

Decision of the FIBAA Accreditation and Certification Committee



10th Meeting on June 21, 2023

PROGRAMME ACCREDITATION

Project Number:	22/069 cluster 2
Higher Education Institution:	Doha Institute for Graduate Studies
Location:	Qatar
Study Programmes:	Master of Science in Critical Security Studies Master of Development Economics
Type of Accreditation:	initial accreditation

The FIBAA Accreditation and Certification Committee has taken the following decision:

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programmes are accredited.

Period of Accreditation: June 21, 2023, until June 20, 2028

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Doha Institute for Graduate Studies, Qatar

Master programmes:

1. Master of Science in Critical Security Studies
2. Master of Development Economics

Qualification awarded on completion:

1. Master of Science in Critical Security Studies
2. Master of Development Economics

General information on the study programmes

Brief description of the study programmes:

Master of Science in Critical Security Studies [MCSS]

The Master in Critical Security Studies programme (MCSS) seeks to provide outstanding prospective graduate students and professionals with the skills, knowledge and ethical framework to address emerging security issues related to Qatar, the region and the international community. The programme is designed for Qatari and other Arabic-speaking students seeking to launch or advance their careers in governmental defense policy, foreign affairs, security, academia, public policy, public administration, and journalism. Hence, the MCSS graduates will develop skills relevant to a wide range of organizations, including academic institutions, foreign and defense ministries, think-tanks, and militaries. Students undertaking the programme will become more confident, strategic, critical researchers with the potential to lead on the development and execution of strategic security policies in an uncertain, culturally-diverse and resource constrained world.

Master of Development Economics [MDE]

The mission of the Master of Development Economics (MDE) programme is to advance the learning and research capacity of diverse Arabic speaking students using interdisciplinary research methodologies and tools. The MDE programme aims to graduate development economists and practitioners who can propose scientific and practical solutions to development challenges in the Arab region in an ethical and culturally relevant manner.

Type of study programme:

1. Master of Science in Critical Security Studies: Master programme
2. Master of Development Economics: Master programme

Projected study time and number of ECTS credits assigned to the study programme:

1. Master of Science in Critical Security Studies: 2 years / 4 semesters; 100 ECTS credits
2. Master of Development Economics: 2 years / 4 semesters; 100 ECTS credits

Mode of study:

All programmes: full-time and part-time

Didactic approach:

All programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: no

Scope (planned number of parallel classes) and enrolment capacity:

1. Master of Science in Critical Security Studies: 20 students
2. Master of Development Economics: 15-20 students

Programme cycle starts in:

All programmes: fall semester

Initial start of the programme:

1. Master of Science in Critical Security Studies: Fall 2019
2. Master of Development Economics: September 2015

Type of accreditation:

1. Master of Science in Critical Security Studies: Initial accreditation
 2. Master of Development Economics: Initial accreditation
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Procedure

A contract for the initial accreditation of the Master of Science in Critical Security Studies and the Master of Development Economics was made between FIBAA and Doha Institute for Graduate Studies on July 2, 2022. On November 15, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criterion for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹. The HEI has agreed with the chosen experts. The panel consisted of:

Prof. Dr. Mazhar Al-Zoubi

Qatar University, Department of International Affairs, Doha, Qatar
Associate Professor in International Affairs (International Relations, Gulf studies, Culture and Politics, Islam and Politics, Security studies (focus on culture, ideology, and identity), Globalization and the World system)

Prof. Dr. Michael Koch

SRH Fernhochschule - The Mobile University, Düsseldorf, Germany
Professor of Economics and Sustainability (International Economic Context, Economic Cooperation and Development, Capital Markets, Risk Management, Sustainability in Business, Sustainability Management)

Dr. Mark Andrew Laffey

SOAS University of London
Department of Politics and International Studies Senior Lecturer in International Relations (International Studies, International Relations, International Security, Foreign Policy Analysis, Diplomacy, International Political Sociology, Postcolonial Approaches to World Politics, Hierarchy and Violence, Conflict Management and Humanitarian Action)

Noemie Jeanne Scherrer

Vrije Universiteit Amsterdam
Student Philosophy, Politics, and Economics (B.Sc.)

Dr. Manfred Schmidt

Sikos GmbH, Sankt Ingbert, Germany
Chairman of the supervisory board (Business Administration, Process Optimization, Integrated Management Systems, Information Technology, Internet of Things (IoT) Production Processes, Cyber Security, Education, Supply Chain Sustainability; Member of the Board many projects in the field of certification: Germany, Switzerland, Austria, USA, France, Luxembourg, China, Thailand, India)

FIBAA project manager:

Univ.-Ass. Mag. Mag. Alexander Plaikner

¹ The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on February 22-23, 2023, via the video conferencing tool Zoom. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 22, 2023. The statement on the report was given up on May 29, 2023. It has been taken into account in the report at hand.

Summary

The **Master of Science in Critical Security Studies (MCSS)** and the **Master in Development Economics (MDE)** offered by Doha Institute for Graduate Studies (DI), fulfil without exceptions the FIBAA quality requirements for Bachelor and Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023, and finishing on June 20, 2028. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

For all programmes:

The programmes exceed in these criteria the quality requirements:

- Objectives of the study programme (see chapter 1.1);
- International orientation of the study programme design (see chapter 1.2);
- Counselling for prospective students (see chapter 2.2)
- Transparency and documentation of admission procedure and decision (see chapter 2.6)
- Internationality of the student body (see chapter 3.4.2)
- Internationality of faculty (see chapter 3.4.3)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)
- Quality assurance and quality development with respect to contents, processes and outcomes (see chapter 5.1)

For the **Master of Science in Critical Security Studies (MCSS)**, the programme exceeds additional in this criterion the quality requirements:

- Multidisciplinary competences and skills (see chapter 3.5)

In summary, this programme seems to be fairly solid. The institution is still rather young, but it appears to be strong enough institutionally to support a demanding programme such as this one. Overall, the documentation provided is comprehensive and well drafted. All of the points required by FIBAA have been addressed.

For the overall assessment of the programmes, please refer to the quality profile at the end of this report.

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Information

Doha Institute for Graduate Studies (DI) is an independent academic institution for postgraduate studies in the social sciences, humanities, public administration, development economics, business administration, clinical and social psychology, social work, conflict management and humanitarian action, critical security studies, and human rights. The Institute realizes its academic objectives by integrating teaching and learning with scientific research in a manner that prepares its graduates to become academic researchers in the social sciences, humanities, public administration and development economics, and accomplished professionals in their fields of specialisation.

The Institute aims through its teaching and learning programmes and the research activities of its faculty to fulfil its mission of universal participation by preparing a new generation of academics and researchers who are independent thinkers and proficient in using international scientific standards and modern interdisciplinary research methodologies and tools, and leading professionals who can advance human knowledge and respond to the needs of the Arab region, resulting in social, cultural and intellectual development.

The Institute's programmes have been designed and developed to meet and be aligned with the UK qualification framework and its learning outcome descriptors for a higher education qualification at level 7 on the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Scottish Credit and Qualifications Framework (SCQF) level 11 on the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS). It is also important to note that the qualification descriptors of the UK frameworks for higher education qualifications align with the qualification descriptors of the Framework for Qualifications of the European Higher Education Area (QFEHEA), the Dublin descriptors. Conforming to the UK framework has been discussed and agreed on with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensures for all DI's programmes. Moreover, through conforming to the UK framework and Dublin descriptors, DI is completely compliant with Qatar's own National Qualification Framework that was recently published in 2021 for the first time. This compliance was confirmed and evidenced in DI's successful relicensing by the Ministry of Education and Higher Education in Qatar.

DI and all its programmes are licensed by Qatar's Ministry of Education and Higher Education and DI has successfully undergone its ministerial re-licensing process (on a cycle of five years) in May 2021. DI and its programmes are listed on the Ministry of Education and Higher Education's website².

DI features two Schools — the School of Social Sciences and Humanities (SOSH) and the School of Economics, Administration and Public Policy (SEAPP). The name of SEAPP has been changed in 2021 from its original name which was "School of Public Administration and Development Economics." In total, DI offers 20 degree programmes. The Master in Critical Security Studies programme and Development Economics (MDE) programme are part of the School of Economics,

² <https://www.edu.gov.qa/en/pages/higheredudefault.aspx?itemid=134>, accessed on 14.04.2023

Administration and Public Policy (SEAPP)³. The organigram of the DI provides a graphical overview of the positioning of the SOSH and SEAPP (see appendix figure

MCSS Mission

The MCSS seeks to provide outstanding prospective graduate students and professionals with the skills and knowledge to analyze and evaluate emerging security issues related to Qatar, the region and the international community. The programme is designed for Qatari and other Arabic-speaking graduate students seeking to launch or advance their careers in academia, research, governmental defense policy, foreign affairs, security, public policy, public administration, and journalism. Hence, the MCSS graduates will develop skills relevant to a wide range of organizations, including universities, think tanks, foreign and defense ministries, and militaries. Students undertaking the programme will become more confident, critical scholars and strategic analysts with the potential to lead on the development and execution of strategic security policies in an uncertain, culturally diverse and resource constrained world.

MDE Mission:

The mission of the Master of Development Economics (MDE) programme aims to advance the learning and research capacity of diverse Arabic speaking students using interdisciplinary research methodologies and tools. The MDE programme aims to graduate development economists and practitioners who can propose scientific and practical solutions to development challenges in the Arab region in an ethical and culturally relevant manner. The Arab region is faced with important development challenges ranging from high levels of unemployment among youth to stalled progress in political and economic development. The MDE programme services the Arab region by training Arabic-speaking development economists capable of utilizing the modern economic tools to address development issues within the unique context of the Arab region. The programme aims to graduate top-tier researchers for academic institutions and research centers, and development practitioners and analysts for careers in the public and private sectors.

Statistical data of the Master of Science in Critical Security Studies (MCSS)

The years between 2021 and 2022 show for MCSS an high application rate with a tolerable drop-out tendency (note, due to the young programme no comparison is available today). Among 122 applicants in 2019, only 24 students were selected to be enrolled in the MCSS programme. Similarly, in year 2020, 22 students were selected out of 93 applicants. And in 2021, 14 students were selected out of 69 applicants. The MCSS programme had 15 students completing the MCSS requirements- for 2019-20221 cohort- and graduating as the first cohort of Critical Security Studies graduates in Qatar and the Arab World. The graduation of some students was postponed for reasons such as not completing the English language courses, deferring the theses due to professional workload and personal reasons. Those students graduated in the next academic year.

³ The Institute also has an Executive Education Excellence Center and a Language Center. For more information on DI's academic policies, please refer to <https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>.

Table 1: Statistical Data MCSS

Note: 2017 refers to the cohort admitted in 2015 (where applicable) and so on.

		Graduating Cohort						
		2017	2018	2019	2020	2021	2022	2023
# Study Places						20	20	20
# Applicants	Σ					122	93	69
	f					91	25	17
	m					31	68	52
Application rate						610,00 %	465,00 %	345,00 %
# First-Year Student	Σ					24	22	14
	f					9	10	6
	m					15	12	8
	Full Time Students					22	22	14
	Part Time Students					2	0	0
Rate of female students						37,50%	45,45%	42,86%
# Foreign Students	Σ					4	4	4
	f					2	2	2
	m					2	2	2
Rate of foreign students						16,67%	18,18%	28,57%
Percentage of occupied study places						120,00 %	110,00 %	70,00 %
# Graduates	Σ					15	0	0
	f					4		
	m					11		
Success rate						62,50%		
Dropout rate						37,50%		
Average duration of study						2		
Average grade of final degree						3,66		

* As of Fall 2021

Appraisal

Statistical data show a decreasing trend in the number of applicants and first-year students. However, the rate of international students is increasing from 16.67 % in 2021 to 28.57 % in 2023. The gender composition has become more and more balanced in recent years (42.86 % female students in 2023). Thus, except for the decreasing number of applicants in the reported period, the quantitative development of the programme has been convincing so far.

Statistical data of the Master of Development Economics (MDE)

The years between 2017 and 2021 show the MDE programme an extremely high application rate with a tolerable drop-out tendency (with a peak on 2021 - possibly justified by COVID19). During the first five academic admissions cycles (2015 – 2020), the acceptance rate was below 10 %, except for the first year of the programme 2015 (around 30 %). Students in the MDE programme have maintained good progress on their courses. This is evident by the fact that to date, very few students have been placed on academic probation. MDE students are on probation for having GPAs below 3.0, giving further evidence that the study workload is feasible. Additionally, graduation rates have been high. The graduation rate for the 2017, 2018, 2019, and 2020 cohorts ranged from 100% in 2017 to 77.78% in 2021 (out of the 59 enrolled students in 2015 to 2021 only 7 have not graduated and withdrew from the programme during their first year of study). DI faculty and administrators continuously monitor student workload to ensure its feasibility

Table 2: Statistical Data MDE

Note: 2017 refers to the cohort admitted in 2015 (where applicable) and so on.

		Graduating Cohort						
		2017	2018	2019	2020	2021	2022	2023
# Study Places		20	20	20	20	20	20	20
# Applicants	Σ	34	160	142	144	175	543	440
	f	14	42	34	45	35	118	86
	m	20	118	108	99	140	425	354
Application rate		170,00%	800,00%	710,00%	720,00%	875,00%	2715,00%	22,00%
# First-Year Student	Σ	10	16	12	12	9	11	13
	f	4	8	4	6	2	5	6
	m	6	8	8	6	7	6	7
	Full Time Students	10	16	12	11	8	10	13
	Part Time Students	0	0	0	1	1	1	0
Rate of female students		40,00%	50,00%	33,33%	50,00%	22,22%	45%	46%
# Foreign Students	Σ	9	13	11	10	9	8	11
	f	4	5	4	5	2	3	4
	m	5	8	7	5	7	5	7
Rate of foreign students		90,00%	81,25%	91,67%	83,33%	100,00%	72,73%	84,62%
Percentage of occupied study places		50,00%	80,00%	60,00%	60,00%	45,00%	55,00%	65,00%
# Graduates	Σ	10	13	11	11	7		
	f	4	5	4	6	1		
	m	6	8	7	5	6		
Success rate		100,00%	81,25%	91,67%	91,67%	77,78%		

Dropout rate		0,00%	18,75%	8,33%	8,33%	22,22%		
Average duration of study		2	2,076	2,045	2,045	2		
Average grade of final degree		3,58	3,52	3,58	3,46	3,63		

Appraisal

Statistical data show an increasing trend in the number of applicants. The rate of international students is very high (84.62 % in 2023). The gender composition has become more and more balanced in recent years (46 % female students in 2023). The dropout rate and the average study duration remained relatively constant and satisfactory over the years. Thus, the quantitative development of the programme has been convincing so far.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Master of Science in Critical Security Studies (MCSS)

Quality Aims of European Higher Education

The MCSS programme reflects the four purposes of education as formulated by the Council of Europe: preparation for the labour market, preparation for life as active citizens in democratic societies, personal development, and development and maintenance of a broad, advanced knowledge base stimulating research and innovation.

All masters' programmes at DI have been designed and developed to meet and be aligned with the UK qualification framework and its learning outcome descriptors for a higher education qualification at level 7 on the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Scottish Credit and Qualifications Framework (SCQF) level 11 on the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS). The qualification descriptors of the UK frameworks for higher education qualifications align with the qualification descriptors of the Framework for Qualifications of the European Higher Education Area (QFEHEA), the Dublin descriptors. Conforming to the UK framework has been discussed and agreed on with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensures for all DI's programmes. This compliance was confirmed and evidenced in DI's successful relicensing by the Ministry of Education and Higher Education in Qatar.

Table 3: Framework System MCSS

Level	Knowledge	Skills	Competence
Description of the eight EQF levels; source: https://europa.eu/europass/en/description-eight-eqf-levels) The learning outcomes are relevant to Level 6	Advanced knowledge of a field of work or study involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

More specifically for the Critical Security Studies Programme (MCSS) – following an initial feasibility study and a foundational design by the MCSS Head of Programme – the programme proposal was approved by DI Council, its governing body, on 4 January 2018. Feedback and

suggestions from the Council were incorporated in the final proposal presented in two meetings on 4 January 2018 and on 13 May 2018. Thorough consultations with the Office of Institutional Effectiveness and Quality Assurance (OIEQA) team, a number of colleagues within DI and other universities have occurred between November 2017 and May 2018. They resulted in feedback and incorporated comments. A framework for the programme was presented to the Board of Trustees of DI on 27 March 2018, which gave its approval and offered further comments. The programme learning outcomes below reflect the input from all of the above parties, as well as the comments received from the Provost in March and May 2018 and two external experts in May 2018, both of whom are leading authorities in the field of Security Studies.

Upon successful completion of the Doha Institute's Master's in Critical Security Studies (MCSS), graduates will be able to demonstrate the following programme learning outcomes:

Knowledge and Understanding

- 1) Demonstrate in-depth knowledge and cognitive skills in both Security Studies and Critical Security Studies.
 - 2) Research and apply established theories and concepts and exercise expert judgement in strategic, military, security and/or policy contexts as they apply to Qatari, regional and international settings.
 - 3) Possess the skills and knowledge needed to access and evaluate the academic literature and the sources in the fields of study associated with Critical Security Studies
2. Intellectual Skills and Critical Thinking
- 4) Systematically analyse current problems and/or new insights pertaining to evolving 21st century security challenges.
 - 5) Make informed and independent judgements about how actors plan and execute security strategy in real world situations.
 - 6) Apply strategic concepts and knowledge to practical, contemporary problems using case studies from a range of comparative environments and global circumstances.
3. Practical and Research Skills
- 7) Possess an integrated understanding of the conduct of strategy, security, and its relationship to policy.
 - 8) Undertake security analysis and be able to critically analyse, reflect on and synthesize complex information relating to the conduct of strategy and security policy.
4. Transferable/Key Skills
- 9) Assess the significance of multidisciplinary and cross-sector concerns and questions for the implementation of strategy during security crises and armed conflicts.
 - 10) Conduct scholarly research, express ideas and construct evidence-based arguments in both written and oral form.

Programme Goals

The primary goals of the programme include:

1. To recruit talented students interested in pursuing applied and research-focused careers in Security and Strategic studies.
2. To provide students with a high-quality education in the diverse issue-areas of Critical Security Studies.
3. To equip graduates with the necessary analytical skills to engage in basic research and apply it to solve a range of Security and strategic problems and examine existing gaps in knowledge.
4. To enhance the quality and increase the quantity of strategic and defense analysts and Security Studies scholars in the region.
5. To contextualize the field of Security Studies in order to address the challenges and issues that exist in the Arab region and the world, and work toward establishing critical and suitable theories, explanations and policies.
6. To prepare graduates to assume careers relevant to Security Studies, and/or to pursue doctoral training in Security, Military and/or Strategic Studies or related professions/academic disciplines such as History, Politics, Sociology, and Arab and Middle East Studies.

Programme Learning Outcomes/Objectives

The MCSS Programme Learning Outcomes (PLOs) focus on honing methodological, theoretical and empirical critical thinking skills relevant to Critical Security Studies research; enabling students with sufficient breadth to retain perspective in the general field of Security Studies and sufficient depth to permit successful independent and significant research. By the end of the programme, MCSS graduates must demonstrate the programme learning outcomes across these following four categories of outcomes:

1.	Knowledge and Understanding
2.	Intellectual Skills and Critical Thinking
3.	Practical and Research Skills
4.	Transferable/Key Skills

These categories of outcomes support academic excellence by establishing thresholds for professional competence. These outcomes are incorporated through the curriculum/course work in order to establish the highest standard of Critical Security Studies education. The programme will utilize a learner-centered approach with a set of objectives that graduating students are expected to achieve. All courses will provide students with knowledge and skills, and most of them will also challenge students to apply knowledge by practicing skills and demonstrating their abilities. As detailed below – and in addition to academic excellence – employability, social commitment and general student development are all targeted.

The MCSS curriculum is structured in a way to combine in-class lectures, seminars and research training. The proffered 12 graduate courses in the MCSS produce an intense learning environment, which will ultimately enable the students to make progress. This programme has the potential to deepen the ‘research-policy nexus’ by forming a close-knit partnership with community developers, policymakers and practitioners. This will be done mainly through inviting practitioners and policy

advisers to lecture and interact with the students in the courses of the MCSS.

Master of Development Economics (MDE)

Objectives

The mission of the Master of Development Economics (MDE) programme aims to advance the learning and research capacity of diverse Arabic speaking students using interdisciplinary research methodologies and tools. The MDE programme aims to graduate development economists and practitioners who can propose scientific and practical solutions to development challenges in the Arab region in an ethical and culturally relevant manner.

Programme Context and Target Group:

The Arab region is faced with important development challenges ranging from high levels of unemployment among youth to stalled progress in political and economic development. The MDE programme services the Arab region by training Arabic-speaking development economists capable of utilizing the modern economic tools to address development issues within the unique context of the Arab region. The programme aims to graduate top-tier researchers for academic institutions and research centers, and development practitioners and analysts for careers in the public and private sectors.

1.1.2 Goals of the Programme:

The MDE has set forth four key goals that support the achievement of its programme mission. These goals are to graduate a new generation of Arab development economists who:

- 1) Promote the equitable and inclusive sustainable development of their respective communities and countries
- 2) Demonstrate a thorough and critical understanding of economic theories and their application to the development issues most crucial for the Arab region
- 3) Master the analytical and quantitative skills necessary to apply advanced statistical and econometric techniques using micro and macro-economic
- 4) Engage in development economics research with an eye towards supporting the development of sound economic policies by providing and communicating evidence-based evaluations and recommendations.

1.1.3 Programme Learning Outcomes/Objectives (PLOs)

The programme's goals translate into a set of 6 learning objectives/outcomes (Programme Learning Outcomes) that govern the design of the study programme and these outcomes are centered on knowledge and understanding, intellectual skills, practical skills, and transferrable skills. The Programme Learning Outcomes (PLOs) are:

PLO 1: Demonstrate an understanding of the role, structures, and policies governing the field of development.
PLO 2: Critically analyze emerging debates related to economic development through the lens of economic theory.
PLO 3: Formulate policies that address issues of economic development
PLO 4: Conduct empirical research to study economic development challenges.

PLO 5: Employ statistical techniques and econometric models to analyze economic data.
--

PLO 6: Communicate statistical analyses and results to non-experts in the field
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The PLOs are designed to go beyond the just knowledge of the subject and extend to providing intellectual, practical and transferable skills. More specifically, they focus on the developing of the student's critical academic and intellectual proficiency, employability in academic and non-academic fields related to development economics, and a strong commitment to social justice, equity and sustainability.

It is worth mentioning that the current study plan is an outcome of several revisions and improvements of the previous plans over the last five years.

Over the years, the programme has developed processes of assessment, benefiting from students and faculty feedback, to continuously improve its study plan. For example, the programme meets with the students annually to discuss challenges and opportunities facing the MDE students. In addition, the programme faculty members meet regularly to discuss students course evaluations, faculty feedback on courses and the study plan, and results from Alumni/Student Satisfaction surveys. The programme, for example, has decided to cancel the concentration tracks, as most students did not choose a track in the previous years. In addition, the programme works closely with The Office of Teaching, Learning and Assessment (OTLA) to revise and update the PLOs. For example, after consulting with The OTLA and given the students and faculty feedback, the PLOs were revised and reduced from 11 to 6, focusing on knowledge aspect, critical thinking, and transferable skills. Other programme improvements include adding new elective courses and changing the order in which the core courses offered.

Appraisal:

The qualification objectives of both programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. The HEI takes into account the requirements of the national qualification framework.

Beyond that the HEI systematically bases the qualification objectives of the programmes on the specific requirements of the target group as is based on an extensive and very proactive quality management. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-dateness and are adapted accordingly. According to the panel team the goals and direction of the degree programmes are clearly described within the university's orientation and exceeds quality requirements.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)	X				

1.2 International orientation of the study programme design

MCSS

According to DI self-evaluation report (p. 18) the MCSS programme is internationalized, both in terms of student and faculty composition as well as the curricular content. In multiple courses, the curriculum deals explicitly with international security issues. In every MCSS course, there are comparative, transnational and transregional dimensions. Human and environmental security, terrorism and counterterrorism, interstate and intrastate security and strategic issues are all treated from local, national, and international perspectives. Peer-reviewed journal articles, book chapters and books involving case studies spanning much of the world are assigned as part of course readings. This and other teaching materials are chosen from international authors and academic publishers.

The MCSS programme features a diverse student body. MCSS students are recruited from countries across the world. The first graduating class of 2019-2021 included a total of 15 graduates. The graduates represented four countries in total (Qatar, Oman, Palestine, and Tunisia). The current MCSS cohorts (representing the graduating classes of 2020-2022 and 2021-2023) include students from eight countries: Qatar, Oman, Kuwait, Palestine, Syria, Egypt, Sudan, United Kingdom. If all students graduate, this will bring the total number of countries represented to nine. Efforts to recruit in other countries are underway. Political limitations made recruiting in some of the region's countries an impossibility, unfortunately. The table below displays graduates and students by country.

As stated in the MCSS founding proposal, one of the aims is to enable graduates pursue careers relevant to Security Studies in either the Arab region or the West or pursue a doctorate degree in Security/Strategic/Military Studies at either Arab or Western universities.

Collectively, the MCSS faculty were educated in Arab-speaking countries (Egypt, Iraq, Algeria and Lebanon), the United Kingdom and Canada as highlighted in their CVs. They all speak at least two languages. Their research programmes focus on the Arab region, Europe, the former Soviet Union, Central Asia, Latin American and the Caribbean.

MDE

According to DI self-evaluation report (p. 13) students come from an internationally diverse background in terms of nationalities and academic and employment backgrounds. The students represented over 12 different nationalities during the past five years, and they came from different academic backgrounds, such as Engineering, Economics, Business Administration, and Literature.

Moreover, DI faculty come with a global array of training and research interests with experiences working and studying in countries beyond the region such as Australia, Canada, France and the U.S.A. The faculty members work on diverse development issues including labor markets, gender economics, political institutions and development, poverty, inequality, international trade, demography, health economics, behavioral economics and the economics of conflict. This allows the programme to offer a variety of courses covering many development issues in the Arab region and internationally, with the courses' reading lists that cover wide geographical areas including the Arab region and many developing/developed countries from different continents. The diverse

faculty members in terms of training and schools of thought enable the students to gain different perspectives and learn different approaches to address development challenges facing the region.

The mix of nationalities within the programme allows students the opportunity to develop an international perspective on economic development in the countries of the region and the experiences of local communities across the entire Arab region. They are purposely encouraged to conduct comparative studies and research on countries beyond their own to develop a critical perspective on the experiences of not just their own communities but the region and the Global South as a whole. Furthermore, the programme continuously aims to establish contacts with academics and professionals from beyond the borders of Qatar and the region. The programme uses its annual budget for seminar and conference series to invite diverse speakers from around the world on topics of relevance to the students' interests. The table below outlines some of the most notable speakers and events from past academic years.

Additionally, both programmes are taught in both English and Arabic, and only students demonstrating fluency in both languages are granted admission (Applicants with 5.5 and 6 IELTS score can be conditionally accepted. The conditionally accepted students are required to satisfy the IELTS graduation requirement score 6.5 during their study at DI by being enrolled in English language classes conducted by the Language Center). During the course of the programme, students are assigned readings in both languages. The programme's international focus directs students to pursue professional careers or doctoral studies in international academic institutions.

The intercultural and international experiences that the students are exposed to further supports their employability as they are positioned to apply their acquired skills beyond just a narrow local focus and towards a global perspective that has a critical appreciation of the development challenges faced by the Global South.

Appraisal:

By emphasizing internationality in teaching and studies (e.g. teaching content, academic staff and mix of nationalities), the degree programmes enable graduates to cope competently with international tasks through knowledge transfer geared to this and the associated development of competencies.

In the panel assessment these are two international (bilingual) programmes in regards the student profile and curriculum which is well targeted in an international context. The faculty is attracted to an international faculty as well the student body is demonstrated by the number of foreign students. It was also possible to talk to corresponding students within the scope of accreditation.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)	X				

1.3 Positioning of the study programmes

Positioning of MCSS on the educational market

According to DI self-evaluation report (p. 19) the MCSS at DI was designed to address the previous lack of existing similar programmes in Qatar and further afield. While there are at least 119 graduate Security Studies programmes in the United States, 79 in the United Kingdom, nine programmes in Israel⁴, three in the United Arab Emirates⁵ and two in Saudi Arabia,⁶ there was no Qatar-based higher education institution when the Critical Security Studies graduate programme was founded. This reality holds despite the pressing need to systematically study, strategize and analyze surrounding security crises, which included the blockade on Qatar, the rise of political violence committed by both state and non-state actors, the persistence of proxy wars, the rise of sectarianism, regionalism, and secession, and the continuation of environmental and human security crises and the sustained finding that the Arab region has the highest conflict and security crises ratio in the world.

According to DI self-evaluation report (p. 19), the MCSS programme is one of very few programmes in the Arab region that covers both classic/hard Security issues (such as war studies, counterterrorism, intelligence studies, civil-military relation and international security) and new/soft security issues/agendas (such as environmental security, human security, cyber security, and the various roles of non-state actors), from a Critical Security Studies perspective as its name indicates. It therefore fills an important gap in the educational opportunities available to students in the region. Given the small student-faculty ratio, the MCSS allows for greater student centrality. Moreover, the programme is both high-impact and in high demand, such that it meets the Security, strategic, educational, research and professional needs of the community while simultaneously providing educational opportunities for graduate students. Since its launch in September 2019, the MCSS is consistently one of the largest and most sought-after programmes in the DI. The MCSS has also direct relations with ministries, defence and police academies, and other governmental departments to enhance student recruitment and better understand gaps and areas of student interest. The programme consistently contributes to producing Arabic-language research in the field of Security Studies, which is highly uncommon in the Arabic-speaking World.

Also, the Arab region currently has the highest armed conflict ratio in the world. Since 1945 when the Arab states began to win their independence, nearly all states in the Middle East and North Africa have been involved in at least one intra- or interstate war; all have witnessed multiple Security crises (see self-evaluation report p. 20).⁷ In addition, these wars and conflicts have resulted in some of the most complicated security crises, including in Iraq, Syria, Lebanon, Yemen, Sudan, Libya and Egypt; and previously in Algeria, Morocco, Oman and Jordan. Today, wars and the resulting security crises are two of the greatest challenges to end extreme poverty and humanitarian suffering and therefore allow the Arab countries to edge their way toward achieving

⁴ Offered by four universities/colleges: Tel Aviv, Haifa, Herzliya and Bar-Ilan.

⁵ Offered by the American University in the Emirates, Khalifa University, and Emirates Aviation University.

⁶ Offered by Naif Arab University for Security Sciences.

⁷ Roy Licklider, "The Consequences of Negotiated Settlements in Civil Wars, 1945-1993," *American Political Science Review* 89, no. 3, pp. 681-690.

the UN Millennium Developmental Goals⁸ and Qatar toward QNV 2030. This has resulted in a strong need for Critical Security Studies scholars with advanced training for developing context-specific research programmes, based on local, regional and international needs and ethics of practice based on cultural values. The graduates of the MCSS programme will be highly qualified and uniquely well placed to address the ramifications of Security crises and offer critical and viable policy-relevant research and recommendations.

Positioning of MCSS on the educational market

According to DI self-evaluation report (p. 20) the MDE programme stands at a unique position in the market both nationally and regionally. MDE programme is the only master's programme in development economics offered in Qatar. This puts the programme at a unique position to fill a necessary market gap for increasing demand for development experts who can support the Qatari expanding role in supporting and advising international development in the Global South.

Regionally, the MDE programme again stands unique in the Gulf Cooperation Council (GCC) area and the Arab world in general. This is of particular importance since the generous scholarship policy of DI allows Arab students from the GCC area and the Arab World to benefit from the expertise and training the institute provides. The programme is the only development economics programme in the Arab region that has its doors open to exceptional students in the region. The few other programmes in development economics, most notably at Cairo University, have a very narrow local focus and lack the scope or the funding to attract a diverse cohort of students extending from as far west as Morocco and as far east as Turkey. Internationally, the MDE programme is perhaps the only programme specializes in studying development issues pertaining to the Arab region through economic theory and quantitative methods. The programme is one of the very few development studies that embrace an interdisciplinary approach to address economic development in the Arab region bringing insights from mainstream economics to political economy and behavioural economics.

Positioning of MCSS on the job market for graduates ("Employability")

The MCSS seeks top Security Studies scholars to educate its students. All MCSS programme faculty were educated at well-known universities and the programme's curriculum was carefully developed by academics specialized in Security Studies education standards and trends. Given the rigor of the programme and curriculum and the enhanced quality of MCSS faculty, the students will be well positioned to produce high-quality Master theses and compete for opportunities for PhD work either in the Arab region or the West. Students not wishing to complete doctoral studies will be well positioned for jobs as researchers at think tanks and NGOs, as well as government or non-government analysts and Strategic/Security/Defense specialists.

The knowledge and skills that the MCSS programme aim to develop will likely prove invaluable to anyone who wishes to pursue a career in military, policy, diplomacy, non-governmental organizations (NGOs) and the international governmental organization (IGOs) fields, media and journalism and indeed, any other environment where strategic thinking is required. As such, the programme places a strong emphasis on employability and will provide students with valuable opportunities that not only assist in gaining deeper knowledge and understanding of the key

⁸ <http://www.un.org/millenniumgoals/>

conceptual, theoretical and empirical strategic Security issues but also offers them experiences in applying these to real world situations.

Positioning of MDE on the job market for graduates (“Employability”)

DI was established as a small, elite graduate studies research institute, and seeks top scholars, primarily from the West, to educate its students. All MDE programme faculty were educated at well-known universities and the programme’s curriculum was carefully developed by academics who are knowledgeable about both microeconomic and macroeconomic aspects of development with a focus on both academic and practical experiences. Given the rigor of the programme and curriculum — courses feature extensive coverage of research skills and cutting-edge literature, and also the enhanced quality of MDE faculty, students will be well-positioned to produce high-quality master’s theses/capstone research papers and compete for opportunities for doctoral studies at universities across the globe.⁹

Attributed to the intense emphasis on the empirical skills and applied research, as demonstrated in 5 out of 6 of the programme PLOs, students not wishing to complete doctoral studies will be well-positioned for jobs as researchers and development policy experts at international organizations, governmental organizations, non-governmental organizations as well as research centers concerned with development policy issues. The programme has now graduated five cohorts with a total of over 52 alumni. A survey of our alumni shows that they have all moved on to advance and build careers in the fields of economic analysis in both the private and the public sectors.

Positioning of the two study programmes (MSCC, MDE) within the DI’s overall strategic concept

The DI aims through its teaching and learning programmes and the research activities of its faculty to fulfil its mission of universal participation by preparing a new generation of academics and researchers who are independent thinkers and proficient in using international scientific standards and modern interdisciplinary research methodologies and tools, and leading professionals who can advance human knowledge and respond to the needs of the Arab region, resulting in social, cultural and intellectual development.

In accordance with DI mission and values, the **MCSS** is a unique contribution to both regional and international knowledge production, in terms of both teaching and research. DI can benefit from well-trained scholars, contributing their critical knowledge on complex Security matters that directly affect the region and the world. The MCSS aims to meet the needs of the region through the advancement of the Security Studies field of knowledge. The content of courses and the overall curriculum are based on the best global practices, tailored to the region. DI’s expansion to include relevant programmes, such as Critical Security Studies, will sharpen its regional reputation as a premier research entity and the institution of choice for aspiring graduate students.

The **MDE** programme stands at the core of DI mission. It is committed to provide high quality teaching and research consistent with DI mission to graduate top researchers and development professionals who are empowered to contribute to their communities as they strive to overcome

⁹ Some examples of high-quality master theses/capstone projects are (1) (2020). The Impact of the Blockade on the Cost of Imports to the State of Qatar, (2) (2017). The Effect of Israel Goods Boycott on Palestinian Alternative Products’ Prices in the West Bank, and (3) (2021). Corruption and Government Responses to COVID-19: An Empirical Analysis. Currently there are three MDE alumni pursuing Ph.D. studies in Europe.

development challenges. MDE faculty engage in research that focuses on development issues such as but not limited to international trade, inequality, health policy, rational choice, history of thought and behavioral economics. The mission of MDE programme speaks directly to DI mission of responding to the needs in the Arab region for top development researchers capable of contributing to the field of development economics and advance our understanding of the unique development issues facing the region.

Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented and were aligned and linked with national and international employment codes. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the HEI's overall strategic concept (DI's mission and values of preparing a new generation of academics and researchers who are independent thinkers and proficient in using international scientific standards and modern interdisciplinary research aims). The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		

2. Admission

MCSS & MDE's admission requirements

The programmes seeks to attract top students from across the region and beyond. Applicants are expected to have a demonstrated track record of academic success including an undergraduate degree with a minimum of 3.0 Grade Point Average (or its national equivalent) and possess a good command of both Arabic and English. DI website and application form clearly outline admission requirements. Applicants submit the following during the online application process:

- official identification
- undergraduate bachelor's degree
- academic transcripts
- a minimum of two academic references
- a personal statement
- an academic essay
- a CV

Additionally, programmes applicants must provide proof of an acceptable IELTS (International English Language Testing System) exam score. Students who score 5.5 or 6.0 must still take English courses through DI's Language Center. Students who score 6.5 or higher on the IELTS exam satisfy the graduation English language requirement and are therefore exempt from Language Center course.

Counselling for Prospective Students

Since the establishment of the MCSS, the Head of Programme designed and executed a proactive programmes student recruitment plan. The plan featured visits to, and communications with, all Qatari higher education institutions, including Qatari military colleges and police academies. Internationally, the recruitment efforts included selected universities in the region such as Sultan Qaboos University in Oman, Kuwait University, and the University of Carthage in Tunisia.

Local (Qatar-based) applicants are encouraged to attend one of the multiple annual "Open Days" held on DI campus, online, or in their respective institutions in Qatar during the academic year. Local prospective students are also able to visit DI booths at university fairs in Doha or visit the Head of Programme for further clarification. International and regional applicants are encouraged to participate in one of multiple meetings held online via WebEx video conference, social media platforms, and DI YouTube Student Channel. When applicable, prospective international students can meet DI representatives in recruitment activities abroad.

Selection Procedure

All applications to the MCSS programme are considered equally and fairly following the admissions criteria. The application process as shown in the statistics is highly competitive, with only top students gaining admission.

MCSS: among 122 applicants in 2019, only 24 students were selected to be enrolled in the MCSS programme. Similarly in year 2020, 22 students were selected out of 93 applicants. And in 2021, 14 students were selected out of 69 applicants.

MDE: During the first five academic admissions cycles (2015 – 2020), the acceptance rate was below 10 %, except for the first year of the programme 2015 (around 30 %).

The selection process is carried out in two phases: the Admissions phase, and the programme review phase. An initial applicant filtering takes place at the Admissions level before final, completed, and qualified applications are received by the programmes. Admissions does not pass on to the programme any applications that are incomplete or which do not meet the minimum admissions requirements.

Once initial applicant filtering takes place at the Admissions level, remaining applications are forwarded on to the Head of Programmes for programme review. The Head of Programmes forms an annual, three-person admissions committee to evaluate all applications received by the programme. An initial academic evaluation is carried out based on submitted application files. Using the electronic Student Information System (SIS), committee members do individual close readings of transcripts, academic essays, and personal statements. Each programme admissions committee member uses SIS to score each prospective student on a scale of 1-10 for each of the three aforementioned items. All items carry the same weight. Applicants with average scores of 6.0 or higher (on the ten-point scale) pass on to the final stage of the application process, which consists of a face-to-face or video conference interview (depending on the location of the applicant) with the programme admissions committee. In addition to numerical scores, the committee also includes short comments on applicant quality in an open-ended item in the SIS evaluation page.

Interviews are conducted either in person or virtually depending on where the applicants are based. Video interviews are conducted via Skype. In person and online interviews last approximately 30-minutes. Interviewers pose questions in both Arabic and English and seek to assess applicants' academic aptitude, fit for the programmes, commitment to graduate study, and ability to comprehend and communicate in both Arabic and English, familiarity with Security Studies literature, preferred thesis topic or area(s) of specialization within Security Studies. Committee members use SIS to give numerical scores for interview performance. Students with the highest composite scores are admitted. Additionally, qualitative comments on interview performance are also provided on the SIS evaluation page.

After the interviews have been concluded, the committee members meet to draw a final list of the applicants who will be recommended for admission into the programme. The Head of Programme forwards the report to the Dean's Office. Once approved, the Dean forwards the report to the Provost who gives the final approval and forwards it to Admissions. Letters offering positions to those who have been accepted are then sent to successful applicants, while letters of rejection are sent to the unsuccessful applicants.

Professional Experience

There are no professional experience requirements for the programmes admission. As noted, the degree programme is research-focused. Some of the top programmes students have come directly

from undergraduate programmes and have not had any professional experience, so there are no current plans to re-evaluate this policy.

Ensuring Foreign Language Proficiency

The MCSS programme relies heavily on both Arabic and English, and proficiency in both languages is required. Given the pivotal location in the Arab world, and also the fact that the target applicants are Arabic-speaking students with degrees from universities that require Arabic-language proficiency, ensuring Arabic language proficiency has not been a concern. Even though, the Language Center will offer DI students advanced specialized training in academic Arabic for their respective disciplines. First year students take a diagnostic test to identify their needs and the type of training they need during their study period at DI. Through a set of exercises, the diagnostic test measures students' proficiency in academic Arabic, through using syntax, sentence structure, paragraph and coherence, punctuation, text structure and consistency, relationship of meaning and context, ability to present and support opinions, analysis, effective persuasion, and citation as indicators of proficiency.

Similarly, ensuring English language proficiency during the application process is of primary importance. As noted, IELTS exam scores are required as part of the application package. Applicants must score 5.5 (or TOEFL iBt score of 59) or higher on the exam to gain admission into the programmes. Applicants with scores lower than this are not considered for admission to the programme. However, the graduation requirement is having an Academic IELTS score of 6.5 or TOEFL iBt score of 79. So, admitted students with IELTS score of 5.5 or 6 are required to satisfy the graduation requirement during their study at DI. DI's Language Center assist students in developing their English and academic skills in order to meet the Institute's language requirement set for graduation. To do this, the Language Center provides multi-level courses in Academic English for students enrolled on the various academic programmes. The student is exempted from attending these courses, if he or she submits the test again during the study and achieves the score required for graduation. As noted above, it is important to note that applicants with certified degrees from English-language undergraduate programmes are allowed to have this application requirement waived.

Video conference interviews are used as a secondary measure of testing language proficiency. Questions are posed to interviewees in both English and Arabic, and responses are required in both languages.

Transparency and Documentation of Admission Procedure and Decision

All applicants are formally informed of their admissions status via emails sent by the Admissions at the conclusion of the evaluation process. Accepted applicants fill out a confirmation of enrolment form and a scholarship application form and provide Admissions with the official required documents. Rejected applicants are sent a rejection.

Throughout the admissions season, DI Admissions updates the Heads of Programmes on applications received. Once final filtering is complete, Admissions also provides the Head of Programme with information about the total number of applications passed through to programme

review level, and information about why the rest of the applications did not advance to programme review level (e.g. low IELTS scores, or low GPAs).

All programme evaluation results are communicated electronically and in real-time via SIS to Admissions and the Dean of the School of the Social Sciences and Humanities (SOSH). As noted, documentation includes both numerical scores and qualitative comments about all applicants.

DI recognizes the importance of transparency and documentation of the admission procedures and admission. Therefore, the admission evaluation/selection process and workflows are available on the DI website at

https://www.dohainstitute.edu.qa/EN/Prospective_Students/Admissions/Pages/Admission_selection_process.aspx

and at

https://www.dohainstitute.edu.qa/AR/Prospective_Students/Admissions/Documents/Admission%20Selection%20Criteria.pdf.

When applicants apply online, they receive a notification that their application has been submitted successfully. Shortlisted applicants are contacted for the interview stage and receive instructions on their interview process.

When concluding the interview stage, the Admission Office submits all the programmes' admission reports (samples of these report have been provided in the FIBAA submission) to the DI Admission Committee for review. The Admission Committee sends all programme admissions reports which include successful applicants to the Dean of Student Affairs who then subsequently sends these reports to the DI President for final approval.

Furthermore, and according to the Admission Policy, an applicant can request to obtain reasons for refusal of admission. An applicant can appeal an admission decision based on the reasons he/she receives and any other new additional information that would change his/her academic status. More information on this and the process of appeal can be found in the Admission Policy. The policy is also found online and is available to the students and the public

(see here:

https://www.dohainstitute.edu.qa/Zajel/Documents/DI_AcademicPolicies_Admission_Ar.2021-11-11.pdf).

Additionally, in the Frequently Asked Questions in the DI Admission Page, there is a question and answer highlighting if a student is not accepted in the DI, he/she are directed to the process mentioned above on requesting the reasons for admission rejection (see here the relevant link:

https://www.dohainstitute.edu.qa/EN/Prospective_Students/Admissions/Pages/FAQQuestions.aspx).

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Applicants can directly turn to the University for clarification of specific questions, personal aptitude or career perspectives. The HEI offers a multi-stage process with an intensive and highly resourced (three-person admissions committee) review and hearing procedure. The counselling is therefore individual and tailored to the personal needs of the

students and their development. Therefore, DI ensures a constant availability for prospective students and reacts quickly to in-coming enquiries. The counselling options are based on the target group's needs. The criterion of the selection procedure are centrally regulated. The procedure is transparent and ensures that qualified students are admitted.

As described above for the HEI holistic, the selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results. Among 122 applicants in 2019, only 24 students were selected to be enrolled in the MCSS programme and for MDE the first five academic admissions cycles (2015 – 2020), the acceptance rate was below 10 %. The panel critically reflected these low rates as "bottle neck" and formulated the optional suggestion below.

In line with the DI's mission and positioning, the panel would like to encourage the HEI to reflect on its "bottle neck" in the programmes admission. The low admission rate compared to a persistently high number of applicants could be critically evaluated. So could for example a complementary MOC (massive open course) programme and an eased admission rate become a strategic development target. This would further push digitalization as well DI's positioning in the region.

The HEI commented to this note that DI is already exploring offering Massive Open Online Courses (MOOCs) and with regards to admission rate, DI would like to note that while the Institute is intentionally selective in its admission, it has flexibility of admitting worthy applicants. DI is intentionally selective in its admission rates, which is based on competitiveness, as the Institute's strategic objective is to remain small in number, around 500 students in total in all its programmes. By this to maintain the best learning experience for students, which is strategically embedded in DI's mission and has been factored in its campus design and facilities.

From expert panel's perspective, the comment from the DI has been added. still evaluation and report is documented with objective evidence findings were made based on the documentation provided and the university's arguments. In this respect, the decisions on the expert panel suggestion have been based on comprehensible criteria. The panel therefore see that the decision made continue to be valid.

Evidenced by the extensive documentation (e.g. the letter of rejection contents detailed information on result) the panel appraise that the support and advice for students as well the level of transparency exceed at a very high level.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			

3. Contents, structure and didactical concept of the programme

3.1 Contents

Full-time and part-time

All students follow the same curriculum. Part-time students have the opportunity to take courses of the programme at a later stage/semester within three or four years and are given individual part-time study plans. The courses are scheduled from 3 pm for all students.

Table 4: MCSS Curriculum Overview

MCSS Curriculum Overview* MSc in Critical Security Studies											
1 st Semester											
Serial number of the courses	Course code and title	Credit hours in the first semester					contact hours in credited course (# Weeks x # Credit Hours)	study hours in credited course (# Weeks x # Credit Hoursx2)	L :Lecture S: Seminar T: Tutorial	List of all the assignments in the course	List of the relevent weight of each assignment
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study				
M1	Modul 1	3				42	84			3/42	
M 1.1	MCSS611 Research Methods	3				42	84	L/S	4 critical commentaries	40% (10% for each written commentary)	

									Preliminary proposal for a research paper	40%
									Class presentation	20%
M2	Modul 2	3				42	84			3/42
M 2.1	MCSS613 Critical Security Studies	3				42	84	L/S	4 critical commentaries	40% (10% for each written commentary)
									Essay	40%
									Class presentation	20%
M3	Modul 3	3				42	84			3/42
M 3.1	MCSS614 Strategic Theories and Warfare	3				42	84	L/S	Strategic Brief and Presentation	20%
									Policy Paper	30%
									Research Paper	40%
									Participation and attendance	10%

Credit
hours in
the
second
semester

2nd Semester										
M4	Modul 4		3			42	84			3/42
M 4.1	MCSS615 Civil-Military Relations		3			42	84	L/S	Report on the content of the readings	30%
									Presentation	30%
									Research Paper	40%
M5	Modul 5		3			42	84			3/42

M 5.1	MCSS616 Environmental and Human Security		3			42	84	L/S	Report on the content of the readings	30%
									Presentation	30%
									Research Paper	40%
M6	Modul 6		3			42	84			3/42
M 6.1	MCSS617 Regional and International Security		3			42	84	L/S	Book Review	30%
									Research Paper	40%
									Presentation	30%
M7	Modul 7		3			42	84			3/42
M 7.1	MCSS618 Armed Non-State Actors		3			42	84	L/S	Presentation on a selected subject of the lecture topics	20%
									Policy Essay	30%
									Essay	40%
									Participation and Attendance	10%

Credit
hours in
the third
semester

3rd Semester

M8	Modul 8			3		42	84			3/42
M 8.1	MCSS612 Intelligence Studies			3		42	84	L/S	Report/Presentation	20%
									Policy Paper	30%
									Research Paper	40%
									Participation and attendance	10%
M9	Modul 9			3		42	84			3/42
M 9.1	Program/Free Elective			3		42	84	L/S	Depends on Course	Depends on Course
M10	Modul 10			3		42	84			3/42
M 10.1	Program Elective			3		42	84	L/S	Depends on Course	Depends on Course
M11	Modul 11			3		42	84			3/42
M 11.1	Program Elective			3		42	84	L/S	Depends on Course	Depends on Course

4th Semester					Credit hours in the fourth semester	contact hours in thesis (# Weeksx # Credit Hours)	Study hours in thesis (# Weeksx # Credit Hoursx2)			
M12	Modul 12				6	84	168			6/42
MA	MCSS699 Dissertation in Critical Security Studies				6	84	168	T/S	Thesis	100%
M13	Modul 13				3	42	84			3/42
M 13.1	Program/Free Elective				3	42	84	L/S	Depends on Course	Depends on Course

	Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours	
total	9	12	12	9	588	1176	

L: *Lecture*

S: *Seminar*

T: *Tutorial*

- ★ Credit Hours System is very different than the ECTS in measuring the students' workload
To estimate ECTS credits please note that 1 credit at the DI is equivalent to 2.4 ECTS credits
This means 42 credit hours at the DI is equivalent to around 100 ECTS

Logic and conceptual coherence

Below is the PLO matrix table extracted from the MCSS programme specification document. It outlines how courses are aligned to programme PLOs and their assessment framework.

Table 5: PLO Assessment Matrix MCSS

Core Competencies/ Learning Outcomes	Programme Learning Outcomes (PLOs)	PLO Coverage		Assessed where	PLO Assessment
		Covered where	Covered how		
<i>Knowledge and Understanding</i>	PLO 1: Demonstrate in-depth knowledge and cognitive skills in both Security Studies and Critical Security Studies.	MCSS 611, 613, 614, 615, 617, 618, 612, 699	- Lectures - Seminars and discussions - Student reading and independent research - Students' Presentations	MCSS 611, 613, 614, 615, 617, 618, 612, 699	MCSS 611 to MCSS 618: (Research and Policy) Papers and Presentations MCSS 699: Dissertation
	PLO 2: Research and apply established theories and concepts and exercise expert judgement in strategic, military, security and/or policy contexts as they apply to Qatari, regional and international settings.	MCSS 612, 613, 614, 615, 617, 618, 611, 699	- Lectures - Seminars and discussions - Student reading and independent research - Students' Presentations	MCSS 612, 613, 614, 615, 617, 618, 611, 699	MCSS 611 to MCSS 618: Research and Policy Papers and Presentations MCSS 699: Dissertation
	PLO 3: Possess the skills and knowledge needed to access and evaluate the academic literature and the sources in the fields of study associated with Critical Security Studies	MCSS 611, 613; 614, 615, 617, 618, 612, 699	- Lectures - Seminars and discussions - Student reading and independent research - Students' Presentations	MCSS 612, 613; 614, 615, 617, 618, 611	MCSS 611 to MCSS 618: Papers and Presentations MCSS 699: Dissertation
<i>Intellectual Skills and Critical Thinking</i>	PLO 4: Systematically analyze current problems and/or new insights pertaining to evolving 21st century security challenges.	MCSS 611, 613; 614, 615, 617, 618, 612, 699	- Lectures - Seminars and discussions - Student reading and independent research - Students' Presentations	MCSS 612, 613; 614, 615, 617, 618, 611 620, 666, 699	MCSS 611 to MCSS 666: Research and Policy Papers and Presentations MCSS 699: Dissertation
	PLO 5: Make informed and independent judgements about how actors plan and execute security strategy in real world situations.	MCSS 611, 613, 614, 615, 617, 618, 612, 699	- Lectures - Seminars and discussions - Student reading and independent research - Students' Presentations	MCSS 612, 613, 614, 615, 617, 618, 611, 699	MCSS 611 to MCSS 618: Research and Policy Papers and Presentations MCSS 699: Dissertation
	PLO 6: Apply strategic concepts and knowledge to practical, contemporary	MCSS 611, 613, 614, 615,	- Lectures - Seminars and discussions	MCSS 612, 613, 614, 615,	MCSS 611 to MCSS 666: Papers and Presentations

Core Competencies/ Learning Outcomes	Programme Learning Outcomes (PLOs)	PLO Coverage		Assessed where	PLO Assessment
		Covered where	Covered how		Assessed how
	problems using case studies from a range of comparative environments and global circumstances.	617, 618, 666, 699	-Student reading and independent research - Students' Presentations	617, 618, 611, 699, 620, 625	MCSS 699: Dissertation
<i>Practical and Research Skills</i>	PLO 7: Possess an integrated understanding of the conduct of strategy, security, and its relationship to policy.	MCSS 614, 615, 617, 618, 620, 630, 666, 699	- Lectures - Assigned Policy Papers - Debates and Simulations/role-playing -Student reading and independent research - Students' Presentations	MCSS 611, 613, 614, 615, 617, 618, 666, 630, 620, 699	MCSS 614 to MCSS 666: Policy Papers and Presentations/Debates/Simulations MCSS 699: Dissertation
	PLO 8: Undertake security analysis and be able to critically analyze, reflect on and synthesize complex information relating to the conduct of strategy and security policy.	MCSS 611, 613, 614, 615, 617, 618, 612, 699, 620, 621, 625, 666	- Lectures - Seminars and discussions -Student reading and independent research - Students' Presentations	MCSS 612, 613, 614, 615, 617, 618, 611, 699, 620, 625	MCSS 611 to MCSS 666: Research and Policy Papers and Presentations MCSS 699: Dissertation
<i>Transferrable/key skills</i>	PLO 9: Assess the significance of multidisciplinary and cross-sector concerns and questions for the implementation of strategy during security crises and armed conflicts.	MCSS 611, 613, 614, 615, 617, 618, 612, 699	- Lectures - Seminars and discussions -Student reading and independent research - Students' Presentations	MCSS 612, 613, 614, 615, 617, 618, 611, 699	MCSS 611 to MCSS 618: Research and Policy Papers and Presentations MCSS 699: Dissertation
	PLO 10: Conduct scholarly research, express ideas and construct evidence-based arguments in both written and oral form.	MCSS 611, 613, 614, 615, 617, 618, 612, 699, 620, 621, 625, 666	- Lectures - Seminars and discussions -Student reading and independent research - Students' Presentations		MCSS 611 to MCSS 699: Academic and policy papers, and students' presentations

MCSS

As is shown in the Programme Learning Outcome Assessment Matrix presented above, the MCSS programme study plan has been carefully designed to meet all of its programme learning outcomes and to address both the critical focus and the broad understanding of “security.”

Collectively, the MCSS core and elective courses contained within the curriculum aim to deliver on dozens of specific course learning outcomes grouped around the four aforementioned programme learning outcome areas — Knowledge and Understanding, Intellectual Skills and Critical Thinking, Practical and Research Skills, and Transferrable/ Key Skills

The study plan is designed to be completed in two years. During their study programme, which consists of 42-credit hours overall, MCSS students take eight programme core courses (for a total of 24 programme course credits), two MCSS elective courses (6 credit hours) and two (free) elective courses (6 credit hours). The free elective courses are either chosen from the MCSS electives or from courses offered by other DI programmes (the student choice in the latter case is done in consultation with the academic advisor and/or the thesis supervisor).

Table 6: MDE Curriculum Overview

MDE Curriculum Overview*											
Master of Development Economics											
1 st Semester											
Serial number of the courses	Course code and title	Credit hours in the first semester					contact hours in credited course (# Weeks x # Credit Hours)	study hours in credited course (# Weeksx# Credit Hoursx2)	L :Lecture S: Seminar T: Tutorial	List of all the assignments in the course	List of the relevant weight of each assignment
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study				
M1	Module 1	3					42	84			3/42
M 1.1	MDE 610- Economic Development: Theories and Practices	3				42	84	L/S	4 assignments	20% (5% for each)	
									Seminar attendance report	4% (2 reports;2 %each)	
									Midterm Exam	26%	
									Presentation	15%	
									First draft of the literature review paper	10%	
									Final draft of the literature review paper	25%	
M2	Module 2	3					42	84			3/42
M 2.1	MDE 611- Empirical Methods in Development	3				42	84	L/S	Homework and Writing research paper	70% (The number of homeworks ranges from 5-6.)	
									Final exam	30%	
M3	Module 3	3					42	84			3/42

M 3.1	MDE 612 - Macroeconomic Theories and Practice	3				42	84	L/S	Assignments/Course works	30%
									Midterm Exam	30%
									Final Exam	40%
M 4	Module 4	0				42	42			
M 4.1	MDE 002 - English for Economics	0				42	42**	L/S	Participation and Presentation	Pass/Fail
									Assignments	
									Final Paper	
M 5	Module 5	3				0	300			
M 5.1	MDE 602 - Internship	3				0	300***	internship	Submitting the internship forms	Pass/Fail

Credit
hours in
the
second
semester

2nd Semester

M6	Module 6		3			42	84			3/42
M 6.1	MDE 614 -Research Methods in Development		3			42	84	L/S	Assignments (research project components)	40%
									Final term Paper	35%
									Oral Presentation of research paper	10%
									Midterm exam	15%
M7	Module 7		3			42	84			3/42
M 7.1	MDE 616 - Microeconomic Theory		3			42	84	L/S	Exam	40%
									Five homeworks	50% (10% for each)
									Attendance of 2 talks at DI and submission of a report	5%(2.5% for each)
									Class participation	5%
M8	Module 8		3			42	84			3/42
M 8.1	MDE xxx -Elective Course		3			42	84	L/S	Depends on course	Depends on course

M9	Module 9		3			42	84			3/42
M 9.1	MDE xxx -Elective Course		3			42	84	L/S	Depends on course	Depends on course

Credit
hours in
the third
semester

3rd Semester

M10	Module 10			3		42	84			3/42
M 10.1	MDE 615 - Political Economy: Institutions & Development			3		42	84	L/S	2 reports on DI seminars/lectures	5% (each 2.5%)
									Term paper	40%
									In class exam	35%
									Four reports	20% (each report for 5%)
M11	Module 11			3		42	84			3/42
M 11.1	MDE 613 - Economics of Labor and Human Capital			3		42	84	L/S	Article presentation	10%
									Research presentation	20%
									Research outline	5%
									First draft	10%
									Term paper	30%
									Five Assignments	25%(5% for each)
M12	Module 12			3		42	84			3/42
M 12.1	MDE xxx -Elective Course			3		42	84	L/S	Depends on course	Depends on course
M13	Modul 13			3		42	84			3/42
M 13.1	MDE xxx -Elective Course			3		42	84	L/S	Depends on course	Depends on course

4th Semester

					Credit hours in the fourth semester	contact hours in thesis/ capstone (# Weeks x # Credit Hours)	Study hours in thesis/ capstone (# Weeks x # Credit Hours x 2)			
M14	Module 14				6	84	168			6/42
MA	MDE 699 -Master dissertation in Development Economics				6	84	168	T/S	Thesis	100%
or										
M14	Module 14				3	42	84			3/42
M 14.1	MDE 698 - Capstone Research				3	42	84	L/S	Capstone	100%
M15	Module 15				3	42	84			3/42
M15.1	Free Elective course				3	42	84	L/S	Depends on course	Depends on course

	Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours	
total	12	12	12	6	588	1434	Capstone track
	12	12	12	6	588	1434	Thesis Track

L: *Lecture*

S: *Seminar*

T: *Tutorial*

★ The DI Credit Hours System is very different than the ECTS in measuring the students' workload

To estimate ECTS credits, please note that 1 credit at the DI is equivalent to 2.4 ECTS credits This means that 42 credit hours at the DI is equivalent to be around 100 ECTS.

★★ MDE students must register for the internship in the first semester and they can complete all the internship requirements by the fourth semester and before graduation

Logic and conceptual coherence

Below is the PLO matrix table extracted from the MDE programme specification document. It outlines how courses are aligned to programme PLOs and their assessment framework.

Table 7: PLO Assessment Matrix

Type of PLO	Programme Learning Outcomes (PLOs)	PLO Coverage		PLO Assessment	
Knowledge and understanding	PLO 1: Demonstrate an understanding of the role, structures, and policies governing the field of development	MDE 610, 612, 616	<ul style="list-style-type: none"> Interactive lectures Assignments Exams 	MDE 621, 626, 646, 641, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/Capstone research Exams
Intellectual Skills	PLO 2: Critically analyze emerging debates related to economic development through the lens of economic theory	MDE 610, 612, 614, 616	<ul style="list-style-type: none"> Interactive lectures Assignments Research papers 	MDE 626, 641, 646, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/Capstone research Exams
Practical Skills	PLO 3: Formulate policies that address issues of economic development	MDE 610, 613, 615	<ul style="list-style-type: none"> Interactive lectures Assignments Exams 	MDE 635, 641, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/ Capstone research Exams
	PLO 4: Conduct empirical research to study economic development challenges	MDE 610, 613, 614	<ul style="list-style-type: none"> Interactive lectures Assignments Research papers 	MDE 635, 641, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/ Capstone research Exams
	PLO 5: Employ statistical techniques and econometric models to analyze economic data	MDE 611, 614	<ul style="list-style-type: none"> Interactive lectures Assignments Research proposals Statistical analysis Final projects 	MDE 611, 614, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/ Capstone research Exams
Transferrable/key skills	PLO 6: Communicate statistical analyses and results to non-experts in the field	MDE 610, 611, 613, 614	<ul style="list-style-type: none"> Interactive lectures Assignments Policy notes/briefs Case studies 	MDE 641, 626, 698/699	<ul style="list-style-type: none"> Research papers Final thesis/ Capstone research Exams

The programme offers the following six core courses that were explicitly focused on development: (1) Economic Development: Theories and Practices (MDE 610); (2) Internship (MDE 602); (3) Empirical Methods in Development (MDE 611), (4) Research Methods in Development (MDE 614), (5) Political Economy: Institutions and Development issues (MDE 615), and (6) Economics of Labor and Human Capital (MDE 613). In addition, the programme offers three core courses in economic theory and academic writing in economics: (1) English for Economics (MDE 002 –zero credit hours), (2) Macroeconomic theories and practice (MDE 612), and Microeconomic Theory (MDE 616).

These nine courses provide students with the essential skills (analytical, technical, and professional) that are required to conduct both academic- and professional-type research projects in development. The conceptual consistency and complementarity between these courses are ensured via the PLOs-CLOs framework that clearly links the course-specific learning outcomes (CLOs) and assessment tools in relation to the MDE PLOs.

These CLOs are implemented using interactive teaching methods that allows students to participate actively in class discussion on various issues of development using case studies, hands-on demonstrations, literature review.

Rationale for degree and programme name

The MCSS as well MDE programme names and the programmes' objectives meet requirements for international and national study programmes.

MCSS

The MCSS at DI is partly designed to address the present dearth of existing similar programmes in Qatar and further afield. Moreover, the MCSS programme is one of very few programmes in the Arab region that covers both classic/hard security issues (such as war studies, counterterrorism, intelligence studies, and civil-military relations) and new/soft security issues/agendas (such as environmental security, human security, cyber security, and the various roles of non-state actors), from a Critical Security Studies perspective as its name indicates. "Security Studies" here includes the study of any security-related phenomena such as wars, pandemics and cyber threats. The programme name was selected to reflect all the above.

MDE

According to DI self-evaluation report (p. 28) the rationale for the master's degree in development economics is driven by the need of the Arab region to train strong researchers and development professionals capable of addressing the multiple development issues and challenges (sustainability, poverty, destitution, and socio-economic and gender inequalities as well as the challenges imposed by the rapid demographic and epidemiological transition). Indeed, following the uprisings in several Middle East and North African (MENA) countries (in December 2010), several development-oriented reforms have been initiated and implemented with issues related to economic development being at the heart of the region development agenda.

To meet these needs, the curriculum and the programme objectives are therefore focused on different subfields of development economics including labor and human capital economics, political economy, environmental sustainability and energy, globalization, and international trade. The programme also focuses on both theoretical and empirical skills required to conduct academic-

and professional-type research projects in development. This is achieved by offering development-oriented courses at the macroeconomic and the microeconomic levels, in addition to courses in empirical methods and research methods in development.

Integration of theory and practice

Both programmings are designed to cover and focus theoretical questions in a scientific manner as well and where possible also explain their means in regards of practical examples.

MCSS

Programme designed to prepare students for doctoral studies, the MCSS degree programme is highly academic, theoretical and empirical. It is also practical, however, with courses emphasizing practical skills and policy relevance such as research methodology, academic writing, policy papers and briefs, public speaking, debates and simulations. Both research and policy papers are staples of the MCSS courses; they are assignments in almost all our courses.

Both require students to use theory and empirical cases to produce original, primary results on research projects focusing on contemporary or historical Security problems or forecasting and backcasting Security issues. All of these assignments require students to link theoretical knowledge with the empirical case-study(ies) and – when relevant and required – to policy implications. Students are graded explicitly on their ability to use theory to drive research results. The programme also encourages students to pursue practical jobs related to Security Studies. Although there is no formal internship requirement, students are encouraged to find training programmes in think-tanks and research centres. A number of the MCSS students and graduates have attempted to take advantage of these opportunities, including working in the Arab Centre for Research and Policy Studies, the Strategic Security Studies Centre of the Qatari Ministry of Interior and the Strategic Studies Centre of the Qatari Ministry of Defence.

MDE

Building on the premise that development theories and practices are inherently interrelated, and hence, ought to be studied alongside each other, the programme's curriculum is designed to provide graduate students with integrated views of the key concepts and analytical tools that are used by economists to address the current development issues and challenges. The emphasis on the interactions between development theories and development practices is at the centre of all the programme's courses. This is achieved by focusing on the development of both the analytical and practical skills such as research methodology, academic and professional writing, and public speaking and debating issues.

Research papers are a staple of all development economics courses; all students are required to examine theory using real-world quantitative and qualitative methods to produce original, and a relevant research product. All of these mentioned assignments require students to link theoretical knowledge with methodological skill. It is worth to mention that students are explicitly evaluated based on their abilities to critically use economic theories to investigate a particular research problem in a development setting and to advance practical solutions and policy recommendations based on evidence.

In addition, all courses focus on the utilisation of economic tools and econometric modelling and estimation techniques that are commonly used in economic development research (such as welfare analysis, cost-benefit analysis, cost-effectiveness analysis, revealed vs. stated-preferences methods, and microeconometrics) that are explained by means of applications to real-world data, case studies and practical examples. As a graduation requirement, admitted students without a professional experience must finish a 300-hour of internship in public and semi-public institutions. Students get a practical hand-on training on development policies and challenges by local, regional, and international organizations working on various development issues in different regions. Students with previous professional experience will be entitled to earn the three credits of internship after submitting evidence of their working experience and a report with up to 1,000 words about an administrative or policy issue related to their field of work.

Interdisciplinary thinking

The module descriptions of the two programmes reflect the emphasis on trans- and interdisciplinary as well as multidisciplinary knowledge.

MCSS

Security Studies is a rapidly developing academic interdisciplinary field of Social Sciences and Public Policy concerned mainly with the causes, consequences and policy implications of violent socio-political phenomena, threats to individuals, societies, states, and international systems(s) and the emancipation from these threats. Security Studies students are expected to apply qualitative, quantitative and mixed empirical methods to explore issues, such as the causes of terrorism, insurgencies, coups, local and international security crises – including civil wars, environmental and human security crises – as well as the applications and analyses of brute force, hard-, sharp- and soft-powers.

The MCSS approach to “Security Studies” addresses and analyses security challenges, while criticizing replicating knowledge which reinforces state-centrism, Western-centrism, or which decontextualizes or otherwise removes security crises from their historical contexts. Appropriately, both classical and critical Security Studies are inherently interdisciplinary, integrating perspectives from geography, sociology, history, politics, economics, management, communications, and military studies, thus responding to another DI value. Also, Critical Security Studies is specific, multidisciplinary and interdisciplinary. As such, it cuts across the traditional academic categorization of humanities, social sciences, governance and public policy.

MDE

By its nature, development economics is an interdisciplinary field that explicitly draws on and interacts with many other disciplines in social sciences as well as hard sciences. The interdisciplinarity features of the Development Economics programme is explicitly asserted and fostered by two interrelated and intertwined from different perspectives: (1) the implementation of an interdisciplinary teaching approach puts an emphasis on preparing graduate students for a profession that requires interdisciplinary knowledge and skills. This is performed by training students to develop knowledge, critical thinking, insights, problem solving skills, self-efficacy, and a passion for learning by doing, and (2) offering a variety of elective courses that are by their nature highly interdisciplinary or requires interdisciplinary thinking and skills. The course explicitly implements an interdisciplinary approach that enables graduate students to develop a thorough

knowledge and interdisciplinary skills to tackle the current and future environmental and energy problems and challenges facing developing countries. Students are required to engage in the ongoing policy debate and to communicate policy recommendations to the public, policymakers, and other stakeholders.

Ethical aspects

Students working in both programmes with human subjects (at either the course or graduation projects) are required to obtain Institutional Review Board approval. Additionally, students are required to comply with the principles of DI Academic Conduct Policy, which include but are not limited to, intellectual honesty; high ethical standards of academic conduct; submitting original work; acknowledging the work and efforts of other individuals and making appropriate references; undertaking honest research; and relying on one's own efforts in completing examinations and all other forms of assessment. The programme takes academic misconduct very seriously and students found guilty of it are penalised. Students are given the chance to appeal in writing against any decision taken by the Academic Conduct and Integrity committee.

MCSS

The MCSS study plan addresses the ethical dimensions of Security Studies and academic research on a number of levels. This is done primarily through course material. Diverse courses (e.g. MCSS 611 Research Methods, MCSS 613 Critical Security Studies, or MCSS 614, Strategic Theories and Warfare) all address ethics in different ways. For example, MCSS 611 considers the ethical dimensions of academic research, including human subjects research and also critiques levelled against Critical Security Studies. Other course engages with the ethics of surveillance and censorship in multiple lectures. Finally, students working with human subjects (at either the course or MCSS thesis level) are required to obtain Institutional Review Board approval.

MDE

Ethical issues connect intimately with economic development issues. Indeed, many of the questions raised and addressed in the programme's curriculum are type of questions of what, how and why through using different set of policy instruments. Hence, they can only be answered using some ethical criteria and normative judgement. Ethical aspects constitute, therefore, the starting point for many of the programme's courses which seek to explicitly developing the welfare-theoretic basis for many normative development economic issues such as health and environmental issues. This is achieved by (1) developing and displaying alternative ethical systems/normative criteria and discussing their outcomes and policy implications, and (2) the extensive use of real-world examples and data drawn from the developing settings that enable to confront the ethical systems with particular cases that entail moral considerations and judgement of the desirability of different economic outcomes. By so doing, students gain extensive training in taking into considerations the ethical implications of economic ways of thinking and acting.

Methods and scientific practice

The methodological competences and scientific practice are integrated into the two study programmes. Students are equipped by different courses (e.g. Research Methods) with the required skills for research-oriented work and practice-oriented work.

MCSS

The MCSS programme is research-intensive and policy-oriented. Students are asked to produce numerous research and policy papers — in almost all courses, one final primary research paper is required. Security Studies is characterized by significant paradigmatic, ontological, and epistemological diversity, with scholars employing qualitative, quantitative, and mixed methods. The MCSS programme attempts to expose students to a variety of approaches and encourages students to gain aptitude in both quantitative and qualitative research techniques, with at least a required aptitude in one (either qualitative or quantitative). The study plan dictates that students take e.g. MCSS 611 (Research Methods) during their first semester in the programme. This course introduces both qualitative, quantitative and mixed research methods. Students are introduced to the scientific method and the essential components of empirical research — concepts, constructs, variables, hypotheses, research questions, measurement, reliability, and validity. Later in the course, students are taught specific security studied research methodologies, including content analysis and fieldwork. The course introduces other aspects of qualitative Security Studies research methodology, including ethnography, in-depth interviews, and textual analysis. Most courses provide students with the option of choosing qualitative, quantitative or mixed research techniques. Students also have the opportunity to choose qualitative, quantitative or mixed research techniques in their final MCSS theses (MCSS 699).

MDE

The study programme is research-intensive. Research competences and skills constitute an integral part of the programme courses where students are required to produce a research paper on the topic being studied. In addition, the study plan contains two core courses (MDE 614 and MDE 611) that are entirely dedicated to providing students with the necessary skills for research-oriented work and for applying those skills in the respective fields. MDE 614 (Research Methods in Development) offers an intensive training in both quantitative and qualitative research methods that are frequently used by economists and public policy analysts to study different development issues. Basic knowledge of these methodological approaches is critical to the comprehension of academic publications, the evaluation of empirical studies and the design and the production of original research projects. MDE 611 (Empirical Methods in Development) focuses on the application of quantitative and econometric methods to study development issues and to evaluate ex ante and ex post the impact of alternative public policy instruments on the outcomes. In these courses, students acquire a deep knowledge in topics related to development economics, review the relevant literature, and critically reflect on it to undertake their own research. They become familiar with qualitative and quantitative research methodologies, develop a research proposal, collect data and testing hypothesis using appropriate empirical technique and disseminate the results and the knowledge gained from the research. Students also learn how to present and communicate the outcome of their research product in class and engage in discussions with peers and academics.

Examination and final thesis

All assessments at DI are governed by the Grading, Assessment and Examination, and Master's Thesis policies. The programmes courses feature a combination of assessment tools that are suited

in format and content to ascertain the desired learning outcomes. Specifically, instructors design assessment tools to align with the course learning outcomes.

The DI Thesis Policy outlines the initiation of the thesis process with the guidelines and process formalized in the policy. The policy includes general thesis requirements; details on the thesis proposal including timeline; the responsibilities of the thesis supervisor of the student; submission and assessment of the thesis and other information. As noted in the Thesis Policy, every student at DI has a thesis advisor who guides the student throughout the thesis process from the beginning until final submission. Also, the School sends relevant guidelines regarding the thesis submission. Submission thesis/dissertation or capstone dates are also highlighted in the DI calendar on the DI website (see:

<https://www.dohainstitute.edu.qa/EN/Academics/Pages/AcademicCalendar.aspx>

MCSS

MCSS courses feature a combination of assessments employing reading, interpretation, writing, application, presentation and creative skills. Specific assessments are chosen appropriately based on desired outcomes. For example, instructors do not assign oral presentations where desired outcomes involve writing skills. Importantly, instructors design assessments to align with course learning outcomes, which, as explained elsewhere in this report, are aligned with programme learning outcomes.

Courses in the MCSS curriculum are research and writing intensive, featuring at least one large research paper and – usually – a policy paper. All MCSS assessments are outlined in detail in the individual course syllabi. Most MCSS programme courses do not include exams because they are research and writing intensive and do not naturally lend themselves to examinations. Instead, these MCSS courses employ rigorous research and writing-related assessments.

The MCSS Thesis is a six-credit, semester-long educational assessment tool. The thesis research project is expected to represent the culmination of two years of learning, and a practical application and integration of methodological, theoretical, and topical knowledge. During the summer, third and fourth semesters, the students work on their theses to be able to submit by the end of the fourth semester. Thesis are formally evaluated by an examination committee consisting of two Security Studies scholars, usually from the MCSS faculty. Students must also orally defend their theses in front of the same panel. Students are provided detailed feedback by their evaluation committees.

MDE

Students' performance in the MDE courses is evaluated using a variety of assessment tools that are outlined in detail in the MDE Syllabi. Most of the courses require at least three assignments in addition to at least one exam and one term paper. By the beginning of the second year, students choose one of two tracks: MDE 698 (capstone research – 3 credits) or MDE 699 (thesis – 6 credits). Students who choose MDE 699 must have their research proposal ready and approved by the supervisor at the beginning of the second year. Both tracks are a semester-long assessment tool that helps students demonstrate their knowledge in development economics. The thesis/capstone research project is expected to represent the culmination of two-year of learning, and a practical application and integration of methodological, theoretical, and topical knowledge. Students are expected to produce original, primary, or secondary data-based research that contributes to at least one body of existing academic literature. The theses are evaluated by an examination committee

consisting of two faculty members (the main supervisor and a second reader). Students must orally defend their research in front of the same panel of the two faculty members. Students are provided detailed feedback by their evaluation.

The capstone students who choose MDE 698 present their work twice during the fourth semester attended by students and faculty. The programme faculty provide extensive feedback and comments in the two presentations. The capstone supervisor works very closely with the student during the semester, providing comments and feedback at every stage of the research project. The capstone supervisor is the sole evaluator and reader of the capstone research

Appraisal:

The curricula adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. By these meanings' courses feature a combination of assessments employing reading, interpretation, writing, application, presentation and creative skills. The broad offer of lectures and areas of specialisation enable students to acquire additional competences and skills.

The panel notes that the degree and programme names correspond to the contents of the curricula and the programme objectives. Particularly in the interview of students, the panel noted that students acquire methodological competences and are enabled to do scientific work on the required level. There is further a good and detailed evidence that the programme qualifies for interdisciplinary thinking. Also, ethical implications are appropriately communicated and documented by the HEI.

There is a strong proof that theory is well embedded within the curricula and where possible, explained by means of practical examples. All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. Examination is adapted to the different contents and objectives of the courses and aligned with programme learning outcomes. The final theses/capstones research project are evaluated and based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis/capstone project, their ability to do scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

3.2 Structure

3.2.1 Modular structure of the study programme (Asterisk criterion)

Table 8: MCSS and MDE structure of the study programme

Programme	MCSS	MDE
Projected study time	Two years (four semesters) for full-time students, and up to 8 semesters for part-time students.	Two years (four semesters) for full-time students; and up to 8 semesters for part-time students.
Number of Credit Points (CP/ECTS)	42 credit hours / 100 ECTS credits	42 credit hours / 100 ECTS credits
Workload per CP	3 hours	3 hours
Number of modules	13 (including a 6-credit-hours thesis- course- MCSS 699)	For the thesis track: 14 courses (including one non-credit English course and the thesis) ¹⁰ .
Time required for processing the final thesis and awarded CP	Students start working on their theses from the second semester, and submit it by the end of the fourth semester, which totals 6 credit hours.	For the capstone track: 15 courses (including one non-credit English course and the capstone research) ¹¹ .
Number of contact hours The qualification of the degree is the rounded average of the following grades	(3 weekly hours x 14 weeks) = 42 contact hours per course.	Students have one semester to complete their thesis (6 credits) or capstone research (3 credits).

The programmes are divided into two years, two semesters each, as evident by the study plan above. Each semester consists of 14 study weeks, in addition to an examination week. DI employs a 60-minute credit hour system; each course is worth 3-credit hours and meets once per week for a total of three hours (180 minutes). As a total, students get 42 contact hours per semester in each course.

European Credit Transfer and Accumulation System

DI ECTS guidelines do not comply with the ECTS Users' Guidelines of EHEA. DI counts Credit Hours System in their guidelines, which is very different than the ECTS in measuring the students' workload. To estimate ECTS credits note that 1 credit at the DI is equivalent to 2.4 ECTS credits.

DI Credit Hours System Versus ECTS

¹⁰ In the program study plan of 2022-2023, this course was cancelled and its learning objectives was integrated in already offered courses in the program.

¹¹ In the program study plan of 2022-2023, this course was cancelled and its learning objectives was integrated in already offered courses in the program.

The credit system at DI is adapted from the Carnegie credit system which is usually used in North American model of credit hours, where a programme is comprised of a pre-determined number of total credits (typically 42 credits) required for successful completion and these credits are divided among the courses which are offered during each semester (normally 4 semesters in 2 years). The credit hour is defined as one weekly contact hour (60 minutes per credit hour) typically via face-to-face lectures. The minimum total number of contact hours for a one-credit hour at the Doha Institute in a semester shall be no less than 14 (weeks) x 1 hour (60 minutes) = 14 real hours per one credit in a semester. Please refer to DI credit hours policy in the link as for what constitutes as a credit hour:

https://www.dohainstitute.edu.qa/Zajel/Documents/DIAcademicPolicies_CreditHours_EN_1015.pdf

Students are expected to spend two hours of study for each one hour of contact time, making the total workload per credit three hours. This is a rough estimation of the student workload as students can spend more or less depending on the nature of the course. ECTS measure student workload differently, thus converting the DI student workload will not translate into an accurate estimation of what is one credit hour in terms of ECTS.

US universities typically use conversion methods yielding that one conventional American credit hour is equal to two ECTS credits. Considering that the DI one credit hour is equivalent to 1.2 American credit hour (please refer to credit hours policy), then one credit hour at DI is equivalent to 2.4 ECTS credits, making the 42 credits equivalent to around 100 ECTS credits.

Most programme students are registered full-time and complete their programmes in two years. Full-time students may be granted time extensions on case-by-case bases. A part-time study option also exists, with some students offered part-time study plans that put them on track to complete their study programmes in either three or four years. This entails that part-time students take fewer courses in the academic year and extend their course of study over three to four years (instead of two years). For this purpose, part-time students receive an individual study plan. The curriculum and the course descriptions of full-time and part-time mode are identical because all courses start in the afternoon so that working students have the opportunity to combine work and study.

DI issued a regulation on “Transfer Policy” and confirms that students can study abroad for a period. For a transfer of credits (which means recognition) the DI programme department has to compare the programme conditions of the foreign university with those of DI. For recognising the credits, the course completed at the foreign university must be comparable to the DI programme. Accepted transfer credits will count towards required elective courses for the DI programme. As Qatar is not a signatory to the Lisbon Recognition Convention it is not obliged to apply its regulations when recognising foreign study degrees or study periods. This means DI will decide upon the recognition based on equivalence of the study period and not on substantial differences between both (as required in the Lisbon Recognition Convention).”

MCSS

As the semester study plan shows, DI operates a calendar with two main semesters, Fall and Spring. Each semester consists of 14 study weeks, in addition to an examination week. DI employs a 60-minute credit hour system — courses are worth 3-credit hours each, and each course meets once

per week for a total of three hours (180 minutes). Individual courses, then, hold 14 three-hour sessions per semester for a total of 42 semester contact hours.

The MCSS study plan consists of 42-credit hours in total. The 42-credit hour total is broken down as follows:

Table 9: Structure MCSS

Course Type	Number of Courses	Number of Credit Hours Per Course
Core Courses	8	3 credit hours
Programme Elective Courses	2	3 credit hours
Free Elective Courses (to be taken from the programme electives or other DI-offered courses)	2	3 credit hours
MCSS Thesis	1	6 credit hours

MDE

The programme semesterly study plan is presented in the following overview. The MDE study plan consists of 42-credit hours in total, in addition to one non-credit English for Economics course. (In the program study plan of 2022-2023, this non-credit course was cancelled and its learning objectives was integrated in already offered courses in the program.) The 42-credit hour total is broken down as follows:

Table 10: Structure MDE

Course Type	Number of Courses	Number of Credit Hours Per Course
Core Courses (including) <ul style="list-style-type: none"> - seven three-credit core courses - one non-credit programme English course)¹². - One 300 hours professional internship 	8+1	3/0 credit hours
Programme Elective Courses <ul style="list-style-type: none"> - A) if student chooses thesis track - B) If capstone track is chosen 	4 (track A) 5 (track B)	3 credit hours
Free Elective Courses (to be taken from the programme electives or other DI-offered courses)	1	3 credit hours
MDE thesis/capstone research	1 (track A)	6 credit hours

¹² In the program study plan of 2022-2023, this course was cancelled and its learning objectives was integrated in already offered courses in the program.

<ul style="list-style-type: none"> - Thesis (6-credit hours total if Track A is chosen) - Capstone research project (3-credit hours total if Track B is chosen) 	1 (track B)	3 credit hours
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MDE students take either 12 courses (Track A) or 13 courses (Track B) in addition to a 300-hour internship and completing a thesis research project (Track A) or a capstone research project (Track B). During their first three semesters in the MDE programme, students take four courses per semester (students must register for the internship MDE 602 in addition to four courses in the first semester). During their fourth and final semester in the programme, students either choose Track A and work on their thesis research project without taking any other courses, or they can choose Track B and complete a capstone research project in addition to taking one more elective course. In addition to the thesis or Capstone contact hours, students receive 504 contact hours (12 courses \times 42 contact hours per course in Track A) or 546 contact hours (13 courses \times 42 contact hours per course in Track B).

Study and exam regulations

HEI reports that there are policies for assessment and examination, grading, academic standing, credit transfer, and theses/capstone projects. All of these policies are published in on DI website (<https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>) and are referred to in both courses syllabi as well in the Student Handbook.

Moreover, as is typical at many other institutions of higher learning, DI issues a student ranking within their class/cohort upon the students' request. In other words, any graduating/graduate student has the right to request a graduation certificate in both Arabic and English with their rank and their relative grade. The reason behind optionally providing the inclusion of student ranks on the graduation certificate is due to the very limited numbers of students in the programmes. DI, as a highly selective graduate institute, admits 5 to 20 students in each cohort per programme. Consequently, a student can be the last in his/her cohort while maintaining a cumulative grade point average (CGPA) of 3.50 which is considered "very good" in DI's grading system. This could potentially bias employers and academic admissions committees against candidates from DI who are strong students, but have a low class rank due to the selective nature of the admissions process.

The assessment policy outlines the basic philosophy behind assessment, rules for syllabi, assessment criteria, and assessment rules and regulations for both courses and individual assignments. For instance, instructors are required to provide detailed feedback on student assignments; at least 60 % of a course's assessments must be research related; and no single course assessment can constitute any more than 40 % of an overall course grade. With regards to rules for syllabi, a syllabus template is used by all DI instructors. The template seeks to ensure that all instructors appropriately develop their syllabi and include all necessary information. All syllabi must include course title, credit hours, course description, instructor information, assessment description, semester schedule/plan, learning outcomes, and a link to academic policies.

DI Grading System Policy outlines each of DI's grading categories — from A to F — and includes a description of what characterizes each grade level.

MCSS

As the MCSS programme syllabi show courses assess student performance on the basis of short papers, policy papers, long-form research papers, oral presentations and debates, and both group and individual assignments.

DI issues around 20 to 30 certificates a year for various graduate students who choose to add their rankings to the certificates. At the same time, DI announces every year to all expected graduate students that they can request an additional copy of the graduation certificate with their rank. DI has benchmarked with many universities that do not routinely include the student rankings on their transcripts, but, rather, issue a separate certificate with student ranks. Concerning the students who do not request the rank, all grades and merit classifications are explained on the back of DI's official printed transcripts so that it can readily accessed by any concerned parties or institutions.

For a sample of the degree awarded to students in the MCSS programme and a student transcript.

MDE

Students' performance in the MDE courses is evaluated using a variety of assessment tools that are outlined in detail in the MDE Syllabi. Most of the courses require at least three assignments in addition to at least one exam and one term paper.

Table 11: DI's table of grades

Numerical Grade	Letter Grade	Grade Points	Descriptors of Letter Grade Classification
95-100	A	4.00	Distinction. Outstanding performance showing exceptional mastery and understanding of course content.
90-94	A-	3.75	Excellent. Extremely good performance showing comprehensive and in-depth understanding of course content.
87-89	B+	3.25	Very Good. Clearly above-average performance with very good knowledge and understanding of course content and showing no deficiencies.
83-86	B	3.00	Good. Above-average performance with good knowledge of principles that enables the student to adequately communicate in the discipline.
80-82	B-	2.75	Average. Average performance with acceptable knowledge of principles that enables the student to adequately communicate in the discipline.
75-79	C+	2.25	Satisfactory. Basic understanding of knowledge of principles and facts, showing possible deficiencies.
70-74	C	2.00	Passing. Borderline performance with definite deficiencies.
00-69	F	0.00	Unsatisfactory. Fail

Feasibility of study workload

The feasibility of the study workload is ensured by the specific module structure of the curriculum design for each study programme. The module descriptions include information on the calculation of workload, planned learning activities, teaching methods, assessment methods, and working hours (contact lessons and individual work). End-of-year student satisfaction survey include also the part on workload feasibility. While most students answer this question favourably, some of them have raised concerns about the workload in certain courses. Instructors and Heads of Programmes are required to both comment on student evaluation surveys and adjust their teaching as necessary. In the past, the workload in some of the courses that received unfavourable remarks have been addressed and adjusted accordingly.

In addition to the continuous re-evaluation of DI policies to meet the students' needs, students are also supported in several ways to ensure their success. For example, each faculty member is required to hold at least two office hours per week and be otherwise available for students. Furthermore, students also meet with their academic advisors regularly per semester in which the meetings go beyond discussions of course registration to address general programme progress and

concerns. Introduced in the academic year 2017/2018, the “Student-Faculty Forums” also provide a venue for students to raise concerns and have them addressed. General student support is provided by Student Affairs and Registration which are available during regular working hours.

MCSS

Student satisfaction survey include a question on workload feasibility. Results are generally favorable (with a mean of 3.38 and 4 among first year students in the academic years 2019-2020 and 2020-2021. Overall, based on available data, the workload is presently feasible and manageable for the average student.

Although students take four courses during their second and third semesters on campus, to date, students have overwhelmingly maintained good progress on their degree programmes, and very few students have been placed on academic probation. As of November 2021, the average GPA for current MCSS students is 3.66 and only 1 of the active MCSS students are on probation for having GPAs below 3.0. The fact that the overwhelming majority of students are in good standing, suggests that the study workload is feasible. Additionally, success rate is high (62.5%) as show in Table 1 of this report.

MDE

The total number of credit-hours per course (42) at DI is relatively higher than that other similar higher education institutes. In the end-of-semester’s student course surveys, students were asked about the workload levels. The current workload of DI courses, based on the available data, is reasonable and manageable for the average student

Equality of opportunity

The HEI considers student applications without regard to race, gender, nationality, religion and other demographic characteristics. The Institute aids with lower-income students. DI does, however, require proficiency in both the Arabic and English languages. The Arabic language requirement stems from both DI’s basic objective of serving Arabic speaking communities and philosophy of encouraging knowledge production in the Arabic language. The English requirement is necessary since much of the academic literature in social science, humanities and public policy disciplines has been produced in English.

Lower-income students are aided by DI’s free tuition programme. All non-local/international students benefit from scholarship packages that cover tuition, on-campus housing, a monthly stipend, reimbursement of medical insurance fees, airfare to-and-from their home countries, and subsidized transportation.

Students with special needs are provided accommodation and are encouraged to visit the Student Affairs Department for support needs. All syllabi include a note about special needs students. Moreover, DI facilities and buildings are designed to accommodate accessibility requirements for people with special needs. DI facilities also provide dedicated parking slots, alarms in the private bathrooms in case of emergency, and readable signage and road signs for visually impaired persons.

MCSS

Admissions criteria are clearly outlined, as noted elsewhere in this report. Other than language requirements, demographics do not figure in. At present, the programme includes a mix of males, females, Qatari students, students residing in Qatar and international students. Several Arab and European nations are represented in the student body, with current students coming from Qatar, Kuwait, Oman, Palestine, Egypt, Syria, Sudan, and the United Kingdom as shown in Table 2 in section 1.2. The rate of female students was 37.50%, 45.45% and 42.86% in cohorts graduating in 2021, 2022, 2023 respectively.

MDE

MDE programme includes a mix of males, females, international students, and students residing in Qatar. Several Arab and Middle Eastern nations are represented in the student body, with current students coming from Qatar, Iraq, Jordan, Lebanon, Mauritania, Morocco, Palestine, Syria, Sudan, Tunisia, and Turkey. For instance, fifty percent of enrolled students in 2018 were females.

Appraisal:

The programme structure supports the smooth implementation of the respective curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credit hours per course on the basis of the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated at the “Convention on the Recognition of Qualifications and DI Implications”.

The feasibility of the study programme’s workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students from so-called non-academic backgrounds, are particularly assisted. Ensuring equal treatment is codified in codes and regulations (e.g., Regulations for the Equality of Opportunity for Disabled Persons).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

3.3 Didactical concept

Logic and plausibility of the didactical concept

The MCSS and the MDE programme are academic and practice-oriented study programmes. Course syllabi are designed fundamentally around course learning outcomes. There is thus a tangible connection between individual course instruction and programme learning outcomes. Both programmes require its staff members to design the syllabi of their courses in a manner that corresponds to the respective course learning outcomes. The Heads of the programmes monitor the syllabi to make sure that detailed course material corresponds to the expected course learning outcomes.

MCSS

The MCSS programme is highly academic, theoretical and empirical, but it is also policy oriented. It focuses mostly on academic and policy-relevant research into Security Studies (to include strategic, military, defence, war and intelligence studies). The programme is practical insofar as it emphasizes primary, original research, and allows students to develop topics of their choosing. Students are also given policy paper and policy brief assignments and encouraged to simulate the roles of policymakers informed by academic and theoretical research. This aims to bridge the scholar-practitioner gap and the MCSS programme aids them in this pursuit, as noted elsewhere in this self-evaluation report.

Programme courses address a host of common and new Security Studies topics. Courses feature a combination of seminar-style discussions, peer-teaching, debates and traditional lectures. Students also watch videos in some courses, and guest speakers are featured in a number of courses. Teaching methods are clearly outlined in course syllabi

MDE

The Development Economics programme combines both espousing theoretical analysis as well as the training of conducting empirical research. In all courses, there is emphasis on the basic conceptual toolkit of economics and how such kits were linked to the specific course. Further, they involve training on how to construct empirical models and learn from well-recognized academic articles in the field. The instructors provide the space for students to develop their analytical skills

and come up with research topics of their own. This space is allowed during class discussion in each period. It is nurtured via setting special sessions to discuss the research interest of each student pertinent to the question at hand. The Development Economics programme direct the students, via the different courses, to focus on issues that face developing economies. Hence, the emphasis is usually about how development is related to democratic liberties, effective governance institutions, health, corruption, rights of women and minorities, the choices made by political elites, military coups, rebellions, and inter-state conflicts.

Given that the students come primarily from developing countries, they are encouraged to articulate their insights about development challenges in their native countries, develop the problem conceptually, and hopefully carry out research that shed further light on the issue. Thus, about 30 % of the meeting involve seminar-like discussions, where the topic is related to the lecture material or the assigned well-established research paper. The topics of lectures and the assigned readings are spelled out in the course syllabi.

Course materials

Courses use diverse teaching materials. Almost all electronic teaching materials, including the PowerPoint slides of lectures, readings, rubrics, and handouts, are uploaded electronically to the course management system (Moodle) or sent via emails. Each course has a unique Moodle site that is accessible to students. This facilitates interaction between course instructors and students. The Moodle has worked effectively as it allows for automatic recording of the lecture, which allows students to listen to the lecture more than once. This instrument was useful for both faculty and students during the Covid 19 pandemic lockdown. In addition, communication between the instructor and students outside the class is allowed easily on the Moodle platform. The instructor is encouraged to pose all reading materials, comments, and lectures on Moodle. The faculty members regularly use PowerPoint lectures and post them beforehand on Moodle and students submit their assignments on Moodle as well. The Heads of the Programme as well as the Dean have full access to the course Moodle platform. This enhances the enforcement of basic delivery of content as laid out in the syllabi to students.

Guest lecturers

DI shares a campus with the Arab Centre for Research and Policy Studies (ACRPS). Both DI and ACRPS ensure the campus remains intellectually vibrant year-round. Each year, several major conferences are held on campus, organized either by DI or ACRPS. DI along with the Arab Center for Research and Policy Studies organize on average three to four research seminars per week. The topics are about culture, politics, economy, and society of peoples of the region and beyond. DI and the Arab Center feature guest speakers and local political figures—e.g., former president of South Africa or former head of the Syrian opposition parties, the director of the UN Human Development Report who all shared their experiences about challenges that they have faced.

MCSS

The Strategic Studies Unit is an ACRPS unit and a sister-research unit to the MCSS. It holds an annual conference on Security Studies (including strategic, military, defence and war studies) and invites leading thinkers and practitioners in the field. It allows students to intellectually interact with the leading scholars of the field. Additionally, guest lecturers from inside and outside DI,

either from professional practice or scholarly work, are encouraged. According to DI self-evaluation report (p. 53) several in-class guest speakers have been included.

Students are also encouraged to attend other talks held by other DI programmes such as the Human Rights, Political Science and International Relations, Public Policy, History, Sociology and Anthropology, Conflict Management and Humanitarian Action, Comparative Literature as well as Philosophy.

MDE

The MDE programme has invited world prominent economists and speakers since its inception (DI self-evaluation report p. 16). Consequently, students become inspired by one of the topics of the seminar, raise it in relation to the lecture topic of the day, and even further make it into a research topic that he or she pursues.

Lecturing Tutors

There are no lecturer-ranks and teaching assistants for both programmes — all faculty are of professorial rank and are employed full-time. DI consists of students who are of the same rank, i.e., graduate students who pursue post-graduate degrees. Thus, it does not have lecturing tutors, where such tutors would be needed if DI has undergraduate programmes. All lectures are given by faculty members responsible for the whole course.

Appraisal:

The didactical concepts of the study programmes are described, plausible, and oriented towards the programme objectives. They allow for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and via Moodle digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics. There are no lecturing tutors for both programmes. The panel rated it as not relevant. The panel did also not identify any weakness within the didactical concepts and see all requirements as met.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

3.4 Internationality

International contents and intercultural aspects

Students in the programme benefit from the broad diversity and internationality of DI. The HEI's programmes are fairly diverse, and students frequently interact with students from other programmes inside and outside of the classroom. In addition to DI's graduate students, the Language Center provides opportunities to students from across the globe to study Arabic intensively. Many of these students have come from Europe, China and elsewhere, further diversifying the academic landscape of DI. The Language Center offers an international fellowship, which brings in several students annually from outside of the Arab world to further their knowledge of the Arabic language, and thus students in both programmes (MCSS and MDE) have an opportunity to interact with the Language Center's exchange students.

MCSS

The MCSS programme content is explicitly international, in part due to the international scope of Security Studies. The programme aims to equip students with the ability to continue work or study in either the Arab region or beyond it. Courses address the scholastic and intellectual production of Arab, Western, Latin American, Asian, African and other Security Studies scholars. This is in addition to engaging a variety of theories representing diverse schools of international strategic thinking. For example, MCSS 613 Critical Security Studies reflects on Critical Theory and how it applies to Security Studies, on the Copenhagen School, on the Aberystwyth School, and other areas. The multiple levels and layers of international Security are addressed explicitly and discussed in depth in multiple courses, and case-studies of numerous countries — both inside and outside the Arab world.

The programme vision is internationally oriented: to define and build a knowledge foundation that emphasizes the application of Critical Security Studies in the solution of international real-world problems, through leading theoretical and empirical global research. Research and teaching works are rooted in a commitment to address some of the most pressing global and regional challenges, including non-state and state terrorism, sectarianism and violent extremism, human and environmental security issues, and civil-military relations. By linking theory, empirical cases, policy and practice in, and through, our research and teaching, we aim to have constructive contributory impacts at local, national and international levels.

MDE

The Arabic language is a medium for teaching DI's different programmes, including the Development Economics programme. Still, sometimes the HEI recruit Arabic-fluent students from China, Bangladesh, Germany, Somalia, and other countries, beyond Arab-speaking countries. The HEI also recruit Qatar-based students, although the numbers are fewer. The diverse cultural and political backgrounds of the students enrich the teaching experience. This is especially the case given the content of the course, viz., the study of the economies of developing countries. While the students have training in the economics of market dynamics, their own experiences enrich the study of economies that are embedded in traditional societies that face challenges to integrate in the global market system.

It is unusual for courses of the programme to have more than two students from the same country, including the host country (Qatar). The students of the programme make up a mosaic of diverse cultures. This enriches discussions about topic in health or corruption, as each student has different insights and knowledge drawn from an individual experience.

Internationality of the student body

MCSS

The MCSS programme recruits students from Qatar and the entire Arab region and beyond. This is by design — the programme believes that student diversity will enrich the learning experience.

Although the programme seeks a small number of select students to maintain a low student-to-faculty ratio, students representing a number of countries have already enrolled and graduated. MCSS students include or have included Qataris, non-Qatari residents in Qatar, as well as citizens of Kuwait, Oman, Palestine, Tunisia, the United Kingdom, Syria, Palestine, Egypt and Sudan. At the DI level, efforts are underway to recruit students from heretofore underrepresented countries. Students from outside the MCSS programme have regularly audited or enrolled in the MCSS courses (as part of their free electives). These include students from Qatar, Palestine, Sudan, Tunisia, Egypt, Algeria, Syria and Morocco.

Table 12: MCSS Graduates and Current Students by Country

Data below is dated as of Fall 2021

Country	MCSS Graduates					Current MCSS Students
	(Year of Graduation)					
	2017	2018	2019	2020	2021 (first cohort that graduated)	
Egypt					0	1
Kuwait					0	1
Oman					2	1
Palestine					1	1
Qatar					11	33
Sudan					0	1
Syria					0	2
Tunisia					1	0
UK					0	1
Total					15	41

MDE

The Development Economics programme selects its students based on merit, as measured by performance in undergraduate education, writing samples, letters of reference, and interviews via Webex or in-person. It is uncommon that the HEI have more than two students from the same country, including the host country as mentioned above. Students body come from e.g. Morocco, Sudan, Mauritania, Iraq, Syria, Palestine, Yemen, Lebanon, as well Turkey. Given the content of the programme, students from these countries would want to study development economics more than other fields in economics (such as finance or game theory). Thus, without planning, the content of the Development Economics programme greatly matches the intellectual and career interests of students from developing countries.

Table 13: MDE Graduates and Current Students by Country

Country	MDE Graduates (Year of Graduation)					Current MDE Students
	2017	2018	2019	2020	2021	
Bahrain	0	0	0	0	0	1
Egypt	3	1	0	0	1	0
Iraq	0	0	0	0	0	1
Jordan	1	0	0	0	0	4
Lebanon	0	0	0	0	0	2
Mauritania	0	0	0	0	0	1
Morocco	0	0	1	0	0	1
Pakistan	0	1	0	0	0	0
Palestine	4	3	3	3	3	2
Qatar	1	0	0	2	0	5
Somalia	0	0	0	1	1	0
Sudan	1	5	2	2	1	2
Syria	0	0	2	0	0	2
Tunisia	0	2	1	0	0	1
Turkey	0	0	0	1	0	1
Yemen	0	1	2	2	1	0
Total	10	13	11	11	7	23

Internationality of faculty

MCSS

The MCSS programme is small and, in 2021/2022, consists of four faculty members (the Head of Programme and three assistant professors). The programme's size is perceived as an advantage by

DI, particularly because it affords the chance for a low faculty-to-student ratio and significant faculty-student contact. Three of the four current MCSS faculty are Western citizens — one is British-Canadian, one is British, and one is Canadian. All were either born in the Arab world or speak Arabic fluently. The four current faculty members finished their PhDs at high-quality institutions and are fluent in both Arabic and English. All faculty members speak one or more language(s) – in addition to English and Arabic – including French, Spanish, Russian, Portuguese, Kurdish and Persian/Tajik. All four current faculty have worked and taught internationally — including in the United Kingdom, the United States, Canada, France, Spain, Turkey, and Algeria — and present and publish regularly in international venues.

MDE

The programme advertises vacancies in international forums with which prospective researchers/professors are familiar with. As for the current moment, the nationality background of the Development Economics faculty includes Australia, USA, France and Palestine. While all of programme faculty were trained according to the standards of economic science, as exhibited by the publications in international journals, the diverse backgrounds enrich discussions about development economics, given that the field is highly interdisciplinary with challenges that vary from one country to another.

Foreign language contents

MCSS

The official language of DI is Arabic, but, given its current status in the social sciences and humanities, DI also prioritizes the English language. As might be expected given these realities, and as noted elsewhere in this report, the MCSS programme relies heavily on both Arabic and English.

All MCSS programme faculty and students are expected to possess relatively high levels of fluency in both languages. At a bare minimum, students are expected to demonstrate a very good level of reading academic texts in the English language. English language skills are demonstrated through the IELTS exam, and also the admissions interview, which includes a section devoted to an English language discussion, based on reading a short academic text.

Since most MCSS students have learned English as a second or a third language, English language courses are also provided on campus by DI's Language Centre. The Language Centre offers a series of English courses for students who need continued assistance with their English language development.

Additionally, guest lecturers often speak exclusively in English. Course readings are primarily in English, but many Arabic readings are also assigned. Students have the option of producing their papers and theses in either Arabic or English.

MDE

While the lectures and discussions are in Arabic, the reading material is drawn from international refereed journals and internationally recognized textbook. This means reliance on English-written sources. The students have the freedom to submit their research papers, and exams, in either English or Arabic.

Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

A significant proportion of the students come from various cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. Also, international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

The panel appraise therefore, both programmes are designed with international students in mind, both in terms of content and organization. This could also be proven by the final theses presented. Professors and lecturers have mainly experience abroad and a required international background as well language skills. The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4 Internationality					
3.4.1* International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2 Internationality of the student body		X			
3.4.3 Internationality of faculty		X			
3.4.4 Foreign language contents			X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

MCSS

The MCSS programme is largely predicated on providing students with both broad and in-depth contextual knowledge and practical, transferable skills. The MCSS programme possesses interdisciplinary foundations, and course readings and assessment measures require students to acquire and demonstrate both broad and in-depth knowledge base. The MCSS courses focus fundamentally on interdisciplinarity and on far-reaching knowledge of history, criminology, philosophy, politics, sociology, history, anthropology, defence and military studies as well as environmental studies and health studies. As shown in the Programme Learning Outcome Assessment Matrix (Table 5) the programme's learning outcomes – focusing on knowledge and understanding and intellectual skills – are multidisciplinary.

Social commitment is encouraged through the courses, as well as in the SSU conferences focused on security and strategic issues (to include human and environmental security as well as transitions to peace/peacebuilding issues). Additionally, one day of the year, “Solidarity with Palestine” day,

is devoted to the Palestine cause, and students are encouraged to participate. The campus also annually commemorates the UNESCO Arabic Language Day. The MCSS programme — and indeed DI as a whole is focused on social commitment reflected in on-campus conferences and lectures that have focused on such issues.

MDE

In each lecture, there is a period where the class is conducted as a seminar, where a student presents an idea and the classmates ask questions, elaborate, and provide their own opinion. This approach instils a deep understanding of the concepts as well as the issue at hand. The discussion is usually multifaceted, given that development economics is multidisciplinary. The students usually bring to the discussion the pertinent economics concepts, but as well concepts from psychology, political science, and even insights from environmental sciences.

In these discussions, students are given a wider latitude and free platform to express their opinion, and even disagreements with the proposed analysis of either the lecturer or the author of the text under discussion. The lecturers stress that the priority is arguments that are backed up facts or deductive reasoning. The lecturers encourage the students to express their opinion and not be intimidated by status or power of the author. Aside from reflective learning, the students gain confidence when they exhibit their skills as they articulate their viewpoints freely.

Appraisal:

The students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures.

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The panel finds that the MCSS is particularly designed to be conceptually multidisciplinary.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)	MCSS		MDE		

3.6 Skills for employment / Employability

MCSS

All DI programme learning outcomes and course learning outcomes adhere to a “transferable skills” learning area, something which supports student efforts to transition into doctoral work. The MCSS programme’s emphasis on both broad and in-depth Security Studies as well as other social science and public policy knowledge, combined with its focus on analytical and policy writing, public speaking, debate and presentations, simulation and role-playing, teamwork, leadership, conflict analysis and resolution skills, offer students valuable knowledge and skills for employment.

DI believes that MCSS graduates should generally have no difficulty pursuing careers related to security, strategic, defense and military studies – whether in academia, consultancy, policy or governmental bureaucracies. That includes careers in related industries or PhD study opportunities.

For MCSS programme, the employment rate for the cohort that graduated in 2021 is 87 % The employment rate for the cohort that graduated in 2022 is 96 %, excluding one student who is studying PhD.

MDE

The programme equips the students with two main skills for the marketplace. First, the programme equips the student on how critically look at a research problem and to advance a hypothesis to illustrate it. Second, the programme trains students on how to identify the casual possibilities that may explain the phenomena, how to search for data, and how to conduct empirical tests that may corroborate one's enumerated hypothesis while disconfirming others.

These empirical skills are highly demanded in the job market, where employers want employees that can conduct policy studies for different private corporations, government agencies at different levels, and different think tanks.

For the Development Economics (MDE) programme, and based on the MDE students who have responded to DI regarding their employment status, the employment rate for the cohort that graduated in 2021 is 57 % and for the cohort that graduated in 2022 it is 78 %.

Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills – runs as a common thread of the study programmes through all its courses.

The panel is also convinced by the statistical employment data that the employability of students is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		

4. Academic environment and framework conditions

4.1 Faculty

Structure and quantity of faculty in relation to curricular requirements

The workload per week for full-time faculty at DI is four courses per year, that is two courses per academic semester or six hours of teaching per week. Programme Heads and other faculty members with administrative roles get course relief. DI finds this workload generous as it allows faculty to focus on research.

MCSS

In the 2021/2022 academic year, the MCSS programme employed four full-time faculty members, including the Head of Programme. The programme employed an adjunct professor as well to teach one course MCSS 620 Cyber Security. Given the programme's typical student body of between 14 and 24, the MCSS faculty-to-student ratio ranges from about 1:3 to 1:5.

The programme attempts to balance workloads such that individual faculty members have sufficient time for teaching preparation and delivery (including meeting with students), research, thesis and academic advising, and administrative duties. Each regular member of the programme teaches either three or four academic courses per academic year (i.e. one or two courses per semester), while the Head of Programme teaches two courses per year (i.e. one course per semester). Faculty members typically serve on two or four committees per year, on average, and advise three to five students per year, on average. Faculty are expected to produce at least one peer-reviewed publication per year. All MCSS faculty are also researchers in the Strategic Studies Unit of ACRPS.

By design, MCSS faculty mainly teach course-topics in which they research-focus on or they are internationally recognised experts in. MCSS faculty versatility allows for instructors to switch teaching courses. To date, student evaluations of MCSS courses have generally been quite favourable, as shown in below Table:

Table 14: MCSS Mean Scores of the Student Course Evaluation Survey

Evaluation of Course Aspects	Teaching and Learning	Overall Satisfaction
Fall 2019		
4.16	4.43	4.33
Spring 2020		
4.58	4.61	4.71
Fall 2020		
4.44	4.49	4.63
Spring 2021		
4.66	4.81	4.82

Academic Years 2019-2020 and 2020-2021

MDE

The MDE programme consists of four full-time faculty, including the Head of Programme. The programme employed two part-time instructors in 2018/2019 academic year to compensate for the leave of one of its full-time faculty. In the academic year 2017/2018 the MDE programme hosted a visiting professor to further enrich teaching and research at the programme. In addition, one elective course MDE 635 is regularly taught by Public Policy faculty members. Given the programme typical number of students between 15-20 and the current study plan, the MDE faculty-student ratio ranges from about 1:5 to 1:6.

The workload of the programme is carefully balanced to give faculty members sufficient time to effectively engage in research, teaching, academic advising, students' meetings, supervising MA theses/ Capstone research, and engaging in the community services. The teaching load for the faculty members is four academic courses per academic year (i.e., two courses per semester), while the Head of Programme teaches two courses per academic year (i.e., one course per semester). On average, a faculty member serves on three committees, supervises three MA theses/Capstone research, and advises five students. Faculty member devotes almost fifty percent of the time on research. He/She is expected to publish at least one peer-reviewed journal article per year.

The MDE faculty members have excellent track records and diverse experience in teaching. They have taught dozens of different courses at several universities around the world in different languages (Arabic, English, French). The MDE faculty individual members are qualified to teach MDE courses to different programmes at Doha Institute and indeed they have shown a great success in teaching and designing several courses. Students' survey evaluations of MDE courses over the last few years have been praising and favorable.

Academic qualifications of faculty

With regards to support and incentives for faculty publications and conferences, faculty are encouraged to conduct self-initiated and collaborative research activities. Faculty members are supported financially. Each faculty member at DI is allocated annually a research fund of 18,250 QAR (~ 5,000 US dollars). All research activities conducted by faculty members feed into their area of specialization and improve the faculty member's overall profile as well as that of their School. The Faculty Research Fund may be used for: participation in conferences (presenting, or chairing panels); attending board meetings of subject associations; fieldwork (such as visiting archives and libraries, conducting interviews, conducting surveys or market research); hiring research assistants; and other activities that contribute to knowledge production. DI is a research focused Institute and all of its research activities aim to improve the student educational experience. There are also internal funds, at the institutional and DI School levels, that faculty can apply to for research projects and to fund faculty interests in organizing events or publish an edited books or journal special issues. In addition to the internal funds, the Schools and the RGD systematically support faculty who apply for external research-related grants as well.

MCSS

All current four MCSS faculty members hold PhDs from internationally recognized programmes and are specialised in one or more subfields of Security Studies. Moreover, all four are established researchers and have considerable publication experience. Collectively, the group of four has taught dozens of different course topics; published eight books, tens of peer-reviewed journal articles and book chapters; delivered hundreds of presentations at global academic conferences; and accrued multiple awards. Some of the MCSS programme faculty also have substantive administrative experience and also have extensive experience serving academic journals in various capacities (e.g. editorial board members and peer-reviewers).

MDE

All MDE faculty members have PhD in Economics or Development Economics from reputable universities in the US or France. The hiring process at MDE is competitive and highly selective. The MDE programme looks for individuals who have a track record of peer-reviewed publications (or promising research agenda and job market paper (PhD dissertation) in the case of recent PhD graduates). The hiring committee seeks to hire strong candidates who show clear evidence of successful teaching and promising research agenda and publications. Applicants are asked to provide cover letter, CV, research sample, teaching and research statements, and three references letters.

Moreover, all of the current MDE faculty members have considerable teaching and research experience. Their publications are well-cited and appeared in recognizable academic journals. Collectively, they have presented in dozens of international and national conferences, invited talks, and workshops. In addition, they have been consulting and working with several non-governmental organizations and policy makers. Starting in the academic year 2021/2022, a new junior faculty member joined the MDE programme replacing another faculty member. She is a recent PhD graduate (2021) from Ohio State University that has a well-known development economics programme in the US. Her research agenda and working papers are promising and she has good teaching experience and students' evaluation.

Collectively, the MDE faculty members participated in dozens of conferences and academic talks and published about 250 peer-reviewed articles and book chapters. MDE faculty have also considerable experience in administrative tasks (e.g., heads or members of leading committees at the institutional level) and served in several academic journals in various capacities (e.g., associate editors, editorial members, founding directors of research networks and working papers series, and peer-reviewers).

Pedagogical/ didactical qualifications of faculty

MCSS

DI's hiring process is highly competitive and rigorous. Prospective faculty must demonstrate high teaching aptitude, speaking to their specific teaching philosophies and unique teaching experiences, and show evidence of favourable student evaluations (if applicable). All four MCSS

faculty had established track records of teaching excellence prior to joining DI. Collectively, MCSS faculty have taught more than thirty different course topics and have designed many courses themselves. Programme faculty also take part in regular teaching and assessment workshops provided by DI Office of Teaching, Learning, and Assessment. The MCSS faculty members also have extensive thesis advising, and university administrative experience.

MDE

Effective and quality teaching are essential in the MDE programme. During the hiring process, prospective faculty must demonstrate high teaching standards and commitment. They must submit teaching philosophy statement and discuss their unique teaching experience and philosophy and courses taught and designed in the job interview.

Prior to joining Doha Institute for Graduate Studies, the faculty members at MDE programme had an extensive teaching experience in different languages and cultures and established track records in teaching excellency. Over the past five years, the MDE faculty members have taught more than twenty different course topics. Many of these courses are specifically designed to fit the unique needs of the MDE programme and the region. The faculty members have supervised dozens of master theses (and capstones) in the MDE programme and other programmes at the Doha Institute for Graduate Studies. In addition, they participated in many teaching-related workshops at Doha Institute and adopted some of the latest online teaching methods in the academic year 2020/2021 (e.g., Persuall, Moodle, and features in WebEx).

Practical business experience of faculty

A list of the practical/business experience of each faculty members in each programme proofing how such experience contributes to integration of theory and practice/in teaching activities has been provided. Additionally, the CVs of faculty highlight further each of the faculty's professional experiences (academic and non-academic). It is worth noting that while integrating practical experience of faculty in the programmes is important, in DI's context and in line with its mission, DI is a research-led institute and all its programmes are academic/research focused programmes, even those are more practical.

MCSS

MCSS programme faculty have experience in university administration, teaching, and research, and have served the academic community in the ways described in previous sections of this report. Additionally, some of the faculty members have also worked as research fellows, informed decision-makers as consultants and senior consultants, informed public debates via media outlets as described in full-length CVs. Faculty members draw upon these diverse experiences in their teaching activities. Faculty members attend regular workshops and participate in academic conferences in order to stay abreast of developments in the field and areas of specialisation.

MDE

MDE programme faculty have extensive experience in university administration, teaching, and research. They have contributed to and served the academic community. In addition, the MDE faculty have served the non-academic community in several ways. They have worked as research

fellows and policy advisors in research institutes, international organizations, public and governmental institutions, and non-governmental organizations. They actively participate in academic conferences and give talks in nonacademic workshops and symposiums as indicated in their full-length CVs.

Internal cooperation

MCSS

The MCSS programme holds monthly meetings during the academic year. Meetings provide a forum for discussion of teaching and supervision progress and challenges. Faculty members regularly provide assistance to one another, often by sharing course materials for previously taught courses, providing previously used syllabi as starting points for instructors teaching a course for the first time, and delivering guest lectures.

The MCSS programme has successfully executed the practice of co-teaching; MCSS 618 Armed Non-State Actors has been very successfully co-taught by MCSS faculty members.

Cooperation is also exhibited at the thesis advising stage, where faculty work closely with one another to provide joint feedback and advise to all students completing their theses. Finally, the MCSS programme also encourages co-authored research projects among programme faculty. Currently, all four members of the MCSS faculty are working on four different co-authored and co-edited research projects.

MDE

The MDE faculty work closely with one another to provide feedback on the students' master theses or capstone projects. Students are asked to present their research proposal in the fourth semester. All faculty participate in students' talks and provide extensive comments during the seminars and/or afterwards. Students are encouraged to discuss their research with other faculty members as well.

The MDE programme holds regular monthly (or bimonthly) meetings during the academic year. Faculty discuss various issues in the meeting including teaching progress and challenges, students' affairs, broader community outreach, MDE seminar and invited speakers, etc. Faculty members are very cooperative and often share teaching materials of previous taught courses (syllabi, PowerPoint slides, lecture notes, and homework assignments) with instructors teaching a course for the first time. The faculty members also discuss the study plan and the overall performance of the programme in their meetings. For instance, the programme specification document was revised and developed in the academic years 2018/2019 and 2020/2021.

Student support by the faculty

Significant attention is paid to each individual student that enters the HEI's programmes. The low faculty-to-student ratio of the programmes allows students to frequently and meaningfully interact with faculty members in the programmes.

Students who face difficulties that require the help of a qualified mental health professional are provided access to an in-house psychologist and counsellor. Additionally, students who require career guidance and counselling can contact the Career and Skills Development Specialist at DI.

MCSS

The MCSS programme places high priority on faculty support for students. In addition to two required weekly office hours per instructor, students are offered opportunities to meet with professors by appointment and emails are answered fairly quickly. Additionally, academic advisers are required to meet with academic advisees regularly per semester to provide guidance on course registration and other academic matters. Thesis advisers are also required to meet regularly with thesis advisees/students.

Beyond these standard activities, the MCSS programme also holds a regular “Student-Faculty Forum,” which is attended by MCSS students and all faculty members. Students dictate the agenda for forums, which are held at least once per semester. The forums represent an opportunity for students to discuss any concerns or challenges they might have related to their course of study. The MCSS programme makes every effort to respond to and address legitimate student concerns expressed at forums. For example, at one student forum, some students complained about too many assignments (for multiple courses) due at the same time. In response to this, the Head of Programme asked programme faculty to coordinate the due dates to avoid having multiple deadlines in the same week. Faculty also assist students informally with job placement opportunities, writing recommendation letters and using their contacts in Doha to help students find internships and training opportunities. Finally, the MCSS faculty continues to encourage and support students to publish their works. This includes co-authored, peer-reviewed articles by faculty members and former students as well as publications by current students as Strategic Analysis and Strategic Papers within the SSU publications in the ACRPS.

MDE

The MDE Students are encouraged to use the scheduled weekly office hours per instructor effectively and regularly. All faculty are available to meet students beyond the two designated office hours and offer the students the opportunities to meet by an appointment. Additionally, as per DI Academic Advising Policy, academic advisors are required to meet with academic advisees multiple times per semester to provide guidance on course registration and follow up on the students’ academic. Thesis advisers meet regularly with thesis advisees/ students.

The MDE programme holds an annual faculty-student meeting by the beginning of every academic year. The meeting is attended by all students and faculty. Students discuss any challenges and issues related to their study during the programme. What we have drawn from the previous meetings is that students raised several issues related to the study load, assignments, internship, and exams. The faculty of the MDE have responded to the students’ concerns raised in the meetings. The students, for example, raised the issue of the number of assignments per courses in a semester, it caused some concerns in meeting all class due dates and the quality of students work. The faculty agreed to coordinate with one another on the number of the assignments per course and the due dates. In addition, the Head of the Programme asked the faculty to be more flexible with due dates when students have multiple assignments due. Another fruitful area of discussion at the meetings

is the order of course offering and the depth and width of the academic material. For instance, the faculty of MDE programme decided to offer the research methodology course in the second semester instead of the third semester and microeconomics in the second semester instead of first semester.

Moreover, the MDE programme holds an orientation meeting to welcome the new students. The faculty members introduce the MDE programme to the students and explain the study plan and programme goals. Significant attention is paid to each individual student that enters the MDE programme. The low faculty-to-student ratio of the programme allows students to frequently and meaningfully interact with faculty members in the programme.

The MDE faculty members have written dozens of recommendation letters for students applying to PhD programmes. Faculty strive to assist students in the job market and internship opportunities inside and outside Qatar.

Student support in distance learning

Under normal circumstances, distance learning is not offered by DI. Due to the global pandemic in 2020, the primary mode of instruction for the 2020-2021 academic year has been online. As such, this has required the rapid development of the infrastructure to provide quality education to students who are primarily interacting with faculty members virtually. Through the adroit handling of the evolving situation, the Information Technology Department and the Teaching, Learning and Assessment Office were able to help provide that infrastructure. DI has contracted with WebEx for delivering synchronous lectures and discussions and Kaltura for recording videos. The platforms have been integrated with DI's Moodle website. Furthermore, faculty members have had the opportunity to train in workshops conducted by DI and programmes organized by other educational institutions. Students have also been provided training in how to use the virtual platforms adopted by DI.

Moreover, and in aim to measure student general satisfaction in online learning, identifying difficulties in this mode of learning and ensuring continuous improvement, questions on online learning have been added to student surveys at the course and programme levels to capture student feedback.

Faculty members participated in many workshops provided by DI's Teaching, Learning, and Assessment Office to keep up with the latest development and best online teaching practices.

Moreover, and in aim to measure student general satisfaction in online learning, identifying difficulties in this mode of learning and ensuring continuous improvement, questions on online learning have been added to student surveys at the course and programme levels to capture student feedback.

Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty-to-student ratio is extremely low, and the care is correspondingly dense. The faculty's academic qualification

corresponds to the study programme's requirements and objectives. The HEI verifies the qualifications of the faculty members and provides detailed evidence. Specific measures for further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. After reviewing the documentation on the faculty, the panel was able to convince itself of the pedagogical and didactical qualifications. Specific measures for further qualification of the faculty members are implemented.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The panel praises the excellent communication, corporation and organisation of regular meetings and recognises the strong mutually beneficial community of faculty members. The panel formed the view that in the regular formal and informal exchange, the members advise and help each other in an uncomplicated and quick manner.

Generally, based on the small numbers of students and the low faculty-to-student ratio there is an intensive exchange culture.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel considers the student support to be exceeding: the HEI proactively takes care of students' physical and mental health. During the interviews the panel had the feeling that the students feel included and valued. The panel also learned that students are very well supported in terms of supervision and advising. The financial support and the spatial accommodation for students is assessed as excellent by the panel.

Due to the complete return to the class room lecture mode, the panel sees criterion 4.1.7 distant learning as not relevant.

As there is a low rate of senior faculty (rate Full Prof/Ass Prof), the panel would like to encourage that the mid-level faculty be expanded accordingly to further strengthen academic and practical capacity.

HEI commented to this suggestion and would like to note that for the MDE programme faculty, there are three senior faculty members out of a total of 4 faculty members (i.e. 1 Full Professor and 2 Associate Professors) and that DI is also actively recruiting in both programmes and is progressively building more capacity by encouraging his younger faculty members (i.e. providing research funds).

From expert panel`s perspective, the comment from the DI has been added. Still findings were made based on the documentation provided and the university's arguments. In this respect, the decisions on the expert panel suggestion have been based on comprehensible criteria but should be specified on the MCSS programme. The panel therefore see that the decision made continue to be valid.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

4.2 Programme management

The HEI's programme faculty provide formal assistance to the Head of Programme. In particular, programme faculty play important roles in student affairs, academic and thesis advising. The Head of Programme is also aided by both a programme-specific coordinator, and colleagues in Registration, Student Affairs, Office of Institutional Effectiveness and Quality Assurance (OIEQA), and other DI administrative units.

MCSS

The MCSS Founding Head of Programme leads all areas of programme management. Specifically, duties included the design and the establishment of the MCSS, the first Programme of its kind in the State of Qatar and the Arab World; the designing of seven out of its eight initial core courses and some of its elective courses; and planning and executing the MCSS faculty and student recruitment plans. The duties also include the designing of the MCSS operational plans, organising new faculty hiring processes, reviewing all course syllabi and teaching methods based on the student feedback, designing and executing a proactive MCSS student recruitment plan, and designing MCSS brochures, and pre-pandemic MCSS recruitment plans have featured visits to nine Qatari higher-education institutions. The MCSS operational plans also included the recruitment of one adjunct professor for 2019/2020, one full-time assistant professor and one adjunct professor for 2020/2021, and one full-time assistant professor and one adjunct professor for 2021/2022. Additionally, the duties include day-to-day business of programme reporting; course scheduling; registration; thesis and academic adviser assignments; event planning; representing the programme in the School Executive Council; serving as point-of-contact for programme students and faculty; and faculty recruitment, hiring and evaluation.

Additionally, the Head of Programme oversees study plan changes, quality assurance initiatives, and collaborative opportunities with other institutions; leads student recruitment and admissions efforts; and coordinates efforts to add website content. The Head of Programme chairs programme meetings, which are held once per month.

The Head of Programme also coordinates and facilitates regularly scheduled Student-Faculty forums. Moreover, he also works closely with Student Affairs and programme faculty on all individual student affairs issues and concerns.

MDE

The Head of Programme organizes the MDE programme seminar series; invites the speakers and helps in liaising their visits and talks. In addition, the Head of Programme chairs the monthly programme meetings, the Student-Faculty meetings, and the thesis/capstone defenses. The Head of Programme leads the initiative to update the content of the programme website, programme brochures, and the library sources for faculty and students at the programme.

The Head of MDE Programme works closely with the programme faculty in many areas. Faculty play important roles in students affairs, academic and thesis/capstone advising, event planning and MDE seminar series, updating study plan, scheduling courses, and recruitment process. Finally, the Head of Programme is assisted by the school administrative staff, student affairs, OIEQA, and other DI administrative units.

Process organisation and administrative support for students and faculty

The administrative staff provide guidance and help to the students. They serve as a point of contact for students in the areas of rules and regulations, form processing, course registration and withdrawals, appeals, MA thesis submission, inviting students to MDE events and meetings, and internship-related services. The administrative units within DI (the Library, Registration, Information and Technology, the Research and Grants Departments, and the OIEQA) help students and faculty with registration, library sources, information technology, among other matters. Other administrative units within DI— Student Affairs, Registration, Information Technology, Facilities, the Library, Research and Grants Department, and the Office Institutional Effectiveness and Quality Assurance — help students and faculty with registration, course materials (including the online course management programme), information technology, library resources, and Institutional Review Board approval, respectively among other things. DI also established in 2019 an Office for Teaching, Learning and Assessment (OTLA). The Office offers faculty with all sorts of tools and facilities to enhance their teaching skills and keep up with the latest best practices in pedagogy.

MCSS

The primary MCSS programme coordinator works with the Head of Programme and other members of the faculty. Specific duties include syllabus editing (including ensuring syllabi follow DI requirements); MCSS faculty meeting and event scheduling; taking programme meeting minutes; preparing reports and data as needed; sending out announcements; and liaising with but not limited to Registration, Library, Student Affairs and Communication and External Relations Department.

Most full-time DI students are required to work on campus as part of their assistantships, and MCSS programme faculty members frequently hire MCSS students as assistants (on research and administrative/service work). A Dean's Office Manager also provides more general support, particularly on school and DI-wide initiatives.

MDE

The administrative staff at the School of Economics, Administration and Public Policy (SEAPP) work closely with the Head of the MDE Programme and faculty. They provide support and assistance in many areas. They review and edit courses syllabi (ensuring syllabi follow DI requirements), help in organize and liaise programme meetings, events, and seminars, taking meeting minutes, booking tickets and offering logistical support for guest speakers, providing translation services (English-to-Arabic and vis versa), sending out announcements, liaising with the Registration, Library, Students Affairs, and Communication and External Relations Departments.

Most full-time DI students are required to work on campus as a part of their assistantship. MDE students frequently work with MDE faculty as researchers and teaching assistants. They also assist MDE faculty in administrative and service work. In addition, some MDE students work with other administrative units at DI such as the Library and DI's affiliate research center, the Arab Center for Research and Policy Studies. As a graduation requirement, MDE students need to have 300 hours of internship completed at relevant institutions. The Dean's Office at the School play a crucial role in matching students to the available internships' opportunities.

Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

The administrative staff act as excellent service providers for students and teaching staff. Here, the panel also expresses its appreciation in the form of an highly exceeding evaluation for the administrative team and process.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			

4.3 Cooperation and partnerships

The HEI has been active in pursuing cooperations and partnerships with other institutions of higher learning. To date, more than two dozen such partnerships and cooperations have been established, nationally and internationally. These partnerships benefit all HEI's students because they both ensure higher education standards and create natural opportunities for educational collaboration. DI has also established partnerships with numerous other organizations and networks, including government ministries.

MCSS

The MCSS programme has formal and informal relationships with Joaan Bin Jassim Higher Military Academy and all of its Defence, Security and other Programmes, Qatar University, Georgetown University, Ahmed Bin Mohamad Military Academy, the Police Academy, the Police Institution and Qatar's Community College. The cooperation with all of the aforementioned universities, institutions and research centres has enriched the MCSS programme by providing speakers and conference participants, adjunct professors (who have taught MCSS courses on multiple occasions), and research collaboration in multiple research projects.

MDE

The MDE faculty members are also actively building research networks with local and regional universities. MDE faculty have given lectures and talks at Qatar University, Georgetown Qatar, and American University of Beirut. Also, the programme has invited speakers from those universities to give talks at the School. In addition, the programme has relied on an adjunct professor from Qatar university to teach two courses on two separate occasions.

Cooperation with business enterprises and other organisations

MCSS

Ongoing cooperation in research, events and conferences exists with the Arab Centre for Research and Policy Studies, Strategic Studies Centre of the Qatari Armed Forces, the Strategic and Security Studies Centre of the Ministry of Interior, and the Diplomatic Institute of the Ministry of Foreign Affairs. MCSS students benefit from these partnerships – they provided and continue to provide opportunities for employment and research training.

MDE

The faculty of MDE is actively engaged in various academic and non-academic organizations and enterprises. Over the last few years, faculty members worked on several consultation and advisory roles. For example, a faculty member provided consultation on a study entitled “Toward universal health coverage in the Arab countries: Evidence from selected countries” conducted by the Economic and Social Commission for Western Asia (ESCWA) and has an advisory role on the “Arab Watch Report on Economic Social Rights 2023”. A number of MDE faculty have participated in reviewing Qatar National Development Strategy in 2016/2017. Other examples of cooperation include collaborating with a researcher from Chr. Michelsen Institute in Norway on a project to study the micro-mechanisms of climate change, conflict, and cooperative behavior in East Africa; and contributing to a commissioned paper by Palestine Economic Policy Research Institute (MAS) and Palestine Monetary Authority.

The MDE programme has an expanding network of governmental and non-governmental institutions in Qatar that host MDE students during their internship training. Over the last several years, students have had training in Brookings Center, Qatar Development Bank, Human Right Centers, United Nations, Gulf Research Center, Qatar Institutions for Social Work, among others.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The agreements forming the basis of the co-operation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

In case that other academic institutions or organisations conduct parts of the study programme within diverse cooperation, the HEI ensures that the quality standards are met. In this sense the panel see all quality requirements in regards to cooperation and partnerships are met.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

4.4 Facilities and equipment

Quantity, quality, media and IT equipment for teaching and group rooms

The HEI has a fairly new campus. Construction on the campus was completed in 2016. DI has a state-of-the-art facility that was designed to fully support the educational process and provide spaces not only for traditional teaching and learning but for hosting conferences and talks and facilitating day to day interactions. DI's campus spreads over an area of 112,000 m², encompassing 23 different buildings. The campus buildings are used for living, educational activities, and leisure activities.

Learning and teaching spaces are spread out around the campus, consisting mainly of classrooms, labs, and auditoriums in addition to a library building, university life buildings and faculty and student accommodations. Additionally, there are also computer labs, virtual labs, a journalism studio, an e-Library, an e-learning system (Moodle) and other specialized learning resources. With regards to classrooms, the total number of classrooms is 15. There are also three auditoriums, five conference rooms and two computer labs.

DI has also established an advanced Student Information System (SIS) that allows students to benefit from several services through the self-service portal, and enables them to view their academic status, grades, and their registration status at the Institute. The SIS provides DI with the capability of registering students in courses; documenting grades, transcripts and dropout rates; tracking attendance; developing student schedules and managing other data needed for the Institute effectively. Student Services also maintains an Intranet site that provides direct access to all student related administrative procedures, forms, study plans, and SIS system guides and resources.

All students, faculty, and administrative staff are provided free internet access throughout campus – in classrooms, the Library, residences, cafeterias, gym, and all other campus locations. The IT Department provides technical support during normal working hours. Upon their arrival at DI,

students participate in orientation days to become familiar with the IT system and are provided with detailed written instructions on how to use it inside and outside campus.

The campus features a large computer lab available to all students. Students are able to use the computer lab to print and scan papers and documents free of charge. In addition to this general computer lab, the campus also has a journalism computer lab/newsroom and a journalism studio. MCSS students may use the journalism equipment – cameras, microphones, and editing suite and software – upon request and as needed.

The entire campus, including parking areas, entrances, and classrooms, is disabled person-accessible. There is also a nurse-operated health clinic, which is free for students and operates during normal university hours.

Access to literature

HEI's students have direct access to DI's research library, as well as the Qatar National Library (QNL), including all of its databases.

The Library builds its collections of different materials and resources, in print and electronic formats, based on the established collection development policy and procedures that are responsive to the needs of DI community. At the time of writing this self-evaluation report, DI library features a total of 82,500 book titles, including approximately 4,181 items in both programmes (these fall directly under the Dewey Classification System but more items relevant to this programme can be found in other Dewey topics/subjects). HEI's programme faculty members and DI librarian update the library collection with relevant books, textbooks and other sources. The allocated budget is sufficient to update the collections regularly. All literature assigned in course syllabi is available either in DI library or is uploaded directly to and available on individual course Moodle sites. HEI's faculty members and students (with faculty member approval) may request that the Library obtain a book or journal issue.

In addition to DI's print and electronic collection, DI community has also access to the resources available through QNL. According to its website, QNL "has more than one million books in its collections, along with more than 500,000 eBooks, periodicals and newspapers, and special collections."

The Library is open from 8:00 am – 10 pm during the work week (Sunday – Thursday) and from 9 am – 9 pm on Saturdays; library times are extended during exams. The Library is staffed appropriately and holds regular library orientations, database training sessions, and other workshops for students and faculty. The Library features an array of spaces for the community such study rooms, quiet spaces, and public computers.

Combined, DI and the QNL subscribe to more than 265 databases in Arabic and English. For example, ProQuest's E-book Central, E-Marefa's Social Sciences, JSTOR, Taylor & Francis Online database, Wiley Online Books database, Wiley Online Journals database, and hundreds of other full-text databases in subjects such as Psychology, Philosophy, History, Media & Cultural Studies and other disciplines.

At initial student registration, DI library provides all new students with unique DI barcode login credentials. Students are then able to access online resources from anywhere in the world via the internet for the duration of their DI study period.

Due to the global pandemic, some of the DI students were located outside of Qatar for the majority of the 2020-2021 academic year. DI and DI Library worked hard to promptly provide students who have not yet arrived in Doha with maximum access to resources held by the Library via a VPN. This solution has successfully been implemented, and students were also afforded the resources to purchase laptops and high-speed internet.

Appraisal:

Since an online conference was conducted, the panel was not able to visit the HEI on-site. Therefore, the panel was provided with descriptions of the DI's premises and facilities and based their assessment on this evidence. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes. From the panel's point of view, the facilities and technical conditions, as well the IT experters (especially the subject presentation on the Moodle LMS) are exemplary. As the panel could not be on site, it could only indicate meeting quality requirements.

Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library and also kept up to date.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

4.5 Additional services

DI offers career services, where activities such as career events, advice to students on job preparation, and information on job opportunities are held. Career services informs students continually about suitable job offers, internships, research opportunities and scholarships through the online career portal. Each academic year, a career fair is conducted for students at DI to help them make career decisions and facilitate their employment. An email "student career services" is used to advertise for the career fair, various career and skills development workshops.

Career counselling and placement service

The HEI offers career services as part of the student services. This includes career guidance and skills development services that are key to successful professional and business life.

DI recruited a Career and Skills Development Specialist in 2018-2019 who holds a Master's degree in International Business and has more than 12 years' experience in various industries including 5 years' experience in delivering and creating programmes to develop the skills of the youth in Qatar.

The Career and Skills Development Specialist is assigned to establish the career services as part of the student's services. Career services provides workshops for students on CV writing, preparation for job interviews internships, and employability skills. Registration for workshops or individual consultation sessions can be done through DI intranet. Students submit their feedback after each workshop to improve the services and provide workshops in areas that they may ask for. Moreover, the Career and Skills Development Specialist invites companies to deliver information and recruitment sessions about their companies.

Career services inform students continually about suitable job offers, internships, research opportunities and scholarships through the online career portal. Each academic year, a career fair is conducted for students at DI to help them make career decisions and facilitate their employment.

In addition to these services performed by the Career and Skills Development Specialist, DI's Language Center also carries out a number of important (and related) services for students. For example, for the 2020/2021 academic year, the Language Center has delivered workshops on CV and Cover Letter writing, Arabic Oral Presentation Skills, English Oral Presentation Skills, Professional Writing, and Personal Statements, IELTS General Preparation, IELTS Reading & Writing, IELTS Listening & Speaking.

Alumni activities

The MCSS as well MDE programme both also independently exploring new avenues for connecting with alumni in order to provide continued support and guidance.

The HEI's alumni unit under the Office of Admission, Registration and Student Affairs maintains the relationship with DI's alumni body. The role of the alumni unit is to enhance DI's relationship with its alumni through:

- Constant communication with DI graduates.
- Strengthening the relationship between the graduates and DI.
- Providing projects and services that encourage communication between graduates and DI.
- Building relationships between graduates by organizing meetings for graduates of different cohorts.

More than five cohorts (more than 800 alumni) have graduated from DI since its establishment in 2015 and they come from more than 40 countries. Some of the work conducted so far by the alumni unit include but are not limited to engaging alumni in different DI events and activities that take place throughout the academic year; inviting alumni to workshops, conferences and seminars held by DI and the Arab Center for Research and Policy Studies, offering programme discounts to alumni and promoting alumni achievements.

Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources and documented this well for the panel and meets therefore this quality requirements. An alumni organisation has been set up with the aim of developing an alumni network.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

4.6 Financing of the study programme (Asterisk Criterion)

The HEI is financed through a Qatari state grant, providing by far the most significant portion of funding.

DI offers applicants full and partial scholarships to complete their master level education. DI provides two types of scholarships. The Tamim scholarship is of a competitive nature and is offered to selected applicants who are considered high achievers. The second type of scholarship offered is the Sanad scholarship, which is offered based on the financial needs of the applicant. The scholarship committee decides based on the applicant's financial status the amount and the details of the scholarship provided. However, to encourage the diverse representation within the student body, DI offers international applicants full Sanad scholarships. Scholarship packages for international students cover tuition, on-campus housing, a monthly stipend, medical insurance, airfare to-and-from their home countries, and subsidized transportation. Depending on their rank during the admissions process, local students may either secure a 100 % tuition scholarship or be asked to pay a portion of their fees.

Furthermore, the HEI has established cooperation agreements with local entities in Qatar where those entities may offer to sponsor applicants.

Appraisal:

The study programmes are funded for the entire accreditation period so that students will be able to complete their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6* Financing of the study programme (Asterisk Criterion)			X		

5. Quality assurance and documentation

Quality assurance and quality development with respect to contents, processes, and outcomes

The HEI's Office of Institutional Effectiveness and Quality Assurance (OIEQA) provides a framework and guidance for assuring quality of academic programmes, research, academic services, administrative services, and public service at DI. MCSS as well MDE programme works within this policy to assure quality and set development procedures to maximize the achievement of its goals.

For example, with the help of the OIEQA, each Head of Programme developed its aforementioned programme specification document. The programme has revisited and revised the document to ensure that its programme learning outcomes are appropriately assessed. As noted, the last review of the document occurred in November 2021, when programme faculty made a collective review of the document under the guidance of the OIEQA. The Head of Programme also reviews the PLO assessment, with the most recent review done in October 2021 with the support of the Office of Teaching, Learning and Assessment. This is in addition to the programme annual assessment review.

In 2018/2019, DI's Teaching, Learning, and Assessment Committee, guided in part by the OIEQA developed a Programme Annual Assessment Report template. This programme review report documents and records the process of annual programme review and its programme learning outcomes in the form of an easy-to-follow template. The MCSS and MDE programme undertakes the annual programme review process by the end of every academic year.

The programme holds a monthly meeting, chaired by the Head of Programme and attended by all faculty. One purpose of the meeting is to discuss course contents, assessments, syllabi construction, student affairs, and research. All faculty members can suggest meeting agenda items by emailing to each programme coordinator or the Head of Programme.

Beyond these macro-level steps to improve and assure quality in the programme, individual faculty members are required to maintain high standards of quality. The HEI has an annual faculty review process. Faculty self-evaluate performances in teaching, research, and service. MCSS as well MDE Head of Programme carries out primary evaluations of individual faculty members, discusses evaluations with faculty members, and highlights areas of potential improvement.

The Heads of Programme meets individually with faculty members on individual bases (as needed) to provide mentorship and guidance, particularly in the areas of research and student learning.

The programme's student-centered focus highlights student feedback as a core component of quality assurance. As mentioned elsewhere in this report, Student-Faculty forum discussions and student course evaluation/survey results are treated seriously, with changes of instructors and modifications to courses made as a result, where appropriate. Students are also involved in the improvement of a programme through providing feedback in the Student Satisfaction and Alumni surveys. Both sets of survey results are reviewed by the programme and are considered part of the programme improvement as evidenced by the Programme Annual Assessment Report template. Additionally, to ensure the involvement of all relevant stakeholders in DI quality assurance process, students, faculty and relevant administrative staff are represented in committees such as in the

Teaching, Learning, and Assessment and Institutional Effectiveness and Quality Assurance committees.

Evaluation by students

DI includes several types of student course evaluations/surveys. The student course evaluation process is characterized by a three-pronged process. First, at the conclusion of each semester, students are asked to fill out anonymous, individual course evaluations. The OIEQA collates these data and sends them to course instructors and Heads of Programme. Final results include both quantitative and qualitative data.

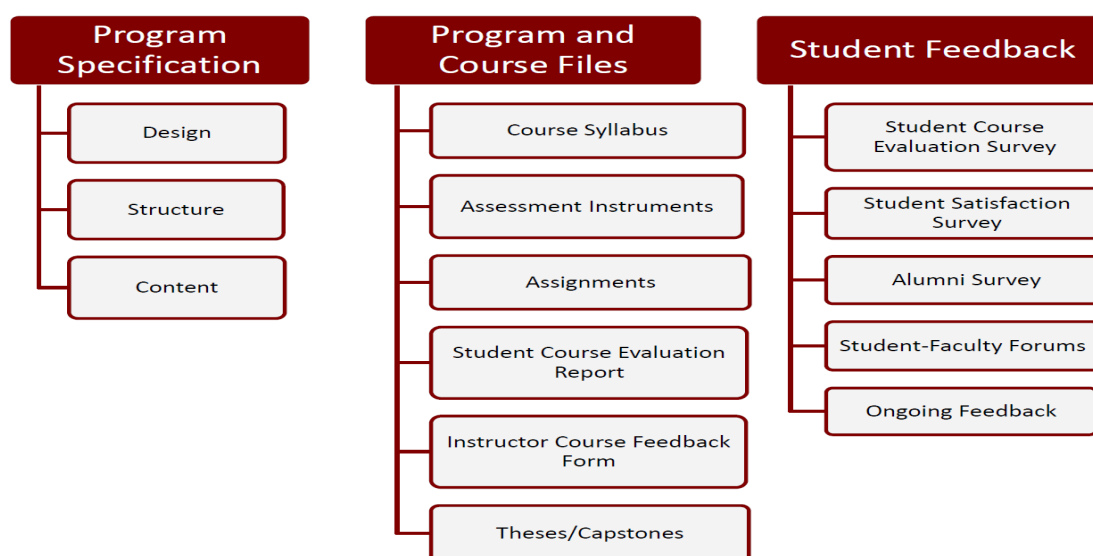
Second, and also at the conclusion of each semester, all DI instructors use a specially designed form to comment on the student evaluation survey results for their courses. Both final, collated student evaluation results and the instructor feedback form are required to be included as part of an end-of-semester “course file” submitted by each instructor to the OIEQA.

Third, Heads of Programmes use the Instructor Course Feedback Form to report regarding all taught courses, with specific reference to both student course evaluation results and instructor feedback on student course evaluations. Programmes are expected to address any glaring weaknesses in course design or delivery with faculty members. Measures for teaching improvement are implemented on a continuous basis.

DI students and alumni also evaluate and provide programme feedback through annual Student Satisfaction survey and biannual Alumni survey. The results of these surveys are addressed in the Programme Annual Assessment Report template. Improvement plans to the programme are subsequently made where appropriate. Important improvements are communicated to students via emails, meetings with the students and/or meetings with DI Student Council. It is also worth noting that the results of all surveys conducted are analyzed and reported in summative OIEQA reports that are submitted to the Schools, DI Council and administrative units (where appropriate) for review and action.

Figure 1 – DI's Quality Assurance tools and mechanism

Ongoing Monitoring: Quality Assurance Tools and Mechanisms



Evaluation by faculty

Faculty members are also offered various avenues for monitoring the performance of their courses and the programme. As is noted above, faculty members are required to critically reflect on course evaluations in order to think through how they might improve their courses in the future. These courses and the programme as a whole are also regularly evaluated in faculty meetings.

More formally, the programme conducts a rigorous self-evaluation through the Programme Annual Assessment Report. The Programme Annual Assessment Report template captures diverse data, including on student admissions (demographics of applicants, year-over-year application figures, total number of applications, total number of admitted students, and total number of enrolled students); year-over-year graduation rate; alumni and their employment; student grades; major programme changes (to curricula, study plans, mission, goals, learning outcomes, and assessment); teaching and learning strategies; stakeholder involvement; and future goals and improvement plans. Importantly, the process also includes a programme learning outcome assessment process, which features a special and a section which considers the results of different surveys.

Furthermore, DI provides various avenues for programme evaluation and improvement. The workshops provided by the Office for Teaching, Learning and Assessment to faculty are not generally theoretical exercises, but structured environments for faculty members to improve their courses and programmes. These workshops provide guidance but also allow faculty members the flexibility to synthesize their own knowledge of their respective disciplines with the tools being taught to them in the workshops. Other entities in DI, such as the Research and Grants Department often hold events that also allow for faculty introspection, evaluation and planning.

External evaluation by alumni, employers and third parties

The HEI remains a relatively new institution for higher learning, formal external evaluation mechanisms exist. DI has administered alumni surveys over the last years and has developed an alumni association. The alumni association is relatively new, yet it will provide avenues for cooperation and networking among graduates in the future, as well as help maintain the connection between graduates of DI and the institution.

The OIEQA sent out an Alumni Survey in 2019 and 2021. Results, which were collated and analysed by the OIEQA, are to be used by individual programmes. Both the MCSS as well MDE alumni attend and participate in the programme's events including the annual conference and monthly events of the SSU in ACRPS.

Moreover, DI is regularly evaluated by Qatar's Ministry of Education and Higher Education and is subject to its regulations. Accreditation by FIBAA will allow for regular external evaluation of the programmes specifically, which the programmes welcomes and views as a part of a multi-pronged strategy of ensuring continued excellence in instruction.

Programme description

The programme is documented in some detail on the programme page of DI official website. The website explains the programme's mission and provides descriptions of the entry requirements and programme structure, including course descriptions. Additionally, the website provides profiles of the programme's faculty members, a description of possible career destinations, and instructions on how to apply for admission. Sections are appropriately and clearly labeled, and hyperlinks are provided to other sections of DI website, as necessary. All DI academic policies are also accessible and found on DI's website.

The HEI's programmes have clear protocols for document management. The Heads of Programme and programme coordinators are responsible for collecting documents related to pedagogy, advising and theses and retain records of these for themselves. The records are subsequently forwarded to the SOSH Dean's Office Manager so that they may retain documents as necessary. Faculty members are required to retain all evaluations and feedback provided to students, course slides, grading rubrics, readings and instructions, and upload them to the intranet. The programme coordinator organizes the collection of these materials. Furthermore, at the end of each year, the Head of Programme provides a comprehensive evaluation of the programme to the Office of the Dean.

Internal documentation also records key aspects of the programme. The Head of Programme and programme coordinator are responsible for collecting documents related to pedagogy, advising and theses and retain records of these for themselves. Faculty members are required to retain all evaluations and feedback provided to students, course slides, grading rubrics, readings and instructions, and upload them to a secure website. The programme coordinator organizes the collection of these materials. Furthermore, at the end of each year, the Head of the Programme provides a comprehensive evaluation of the programme to the Office of the Dean. The programme

specification document, as well as the study plan document, also formally record programme structure. All course syllabi are filed with the programme and School.

The programme is documented in detail on DI website (see <https://www.dohainstitute.edu.qa/EN/Academics/SPADE/Programmes/DevelopmentEconomics/Pages/default.aspx>).

The website includes a detailed description of the programme, programme entry requirements, faculty profiles, and programme structure, including the study plan. The Programme is also described in the programme specification document, in the programme brochure and in the course syllabi at a more detailed level.

News about DI, including the MCSS as well MDE programme and its faculty and students, is published regularly in Zajel, a monthly news bulletin published by DI Communications and External Relations Department. Zajel includes information about new DI developments, publications, research grants, awards, conferences, and events.

Additionally, DI uses its pages on Facebook, Twitter, Instagram, and YouTube to publish and broadcast news about the Institute, including the MCSS and MDE programme and its faculty. The programmes publicizes all its events via the Communications and External Relations Department.

Information on activities during the academic year

The Heads of Programme and programme coordinator regularly keep faculty members and students aware of relevant updates and deadlines. In addition, activities that are administratively under the jurisdiction of SOSH are communicated to students and staff in a timely manner through the Dean's Office. DI's Office of the President also regularly updates all concerned members of changes, obligation deadlines and other matters that may be of interest to them. This is done through a number of well-organized listservs that allow relevant parties to be informed of updates without overburdening students and faculty members with emails that may be irrelevant.

In general, and as mentioned in the previous section, all DI news and events are published via the Communications and External Relations Department. In addition to the aforementioned Zajel bulletin, the Communications and External Relations Department also prepares flyers for and sends out regular email announcements about events, including those put on by the MCSS programme. DI social media platforms regularly posts MCSS as well MDE relevant events. The Student YouTube channel also produces content quite regularly.¹³

Appraisal:

The HEI's quality assurance and development procedure (IEQA Policy and System), which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. Institutional Effectiveness and Quality Assurance (IEQA) Policy has been operation since DI's establishment and outlines the quality assurance system. IEQA at DI is a holistic system and shared responsibility; it takes into account

¹³ The Student YouTube channel can be viewed here: <https://www.youtube.com/channel/UC3LI1VoU3BWz3oCzPNmpbwz>

the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the student population. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined. IEQA occurs at different levels and operates within policies and procedures. Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure and provides input for the quality development process. Additionally, graduates and External Quality Assurance Stakeholders are included in the respective committees to plan and assess quality assurance and development procedures. They participate in the regular review process. Within the framework of controlling the implementation, it is ensured that measures are a) implemented, b) reviewed and evaluated with regard to their quality and faithfulness to the original objective, c) modified and adapted if necessary, as well as d) documented.

In the assessment of the panel quality management has sufficient human resources that are well trained. The system itself is well structured. All procedures and processes are in place, clearly documented and therefore exceeds quality requirements.

Evaluation by the students is carried out on a regular basis and in accordance with a pre-scribed procedure; the outcomes are communicated to the students and provide input for the quality development process.

Quality control by the faculty as well external evaluation is carried out on a regular basis and in accordance with a pre-scribed procedure; the outcomes are communicated and provide input for the quality development process.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Quality profile

HEI: Doha Institute for Graduate Studies (DI), Doha

Bachelor / Master programme:

1. Master of Science in Critical Security Studies (MCSS)
2. Master of Development Economics (MDE)

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)		X			
1.2*	International orientation of the study programme design (Asterisk Criterion)		X			
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students		X			
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			X		
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)		X			
3	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body		X			
3.4.3	Internationality of faculty		X			
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		MCSS	MDE		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty		X			
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)		X			
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

Annex

Figure 2 – DI organization chart including SOSH and SEAPP

