

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/004 Cluster 1
Higher Education Institution:	Joaan Bin Jassim Academy for Defence Studies
Location:	Doha, Qatar
Study programme:	Defence and Security Studies
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 programme Doctor of Philosophy (PhD.) in Defence and Security Studies is accredited.

Period of Accreditation for all programmes: June 5, 2025 until June 4, 2030.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

Joaan Bin Jassim Academy for Defence Studies,
Doha, Qatar

Doctoral programme:

Doctor of Philosophy (PhD.) in Defence and Security
Studies

Qualification awarded on completion:

Doctor of Philosophy (PhD.)

General Information on the Study Programme

Brief description of the study programme:

The PhD programme in Defence and Security Studies has a duration of three years (for full-time studying) or five years (for part-time studying). With a workload of 60 credit hours / 120 ECTS credits. It includes two parts: In the first part students are especially trained in research methodology and Advanced Studies in Defence and Security, whereas the second part is dedicated to writing a thesis. The programme is addressed to government employees in various sectors such as civil administration, military, security and other government-related institutions, enabling them to return to their roles as more adept, informed, and strategic thinkers, in alignment with Qatar's national goals.

Type of study programme:

PhD. programme

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

60 credit hours / 120 ECTS credits

Mode of study:

Full-time / part-time

Didactic approach:

Study programme with obligatory class attendance.

Double/Joint Degree programme:

No

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

10 students

Programme cycle starts in:

Fall semester.

Initial start of the programme:

In Fall 2020

Type of accreditation:

Initial accreditation

Accreditation in one cluster with:

Master of Arts in Defence and Security Studies (Master of Arts)

Master of Arts in Military and Security Studies (Master of Arts)

Master of Science in Cyber Defence (Arabic track) (Master of Science)

Master of Science in Cyber Defence (English track) (Master of Science)

Procedure:

A contract for the initial accreditation of the doctoral programme Doctor of Philosophy (PhD.) in Defence and Security Studies (Doctor of Philosophy (PhD.)) was concluded between FIBAA and Joaan Bin Jassim Academy on January 18 / 28, 2023. On September 15, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria 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. Mashar Al-Soubi

Qatar University, Qatar

(International Relations of MENA, Gulf Studies, Security Studies)

Christopher Bohlens

Leuphana University Lüneburg, Germany

Student: Politics, Public Economics and Law (M.A.)

Completed: Business Development (M.A.), Economics / Political science (B.Sc.)

Prof. Dr. Zoltán Jobbágy

Ludovika University of Public Science, Budapest, Hungary

Head of Military Strategy Department

(Military Studies, Theories of International Relations, Joint and Multidomain Operations)

Dr. Mark Andrew Laffey

SOAS University of London, United Kingdom

Senior Lecturer in International Relations

(International Security, Hierarchy and Violence, Conflict Management and Humanitarian Action, International Studies)

Dr. Matthias Meyer Schwarzenberger

Bündnis Ökonomische Bildung Deutschland e.V., Düsseldorf, Germany

Board of Directors

(International Relations with specialisation in Conflict and Security Studies, Political Science, Social Sciences)

Prof. Dr. Vladimir Stantchev

SRH Berlin University of Applied Sciences, Berlin, Germany

Professor for Information Systems, Managing Director of the Institute of Information Systems (Cyber Security, Computer Science, Informatics, Information Systems)

FIBAA project manager:

Dr. Birger Hendriks

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 January 14 -16, 2025 via the video conferencing tool *Zoom*. The same cluster included an appraisal of the programmes Master of Arts in Defence and Security Studies (Master of Arts), Master of Arts in Military and Security Studies (Master of Arts), Master of Science in Cyber Defence (Arabic track) and Master of Science in Cyber Defence (English track) (both Master of Science). At the end of the online conference, the panel has given brief 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 5, 2025. The statement on the report was given up on May 13, 2025. It has been taken into account in the report at hand.

Summary

The programme Doctor of Philosophy (PhD.) in Defence and Security Studies offered by Joaan Bin Jassim Academy for Defence Studies, Qatar, fulfils the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 5, 2025, and finishing on June 4, 2030. The programme is 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.

The quality requirement that has not been fulfilled – Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc. - chapter 5.5) – is not an asterisk criterion and therefore does not lead to a condition.

The measures the HEI takes to solve the identified problem are to be considered during the re-accreditation.

The panel members also identified several areas where the programme could be further developed and **recommend**:

- Putting more emphasis on training research methods and epistemology in the doctoral programme (see chapter 3.2);
- Including into the relevant regulations for examinations a disadvantage compensation for students in need (see chapter 3.3);
- Including more female teaching staff members for the DP (see chapter 4.1).
- Improving the Academy's facilities for disabled students in terms of barrier-free access as far as necessary (see chapter 4.4).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Positioning of the doctoral programme in the educational market (see chapter 1.2);
- Selection Procedure (see chapter 2.2)
- Internationality of the Teaching Staff (see chapter 4.1);
- Equipment (Literature, Magazines, Databases) for the Library (see chapter 4.4);
- Financial Support and Scholarship Programme (see chapter 4.5);
- Evaluation by Supervisors (see chapter 5.4).

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

Information

Information on the Institution

Established in 2013 as the Joint Command and Staff College, the institution was later renamed to "Joaan bin Jassim Joint Command and Staff College". The early years saw collaboration with entities like the Serco Group, British Ministry of Defence, Newman Spar Company, and King's College, London. Agreements signed with Qatar University and King's College further diversified the educational offerings. In 2022, the institution was transformed into the Joaan bin Jassim Academy for Defence Studies (JBJ Academy), located in Doha (Qatar) and operating under the Ministry of Defence of the State of Qatar.

JBJ Academy meanwhile encompasses various institutions, such as (1) the National Defence College, (2) the Joint Command and Staff College, and (3) the Deanship of Graduate Studies and Scientific Research. Each of them reports to the Academy's President and follows the Academy's vision and commitment to advancing defence education and research. They are not legally independent entities. Rather, they all function as integral parts of the Academy. In other words, these institutions operate under the Academy's authority and share common resources, staff, and facilities.

The Deanship of Graduate Studies and Scientific Research provides a range of Master programmes such as the M.A. Economics of Defence, M.A. Defence Diplomacy, and M.A. Intelligence Studies. Additionally, they have introduced the M.Sc. Cyber Defence and the doctoral programme Doctor of Philosophy (PhD.) Degree in Defence and Security Studies.

By design, the Academy provides strategic oversight and governance to all three colleges, ensuring consistent policies, unified standards of quality assurance, and a cohesive institutional vision. This structure aims at eliminating administrative redundancy and encourages interdisciplinary collaboration.

Key responsibilities are divided between the Academy and the Deanship of Graduate Studies and Scientific Research, each overseeing distinct but interrelated functions. For instance, when specialised expertise or lecturers are needed, the Academy can seamlessly reassign personnel among the different Colleges and the Deanship, thereby maximising the collective benefits of a larger pool of qualified faculty and directing staff. Quality Assurance (QA) is centralised at the Academy level, with the Director of Quality Assurance who reports directly to the President working on consistent standards across all constituent Colleges through internal audits, syllabus reviews, and accreditation efforts.

Development of the programme and statistical data

The PhD programme has had three cohorts of admitted students who have earned an MA or MSc in the applicable area. All PhD. programme students are Qatari citizens, but the programme may explore admitting foreign students in subsequent years:

- **Cohort 1** was admitted in September 2020, and six of the nine students (66%) completed the course work in Fall 2021 and Spring 2022, passing the Comprehensive Exam in May 2022. They are now classified as "PhD Candidates". Four of them have published their scientific results in peer-reviewed journals, while the remaining six are working on their dissertations with their supervisors.

- **Cohort 2** was admitted in September 2021, and five of the seven students (71%) finished their coursework in Fall 2022 and Spring 2023, passing the Comprehensive Exam in May 2023. They are now categorised as "PhD Candidates". Most of them published scholarly articles in peer-reviewed journals and started working on dissertations with their supervisors. Both Cohort 1 and Cohort 2 students had to defend their research papers in front of the Academy's Scientific Committee as part of the Oral Exam in May 2022 and May 2023, respectively.
- **Cohort 3** was admitted in September 2023, with six students enrolled in the Fall 2023 semester. They took the comprehensive exam in May 2024.

		Cohort 1	Cohort 2	Cohort 3	Cohort 4
Study Places offered by HEI		6	5	6	7
Applicants	Σ	0	0	0	0
	f				
	m				
Application rate		0%	0%	0%	0%
First-Year Students (accepted applicants)	Σ	6	5	6	7
	f	2	3	3	3
	m	4	2	3	4
Female students in %		33%	60%	50%	43%
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
Graduates	Σ	0	0	0	0
Success rate (students who finished their studies)		0,00%	0,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%
Average duration of study		1	1	Pending	Pending
Average grade of final degree		3,71	3,60	Pending	Pending

Appraisal

The doctoral programme is a new programme so that it is not possible to draw the conclusion about the statistical development of student numbers. At least, it is interesting that the programme on average has 45% female students over the four cohorts.

Description and Appraisals in Detail

1. Goals and Strategy

1.1 Objectives of the Doctoral Programme

The Doctoral Programme in Defence and Security Studies (in the following: **DP**) is aligned with the Qatari Armed Forces and national strategic objectives. It intends to meet a vital demand for qualified local professionals, reducing dependency on foreign expertise. Its qualifying goals are based on the development of Qatari academic researchers capable of writing creative scientific dissertations that contribute to the body of knowledge in mainstream defence and security studies.

The Academy detailed explained that the DP is built on a model that follows Canadian, American, and Australian patterns of limited and qualitative courses, with a significant emphasis on the thesis as a creative scientific result. This method is oriented at the National Qualifications Framework's aims, which strives to improve graduates' research and professional competencies.² The framework as a mandatory reference tool comprises ten levels out of which the tenth includes the requirements for the doctoral degrees.

The DP enables students to delve into numerous facets of defence and security studies, such as defence economics, intelligence studies, cybersecurity, and military strategy. Furthermore, by keeping an updated curriculum that takes into account international research advancements, it supports the continuity of the qualification and competence objectives. These objectives and learning outcomes are being reviewed and improved on a regular basis.

Objectives of the PhD. Programme in Defence and Security Studies

Objective	Description
First	To grasp the various theoretical orientations and prevailing schools of thought in the field of defence and security studies, and to keep pace with the development of knowledge in this area.
Second	To graduate Qatari researchers and scholars capable of producing and publishing high-quality research locally, regionally and internationally.
Third	To build a distinguished reputation for Joann Bin Jassim Academy for Defence Studies, which strives to become a regional and global model marked by excellence in higher education and specialised academic research in the service of national security.
Fourth	To enhance specialised research in four branches of defence and security studies: Defence Economics, Intelligence Studies and Cybersecurity, Military Strategy, and Defence Diplomacy.

² See: "Alignment of the PhD program in Defence Studies at the Joann Bin Jassim Academy for Defence Studies with the National Qualifications Framework in the State of Qatar."

Fifth	To encourage specialised authorship and publication and offer academic consultations in keeping with the Academy's aims and orientations.
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Intended Learning Outcomes of the PhD. Program in Defence and Security Studies

Learning Outcome	Description
First	A complete and comprehensive grasp of the theoretical and practical dimensions of defence and security studies as an independent discipline in keeping with an interdisciplinary, critical, and analytical methodology taking into consideration the intersections that exist among the various branches of knowledge.
Second	The ability to write academic research papers worthy of publication in peer-reviewed journals in this field.
Third	The ability to engage competently in university instruction and meet the needs of institutes and colleges affiliated with the Qatari Armed Forces.
Fourth	The capacity to participate in relevant academic activities, such as conferences and seminars, and to cooperate with local, regional and international research centers.
Fifth	The ability to oversee relevant academic research and make ongoing contributions to knowledge and practice in the field of Defence and Security Studies.

Appraisal:

The DP corresponds to the goals of the European and the National Qualification Framework. The DP and the pursued qualification and competency goals are matched with each other.

Quality Ratings		Exzellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		

1.2 Positioning of the Doctoral Programme in the education market

The doctoral programme's specific orientation in the educational market at defence and security studies limits the competitive comparison with respective programmes of other universities. The programme is uniquely positioned, addressing a critical need for graduates with research qualifications that bridge theoretical insights and practical applications in defence and security. According to the Academy³, the analysis of the educational market, especially in Qatar, identified a significant demand for specialised education that meets the Ministry of Defence's requirements. It also draws on the Qatari Armed Forces General Headquarters' desire to enhance human resources capabilities. The programme aims to fill these requirements in the regional education market. The DP seeks to achieve an interactive academic environment that fosters innovative thinking and cultivates a team of experts.

³ See Self Evaluation Report (SER PhD.), p. 9.

To satisfy the demands of the target group, which includes mid-career professionals as active military people, as government officials, and civilian academics, the Academy offers flexibility in terms of timing of the lectures. This enables the students to grow in their careers while working full-time.

Appraisal:

The DP is positioned convincingly in the postgraduate education market due to the described profile and the pursued qualification and competency goals. Furthermore, the positioning in the education market was analysed in particular towards the governmental and military needs for ongoing development and for a surge in skilled, domestically trained professionals in the national educational environment. The attractiveness of the programme with regard to the pursued qualification and competency goals are demonstrated convincingly.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.2	Positioning of the Doctoral Programme in the educational market		X			

1.3 Positioning of the Doctoral Programme in the Job Market for Graduates

As the students in the DP are Qatari citizens and serving in positions in the government, military, or other security areas, the programme works towards equipping students with the essential skills required for elevating their capabilities in formulating national policies and strategies.

Students are not confronted with the usual employability challenges common in many doctoral programmes, as they are all government employees in various sectors such as civil administration, military, security, and other government-related institutions. Thus, the focus of the DP is not on job placement but on enhancing the students' competencies, enabling them to return to their roles as more adept, informed, and strategic thinkers, in alignment with Qatar's national goals.

According to the Academy⁴, graduates' international perspectives are not constrained by their focus on the domestic market. Instead, it ensures the development of a locally rooted, internationally aware cadre of researchers capable of managing the complexities of military and security challenges from a distinct, nationally informed standpoint. The design of the programme aims to ensure a highly specialised education that combines academic rigor with practical significance. The programme addresses contemporary security concerns by developing a culture of problem-solving creativity and contributing to national strategic conversation.

The programme's structure is strategically devised, stemming from a thorough study identifying two interlinked necessities:

1. The rising need for home-grown researchers who are able to deal with the complexities of defence and security in the twenty-first century;
2. To train local scholars who will enrich military colleges and national decision-making entities with both global insights and contextual knowledge.

⁴ See SER PhD., p. 9.

The thesis as the primary scientific product is prepared through lectures, group learning, field visits, role-playing, and direct expert engagement, preparing the graduates to be both academically and practically proficient. Moreover, each student is required to publish at least one paper in a recognised journal to qualify for the thesis defence which fosters the graduate's scientific qualification.

Outside the Research Fields

While the DP is primarily focused on developing the potential of local researchers and academics in its subject area, it also places an emphasis on employability outside of the academic and research fields. The programme is aimed at people who are already employed in government positions in the civilian, military, and security sectors. This reflects the student body's established employment status, which eliminates traditional employability challenges. The DP, on the other hand, continues to uphold professional qualifications and improve competency to promote advancement within their current career paths.

It is the Academy's goal, to develop future leaders for the State of Qatar, not just researchers. It strives to provide the students with skills, knowledge, and strategic thinking required to assume positions of considerable influence and responsibility within their respective industries. As a result, while the DP is focused on research, it also includes leadership development, strategic thinking, and practical decision-making skills. These abilities are required for high-level positions in government and are applicable even outside of the realm of defence and security studies.

The programme has been designed to also meet international doctoral study standards to fulfil the vision of the Qatari Armed Forces and to support Qatar's National Vision 2030 in the fields of education and sustainable development. The DP curriculum focuses on producing an innovative scientific thesis while also imparting robust, qualitative knowledge.

Appraisal:

The DP with special focus on professional qualification for science and research is positioned convincingly due to the described profile and the pursued focus of research.

The DP is also strongly positioned outside the science and research field by taking into account the professional qualification for employment and career due to the described profile and the pursued focus of research.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	in the research fields			X		
1.3.2	outside the research fields			X		

1.4 Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution

According to the Academy⁵, the DP has been strategically positioned as an essential core within its offerings. This is because the programme aligns with the institution's strategic goal of developing home-grown Qatari researchers in defence and security studies. As the only programme on this subject in Qatar and the Academy's only doctoral programme, it fills a gap in higher education in the country. As a result, this programme is strategically positioned to achieve national objectives and to support the strategic direction of the armed forces.

On the other hand, there is also an emphasis on balancing theory, practice, and critical thinking in the evolution of the courses. From a comparative perspective, the PhD programme has examined the latest teaching methodologies and courses content adopted by similar US universities, such as the *PhD in Defence Studies at Princeton School of Public and International Affairs*, particularly the Center for International Security Studies (CISS), and Stanford University's Center for International Security and Cooperation (CISC).

Appraisal:

The panel can see that the Academy has described and presented in a comprehensive manner. A goal-oriented integration of the DP in its strategic concept.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.4	The Positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		

1.5 Gender Equality and Equal Opportunities

In its mission to promote gender equality and equal opportunities, the Academy is guided by the principles enshrined in Qatari law, which it implements across all its academic programmes, including the "PhD in Defence and Security Studies". The admission summary report of the doctoral accepted candidates shows that in the last two academic years 2022-2023 and 2023-2024, the gender balance has a fifty-fifty mark or above. Cohort 2 includes two male students and three female students. Cohort 3 has three male and three female students.

The Academy has in place concrete measures aiming to ensure that its practices do not discriminate against women while also providing equal opportunity to all students. The management of the DP actively promotes equal opportunities and gender equality, aligning with the Qatari Armed Forces' aspirations in the field of human resource development and training.

⁵ See SER PhD. p. 11.

Appraisal:

The Academy fulfils its tasks in this DP by promoting gender equality and the enforcement of general prohibitions on discrimination. A claim for disadvantage compensation for disabled students in terms of temporal and formal requirements in the programme as well as for all concluding or accompanied certificates of achievement and within the framework of aptitude testing procedures is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.5	Gender Equality and Equal Opportunities			X		

2. Admission

The admission conditions and procedures for the DP are as follows:

The applicant:

- must be affiliated with the Qatar Armed Forces, with the rank of lieutenant or above, or possess an equivalent civil rank;
- must have a Master degree from a recognised university;
- should have an outstanding undergraduate academic record, with a minimum cumulative grade point average of 3.00 or equivalent, in any of the following areas: international relations, political science, security studies, or any other related discipline;
- must successfully pass any tests or interviews required as part of the programme admission procedure.

In addition to the primary instruction in Arabic, the Academy emphasises the necessity of English fluency for DP, particularly due to the global nature of defence and security research. English proficiency is a fundamental admission requirement, essential for students to effectively engage with English-language research papers that are important for their studies and research activities. The ability to read and utilize English for research aims that students can access international resources, facilitating their academic and professional development in defence and security fields. To assess this capability, applicants must demonstrate their English proficiency as part of the admission process.

The Academy annually accepts between 7 to 10 applicants for the DP.

For the selection procedure for the DP, the Dean forms a four-member committee every May to examine the PhD applications before meeting with each applicant. In May 2023 for instance, the Committee included four professors with various administrative portfolios.

The selection procedure is divided into two stages. The Selection Committee conducts a pre-selection review of the applicants based on their submitted documents in the first phase. Their affiliation with the Qatar Armed Forces, academic credentials, undergraduate academic record, English proficiency, and potential to contribute to the field of defence and security studies are all considered. During this stage, the Committee can sift through the applicants' documents and choose those who best meet the programme's stringent requirements.

The shortlisted candidates are invited for interviews in the second stage. These are designed to assess the candidates' competencies and alignment with the program's objectives. The interviews allow the Committee to assess the candidates' passion, dedication, potential for innovative research, and ability to make a significant contribution to the field.

The Committee aims to ensure a transparent and rigorous selection process in which all applicants are kept informed of their status throughout the process. This selection process is consistent with the goal of preparing distinguished Qatari academic researchers who can contribute to the advancement of knowledge in defence and security studies.

The admission process is based on clear criteria. It is designed to ensure that only qualified individuals are accepted who meet the programme's specific requirements. It aims to uphold the programme's and the Academy's academic and professional standards. Admission decisions are justified and documented based on the candidate's fulfilment of the admission requirements.

The Admissions Committee's decisions are communicated to all applicants in a transparent manner. Those who are accepted receive detailed admission letters, while those who are not chosen are given reasons for their rejection. This procedure allows applicants to identify areas for future application improvement. The communication process is facilitated by official e-mails and letters. The communication process is overseen by the Admissions Committee and the President's office.

Appraisal:

Admission conditions and procedures are properly defined and transparent.

The panel appreciates that the selection procedure satisfies the legal requirements. It is targeted to the programme goals.

The decision on admission is based on transparent criteria and it is clearly communicated; rejections are reasoned. The responsibilities are clearly regulated.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection Procedure		X			
2.3	Transparency of the Decision on Admission			X		

3. Implementation

3.1 Structure

Project study time	Three years (full-time basis) Five years (part-time basis)
Number of Credit Points (CP)	60 credit hours / 120 ECTS credits
Workload per CP	15
Number of courses	3 plus Comprehensive exam, PhD. Proposal and PhD. -Thesis
Number of contact hours	180

The DP can be taken as full-time programme with a time of three years for graduating or on part-time basis with a duration of five years. It is divided in two main parts, with a first part that includes three courses plus Comprehensive exam and PhD. Proposal, and a second part which is dedicated to writing the thesis. The programme begins with foundational courses like the Advanced Seminar in Defence and Security Studies and the Doctoral Seminar, which aim to give students a solid foundation. The students then specialise in a particular topic of interest, completing all specialisation requirements.

Students are predominantly high-ranking military and security-oriented civilian officials in Qatar. In the public sector and related security organisations, Arabic is the principal working language, and the graduates therefore tend to publish in Arabic-language journals. The panel were presented translated versions of two theses proposals.

The curriculum includes a compulsory examination ("comprehensive exam") concluding part one to assess the students' scientific specialisation's knowledge basis and analytical abilities. The rules for examining this exam are stipulated in the Academy's "Policy on the Comprehensive Examination for the PhD Degree in Defence and Security Studies." Students who pass their comprehensive exam can begin working on their doctorate dissertation proposal, which is a crucial step toward their final thesis. Students complete the programme by submitting a PhD. thesis based on scientific research that advances knowledge in defence and security studies.

PhD candidates have to conduct substantial research. They are required to produce publications and contribute to the scholarly dialogue in defence and security fields. In many cases, they collaborate closely with faculty supervisors, who help them refine their dissertation proposals and guide them in designing and conducting high-level research.

PhD. Programme Structure and Workload Overview

Modul No.	Title of Module / Course Unit + Compulsory or elective	ECTS Credits per Semester						Workload	
		1.	2.	3.	4.	5.	6.	Hours in Class	Hours Self-Study
1 st Semester									
M1	Doctoral Course DDSS 720, Compulsory	6						45	45

M2	Advanced Studies in Defence and Security, Compulsory	6						45	45
M3	Concentration Major, (The Military and the Media in War and Peace), (Civilian-Military Relations), (Political Economy of Peace and Armed Conflicts), or (Armament or Disarmament course),	6						45	45
2nd Semester									
M7	Comprehensive Exam Course: Written Exam + Oral Defence		18					45	45
M8	PhD Proposal		6					0	45
3rd Semester									
M7	PhD Proposal Defence			6				0	45
4th Semester									
M7	PhD Dissertation				24			0	480
5th Semester									
M7	PhD Dissertation					24		0	480
6th Semester									
M7	PhD Dissertation						24	0	480
Total: 120		18	24	6	24	24	24	180	1.710

The DP offers three courses. In addition, the students have to undergo the comprehensive examination, and to write a PhD.-proposal as well as the PhD.-thesis. The PhD curriculum requires each student to choose one “concentration course” out of the Concentration Majors with a workload of 3 credit hours / 6 ECTS credits in direct relevance to the topic of her / his research project and in coordination with the Head of the PhD. Programme. These courses are designed to deepen each doctoral candidate’s specialised knowledge. Students have the flexibility to decide how and when to incorporate these courses based on their individual research focus.

In addition, PhD. candidates attend a four-week seminar “Preparing a PhD Dissertation: From Abstraction to Implementation” in November. Four faculty members hold the Seminar to guide students in preparing for the research work in the field and adopting a relevant methodology.

Doctoral Degree Regulations

The DP meets the requirements of comprehensive regulations and policies that align with Qatar's national and higher education-specific mandates. These are documented in several key documents such as the Policies, Faculty Affairs Regulations, Military Instruction Regulations, and The Study System Regulations⁶.

The programme outlines, including objectives, degree prerequisites, duration, mentoring, examination protocols, and dissertation specifics, are elaborated in the Study System Regulations. A pivotal aspect of the programme, the Comprehensive Examination, is expected from all students at the course end.

The examination regulations establish examination criteria and form the basis for the Comprehensive Exam Board, which upholds certain standards for both the written and oral examination components. They also encompass a mentoring and supervision strategy. Each student is assigned a primary and secondary supervisor, as delineated in the Faculty Affairs Regulations, to

⁶ Policy on Supervision of Theses and Dissertations; Faculty Affairs Regulation; Regulations for Military Instruction Authority Staff Members Affairs; The study system regulation.

guide his /her research ensuring compliance with academic integrity and innovation. Furthermore, the Military Instruction Regulations describe the required qualifications and duties of military instructional staff, enhancing the programme's academic and field relevance.

Status of Doctoral Students

The legal status of doctoral students enrolled in the PhD. is that of a student. Moreover, these students are employed in the armed forces or in the government. The regulations, such as “The Study System Regulations” are established in accordance with the Academy's policies and the study system regulation, ensuring that students' progress and academic achievements are clearly measured and documented.

Students are encouraged and expected to engage in innovative research activities such as authoring, publishing, and participating in various scientific activities, including conferences and seminars as part of their doctoral work.

Course Descriptions

The curriculum for the DP is structured in courses, adhering to standards set by the Deanship of Graduate Studies and Scientific Research. Each course is described in a syllabus that delineates the content, duration, prerequisites, essential readings, qualifications, and the competencies students are expected to develop. These descriptions, customised to the academic unit managing the course, aim to inform especially the students about the requirements of the courses, offering both prospective and current students a transparent, detailed understanding of their educational trajectory including course goals, instructional strategies, and anticipated results.

Course syllabi undergo annual reviews led by the department head, as part of an ongoing effort. These reviews are critical components of faculty evaluations and involve a comparison between the course descriptions and the actual course materials provided by the instructors. All academic programmes undergo a comprehensive review every five to seven years, and by that can meet evolving educational and operational needs.

For example, the Comprehensive Exam course covered various knowledge areas in Spring 2022, such as International Relations theories and Military Strategy, among others. In contrast, the Spring 2023 iteration of the same course expanded to include topics like Paradigms of Power and the Development of International Relations theories.

Appraisal:

The panel considers the doctoral programme structure with its two parts – courses with comprehensive exam and doctoral thesis - as convincing. It welcomes that the programme's structure corresponds with its objectives and properly connects the range of courses with the research tasks of the doctoral students. The panel also welcomes the option for students to choose one of the Concentration Majors: The Military and the Media in War and Peace, Civilian-Military Relations, Political Economy of Peace and Armed Conflicts, or Armament or Disarmament. However, the panel takes the view that the training of research methodologies should intensified⁷.

The panel members confirm that the internal regulations for the programme are comprehensive and take into account the national and higher education specific requirements. This also includes

⁷ See recommendation in the following chapter 3.2.

the students' status, who are at the same time employed by the government or by the armed forces.

The range of courses are described in syllabi according to content, scope/duration, requirements, required reading, degree and the qualifications/competencies (outcome oriented) to be achieved.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulations			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		

3.2 Content

Logic and Conceptual Consistency

According to the Academy⁸, the curriculum of the DP is based on mainstream international standards, often used in Canada, the United States, and Australia. The Academy conducted two benchmarking studies to ensure that the DP is consistent with international standards. The first benchmarking was undertaken with civilian universities, while the second was conducted with military-oriented universities.

The curriculum was developed to guarantee that students immerse themselves deeply in novel research processes, resulting in academic achievements, with the PhD. thesis serving as the essential scientific product. The structure, which lasts three to five years depending on enrolment status, allows for a full study of the discipline while adhering to the Academy's standards. Hence, the profile elements and unique selling points of the DP are aligned with the implementation of the learning objectives. The Academy's goal is to instruct students in analytical, critical, and interdisciplinary methodology, aiming to ensure that the programme provides the students with comprehensive knowledge and cultivates their abilities to contribute meaningfully to the field through research, teaching, and participation in scientific activities.

Science and Research Based Teaching

According to the Academy⁹, the lecturers regularly incorporate up-to-date scientific knowledge and research in the field of defence and security studies into the curriculum to ensure the relevance and status of the teaching. Moreover, the publication of research articles and scientific dissertations by the students is seen as an important indicator of the programme's current standing.

Furthermore, the Academy has initiated and completed several projects that are consistent with its mission to advance knowledge in defence and security studies. For example, the students

⁸ See SER PhD. p. 29.

⁹ See SER PhD., p. 22.

have taken part in research projects with research centers, gaining practical experience and exposure to various working environments. By doing so, the Academy strives to promote active interaction between doctoral students and scientists and stimulate ongoing discourse on the current state of research in defence and security studies.

Scientific publication is one of the graduation requirements. All first cohort and second cohort students have successfully published their research work in peer-reviewed journals in recent years. These publications cover topics ranging from cyber security to defence diplomacy to intelligence studies.

Focus of the Curriculum on Qualification and Competency Development

The DP has been designed with the national qualification framework (NQF) in mind, as well as taking into account the needs and expectations of the Ministry of Defence. An internal paper of the Academy defines and describes in detail the alignment of the PhD. programme with the NQF as well as the corresponding requirements. It is worth noting that the Doctor of Philosophy programme is achieving the final level of the NQF¹⁰. This position requires a 60-credit hour (120 ECTS credits) programme.

The national qualification framework, with its level 11 relevant for doctoral programmes, focuses on Knowledge, Skills, and Competencies. In accordance with this, the programme aims to ensure that students have comprehensive, systematic, and specialised knowledge of theory, which is supported by a thorough understanding of scientific research methodologies and academic investigation. The Academy provides advanced cognitive, practical, and specialised skills to the students. Furthermore, the curriculum emphasises the development of communication skills, allowing for the transfer of knowledge to both specialists and non-specialists.

The students are trained to lead teams through various tasks and provide expert advice in professional domains. It is also important to highlight that the Academy collaborates with the National Committee for Qualifications and Academic Accreditation (NCQAA) in their efforts to revise the National Qualifications Framework, particularly in the area of military education.

Technical Offers

The DP curriculum is built around foundational courses that aim to instil advanced research methodologies and analytic skills into the doctoral students. Important courses are:

- The "Advanced Seminar in Defence and Security Studies," which conveys theories and practices,
- The "Doctoral Seminar," which provides students with a forum to discuss, critique, and integrate seminal scholarly works in the discipline,
- A student's specialisation, ensuring niche expertise,

All students must pass a "Comprehensive Exam" to demonstrate their knowledge of the discipline, after which they move on to the "Doctoral Dissertation Proposal" stage, culminating in the "PhD.

¹⁰ The National Qualifications Framework of Qatar includes 11 levels out of which the level eleven defines the requirements for the Doctor of Philosophy (PhD) as follows: "Able to use knowledge and skills with autonomy to accomplish complex tasks and able to take judgements and decisions. Able to take responsibility for leading a team to accomplish a wide variety of tasks and offer guidance to team/others in an expert or a professional practitioner capacity. Proactive in leading matters and highly adaptable in any learning or professional environment." (see <https://www.ncqaa.edu.qa/?file=45a3eae9-a807-4ae4-b506-6c1b3e31562f>).

Thesis" over three semesters. Moreover, students are invited to events organised not only by the Academy, but also by other Ministry of Defence units. These events, which range from workshops to seminars to high-profile lectures, are designed to supplement the academic curriculum by providing students with real-world insights, networking opportunities, and exposure to frontline challenges and innovations in defence and security. Interactions with professionals, policymakers, and peers from related disciplines help to strengthen their understanding, allowing them to produce research that is both academically sound and practically relevant.

Multidisciplinary Qualifications (Asterisk Criterion)

PhD. subjects address a wide range of fields including Cyber Defence, Economy of Defence, Diplomacy and other subjects related to Defence and Security Study. The Academy's supervision policy allows the cooperation of different supervisors in the supervision process in order to enable the students to address multidisciplinary subjects.

Students are required to present their achieved knowledge and findings in front of a discerning academic audience at various critical junctures in their academic development. For instance, PhD. proposal is defended in front of a committee of internal and international reviewers, with the attendance of most of the Academy's faculty members.

Furthermore, the pedagogical strategies are intended to ensure that doctoral students engage in continuous discourse. The use of focus groups is a key component of the teaching and learning methodology. In these settings, students discuss and critically evaluate the knowledge they have gained from their specialised fields with their peers. These sessions can foster a culture of collaborative learning and peer review, as well as promote multidisciplinary thinking.

The nature of Defence and Security Studies necessitates multidisciplinary thinking and comprehension. Therefore, the DP is designed to address the field's multifaceted challenges.

Appraisal:

The concept of the doctoral programme (profile elements, unique selling points) and the concrete implementation of the learning objectives are matched with each other. Competency concerning enhanced participation in the research field is the issue at the heart of implementation.

The teaching presents the current status of scientific knowledge in accordance with the programme objectives, and it takes into account the associated relevant research.

The courses and events are aimed at qualification and competency development and are sensible linked to one another. The goals of a doctoral degree according to the national qualification framework are fulfilled.

The technical offers cover the relevant requirements of discipline to achieve the pursued research competency of the doctoral students. They correspond with the focus on scientific research of the scientists and doctoral students involved in the programme.

The panel notes that the courses on different research methods and approaches to science are part of the curriculum. However, after having read the dissertation proposals that have been made available, the panel has the impression that in these proposals methodological skills and epistemological awareness are not sufficiently developed which prevents students from taking a clear

position on their own scholarly work and from discussing the methodological foundations of their contributions with peers at the international level.

Therefore, as an improvement, the panel recommends putting more emphasis on training research methods and epistemology in the doctoral programme. It would be worthwhile to offer students a deeper understanding of the theory and practice of contemporary academic research, including the paradigms underlying different academic disciplines, their evolution, and research designs considered in current literature.

Multidisciplinary qualifications in the DP are communicated in a target appropriate manner. It especially enables the doctoral students to discuss the knowledge gained in the specialised fields with their colleagues, to present it in front of an academic audience and to communicate it to laypeople. It promotes the ability to manage a team and to carry forward the social, scientific or cultural progress in their respective professional environment.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.2	Content					
3.2.1	Logic and Conceptual Consistency			X		
3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		

3.3 Examination Procedures

Examination

In accordance with JBJ Academy's "Students Assessment Policy", the evaluation of students is a principal component of the academic programs. This policy aims to provide a framework for assessing students throughout the study programme, using diverse tools and methods in line with national and international standards.

The Academy has formulated specific examination procedures, integrating multiple assessment methods. These methods include educational evaluations, which track the student's progress through activities and acquired knowledge, as well as collective evaluations where group work and discussions are paramount.

At the end of the term, a final assessment is conducted. This evaluation process involves assigning grades based on multiple methods that have been approved by the Academy. The policy underscores the importance of adopting a variety of examination methods. Additionally, faculty members are entrusted with the responsibility of familiarising students with the evaluation methods and distribution of weights at the beginning of the course. The appropriate implementation of

the policy is systematically checked by the head of department and taken into consideration during the appraisal process as all faculty members are asked to submit their course files including course syllabus, course material and examination tools.

Following the completion of coursework the comprehensive exam is designed to assess the student's mastery of the foundational knowledge in the relevant academic specialisation. It is also intended to evaluate the students' analytical skills in the field according to the following guidelines, where the student is required to prepare a dissertation on a topic accepted by the Council of Higher Studies and approved by the President. The Defence Committee must accept this dissertation and hold its defence publicly. Moreover, for the final examination the student must fulfil the following graduation requirements:

- a. Successful completion of the courses required in the PhD. programme with a cumulative GPA of no less than 3.0.
- b. Passing the Comprehensive Exam.
- c. Successful dissertation defence.

Literal grades, in line with Article 13 of the Academy's "Study System Regulation" range from "excellent" (90-100) to "fail" (below 70). These grades, represented by symbols such as A, B+, B and C, have associated points, with an "A" corresponding to 4.00 points and "F" being 0.00 points. If students fail to meet the requirements for obtaining a Master's or Doctorate degree, provisions exist to award a diploma in their field of study or a course completion certificate. This is contingent upon meeting certain prerequisites related to GPA and acquired credit hours according to the study system regulation.

Percentage	Letter Grade	Points earned	Classification
90 -100	A	4.0	Excellent
85 to less than 90	B+	3.5	Very Good high
80 to less than 85	B	3.0	Very Good: "Pass" grade for students in Master and PhD programmes
75 to less than 80	C+	2.5	Good high: "Pass" grade for students in the Staff Course, the Defence Course, and the Joint Operation Course
70 to less than 75	C	2.0	Good
less than 70	D+	1.5	Acceptable high

The average grade percentage is converted into a cumulative GPA using the following equation:
The Honors grade is awarded to students who earn a cumulative GPA exceeding 3.75 (out of 4).

Organisation of the Examination Procedure

Overview of the Examination Process

Every student is assigned a primary supervisor, a secondary supervisor and, in cases that require it, a supervisory committee. With the approval of the Programme Coordinator, the names of the supervisor(s), the thesis/dissertation proposal, and the expected timeline for its completion are submitted to the Assistant Dean for Research/College Command for approval. These are in turn forwarded to the Registration and Admissions Department.

Following the guidelines set forth in the Academy's "Student Assessment Policy", the programme uses a comprehensive range of assessment tools and methods that meet both national and in-

ternational benchmarks. These evaluations are integrated continuously throughout the programme to ensure they are synchronised with the students' educational journey. This continuous assessment strategy includes diverse methods such as written and oral exams, project-based assessments, and continuous coursework evaluation, all tailored to gauge the students' understanding, knowledge application, and innovative capabilities in real-time.

Additionally, the student assessment policy emphasises the importance of transparency and consistency in the assessment processes. It mandates that the assessment criteria and methods be clearly communicated to students at the beginning of their courses. This approach aims to ensure that assessments are not only fair and comprehensive but also integral to fostering a thorough understanding and mastery of the subject matter, thereby supporting the students' ability to contribute meaningfully and innovatively to the field of Defence and Security.

Examination Organisation and Structure, Scheduling, Registration, and Special Provisions

Beyond regular coursework assessments, the doctoral programme entails the comprehensive exam¹¹, which serves as a precursor to the research phase. This exam conducted by a Comprehensive Exam Board evaluates the students' grasp on core defence and security studies concepts and their ability to employ them in contemporary contexts. The procedure is the following:

The Comprehensive Exam Board installed by the Dean must consist of at least three faculty members in the requisite specialisation with full voting rights. It is chaired by an external faculty member who is not affiliated with the PhD. programme and who does not have voting rights. The Chairperson is responsible for submitting the Comprehensive Exam Board report within one week of the date of the examination to the Assistant Dean for Research who subsequently submits the report to the Dean for approval. The Board evaluates students by placing them in one of three categories: "Pass with Distinction," "Pass," or "Fail." Students must pass both written and oral requirements of the comprehensive exam within a maximum period of one term following the end of the last semester in which they completed their coursework and before the end of the registration period for the next term. Those who fail the comprehensive exam are allowed a maximum of one additional attempt to pass it. If a student fails for the second time, her/his enrolment is terminated. In this case, the Exam Board may recommend the students' transfer to the Master Programme in the same specialisation. Comprehensive exam results are not subject to appeal. Students who pass the comprehensive exam may enrol for the dissertation course in the term.

Once the students successfully complete their comprehensive exam, the primary focus shifts to the **doctoral thesis**, which must be an innovative scientific product. The thesis should encapsulate a pioneering approach to defence and security studies, culminating in a defence before a scientific committee. This committee is constituted as per the requirements of the academy's study system regulation, ensuring that the student's research meets the stringent standards of scientific rigor, originality, and relevance to the field.

The oral defence examination is held publicly, but it may be kept private by the decision of the Academy Council. The Committee announces its decision immediately after the defence, and it must do one of the following:

- a. Approve the thesis/dissertation and award the grade of "Pass with Distinction."
- b. Approve the thesis/dissertation and award the grade of "Pass."
- c. Approve the thesis/dissertation and grant the grade of "Pass, Subject to Minor Corrections."
- d. Refer the thesis/dissertation for major corrections.
- e. Issue a decision not to approve the thesis/dissertation. This decision must be made by at least

¹¹ See: "Policy on the Comprehensive Examination for the PhD Degree in Defence and Security Studies."

two-thirds of the committee members and is accompanied by a detailed report submitted to the Dean on the reasons for its invalidity. In this case, and upon the recommendation of the Defence Committee, the student is given one additional chance to repeat the examination during the following academic term.

Consistent with the programme's broader logistical structure, where lectures are scheduled from 5:00 pm to 8:30 pm, examination timings are optimised to accommodate the unique composition of the programme's student body, including military, security, and civilian personnel.

The academy, through the office of the Associate Dean for Students affairs ensures that the examination procedures for the DP are precisely organised to meet the expectations and the commitment of the students¹².

Appraisal:

The examinations are composed in such a manner that the achieved qualifications and competencies can be determined and assessed. This includes, above all, that the certificates of achievement aim for a systematic understanding of the research discipline and the control of the research methods which are applied in this field of research. In addition, the certificates of achievement are aimed at a contribution of research which expands the frontiers of knowledge and withstands a national/international assessment conducted by scientists.

Furthermore, the certificates of achievement take into account the results of enhanced participation in the research fields with special focus placed on form and content.

The examinations are properly organised in terms of number, distribution, process, form registration etc. As a disadvantage compensation is lacking, the panel recommends including into the relevant regulations for examinations a disadvantage compensation for students in need.

Quality Ratings		Excel- lent	Exceeds qual- ity require- ments	Meets quality requirements	Does not meet quality requirements	not rele- vant
3.	PROGRAMME DESIGN					
3.3	Examination Procedures					
3.3.1	Examinations			X		
3.3.2	Organisation of the Examination Procedure			X		

3.4 Didactic Concept

The didactic methodology includes traditional lectures, group learning to encourage collaboration and critical evaluation, simulations to ensure practical understanding. This concept is consistent with the programme's goal of producing graduates who can make a significant contribution to Qatar's defence and security landscape, both academically and in the military and defence sectors. Moreover, the methodology of role-playing or simulation is another essential component. Field visits to Qatari security institutions to gain a real-world understanding are supplemented by collaborations with experts from Qatari agencies, aiming that learned concepts are applied in the

¹² See Art. 11 of the Academy's Study System Regulations.

real world. Finally, research projects to encourage independent problem solving and critical thinking, are emphasised in all courses. Students are frequently tasked with conducting complementary research under the supervision of experts.

The teaching includes both face-to-face and distance learning methods.

The programme is designed to facilitate networking of the doctoral students which includes the exchange of ideas, experiences, and research outcomes, which facilitates advancing collective knowledge in defence and security studies. The Academy's efforts in this context include thematically organised evening lectures that encourage dynamic interactions and post-lecture collaborations. These sessions cover key areas such as defence economics, intelligence studies, cybersecurity, and military strategy, providing fertile ground for academic dialogue and professional growth. An alumni office, managed by a military officer who reports directly to the President of the Academy, supports these efforts while maintaining the necessary confidentiality required by the students' profiles.

As mentioned before¹³, the Academy incorporates a scientific supervision structure to ensure the academic development of doctoral students specialising in defence and security studies. This is required in Art. 10 of the Academy's Study Systems Regulations Scientific. Every student is assigned a primary supervisor, a secondary supervisor and, in cases that require it, a supervisory committee. With the approval of the Programme Coordinator, the names of the supervisor(s), the dissertation proposal, and the expected timeline for its completion are submitted to the Assistant Dean for Research/College Command for approval. These are in turn forwarded to the Registration and Admissions Department.

Only full-time faculty or research staff may supervise PhD dissertations and participate in oral defences. Specifically, they must meet the following conditions:

- a. Hold a PhD in the academic or research field relevant to the graduate programme.
- b. Occupy a minimum academic rank of Associate Professor.

An Assistant Professor may supervise or participate in academic supervision if she /he has served as an Assistant Professor for three years or more. She/he should have a considerable record of academic research activity in these last three years, along with sufficient experience in academic supervision.

Supervision is a collaborative effort between programme coordinators, faculty members, steering committees, and academic departments in practice. They work together to ensure that each doctoral student receives consistent and structured guidance. The methodological approach to doctoral supervision promotes an individualised supervision process. The policy outlines the roles and responsibilities of all stakeholders, including programme coordinators, thesis committees, academic supervisors, and students. Programme coordinators provide academic guidance to students and ensure student registrations each semester.

Thesis committees oversee developing students' research skills and providing continuous constructive feedback. Academic supervisors are required to hold regular formal meetings with their

¹³ See above chapter 3.1.

doctoral candidates to foster a collaborative research environment, guide students in their research work, and ensure timely completion of research projects.

The Academy uses a continuous quality assurance mechanism to ensure the consistency and integrity of the supervision process. This mechanism, which is embedded in policy actions, includes academic supervision procedures at both the National Defence College and the Deanship of Graduate Studies. Supervisors are selected using strict criteria, and their responsibilities are clearly defined, ensuring that students receive comprehensive and specialised guidance throughout the research process. In addition, mechanisms for changing the thesis committee members are in place, considering the student's progress and time in the program. The academy's dedication to quality can also be seen in the discussion of theses/dissertations, where rigorous standards and procedures for evaluating and approving doctoral research are in place.

Appraisal:

The didactic concept of the DP is developed in accordance with the objectives. It particularly aims at enabling doctoral students to be able to conduct critical analyses, evaluations and syntheses of new and complex ideas.

The courses are executed with a mix of methods according to the didactic concept, also taking into account these objectives as well as curricular requirements.

In accordance with the objectives, the programme promotes the exchange of experience and research results among the doctoral students, and it contributes towards the broadening of research-based knowledge.

The panel welcomes that every student is assigned a supervision structure both in fact and in law which secures a continual and intensive professional, methodological and scientific supervision of the doctoral students. A corresponding planning in the time budget is ensured.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		

3.5 Professional Competencies / Employability

The PhD programme is developed in alignment with the General Headquarters of the Qatari Armed Forces' vision for progressive human resource development. Given the programme's student base of high-ranking Qatari military officers and government-employed civilians, traditional

employability concerns are non-existent. Instead, the focus is squarely on enhancing their existing professional competencies through a curriculum that emphasises both academic inquiry and practical applications. This includes the development of innovative dissertations that push the boundaries of current knowledge in defence and security studies.

Appraisal:

The panel can accept the Academy's orientation at enhancing the students' existing professional competencies through a curriculum that emphasises both academic inquiry and practical applications, taking into account that most students on this programme are high-ranking military officers. With this background, the doctoral programme is intended to convey the doctoral students with professional qualification aimed at a practical activity, but with a scientific background.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
3.	PROGRAMME DESIGN					
3.5	Professional Competencies / Employability			X		

4. Scientific Environment and Framework conditions

4.1 Teaching Staff

All academic and administrative personnel serving in the Academy across the National Defence College, the Joint Command and Staff College, and the Deanship of Graduate Studies and Scientific Research are officially employed by the Qatari Ministry of Defence. The Ministry oversees the entire system of recruitment, remuneration, and professional terms for defence-related institutions to ensure a cohesive and well-organised workforce.

Once employed, staff are formally assigned to the Academy, which then distributes these personnel to one of the colleges or the Deanship, depending on operational requirements, academic credentials, and areas of expertise. If the need arises, the Academy can also request the Ministry of Defence to reassign employees to other defence-related units under its responsibility. According to the Academy¹⁴, this flexible staffing model helps maintain high academic standards by placing faculty and administrative staff where they can be most effective but also enables rapid and efficient realignment of personnel in response to evolving security and educational needs within Qatar's defence system.

Faculty members are generally hired based on a three-year, renewable contract. These contracts are renewed based on the needs of the relevant department and the merit of the faculty member

¹⁴ This was given as additional information.

in question¹⁵. The prolongation will be recommended by a Retention Committee to the Commander /Dean of the Deanship. The President of the Academy will make the final decision.

Detailed tables summarising the faculty members involved in the programme, including their specific contributions, have been presented to the panel. These tables also show that the respective teaching capacity covers all programme courses and the supervision.

The academic team of the DP consists of twelve male and two female faculty members, all of whom hold Ph.D. degrees in a range of diverse and relevant specialisations. Three of them are Full Professors, five are Associate Professors and six are Assistant Professors. The faculty members bring their diverse expertise to bear in the DP, ranging from NATO studies and cyber security to international relations and defence economics. All faculty members have full-time status, which allows the doctoral students to receive consistent mentorship and guidance throughout their academic journey. Their CVs show a range of successful careers, which began with degrees earned at universities abroad and continued especially with teaching positions in various countries as well as with numerous publications.

The Academy accomplishes this by collaborating with and inviting renowned researchers and guest lecturers from other institutions on a regular basis.

This combined capacity aims to ensure that both academic standards and the specific requirements of the research activities as well as of the military and security fields are consistently met.

As to increasing the diversity of faculty, the Academy is committed to achieving a balanced gender ratio, with the goal of creating an all-encompassing inclusive academic environment¹⁶.

Scientific Qualification of the Teaching Staff

The Academy employs a selective hiring process that leverages international platforms such as LinkedIn and ResearchGate, in addition to advertising vacant positions on its website. The faculty's research endeavours are aligned with the orientation of the DP. All professors in this programme hold PhDs from reputable universities. Moreover, they are established scholars and experts in their respective areas who have published extensively on their subjects. Faculty members in the programme are expected to publish peer reviewed articles at a regular basis.

Pedagogical Qualification of the Teaching Staff

All candidates for positions of lecturers in the PhD. programme are required to have pedagogical experience and evidence of research productivity. Moreover, a faculty development programme aims to ensure continuous improvement of faculty expertise which includes content, didactics and assessment. Also, the Academy supports faculty participation in international training sessions, conferences, and symposiums, recognising the importance of international exposure and intellectual exchange. This programme also includes pedagogical and didactical training.

The CVs of the involved faculty members that have been presented to the panel, not only show long lists of scientific publications but also their substantial pedagogical experience based on their teaching in many courses.

¹⁵ See JBJ "Retention Policy," as of May 2023.

¹⁶ See SER PhD p. 33.

The Academy is going to implement a verification process for the qualifications of faculty members and directing staff, overseen by a dedicated unit reporting to the Ministry of Defence.

Internationality of the Teaching Staff

All faculty members come from a wide range of international backgrounds, such as from Canada, Turkey, France, Jordan, Ireland, Japan, Sudan, Algeria, Tunisia, USA and Brazil. They also bring in diverse international experiences from foreign universities and research institutes of these and other countries such as Spain, Oman and Saudi Arabia. This includes both research projects and international teaching assignments and experiences. The Academy presented a list of the relevant faculty members in the SER¹⁷.

Internal Cooperation within the Faculty

According to JBJ Academy¹⁸, collaboration among faculty is foundational to the DP. Its faculty members engage in a multi-tiered mentorship model, guiding PhD. candidates through their studies. This collaboration extends into the curriculum design, teaching strategies, and effectiveness assessments, drawing on diverse international experiences to enrich the educational landscape. The internal cooperative includes formal meetings, regular academic events aimed at fostering interdisciplinary dialogue, refining the courses, and enhancing pedagogical approaches.

Moreover, the faculty integrates projects based on internal collaboration. These projects, stemming from faculty's global industry insights, allow students to practically apply theoretical knowledge, giving them a firsthand understanding of current defence and security challenges. Faculty across different specialisations work collaboratively to ensure comprehensive coverage of multidisciplinary topics, particularly when these topics bridge distinct scientific fields.

Appraisal:

The structure and number of teaching staff corresponds with the requirements of the doctoral programme. The necessary professional breadth and depth in scientific education and the research sponsorship of the doctoral students is ensured. As all 14 faculty members involved in the DP are full time professors, the contractual situation of the teaching staff guarantees a continuous execution of the doctoral programme. As a balanced gender ratio among the teaching staff is not pursued, the panel recommends the Academy including more female teaching staff members for the DP.

The scientific qualifications of the teaching staff correspond to the national requirements and are consistent with the focal points of this programme and the strategic planning of higher education institutions. The research activities correspond with the orientation of the doctoral programme, and they support the scientific education of the doctoral students.

The pedagogical qualification of the teaching staff corresponds to the task, and it has been proven.

¹⁷ See SER PhD p. 36.

¹⁸ See SER PhD p. 36.

A considerable number of teachers have relevant experience in international research and teaching abroad. Furthermore, the Academy provides regular supervision of the teaching staff, and it attaches great value to several years of successful supervisory experience.

There are regular events concerning programme coordination in the faculty taking place.

Quality Ratings		Excel- lent	Exceeds quality re- quirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of Teaching Staff			X		
4.1.3	Pedagogical Qualification of Teaching Staff			X		
4.1.4	Internationality of Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty			X		

4.2 Cooperation and Partnership

The DP students are encouraged to attend international scientific conferences and events, which aim to further integrate them into the international scientific community and enhance their learning experience. The Academy contributes to and participates in several events such as: Thesis Preparation: From Abstract to Application" and "Qatari Mediation Seminar in the Gaza War."

The DP is committed to fostering global and cross-disciplinary scientific collaborations. The Academy has partnerships, formalised through agreements which are partly documented as parts of the SER. Key partners include the Qatar University (Qatar), the Arab and International Relations Forum (Qatar), the Doha Institute for Graduate Studies (Qatar), and Tallinn University of Technology (Estonia). These partnerships are actively maintained and contribute to the development and implementation of the Academy's study programmes.

The Academy has elaborated a "Policy on Developing Cooperation and Academic Partnerships" aiming to enhance cooperation with stakeholders, partners and institutions at the national, regional and international levels in order to build a distinguished educational system and ensure the production of high-quality research. This policy draws on the Academy's strategic plan and includes mechanisms for establishing academic partnerships with similar institutions. The Policy describes in detail its goals, processes and performance indicators.

This engagement in international scientific cooperations and events aims to enrich the students' learning experience and can enhance their professional network, providing them with opportunities to collaborate with experts at international level. The Academy's initiative to establish a comprehensive policy on developing cooperation and academic partnerships aims to widen the networking with national and foreign HEIs.

Appraisal:

Cooperations with higher education institutions and other scientific establishments are an integral part of the programme. The doctoral students are encouraged to participate in relevant conferences or to take part in other scientific events and establishments.

The scientific networking has a recognisable benefit for doctoral students.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		

4.3 Programme Management

Structural Organisation

The Academy serves as the overarching administrative and strategic authority for the Deanship of Graduate Studies and Scientific Research. While the Deanship has its own leadership team and oversees day-to-day academic matters such as course scheduling, faculty coordination, and student advising, it operates under the direct supervision of the Academy.

Each study programme has a director whose responsibilities include coordinating the activities of faculty, learners, and administrative staff, and overseeing both curricular and extracurricular activities. Beyond management, the director plays an initiative-taking role in enhancing the programme's quality, emphasising strategic planning, leadership, and effective resource management. These principles are embedded in the curriculum, aligning with the Academy's mission to underscore the importance of national security for nation-building.

The programme director coordinates all aspects of the programme, including course material, faculty involvement, and learner interaction, moreover external collaboration.

The Programme's decision-making mechanism is collaborative, inclusive, and transparent. Issues and decisions are thoroughly debated. Decisions are made through a democratic voting system, in which each stakeholder's opinion is valued and considered. When critical decisions may have a significant impact on the academic or financial dimensions of the programme, they are escalated to the Academy's President. Recognising the significance of certain decisions, the President may resolve the matter or refer it to the Academy Council.

The DP has established distinct channels for grievances and complaints. The complaint procedures are accessible and documented, providing stakeholders with a platform to voice their concerns and seek resolutions. The core processes, roles, and responsibilities are defined.

Management Support

The Academy has a comprehensive management support system for both doctoral students and faculty.

Doctoral students receive support beginning with admission to the programme and continuing through the coursework to the completion and defence of their theses. According to the Academy¹⁹, this management assistance goes beyond traditional academic guidance to include field trip facilitation, collaborations with experts from various Qatari agencies, and fostering a culture of group learning and research.

Moreover, teaching faculty and doctoral students are academically nurtured and promoted in their research endeavours. The teaching methods used, such as direct lectures, role-playing simulations, group learning, and collaboration with security sector organisations, demonstrate the Academy's commitment to immersive, experiential learning. The management provides resources and platforms for both faculty and students to contribute significantly to these national visions, ensuring that their research and teaching have long-term academic and practical impacts.

As for the scale of administrative collaboration, the Deanship maintains a small team of coordinators who liaise directly with the Academy's central departments. Although the exact number of staff varies according to enrolment and programme offerings, the overall goal is to maintain an optimal ratio that guarantees efficient communication, timely student services, and responsiveness to faculty needs.

The administrative support encompasses course organisation, activity coordination, and resource availability. The administrative team ensures that both students and faculty have seamless access to information and learning materials. For students working on research papers and theses, the administrative staff provide essential support in resource allocation and scheduling. Similarly, they assist faculty members with tasks like plagiarism analysis, defence scheduling, and various administrative needs.

Documentation of the DP

The Academy places a high priority on maintaining detailed and accessible documentation for all its educational programmes, with a particular emphasis on the DP. The Academy's official website²⁰ hosts information about the DP, which includes an overview of the programme's structure, course details, admission requirements, and relevant policies. This digital platform serves as an accessible repository for users.

In addition, the Academy's educational offerings, including the PhD. programme, are outlined in the Student Catalog. This catalogue is communicated to all students, ensuring that from the moment of their admission, they have complete access to detailed descriptions of their courses, the programme's structure, examinations, and the Academy's academic regulations. The catalogue serves as a cornerstone resource that elucidates the Academy's mission, the roles of its various departments, and the comprehensive academic environment. It addresses everything from the overarching educational objectives to the specifics of course content and student assessments.

The Academy is committed to updating the Student Catalog every academic year to reflect the most current information. These updates aim to ensure that all contents, including that concerning the DP, remain relevant and accurate.

¹⁹ See SER p. 39.

²⁰ <https://jbj.edu.qa/en/> (last seen on April 5, 2025).

Appraisal:

The structural organisation, the decision-making processes, competencies and responsibilities are established and implemented accordingly. Those involved are included in the decision-making process.

Management support concerning the allocation of tasks and people is transparent and efficiently guaranteed both qualitatively and quantitatively.

The requirements in terms of content, structure, design, duration, study process and examinations are recognised through suitable documentation and publication. The interested parties also have access to the documentation in electronic form, and it provides transparency.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.3	Programme Management					
4.3.1	Structural Organisation			X		
4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		

4.4 Material Resources

As the on-site visit had to be replaced by an online conference, JBJ Academy made available to the panel numerous photos of its building, rooms, and the library as well as descriptions in the self-evaluation report thereof.

The Academy provides an academic environment with advanced technology and resources across all programmes. The National Defence College, the Joint Command and Staff College, and the Deanship of Graduate Studies and Scientific Research collectively share 22 classrooms. These classrooms are specifically designed to meet the needs of each academic programme. Advanced IT infrastructure is installed. The Academy offers various workspaces equipped with technical tools to aid students in their academic pursuits.

Participants in the PhD programme have access to many workspaces, each of which is outfitted with the necessary technical tools to support their academic endeavours. On the other hand, the Academy's infrastructure may need to be improved to ensure accessibility for disabled students.

Summary of Available Resources

Category	Detail	Statistics
Personnel and Learner Body	Total Academy Staff	209

	National Defence Course Students	30
	Joint Command and Staff Course Students	169
	Graduate Studies (Deanship of Graduate studies and Scientific Research)	97
	Ph.D. Programme Learners	19
	Master Programmes Learners	78
Campus and Building Size	Academic Building Area	11,050 m ²
	Administrative Building Area	1,552 m ²
	Total Campus Area	12,602 m ²
Classrooms and Workspaces	Total Classrooms	22
	National Defence College	3
	Joint Command & Staff College, and Deanery of Postgraduate Studies	14
	Cybersecurity Lab	1
	Large Lecture Halls	3
	Auditorium	1
	Workspaces for Ph.D. Learners	Especially allocated with IT and ergonomic equipment
Additional Facilities	Cafeteria	1
	Snack Hall	1
	Swimming Pool	1
	Gym	1
	Football Field	1
	Handball Court	1
	Running Track	1
	Learner Lounges	2
	Total Recreational and Support Facilities	9

The Academy provides Wi-Fi coverage throughout its entire campus for all students, faculty, and administrative staff free of charge. The network infrastructure is managed by the Signal Corps under the Ministry of Defence, ensuring that connectivity meets the highest standards of reliability and security. In practice, the campus maintains two separate networks to accommodate both routine and defence-specific needs. The primary network is connected to the internet and is open to authorised users, including students, faculty, and guests, making it convenient for everyday academic activities such as accessing course materials, conducting online research, and communicating with peers and instructors.

The second network is reserved exclusively for Ministry of Defence operations and is subject to heightened security protocols. Only a limited number of devices, pre-approved for defence-related work, may join this network. By segmenting network access in this way, the Academy minimises potential risks associated with unauthorised intrusions, malware attacks, or data breaches. Both networks employ industry-standard encryption, continuous monitoring, and regular updates to further safeguard network integrity and protect sensitive information.

Access to literature

Students at JBJ Academy have access to both the institutional library and the Qatar National Library (QNL). QNL has a voluminous collection of books and journals and technologically advanced facilities. To ensure comprehensive access to a wide array of materials, all students are encouraged to maintain active QNL accounts, extending their reach beyond institutional resources.

Since its inception in 2012, QNL has served as a cultural and intellectual hub in Qatar, offering free services to all residents. In 2018, the Academy and QNL signed a memorandum of understanding to facilitate the academic and research success of the Academy's students by leveraging the resources that QNL has to offer. It operates from 8:00 AM to 8:00 PM, Sunday to Thursday, and from 2:00 PM to 8:00 PM on Fridays and Saturdays. QNL "has access to more than one million books, along with more than 500,000 eBooks, periodicals and newspapers, and special collections."²¹ QNL has also made significant strides in digitisation, providing online access to its extensive collections.

The students can remotely access critical literature thanks to this digital access, which satisfies a wide range of research needs and equips them with the necessary tools to navigate the increasingly digital terrain of academic research and collaboration. QNL provides access to a wide array of databases, such as

- JSTOR
- SpringerLink
- IEEE Xplore
- ScienceDirect
- Emerald Insight:

In addition to QNL access, each faculty provides learners with access to a course file where weekly readings and other related course resources are available.

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the Academy's buildings. Instead, JBJ Academy provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of the study programme is ensured regarding the capacities for teaching, research, studies, and administration.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. The panel recommends improving the Academy's facilities for disabled students in terms of barrier-free access as far as necessary. Access to the internet through laptops via Wi-Fi is provided free of charge. A sufficient number of group rooms is available.

The panel especially welcomes that access to literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The databases give access to international scientific books. The literature expressly required for the study programme is available in the library and also kept up to date.

²¹ Additional information from the Academy.

The opening hours of the library take students' needs sufficiently into account. The institutional library as well as the Qatar National Library are accessible during most of the day. Qualified library staff is there to advise students. Access to relevant digital media is available from the students' home.

A reference library is available. Literature, magazines and databases are up-to-date and current in terms of the study contents and research activities of the doctoral students. Online access for technical literature is guaranteed. Outside of the Academy, the doctoral students have digital access to a large section of the technical literature. The most important databases are accessible free of charge.

Furthermore, the financial means made available, and the present personnel permanently guarantee the useful development of the portfolio. The research interests of the doctoral students are taken into account. There are specific consulting and research opportunities. All databases which are relevant for the doctoral programme are free of charge and are even accessible online outside the Academy.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			

4.5 Finance Planning and Financing

The financial stability of the JBJ Academy is firmly grounded, with financial support coming directly from the Ministry of Defence. As one of the ministry's academic units, the Academy receives consistent financial backing that secures the smooth functioning and long-term sustainability of its programmes, including the programmes DSS, MSS, and CB.

The financial support from the Ministry of Defence is not contingent on learner fees which are not required. It extends to all areas of academy operations, ensuring that every cohort of students enrolled can complete their respective study programmes without financial barriers. The funding covers all aspects of academic experience, from staff salaries, administrative costs, and maintaining the learning infrastructure to providing resources for research, study materials, and other educational necessities.

As PhD students are also employed by the Ministry of Defence or other governmental entities, they benefit from a secure financial model that integrates their studies with national strategic objectives. This employment link guarantees both financial stability for the students and sustainability for the programme.

Furthermore, the financial backing also includes support for internships that students undertake outside Qatar as part of their programme with full scholarship provided by the Ministry of defence. Recognising the value these experiences enable students to take part in international academic activities relating to defence and security issues.

Appraisal:

In accordance with the objectives, the finance planning takes into account the staff planning for scientific employees / doctoral positions. The necessary financial basic equipment and financing security are guaranteed for the period of accreditation.

In accordance with the objectives, the Academy guarantees the financial protection of the doctoral students. Furthermore, as the doctoral students are employed by the Qatari Ministry of Defence, they can sufficiently concentrate on the doctoral degree. Apart from this, the students can also receive scholarships for activities abroad relating to their studies.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
4.	ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes		X			

5. Quality Assurance

A key element of the Academy's quality assurance framework is the "Policy on Academic Program Review"²², which provides a structured mechanism for peer review to maintain academic standards.

The Academy's quality assurance processes involve regular surveys conducted by the Deanship of Graduate Studies and Scientific Research. These surveys gather feedback from doctoral students each semester, evaluating all courses in terms of effectiveness and impact on students' skills. The feedback is analysed to identify areas for improvement, benchmarked against previous performance to track progress, and used to implement necessary corrective measures. To support a culture of continuous improvement, the Academy maintains a work environment governed by a comprehensive set of regulations.

The Quality Assurance Office, led by a director who reports directly to the Academy's President, oversees these processes. The office is responsible for implementing, reviewing, and maintaining the quality assurance and documentation procedures. This office's role is to ensure that corrective

²² Policy No. 1301.

measures are implemented, their effectiveness is monitored, and necessary modifications are made. All actions are documented for transparency and accountability.

An annual detailed report is compiled that includes the results of the evaluations as well as a list of measures that have been implemented or are scheduled to be implemented. This report is kept on file within the institution as a formal record.

A discussion of evaluations is encouraged by the Academy with doctoral students, faculty, and representatives from the defence and security sector. The review process is open to participation from all stakeholders, which helps to foster an inclusive academic environment. This collaborative participation enables the Academy to stay relevant to the changing needs of the employers.

Evaluation by Doctoral Students

Regular surveys conducted by the Deanship of Graduate Studies and Scientific Research assess the effectiveness of courses and their impact on students' skills. This includes, based on a detailed questionnaire, the students' workload. Comprehensive surveys capture feedback from all students, covering every course each semester. The results, benchmarked against past performance, aim to identify areas of concern and implement necessary corrective measures. Samples of these surveys and their results have been provided to the panel.

To oversee these processes, the Quality Assurance Office is responsible for implementing, reviewing, and maintaining quality assurance and documentation procedures. The office also plays a critical role in implementing corrective measures, monitoring their effectiveness, making necessary adjustments, and ensuring proper documentation.

Evaluations by Supervisors

The PhD programme director evaluates the programme's implementation on a regular basis. These evaluations follow a predefined and systematic procedure that includes a review of curriculum effectiveness, teaching methodologies, student learning outcomes, and research contributions. The goal is to keep the programme current with academic standards and the needs of the State of Qatar in the field of Defence and Security Studies.

To improve the programme's quality further, the results of these evaluations are discussed and analysed in regular and annual faculty meetings. These meetings provide a forum for collaborative discussion, allowing faculty members to share insights, and identify areas for improvement.

A yearly evaluation of the programme, in which all the teaching staff are invited to participate, constitutes another component of quality control and management system. This assessment is conducted in the context of a sociable gathering with the President of the Academy. This process enables a comprehensive evaluation of the programme from a variety of pedagogical perspectives and helps identify areas for improvement.

Evaluation by Third Parties (Graduates, external Peers, Stakeholders etc.)

The Academy intends to conduct surveys based on feedback from alumni, employers, and, where relevant, third parties. These surveys aim to evaluate the programme in terms of its effectiveness, its ability to equip graduates with relevant skills, and its adaptability to the evolving needs of the defence and security sectors. However, these surveys are not yet in action. They are currently

undergoing review by the Planning and Statistics Authority and the Policy Committee at the Academy. A key element in this process is a survey collaboratively developed with the Planning and Statistics Authority. This survey is currently in the final stages of review to ensure it meets the highest standards for effectiveness and relevance.

Appraisal:

There is a quality assurance procedure in place which is systematically used for continuous monitoring and the further development of quality in terms of content, processes and results. The responsibilities are clearly defined.

The quality assurance of the DP is systematically embedded in the quality concept for the research of the faculty and the higher education institution.

There is a regular evaluation concerning the implementation of the programme conducted by the doctoral students according to a predefined procedure; the results are discussed internally, and they find their way into the process of quality development.

There is a regular evaluation of the implementation of the programme conducted by supervisors according to a predefined procedure; the results are discussed internally, and they find their way into the process of quality development.

Furthermore, the results/knowledge achieved from the evaluation, including the catalogue of measures, are summarised in a report and documented within the higher education institution.

A regular external evaluation according to a predefined procedure is being prepared but has not started yet.

Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors		X			
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)				X	

Quality Profile

Institution: Joaan Bin Jassim Academy for Defence Studies, Qatar
 Programme: Doctor of Philosophy (PhD.) in Defence and Security Studies



Quality Ratings		Excellent	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	not relevant
1.	STRATEGY AND OBJECTIVES					
1.1	Objectives of the Doctoral Programme			X		
1.2	Positioning of the Doctoral Programme in the education market		X			
1.3	Positioning of the Doctoral Programme in the Job Market for Graduates					
1.3.1	In the research fields			X		
1.3.2	Outside the research fields			X		
1.4	The positioning of the Doctoral Programme in the Strategic Concept of the Higher Education Institution			X		
1.5	Gender Equality and Equal Opportunities			X		
2.	ADMISSION					
2.1	Admission conditions and procedures			X		
2.2	Selection procedure		X			
2.3	Transparency of the Decision on Admission			X		
3.	IMPLEMENTATION					
3.1	Structure					
3.1.1	Structural Setup of the Doctoral Programme			X		
3.1.2	Doctoral Degree Regulation			X		
3.1.3	Status of the Doctoral Students			X		
3.1.4	Module Description			X		
3.2	Contents					
3.2.1	Logic and Conceptual Consistency			X		

3.2.2	Science and Research Based Teaching			X		
3.2.3	Focus of the Curriculum on Qualification and Competency Development			X		
3.2.4	Technical Offers			X		
3.2.5	Multidisciplinary Qualifications			X		
3.3	Examination Procedures					
3.3.1	Examination			X		
3.3.2	Organisation of the Examination Procedure			X		
3.4	Didactic Concept					
3.4.1	Logic and Comprehensibility of the Didactic Concept			X		
3.4.2	Diversity of the Teaching Methods			X		
3.4.3	Networking of the Doctoral Students			X		
3.4.4	Scientific Supervision			X		
3.5	Professional Competencies/Employability			X		
4.	SCIENTIFIC ENVIRONMENT AND FRAMEWORK CONDITIONS					
4.1	Teaching Staff					
4.1.1	Structure and Number of Teaching Staff			X		
4.1.2	Scientific Qualification of the Teaching Staff			X		
4.1.3	Pedagogical Qualification of the Teaching Staff			X		
4.1.4	Internationality of the Teaching Staff		X			
4.1.5	Internal Cooperation within the Faculty			X		
4.2	Cooperation and Partnership					
4.2.1	Scientific Integration of the Doctoral Students			X		
4.2.2	Networking the Scientists			X		
4.3	Programme Management					
4.3.1	Structural Organisation			X		

4.3.2	Management Support			X		
4.3.3	Documentation of the Doctoral Programme			X		
4.4	Material Resources					
4.4.1	Quality of the Classrooms and Working Places			X		
4.4.2	Equipment (Literature, Magazines, Databases) for the Library		X			
4.5	Finance Planning and Financing					
4.5.1	Finance Planning and Financing of the Doctoral Programme			X		
4.5.2	Financial Support and Scholarship Programmes		X			
5.	QUALITY ASSURANCE					
5.1	Quality Assurance in terms of Contents, Processes and Results			X		
5.2	Inclusion of Quality Assurance in a Superordinate Quality Concept			X		
5.3	Evaluation by Doctoral Students			X		
5.4	Evaluation by Supervisors		X			
5.5	Evaluation by Third Parties (Graduates, external Peers, Stakeholders)				X	