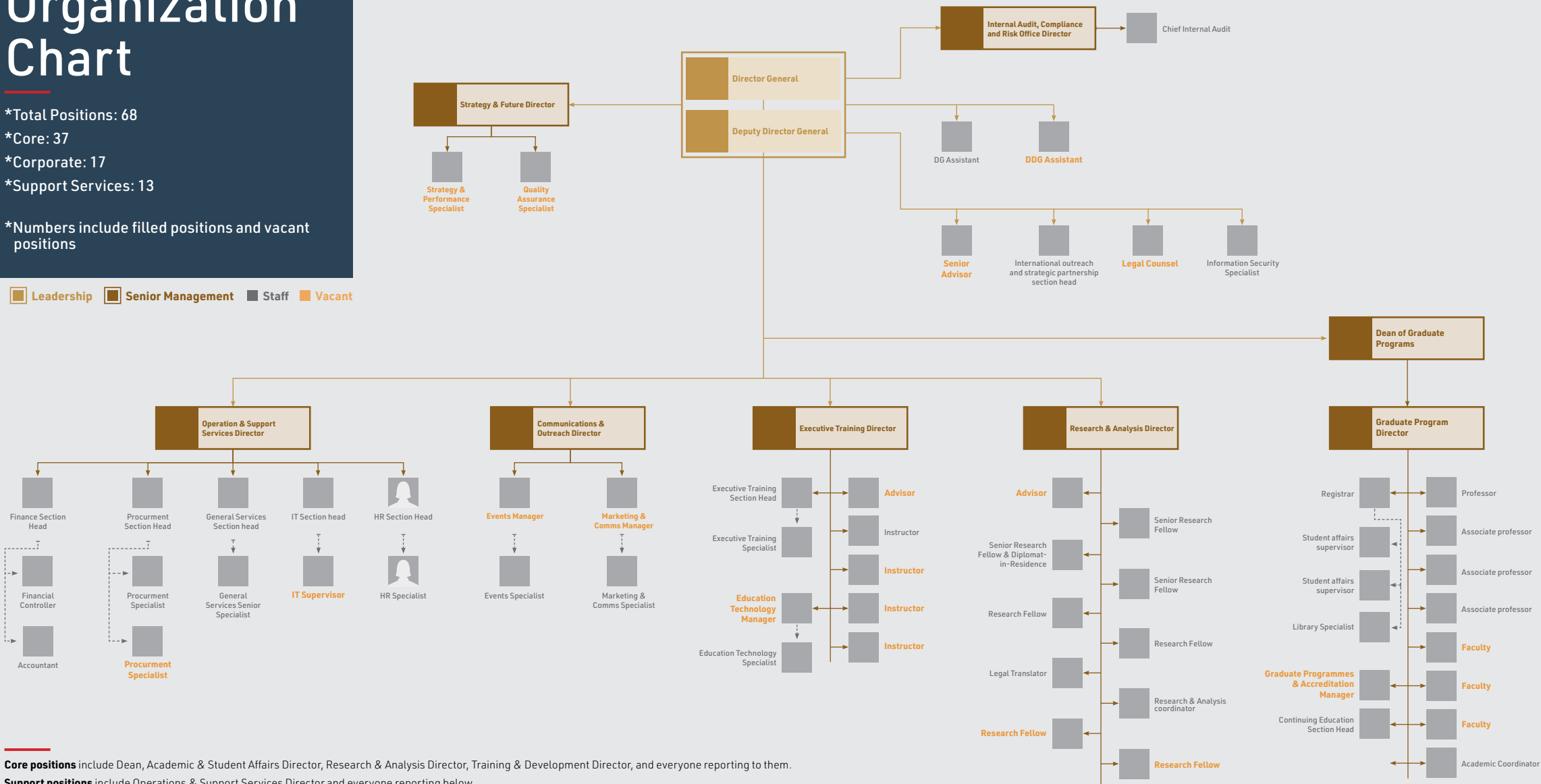
*Core: 37

*Corporate: 17

*Support Services: 13

*Numbers include filled positions and vacant positions

■ Leadership ■ Senior Management ■ Staff ■ Vacant



Core positions include Dean, Academic & Student Affairs Director, Research & Analysis Director, Training & Development Director, and everyone reporting to them.

Support positions include Operations & Support Services Director and everyone reporting below.

Corporate positions include everyone else in the chart.

02 2023-2024 ACADEMIC YEAR

- The **academic year** runs from September through June and consists of two semesters in both the PGD and MA programmes.
- The **Fall semester** begins in **September 2023** and the Spring semester begins in **January 2024**.



PGD classes are generally held between **9:00am and 5:00pm**, Monday through Thursday (with make-up classes on Friday, if required)



MA classes are generally held between **5:00pm and 8:00pm**, Monday through Thursday



2.1. PGD: 2023-2024 Academic Calendar

SEPT 4	Orientation
SEPT 4	Start of Academic Courses - Fall 2023
SEPT 27	Prophet's Birthday
OCT 9-10	Holocaust Programme
NOV 30	Academic Classes End
DEC 1	Commemoration Day
DEC 2-3	UAE National Day
DEC 4-5	Revision
DEC 6-7	Final Exams
DEC 21	Languages Final Exam
DEC 25-JAN 5	Winter Break - No classes
Jan 8	Start of Academic Courses - Spring 2023
APR 1-12	Spring Break/ Eid Al Fitr - No Classes
APR 26	Final Exam Week
APR 29 - May 3	AGDA Annual Trip
May 6 - 10	PGD Skills Courses
May 13 - 31	Comprehensive Student Evaluation
JUN 16 - 19	End of the Academic Calendar
JUN 30	End of Academic Calendar

* Classes are suspended during all National and Islamic holidays as declared by the UAE government.

2.2. MA Programmes: 2023-2024 Academic Calendar

SEPT 4	Orientation
SEPT 4-22	MA Skills Course
SEPT 25	MA Academic Courses Start- Fall 2023
SEPT 27	Prophet Birthday
DEC 1	Commemoration Day
DEC 2-3	UAE National Day
DEC 25 - JAN 5	Winter Break - No classes
JAN 19	MA Classes End
JAN 22-26	MA Exams Week
JAN 16-FEB 3	MAGAD Skills Course
JAN 29-FEB 16	MA Skills Course
FEB 19	MA Academic Courses Start- Spring 2023
APR 1- APR 12	Spring Break/ Eid Al Fitr - No Classes
JUN 7	MA Classes End
JUN 10- 14	MA Exams Week
JUNE 16-19	Eid Al Adha
JUN 30	End of Academic Calendar

* Classes are suspended during all National and Islamic holidays as declared by the UAE government.

03 ADMISSIONS

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

AGDA accepts students to the PGD programme who are sponsored by MOFA 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**, or
- **EmSAT**: Minimum score of **1550**

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 or EmSAT)
- **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) or the Emirates Standardized Test (EmSAT). 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, or 1550 score on the EmSAT.

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

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 (MAGAD) is open to candidates who have an interest in international relations, foreign policy and diplomatic practice.

For the 2023 - 2024 academic year, admissions criteria include the following:

- Being a UAE national
- Having graduated with a Bachelor's degree (or equivalent) with a minimum GPA of 3.0
- A minimum IELTS score of 6.5, or EmSAT 1550, or TOEFL score of 550 or equivalent (computer-based TOEFL score of **213**, Internet-based TOEFL score of **79-80**).

Completed applications are forwarded to AGDA's admissions committee, which is responsible for reviewing and evaluating applications.

MAGAD is also open to AGDA alumni who have successfully completed 24 credits of coursework in the PGD programme and who are sponsored by MOFA, or by other UAE government entities.

Alumni 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

Completed applications are forwarded to AGDA's admissions committee, which is responsible for reviewing and evaluating applications.

Candidates will be notified of their acceptance into the program in the summer preceding the beginning of the academic year.

For AGDA alumni who need to take the Qualifying Exam, the admissions committee will evaluate their exam to determine eligibility.

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

For the 2023 - 2024 Academic Year, AGDA does not accept transfer, visiting, exchange or nonmatriculated students in the MA programme or Humanitarian Action and Development.

Graduate credits earned outside the Academy may be transferred to a graduate program at AGDA subject to approval of an "Academic Credit Transfer Request" at the time of the student's admission in the program provided that:

1. the course/module/unit transfer credits were earned at the graduate level from an institution recognised by the UAE Ministry of Education;
2. the course/module/unit transfer credits were earned in the language of instruction appropriate to the programme at the Academy;
3. the course/module/ transfer credits must have been completed no more than (3) three years prior to the student's acceptance into the graduate programme at the Academy;
4. the course transfer credits may not have been used previously in any graduate programme to fulfill the requirements for any other graduate degree;
5. only courses in which the student received grades of "B" (GPA 3.0) or higher will be considered for transfer;
6. credits for graduation projects and thesis are not transferrable;
7. the transfer student is in Good Academic Standing (a minimum CGPA of 3.0 on a 4.0 scale or higher in graduate level course work, or equivalent); and

8. a maximum of 25% of the total credit hours required for the programme may be transferred into a programme.

No grades are assigned for academic credit granted through RPL, nor can academic credit granted through RPL be used in the calculation of cumulative grade point average (GPA).

Graduate course transfer credits are designated as "TC" on the student transcript.

In special circumstances, a student may be permitted to take a course at another institution and transfer it to the Academy after the student has begun graduate studies at the Academy. However, the student must be in Good Academic Standing and must have an approved "Request to Take a Graduate Course at Another Institution" prior to enrolling in the course elsewhere. All aforementioned course transfer rules apply to cases of this type.

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), or EmSAT 1550, or TOEFL score of 550 or equivalent (computer-based TOEFL score of **213**, Internet- based TOEFL score of **79-80**).
- **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 enrol.

- **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.

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

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.



04 STUDENT ACADEMIC POLICIES AND PROCEDURES

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 30–35 students per class. In exceptional cases and for lecture hall courses, the entire student body may be in one class. In the MA programmes, core and skills courses will include the entire MA cohort while elective courses will have a reduced number of students.

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 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, class participation, 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 ensure 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:

New Scale	Score	Quality Points
A	100-94	4
A-	93-90	3.7
B+	89-86	3.3
B	85-82	3
B-	81-78	2.7
C+	77-74	2.3
C	73-70	2
C-	69-66	1.7
D+	65-62	1.3
D	61-60	1
F	59-0	0

4.5. Grade Point Averages

Credit-bearing courses are calculated in the students’ GPAs. The AGDA grading system uses two grade point averages: the 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.

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.

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 of all one-credit skills courses with a CGPA of 3.0 and above
- The **successful** completion 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 will have their failure recorded in their transcripts and the Ministry of Foreign Affairs and International Cooperation notified about the same. To avoid this, all PGD students must complete their language courses successfully by attending the courses, completing all assessments and readings, engaging with the trainers and participants and obtaining at least a passing grade.

MA Students:

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

4.8. Honour List

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 Honours 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 Honours List.

4.9. Examinations

Exams 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 who 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 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.

An **appeal** request must be submitted within three working days after the grades announcement. Documentation must accompany the completed appeal form.

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 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.

4.18. 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.

4.19. Continuing Education and Lifelong Learning Policy

AGDA prioritize lifelong learning and continuing education as fundamental components of personal and professional growth in the fields of diplomacy, international relations, and human rights. AGDA is committed to providing comprehensive educational opportunities, including recognition of prior learning, executive training programs, and micro-credentials, to support the advancement of diplomats and professionals in these fields.

Recognition of Prior Learning (RPL):

Recognition of Prior Learning (RPL) acknowledges the existing knowledge, skills, and experiences of diplomats and professionals acquired through formal or informal learning. AGDA recognizes and values the diverse experiences and expertise of diplomats and professionals and offers pathways for the recognition of prior learning, in adherence to AGDA's Recognition of Prior Learning Policy and Procedure. RPL processes are transparent, equitable, and consistent, allowing individuals to demonstrate their competencies through various assessment methods. Diplomats and professionals can receive academic credit based on their prior learning experiences, thereby accelerating their progress towards academic degrees or certifications.

Executive Training Programs:

Executive training programs offered at AGDA are designed to enhance the leadership, negotiation, and diplomatic skills of diplomats and professionals. AGDA offers executive training programs tailored to the specific needs of diplomats, government officials, and professionals working in international relations and human rights. Executive training programs integrate theoretical knowledge with practical insights and realworld case studies to prepare participants for the complexities of diplomatic and international environments.

Micro-Credentials:

AGDA offers micro-credentials to enable diplomats and professionals to acquire targeted competencies and credentials recognized by diplomatic institutions, international organizations, and human rights agencies. Micro-credentials are designed to be flexible, accessible, and stackable, allowing learners to customize their learning pathways and earn credentials incrementally. Microcredentials are aligned with industry standards and emerging trends, ensuring relevance and applicability to the dynamic field of diplomacy and international relations.

Continuing Education and Lifelong Learning Office

AGDA possess a dedicated Continuing Education and Lifelong Learning Office, that is responsible to managing, and overseeing the continuing education programs and initiatives. This office collaborates closely with academic departments and the Executive Training Department to develop and deliver programs, trainings, and learning opportunities tailored to meet the needs of AGDA students and alumni. These offerings are designed to align with the dynamic landscape of the international relations and human rights field.

4.20. 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.

4.21. 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.

4.22. 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.

4.23. 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.

4.24. Student ID

All students are issued AGDA 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.

4.25. Leave

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 leave 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 leave and medical reports should be submitted to Student Affairs. The permitted number of sick leave days 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").

4.26. PGD Students' Attendance

PGD students are required to attend all classes, including their language courses. AGDA tolerates one unexcused absence per class, per semester 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 "Leave" 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.

4.27. 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.

4.28. 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)").

4.29 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)"**).

4.30. 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.

4.31. 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.

4.32. 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 semester 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 will be required to attend AGDA events and extra-curricular activities if such events are a part of their class. In other instances, their presence at events will be encouraged.

4.33. 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.

4.34. Dismissal

All students who are on Probation after the completion of their first semester at AGDA may be dismissed after the first semester 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, rigour 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.

4.35. 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.

4.36. Adequacy of Faculty Members

AGDA ensures adequate number of faculty members are maintained to deliver the graduate degree programs. AGDA maintains 1:16 faculty-student ratio in each of its offered academic degree programmes.

05 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.

I. Internet Usage

Internet is provided at AGDA as a means of productive research and knowledge to facilitate conducting your job in a better way. Following guidelines should be followed while using AGDA internet service:

1. Internet access is limited to job-related activities only.
2. Do not spend extended periods of the working day looking at non-business related internet sites and accessing personal webmail accounts.
3. Do not use up large proportions of internet resources on non-business related activity, to the harm of genuine business internet usage. This includes:
 - a. Leaving live internet feeds open all day for live news, stock or sports results.
 - b. Downloading images, video or audio streams for non-business related purposes.
 - c. Do not provide any information related to your work in AGDA (e.g. your business email, your position, etc.) on public networking websites (e.g. Facebook, Twitter, etc.).
 - b. Do not use web-based email websites (e.g. Hotmail, Gmail, Yahoo Mail, etc.) to communicate business-related information of classification "Internal Use" and higher.
4. Do not use web messaging tools (e.g. WhatsApp, Google Talk, Yahoo Messenger, etc.) to communicate business-related information of classification Internal Use and higher.
5. Do not use any technique to bypass the IT monitoring of your Internet traffic (E.g. Proxy).
6. Do not download copyrighted material with intent of violating the owner's intellectual property rights, whether it is website content, documents, images, software, or any other material that is protected.
7. Do not download software and install or run it on AGDA systems without prior authorization from your manager and consent from AGDA IT.
8. Do not use peer-to-peer applications (e.g. Bit-Torrent, µTorrent, etc.) to download documents, videos, games, music or software. These are copyrighted material and downloading them is a violation of Compliance policy.
9. Do not provide your domain user ID and password to other unauthorized users to use internet facilities.

10. Do not use someone else's user ID and password to access the internet.
11. Do not download and install software used for any hacking activity.
12. Do not deliberately access sites to view or download offensive or obscene material.

06 STUDENT SERVICES AND ACTIVITIES

6.1. Campus Services and Facilities

All AGDA students have access to a range of services, including dining facilities, health services, IT support, prayer rooms and a student lounge. Some services may be restricted or offered virtually during unavoidable circumstances.

6.2. Academic Support Services

The library is dedicated to creating an environment that supports the educational programs and research objectives outlined in AGDA's mission. To achieve this, the library is committed to allocating the necessary resources, including funding, to provide suitable learning resources. These resources are tailored to the specific needs of the educational programs, practices, and research initiatives identified by students, faculty, and staff members.

The library extends access and user privileges to its services for students, faculty, and staff. The library plays a crucial role in enhancing the teaching process by offering learning resources tailored to the various disciplines. Additionally, the library provides sufficient space for studying and conducting research, accommodating both individual and group study sessions. It also facilitates collaborative activities and allows faculty, staff, and students to access electronic databases, conduct research, make copies, and study materials as detailed below. 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.

- **AGDA Library Facilities:** The library offers seating for 85 individuals. It provides computer workspaces, high-speed Internet connections and connected printers, empowering students to efficiently search databases and conduct research to support their academic pursuits. Students also have the flexibility to utilize their personal laptops or tablets for accessing databases, and they can enjoy complimentary access to AGDA WIFI.

- **Printing Services:** The library's computers are connected to printers, enabling students to print both color and black and white papers
- **Study Rooms:** AGDA students are privileged with access to study rooms housed within the library. These study rooms accommodate various needs such as tutoring sessions, group projects, or study groups. Within these rooms, students can access AGDA WIFI. Each study room can comfortably accommodate up to four students and is available during the library's operating hours.



- **Reference and User Education:** The library staff plays a vital role in assisting students, faculty members, staff, and visitors in making effective use of reference services, resources, and databases. They diligently respond to emails and requests from students and faculty, addressing inquiries about the availability of resources and materials. Furthermore, they offer guidance in creating bibliographies and citations and provide directions for locating services and materials.
- **Library Orientation Sessions:** The library is committed to ensuring that every new student and faculty member commences each semester with a strong foundation. To fulfill this commitment, the library provide orientation programs at the begining of each academic year. The library remains adaptable to conduct additional orientation one to one sessions as required throughout the academic year.
- **Circulation services:** Borrowing books from the library by enrolled students, alumni, faculty and staff members is permitted.

Library is open from 8.00 am to 9.00 pm to allow students to access learning resources outside of classroom hours. The library has a wide range of materials, including books, periodicals, electronic learning resources and reference desks.

Diplomatic Majlis

Diplomatic Majlis is an AGDA event series that aims to foster knowledge exchange, networking opportunities, between AGDA future diplomats and ambassadors, diplomats and other professionals relevant to the field. Throughout these sessions, students will gain insights and delve into discussions and engage in meaningful dialogue on various significant topics. The Diplomatic Majlis provides invaluable learning experiences for students aspiring to enter the diplomatic arena.

AGDA Annual Trip

The AGDA Annual Trip aims to give students a hands-on experience in diplomacy, exposing them to diverse viewpoints and concepts in international development, bilateral and multilateral diplomacy, and foreign policy. The Trip is a mandatory exercise for all students and will be taken into account during their end-of- year Comprehensive Student Evaluation. (rephrase)

Student Counselling Services

AGDA is committed to providing a supportive environment that encourages students to open and talk freely. The counselling services is confidential and aims at empowering student's personality and confidence which help them in their academic and future career.

Academic Advising

AGDA is dedicated to offering academic guidance to its students, aiming to assist them in shaping and improving their educational plans in alignment with their aspirations and career objectives. Additionally, this guidance helps prepare students for both successful employment and further studies. Each student 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.

6.3. 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.

6.4. 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.

6.5. 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 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 economy-class ticket to each student and students may opt to upgrade at their own expense (PGD Students are not eligible for upgrades) . 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 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.

07 LIST OF FACULTY MEMBERS

Faculty Name	Rank & Position	Qualification	Research
Pr. Eric Canal Forgues Alter	Professor Dean	Doctorate of Science Economics Université Sorbonne Nouvelle Paris	<ul style="list-style-type: none"> • Law, power and diplomacy • Handbook of International Law and Diplomacy
Prof. Muhamad S. Olimat	Professor Academic Director	Doctorate of Philosophy in International Relations and Middle East Politics University of North Texas	<ul style="list-style-type: none"> • China and the Middle East: An Overview. • The Russia-Ukraine War: Geopolitical and Gendered Impact on the Great Middle East. • The War in Ukraine and Inflation Drivers in the GCC: Evidence from Dubai. • Introduction: The Impact of the Russia-Ukraine War on Global and Gender Affairs.
Dr. Rikard Jalkebro	Associate Professor	Doctorate of Philosophy in International Relations University of St Andrews	<ul style="list-style-type: none"> • The future of criminal finance: 'bin Ladens' and the cashless society. In D. Jasinski, A. Phillips, & E. Johnston (Eds.), Organised Crime, Financial Crime and Criminal Justice: Theoretical Concepts and Challenges. • The Bangsamoro Impasse: Islamic Extremism, State Violence, and Other Spoilers to the Peace Process. Journal of Terrorism and Radicalization Studies.

Faculty Name	Rank & Position	Qualification	Research
Dr. Ahmed Rashad	Assistant Professor	Doctorate of Philosophy in Economic Development University of Marburg	<ul style="list-style-type: none"> • ERF Conference Paper: The Effect of Flexible Ownership Regulations on Foreign Investments in the UAE: An Impact Evaluation Study Using a Quasi-experimental Method. • The War in Ukraine and Inflation Drivers in the GCC: Evidence from Dubai. • The US monetary conditions and Dubai's real estate market: twist or tango? • Trade, boycotting and religions
Dr. N. Janardhan	Research & Analysis Director	Doctorate of Philosophy in International Relations Jawaharlal Nehru University	<ul style="list-style-type: none"> • Gulf-EU Strategic Engagement Via Gulf-Asia Lens. • Introduction: The Impact of the Russia-Ukraine War on Global and Gender Affairs. • Innovation, progress and synergy: Power of trilateral cooperation • India and Israel can be pivots in reglobalising Asia • UAE, South Korea: Innovative middle powers • Iran's strategic value to India • Washington Should Reconsider Its Economic Gameplan in Africa • Negev Forum meeting in Abu Dhabi: Scope for creative evolution

Faculty Name	Rank & Position	Qualification	Research
Dr. Sara Chehab	Senior Research Fellow	Doctorate of Philosophy in Political Science and International Relations University of Delaware	<ul style="list-style-type: none"> • 2023 Women in Diplomacy Index. • Feminist Foreign Policy and the War in Ukraine: Hollow Framework or Rallying Force? • Can Feminist Foreign Policies Lead to Better Outcomes? • A long road ahead for women in diplomacy • A Woman Diplomat in a Man's World
Dr. Victoria Stewart-Jolley	Senior Research Fellow	Doctorate of Philosophy in International Studies University of Cambridge	Iraq's New Election Law
Dr. Damyana Bakardzhieva	Senior Research Fellow	Doctorate of Philosophy in Economics University of Nice Sophia Antipolis	<ul style="list-style-type: none"> • GCC Countries' Transformation into Middle Powers through Inward and Outward FDI • GCC Trade Diversification -Away from Oil and Further East
Dr. Khalifa Alsuwaidi	Research Fellow	Doctorate of Philosophy in Government and International Affairs University of Durham	<ul style="list-style-type: none"> • The UAE After The Arab Spring.

08 LIST OF SENIOR ADMINISTRATORS



His Excellency Nickolay Mladenov
Director General



Dr. Mohammed Al Dhaheeri
Deputy Director General



Prof. Eric Canal Alter
Dean for Academics



Dr N. Janardhan
Research and Analysis Director

LIST OF SENIOR ADMINISTRATORS



Ms. Manal Al Braiki
Strategy & Future Director



Mr. Abdulla AlAmeri
Operations & Support Director



Ms. Asma Al Blooshi
Executive Training Director



Ms. Raihana Alhashmi
Communication & Outreach Director

09 GOVERNING BOARD

His Highness Sheikh Abdullah bin Zayed Al Nahyan

Minister of Foreign Affairs and International Cooperation and Chairman of AGDA's Board of Trustees

His Excellency Dr. Anwar Bin Mohammed Gargash

Diplomatic Advisor to His Highness the President of the UAE and Deputy Chairman of AGDA's Board of Trustees

His Excellency Dr. Sultan Ahmed Al Jaber

Minister of Industry and Advanced Technology and Managing Director and Group CEO of the Abu Dhabi National Oil Company (ADNOC)

His Excellency Zaki Anwar Nusseibeh

Cultural Advisor to His Highness the President of the UAE and Chancellor of the United Arab Emirates University (UAEU)

His Excellency Khalifa Shaheen Al Marar

Minister of State

His Excellency Ali Mohammad Hammad Al Shamsi

Deputy Secretary-General of the Supreme National Security Council

Her Excellency Lana Zaki Nusseibeh

Assistant Minister for Political Affairs, MoFAIC and Permanent Representative of the UAE to the United Nations

His Excellency Omar Saif Ghobash

Assistant Minister for Cultural Affairs, MoFAIC

His Excellency Dr. Abdul Nasser Al Shaali

UAE Ambassador to India

Her Excellency Hend Mana Al Otaiba

UAE Ambassador to France

Her Excellency Dr. Eman Ahmed Al Salami

UAE Ambassador to Tunisia

10 PGD PROGRAMME IN UAE DIPLOMACY AND INTERNATIONAL RELATIONS

11.1. 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 who 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 who 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.



11.2. 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.

11.3. PGD Programme Learning Outcomes (PLOs) to QF Emirates Level 8

Program Learning Outcomes	QF Emirates (Level 8)
PLO 1: 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.	Knowledge: <ul style="list-style-type: none">• advanced specialized knowledge and critical understanding in a specialized field of work or discipline and at the interface between fields• comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources• comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice
PLO 2: 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	Knowledge: <ul style="list-style-type: none">• advanced specialized knowledge and critical understanding in a specialized field of work or discipline and at the interface between fields• comprehensive understanding of critical approaches to creating a systematic and coherent body of knowledge and concepts gained from a range of sources• comprehensive knowledge of current research and innovations in a field of work, discipline or professional practice and impact of these developments on accepted theory and practice

Program Learning Outcomes	QF Emirates (Level 8)
PLO 3: 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	Skills: <ul style="list-style-type: none">• problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence• identify appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems• critical selection of appropriate research instruments and strategies associated with the field of work or discipline• highly developed advanced communication and information technology skills to present, explain and/or critique substantively complex matters
PLO 4: 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.	Skills: <ul style="list-style-type: none">• problem-solving skills applied to a specialist field and the integration of knowledge from different fields of work or disciplines to solve complex unpredictable and/or abstract problems with intellectual independence• identify appropriate sources of information or analytical techniques in investigations that lead to conclusions and solutions to problems• critical selection of appropriate research instruments and strategies associated with the field of work or discipline• highly developed advanced communication and information technology skills to present, explain and/or critique substantively complex matters

Program Learning Outcomes	QF Emirates (Level 8)
PLO 5: 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.	Aspects of Competence Autonomy and responsibility <ul style="list-style-type: none">• can take responsibility for designing and developing creative approaches to managing and evaluating complex work processes and organization, resources or learning, including leading and managing teams within a technical or professional activity or working effectively as an individual• can express a comprehensive, internalized, personal world view, while accepting responsibility to society at large and to sociocultural norms and relationships Role in Context <ul style="list-style-type: none">• can manage professional activity that may be in a complex environment• can take responsibility for leading the strategic performance of professional teams and self• can coordinate peer relationships with qualified practitioners and lead multiple, complex groups• can initiate and support the management of professional development mentoring activities

The following courses are offered at AGDA during the 2023-2024 academic year:

PGD-CORE001: Foundations of Diplomacy I: Global Diplomatic History (2 CH)

PGD-CORE002: Foundations of Diplomacy II: Theory and Practice of International Relations (2 CH)

PGD-CORE003: Global UAE I: International Law (2 CH)

PGD-CORE004: Global UAE II: Foreign Policy (2 CH)

PGD-CORE005: UAE State and Society I: History and Government (2 CH)

PGD-CORE006: UAE State and Society II: Economy (2 CH)

PGD-ELEC001: Modern History and Contemporary Politics of the Middle East (2 CH)

PGD-ELEC002: Peace Processes and Conflict Resolution (2 CH)

PGD-ELEC004: Public and Cultural Diplomacy (2 CH)

PGD-ELEC005: Economic Diplomacy (2 CH)

PGD-SKILL001: Research Methods, Country Analysis and Country Briefs (1 CH)

PGD-SKILL002: Negotiations (1 CH)

PGD-SKILL003: Consular Diplomacy and Crisis Management (1 CH)

PGD-SKILL004: Protocol and Etiquette (1 CH)

PGD-SKILL005: Diplomatic Communication - Arabic (1 CH)

PGD-SKILL006: Diplomatic Communication - English (1 CH)

11.4. 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.

11.5. Programme Time Limit

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

11.6. 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-CORE002: Foundations of Diplomacy II: Theory & Practice of International Relations (2 CH)

This course introduces students to the main theories of International Relations (IR) and their practical relevance to contemporary global affairs. It covers the main theories in the field such as realism, liberal institutionalism and, dependency, and world system analysis. In addition to the alternative approaches to the study of international relations, the class will also examine major themes in international relations, such as international security, conflict, and cooperation, international law, international political economy, and international trade, as well as humanitarian and environmental global challenges. By the end of the semester, students will be able to form an in- depth understanding of the theories of IR and their application to world affairs, and their relevance to the UAE's foreign policy, national interest, and national security.

PGD-CORE003: Global UAE I: International Law (2 CH)

A strong understanding of international law is paramount to the success of any diplomat or policymaker 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 organise 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 organisation that diplomats need to be familiar with. 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-CORE004: Global UAE II: 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-CORE005: UAE State & Society I: History & Government (2 CH)

This course examines the UAE's contemporary history by looking at the social order and political governance structure during the British presence in the Trucial States. It investigates the stages leading up to the formation of the UAE federation after Britain decided to withdraw from the region and how the federal system evolved among the emirates. The UAE Constitution and division of power among the federal government and individual emirates will receive particular attention. This will be done through examining the federal powers and constitutional organisation of the five federal authorities: Federal Supreme Council, Union President and Deputy, Federal Cabinet, Federal National Council, and Federal Courts. The existing structures of governments in different emirates will also be part of the discussion. Further, the course delves into constitutional freedoms, rights and public duties in the UAE, and the agencies protecting and promoting human rights in the country.

PGD-CORE006: UAE State & Society II: 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, globalisation, poverty, and development. The course also emphasises 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 is 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, which can allow them to analyse their country's economic relations with other states. The class is less theoretical (by not engaging as much in economic ideologies) and more suited to diplomats' needs. 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- ELEC001: Modern History & 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, 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 emphasised. 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-ELEC002: Peace Processes & Conflict Resolution (2 CH)

This course covers the concepts and theories related to peace processes and conflict resolution. It discusses: How violence outside the peace conference hall impacts talks? How can parties in a deeply divided society be sure that their opponents can be trusted to give up violence? Why are some post-conflict societies more violent than during the civil war? Can states calibrate their violence to 'help' a peace process? This course examines issues of violence that confront peace-making processes in contemporary intra-state conflicts. It begins by examining the concepts of peace and peace processes, before considering the role of violence, and violent actors, in facilitating or thwarting a negotiated agreement between combatants. It will also examine post-peace accord environments in which violence continues. Practical and ethical issues abound: Is there a right time to talk to militants? Can we overcome a deeply embedded culture of violence? Are all spoilers necessarily bad? The course will be comparative and draw on contemporary examples. The course adopts a broadly critical perspective on contemporary peace-making, and is sceptical of the motives and outcomes behind many internationally-supported peace interventions.

PGD-ELEC004: Public and Cultural Diplomacy (2 CH)

This course helps understand the growing significance of public and cultural diplomacy in achieving states' objectives in international relations, with a fair amount of relevance to the UAE. It discusses the concept of soft power and how this has shaped foreign policies and the governance aspects of public and cultural diplomacy at the national, subnational and multilateral levels. It also introduces different models of this brand of diplomacy, such as sports, art, music, and tolerance, among others, and their application in different contexts. Finally, it also explores the opportunities and challenges facing the UAE in its pursuit of a successful public and cultural diplomacy model.

PGD-SKILL001: Research Methods, Country Briefs and Country Analysis (1 CH)

Conducting research, analysing information and presenting it in the right format to different audiences is a key aspect of succeeding in any profession, and more so in a diplomat's work. This course introduces the principles of research and writing informative and analytical country briefs and analysis, as well as shaping policy-oriented briefs, which form the core of a diplomat's formative years. In addition, it offers practical tips on how to take effective notes during official meetings.

PGD-SKILL002: Negotiations (1 CH)

This course covers the concepts related to the practice of negotiations. It includes studying the underlying structure of negotiations, as well as the psychology behind negotiation-based judgment and decision-making. It will include hands-on negotiation experiences and strategies through case studies and simulations, with the goal of imparting comfort and confidence when using these tools in a diplomatic career.

PGD-SKILL003: Consular Diplomacy & Crisis Management (1 CH)

This course includes a discussion of emergence of consular diplomacy as an important area in diplomatic studies. It highlights the international negotiations on a consular (legal) framework and individual consular cases that attract substantial attention from the media, public and politicians. The course draws attention to substantial developments since the late 1990s that necessitate a qualification of assumptions about the relationship between consular affairs and diplomacy dealing with individual and collective crisis management, involving a diaspora, migration, services to citizens abroad, etc.

PGD-SKILL004: Protocol & Etiquette (1 CH)

This course helps in navigating high-profile diplomatic engagements, in style. It introduces students to the ceremonial aspect of protocol procedures, etiquette or code of behaviour in diplomatic engagements, rules of courteousness in social gatherings, and respect for multiculturalism. It includes discussion of written and unwritten rules of official protocol and diplomatic etiquette. It is designed to be interactive and participatory, and includes various learning tools to enable the participants to operate effectively and efficiently in a multifunctional context. The course is built on four learning pillars: concept learning (lectures and presentations), role playing (group exercises), experience sharing (roundtable discussions) and exposure to situations and choices that diplomats face.

PGD-SKILL005: Diplomatic Communication - Arabic (1 CH)

This course focuses on developing effective Arabic diplomatic communication skills that are the mainstay of ties between and among states, especially sharing important and sensitive information and terms of agreements that form the basis of foreign policies. It explains different types of diplomatic correspondence such as formal and informal letters, protocol letters, reports, notes, etc. The course highlights the processes involved in the drafting of each of these categories of correspondence. A section on ceremonial correspondence (protocol) is also part of the course.

PGD-SKILL006: Diplomatic Communication - English (1 CH)

This course focuses more on oral communication skills in English. It combines lectures with practical exercises and simulations related to public speaking, presentation skills, intercultural communication, and time management skills. The course will help equip students with the necessary skills needed to perform their day-to-day diplomatic tasks in an impressive and effective manner.

B. Third LANGUAGE COURSES

The PGD programme combines academic courses with diplomatic training courses and third language skills. During the 2023-2024 academic year, AGDA will offer the following third language courses: Chinese, French, Russian and Spanish.

Third language classes will be conducted from 1:00 pm to 3:00 pm, on Mondays, Wednesdays and Thursdays throughout the academic year.

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.



11 MA PROGRAMME IN GLOBAL AFFAIRS AND DIPLOMATIC LEADERSHIP

12.1. Mission and Description

The MA in Global Affairs and Diplomatic Leadership (MAGAD), formerly known as the MA in Diplomacy and International Relations, was launched in October 2017 as an accredited programme that aims to equip students with greater knowledge of global and regional issues and with an advanced grasp of important diplomatic skills.

The MA is a **30-credit** programme where students acquire the ability to think critically about important political and economic trends while gaining first-hand training in advanced negotiations and mediation, public diplomacy, leadership and crisis management in the field of diplomacy.

MAGAD has 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.

12.2. MA Programme Learning Outcomes (PLOs)

The PLOs for the MA programme include:

- **PL01: Global 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.

12.3. MA Programme Learning Outcomes (PLOs) to QF Emirates Level 9

Program Learning Outcomes	QF Emirates (Level 9)
<p>PLO 1: Global 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 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</p>	<p>Knowledge:</p> <ul style="list-style-type: none">• Comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments• advanced knowledge of applicable research principles and methods• critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production• detailed body of knowledge of recent developments in a field of work, and/or discipline

Program Learning Outcomes	QF Emirates (Level 9)
<p>PLO 2: 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.</p>	<p>Skills:</p> <ul style="list-style-type: none">• advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/ or activities• skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline• advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions• highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters

Program Learning Outcomes	QF Emirates (Level 9)
<p>PLO 3: 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</p>	<p>Aspects of Competence</p> <p>Autonomy and responsibility</p> <ul style="list-style-type: none">• can function autonomously and/ or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/ or intervention or conceptual abstract solutions• can account for high level governance of processes and systems• can analyze and reflect on sociocultural norms and relationships and act to build and transform them <p>Role in Context</p> <ul style="list-style-type: none">• can initiate and manage professional activities that may include a highly complex environment• can take responsibility for leading the strategic performance and development of professional teams and self

MA Courses:

The MAGAD programme balances core courses, electives and the MA thesis. Core courses are required courses for all MAGAD students, whereas students can choose the elective courses that they wish to enrol in. The MA Thesis is also required of all MA students.

The courses are:

Core Courses - Total: 12 credits:

- Contemporary Global Affairs (3 credits)
- International Economics (3 credits)
- Public Diplomacy, Leadership and Crisis Management (3 credits)
- International Negotiation and Mediation: Strategy and Methods (3 credits)

Students take 4 courses from the following options:

- African Political Systems
- Trends in Gulf-Asia-Africa Foreign Relations
- China and the Middle East
- Trends in European - Middle Eastern Foreign and Security Policies

Elective Courses - Total 12 credits:

Science Diplomacy

- Comparative Politics
- The Geopolitics of Food Security
- Countering Global Terrorism and Extremism
 - Humanitarian Crises and Refugees
 - Human Rights

MA Thesis - Total: 6 credits:

The MA Thesis starts in the Fall semester with a defence date set for either June or September of the following academic year.

12.4. MA Curriculum

The MAGAD programme is a 30-credit programme that can be completed in one academic year (full-time) or in two academic years (part-time).

Students who choose to take the programme on a full-time basis can expect to attend evening classes throughout the week (Monday - Thursday) on the AGDA campus. Students who opt for the part-time option can expect to attend evening classes twice a week for a duration of two academic years.

All students in the MAGAD programme have to complete 4 core or required courses (of 12 credits), 4 elective courses (12 credits) and a Master's Thesis (6 credits). Work on the MA thesis begins throughout the academic year with a defence date scheduled in either June or September.

AGDA alumni who successfully completed the Post-Graduate Diploma (PGD) programme in UAE Diplomacy and International Relations can enrol in MAGAD. They are required to complete 12 credits worth of course work, which include 6 credits of course work and 6 credits for the MA thesis.

Alumni can expect to complete the programme in one academic year by taking one course per semester and defending their thesis in either June or September.

12.5. MA 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.

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.

Contemporary Global Affairs (3 CH)

This course is a survey of contemporary global affairs. It aims at providing students with an in-depth understanding of the main issues dominant on the global scene and their impacts on the foreign policy of nation states. It addresses issues such as pandemics crisis-management, globalisation, global warming, IT and cyber security, migration and refugees, war and peace, violent extremism and terrorism, development and underdevelopment, and related topics. Ultimately, the course aims at providing students with a comprehensive understanding of contemporary global affairs, global challenges, and the opportunities they provide to nation states and non-state actors. Given the active role of the UAE in global affairs, the course will highlight the country's proactive approach in dealing with global challenges and its efforts to cultivate opportunities to further its foreign policy goals, national interest, and national security.

International Economics (3 CH)

This course provides students with a thorough understanding of the dynamics of the global economy and energy markets, and the UAE's role in them, while also underscoring the implications for climate change. The course begins with an overview of recent trends in the global economy and builds students' understanding of basic economic principles. The course additionally reviews processes of economic integration, key drivers of economic growth and development in the 21st century. The course also studies and explains the significant effects of international growth rates, exchange-rate valuations, and economic policies of major economies on the UAE. In addition, we examine lessons learned for economic diversification, which the UAE's leadership has set as a priority, from strengthening its role as an international financial hub to fostering tourism and manufacturing. The course then turns to the specific role of energy, the UAE's major source of wealth and political importance.

Public Diplomacy, Leadership and Crisis Management (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. 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.

International Negotiation and Mediation: Strategy and Methods (3 CH)

The general goal of this course is to provide students with an overview of the theoretical and practical skills needed to engage in negotiations, mainly at the international level. The course guides the students through cutting-edge debates within the field of international negotiation and mediation, and introduces them to the challenges of practical aspects of negotiation through in-class simulations. The course will not only provide tools to critically analyse international conflict, but will also engage them in forecasting negotiation challenges, developing negotiation and mediation strategies, and executing them in stimulating bargaining settings. Overall, the course aims to raise awareness of this interaction between theory and practice within the realm of international negotiation and mediation.

African Political Systems (3 CH)

This course examines African Politics and Africa in World Affairs. It's a survey of the major issues pertaining to the continent, its status and role in International Relations. Its primary goal is to develop the analytical skills, conceptual tools, and historical foundations necessary for understanding the continent of Africa and its politics. The course covers major themes, such as pre-colonial history, colonialism and post-colonial Africa, national liberation movements, state formation, state building, ethnicity, nationalism, social class, ideology and religion, legitimacy, state and civil society relations, economic development, growth, equality and inequality. It also examines the role of the external factors in the making of African politics. Additionally, the course is country specific as it examines the governments of South Africa, Ethiopia, Nigeria and Central Africa as representatives of the continental African political system.

GAD 907 Trends in Gulf - Asia - Africa Foreign Relations (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.

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.

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.

The Geopolitics of Food Security (3 CH)

This course covers the concepts and theories related to food sovereignty and food security and their relevance to the United Arab Emirates' (UAE's) foreign policy, as well as related terminologies needed to contextualise the global food security narrative. The course will identify trends and colonial legacies that have shaped today's global food system with regard to production and trade. Moreover, the discussion will include Structural Adjustment Programmes (SAPs) by the so called 'Washington Consensus', i.e. the International Monetary Fund and the World Bank, and how SAPs have influenced farmers' food sovereignty and countries' food security. The role of the United States Aid (USAID) in influencing the 'wheatification' of diets in the Middle East and North Africa (MENA) region will also be discussed. The course includes a discussion of food regimes and World Trade Organisation (WTO) rounds and how those have shaped national food security in countries, in addition to global food security. The course will introduce and briefly discuss the various threats to global food security as it investigates the geopolitical question of food sovereignty and how the relentless pursuit of self-sufficiency at all costs could undermine global food security without necessarily improving a country's perceived national food sovereignty and its citizens' food security. A case study would be introduced at the end of the food regimes' discussion to better understand what a corporatised food regime means for global food security. The course assesses existing indices to measure food security and introduces a new one to measure food sovereignty instead -- the Food Sovereignty Index (FSI). The index is based on the United Nations' Food and Agricultural Organisation's (FAO's) Self-Sufficiency Ratio (SSR), adjusted to population. Finally, the course will use the discussed material and the indices to situate MENA, and the UAE in the global food security landscape.

Science Diplomacy (3 CH)

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 especially as they relate to science and technology and their impact on the practice of diplomacy. 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.

12.6. 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.

12.7. 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. AGDA alumni can expect to finish the programme in one academic year.

12.8. 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.

12 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 MoFA, 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 likely 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.

13.1. 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.



13.2. MAHAD Courses:

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

- HAD 933** Principles and Practices of Humanitarian Action & Development (3 CH)
- HAD 932** Managing a Development Project (3 CH)
- HAD 904** International Humanitarian Law (3 CH)
- HAD 931** Economics of International Development (3 CH)
- HAD 907** Humanitarian Action, Development and UAE Foreign Policy (3 CH)
- HAD - THESIS** (3 CH) to **HAD - THESIS** (6 CH)
- HAD 934** Women 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 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)

13.3. MAHAD Programme Learning Outcomes (PLOs)

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

- **PL01:** Disciplinary Knowledge in Humanitarian Action and Development – Upon the successful completion of the programme, students will gain relevant and highly specialised knowledge in international development and humanitarian action, including how various paradigms have evolved over time, and the political, economic and legal frameworks that are currently used to understand development and humanitarian action in the region, as well as globally.
- **PL02:** Applied Knowledge in Humanitarian Action and Development – Upon the successful completion of the programme, students will possess diverse knowledge of case studies in humanitarian action and development, and be able to assess and apply the practical lessons learned from those case studies. They will have a sound grasp of the roles of different kinds of actors in the development and humanitarian sectors and the tools available to them. They will also have an overview of the policies and programmes of the United Arab Emirates in the field of humanitarian action and development and be able to situate this in a wider diplomatic context.
- **PL03:** Research Skills – Upon the successful completion of the programme, students will demonstrate a solid ability to critically evaluate information, develop coherent arguments and ideas and complete high-quality research papers as well as in-depth policy-oriented research projects that are relevant to the field of humanitarian action and development. They will also be able to adapt and use various research methods to develop and complete their projects and apply these to the type of issue that they might expect to encounter in a professional context.
- **PL04:** Professional Excellence – Upon the successful completion of the programme, students will be able to take autonomous responsibility for designing and managing programmes or projects in the field of development and humanitarian action. They will also understand the role of communications and leadership in the fields of development and humanitarian action. In addition, students will be able to communicate effectively, both verbally and in writing, the findings of their projects and papers to their peers and relevant AGDA stakeholders.

13.4. MAHAD Programme Learning Outcomes (PLOs) to QF Emirates Level 9

Program Learning Outcomes	QF Emirates (Level 9)
PLO 1: Disciplinary Knowledge in Humanitarian Action and Development _ Upon the successful completion of the programme, students will gain relevant and highly specialised knowledge in international development and humanitarian action, including how various paradigms have evolved over time, and the political, economic and legal frameworks that are currently used to understand development and humanitarian action in the region, as well as globally.	Knowledge: <ul style="list-style-type: none">• Comprehensive, highly specialized knowledge in a field of work, discipline and/or professional practice, and at the interface between different fields, including frontier concepts and recent developments• advanced knowledge of applicable research principles and methods• critical awareness of knowledge issues, as the basis for original thinking; encompassing appropriate processes of enquiry and current processes of knowledge production• detailed body of knowledge of recent developments in a field of work, and/or discipline

Program Learning Outcomes	QF Emirates (Level 9)
PLO 2: Applied Knowledge in Humanitarian Action and Development - Upon the successful completion of the programme, students will possess diverse knowledge of case studies in humanitarian action and development and be able to assess and apply the practical lessons learned from those case studies. They will have a sound grasp of the roles of different kinds of actors in the development and humanitarian sectors and the tools available to them. They will also have an overview of the policies and programmes of the United Arab Emirates in the field of humanitarian action and development and be able to situate this in a wider diplomatic context.	Skills: <ul style="list-style-type: none">• advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities• skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline• advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions• highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters

Program Learning Outcomes	QF Emirates (Level 9)
<p>PL0 3: Research Skills – Upon the successful completion of the programme, students will demonstrate a solid ability to critically evaluate information, develop coherent arguments and ideas and complete high-quality research papers as well as in-depth policy-oriented research projects that are relevant to the field of humanitarian action and development. They will also be able to adapt and use various research methods to develop and complete their projects and apply these to the type of issue that they might expect to encounter in a professional context</p>	<p>Skills:</p> <ul style="list-style-type: none">• advanced skills required in research, analysis, evaluation and/or innovation of complex ideas, information, concepts and/or activities• skills to develop new knowledge and procedures and to integrate knowledge from different fields using highly developed cognitive and creative skills and intellectual independence to the field of work or discipline• advanced problem-solving skills to analyze highly complex issues with incomplete data and develop innovative solutions and proposals relevant to an academic/ professional field, field of work or discipline planning skills to develop and execute a major project or comparable activities (that includes a significant range of variables and complexity) with appropriately selected research methodologies producing sound conclusions• highly developed specialist communication and information technology skills to present, explain and/or critique highly complex matters

Program Learning Outcomes	QF Emirates (Level 9)
<p>PL0 4: Professional Excellence – Upon the successful completion of the programme, students will be able to take au-tonomous responsibility for designing and managing programmes or projects in the field of development and humanitarian action. They will also understand the role of communications and leadership in the fields of development and hu-manitarian action. In addition, students will be able to communicate effectively, both verbally and in writing, the find-ings of their projects and papers to their peers and relevant AGDA stakeholders.</p>	<p>Aspects of Competence</p> <p>Autonomy and responsibility</p> <ul style="list-style-type: none">• can function autonomously and/ or take responsibility for managing professional practices, work, processes or systems, or learning contexts that are highly complex, unpredictable and unfamiliar, and require new strategic approaches and/or intervention or conceptual abstract solutions• can account for high level governance of processes and systems• can analyze and reflect on sociocultural norms and relationships and act to build and transform them <p>Role in Context</p> <ul style="list-style-type: none">• can initiate and manage professional activities that may include a highly complex environment• can take responsibility for leading the strategic performance and development of professional teams and self

13.5. 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.

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

13.6. 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 has headed. The course will include the study of international organisations, states and notably NGOs, and their roles 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 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 centre 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.



13 AGDA'S STATEMENT ON THE RESEARCH POLICY

AGDA is dedicated to promoting innovation throughout its educational, research, and service endeavors. Our primary objective is to perpetually enhance the research and scholarly abilities of our faculty members and graduate students. As a result, our university provides comprehensive support for our faculty and graduate students in their roles as researchers in an effort to accelerate their contributions to the field of research.

In support of this vision, we provide research assistance services to both faculty members and students, all of which are conducted under the supervision of our competent faculty. These services serve two purposes: first, to foster creativity and the growth of knowledge, and second, to increase the number of publications by our faculty members in areas closely aligned with the core academic disciplines.

14 STUDENTS INVOLVEMENT IN RESEARCH

Students are encouraged to volunteer to assist AGDA research or academic faculty with research projects. The selected students work on specific projects as Research Assistants (RAs) to a member of the research or academic faculty. 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 appointment is done on a needs-basis in relation to specific research projects being led by a faculty member. When a faculty member wants to recruit an RA, he/she should first submit a proposal to the AAC for approval, which will take account of the quality of the opportunity and the expected workload for the students.

Once the approval is received, the opportunity should be advertised to all eligible students through Student Affairs. All the students from a given academic programme (in most cases, this will be the Postgraduate Diploma programme) should be given the opportunity to apply for the position apart from those on academic probation. The advert should make clear what the expected time commitment will be from the students.

The requirements for the application should be defined on a case-by-case basis by the faculty member, but it should include an interview with the faculty member in order to determine the student's fit for the project and to ensure that the expectations are clear for both parties. If there are more applicants than positions available, the faculty member should make an objective decision about which student would be the better fit for the role.

Once the research project that they are assisting with is finished, their service as a RA ceases. The service as an RA should not extend beyond the term of their studies in the PGD programme, even if the project is not finished.

15 ETHICAL RESEARCH

Faculty and researchers at AGDA are expected to follow the highest standards of professional conduct and ethical behavior when preparing, developing and publishing research. Furthermore, researchers should keep in mind that the quality of their work reflects on the Academy; ensuring the quality of their work enhances the good name of the institution.

AGDA has an ethical and legal responsibility to review all proposed research projects and activities involving human beings as subjects. The Academy makes every effort to ensure compliance with internationally-recognized principles and regulations governing the protection of human beings participating in research. In this regard, all research proposals involving the participation of humans must be submitted to and approved by the Research Director before any study is undertaken.

AGDA expects faculty, researchers and any staff members involved in research to maintain high ethical standards that reflect well on the Academy. Even the appearance of misconduct should be avoided.

The Academic Committee may in certain cases deem participant consent forms to be a mandatory part of the study process. These forms must clearly state the name of the (primary) researcher, the organization, the goal of the research, and guarantees of anonymity and confidentiality. If consent forms are required, the forms must be stored separately from survey responses or study results. In case a member of the AGDA faculty conducts research for another institution, that institution's review board has jurisdiction in regard to research on humans as long as that institution's standards meet or exceed the standards established by AGDA.

Disclosure of any potential conflict of interest is essential for the responsible conduct of research. Such a conflict may exist if the researcher or a family member has a personal financial or business interest in the work being done, regardless of whether the researcher believes she or he can maintain professional objectivity.

The formal written disclosure of any such interests must be made to the Academic Committee, the editors of any journals to which relevant papers are submitted, fellow research collaborators, and bodies from which any funds are sought. Failure to disclose potential conflicts of interest is a violation of good conduct on the part of researcher(s) involved and may result in formal disciplinary action.

Activities considered to be inappropriate in this respect include plagiarism, falsification of data and inappropriately claiming credit for research in which the individual had limited involvement. Other forms of dishonesty or questionable integrity might include theft, inappropriate attacks on the reputation of others, and deliberate efforts to manipulate research outcomes. Misconduct does not include genuine errors on the part of researchers or differences in interpretation or judgment of data.

All members of the AGDA community have a responsibility for reporting any incident of suspected research misconduct. This report will go to the Academic Director (for academic faculty) or the Research Director (for research faculty), or, when the respective Director is involved in the misconduct, the Director General. Deliberate research misconduct will be met with disciplinary action.

16 THESIS SUPERVISION & EXAMINATION

The thesis committee is made up of the Thesis supervisor and two readers, one of whom may be external to AGDA. The supervisor should have expertise in the proposed research project and will, among other things, meet regularly with students, guide them, and provide feedback on drafts and presentations. The supervisor will also be responsible for evaluating the student's research proposal in the Fall semester. The first and second readers only will be responsible for co-grading the Written Thesis and Defense at the end of the academic year. They will engage with the student to answer questions only on a needs basis.

Selecting the Thesis Supervisor:

The Thesis supervisor is responsible for the following:

- To grade the student's research proposal and presentation fairly
- To regularly meet with the student and offer insights and recommendations on the student's work and progress
- To set deadlines and hold the student accountable for delivering all milestones on time - To convey to the student any rules or procedures required for the completion of the thesis
- To liaise with the Course Coordinator and other readers on any matters regarding the thesis
- To convey to the student any feedback necessary to ensure the completion of a quality thesis
- To respond to student requests to read and comment on the thesis deliverables in a timely manner. To report to the Course Coordinator and the AAC any issues pertaining to academic integrity violations in a timely manner and/or any issues arising from students not completing the thesis work

Students should choose their Thesis supervisors based on the following criteria:

- The supervisor has to be an AGDA faculty member
- The supervisor has to have a PhD
- The supervisor needs to have extensive knowledge and expertise in the chosen topic
- The supervisor and student have a compatible working relationship
- The supervisor's workload allows him/her to take on the thesis supervision.

Students may approach several faculty members to discuss their thesis with them before making their supervisor selection. During these meetings, students are encouraged to discuss with the faculty members how they would supervise the project in order to assess their compatibility with the student's approach.

Once the student has identified their preferred supervisor and an agreement has been reached between both parties, students are required to fill out the "MA Thesis Supervisor and Committee Form", get the appropriate signatures, and return the form to the Course Coordinator by the designated date.

Students should keep in mind that faculty may decline to supervise their thesis for various reasons, including but not limited to the faculty member's lack of expertise in a certain field, a heavy workload and/or multiple supervisees. The faculty member should help the student identify a suitable alternative supervisor in case they decline the student's request.

Selecting the Second and Third Readers:

- The second and third readers on the thesis committee are responsible for the following:
- To provide general guidance to the student on the thesis topic
- To grade the written thesis and oral defense at the end of the academic year

- To contribute to the list of possible revisions a student has to undertake before the final submission of the thesis
- To meet with the student only on a needs basis
- To give feedback to the student on their work whenever necessary
- To inform the Course Coordinator of any issues related to academic integrity

Students should keep in mind that Readers are not responsible for the day-to-day undertaking of the thesis. Students should only approach the readers if they have specific questions related to the topic and should keep them informed of the status of their project. The student should not submit thesis drafts or chapter drafts to the readers for feedback.

Students should choose the second and third reader based on the following criteria:

- Students may choose to seek an external third reader for their committee.
- If not, the second and third readers have to be an AGDA faculty member
- Readers have to have enough knowledge of the thesis topic to be able to judge the work fairly
- External readers from other academic institutions are not encouraged

Students may approach several faculty members before requesting them to serve on their committee. Once the student has identified their preferred readers and an agreement has been reached, students are required to fill out the “MA Thesis Supervisor and Committee Form”, get the appropriate signatures, and return the form to the Course Coordinator by the designated date.

Students should keep in mind that faculty members may decline to serve on their thesis committees for various reasons, including but not limited to the faculty member’s lack of knowledge in a certain field, a heavy workload and/or multiple supervisees. The faculty member should help the student identify other suitable alternative committee members.

17 COPYRIGHT, INTELLECTUAL PROPERTY AND PUBLICATIONS




AGDA recognize and respect intellectual property rights and are committed to fulfilling our moral and legal obligations with respect to our use of copyright-protected works.

No employee in AGDA may reproduce any copyrighted work in print, video or digital form in violation of the law. Works are considered protected even if they are not registered with the Ministry of Economy even if they do not carry the copyright symbol (©). Copyrighted works include, but are not limited to: printed articles from publications, electronic articles in online publications, online videos, images, training materials, manuals, documentation, software programs, databases, websites and blogs.

To obtain permission to reproduce copyrighted works outside of AGDA, employees should request permissions from the Concerned Department in AGDA. We expect all employees to be responsible consumers of copyrighted materials. We also encourage employees to educate their peers on copyright compliance. Employees who illegally duplicate copyrighted works may be subject to disciplinary action up to and including termination.

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