

Decision of the FIBAA Accreditation and Certification Committee



5th Meeting on March 23, 2022

PROGRAMME ACCREDITATION

Project Number:	20/105
Higher Education Institution:	Doha Institute for Graduate studies
Location:	Qatar
Study Programme:	Conflict Management and Humanitarian Action (Master of Science in Conflict Management and Humanitarian Action)
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 April 2020, the study programme is accredited.

Period of Accreditation: March 23, 2022, to March 22, 2027.

The FIBAA Quality Seal is awarded.



Assessment Report

Higher Education Institution:

Doha Institute for Graduate Studies, Qatar

Master programme:

Conflict Management and Humanitarian Action

Qualification awarded on completion:

Master of Science in Conflict Management and Humanitarian Action

General information on the study programme

Brief description of the study programme:

The Conflict Management and Humanitarian Action (CMHA) programme is a full-time two-year Master programme with a workload of 42 credit hours (84 ECTS credits). It can also be studied part-time (three or four years). The CMHA programme offers students the opportunity to engage with conflict management, conflict resolution, conflict transformation, humanitarianism, peacebuilding, state-building, post-war reconstruction theories and practices from both regional and international perspectives. Career paths include doctoral studies, research, project design, monitoring and evaluation, and advocacy. Graduates have opportunities to work in national and international non-government organisations such as the Qatar Foundation, Reach Out to Asia, Education Above All, in Ministries or in international public organisations such as in UN agencies such as UNHCR, UN-HABITAT, UNICEF, OCHA, UNRWA.

Type of study programme:

Master programme

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

Full-time: 2 years; Part-time: up to 4 years; 42 credit hours (equivalent to 84 ECTS credits)

Mode of study:

Full-time or part-time

Didactic approach:

Study programme with obligatory class attendance

Double/Joint Degree programme:

No

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

15-20 students per academic year

Programme cycle starts in:

Winter semester

Initial start of the programme:

September 2016

Type of accreditation:

Initial accreditation

Procedure

A contract for the initial accreditation of the programme Conflict Management and Humanitarian Action (Master of Science in Conflict Management and Humanitarian Action) was made between FIBAA and the Doha Institute for Graduate Studies (DI) on October 7, 2020. On June 30, 2021, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Tariq A. Khwaileh

Qatar University, Qatar
Chair Department of English Literature and Linguistics
(Linguistics, Phonetics, Psycholinguistics)

Prof. Dr. Mark Laffey

University of London, United Kingdom
Ass. Professor of International Relations
(International Relations Theory, International Security, Foreign Policy Analysis)

Prof. Dr. Bernd Müller-Jacquier

University of Bayreuth, Germany
Prof. em. of Intercultural German Studies
(Linguistics, Literature, Foreign Language Didactics)

Prof. Dr. Stephan Stetter

University of the Bundeswehr Munich, Germany
Professor of International Politics and Conflict Studies

Dr. Philipp Stiel

Bavarian State Chancellery, Munich, Germany
Budget Officer, Head of Budget and Internal Services Department
(Organisation, Rule of Law, Public Management)

Tim Thiessen

Leuphana University, Lueneburg, Germany
Student of Political Sciences (Bachelor)

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 (because of the Covid-19 pandemic). The online conference took place on November 2 and 3, 2021 via the video conferencing tool *Zoom* with DI representatives. The same cluster included an appraisal of the Comparative Literature programme (Master of Social Sciences and Humanities) and the Politics and International Relations programme (Master of Science and Humanities). 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 February 25, 2022. The statement on the report was received on March 3, 2022. It has been taken into account in the report at hand.

Summary

The Conflict Management and Humanitarian Action programme, offered by the Doha Institute for Graduate Studies, fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on March 23, 2022, and finishing on March 22, 2027. 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 with the Bologna Declaration.

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

- International orientation of the study programme design (see chapter 1.2),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Admission requirements (see chapter 2.1),
- Selection procedure (see chapter 2.3),
- Integration of theory and practice (see chapter 3.1),
- Interdisciplinary thinking (see chapter 3.1),
- Ethical aspects (see chapter 3.1),
- International contents and intercultural aspects (see chapter 3.4),
- Internationality of student body (see chapter 3.4),
- Internationality of faculty (see chapter 3.4),
- Foreign language contents (see chapter 3.4),
- Academic qualification of faculty (see chapter 4.1),
- Student support by the faculty (see chapter 4.1),
- Process organisation and administrative support for students and faculty (see chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see chapter 4.4),
- Access to literature (see chapter 4.4),
- Career counselling and placement service (see chapter 4.5).

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

Information

Information on the Institution

The Doha Institute for Graduate Studies (DI) is an independent non-profit academic institution for postgraduate studies. DI was founded in 2015 and aims to combine teaching and learning with scientific research in a manner that prepares its graduates to become accomplished academic researchers and capable professionals in their fields of study. Also, graduates shall be able to advance knowledge and respond to the needs of the Arab region. DI aims to help produce a new generation of academics, researchers, and independent thinkers at international scientific standards. Arabic Language is the main language for DI's teaching and research, supported by other languages, especially English. This also forms part of both admission and graduation requirements.

Based on its institutional bylaws DI has a President who is the chief executive and academic officer of the Institute and its representative. The President is appointed by the Board of Trustees and chairs the councils which govern the academic and administrative affairs of the DI. These include the Doha Institute Council, the highest executive body, and the Faculty General Assembly. At the level of the School, mechanisms are in place to encourage autonomous governance.

DI comprises two Schools: the School of Social Sciences and Humanities and the School of Public Administration and Development Economics. It offers 19 study programmes. The Conflict Management and Humanitarian Action programme (CMHA) belongs to the School of Social Sciences and Humanities (SOSH).² Head of each School is a Dean who is appointed by the President. Each school at the Doha Institute has the independence to regulate its internal academic and administrative policy, but subject to the provisions of the bylaws, rules, institutional regulations, and general policies developed for the institute. In the event of any action that may affect the financial obligations of the institute or its academic policies, the Dean refers the policy or procedure to the Vice President for Academic Affairs, who in turn submits it to the President of the Institute.

DI and its programmes are licensed by Qatar's Ministry of Education and Higher Education³ and they are listed on the Ministry of Education and Higher Education's website (edu.gov.qa).

² The Institute also has an Executive Education Excellence Center and a Language Center. See <https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>.

³ Decision of the Minister of Education and Higher Education No. (45) of 2016 Licensing the Doha Institute for Graduate Studies.

Further development of the programme and statistical data

The CMHA programme originally started as an independent programme under the Center for Conflict and Humanitarian Studies. Meanwhile it belongs to the SOSH and shows the following development since its beginning. The previous study plan for the period 2018-2019 was reviewed and developed based on feedback from faculty and students. Feedback is received institutionally through the annual review of various reports and contains input from students, faculty, and school about different courses and the overall curriculum.

Master Study Programme: Conflict Management and Humanitarian Action (CMHA)					
		CMHA 2018	CMHA 2019	CMHA 2020	CMHA 2021
# Study Places		20	20	20	20
# Applicants	Σ	175	196	175	234
	f	69	68	62	80
	m	106	128	113	154
Application rate		875.00%	980.00%	875.00%	1170.00%
# First-Year Student	Σ	24	18	18	17
	f	13	11	10	13
	m	11	7	8	4
Rate of female students		54.17%	61.11%	55.56%	76.47%
# Foreign Students	Σ	21	11	14	14
	f	10	6	8	10
	m	11	5	6	4
Rate of foreign students		87.50%	61.11%	77.78%	82.35%
Percentage of occupied study places		120.00%	90.00%	90.00%	85.00%
# Graduates	Σ	19	15	14	14
	f	10	9	8	12
	m	9	6	6	2
Success rate		79.17%	83.33%	77.78%	82.35%
Dropout rate		20.83%	16.67%	22.22%	17.65%
Average duration of study		2	2.2	2.14	2
Average grade of final degree		3.67	3.57	3.59	3.65
Note: CMHA 2018 refers to the cohort admitted in 2016 and so on.					

The statistics have been elaborated by DI and show that the numbers of applications by far exceed the numbers of available study places. On average, the percentage of female admitted students exceeds the one of male students. The rates of foreign students are with an average of 77, 2 % high as are the success rates.

The recruitment strategy targets a combination of mature students with professional experience in the field as well as young graduates with good degrees in political science, international relation, development studies and related fields. The programme aims to achieve a numerical balance between male and female students and to avoid having more

than two students from the same country if possible. On average 20 % of the students are from Qatar.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

The aim of the CMHA programme is to students develop a firm understanding of the sources and dynamics of conflicts. In addition, they learn about regional and international intervention mechanisms available to address the complex political, humanitarian, and developmental challenges arising in the aftermath of war and natural disasters in the Arab region.

The programme strives for attracting students from all over the world. At present it is focused on students from Arab countries affected by conflict (e.g. Syria, Palestine, Yemen, Sudan, Somalia etc. and from those neighbouring regions with spill over effects of conflict (e.g. Turkey, Afghanistan, Chad, Russia etc). All students must be able to speak Arabic and English fluently⁴.

The CMHA programme aims to deliver seven interconnected programme-learning outcomes to its students. These are centered on knowledge and understanding, intellectual skills, practical skills, and transferable skills.

The programme learning outcomes were developed from the initial Programme Specification document in 2016. Feedback received from faculty and students between 2016-2019 contributed to the fine-tuning of the programme specifications, resulting in a set of updated Programme Learning Outcomes (PLO). Those were introduced in 2020 following a series of consultative workshops jointly organized by the Teaching and Learning Assessment Committee (TLA), the Learning Advisor, and the DI's Institutional Effectiveness and Quality Assurance Committee. The following are the Programme Learning Outcomes:

Knowledge and Understanding:

- PLO 1: Demonstrate a critical understanding of the causes, manifestations, and impact of conflict, as well as practical approaches to address strife and humanitarian crisis across global settings.
- PLO 2: Analyse diverse paradigms underpinning conflict management and humanitarian action, including identifying the historical, philosophical, religious, and socio-cultural perspectives that distinguish conflict response and humanitarianism in the Arab Region.
- PLO 3: Interpret and critically conduct interdisciplinary research on conflict, humanitarian crisis, state fragility, and post-conflict reconstruction to formulate practical and innovative solutions to conflict and humanitarian challenges within the Arab Region.

Intellectual Skills:

- PLO 4: Develop analytical and professional competency of major conflict resolution and transformation processes and tools, including negotiation, mediation, problem-solving, national dialogue, transitional justice, and reconciliation.

⁴ For details see below chapter 2.

Practical Skills:

- PLO 5: Design, manage, and evaluate post-conflict recovery programmes, incorporate interdisciplinary research, and use appropriate qualitative and quantitative methods.

Transferrable/ Key Skills

- PLO 6: Demonstrate empathy and effective engagement with victims of conflict while acting within national and international ethical and legislative frameworks.
- PLO 7: Demonstrate a commitment to professional practice and scholarship that strives to resolve legal, ethical, and policy challenges related to conflict management and humanitarian action within the Arab region.

These learning outcomes shall enable the graduates to become leading researchers, academics, and professionals who can address humanitarian response and conflict-related needs of the MENA region⁵ and other areas around the world. These graduates can form a new generation of qualified leaders and researchers who work to the highest international standards, ethical frameworks, and available knowledge. In addition, graduates will apply their skills, providing innovative and analytical solutions to local and international institutions.

All master programmes at the DI have been designed and developed to meet and be aligned with the UK Qualification Frameworks and its learning outcome descriptors for a higher education qualification at level 7 on the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) and Scottish Credit and Qualifications Framework (SCQF) level 11 on the Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

Conforming to the UK framework has been discussed and agreed on with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensures for all the DI's programmes. Moreover, each programme in the DI has a programme specification – a document that serves to record and maintain the design specification, structure, and content of a programme. The specification document provides a clear description of a programme, including its learning outcomes, and is a source of useful information for stakeholders such as students, employers, and external reviewers.

Appraisal:

The qualification objectives of the programme are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The panel noted that DI has designed its study programmes including the learning outcomes aligned with the UK qualification Frameworks.

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

⁵ Acronym for Middle East & North Africa.

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

1.2 International orientation of the study programme design (Asterisk Criterion)

CMHA is international through its design. Its scope of the study includes a detailed examination of international responses in terms of historical and contemporary practices. At the heart of the programme is a critical examination of conflict causes and dynamics: Identifying the roots and the different dynamics underpinning the conflict by taking into account the complexity of political, economic, cultural, and historical factors. Emphasis is placed on an in-depth understanding of the local contexts where the conflict occurs and the role of regional and international powers in influencing the conflict trajectories and transformations.

The faculty involved in the CMHA programme consists of five professors who have received their doctoral degrees from universities in USA, Italy, Germany, and United Kingdom. Most of these faculty members have also gained teaching experience outside of Qatar. Having faculty members drawn from such diverse backgrounds has contributed to the internationally oriented curriculum.

Faculty members in the CMHA programme have set out to meet and exceed international standards with regards to the quality of training provided to students. This attempt to meet international standards begins with the faculty members themselves, who are expected to consistently publish in peer-reviewed journals. While faculty members are encouraged to publish in Arabic they also regularly publish in English-language international and reviewed journals such as Journal on Sustainable Development, Journal of Peacebuilding & Development, and Third World Quarterly.

The programme welcomes worldwide applications ~~from around the world~~ with no discrimination as long as they meet the admission requirements. The student body is composed of students from various countries, including Qatar, Sudan, Palestine, Jordan, Egypt, Syria, Lebanon, Chad, Algeria, Tunisia, Yemen, Iraq, Somalia, Russia, Germany, Turkey, Bahrain, Oman, Kuwait, Russia and Ukraine.

Appraisal:

The panel welcomes the strong international orientation of the CMHA curriculum in teaching and study as well the international experience of faculty members. The programme design appropriately takes into account the required international aspects, with respect, too, to its graduates' employability.

Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently manage international tasks.

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

1.3 Positioning of the study programme

Regionally, despite the existence of a handful of similar MA programmes in conflict resolution in the wider region, CMHA distinguishes itself by combining the study of conflict management with that of a humanitarian action. Given the dynamic nature of the subject, the programme examines the issues from a critical Arab perspective while relating to international practice and standards. The unique characteristics of the CMHA programme in the Arab higher education market have already placed it in a competitive position, with many applicants seeking to enrol annually since its establishment in 2016.

The MSc in CMHA is a unique programme amongst Qatar's thriving higher education sector, and the international universities operating regional branches from Doha. The positioning of the CMHA programme in Qatar is significant, given Qatar's growing role in addressing regional and international conflicts over the past decade.

Graduates of the programme acquire the necessary knowledge and skills to move directly into career paths at the local, regional, or international levels. CMHA programme has a strongly applied focus (delivered through an internship course, case studies, problem-solving, and simulation exercises) and is therefore particularly suited to students wishing to explore their career prospects in the humanitarian and conflict studies sector.

Career paths include doctoral studies, research, project design, monitoring and evaluation, and advocacy. In Qatar, graduates have opportunities to work in organisations such as the Qatar Foundation, Reach Out to Asia, Education Above All, Silatech, Regulatory Authority for Charitable Activities, in the Ministry of Foreign Affairs, Qatar Charity, and Qatar Red Crescent Society. In the Arab region and internationally, graduates have opportunities in UN agencies such as UNHCR, UN-HABITAT, UNICEF, OCHA, UNRWA, and other international organizations such as Oxfam International, Save the Children, Red Cross and Red Crescent Societies, Mercy Corps, GIZ, the Islamic Development Bank and Kuwait Fund for Arab Economic Development.

As part of the curriculum⁶, the internship course offers by the programme plays an important role in helping the students decide on a career path. It offers students practical experience with a relevant organisation and can be considered as a choice of 3 credit hours during the summer or autumn terms.

As an independent academic institution of graduate studies in the social sciences, humanities, and public administration, the DI is an ideal home for an interdisciplinary programme focused on conflict and humanitarian studies. This is emphasized through the DI's mission – to realise its academic purpose by integrating teaching and learning with scientific research in a manner that prepares its graduates to become academic researchers

⁶ See below chapter 3.1.

and capable professionals who can advance human knowledge and respond to the needs of the Arab region.

The CMHA programme helps students develop a solid understanding of the sources, dynamics, and possible intervention tools available to help address the complex political, humanitarian and developmental challenges arising in the aftermath of conflict and natural disasters.

Appraisal:

The panel is convinced that the CMHA programme is excellently positioned in the educational market. The reasons given for this are plausible. The Institute has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. This is the result of several aspects: The number of applicants exceeds the number of study places by far and with a tendency to rise; the combination of conflict management and humanitarian action seems to be unique in the region; also, a critical Arab view while relating to international practice and standards seems to be highly attractive to applicants and society.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

Also, the panel has the view that the study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification goals are in line with the HEI's mission and strategic planning.

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

2. Admission

The CMHA programme received its first cohort of students in September 2016. Since then, the programme has successfully attracted many Qatari, Arab, and international students.

DI has elaborated an “Admission Policy”⁷ which includes general rules such as the objectives and principles of student recruitment and admission process but also admission regulations. Applicants are required to have a solid first degree with a GPA⁸ that is evaluated to be above average or excellent relative to other students at their university. The department has a preference for applicants who received their bachelor’s degree in political science or an academic discipline that is related to political science, such as international studies, economics, sociology, history or philosophy. Applicants from other disciplines are encouraged to apply if they can demonstrate a sufficient understanding of the field of political science in their essay and interview. Successful candidates for admission must be proficient in English and Arabic to be accepted into the programme (see detailed requirements below).

DI evaluates the admission procedure on a regular basis and lists all admission requirements on its website⁹.

The Admission Office makes sure that the admission files are filtered and that the candidates being evaluated meet the requirements and conditions for admission. The files are evaluated according to the following steps: 1) Grades statements evaluation: It is a stage in which the admission department reviews and evaluates students' academic statements. 2) Academic evaluation: The institute's programmes evaluate the files of students who passed the Grades statements evaluation. This stage includes the evaluation of students' writings and curricula vitae. 3) Personal interview: The Institute's programmes at these stage interview students who have passed the Academic evaluation stages.

The Admissions Department plays a leading role in ensuring that students who may be interested in joining the DI are properly informed as to the requirements and standards for admission. Information regarding the admissions process and scholarship application requirements are also posted online. Faculty members primarily play a role in advertising the DI’s individual programmes at scheduled events and by making public appearances.

Each year, multiple “Open Days” are held where potential applicants in Qatar are provided with a comprehensive presentation on the admissions process and meet with a faculty member in the CMHA programme. When applicable, prospective international students can meet DI representatives in recruitment activities abroad. Furthermore, faculty members are encouraged to engage in direct outreach by giving guest lectures throughout the Arab world and informing students in other countries of what DI can offer. All prospective applicants can also submit questions to either the head of programme via DI website to or via a special email address set up for this purpose — admissions@dohainstitute.edu.qa. They may also email the head of programme directly at a personal email address listed on the website or call with inquiries at a posted phone number (+974-4035-6900).

⁷ As of February 22, 2017.

⁸ Grade Point Average.

⁹ See https://www.dohainstitute.edu.qa/EN/Prospective_Students/Admissions/Pages/School-of-Social-Sciences-and-Humanities.aspx.

The selection process is conducted in three phases: the Admissions Department filtering phase, the application review phase, and the interview phase. The Admissions Department filters applications before final, completed, and qualified applications are received by the CMHA programme. The Admissions Department does not pass on to the programme any applications that are incomplete or which do not meet the minimum admissions requirements (such as a GPA¹⁰ of 3.0). In addition to ensuring that basic requirements have been met, the filtering process also accounts for the strength of an individual's undergraduate record by conducting an in-depth examination of each applicant's transcript.

Upon the completion of the filtering process by the Admissions Department, the remaining applications are forwarded on to the CMHA head for programme review. The CMHA head of programme forms an annual, three-person applications committee — chaired by the head of programme and including two other programme faculty members — to evaluate all applications received by the programme. The second stage of the admissions process is conducted through an evaluation of the applicant's submitted materials. Using the electronic Student Information System (SIS), committee members conduct individual close readings of transcripts, academic essays and personal statements. Each admissions committee member uses SIS to anonymously score each prospective student on a scale of 1-10 for each of the three aforementioned items. Applicants with average weighted scores of 6.0 or higher (on the ten-point scale) move on to the final stage of the application process, which consists of a video conference interview with the programme admissions committee. In addition to numerical scores, the committee also includes short comments on applicant quality in an open-ended item on the SIS evaluation page.

Video interviews are conducted via WebEx or Skype and last 30-minutes. Interviewers pose questions in both Arabic and English and seek to assess each applicant's academic aptitude, fit for the CMHA programme, commitment to graduate study, and ability to comprehend and communicate in both Arabic and English. Students with the highest composite scores are admitted.

Students who graduated from universities where English was the primary language of instruction are waived from any testing requirements associated with demonstrating competence in the English language. Those who graduated from institutions where the primary language of instruction was not English are required to obtain a score of at least 5.5 on the IELTS (or 59 on the TOEFL) to be admitted to the programme. Due to the continuous success in attracting a large number of applicants, it has been decided to raise the English requirement to 6 in 2020/21). As for Non-Arabic speakers, the CAO administers an Arabic language test that particularly targets listening, speaking, and reading skills in Arabic.

While there is no formal Arabic-language examination requirement prior to submitting an application, students who moved on to the interview stage of the admissions process and did not graduate from institutions where Arabic was the primary language of instruction, were required to preliminarily demonstrate their fluency during the interview. They were provided a brief excerpt from the political science literature, asked to read it aloud, and then were asked questions about the excerpt that allowed them to demonstrate their understanding of what they read. In 2020, those students who performed satisfactorily during this exercise and received sufficiently high scores to be granted admissions were subsequently evaluated by

¹⁰ Grade Point Average.

the Admissions Department to ensure that they held a sufficient command of the Arabic language.

All programme evaluation results are communicated electronically and in real-time via SIS to the Admissions Department and the Dean of SOSH. As noted, this documentation includes both numerical scores and qualitative comments about all applicants regarding the underlying logic of the scores they received.

All applicants are formally informed of their admissions status via emails sent by the Admissions Department at the conclusion of the evaluation process. Accepted applicants are subsequently asked to fill out a confirmation of enrolment form and scholarship application form. Unsuccessful applicants are sent a rejection letter.

The applicants can petition for changing the admission decision based on additional information. The Head of the programme will decide upon the petition.

Appraisal:

The panel notes that DI has a clear regulation on the admission procedure. The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. As the programme filters and selects applicants based on their scores and results of the interview this is in line with and oriented at the strategic goals of the study programme to gain excellent students.

Applicants can directly turn to a student counselling service of the Admissions Department and / or the head of programme, for clarification of specific questions, of personal aptitude, of career perspectives and others. Personal dialogue between applicants and the HEI is provided by defined office hours, by telephone and via e-mail.

The selection procedure is transparent and ensures that highly qualified students are admitted.

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results.

The panel notes that for both Arabic and English the admission requirements (in terms of required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing.

A monitoring committee constantly scrutinizes and evaluates the admissions process, and the decisions taken. Committee members are representatives from the programme department and administrative departments. Their role is to ensure that all admissions and decisions are consistent with DI's policies and practices.

An annual report is prepared by the committee and submitted to the DI Provost. The Provost examines the report and recommends any necessary changes required to the admissions process, on behalf of the Institute.

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

The CMHA is a two-year master programme that offers students the opportunity to engage with a wide range of subjects including conflict management, conflict resolution, conflict transformation, humanitarianism, peacebuilding, state-building, post-war reconstruction theories and practices from both regional and international perspectives. The study plan consists of four clusters, three of which are offered at the programme level:

- core courses.
- elective courses.
- thesis
- interdisciplinary courses (offered at the school level SOSH).

Conflict Management and Humanitarian Action			
Semester 1			
Students study 4 core courses			
Core Courses (9 credit hours)			
Course Code	Credit Hours	Course Title	Course Category
CMHA001	0	Foundation Reading in Conflict and Humanitarian Studies	Programme Core Course
CMHA610	3	Understanding Conflict	Programme Core Course
CMHA611	3	Ethical and Legal Aspects of Humanitarianism	Programme Core Course
CMHA615	3	Research Methods and Fieldwork Training	Programme Core Course
		Total credit hours = 9 credit hours	
Semester 2			
Students study 4 core courses			
Core Courses (12 credit hours)			
Course Code	Credit Hours	Course Title	Course Category
CMHA612	3	Examining Humanitarian Policy and Practice	Programme Core Course
CMHA613	3	Conflict Transformation and Peace Processes	Programme Core Course
CMHA614	3	Post-war Reconstruction and Development	Programme Core Course

CMHA675	3	Political Economy of Conflict	Programme Core Course
		Total credit hours for the Semester = 12 credit hours	
		Total credit hours = 21 credit hours	
Students can study one programme elective course			
Course Code	Credit Hours	Course Title	Course Category
CMHA672	3	Internship	Programme Elective Course
		Total credit hours for the Semester = 3 credit hours	
		Total credit hours = 24 credit hours	
Semester 3			
Students who completed 24 credit hours study three courses: One programme elective course and two SOSH's interdisciplinary courses			
Students who completed 21 credit hours study four courses: two programme elective courses and two SOSH's interdisciplinary courses			
Course Code	Credit Hours	Course Title	Course Category
CMHA616	3	Field Study Visit	Programme Elective Course
CMHA674	3	State Fragility and State-building	Programme Elective Course
CMHA677	3	Forced Migration	Programme Elective Course
School Interdisciplinary Courses			
SOSH673	3	Gender, Identity and Modernity in the Middle East	Interdisciplinary Course
SOSH674	3	Critical Readings in Modern and Contemporary Aesthetics: Sound, Image, Text	Interdisciplinary Course
SOSH675	3	Sociolinguistics	Interdisciplinary Course
SOSH676	3	Political Economy of the Arab World	Interdisciplinary Course
SOSH677	3	Comparative Cultural Studies: Theory and Application	Interdisciplinary Course
SOSH678	3	History of Liberation Ideas	Interdisciplinary Course
SOSH679	3	War Ethics	Interdisciplinary Course
SOSH680	3	Advanced Critical Thinking and Academic Writing	Interdisciplinary Course

SOSH681	3	Power and Language	Interdisciplinary Course
SOSH684	3	Religion State and Society	Interdisciplinary Course
SOSH XXX	3	Framing other cultures: Arab-US encounters	Interdisciplinary Course
SOSH XXX	3	History, Philosophy and Social Sciences: Epistemological and Methodological Relations	Interdisciplinary Course
SOSH XXX	3	French Theory: Theoretical Approaches and Models	Interdisciplinary Course
SOSH XXX	3	Understanding Arab conflicts	Interdisciplinary Course
SOSH XXX	3	The sublime, the beautiful, the subversive: On politics, art and literature	Interdisciplinary Course
SOSH XXX	3	The Palestinian cause	Interdisciplinary Course
SOSH XXX	3	Critical Readings on Arab Renaissance Questions	Interdisciplinary Course
SOSH XXX	3	Human Development	Interdisciplinary Course
SOSH XXX	3	Intergroup Relations: Groups, Conflict and its Reduction	Interdisciplinary Course
SOSH XXX	3	Freud and the social and human sciences	Interdisciplinary Course
		Total credit hours for the semester = 9 credit hours or 12 credit hours	
		Total credit hours for the programme = 33 credit hours	
Semester 4			
Students register for the thesis (6 credits) and one programme elective course (3 credits)			
Course Code	Credit Hours	Course Title	Course Category
CMHA 678	3	Leadership in Conflict and Humanitarian Management	Programme Elective Course
CMHA 699	6	Dissertation - Conflict Management and Humanitarian work	Core Course
		Total credit hours for the Semester = 9 credit hours	
		Total credit hours = 42 credit hours	

All four above mentioned course clusters are derived from and aimed at achieving the programme's PLOs¹¹. It is worth mentioning that faculties are given the flexibility to develop

¹¹ Programme learning outcomes (see above chapter 1.1).

their courses within the programme's framework and, if necessary, add new elective courses. The curriculum offers students to attain both academic and career market-oriented goals.

Two core courses Foundation Reading in Conflict and Humanitarian Studies (CMHA601) and Research Methods and Fieldwork Training (CMHA615) are currently offered in the first semester. The Research Methods and Fieldwork Training course introduces students to vital theoretical and practical skills to conduct social research with a focus on the field of conflict and humanitarian studies. The course advances a multidisciplinary approach to understanding and utilising major methodological tools to investigate complex phenomena in situations of conflict, post-conflict, and complex humanitarian emergencies. The course also considers important ethical issues such as political biases, ideological biases, and power-relations involved throughout the different phases, processes, and trajectories of research. Critical and creative thinking is emphasized in addition to the principles of inclusiveness, participation, and contextual analysis. The course's ultimate objective is to equip graduate students with a solid theoretical understanding and action-oriented methods to conduct social research.

In-depth knowledge is conveyed in a cluster of seven compulsory courses:

- CMHA610 Understanding Conflict
- CMHA611 Ethical and Legal Aspects of Humanitarianism
- CMHA612 Examining Humanitarian Policies and Practices
- CMHA613 Conflict Transformation and Peace Processes
- CMHA614 Post-war Reconstruction and Development
- CMHA615 Research Methods and Fieldwork Training

This area of the CMHA programme allows students to gain in-depth knowledge of conflict management and humanitarian action. Students are trained to utilise analytical skills to understand conflict and design, manage and evaluate recovery, and understand reconstruction policy (PLO3). Students are taught to examine policy and spot gaps in humanitarian provision using qualitative and quantitative problem-solving methodologies while developing new progressive ideas and spearheading reform when required. Additionally, the development of skills enables students to think systematically and analytically about social and cultural realities, allowing students to see how various empirical elements and phenomena interact with a completely complex image, and vice versa (PLO 5).

The awarded degree is named "Master in Conflict Management and Humanitarian Action." The curriculum includes content, knowledge, and skills in the fields of conflict management, humanitarianism, and post-conflict recovery.

Most CMHA courses combine theory and practice. The combination of theory and practice is intended to prepare students to work in the field of conflict and humanitarian action through acquiring specialized knowledge and practical know-how skills. Students are introduced to the most recent theoretical debates about conflict, peace, and humanitarianism, and are required to acquire an in-depth and up-to-date understanding of contemporary global and regional conflicts and humanitarian operations.

Two of the elective courses are dedicated to introducing practical aspects of conflict management and humanitarian action.

- The field study visit to a crisis-affected country is a salient course in the CMHA programme. Led by field experienced faculty and staff, students gain ground-level understandings of recovery and reconstruction in the aftermath of war and natural disaster. They develop the methodological, logistical, and ethical skills and sensibilities required for work in conflict-affected settings. Students can engage with communities on the ground and gain insights into culture and context that are not possible in a purely theory-based course. They witness humanitarian and reconstruction activities and see how these must be adapted in the field once challenges arise.
- A six to eight-week internship allows students to place the theoretical foundation that has been established in the classroom into practice. It equips them with impressions of practical challenges in professional settings. This course is particularly important to students with less professional experience, giving them the fundamental skills to work in the fields of conflict resolution, humanitarianism, and reconstruction. The internship can be realised in Doha or abroad with nationally and internationally recognised organisations, preferably with established internship schemes. The programme guides the choice of work placement opportunities based on its academic and research staff's experience and networks.

Practice in the programme is not limited to these courses. For example, in courses 610, 611, 612, 613, 614, and 615, almost every theory and key concept are applied to real-world case studies in the Arab world and other conflict areas around the world.

Students are exposed to case studies through a variety of class-based activities such as group work, documentaries, and simulation activities. As many students have backgrounds in conflict-affected countries, they bring new narratives and experiences to enrich the programme's learning process.

CMHA recognises the insightful contribution of practitioners with long working experience in the conflict and humanitarian field. The programme regularly invites practitioners to provide lectures or workshops, give insights into real-life conflict and humanitarian situations, and familiarise students with the realities on the ground.

CMHA's students shall develop interdisciplinary thinking about conflict and humanitarian issues. The programme addresses post-conflict, conflict-affected, and fragile contexts from different perspectives. Students are expected to study reconstruction of infrastructure and the built environment, critical "implementation" issues such as aid financing, the development of post-conflict intervention strategies, the design of individual recovery programmes, the development of linkages between citizens and the state, monitoring, and evaluation methods, and aid effectiveness.

Also, the School of Social Sciences and Humanities (SOSH) offers a selection of interdisciplinary courses from which students choose two courses. The two compulsory SOSH courses provide students the opportunity to discover and explore new thematic and theoretical terrains in the social sciences and humanities from a different perspective. It should be noted that these courses in and of themselves, possess different analytical approaches and perspectives. As such, these courses allow students to train comparative thinking between disciplines and epistemologies. As a result, students in SOSH will not only be taught by faculty from different disciplines but will also be involved with their colleagues

from different programmes, fostering the interdisciplinary environment sought after in the School.

At the programme level, the ethical issues are first addressed and explained during the week of student orientation at the start of the first semester. One full course (CMHA 611: Legal and Ethical Aspects of Humanitarianism) addresses the theory and application of humanitarian ethics (principles, values, and law). The course covers the ethical philosophy of humanitarian action and how it has developed from being an act of altruism to become specific guiding principles. In this course, students are assessed on their understanding of how values are applied in armed conflict and humanitarian eco-system.

Students are taught qualitative, quantitative, and mixed research methods in social sciences, with specific attention to conflict, peace and humanitarian studies. Through the course Research Methods and Fieldwork Training (CMHA 615), students develop specific research skills and grasp scientific research methods, fieldwork practices, and academic writing. The focus of the course is to help students carry out a research proposal that can be developed into a comprehensive research project. This process entails basic research concepts such as identifying a research problem, formulating research questions and hypotheses, designing samples, adopting suitable methods, collecting and interpreting data, reviewing literature, using proper citations, and incorporating critical analysis. The course provides students with in-depth insights into the key qualitative research methods such as interviews, focus groups, case studies, discourse analysis, and other critical approaches. In addition, quantitative methods are considered in relation to methods such as questionnaires and surveys. During the course, students are encouraged to develop the initial research proposal in collaboration with the instructor. Although learning research methods is only limited to CMHA 615, almost all required courses are designed to develop students' research skills through different written academic assignments such as essays and research papers where students receive feedback to improve their academic writing abilities.

The Institute has issued regulations on the assessments with the titles “Grading policy” and “Assessment Policy”. Moreover a regulation on the thesis (Academic Policies Master’s Thesis)¹² governs the completion of MA theses and outlines all thesis requirements for both students and examiners.

Each course has three or four assignments that are distributed in roughly equal intervals throughout the semester. Each assignment tackles issues addressed in the course sessions, and the final assignment addresses the overall learning and understanding process in the course. All assessments are outlined in detail in the attached individual course syllabi. Instructors design assessments to align with course learning outcomes and programme learning outcomes.

Students develop their own critical analytical position vis-à-vis arguments presented in the reading materials and lectures, providing them with skills that allow them to learn and think independently. This way of examination meets the learning results of each course and the programme in general. In addition to the assignments, in some courses, students may take one final exam to ensure they have acquired the knowledge and skills needed.

¹² See below chapter 3.2.

Completion of the CMHA programme entails researching and writing a thesis on a relevant topic. The thesis is the opportunity for students to demonstrate the knowledge, skills, and research capabilities acquired during the taught parts of the programme. Students receive academic supervision by a faculty member throughout the duration of researching and writing the thesis to ensure they produce high-quality work. Students can also gather feedback by presenting their studies to professors and academic staff in the programme during various stages. In consultation with an academic supervisor, the student chooses a thesis topic and programme of research by the end of the second semester. The thesis is to be submitted by the end of the second year of study. The thesis examination consists of two parts; a marked assessment of the thesis (12,000-18,000 words) by two internal examiners, one of them is the academic supervisor, and an oral defence, also evaluated by the same two examiners.

The thesis should research an original topic, conduct an extensive literature review, and engage in relevant theoretical and conceptual frameworks. Students may choose topics related to their home countries and apply the relevant theoretical and methodological knowledge and skills that they learned in the programme. For example, a Syrian student has recently discussed the post-conflict reconstruction of cultural heritage in Aleppo in Syria in their thesis.

In support of their thesis, students join the summer field study, which lasts 14 weeks and allows them to conduct fieldwork inside or outside Qatar. They may apply for the competitive fieldwork research grants provided by the Doha Institute to support their summer field study.

There is a number of outcomes emerging from the thesis. Firstly, it independently contributes to students' professional experience, enhancing their willingness to join a highly competitive job market. Secondly, it improves students' analytical abilities and methodological competencies. Thirdly, some students of the programme publish their thesis or academic articles in journals.

Appraisal:

The panel takes the view that the CMHA curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of compulsory electives enable students to acquire additional competences and skills.

The panel is convinced that the degree and programme name correspond to the contents of the curriculum and the programme objectives.

The panel welcomes that theory and practice are systematically interrelated throughout the curriculum, particularly in the field study and the internship but also in the courses 610, 611, 612, 613, 614, and 615. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

The panel also welcomes that the CMHA programme is as such and inherently interdisciplinary and that SOSH offers students a selection of interdisciplinary courses. Students become acquainted with diverse areas and subjects that qualifies and prepares them for an occupation requiring trans- or interdisciplinary knowledge such as in politics, NGOs or in the science sector.

Right from the beginning of their study, students are trained to deal with ethical implications (for example those of research, plagiarism or issues related to justice, fairness and the public good). Moreover, the identification and reflection of ethical aspects are strongly promoted and considered key competences and an integral part of the study programme's qualification objectives.

In some courses of the programme students can directly acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are intended for the courses, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

3.2 Structure

Projected study time	Two years for full-time students, and either three or four years for part-time students
Number of Credit Points (CP)	42 credit hours = about 84 ECTS credits
Number of modules/courses	13 courses
Time required for processing the final thesis and awarded CP	Students have one semester to complete their thesis, which totals 6 credit hours
Number of contact hours	1,638 h for three semesters (without thesis)

The CMHA programme was designed in line with international standards for higher education institutions specializing in Conflict Management and Humanitarian Action at the postgraduate level. Four constituent clusters underpinning the programme are the core courses (21 credit hours), elective courses (9 credit hours), interdisciplinary courses (6 credit hours), and the thesis (6 credit hours). The duration of the MSc spans four semesters (14 weeks each) over

a two-year period (full-time). To graduate from the programme the student must successfully complete 42 credit hours which is equivalent to about 84 ECTS credits. Students are required to participate in an English course, which is not credited. Part-time students follow the regular curriculum but can take courses of the programme at a later stage within a frame of three or four years.

The DI operates on a semester-based system and uses the US-American system of credit hours. They are in a ratio to ECTS credits of about 1:2. Full-time students, who constitute the majority of students in the CMHA programme, typically dedicate 3 semesters primarily to coursework and spend their final semester focused on completing their thesis under the supervision of a thesis supervisor. On average, students complete 546 contact hours for the first three semesters when the non-credit English language course is included in the calculations.

Most DI courses are scheduled from 3 pm to accommodate students who are both working and studying simultaneously.

The CMHA programme has a syllabus for every course which serves as information for students as well as for faculty. It provides all necessary information and detailed descriptions such as the course title, credit hours, course description, information about the instructor, assessment description, semester schedule/plan, the prerequisites for the course, intended learning outcomes, methods of assessments, recommended course readings, teaching and learning methods. The syllabus template is used by all DI instructors. It seeks to ensure that all instructors appropriately develop their syllabi and include all necessary information.

There are legally binding regulations for assessments and examinations, grading, re-sits, academic standing, credit transfer and the MA theses. As already mentioned above¹³ DI issued regulations on the assessments with the titles “Assessment Policy” and “Grading policy” and a separate regulation referring to the thesis (Academic Policies Master’s Thesis)¹⁴. All of these policies are published in full on the DI website¹⁵ and are referred to and summarized in course syllabi and in a Student Handbook.

The “Assessment Policy” outlines the assessment criteria, assessment rules and regulations for both courses and individual assignments. Instructors are required to provide detailed feedback on student assignments. No single course assessment can constitute more than 40% of an overall course grade.

The “Grading Policy” outlines each of DI’s grading categories — from A to F — and includes a description of what characterizes each grade level.

Numerical	Letter Grade	Grade Point Average (GPA)	Course Letter Grade Classification
95 - 100	A	4.00	Distinction. Outstanding performance showing comprehensive proficiency and exceptional understanding of the subject

¹³ See chapter 3.1.

¹⁴ See below chapter 3.2.

¹⁵ (<https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>).

			matter.
90 - 94	A-	3.75	Excellent. Distinguished performance showing comprehensive and in-depth understanding of the subject matter.
87 - 89	B+	3.25	Very Good. Clearly above average performance with very good knowledge and understanding of the subject matter and with no deficiencies.
83 - 86	B	3.00	Good. Above average performance with good knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
80 - 82	B-	2.75	Average. Average performance with acceptable knowledge of principles and facts at least adequate to communicate intelligently in the discipline.
75 - 79	C+	2.25	Satisfactory. Basic understanding of knowledge of principles and facts with deficiencies.
70 - 74	C	2.00	Pass. Marginal performance with definite deficiencies.
00 - 69	F	0	Unsatisfactory. Fail.

As far as the recognition of study degrees and / or periods of study is concerned DI refers to the official Qatari and its own regulation. Thereby, all admitted foreign students are required to authenticate their official diplomas and grade reports in Qatari embassies overseas. The Qatari embassies are able to provide certification to students when foreign credentials are recognized by the State of Qatar. Qatari nationals with academic degrees issued internationally are required to present an equivalence certificate from the ministry.

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

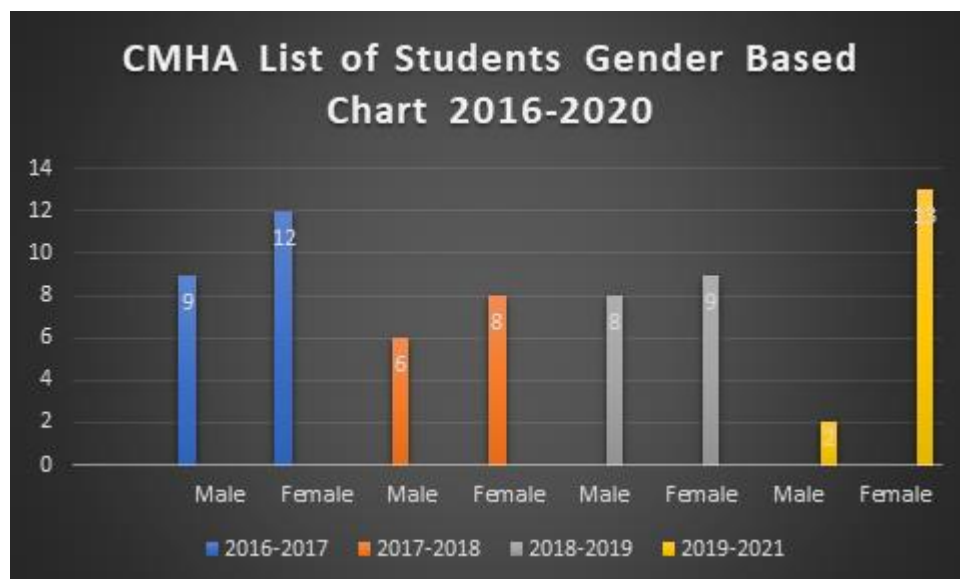
While the workload is challenging, its feasibility is demonstrated by the ability of students to complete the programme and its requirements. Students are expected to maintain a GPA of 3.0 or higher to graduate. In 2020, the average final GPA of graduates of the programme was a 3.65 out of 4. Across all programmes at the DI, the course loads and study plans are being evaluated to ensure that they are both in line with the mission of the DI and its programmes.

Students in the CMHA programme are assigned a faculty advisor at the beginning of their tenure in the programme to help guide the student and monitor their progress.

During the online conference students confirmed the feasibility of their study workload and the supportive activities of faculty members. Students have the opportunity to utter concerns about the workload of the programme in questionnaires, but also to their advisors.

The DI considers student applications without regard to race, gender, nationality, religion and most other demographic characteristics. The Institute is also interested in assisting lower-income students who are aided by the Institute’s free tuition programme. All non-local students benefit from scholarship packages that cover tuition, on-campus housing, a monthly stipend, reimbursement of public health insurance fees, airfare to and from their home countries, and subsidised transportation.

Students with special needs are encouraged to visit the Enrolment and Student Affairs department. All syllabi include a note about students with special needs. The text is as follows: “Special needs or any disability-related concerns and requests must be submitted by students to the Enrolment and Student Affairs Department in good time to allow for facilitating such requests. The course instructor must also be previously informed of any requests and accommodations.” Moreover, DI facilities and buildings are designed to accommodate accessibility requirements for people with special needs. DI facilities also provide dedicated parking slots, alarms in the private bathrooms in case of emergency, and readable signage and road signs for visually impaired persons.



Appraisal:

The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of courses and assigns credit hours per course based on the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users’ Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time.

The recognition of degrees and periods of study at other HEIs is regulated on a basis that is not in full accordance with the European Lisbon Recognition Convention which is not binding for the DI because Qatar is not a signatory.

The final grade is supplied with either a relative grade or an ECTS grading table.

Also because of confirmations from students, the panel is convinced that the study programme's workload is not easy but feasible. This is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the HEI also takes into account evaluation findings, including student feedback and the programme's success rate. The panel notes that every student in the CMHA programme is assigned a faculty advisor and DI is extremely supportive to students.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students with a migration background and/or from so-called non-academic backgrounds, are particularly assisted.

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

3.3 Didactical concept

The programme's didactical concept is based on achieving a productive balance between knowledge and skills acquisition, on the one hand, and the student's central role in the learning process on the other hand. The interconnectedness between these two poles is crucial to achieving the learning outcomes of the programme. In practice, this means that various teaching methods are used to communicate knowledge and skills so that students can engage with them reflectively and critically. To fulfil its aims, the course employs a variety of teaching methods to give its students the academic, professional, and personal skills required to complete the CMHA programme and, ultimately, their future careers. These include:

- Lectures: These introduce the topic and highlight certain notions, definitions, and approaches. The goal here is to ensure students are familiar with the most important themes essential to understanding the subject.
- Case study discussions: These occur in class, where students will be expected to familiarise themselves with several case studies that will be discussed at length.
- Master Class: Distinguished professionals and experts from academia or professional practice are invited to join the class at various times throughout the semester. The syllabus and schedule may be adapted to fit in these opportunities.
- Seminars: These are designed to enhance participation and intellectual freedom. Seminars will include short problem-based learning scenarios, in which students will be able to apply the knowledge they have gained about protocols and gain a realistic understanding of their use in practice.
- Students should be prepared for each class by completing and reflecting on the required reading in advance. There will be in-class group activities aimed at improving critical reading skills.
- Group discussions: Group work constitutes an important part of the learning methodology. Groups of about six students on various occasions throughout the semester will address the assigned discussion questions.
- Presentations: These allow students a safe space to practice oral and visual presentation skills. It trains them to critically engage certain research subjects and prepare them to speak effectively in a range of public platforms.
- Innovative Labs IL: These challenge the students to come up with solutions through various simulation exercises.

All course materials are provided online on the course's Moodle website. These materials include syllabi, course readings, assignments, lecture PowerPoint slides, videos, discussion boards, and other supplementary material. Grades and other assessment records are also generally uploaded to Moodle.

During the pandemic, courses shifted online in the middle of the Spring 2020 semester and were online throughout the 2020-2021 academic year as well. During the Fall 2020 semester, professors provided recorded synchronous lectures or asynchronous lectures that were available online for students to access at any time, and synchronous discussion sessions.

The Arab Center for Research and Policy Studies and the Center for Conflict and Humanitarian studies hold lectures on various themes relevant to conflict and humanitarian management. It hosts leading world and Arab scholars and thinkers, and beyond. The faculty and students of the programme take an active part in these conferences. It is worth mentioning that the Arab Center and the Doha Institute regularly invites a wider range of guest speakers. Students in the CMHA programme are encouraged to attend and actively participate.

Appraisal:

The didactical concept of the study programme is clearly described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and

learning methods, such as, for instance, course readings, case studies, videos and discussions. Students are encouraged to take an active role in creating the learning process.

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

Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

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

3.4 Internationality

CMHA is international through its design. Its scope of the study includes a detailed examination of international responses in terms of historical and contemporary practices. The following are some of the main themes explored by CMHA:

- **A critical examination of conflict causes and dynamics:** Identifying the roots and the different dynamics underpinning the conflict by taking into account the complexity of political, economic, cultural, and historical factors.
- **Identifying suitable conflict resolution methods:** Advancing effective and culturally appropriate responses to conflict, managing the transition from conflict to peace, and empowering sustainable peace at the local, national, and regional levels.
- **Defining coping mechanisms and forms of resilience** based on empirical quantitative and qualitative research across the region. The aim is to better understand how communities develop coping mechanisms to survive political violence and conflict compared to international experiences. Finally, it aims to understand what can be done to increase their resilience.
- **Investigating contemporary international humanitarian responses,** including the ethical, political, and power structures that govern the relationship between crisis-affected communities and humanitarian aid providers. Emphasis is placed on understanding the qualitative differences between the responses of international and regional actors.
- **Understanding the role Islam has played in influencing the key concepts of humanitarianism:** the focus of this strand of research is on how humanitarianism has been defined and narrated in Islam and local Arab cultures, both historically and contemporarily.

- **Developing an Arab regional perspective on conflict management** issues and resolution, considering the peculiarities of the local cultures and political, social, and economic dynamics informing various aspects of regional crises.
- **Examining post-conflict reconstruction and development** focusing on the socio-political (such as governance structures, social justice, and human rights, etc.) and economic determinants of successful international experiences of reconstruction in the aftermath of conflict (including issues of taxation, public management, and labour mobility). Particular attention has been paid to ways in which the gap between humanitarian response and development can be bridged. Also important is to develop a better understanding of issues of justice and traditional forms of reconciliation.

Exploring state fragility and political transitions to better understand how state fragility drives conflict and feeds inequality in the region and internationally as well as the political-economic security dimensions required to increase state effective.

The student body is composed of students from various countries, including Qatar, Sudan, Palestine, Jordan, Egypt, Syria, Lebanon, Chad, Algeria, Tunisia, Yemen, Iraq, Somalia, Russia, Germany, Turkey, Bahrain, Oman, Kuwait, Russia, Ukraine, and Chad. The varying academic traditions of these universities lead to most students graduating from public universities in their home countries and increase the cultural diversity of the CMHA programme.

There are five faculty members in the CMHA programme. Among them, two earned their PhD degrees in the United Kingdom, one earned a PhD degree in Germany, one earned a PhD in Italy, and another one was teaching at a US university for 13 years. All of the current faculty members are of Arab origin.

Given the international nature of the subject, English is an essential language used within the CMHA for both teaching and research. CMHA employs Arabic as its medium for teaching and research outputs to increase its impact within the region and play its role in the enrichment of the conflict management and humanitarian vocabulary in Arabic. This is in line with the DI's overall mission. All academic and research staff are bilingual Arabic and English speakers.

Students admitted to the programme have to achieve the minimum entry requirement of IELTS 6.0 and have a working knowledge of Arabic. Students are supported by the DI Language Center to develop their language abilities.

The average ratio of Arabic to English course materials and literature is 7 to 3, although about half of Arabic materials and literature is also written in English or provided in English translations. Mastering the use of English, including reading and writing academic texts, is an essential prerequisite for graduation. This is accomplished and supported by learning English at the Language Centre at the Doha Institute.

In addition, the programme currently offers a mandatory, non-credited course (started in Autumn 2018/2019), called "Foundation Reading in Conflict and Humanitarian Studies" (CMHA001). Here, students are asked to learn reading skills in foundational contemporary literature. These various and systematic English-based learning activities ensure that students acquire the knowledge and skills needed to be fluent in academic English.

Appraisal:

The panel was impressed by the international orientation of the DI and the CMHA programme as well as of faculty and students. It notes that the acquisition of intercultural competences and skills are at the core of the programme's learning objectives and strongly promoted. The whole CMHA programme is international by its nature and content. Students are thus prepared for the challenges in an international working environment. Through assignments and practical examples as parts of the courses, students are enabled to act in an intercultural environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented.

Students come from various language areas and cultural backgrounds. Classroom discussions and group work often reflect international aspects. The measures taken to ensure an international composition of the student body show sustainable effect.

The panel welcomes the international composition of faculty (teachers with international academic and professional experience) which is an essential element shaping the profile of the study programme. It promotes that students acquire international and intercultural competencies and skills. The measures taken are goal oriented.

As Arabic is the primary course language and most students stem from Arabian countries English is the most important foreign language for them, for readings as well as for course materials. But also, Arabic is a foreign language for those students who come from a non-Arabic country. Against this background course materials in foreign languages predominate. Internationality is clearly a key element of the study programme's profile.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*		X			
3.4.2	X				
3.4.3		X			
3.4.4		X			

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

In addition to the interdisciplinary elective courses, students are provided with training in communication, and public speaking skills. Students are assigned oral presentations in several courses, in which they describe their research projects and review academic texts from a multidisciplinary perspective.

During the beginning, middle and final stages of their thesis process, students present and learn to defend their thesis research in front of faculty and fellow students. Students are invited to discuss how to handle questions and criticisms that follow their presentations with their teachers and supervisors. They participate in academic events as assistants, such as conferences and seminars. They acquire interdisciplinary skills and communication experience through exposure to a variety of models and methods of public speaking in a variety of disciplines.

Outside of the classroom, students are also encouraged to participate in student groups, and these groups provide them with opportunities to gain leadership experience, learn how to resolve conflicts, and grow accustomed to working with others cooperatively. In addition, students are provided with opportunities to improve their communication skills by presenting their work in courses and during annual thesis presentations.

Appraisal:

The panel takes the view that students in the CMHA programme become acquainted with diverse subjects such as social science, politics and geography. Moreover, students acquire communication and public-speaking skills as well as cooperation and conflict handling skills in accordance with the course descriptions as well as in elective courses of SOSH. This is supported by means of suitable didactical and methodological measures. Also, the acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The CMHA programme has a strong applied focus and is targeted towards students' wishing to explore new professional avenues or improve their career prospects in the humanitarian sector. Appropriate skills and knowledge within this sector are developed through practical exposure to the challenges practitioners regularly face using case studies, problem-solving activities, and simulation exercises.

Students are introduced to the most recent theoretical debates upon best policy responses to humanitarian emergencies and will be required to maintain an active and up-to-date understanding of contemporary global politics. Furthermore, through the programme's network of partner organizations, students have access to a broad range of contacts in the field, which could play an important role in facilitating future career options. Graduates of this programme will acquire the necessary skills to move directly into career paths at the local, regional, or international levels.

Appraisal:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules/courses.

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

4. Academic environment and framework conditions

4.1 Faculty

CMHA relies on a group of core faculty to lead its teaching. The programme has progressed from having three full-time faculty members in 2016/2016 to five full-time faculty members in its fifth year in 2020/2021: one faculty member, a full professor, one associate professors, and two assistant professors. Each semester, a full-time faculty member teaches two core courses, enabling them to monitor students' progress closely. The Head of programme and the Director of the Center of Conflict and Humanitarian Action, however, teach one course per semester. Moreover, the programme has recruited three adjunct professors to teach the programme courses. Thus, the programme has a stable structure with a range of faculty ratios to students in the last four years being 1:9.

All professors in the CMHA programme hold PhDs from reputable universities and political science departments. 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 average at least one peer reviewed publication per year.

The typical recruitment process of faculty is competitive. Once the decision on a new faculty member is made a hiring committee is formed to evaluate the hire and an advertisement is sent out by the Human Resources Department. The hiring committee consists of three members from within the programme, chaired by the head of the programme, and an external member who is drawn from another programme. The hiring committee evaluates the applicants' files and creates a list of candidates to interview. Interviews are held virtually and last approximately one-hour. After the interviews have concluded, committee members discuss and debate the suitability of the interviewed candidates and choose a candidate from among the interviewees. A report is drafted by the head of the committee that reflects the final decision of the committee and also reports the expressed preferences and opinions voiced during the committee meeting. The final hiring decision must then be approved by both the Dean of SOSH and the President of the DI.

Each of the faculty members in the CMHA programme, as experts in their respective fields, are expected to carefully give their own courses in accordance with the policies and guidelines of the DI. The goal of ensuring the quality of the pedagogical and didactical methods used by professors is accomplished in two ways.

First, the CMHA programme emphasises teaching experience and quality in the interview process. As a general rule, the CMHA programme does not hire individuals who have not taught a course as instructor of record. Moreover, the interview process is dedicated to probing the pedagogical methods used by candidates, in addition to their competence as researchers. The faculty members in the CMHA programme have extensive teaching experience across various institutions and have proven to be outstanding instructors.

Second, DI provides opportunities for continued education and training on pedagogical methods and approaches. The Office of Teaching and Learning Assessment (TLA) has produced an array of workshops and training sessions that have played a significant role in keeping faculty members informed of the latest advances in pedagogical methods. Professors within the programme are expected to stay up to date on teaching and learning

by regularly participating in these courses. Additionally, the Office of Institutional Effectiveness offers regular Quality Assurance workshops at both the DI and program levels.

Before joining the DI, the CMHA faculty worked in different countries at universities embassies, NGOs or companies in countries and areas where they could gather extensive experience in fields that are important for the study programme.

Cooperation among faculty members is taking place to review the programme specification, improve the study plan, and refine interrelated courses to achieve the learning outcomes. Faculty members meet monthly to discuss the content and topics taught in each course and build a complementary and accumulative learning process across the courses. Furthermore, all faculty members have taught the foundation course, with each faculty member having taught the sections that fit their area of expertise. This serves as an example of successful teamwork and cooperation that maximises the students' learning experience. In addition to the coordination at the course level, faculty members cooperate in supervising student theses, either as co-supervisors, consultants on specific topics or as examiners.

As far as the student support by the faculty is concerned, the low faculty-to-student ratio of the programme allows students to frequently and meaningfully interact with faculty members in the programme. Moreover, as each student is assigned an academic adviser from admission to graduation, these academic advisers are required to meet with academic advisees each semester to provide guidance on course registration and other academic matters.¹⁶ Thesis supervisors are also required to meet regularly with their students. Faculty members currently advise approximately six students and supervise three theses per year. Furthermore, each semester, the CMHA programme holds a meeting with students where they have the opportunity to discuss the programme and raise concerns with faculty members who are required to hold regular office hours. Beyond these formal meetings and required interactions, faculty members work closely with students on research projects and help assist them in picking up new skills and competencies.

During the online conference students confirmed that most students would be fully content with the support that they received in particular from lecturers and academic advisors. DI organised activities for students outside the study programme.

Appraisal:

The panel was impressed by quality and commitment that the faculty members showed during the online conference. It became convinced that even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The academic qualification of the faculty corresponds to the requirements and objectives of the study programme. The HEI carefully verifies the qualifications of the faculty members by

¹⁶ In the internal regulation „DI Academic Advising Policy” the responsibilities of the Registrar's Office (on admission of students), Academic Advisors (on advising and communicating with students) and students themselves (on communicating with the advisors and consulting them) are described.

means of an established transparent procedure. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding academic qualification is underlined by scientific publications in peer-reviewed journals and books which results from the CVs of the faculty members.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The faculty members cooperate with each other for the purpose of tuning the modules/courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The faculty members are available for the students outside the specified office hours as well. The students are “fully content” with the support they receive.

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

4.2 Programme management

The CMHA head of programme leads all areas of programme administration with the assistance and guidance of other faculty members, the programme coordinator and the office of the Dean of SOSH. The purview includes the distribution of course loads and course scheduling, drawing up the study plan, advisor assignments, thesis supervisor assignments, leading programme meetings, budgeting, planning programme events and representing the programme in the School Executive Council. The CMHA head of programme also acts as an intermediary between the Dean's Office and the programme. As such, the head of programme is responsible for achieving the programme's objectives within the framework of

regulations, rules and guidance established by the School Executive Council, the Dean's office and DI.

While the head of programme takes on the primary leadership role in the administration of the CMHA programme's objectives, decisions are made collectively by faculty members. During the programme's monthly meetings, faculty members are encouraged to propose ideas regarding various facets of the programme. The head of programme executes the decisions that were reached collectively regarding changes to the programme, hiring, admissions, and any other matters decided within the programme.

Administrative support is provided by the programme coordinator, who plays a significant role in the organisation of the programme, facilitating communication with the Dean's Office and assisting students and faculty members with course registration, the submission of advising forms and thesis submission. The programme coordinator is often the first person consulted with regards to these issues. Other administrative units within DI also help students and faculty with registration, course materials (including the online course management programme), information technology, library resources, and obtaining Institutional Review Board approval, among other things.

Appraisal:

The head of programme coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly, mostly based on collectively reached decisions.

The panel welcomes that faculty members and students are efficiently supported by the administration in the organisation of the study programme. The administrative staff acts as a service provider for both. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students participate in the decision-making processes where their areas of work are involved.

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

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

4.3 Cooperation and partnerships

DI has signed agreements and memoranda of understanding and collaboration with other universities and organisations. These agreements can be categorized into the following groups according to their objectives:

(1) Agreements and Memoranda of Understanding aimed to attract graduate students

These agreements and memoranda aim to enable students who completed their undergraduate degrees with honors to continue their studies at the graduate level in the different colleges and programmes at the DI.

(2) Agreements in the Areas of Training, Exchanging Expertise, and Research

They aim to reinforce collaboration between the Institute and organisations with similar interests in ways that promote human developments and the efficiency of administrative staffs. These objectives are achieved through the DI's workshops, academic development courses, internships, and leadership training in the areas of public administration and policy studies. These agreements also aim to promote exchanging expertise through consulting opportunities for the Institute's faculty members, researchers, and specialists. Moreover, they facilitate collaborative research projects and co-organized conferences and seminars. The Institute has signed agreements of this category with organisations such as the Ministry of Administrative Development – Doha, Qatar; the Ministry of Development Planning and Statistics – Doha, Qatar; The Humanitarian Forum, Qatar; The Hague Institute for Global Justice; the Ibhar Academy center for vocational training; Zhejiang University – China.

(3) Memoranda of Understanding for the Exploration of Academic and Research Collaboration Opportunities

This category of agreements aims to enable concerned parties to explore areas of shared interests and collaboration opportunities, including joined research projects, co-authored research publications, academic and student activities, and possibilities of developing dual enrolment graduate programmes, faculty exchange opportunities, and summer student exchange programmes. The Institute has signed agreements in this category with the following universities: Columbia University N.Y (MOU) (USA); SOAS University – London (UK); Florida International University – Steven Green School of International & Public Affairs (USA).

The most prominent partners of the CMHA programme are the School of Oriental and African Studies in London, the Free University of Berlin, and the Ibn Haldun University in Istanbul.

Appraisal:

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

The scope and nature of cooperation with other organisations such as NGOs, governments and also business enterprises relevant to the programme are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

As the on-site visit had to be replaced by an online conference because of the Covid-19 pandemic DI 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 DI has a state-of-the-art facility that was designed to fully support the educational process and provide spaces not only for traditional teaching and learning but for hosting conferences and talks and facilitating day to day interactions. The DI's campus spreads over an area of 112,000 m², encompassing 23 different buildings. The campus buildings are used for living, educational activities, and leisure activities. Disabled students are given barrier-free access to all of these buildings.

Learning and teaching spaces are spread out around the campus, consisting of classrooms, labs, and auditoriums in addition to a library building, institute life buildings and faculty and student accommodations. Additionally, there are also computer labs, virtual labs, a journalism studio, an e-library, an e-learning system (Moodle) and other specialized learning resources. With regards to classrooms, the total number of classrooms is 10 (+5 in Library Building), 4 smart classrooms and 6 classrooms equipped with audio visual systems and an auditorium that fits 70 people.

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

All students, faculty, and administrative staff are provided free internet access throughout campus. The IT department provides technical support during normal working hours. Upon their arrival at the DI, students participate in orientation days to become familiar with the IT system and are provided with detailed written instructions on how to use it inside and outside campus.

The DI IT department and the library managed to promptly provide students who have not yet arrived in Doha with maximum access to resources held by the library by deploying a

technological solution (EZproxy) that facilitates secure remote access. Moreover, licenses were offered to the students by providing cloud-based solutions and access to DI's virtual computer labs.

All CMHA students have direct access to the DI's growing research library, as well as the Qatar National Library (QNL), including all of its databases. The DI library builds its collections of varied materials and resources, in print and electronic formats, based on the established collection development policy and procedures that are responsive to the needs of DI community. At present, DI library features a total of 76,244 book titles. CMHA faculty members and DI librarian update the library collection with relevant books, textbooks and other sources. The allocated budget is sufficient to update the collections regularly. All literature assigned in course syllabi is available either in the DI library or is uploaded directly to and available on individual course Moodle sites.

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

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

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

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

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit the DI's buildings. Instead, UKI provided photos and descriptions of its premises and facilities. Based on the materials provided, the panel formed the view that a smooth running of programmes 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 teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (role-playing game, virtual elements), the HEI possesses appropriate rooms with the specific technical components needed such as visual systems.

The rooms are properly equipped for disabled students and give them barrier-free access. Access to the internet through laptops via wireless LAN is provided free of charge. A sufficient number of group rooms is available.

The panel in particular welcomes that access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The opening hours of the DI library as well of the Qatar National Library take students' needs sufficiently into account. The literature expressly required for the study programme is available in the library and also kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

4.5 Additional services

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

As part of creating awareness about the job market, the Career Advising Specialist posts job announcements on the Career portal and explains how they can apply for openings. Moreover, the Career Advising Specialist posts announcements about internship opportunities and important scholarships for PhD programmes, and also facilitates cooperation and partnerships with external organisations. The Career Advising Specialist also facilitates volunteer opportunities for students with organisations that align with their fields of study; moreover curriculum-vitae training, interview preparation training, and training/fieldwork workshops; holds individual meetings with students to advise on job interviews and contract negotiations; and conducts an annual job fair with local corporations, entities, and organizations. The Career Advising Specialist also holds an annual career fair and conducts mock interviewing.

So far, the responsible department initiated the following actions.

- Hired a full-time Alumni Affairs and Corporate Social Responsibility Coordinator.
- Created an Alumni Association webpage on the DI website in April 2020.
- Developed the Alumni Charter and Bylaws which received approval in October 2020.
- More than 550 Alumni have joined the association from 29 countries.
- All graduates have access to DI facilities.
- Invited graduates to be members of DI and Schools committees so they can add value and be part of future developments at DI.

Appraisal:

The panel welcomes that DI offers career counselling and placement services to the students and graduates of the CMHA programme to promote their employability. The HEI provides sufficient resources. In addition, career counselling and placement services are offered to the students and graduates on an individual basis. Such activities are planned on a long-time basis, performed regularly, and are actively marketed. Sufficient staff is available for this purpose. Students have access to the HEI-wide corporate network. The HEI brings its graduates in contact with representatives from business enterprises, public organisations and others at regular events. An alumni organisation has been set up with the aim of developing an alumni network.

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

4.6 Financing of the study programme (Asterisk Criterion)

The DI was established in 2015 with an initial funding of 20,000,000 QR (about 4,81 million Euro) from the Arab Center for Research and Policy Studies. The DI operations and academic activities are still funded mainly by the founder the Arab Center for Research and Policy Studies. Since the establishment the DI has been expanding its services to accommodate the growing student body and to attain to students' and faculty members' teaching and learning needs. The Institute is pursuing a strategy to increase its independent research and executive training income.

Appraisal:

The panel is convinced that the study programme is funded for the entire accreditation period so that students will definitely be able to complete their studies.

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

5. Quality assurance and documentation

The DI's Office of Institutional Effectiveness and Quality Assurance (OIEQA) provides a framework and guidance for assuring quality of academic programmes, research, academic services, administrative services, and public service at the DI. This "Institutional Effectiveness and Quality Assurance Framework" has found the approval from the DI Board of Trustees. The CMHA programme works within this framework to assure quality.

DI's TLA Committee¹⁷, guided by the OIEQA, developed a Programme Annual Monitoring Report template which serves to collect data and information on the programme, student and faculty performance. Based on the analysis the Programme Annual Monitoring Report is elaborated and includes data and key details regarding admissions to the CMHA programme, student grades, programme changes, teaching and learning strategies, graduation rates, alumni satisfaction and employment, and plans for improvement. The process also includes a programme learning outcome assessment, which features a special template. This annual report requires all faculty members in the programme to reflect on the data provided by the OIEQA.

In addition, the CMHA programme meets every month to discuss programme outcomes and areas for improvement. The head of programme also keeps track of ongoing development and attempts to provide guidance and mentorship to faculty members as needed. As has been noted, students are also afforded opportunities to address their concerns with their advisors, the head of programme, and at the student-faculty gatherings that occur once per semester. Beyond these mechanisms, the head of programme also oversees syllabi, provides evaluations of courses based on the course content and student evaluations, and works to ensure that instructors abide by DI policies and guidelines. All faculty members are also evaluated comprehensively by the head of programme and perform self-evaluations, and these evaluations involve a component that constructively examines their overall teaching performance.

Before the conclusion of each semester, students are asked to fill out anonymous, individual course evaluations. The OIEQA collates the data from the completed student course surveys and sends them to the relevant course instructors and heads of programme. The final results include both quantitative and qualitative anonymized data that are provided to the course's instructor, the head of the programme and the institution. The template also opens the possibility to students to make comments on the workload. After each semester, all DI instructors use a specially designed form to comment on the student evaluation survey results for their courses and on the course development. Both final, collated student evaluation results and the instructor feedback form are required to be included as part of an end-of-semester "course file" submitted by each instructor to the OIEQA. The head of programme also uses the Instructor Course Feedback Form to report to the Dean regarding all taught courses, with specific reference to both student course evaluation results and instructor feedback on student course evaluations.

To ensure the involvement of all relevant stakeholders in DI quality assurance process, students, faculty and relevant administrative staff are represented in the TLA and IEQA committees. In addition, students can avail of other opportunities to provide contemporaneous evaluations of courses and programmes. Students meet with their

¹⁷ See above chapter 4.1.

advisers at least twice per semester to discuss their progress. These meetings allow for dynamic interactions between the student and their adviser regarding the programme and individual courses. They can also complete a form to evaluate various aspects of their experience at DI. Moreover, once per semester, a programme gathering/forum is held that inter alia deals with quality assurance and allows students to express concerns regarding the programme and workload. Students are also encouraged to report concerns to their adviser or the head of programme, and DI students are collectively represented by a student council.

Furthermore, the DI provides various avenues for programme evaluation and improvement. The workshops provided by the TLA Office are not theoretical exercises, but structured environments for faculty members to improve their courses and programmes. These workshops provide guidance but also allow faculty members the flexibility to synthesise their own knowledge of their respective disciplines with the tools being taught to them in the workshops.

Finally, DI alumni also evaluate and provide programme feedback through the alumni and satisfaction surveys. The results of these surveys are addressed in the Programme Annual Monitoring Report. The programme devises improvement plans in order to address legitimate concerns that can be feasibly addressed. Important improvements are communicated to students via emails, meetings with the students and/or meetings with DI Student Council. It is also worth noting that the results of all surveys conducted are analysed and reported in summative OIEQA reports that are submitted to the Schools, DI Council and administrative units (where appropriate) for review and action.

The DI's OIEQA administers satisfaction surveys every year to all students and bi-annually administers an alumni survey for SOSH and annually for the School of Public Administration and Development Economics. The most recent alumni survey response rate was low, but it provided insight into where CMHA students are currently working and how we might assist them in the future.

The DI, SOSH and the CMHA programme have established clear protocols for document management. The head of programme and programme coordinator are responsible for collecting documents related to pedagogy, advising and theses and retain records of these for themselves. The records are subsequently forwarded to the SOSH office manager so that they may retain and evaluate documents, as necessary.

News about the DI, including the CMHA programme and its faculty and students, is published regularly in Zajel, a monthly e-newspaper published by the DI Communications and External Relations department. Zajel includes information about new DI developments, publications, research grants, awards, conferences, and events. Additionally, the DI uses its pages on Facebook, Twitter, Instagram, and YouTube to publish and broadcast news about the Institute.

The head of the programme and programme coordinator regularly keep faculty members and students aware of relevant updates and deadlines. In addition, activities that are administratively under the jurisdiction of SOSH are communicated to students and staff in a timely manner through the Dean's Office. The DI's Office of the President also regularly updates all concerned members of changes, obligation deadlines and other matters that may be of interest to them.

The Communications and External Relations department provides regular announcements of events that are distributed to the whole DI community. For CMHA programme events, the programme coordinator works with the Communications and External Relations department to create flyers and announcements of events.

Appraisal:

The panel welcomes that DI set up a quality assurance and development procedure that systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population. Faculty members participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. Students are represented in the relevant committees as well as in the programme forum that also deals with quality assurance matters.

Quality control by the faculty as well as an external evaluation by alumni are conducted on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g. course plan and exam regulations).

The DI regularly publishes current news and information – both quantitative and qualitative – about the study programme. In addition, the evaluation results are translated into a list of measures to be taken and published in an appropriate manner.

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

Quality profile

HEI: Doha Institute of Graduate Studies

Master programme: Conflict Management and Humanitarian Action

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

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

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