

## United Arab Emirates – Hamdan Bin Mohammed Smart University (HBMSU)

Hamdan Bin Mohammed Smart University (formerly Hamdan Bin Mohammed e-University) is the first e-University in the United Arab Emirates and was inaugurated in February 2009. The supreme president of the university is crown prince Hamdan. The learner-centred environment at the university is reflected in the support offered to learners with automated pre-enrolment and admissions support, e-virtual communities and learners' clubs, and additional learning resources such as the Library, e-Career and Placement Services, using the latest in ICT technologies to communicate with learners across the globe.

Student numbers			
More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data
Core Funding			
[data not provided]			
Qualifications offered			
Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)		
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)		
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)		
No formal/non-formal credits or qualifications / independent study	Other		
Subjects offered			
Generic programmes and qualifications	Information and communication technologies		
Education	Engineering		
Arts and humanities	Agriculture & veterinary		
Social sciences, journalism and information	Health and welfare		
Business, administration and law	Security, transport, hygiene and public health services		
Natural sciences, mathematics and statistics	Other		

Business Model	
<b>Entrepreneurial model with fixed core</b>	
Defender-related characteristics <i>versus</i> Prospector-related characteristics	
Networks	Profitability / sustainability
	Competitive advantage
	Value chain
	Communication channels
	Target group
Products / services	
Business Model: Additional Information	
The business model focuses on using digital technologies to reach new markets via new or innovative channels using the same of similar products and services as in the past.	

Organisation of learning provision		
Primarily campus provision	Primarily distance learning provision (correspondence)	Primarily online provision
Technology-enhanced learning elements		
Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)	
Open Educational Resources (OER)	Wikis	
Digital Badging	Videoconference	
Learning Analytics	Teleconference	
Artificial Intelligence	Learning Management System (LMS)	
E-Portfolios	Mobile Learning	
Blogging and micro-blogging	Bring Your Own Device (BYOD)	
Social Media	Online Assessment	
Other		
TEL Strategy		
Learner-centric and blended approach for all programs. Learners are classified into four categories: casual, committed, concentrated, and continuing learners. All courses offered (for concentrated learners) are designed for blended delivery including face-to-face, online synchronous (virtual) classes, and asynchronous (self-paced) sessions except certain special courses such as the field practicum and dissertation. Percentage of face-to-face (campus-based) component depends on program: 62.5% for concentrated learners (academic programs), 25% for undergraduate programs and post-graduate programs, none for casual learners. Online delivery facilitated by platforms such as the Virtual Learning Environment (VLE) and the virtual classroom facilitates. Learners must attend some examinations on campus and support final projects with presentations. Approach particularly successful with regard to post-graduate studies. Learners can select the credit load that best suits their professional and personal life commitments. Virtual and online delivery allows learners to attend classes from home, work, or when they are out of the country.		

OOFAT Model	
Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.	
<b>Content-focused OOFAT model</b>	
OOFAT Model: Additional Information	
[data not provided]	