

Panel Recommendation to the FIBAA Accreditation and Certification Committee



10th Meeting on June 21, 2023

PROGRAMME ACCREDITATION

Project Number:	22/069 cluster 3
Higher Education Institution:	Doha Institute for Graduate Studies
Location:	Doha, Qatar
Study Programmes:	1. Master of Social Sciences and Humanities - History 2. Master of Social Sciences and Humanities - Philosophy 3. Master of Social Sciences and Humanities - Linguistics and Arabic Lexicography
Type of Accreditation:	initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Doha Institute for Graduate Studies, Qatar

Master programmes:

1. History
2. Philosophy
3. Linguistics and Arabic Lexicography

Qualification awarded on completion:

1. Master of Social Sciences and Humanities - History
2. Master of Social Sciences and Humanities - Philosophy
3. Master of Social Sciences and Humanities - Linguistics and Arabic Lexicography

General information on the study programmes

Brief description of the study programmes:

Master of Social Sciences and Humanities - History (HIST)

The History programme at DI aims to prepare a new generation of Arab historians whose training is multidisciplinary with a focus on modern Arab history. The programme analyzes Arab history within the larger Arab Mediterranean, African and global context. It aims to provide students with a solid theoretical background in Arab historiography and Arab thought and train them in current research methodologies.

Master of Social Sciences and Humanities – Philosophy (PHIL)

The Philosophy programme focuses on Social and Political Philosophy, including Ethics. In order to equip students to deal with contemporary issues and discussions in the specialised field of Social and Political Philosophy and Ethics, the programme requires students to take courses covering the relevant periods of the history of Philosophy, including the Greek, Islamic and Modern periods. The programme aims at graduating students who are prepared for the pursuit of advanced degrees in philosophy, as well as employment in the fields of teaching, research, and consultancy at academic and other institutions where philosophical training stands to make valuable contributions. The programme carries out this mission by educating the students in the fundamental concepts, knowledge, and skills on which the philosophical discipline is based.

Master of Social Sciences and Humanities – Linguistics and Arabic Lexicography (LAL)

The programme aims to train researchers in the field of Linguistics and Lexicography. It provides them with the qualifications that enable them to address issues pertaining to the Arabic language and its Lexicon based on the conceptual, theoretical and applied insights offered by Linguistics. It also aims to fill gaps in the fields of Arabic Lexicography.

Type of study programmes:

All programmes: Master programmes

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

All programmes: 2 years (full-time), 4 years (part-time), 42 credit hours / 100 ECTS credits

Mode of study:

All programmes: Full-time and part-time

Didactic approach:

All programmes: Study programme with obligatory class attendance

Double/Joint Degree programme:

All programmes: No

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

1. Master of Social Sciences and Humanities – History: 15-20 students per academic year.
2. Master of Social Sciences and Humanities – Philosophy: 15-20 students per academic year

3. Master of Social Sciences and Humanities - Linguistics and Arabic Lexicography: 20 students per academic year

Programme cycle starts in:

All programmes: Fall semester

Initial start of the programme:

All programmes: Fall 2015

Type of accreditation:

All programmes: Initial accreditation

Procedure

A contract for the initial accreditation of the Master of Social Sciences and Humanities (History), the Master of Social Sciences and Humanities (Philosophy) and the Master of Social Sciences and Humanities (Linguistics and Arabic Lexicography) was made between FIBAA and Doha Institute for Graduate Studies, Qatar on May 24, 2022. On November 15, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

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

PD Dr. Kirsten Bönker

University of Cologne, Germany

Academic Senior Council (at present) and Head of Department of East European History
Historical Institute

Dr. Annemone Christians-Berensee

NS-Documentation Centre, Cologne, Germany

Commissary director

Prof. Dr. Matthias Kaufmann

Martin-Luther University Halle-Wittenberg, Germany

Professor for Ethics

Dr. Tariq Khwaileh

Qatar University, Doha, Qatar

Chair to the Department of English Literature and Linguistics

Assistant Professor in Linguistics

Prof. Dr. Sebastian Maisel

University of Leipzig, Germany

Professor of Arabic Linguistics and Translation Studies

Anneta Trimis

University of Vienna, Austria

Student of Applied Linguistics (M.A.) and Archival Science

FIBAA project manager:

Priv.-Doz. Dr. Marco Haid

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on March 6-7, 2023, via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

¹ The panel is presented in alphabetical order.

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

Summary

The Master of Social Sciences and Humanities (History), the Master of Social Sciences and Humanities (Philosophy) and the Master of Social Sciences and Humanities (Linguistics and Arabic Lexicography) offered by Doha Institute for Graduate Studies, Qatar 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 June 21, 2023, and finishing on June 20, 2028. 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 three criteria in which the programme exceeds the quality requirements:

- Internationality of the student body (see chapter 3.4.2)
- Student support by the faculty (see chapter 4.1.6)
- Process organisation and administrative support for students and faculty (see chapter 4.2.2)

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

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Information

Information on the Institution

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

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

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

A programme specification document records the design, structure and content of the curriculum of each programme at DI, including all learning outcomes. As live documents, these documents are essential sources of information for faculty, students, as well as internal and external reviewers. The template for the programme specification has been adapted from the "Guidelines for preparing programme specifications", a reference that is provided by the Quality Assurance Agency (QAA) in the UK and helps programmes to develop and structure their programmes in alignment with the UK qualification framework.

Statistical data and evaluation results

HIST

Table 1: Statistical Data HIST

		Graduating Cohort*						
		2017	2018	2019	2020	2021	2022	2023
# Study Places		20	20	20	20	20	20	20
# Applicants	Σ	24	78	67	61	132	250	98
	f	8	21	9	8	32	46	29
	m	16	57	58	53	100	204	69
Application rate		120,00%	390,00%	335,00%	305,00%	660,00%	1250,00%	490,00%
# First-Year Student	Σ	7	8	9	6	13	11	9
	f	2	1	4	2	7	5	4
	m	5	7	5	4	6	6	5
Rate of female students		28,57%	12,50%	44,44%	33,33%	53,85%	45%	44%
# Foreign Students	Σ	5	8	7	4	11	8	7
	f	0	1	3	1	5	3	4
	m	5	7	4	3	6	5	3
Rate of foreign students		71,43%	100,00%	77,78%	66,67%	84,62%	72,73%	77,78%
Percentage of occupied study places		35,00%	40,00%	45,00%	30,00%	65,00%	55,00%	45,00%
# Graduates	Σ	6	8	9	5	13		
	f	2	1	4	1	7		
	m	4	7	5	4	6		
Success rate		85,71%	100,00%	100,00%	83,33%	100,00%	0,00%	0,00%
Drop-out rate		14,29%	0,00%	0,00%	16,67%	0,00%		
Average duration of study		2	2	2,055	2	2		
Average grade of final degree		3,55	3,6	3,78	3,4	3,47		

*2017 refers to the cohort admitted in 2015 and so on.

PHIL

Table 2: Statistical Data PHIL

		Graduating Cohort*					
		2017	2018	2019	2020	2021	2022
# Study Places		15	15	15	15	15	15
# Applicants	Σ	19	79	42	44	56	129
	f	4	16	14	8	8	33
	m	15	63	28	36	48	96
Application rate		126,67%	526,67%	280,00%	293,33%	373,33%	860,00%
# First-Year Student	Σ	9	13	6	6	15	8
	f	3	5	3	2	4	3
	m	6	8	3	4	11	5
Rate of female students		33,33%	38,46%	50,00%	33,33%	26,67%	38%
# Foreign Students	Σ	8	10	6	6	15	8
	f	3	4	3	2	4	3
	m	5	6	3	4	11	5
Rate of foreign students		88,89%	76,92%	100,00%	100,00%	100,00%	100,00%
Percentage of occupied study places		60,00%	86,67%	40,00%	40,00%	100,00%	53,33%
# Graduates	Σ	3	9	6	5	10	
	f	1	4	3	2	4	
	m	2	5	3	3	6	
Success rate		33,33%	69,23%	100,00%	83,33%	66,67%	
Drop-out rate		66,67%	30,77%	0,00%	16,67%	33,33%	
Average duration of study		2	2,11	2,08	2	2	
Average grade of final degree		3,51	3,58	3,7	3,67	3,69	

*2017 refers to the cohort admitted in 2015 and so on.

LAL

Table 3: Statistical Data LAL

		Graduating Cohort*						
		2017	2018	2019	2020	2021	2022	2023
# Study Places		20	20	20	20	20	20	20
# Applicants	Σ	66	119	86	87	148	237	133
	f	24	35	24	15	40	66	30
	m	42	84	62	72	108	171	103
Application rate		330,00%	595,00%	430,00%	435,00%	740,00%	1185,00%	665,00%
# First-Year Student	Σ	17	17	10	10	16	14	11
	f	7	10	4	4	8	8	4
	m	10	7	6	6	8	6	7
Rate of female students		41,18%	58,82%	40,00%	40,00%	50,00%	57,14%	36,36%
# Foreign Students	Σ	16	13	10	10	16	13	10
	f	6	8	4	4	8	7	3
	m	10	5	6	6	8	6	7
Rate of foreign students		94,12%	76,47%	100,00%	100,00%	100,00%	92,86%	90,91%
Percentage of occupied study places		85,00%	85,00%	50,00%	50,00%	80,00%	70,00%	55,00%
# Graduates	Σ	16	14	9	9	16		
	f	7	9	4	4	8		
	m	9	5	5	5	8		
Success rate		94,12%	82,35%	90,00%	90,00%	100,00%		
Drop-out rate		5,88%	17,65%	10,00%	10,00%	0,00%		
Average duration of study		2	2.153	2	2,055	2		
Average grade of final degree		3,54	3,62	3,65	3,53	3,63		

*2017 refers to the cohort admitted in 2015 and so on.

Appraisal

Overall, the statistical data show a solid development. Statistical data show an increasing trend between 2017 and 2022 in the number of applicants and first-year students. The rate of international students is relatively high, especially in PHIL (100 % between 2020 and 2022). The rate of female students principally shows an increasing trend and an increasingly balanced ratio between female and male students. The drop-out rate is decreasing in most periods and is relatively low (except for PHIL in 2021: 33,3 %) overall. Thus, the quantitative development of the programmes has been convincing so far.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programme (Asterisk Criterion)

HIST

The History programme at DI aims to prepare a new generation of Arab historians whose training is multidisciplinary with a focus on modern Arab history. The programme analyzes Arab history within the larger Mediterranean, African and global context. It aims to provide students with a solid theoretical background in Arab historiography and Arab thought and train them in current research methodologies.

The History programme aims to create a new generation of researchers in the field of Arab History, well-equipped with analytical and writing skills. The programme aims to re/examine and analyze the history of economic, political, social, and intellectual structures in Arab countries, as well as to revisit historical narratives using current theories and methodologies. The programme impresses on students the necessity of diversifying sources through exposure to various Arabic and non-Arabic archival and other historical materials. This exposure to various historical narratives, methodologies, theories, and sources will familiarise students with current trends in historical writings and with the various schools of history and will enable them to re/write Arab history in a rigorous fashion. The mission of the programme is in line with the Doha Institute's general mission concerning creating new and critical knowledge in Arabic language.

Programme Context and Target Group:

The programme aims at producing a new generation of critical historians of the Arab world. Towards that end, the HEI recruits students from universities throughout the Arab world as well as other countries. The HEI also focuses on creating a new generation of Qatari historians. Thus, the HEI recruits students from local universities in Qatar. To create a new generation of historians, DI introduces the students to the latest theories and methodologies in the discipline and trains them in various aspects of Arab history.

Programme Learning Outcomes/Objectives:

The programme aims to achieve the following main goals, which delineate key provenances of the mission. These provenances serve as guiding principles for the programme's learning outcomes (PLOs) and the detailed study plan (see self-evaluation report History, p. 11 and 12):

- To adopt a new approach to history by training students in social, economic, cultural and political histories and to help them engage in the most recent debates that have reshaped the discipline.
- To train students in approaches to the study of Arab and world histories as well as the latest cultural production by specialists in the field.

- To carve a distinctly Arab and Arabic interventions to the disciplinary transformations currently underway and link to other pioneering programs in Europe, North America and Asia.
- To train students in the ability to engage critically with concepts and discursive practices, formulate topics of inquiry, and construct cogent and persuasive arguments in accordance with scholarly standards.
- To train students in high-quality, interdisciplinary research by engaging them in inter and cross-disciplinary research activities in connection with various programme and DI research projects.
- To train graduates for a research and teaching career in the Social Sciences and the Humanities, at both the MA level and Ph.D. levels, and for professional careers in the education, culture, the arts, and media sectors.
- To equip students with key personal, academic, and professional skills for serving responsibly and ethically in culturally diverse communities and for assuming analyst and leadership roles in education, arts, media, and culture sectors.

PHIL

Programme Mission

The Philosophy programme focuses on Social and Political Philosophy, including Ethics. In order to equip students to deal with contemporary issues and discussions in the specialised field of Social and Political Philosophy and Ethics, the programme requires students to take courses covering the relevant periods of the history of Philosophy, including the Greek, Islamic and the Modern periods. The programme aims at graduating students who are prepared for the pursuit of advanced degrees in Philosophy, as well as employment in the fields of teaching, research, and consultancy at academic and other institutions where philosophical training stands to make valuable contributions. The programme carries out this mission by educating the students on the fundamental concepts, knowledge, and skills on which the philosophical discipline is based.

Programme Context and Target Group

The constituency in which the Philosophy programme serves consists mainly of holders of the Bachelor's Degree in Philosophy who aspire to study Philosophy at a more advanced level. In addition to such students, the programme welcomes students, professionals and returning students from Humanities whose career goals can be advanced by studying Philosophy at the graduate level. The programme seeks to attract highly qualified students, mainly from the Arab region, but it is open to applicants from other parts of the world, with the stipulation that they have knowledge of the Arabic language.

Programme Goals

The goals of **PHIL** have been formulated with Doha Institute's vision in mind. They are also designed to reflect the nature and special contributions which are characteristic of Philosophy in the areas of knowledge, practical and theoretical skills, and social/political engagement with

the current and contemporary concerns of developing Arab societies. The goals are (see self-evaluation report Philosophy, p. 10):

1. To develop critical thinking skills that can be applied in all areas of inquiry.
2. To acquire knowledge of concepts, problems, and theories in the areas of social and political philosophy and ethics.
3. To develop the capacity to engage in rational discussion and critical thinking and to follow the ethics of discourse.
4. To acquire the ability to develop philosophical concepts and theories in Arabic with the goal of producing Arabic philosophical knowledge.

Programme Learning Outcomes (PLOs)

Like many other programmes in the School of Social Sciences and Humanities (SOSH), the Philosophy programme (one of the first programmes to be launched by the Doha Institute), underwent a process of evolution in the past few years. The changes took place in response to empirical realities of recruitment, teaching experiences, rethinking of goals, and graduate student feedback. Throughout the process of change, the programme worked in co-operation with the Office of Institutional Effectiveness (OIEQA) and the Office of Teaching, Learning and Assessment (OTLA) to streamline Course Learning Outcomes and programme Learning Outcomes and align them closely to each other.

Initially, the programme was conceived of in historical/cultural terms, as opposed to subject/area terms. It offered students a chance to specialise further, either in Arab-Islamic Philosophy or Western Philosophy. In the course of implementing the programme's study-plan over a period of a few semesters, the faculty came to the realisation that (1) the number of applications received by the programme and the number of qualified students who were being accepted in the programme (5-7 on the average) was too small to sustain the division of the programme into two specialisations. (2) Given the number of credit hours in Philosophy and other programmes which the students had to take, there was a real chance that those specialising in Arabic-Islamic Philosophy would graduate without adequate knowledge of Western Philosophy, and vice versa, a prospect the programme did not favour. For these reasons, starting from the academic year 2018/2019, the faculty began internal discussions about the future orientation of the programme. It was decided that the programme should consider presenting philosophy in terms of topics and subjects, that is, in terms of areas of inquiry, rather than in terms of historical periods and cultural settings. Furthermore, it was decided that the programme would focus on Political and Social Philosophy, something which the HEI now sees as bringing the Philosophy programme more in line with the vision of Doha Institute as an agent of understanding and change in the Arab world as they stand at the present. The programme Learning Outcomes are presented in the table below:

Table 4: PLOs PHIL

Programme Learning Outcomes
PLO 1: To understand, analyse, and critique philosophical concepts, problems, and theories in the fields of Social and Political Philosophy and Ethics based on a firm grounding in the history of philosophy.
PLO 2: To grasp the developments, changes, and diversity of schools in the history of philosophy, especially in the areas of Social and Political Philosophy and Ethics and to situate those schools in their historical and intellectual contexts.
PLO 3: To appreciate the interdisciplinary aspect of social, political and ethical writings and to explore the interdisciplinary link of philosophy to other fields.
PLO 4: To identify, discuss and evaluate arguments in philosophical discourses.
PLO 5: To establish links between theory and practice in dealing with social, political and ethical issues in local societies and beyond.
PLO 6: To undertake original high-quality philosophical research projects in Arabic that serve to extend the field of knowledge and respond to the needs of contemporary Arab Societies.
PLO 7: To acquire research and writing skills, including the gathering and utilisation of relevant philosophical data and sources (databases, library, archives), and the ability to plan and execute research projects, with special attention to documentation and writing style.
PLO 8: To master the use and critique of arguments in class presentations and beyond and to be able to reflect that mastery in various forms of writing and discussion.
PLO 9: To develop presentation skills needed for effective public communication of ideas at different levels before various audiences.
PLO 10: To develop the ability to organise academic and extra-curricular activities (workshops, cultural activities) and to follow up on logistical aspects as well goals, content, and publicity.
PLO 11: To develop written and oral communication skills, and to be able to define, present and defend proposals and position before peers and supervisors, and to contribute to public debates through participating in various media, research centres and ethics councils.

LAL

Programme Mission

The programme combines two branches of lexical studies, namely Lexicology and Lexicography. The studies examine different aspects of the Arabic lexicon using modern linguistic concepts and contemporary lexicography. These aspects include its sources, building its corpora, its editing techniques, and its relationship with society. Thus, the lexicon is the main concern of the programme, whereas phonology, morphology, and semantics are employed for its support and service.

Programme Objectives

The programme aspires to form a selective group of linguists and lexicologists who are qualified to contribute to addressing Arabic language issues in a scientific manner based on the achievements of theoretical and applied Linguistics in the field of Lexicography. In this, it seeks to enhance the intellectual independence and critical sense of researchers and to enable

them to possess methodological research tools in order to meet international scientific standards and to be able to employ their scientific knowledge and research expertise and meet the needs of the Arab region in Linguistics and Arabic Lexicography.

While designing the programme, the following objectives were taken into consideration (see self-evaluation report Linguistics and Arabic Lexicography, p. 11):

- Linking theoretical formation with practical applications, and investing the acquired knowledge, theoretically and practically, in solving real problems pertaining to Arabic language and its modern Lexicon.
- Linking the Lexicon to the issues of society to be a reflecting image of it on the one hand and an active element in it on the other hand.
- Benefiting from what has been provided by computational Linguistics and the capabilities it has provided in building linguistic corpora and using them for the purposes of the Lexicography.
- Training of qualified academic researchers to pursue studies at the doctoral level and to practice scientific research in accordance with its international principles and standards in the fields of Linguistics, Lexicography, Terminology and related fields.
- Filling gaps in the field of Arabic Lexicology and Lexicography and contributing to the establishment of modern Arabic Lexicons and a historical Lexicon of the Arabic language.

Programme Features

While designing the programme, it incorporated the following features (see self-evaluation report Linguistics and Arabic Lexicography, p. 12):

- Specialisation in epistemological, methodological, and cognitive dimensions of the disciplines.
- Interdisciplinarity with the original specialisation in issues or analysis.
- Consolidating the concept of integration of scientific knowledge between ancient and modern knowledge or between knowledge and adjacent sciences.
- Expanding the students' horizon by looking at issues and topics from multiple angles.
- Investing the acquired knowledge, theoretically and practically, in solving the real problems pertaining to the Arabic language.
- Linking the Lexicon to the issues of society to be a reflective image of it on the one hand and an active element in it on the other hand.
- Linking theoretical training with practical applications allows for testing the adequacy of the theory on the one hand and testing the results of the analysis on the other.
- Employing modern linguistic theories in dealing with theoretical lexical issues.
- Making use of theoretical knowledge and modern techniques in the creation of the modern Arabic Lexicon.
- Benefiting from what computational Linguistics has provided and the potential it offers in building linguistic corpora and making use of them for the purposes of Lexicography.
- Working on the theoretical and methodological preparation to open the way for pursuing studies at the doctoral level in the field of Lexicography or in related fields.
- Encouraging students to conduct scientific research.
- Training in making presentations, reasoning, and arranging evidence and arguments.
- Training and providing practical experience in Lexicography.
- Training and providing practical experience in the field of Terminology.

Programme Learning Outcomes/Objectives

In line with DI's academic objectives of integrating teaching and learning with scientific research, the "Linguistics and Arabic Lexicography" programme seeks to:

Knowledge and Understanding

1. Gain knowledge of the Arabic lexical heritage
2. Demonstrate a systematic understanding of the contemporary linguistic literature, including their epistemological, theoretical, and methodological dimensions
3. Gain knowledge of lexical and terminological developments
4. Acquire in-depth knowledge of the levels of the linguistic lesson within advanced linguistic frameworks

Intellectual Skills

5. Practice critical thinking in evaluating selected lexical work
6. Evaluate different analyses of some linguistic phenomena within advanced linguistic frameworks

Practical Skills

7. Acquire lexical and terminological techniques
8. Learn linguistic analysis tools at various levels

Transferable Skills

9. Acquire oral and written communication techniques
10. Learn teamwork and fieldwork techniques

Table 5: PLOs LAL

Core Competencies/ Learning Outcome	Programme Learning Outcomes (PLOs)
	After successful completion of the programme, the student will be able to:
<i>Knowledge and Understanding</i>	PLO 1: Gain knowledge of the Arabic lexical heritage
	PLO 2: Demonstrate a systematic understanding of the contemporary linguistic literature, including their epistemological, theoretical, and methodological dimensions
	PLO 3: Gain knowledge of lexical and terminological developments
	PLO 4: Acquire in-depth knowledge of the levels of the linguistic lesson within advanced linguistic frameworks
<i>Intellectual Skills</i>	PLO 5: Practice critical thinking in evaluating selected lexical work
	PLO 6: Evaluate different analyses of some linguistic phenomena within advanced linguistic frameworks
<i>Practical Skills</i>	PLO 7: Acquire lexical and terminological techniques

Core Competencies/ Learning Outcome	Programme Learning Outcomes (PLOs)
	After successful completion of the programme, the student will be able to:
	PLO 8: Learn linguistic analysis tools at its various levels
Major/Transferable Skills	PLO 9: Acquire oral and written communication techniques
	PLO 10: Learn teamwork and fieldwork techniques

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 subject-specific 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.

	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)

HIST

The disciplinary formation and the positioning of the programme at DI and in Doha naturally lend themselves to fostering a culturally diverse and internationally oriented atmosphere of learning and knowledge production, given its stress on commanding more than one language and its demographically diverse constituency of local and international students and faculty. The discipline of history is a diverse and internationally oriented field of study, and the disciplinary formations draw both on in-depth regional knowledge and modes of scholarship and on modes of learning and engagement that aim at refining requisite intellectual skills and cultural sensibilities for crossing borders. Building on the historical and academic formations of the discipline internationally as well as in the Arab World, the programme was designed in dialogue with select prominent colleagues in the field who are housed in major programmes and departments and who theoretically championed the necessity of a historically corrective dimension, through systematically engaging knowledge and training in non-Euro-American intellectual traditions. The programme regularly invites scholars to address the students. The HEI has hosted sociologists, historians, anthropologists and others from various fields relevant to history.

The programme's course load is designed to cover essential knowledge in the field of Arab and regional through the core courses offered. The HEI also has many elective courses that cover a variety of themes relating to both theory and history that could enhance students' knowledge and widen their worldview. The programme facilitates and organises activities that

are beneficial to both students and faculty at the same time. One example is the annual History student conference, along with other history symposia and workshops held at DI and its sister organisation, the Arab Centre for Research and Policy Studies.

The graduates came from various countries in the Arab world and from various academic systems. The HEI increased the number of students coming from countries underrepresented such as Jordan and Iraq. The diverse background of the students makes for a great environment in and out of the classroom.

PHIL

The international orientation of the Philosophy programme reveals itself at different levels. These levels include (1) the demographic composition of the student body and the faculty, (2) the content of the philosophy curriculum, (3) the Program's involvement in the activities of the Arab Centre for Research and Policy Studies, and (4) the speakers who are invited to give lectures.

Beginning with the Academic Year 2018/2019, PHIL established an annual practice of celebrating an international event par excellence, namely, the International Philosophy Day. On this day, philosophy students and faculty organise activities, primary among which is holding a forum which involves scholars from Qatar and other countries, who meet to discuss contemporary philosophical approaches to issues that are of particular relevance to Arab societies and cultures. For example, the forum held last year bore the title "The Function of Critique Today," and it featured speakers from Lebanon, Morocco, Tunisia, Kuwait, and Palestine. The list of scholars who have participated in the Philosophy programme activities continues to grow.

The Philosophy programme faculty and students are also highly active participants in the activities of the Arab Centre for Research and Policy Studies, a premier organ for research and publication across the entire Arab World and beyond. The students (current and former) and faculty regularly publish in the Centre's journals, give talks, and take part in editorial work and the organisation of seminars. The fact that the Philosophy programme has been able to integrate many of its activities with important regional and international research organisations, such as the Arab Centre for Research and Policy Studies, is a strong witness to its international orientation.

At the level of the curriculum, the international orientation of the programme is revealed under the aspect of universality. The content of the degree programmes moves continuously between the Arabic, which encompasses the entire history of Arab-Islamic culture, and the Universal, with a particular focus on Western philosophy. While the content may deal with local issues and concerns, the approach is never parochial. This attribute of the programme emanates from the nature of the subject itself, for Philosophy has long been known for its concern with what is universal as opposed to what is particular or local. A glance at the title of the philosophy courses shows that the programme deals with issues that are of a universal character – Democracy, Human Rights, Moral and Social theories, etc. Naturally, particular attention is given to Arab Societies, but the perspective is always universal, taking into account the advances made in universal philosophical inquiry

LAL

The Linguistics and Arabic Lexicography programme draws together many distinctive elements that add to it a special international character besides its local character. This feature is reflected in the following aspects:

International Activities

International activities of the programme faculty include serving in editorial and advisory committees and reviewing several scientific periodicals in the Arab world and beyond, such as in Egypt, Algeria, Morocco, Tunisia, Libya, Jordan, Lebanon, Palestine, Iraq, Sudan, Saudi Arabia, Senegal. Furthermore, international activities include reviewing research work for several universities in Arabic and English and supervising doctoral theses and participating in discussions of master's and doctoral theses in Arab and foreign universities such as in France and Turkey. International activities further include participating in Arab and international seminars and conferences.

Learning from Global Experiences

The Arabic Lexicon, in its historic and modern version, is the focus of this programme. Nevertheless, this attention given to the Arabic Lexicon is not separated from the global lexical experiences, particularly English and French Lexicons. Therefore, these Lexicons are the focus of the programme, taking multiple forms, such as conducting comparative studies between the Arabic Lexicon and these Lexicons, as shown in some students' theses. An example is one of the **LAL** student's thesis on the reproduction of lexical meanings in Arabic, French and English dictionaries and another thesis on the comparison between the Arabic and French dictionaries.

Appraisal:

The programme design appropriately takes into account the required international aspects with respect, too, to its graduates' employability. International aspects are included through a variety of measures such as lecturers and seminars, helping students to acquire the necessary skills for an international career.

	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

HIST

Positioning of the study programme on the educational market

The field of History was one of the earliest academic disciplines to emerge within the higher education setting. In the last half a century, the field emerged as one of the notable

interdisciplinary programmes at the postgraduate level, offering interdisciplinary training that connects historical studies to social, economic, intellectual, political, and even psychological studies. Furthermore, the discipline is no longer seen as only chronicling and analyzing historical events and providing a historical context to current affairs but also as one that sharpens analytical skills and critical thinking through its rigorous training in historical thinking and training.

The courses the HEI offers, and the methods through which they are being taught, focus less on learning chronological information about the past and focus more on various tools and methods that enable the students to think critically and more comprehensively about the relationship between historical events and historical evidence, between various sources, and when applicable, between the past and the present. In this process, the students are introduced to new ways of thinking about history as a narrative rather than facts, in which various elements, including social structures, worldview, material conditions, visual and artistic practices, as well as ideology, play a decisive role in shaping the knowledge of the past. Though the focus of the programme is on Arab and Islamic histories, the courses situate those histories within Mediterranean, African, South Asian, and world history in general.

Therefore, while Master's theses, as well as PhD. dissertations that have come out of most major Arab and Middle Eastern History departments, have tended to offer a narrow focus on Arab history as a unique field of study without much connection to broader regions. The programme is unique in its insistence on focusing on interrelations between societies and geographies over the long periods of time.

Upon completion of this programme, graduates obtain a degree in "Master of Social Sciences and Humanities-History." The programme degree provides outstanding graduates with the opportunity to further pursue their academic and research careers in Social Sciences and the Humanities at the doctoral level, at DI or elsewhere. The first three programme goals aim at preparing professional and culturally sensitive historians who can offer distinctly Arab and Arabic interventions to the disciplinary transformations currently underway and link to pioneering programmes globally. With this training, graduates are envisioned as competitive candidates for doctoral studies in history and other social science and humanities programmes in the Arab region and beyond. They are also able to compete for positions in the emergent interdisciplinary and humanities research units and programmes in European and North American universities. The HEI already has graduates from the programme that are pursuing their doctoral studies in several universities in Turkey, Morocco, and Tunisia. Since the inception of the programme, a total of ten students were accepted in doctoral programmes.

This programme offers a unique combination with respect to the Arab World. The programme gives the student a chance to specialise in the field of Lexicon and Lexicography, combining theoretical Linguistics and its applications in Lexicography. Many of the courses in this programme, such as Lexicography, Historical Dictionary, Lexicon and Computational Linguistics, Lexicon and Levels of Arabic, and Lexicon and Society, are rarely found in other programmes. There is no programme in Qatar's public and private universities and institutes similar to this programme, and there are no programs at the universities and institutes of the Arab world that offer a similar Master's degree. For example, in the Master's programme at Qatar University, several Linguistics courses are offered; however, there is only one course in the Lexicon field, which is "Lexicology and Linguistic Terminology". Also, at Tunisian universities, there is a Master's degree in Arabic, French, English, etc., but no Master's degree in Linguistics or in Lexicography. At Moroccan universities, there is a Master's degree in Linguistics, but there is no Master's degree in Lexicography.

At other Arab universities, there are no special departments for Linguistics, either because they consider that what is inherited in the Arabic grammatical heritage compensates for Linguistics, so there is no need for it, or because they consider Linguistics as a curriculum that can be applied in all languages, so it is taught within the departments of Arabic, French and other languages.

As for the Lexicon, at Arab universities, it does not have a special section or a special programme, and Arab universities do not issue a "Bachelor in Lexicography" or a "Master's in Lexicography"; rather they usually issue degrees in different languages and literature. The Lexicon may be included in these degrees, be it a Bachelor's degree or a Master's degree, but usually, there is one course or two that deal with Arabic Lexicon in general or one aspect of it. Perhaps this absence is due to the fact that the modern and contemporary Arabic Lexicon depends, for the most part, on individual initiatives and not on institutions and collective work, although some dictionaries have been issued by institutions such as the Arabic Academy in Cairo, and Dar AlMashriq Foundation, which oversees the "AlMunjid" series of dictionaries.

Positioning of the Study programme on the Job Market for Graduates

The programme offers training in research that can also be compatible with the needs of the market, be it in governmental, non-governmental, or corporate settings. Several graduates joined the labour market in such sectors. Still, more and more of the graduates found work in the teaching sector, including schools and colleges, and some in university presses as well. The programme's core inter- and cross-disciplinary training clearly serves the students who do not choose the pathway to doctoral programmes to join the labour market in various fields.

Among those who joined the labour market, according to the alumni survey of 2021 results for cohorts 2019-2020, some of the History graduates are working in Qatar museums, Silatech, Girls Doha Centre, Qatar Central Bank, Qatar University and Qatar Financial Centre, the Arab Academy in Doha, and the Palestinian school, among others.

Positioning of the Study programme within DI Overall Strategic Concept

The Doha Institute for Graduate Studies was launched in 2015 with the mission of pioneering the critical study of the Arab world and Arab knowledge production in the social sciences and humanities. The vision of DI has emerged out of what is now the School of Social Sciences and Humanities (SOSH). The School had the vision of pioneering not only rigorous and internationally oriented training in the main disciplines in Arabic but also and crucially, an interdisciplinary vision that held the core of the School as a whole and with the aim of tallying key recent developments in the histories of the disciplines. The mission of SOSH aims to instil in students a cross-disciplinary approach to the study of its subjects, fostering diverse and all-encompassing perspectives. Through its programmes, SOSH seeks to embolden students to view the issues in their societies critically and holistically, both in diagnosing problems and finding solutions. SOSH encourages students to challenge prevailing assumptions by exposing them to the debates that have shaped the social sciences and humanities in the Arab region and the world at large and, further, to realise how these debates are applicable to their societies. Graduates of SOSH will be well-equipped to continue with academic study at Ph.D. level or to put their training in intellectual independence, critical thinking, and data analysis to service in the public and private sectors. SOSH aims to produce scholars who are critically engaged with the developments of their disciplines in the Arab world and beyond and who are better positioned to serve in the public domain. The History programme was among the six

foundational SOSH programmes (other programs were added later), and its faculty have since been among the first to design and develop the interdisciplinary SOSH-wide curricula and to work collaboratively with the other programmes at the level of course design, team teaching and joint supervision of Master theses.

The disciplinary makeup of the faculty of the programme is well suited to the multidisciplinary approaches and training envisioned at the core of both SOSH and DI. Strongly rooted in the humanities, social sciences, and critical thinking, the History programme offers training in modes of interdisciplinary critical thought that is unique to its position in the school. The model provides the students with theories of philosophy of history, schools of thought, methodologies and analytical tools that are essential for them to contribute to producing Arab knowledge and historical writings. Such tools of critical knowledge are essential in today's world to produce dynamic understanding of the past and the heritage of Arab thought and history.

PHIL

Positioning of the Study programme on the Educational Market

The Doha Institute for Graduate Studies, home to the Philosophy programme, is located in the Gulf region, in the eastern part of the Arab world. This is an area where the study of philosophy has never been cultivated seriously. In fact, the programme is the second philosophy programme in the region to offer a Master's degree in Philosophy, the first being that of Kuwait University. The recent cultural opening which has been observed in the Kingdom of Saudi Arabia is an indication that philosophical studies may eventually come to their own in this part of the Arab world. This will certainly provide the programme with more applicants from what may be viewed as emerging market for philosophy (see self-evaluation report Philosophy, p. 15 and 16).

The focus of the programme on Social and Political Philosophy is another advantage which the HEI has. With youth in the Gulf and the broader region more and more concerned with the issues of social and political change in their countries and in the world at large, the HEI can realistically expect more students to join the programme in the coming years (see self-evaluation report Philosophy, p. 16).

Positioning of the Study programme on the Job Market for Graduates

The preferred career path for graduates with advanced degrees in Philosophy has been teaching at the School or University level. Despite constant talk of the shrinking share of Philosophy in the teaching job market world-wide, this needs not to apply to the Arab world where the share of philosophy can only grow, with recent trends toward intellectual liberalisation and the growing recognition of the role which Philosophy can play in bringing about enlightenment and combatting extremism.

Teaching, however, is not the only occupation that Philosophy graduate can aspire to. The job market increasingly favours intellectually versatile and adaptable employees who are able to learn to perform unexpected tasks which require imagination and an ability to find solutions to complex problems. Philosophy is one, if not the one, subject which promises to impart such capacities. With a grounding in logical thinking, a solid knowledge of social, political, and moral theories, and a capacity for holistic thinking, Philosophy graduate can expect to find employment in Philosophy as well as other areas of work. To mention but a few paths which Philosophy graduates can follow: they may choose to enrol in Philosophy Ph.D. programmes;

they may choose to teach Philosophy at school or college level; they can work in the field of journalism, writing, editing, and evaluating reports; they can take jobs in NGOs and other civil society organisations, known for their complex multi-faceted occupations; or they may seek political and government careers, where the work often requires being a thinker more than just a political scientist.

Based on an examination of the Alumni surveys for the years 2018/2019 and 2020/2021, the HEI finds that a total of ten graduates responded to the survey and shared some feedback about their careers or career plans and the nature of the work they are engaged in, and their job satisfaction. According to the Alumni Survey Results 2020, one student has been accepted into a Philosophy PhD programme, in the US, while most of the others expressed intention to apply to PhD programmes later. Additionally, in the Alumni Survey Results 2021, 71 percent of those who answered the question about current employment reported that they are working full time. The sectors of employment included the government/public sector, private enterprise, NGOs (local and international), research centres, and journalism. The alumni describe the nature of their work in terms of these categories: management, consultancy, research, education, psychiatry, and journalism. Their satisfaction rates range from “Satisfied” and “Completely Satisfied.” Comparing themselves to their work colleagues, the alumni tend to think that they are above average or superior in the skills of analysis, critical thinking, communication, problem-solving, leadership and professional ethics. In sum, the career trajectories have been in line with programme expectations that the study of Philosophy will give students flexibility and ability to work in different areas, adapting themselves to the changing conditions of the job market.

Positioning of the Study programme within DI Overall Strategic Concept

The Philosophy programme occupies a unique place in the vision of the Doha Institute. For that vision is philosophical, one that cannot be understood or implemented without reference to Philosophy.

In its Vision and Mission statement, DI speaks of graduating “academic researchers and capable professionals who can advance human knowledge and respond to the needs of the Arab region, in ways that result in social, cultural and intellectual development in the preceding academic fields.” Concepts such as “advancing human knowledge,” “cultural and intellectual development” are normative terms, and highly so, requiring discussion and philosophical analysis and justification which no discipline at DI is more prepared to conduct and advance than Philosophy.

With its recent move toward Political and Social Philosophy, the Philosophy programme has placed itself more centrally than ever before in the vision and mission of the Doha Institute. This is not the only way the programme is centrally placed. Members of the Philosophy programme over the years have prepared and taught courses in the interdisciplinary segment of the SOSH curriculum, relating disparate subjects and actively participate in the ongoing conversation across the School curriculum.

LAL

Positioning the Study programme in the Educational Market

The Linguistics and Arabic Lexicography programme is a unique programme in Arab universities and institutions of higher education in the Arab world. In the Arab world, there is a lack of specialised programmes in Lexical Studies, and what is formally found in such universities is a course about the Lexicon or about one of its aspects without being considered as an independent major and as part of a Language/ Linguistics Degree.

There is no scientific training in Arab universities and institutions of higher education in the Arab world that combines Linguistics and Lexicography and harnesses linguistic insights to serve research in the field of Lexicography (see self-evaluation report Linguistics and Arabic Lexicography, p. 23).

The presence of the Doha Historical Dictionary of Arabic has given the programme a chance granted to no other programmes, as it includes a group of experts working on the establishment of the first historical dictionary of the Arabic language. There are numerous aspects of cooperation and coordination between the programme and the Doha Historical Dictionary. These aspects of cooperation include the following:

- Two of the programme professors are members of the Scientific Council of the Doha Historical Dictionary of Arabic. The Head of the **LAL** programme is the vice president of the scientific council of the dictionary and a member of its supervisory committee. The programme also includes a third professor who worked as a Lexicographer for a full year before joining the program. These three professors work on revising the work of the experts in the dictionary, examining *al-judhādhāt* (the editing cards) they accomplish before being approved by the scientific council.
- Two Lexicographers worked in the programme as adjunct professors in the field of the computerisation of texts, particularly in the field of preparing a computerised corpus of Arabic texts.
- The programme benefits from the experience of those working in the dictionary when necessary. These experts are also asked to join some of the program's lectures to address specific issues within their competence.
- Students of the programme are trained at the Doha Historical Dictionary of Arabic in the field of preparing and proofreading texts and in some preliminary work before completing the "judhādhāt" (the editing cards).
- After graduation, some of the program's students work as researchers or research assistants for the dictionary.
- Many graduation theses deal with topics related to the dictionary directly or indirectly. One of the theses, which was presented as a book draft, won the second prize awarded by Alecso and Sharjah for Linguistic and Lexicography Studies before it was published in a book.

Positioning of the Study programme in the Job Market for Graduates (Employability)

Some of the opportunities available to students after graduation include, but are not limited to, the following:

- Pursuing postgraduate studies at the doctoral level, especially in one of the following two majors: Linguistics and Lexicography, or in a related field. For instance, several graduates

of the programme have obtained their doctorate degrees from Arab universities (Tunisia) and non-Arab universities (Turkey), and a number of other graduates of the programme are pursuing their doctorate degrees at universities in Turkey and Morocco.

- The possibility of students joining the PhD **LAL** programme at the Doha Institute for Graduate Studies, which was launched in Fall 2022-2023.
- Working in the field of teaching at its various stages. A number of the programme graduates teach in educational institutions in Qatar, in Arab countries, and in non-Arab countries as well. Specifically, two graduates work at a Turkish university (Fatih Sultan Mehmet Vakıf Üniversitesi), one at a Chinese university (Zhejiang International Studies University), and one is in the United Arab Emirates teaching legal translation to judges.
- Working in the field of proofreading in newspapers and magazines. For example, two graduates previously worked as proofreaders in Qatari newspapers (Al Arab newspaper), and one of them is now teaching at a university in Istanbul, whereas the other student works in proofreading and editing in FADAAT Media, and another in Al Jazeera Network.
- Working in the field of editing dictionaries. One of the programme graduates works as a dictionary editor in the United Arab Emirates (Arabic Language Academy in Sharjah).
- Working for the Doha Historical Dictionary of Arabic. Some of the graduates of the programme work as full-time researchers or research assistants for the Lexicographers.

Positioning of the Study programme within DI's Overall Strategic Concept

The Linguistics and Arabic Lexicography programme is aligned with the mission of the Doha Institute for Graduate Studies, which aims to integrate teaching, learning with scientific research in a manner that prepares graduate academic researchers and independent thinkers in the field of Linguistics and Arabic Lexicography in particular and social sciences and humanities in general.

The programme also pays attention to the issue of interdisciplinary research methodologies in order to advance knowledge which attends to the needs of the Arab world. The programme is also integrated with the Doha Historical Dictionary of Arabic. This integration provides the programme with practical work and complements the theoretical studies that the dictionary requires in the implementation process.

More specifically, the programme does not neglect the relationship between Lexicology and Linguistics and other disciplines in the humanities and social sciences, such as issues related to Terminology with its traditional and cultural dimensions, including its impact on the linguistic society and the different positions in the methods of Arabisation and translation, as well as linking together issues of Lexicon, sociolinguistics, text Linguistics and discourse analysis. Moreover, sociolinguistics is not overlooked as an interdisciplinary field of knowledge and special attention is directed to the ethnographic perspective of language and its political, economic, philosophical, and educational dimensions and its social, national, authoritarian and “humanist” ramifications.

The students’ theses at the end of the second year contribute to progress in the field of Linguistics and Lexicography by choosing topics related to these two fields. A number of these theses are serious attempts worthy of further development and publication as scholarly articles and books. One of these theses won the second prize for Arab Scientific Research in the field of lexical studies and was subsequently published as a book without any amendments.

This strategic link between the programme and educational institutions in the Arab world finds its application in the research carried out by the programme faculty, who have published more than fifty research papers between authored books and edited books, book chapters, and refereed articles in academic journals.

Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible. The programmes show a clear and partly unique position in the local education market.

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.

Regarding the positioning of the study programmes, the HEI convincingly integrated the study programmes into the HEI's overall strategic concept. Hence, 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 study programmes at DI seek to attract top Arab students from across the region. DI website and application form clearly outline admission requirements. Applicants submit the at least the following during the online application process:

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

Further documents and records are specified for each programme. Additionally, applicants must provide proof of an acceptable IELTS (International English Language Testing System) exam score², or its equivalent, in order to be considered for admissions. Nevertheless, students who score 5.5 must still take English courses through DI's Language Centre. Students who score 6.5 or higher on the IELTS exam satisfy the graduation English language requirement and are therefore exempt from Language Centre courses.

For all programmes

Counselling for Prospective Students

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

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. Questions, which come in regularly about application procedures and requirements, are answered in a timely fashion. Admissions updates the Head of Programme about admissions filings, including complete and incomplete files, and follows up with applicants who have started but not finished their application files. Specifically, follow-up emails are sent to ask if these applicants have additional questions or need assistance with the application process.

² A minimum IELTS academic score 5.5 or TOEFL iBT score 59 or DELF B2 score 50 are required for admissions. Admitted students with IELTS score of 5.5 or 6 are required to satisfy the graduation requirement (Academic IELTS score of 6.5 or TOEFL iBT score of 79) during their study at the Institute. The student is exempted if he or she submits the test again during the study and achieves the score required for graduation.

Selection procedure

In addition to the requirements described above, the programme conducts an additional assessment of language proficiency during the interview stage. Applicant interviews include comprehension questions in both English and Arabic to ensure that students have a sufficient grasp of relevant terminologies and necessary academic communication skills.

The selection process is carried out in two phases: the Admissions phase and the programme review phase.

An initial filtering takes place at the Admissions level before final, completed, and qualified applications are received. Admissions does not pass on to the programme any applications that are incomplete or which do not meet the minimum admissions requirements.

Applications that have passed the initial filtering stage conducted by Admissions are then forwarded to the programme for the next stage: academic review. This is conducted by a three-person applications committee consisting of faculty members from that programme (including the Head of Programme), using the electronic Student Information System (SIS). Committee members are expected to review the application package for each individual, with a special focus on transcripts, academic essays, and personal statements. Each programme admissions committee member uses SIS to score each prospective student on a scale of 1-10 for each of the three aforementioned items and include a short comment on each applicant in an allotted open-ended item on the SIS evaluation page. Applicants with average scores of 6.0 or higher (on the ten-point scale) are then shortlisted to the final stage of the application process, which consists of a face-to-face or video conference interview with the same programme admissions committee that conducted the academic evaluation.

Video interviews are conducted online and last approximately 15-20-minutes each. Interviewers pose questions that seek to assess applicants' academic aptitude, fit for the respective programmes, commitment to graduate study, and ability to comprehend and communicate in both Arabic and English.

After the interviews have been concluded, the committee members meet to draw a final list of the applicants who will be recommended for admission into the programme. Committee members use the SIS evaluation page again to give a single numerical score and provide a qualitative comment per interview performance. Students with composite scores above six are admitted. A report also records the committee's observations regarding the quality of applicants. The report is forwarded to the Head of the Programme, who in turn forwards it to the Dean's Office. Letters offering positions to those who have been accepted are then sent to successful applicants, while letters of rejection are sent to unsuccessful applicants.

Ensuring Foreign Language Proficiency

All three programmes require Arabic and English proficiency. In the case of Arabic, command of the language and its registers is attested in the writing samples as well as the interview process.

Concerning English proficiency, IELTS exam scores are required as part of the application package. Applicants with scores lower than the required minimum are not considered for admission to the programmes. As noted above, it is important to note that applicants with

certified degrees from English-language undergraduate programmes are allowed to have this application requirement waived.

In addition to the requirements described above, the programmes conduct an additional assessment of language proficiency during the interview stage. Applicant interviews include comprehension questions in both English and Arabic to ensure that students have a sufficient grasp of relevant terminologies and necessary academic communication skills.

Transparency and Documentation of Admission Procedure and Decision

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

Throughout the admissions season, DI Admissions updates the Head of Programme on applications received. Once final filtering is complete, Admissions also provides the Head of Programme with information about the total number of applications passed through to programme review level and information about why applications did not advance to programme review level (e.g., low IELTS scores or low GPAs).

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

Appraisal:

According to the panel, the admission requirements are defined and comprehensible. They are documented, and the requirements are presented and taken into account.

Applicants can directly turn to a student counselling service for clarification of specific questions, personal aptitude, career perspectives and so on. Students can contact the HEI by telephone, via e-mail and also by means of personal dialogue.

The selection procedure is transparent, based on clearly presented and defined criteria and ensures that qualified students are admitted.

The panel perceives the admission requirements regarding language proficiency as suitable to ensure that students are able to successfully complete the study programme.

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

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

3. Contents, structure and didactical concept of the programme

3.1 Contents

Full-time and part-time

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

HIST

Table 64: Curriculum HIST

1st Semester

Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
M1	Module 1	3				42	84			3/42
M 1.1	HIST 611 Historical Research: Methods and Schools	3				42	84	L/S	Readings presentations	30%
									Critical Review Book	30%
									Research Paper	40%
M2	Module 2	3				42	84			3/42
M 2.1	HIST 612-Mediterranean Europe and its relations with the Arab and Islamic world	3				42	84	L/S	2 small research papers	20% for each
									Long Research paper	40%
									weekly participation and presentation	20%
M3	Module 3	3				42	84			3/42
M 3.1	HIST 613- Cultural and Intellectual Structures and Transformation in the Arab and European World	3				42	84	L/S	Participation	10%
									Weekly reading	20%

									annotated Bibliography	10%
									analytical review	20%
									Final Research Paper	40%
M4	Module 4	0				42	42			
M4.1	HIST003 -Reading Archival Documents: Methods and Study	0 ³				42	42	L/S	Discussion and interaction	Pass/Fail
									Reading archival documents and manuscripts	
									Reading and verifying texts	
									analytical review	
M5	Module 5	3				42	84			3/42
M 5.1	SOSH 601 - Issues in the Study of Social Sciences and Humanities	3				42	84	L/S	Research Paper based on the Presentation	40%
									Divided into different assessments	60%
	2nd Semester		Credit hours in the second semester							
M6	Module 6		3			42	84			3/42
M 6.1	HIST 614 - Reform and Modernisation in the Arab and Islamic World		3			42	84	L/S	2 reports	15 for each%
									small research	30%
									large research	40%
M7	Module 7		3			42	84			3/42
M 7.1	HIST 615 -Communication Networks and Transfer of Ideas and Techniques in the Mediterranean and Islamic world		3			42	84	L/S	brief summary	30%
									Research paper	30%
									Final research Paper	40%
M8	Module 8		3			42	84			3/42

³ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

M 8.1	HIST 616-Urban and Rural Structures in the Mediterranean and Islamic world		3			42	84	L/S	Two small paper	each 25%
									Research paper	40%
									reading summary	10%
M9	Module 9		3			42	84			3/42
M 9.1	HIST XXX- Elective course		3			42	84	L/S	Depends on the course	Depends on the course
	3rd Semester			Credit hours in the third semester						
M10	Module 10			3		42	84			3/42
M 10.1	HIST XXX- Elective course			3		42	84	L/S	Depends on the course	Depends on the course
M11	Module 11			3		42	84			3/42
M 11.1	HIST XXX- Elective course			3		42	84	L/S	Depends on the course	Depends on the course
M12	Module 12			0		21	21			
M12.1	HIST001 Reading in Historical Documents written in English 1			0 ⁴		21	21	L/S	oral interaction and analytical discussion	Pass/Fail
									Translation	
									analytical research draft	
									Final research	
M13	Module 13			3		42	84			3/42
M 13.1	SOSHXXX- Elective Social Sciences and Humanities Course			3		42	84	L/S	Depends on the course	Depends on the course
M14	Module 14			3		42	84			3/42
M 14.1	SOSHXXX- Elective Social Sciences and Humanities Course			3		42	84	L/S	Depends on the course	Depends on the course

⁴ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

	4th Semester				Credit hours in the fourth semester					
M 15	Module 15				0	21	21			
M15.1	HIST002 Reading in Historical Documents written in English 2				0 ⁵	21	21	L/S	oral interaction and discussion	Pass/Fail
									Class presentation	
									Summary	
						contact hours in thesis (# Weeks x # Credit Hours)	Study hours in thesis (# Weeks x # Credit Hours x 2)			
M16	Module 16				6	84	168			6/42
M16.1	HIST 699 MA Thesis				6	84	168	T/S	Thesis	100%

		Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours	
total		12	12	12	6	672	1260	

L: **Lecture**

S: **Seminar**

T: **Tutorial**

⁵ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

Logic and Conceptual Coherence

Table7: PLOs HIST

Type of PLO	Programme Learning Outcomes (PLOs)	PLO Coverage		PLO Assessment	
		Covered Where	Covered how	Assessed where	Assessed how
<i>Knowledge and understanding</i>	PLO 1: Articulate a broad and critical understanding of historical phenomena across local, regional, and international contexts, as well as the historical development of Arab societies and their representation in historical writing.	HIST613, 614, 615	Broad knowledge, theories, facts	HIST699	Final thesis
	PLO 2: Demonstrate in-depth knowledge of the most important trends that have defined historical writing in the Arab world and their methods and challenges in relation to the politico-cultural conditions of Arab countries.	HIST614, 625, 627	In-depth knowledge of Arab History	HIST614, 625	Research papers Presentation and discussions
<i>Intellectual Skills</i>	PLO 3: Develop historiographic arguments through critical analysis of primary sources and secondary literature related to the Arab world.	HIST612 616, 621, 622, 625, 626, 627, 644	- Interactive lectures - Assignments - Research papers	HIST699	- Research papers - Final thesis
	PLO 4: Apply cross-interdisciplinary and comparative tools to understand complex issues related to Arab communities, recognising other fields of knowledge and historical experiences.	HIST615, 622, 625, 644	Lectures, reading and assignments with interdisciplinary approach	HIST615, 622, 625, 644	Research papers
<i>Practical Skills</i>	PLO 5: Communicate historical research effectively through written and oral methods to disciplinary experts, academicians, and lay audiences demonstrating an ability to engage others in the field of study.	All courses in the program	- Interactive lectures - Assignments - Research papers	HIST699	- Research papers - Final thesis
	PLO 6: Apply basic principles of paleography in order to critically examine archival documents.	HIST001, 002, 003	- Interactive lectures - Assignments - Research papers and proposals	All courses	- Research papers - Final thesis

<i>Transferrable/ key skills</i>	PLO 7: Conduct historical research using a variety of methodologies and leveraging diverse digital tools in accordance with the highest ethical standards, scientific integrity, and interpersonal collegiality.	HIST 644,613-627	- Interactive lectures - Assignments	HIST699	- Research papers - Final thesis
	PLO 8: Acquire functional competence in foreign languages, such as Turkish and Persian, along with the research languages of English and French, in order to undertake historical textual analysis associated with the Arab region.	HIST001,002	- Readings in English - Presentations and discussions in English	HIST001, 002	Research and presentation

To fulfil the requirement for successful completion of the programme, students are required to study a number of core courses in History (nine courses altogether, six courses with three credits each and three courses with zero credit⁶); the interdisciplinary course (SOSH 601 (Issues in the Study of Social Sciences and Humanities)); which is a general requirement for all students at SOSH; three elective courses (in History), two interdisciplinary Courses with six credits and a thesis. The total credit hours are 42.

The required courses cover core knowledge necessary for historians, including theoretical and historiographical ones. They are designed to engage the students with the foremost important themes and topics in the history of the region while training them in doing solid academic historical research. In that sense, they reflect and fulfil all the PLOs of the programme. While all the courses highlight interdisciplinarity, SOSH 601 adds to that element and thus fulfils PLOs 1 & 3 specifically. All of the courses are designed to enhance students' knowledge of the intersection between social sciences and humanities (PLO 4), and offer practical skills, particularly in research (PLOs 5 & 6). The skills that students are introduced to are, by their nature, transferable (PLOs 7 & 8).

The basic idea behind the courses and their order is, first and foremost, to train future professional historians. This requires engaging them with the various schools of thought and philosophies of history. This is achieved through all the courses in general, but more specifically through HIST 611 (Historical Research: Methods and Schools). Secondly, a core principle in the programme is to train the students in topics and themes that relate to the region, be it the Mediterranean, Arab, Islamic, or local. This is achieved through several required courses, including (HIST612, 613, 614, 615, and 616). These courses, with description in the next section, cover not only historical themes but also the interrelations of societies in the region and between the regions and Europe. Thirdly, the students get trained in reading historical documents and doing research in another language (English) through three non-credit courses⁷ (HIST001, 002, and 003). The workload in the non-credit courses is less than that for credit courses. The main reason for the non-credit courses is to help train the students to use sources in English. Fourthly, the students are instructed not only in historical methods

⁶ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

⁷ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

but also on the intersection between the various fields of knowledge. The courses, in general, are multidisciplinary (HIST615, 622, 625).

All the courses put together contribute to the specificity and uniqueness of the programme in comparison with other similar programmes in the region and globally. The students gain wider knowledge about interrelations between histories, as well as specialise in regional and local histories with an eye on global history. Historians, by the nature of their work, often resort to comparative histories. They use comparison as a method traditionally based on the social sciences. Historical fields of research in recent times used transnational and global approaches to the past. The programme is designed to give students the opportunity to reflect on the aims, key assumptions, and concepts of comparison in history, its various applications, its benefits, and the challenges it faces in selected historiographies across the medieval, early modern and modern periods.

Descriptions of Courses Offered by the History Program

Core Courses:

HIST611 Historical Research: Methods and Schools (3 Credit Hours)

This course seeks to prepare and form a history researcher who is well-versed in the origins and dimensions of historical research, is familiar with the frameworks and schools of comprehensiveness in Arab and Western history, and is aware of the mechanisms of the dialectical relationship between history and other sciences, assisting or interfering, as an essential part of comprehensive historical knowledge, which according to the mechanics of development in the humanities and social sciences and their support, produced history-centred science, which was called "historical science" by some individuals working in the epistemology of human sciences; all this from the perspective of in-depth study of the historical phenomenon or historical event, and not just for the general knowledge.

HIST612 Mediterranean Europe and its Relation with the Arab and Islamic World (3 Credit Hours)

This course deals with institutions in pre-colonial Islamic Mediterranean countries. It studies political and administrative institutions, social development and the reform movement in these societies in the modern era. The course focuses on the development of political and intellectual circles in the region from Iran to Morocco, including the Ottoman Empire, the Levant and Egypt, in addition to Iran and the Maghreb. The course aims to make the student able to compare between most of these areas in stages considered essential to building the modern state. They are the subjects on which institutional structure, including political, economic and religious matters, will be focused during the long nineteenth century - until the Great War in 1914.

HIST613 Cultural and Intellectual Structures and Transformation in the Arab and European World (3 Credit Hours)

This course sheds light on intellectual transformations in the nineteenth century in the context of the Arab Renaissance and the interaction of intellectuals and politicians in the Ottoman Arab states with such transformations, focusing on the implications of interaction with intellectual developments in the European continent on political, social and religious concepts. The second

part of the course focuses on intellectual and cultural interactions after the demise of the Ottoman empire, the emergence of the countries, and its pro- or anti-ideologies and its relationship to the Arab Renaissance, modernity and modernisation project. The course examines the problem of focusing on the European axis in the study of modern Arab thought and the Arab renaissance, seeking to highlight cultural and intellectual transformations in the Arab world as test and mixing processes from several axes.

HIST614 Reform and Modernisation in the Arab and Islamic World (3 Credit Hours)

The course attempts to track reform experiences in the Mediterranean world and Islamic countries, starting from a code of texts produced by the educated elite in this field and reflecting the ongoing reform and modernisation ideas.

HIST615 Communication Networks and Transfer of Ideas and Techniques in the Mediterranean and Islamic world (3 Credit Hours)

The Mediterranean basin formed a field of meetings, influence and exchange of experiences and cultures of all kinds between the northern and southern banks, back and forth since ancient times. Numerous new studies show how Mediterranean societies live at almost the same time; that is, they are almost simultaneous in what they know of new technologies and ideas through the mixing of people and the movement of individuals and groups, even in the context of wars and various crises.

HIST616 Urban and Rural Structures in the Mediterranean and Islamic world (3 Credit Hours)

The topic of urban and rural structures in Mediterranean and Islamic societies requires two types of approaches that complement at the end of the course: long-term diachronic approach and accidental synchronic approach. During the two approaches stations, comparison remains one of the main foundations for understanding and tracking aspects of the topic.

Non-Credit Required Courses^{8, 9}:

HIST001 Reading in Historical Documents written in English 1

Students read historical materials in English and write short summaries in English as well. This course trains students to read and analyze texts in English. It aims to enrich the linguistic lexicon of the students and to strengthen their writing and analytical skills in the English language. Emphasis is placed on strengthening the ability to express arguments and formulate ideas in a sequential and interconnected manner, as well as on crystallising research questions and theses and developing them in academic language and style. The final selection of the texts depends on the students' research interests as well as the level of progression in reading and writing in English from week to week.

HIST002 Reading in Historical Documents written in English 2

⁸ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

⁹ Non-Credit courses support students' knowledge, particularly in the practical aspects such as reading historical documents, training in reading materials in other languages, in particular in English.

The programme aims to encourage students to take the courage to use their balance in this language to access the scientific wealth written in it and to help them discover the accessible methods of this access. Across the course, there is no doubt that dealing with this language will become easy, given the growth of the acquired vocabulary and being familiar with the methods of writing in this language.

HIST003 Reading Archival Documents: Methods and Study

The course brings together theoretical and practical aspects. In the practical aspect, students learn how to use, process, study, and analyze various historical documents from registers, records, books and manuscripts, as well as how to verify the manuscripts. The course seeks to teach the student the theoretical aspects related to each subject, with applications being made in each lecture to weight some texts over others, prove their lineage, compare between narrations and historical explanations, check facts and extract historical facts, check texts, verify documents and extract information from them.

Dissertation/Thesis ¹⁰.

HIST699 Dissertation- History (6 Credit Hours)

The Master's thesis is considered the culmination of the student's training course during two academic years, but the thesis topic must be chosen by the end of the second semester of the first year. At the end of the second semester, students submit their research projects in no less than 1500-2000 words after discussing them with the programme professors. The thesis topics are discussed among the professors of the programme, and the choice is made in the final list of topics at the end of the academic year

The thesis topics are closely related to the courses taught in the programme and seek to achieve excellence in historical research on the Arab and Islamic fields by focusing on the history of structures, the history of Arabs' interaction with the regional and international environment and the history of the present time in the Arab world and adopting a comparison approach and intensive dependence on authentic documents that contribute to unveiling aspects of Arab history.

The thesis shall be 12000 to 18000 words. The text is evaluated first by a two-person evaluation committee and then through an oral discussion with the student in front of the same committee.

Elective Courses:

HIST621 Arab and Islamic Historiography (3 Credit Hours)

This module aims to introduce historiography as a worthy scientific field. Arab studies used to deal with contemporary historical writing as a mere scientific production and with historical

¹⁰ In the programme study plan of 2022-2023, the thesis credit hours increased from 6 to 9 credit hours, in addition to offering a Research Seminar course that would further train the students on research and thesis writing. This comment on the thesis applies throughout this report. For more details, please see letter on "Structural Changes in programme Study Plans of 2022-2023" submitted to the FIBAA Project Manager of this cluster accreditation.

writing belonging to previous periods as mere sources of indirect importance, as a set of media that helps in reaching the facts of the past. However, the historiography is worth studying in itself in terms of its contents, conditions of production and its relationship to the cultural environment, and the various circumstances and challenges surrounding the authorship process. It is, therefore, an interest in the history of writing, and it is an interest that imposes dialogue with various scientific fields, such as sociology of culture and approaches, which approximate the multiple connotations of texts.

HIST622 Current History: Protest Movements (3 Credit Hours)

This course aims to study contemporary Arab history and the history of the present time, especially examining the main stations that are still active in drawing the broad lines of developments that Arab societies have gone through as a result of the conditions in their local, regional and global horizons. Globalisation in its political, economic and cultural dimensions will be the starting point for what the HEI calls the present time. The course also covers the internal movements, policies, and dynamics of the Arab countries that have been overwhelmed by this wave or necessitated its escalation.

HIST623 History and Memory (3 Credit Hours)

This course aims to enable those enrolled in the course to have a methodology that enables them to deal properly with the sources that are based on the oral narration (in the distant past or in the present time). Thus, those who enrol in the course will obtain sufficient knowledge of the nature of historical knowledge in general, which is based on the oral narration. Without considering its components and criticising it, it may lead the learner to have a historical writing that is essentially a historical memory and nothing more, i.e. reproduces a collective memory that is far from history, which is characterised by being based on analysis, accountability and criticism, which the HEI calls “objective” history. The course seeks to qualify students to carry out research at the master's and doctoral level on the topic of memory and history and take advantage of approaches of memory consideration regarding renewing the historical research in complete harmony with the aspirations of the college and the Institute to build renewed social and human knowledge.

HIST625 Contemporary National Movements: Representations and Implementations in the Arab World (3 Credit Hours)

The course will study the roots of nationalist thought globally and theoretically and its development in the colonial context and will focus on specific nationalist thinkers. It will study examples of nationalist movements in the region, including Arab nationalists, Nasserism, the Syrian National Party, the Baath Party, the Lebanese Phoenician nationalism, and national liberation movements in Algeria, Palestine, Syria, and Egypt.

HIST626 The Great Geographical Discoveries and the Scientific Transformations in Europe: Implications in the Arab World (3 Credit Hours)

The course sets a critical framework for analyzing the relationship between Europe and the Arab world through which it attempts to criticise the dominance of European centralism in the study of Islamic history before and during the modern period.

HIST627 Political and Cultural Institutions in the Muslim World (3 Credit Hours)

This course focuses on institutions that are important and central in the study of Islamic history and in the analysis of political thought, economic systems and social structures, and their role in establishing Islamic states throughout history and framing the relationship of power with society. The course focuses on the caliphate, the system of slavery, taxes, the school, Awqaf (endowments), the mosque and other institutions, and the relationships between them and the political authority and the formation of societies and economies associated with them. The course deals with the internal and external conditions that affected the crystallisation, renewal and restructuring of these institutions.

HIST628 Colonialism and the Liberation Movements (3 Credit Hours)

The course focuses on the multiple references and backgrounds of colonial projects and on patterns of colonialism in the nineteenth and twentieth centuries and their correlation with the concepts of knowledge, race, religion, property, capitalism, and others. The course takes into account the tools of colonialism, such as military occupation, evangelisation, slavery, and settlement movements, and offers a comparative criticism of colonial regimes and the relationship of these regimes with the political elites and societies in the colonies and their impact on crystallising regional, national liberation movements. Accordingly, the course examines the systems and concepts of liberation from the ocean to the Gulf and the research methodology in the concept and forms of liberation, with a focus on liberation movements in the African continent as models for studying liberation systems. The course also offers a critique of the concept of the inevitability of the nation-state as a goal of liberation movements.

HIST644 Issues in History (3 Credit Hours)

This is a topics course that changes based on the professor and student needs. The topic course deals with a specific historical time or theme such as (history and visual culture, the history of Palestine and the Arab-Israeli conflict, etc.

School Requirement¹¹:

SOSH601 Issues in the Study of Humanities (3 Credit Hours)

Students must pass the determined assignments for this course as a graduation requirement and the course appears on the student's transcript.

Rationale for degree and programme name

The programme's current degree structure and study plan tally with the key objectives of promoting the systematic approach to non-European histories, in particular modern Arab history, beyond the remit of traditional national history departments while pioneering in its curricular design the recent debates that determine the state of the discipline, with the programme's focus on theorising the local, on modalities for crossing linguistic, cultural and

¹¹ All SOSH students must successfully complete a three-credits core compulsory course offered at the School level as a cross-disciplinary introduction to the study of the social sciences and humanities. This course is presented through a series of lectures on selected topics by professors and visiting professors.

national borders, and on generating conceptual languages in dialogue with the dominant western theories.

By the end of their programme of study, students will hold a master's degree of "Social Sciences and Humanities – History" recognisable by all colleges of arts and social sciences in all major universities, those that offer PhD programmes in History, World History and in interdisciplinary studies in the humanities. Students will also be able to pursue doctoral studies in the field in major universities and departments in any area of multidisciplinary area studies, theory, and Islamic or Arab studies, with a distinct contribution to critical historical approach in these fields.

Integration of Theory and Practice

Philosophy of History is an integral part of "doing history." There is no serious historical research that is not based on theory, and the programme insist on this point. The field of history is not about recording events, as once thought, but about theorising and making connections with world history. The students must take the required course on Theory and Historical Method (HIST 611) in which they are introduced to the various schools of thought and philosophies of history globally. Furthermore, the HEI offers a specialised course in Arab and Islamic Historiography (HIST 622) and Memory and History (HIST 623) that can be described as essentially theoretical courses. In addition, all of the courses start with theoretical and historiographical discussions regarding their specific subject matter. History as a field is often based on research conducted at libraries, whether public or private, at research and archival centres. Students are sometimes offered the chance to intern at archives where possible.

Interdisciplinary Thinking

The study of history, by its nature, is interdisciplinary. The old understanding of history as a field that focuses on great men and political narrations is no longer dominating the arena. Instead, "doing history" today is seen as a process that combines various fields of study, not only within social sciences and humanities, but even in natural sciences. The students are introduced to the various ways in which the study of history encompasses all other fields through each and every course. Courses such as Current History: Protest Movements," "Mediterranean Europe and its Relations with the Arab and Islamic world" and "Contemporary National Movements: Representations and Implementations in the Arab world", among others, fulfil this task (PLOs 3 & 4).

Ethical Aspects

Although the field does not usually physically use human subjects but deals with humans as collective and social groups, ethical conduct is essential in research. Respecting the contributions of others, including authors students cite, and keeping with the highest standards of academic integrity and documentation, as well as basing judgements on concrete evidence rather than ideological orientation, are core requirements in the field. Professors work with students to make sure they adhere to the ethical standards, which are also considered core principles in the programme objectives and outcome document listed above. On the other hand, ethics, as a subject of human thought, is an important aspect of the field of history and the programme mission. The HEI encourages the students in their research contributions to

avoid polemics and ideological judgments and strive, instead, to produce knowledge that seeks to unearth facts.

Methods and Scientific Practice

Scientific practice in the field translates into a serious and rigorous search for knowledge based on documents and other artefacts about the past. Methodology is an important aspect of the courses, specifically courses in Historiography (HIST611, 621, 623).

Examination and Final Thesis

To complete the degree, students are required to write an original thesis in accordance with the policies of DI. The courses mainly require students to write papers and participate in discussions. Students submit their thesis proposals at the end of their second semester, and a faculty advisor is assigned to each, helping and guiding them in preparing for their research in their second year.

All assessments at DI are governed by the grading, assessment, and thesis policies. The History programme complies with DI Policies. The design of the assessments aligns with course learning outcomes (CLOs), which are aligned with programme learning outcomes (PLOs).

Table 8: Curriculum PHIL

Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
M1	Module 1	3				42	84			3/42
M 1.1	PHIL 611 Logic and Method in Philosophy	3				42	84	L/S	Mid term Exam	30%
									final research proposal	30%
									Final Paper	40%
M2	Module 2	3				42	84			3/42
M 2.1	PHIL 614- Modern and Contemporary Western Philosophy	3				42	84	L/S	2 short research papers	30% for each
									Final research paper	40%
M3	Module 3	3				42	84			3/42
M 3.1	PHIL 615- Issues in Greek Philosophy	3				42	84	L/S	short research paper	30%
									final research proposal	30%
									Final Paper	40%
M4	Module 4	3				42	84			3/42
M 4.1	SOSH 601 - Issues in the Study of Social Sciences and Humanities	3				42	84	L/S	Research Paper based on the Presentation	40%
									Divided into different assessments	60%
	2nd Semester		Credit hours in the second semester							
M5	Module 5		3			42	84			3/42
M 5.1	PHIL 616 - Philosophy of Ethics and Justice		3			42	84	L/S	Article	30%
									Plan for the final research paper	30%
									Final research Paper	40%
M6	Module 6		3			42	84			3/42
M 6.1	PHIL 617 - Contemporary Arab Political Thought		3			42	84	L/S	Presentation	15%
									Research paper	30%
									short research paper	15%

									Final research Paper	40%
M7	Module 7		3			42	84			3/42
M 7.1	PHIL 618- Western Social Philosophy		3			42	84	L/S	Article	30%
									Plan for the final research paper	30%
									Final Paper	40%
M8	Module 8		3			42	84			3/42
M 8.1	PHIL 619 Modern and Contemporary Political Philosophy		3			42	84	L/S	2 short research papers	30% for each
									Final Paper	40%
M9	Module 9		0			42	42			
M 9.1	PHIL 001 Philosophical Texts in English		0 ¹²			42	42	L/S	Homework exam	Pass/Fail
									Second evaluation	
									Homework Exam	
	3rd Semester			Credit hours in the third semester						
M10	Module 10			3		42	84			3/42
M 10.1	PHIL 613 - Philosophy of Democracy and Human Rights			3		42	84	L/S	Research paper	40%
									Short research Paper	30%
									Final Research Proposal	30%
M11	Module 11			3		42	84			3/42
M 11.1	PHIL XXX- Elective course			3		42	84	L/S	Depends on the course	Depends on the course
M12	Module 12			3		42	84			3/42
M 12.1	SOSHXXX- Elective Social Sciences and Humanities Course			3		42	84	L/S	Depends on the course	Depends on the course
M13	Module 13			3		42	84			3/42
M 13.1	SOSHXXX- Elective Social Sciences and Humanities Course			3		42	84	L/S	Depends on the course	Depends on the course
	4th Semester				Credit hours in the fourth semester	contact hours in thesis (# Weeks x # Credit Hours)	Study hours in thesis (# Weeks x # Credit Hours x 2)			

¹² For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

M 14.1	Module 14				6	84	168			6/42
M14.1	PHIL 699 MA Thesis				6	84	168	T/S	Thesis	100%
		Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours			
total		12	12	12	6	630	1218			

L: Lecture

S: Seminar

T: Tutorial

Logic and Conceptual Coherence

The courses which the philosophy students take throughout their sojourn in the programme fall into several categories or clusters as follows. To begin with, there are Core and Elective courses in the field of Philosophy.

The Core¹³ and Elective courses in philosophy come in two kinds, corresponding to the guiding structural principle of the programme and in line with the traditional division of Philosophy into Theoretical and Practical Philosophy. As their names indicate, the Theoretical Courses are designed to impart and develop knowledge of general, often pure philosophical concepts and theories about the nature of man, knowledge, logic, and the world, with no particular emphasis on social and political reality or culture. The Practical Philosophy courses, on the other hand, engage with human affairs, mainly in the realms the social, political and ethical.

Seven courses cover the concepts and problems in the area of Practical Philosophy, with the remaining five covering the concepts and problems of Theoretical Philosophy. This is to be understood in light of the decision (referred to above in this self-study) to take the programme in the direction of Social and Political Philosophy. However, in order to provide incoming students with little or no grounding in Philosophy with general knowledge of the subject, and because knowledge of Theoretical Philosophy is often necessary for adequate grasp of Social and Political Philosophy, it was decided to include some courses whose aim is to introduce students to the basic perennial concerns of Philosophy, starting from Greek Philosophy down to the present.

Theoretical Philosophy is delivered by means of PHIL 611 (Logic and Method in Philosophy), PHIL 615 (Issues in Greek Philosophy), PHIL 636 (Issues in Islamic Philosophy) and PHIL 614 (Issues in Modern and Contemporary Western Philosophy) and PHIL 635 (Modern and Contemporary Arab Philosophy). These courses are taken during the very first semester of study—except for PHIL 635 and PHIL 636, which require having taken PHIL 615 and PHIL 614 previously. PHIL 611 teaches student Logic without which Philosophy cannot be properly

¹³ There is one core course which deserves to be listed separately, because it may be viewed as foreign language course, since it is mainly taught in English with the purpose of developing students' language skills to deal with the philosophical literature written in English. The course in question is PHIL 001-English Language Texts in Philosophy.

entered into, as well as methods of inquiry which distinguish Philosophy from other fields of inquiry. The remaining courses, as their name indicate, take students through a journey in the history of Philosophy, stopping at selected important theories and concepts that have been developed throughout the ages.

The Practical Philosophy courses focus on questions that have a practical nature—not in the way an applied science such as medicine or engineering have, but in the sense that they ultimately turn on questions about how individuals are to act in the primarily social/political (as opposed to the purely natural) realm. The tasks of Practical Philosophy are discharged by seven courses. Four of these courses have been designed to deal with political and social questions, two of them with a special focus on Western Social and Political Philosophy (PHIL 618 and PHIL 619), the other two on Arab social and political philosophy (PHIL 630 and PHIL 617). PHIL 613 (Philosophy of Democracy and Human Rights) and PHIL 616 (Philosophy of Ethics and Justice) cross the boundaries and range equally between Arab and Western concerns. As to the Special Topics course (PHIL 629) with variable content, it is the estimation that it will be devoted mostly to issues and problems that fall within the area of Practical Philosophy, focusing mainly on issues of Arab Social and Political thought.

In addition to Core and Elective courses (divided between Theoretical and Practical Philosophy), Philosophy students are required to take three courses of an interdisciplinary nature. One of these is SOSH 601 (Issues in the study of Social Sciences and Humanities), which is a requirement at the School level, deals with a range of issues and problems (14 on average) that arise in the Humanities and Social Sciences, feeding directly into the content of the Social and Political courses which the programme offers. Two other SOSH courses are selected from a varied group of SOSH electives. It is to be noted that the Philosophy faculty in the programme contribute to this group of School electives, having designed no fewer than five courses, which they also regularly teach. These are: SOSH 678 (History of Liberation Ideas), SOSH 679 (War Ethics), SOSH 697 (French Theory: Theoretical Approaches and Models), SOSH 672 (Civil Society from a comparative perspective), and SOSH 673 (Gender, Identity and Modernity in the Middle East). While these courses are not domiciled in Philosophy, they still contain much philosophical content, which attests to the ability of the programme to relate in conceptually coherent ways to subjects that lie outside the field of philosophy.

PHIL 699 (Thesis) counts for six credit hours. As is the case for other programmes, a student's graduating thesis reflects a cumulative, complex achievement, building on the knowledge and skills acquired over a long course of study. In this case, the student thesis is expected to reveal philosophical depth and maturity, competency in the use of logical techniques of argument and analysis, breadth of vision, and clear awareness of the bearing of Philosophy on the topic of discussion in the thesis.

Descriptions of Courses Offered by the Philosophy Program

Core Courses:

PHIL 611 Logic and Method in Philosophy:

The course aims to study the method(s) of philosophical research based on the concepts and mechanisms of analysis provided to us by modern logic. The course begins with an introduction to the main concepts of logic and introduces students to the science of logic methods in analyzing language and building proofs.

PHIL 614 Issues in Modern and Contemporary Western Philosophy:

Two important issues of Modern Philosophy will be examined in this course: the issue of freedom and the issue of equality. The aim will be to study the aspects of the relationship between these two basic values of the modern era that determined the position of man in the world, his conception of himself and his relationship with the other, whether this other is the absolute transcendent or other human selves. This course will address this relationship according to the formulas it adopted in the various philosophies of modernity and contemporary times, whether in terms of communication and coexistence, where the presence of one party is a cause for the existence of the other, or in terms of separation and disharmony, where the fulfilment of the requirement of one party is always at the expense of meeting the requirements of the other party.

PHIL 615 Issues in Greek Philosophy: The course's lectures deal with the careful consideration of the main issues in Greek philosophy. They are concerned with the consideration, analysis, understanding, discussion and evaluation of the philosophies that had the greatest impact in shaping the human "philosophical lesson" in later ages, especially the Platonic, Aristotelian and Stoic.

PHIL 616 Philosophy of Ethics and Justice: In this course, an introduction to the philosophy of ethics as it developed in the modern context, from Kant, through Hegel and Nietzsche, to Adorno and Levinas, is presented. The HEI firstly addresses the Kantian conception of Kantian morality, which is based on duty, and secondly, the criticism of Kantian morality with Hegel, Schopenhauer and Nietzsche, before, thirdly, the HEI starts to address "Philosophy of ethics as a first philosophy;" by this, I mean especially Adorno's "negative controversy" and criticising the ideology of identity, and the ethics of Levinas that are based on a critique of freedom, as it was founded by Western philosophy in its various trends. Through this course, students will be able to identify the various ethical trends in modern and contemporary philosophy. They will also learn, through Theodor Adorno and his discussion of pain and injustice, or Levinas and his criticism of Edmund Husserl and Martin Heidegger, and look into Sartre's conception of subjectivism, about the pathologies of modernity and its deviations towards the "universal."

PHIL 617 Contemporary Arab Political Thought:

This course aims to present a number of central issues in modern and contemporary Arab political thought for critical discussion by studying some of the foundational texts of this thought. The course consists of two main parts: The first part is concerned with placing these issues in the broader context of modern and contemporary Arab thought, and the second part is concerned with some central concepts in Arab political thought.

PHIL 618 Western Social Philosophy: This course provides an introduction to social philosophy and defines its concept, history and relationship with sociology on the one hand, and opens up to its multiple treatments of different social problems on the other hand. Starting from the contribution of the well-known American philosopher John Dewey, special emphasis will be

placed on the following issues (1) the distinction between science and social philosophy, (2) the relation of social philosophy to action and social activism, and (3) the question of normativity vs description of social phenomena.

PHIL 619 Modern and Contemporary Political Philosophy: This course aims to present the concept of the modern state in terms of a nation-state that provides a human society framework that is distinct from the one provided historically by the city-state, the tribal-state, or the imperial-state. It seeks to highlight the formative differences between the modern state and the state in its ancient forms by considering two central concepts that have become inherent to the idea of the state in modern and contemporary times, which are: Sovereignty and legality. Although they are old, these two concepts have undergone re-melting and formulation in philosophy and in modern and contemporary political thought to make them able to express the transforming reality of the modern state.

PHIL 613 Philosophy of Democracy and Human Rights: This course examines the multiple and interrelated relationships between the concept(s) of democracy and the concept(s) of human rights. The course discusses the most prominent democracy concepts, including the different conceptions, such as those referred to as liberal democracy, consultative democracy, participatory democracy and radical democracy. It also examines various theories, perceptions and concepts of human rights, outlining their scope and philosophical foundations. In so doing, the course keeps in mind the conversions of concepts and assumptions used in the relevant debates, as well as the related tensions, dilemmas, and prospects for possible solutions.

PHIL001 Philosophical Texts in English:¹⁴ This course deals with a number of terms, concepts and basic issues through philosophical texts in English. Texts that represent different fields of philosophical thought are selected from the historical eras recognised in the history of philosophy (Greek, medieval, Islamic, modern, and contemporary). The course aims to develop students' ability to study research papers and books published in English due to their importance in broadening research horizons through openness to global thought in the philosophical field.

Elective Courses:

PHIL 629 Special Topic in Philosophy: This course presents philosophical research on issues of culture and civilisation in European and American thought since the eighteenth century, with emphasis on texts from the first half of the twentieth century. It begins with the philosophy of Herder and ends with the works of LALik Bennabi, Constantine Zureik and Mohamed Shawky El-Zein, passing through Schweitzer, Oswald Spengler and Toynbee. The course is also

¹⁴ In the programme study plan of 2022-2023, the learning objectives of this non-credit course was integrated in already offered courses in the program. This comment on this course applies throughout this report. For more details, please see letter on "Structural Changes in programme Study Plans of 2022-2023" submitted to the FIBAA Project Manager of this cluster accreditation.

concerned with the Arabic translations of some of their books and the acceptance of Arab thinkers with their theses and theories.

PHIL 630 Modern and Contemporary Arab Social Philosophy: This course discusses Arab social thought in the second half of the twentieth century, as embodied in intellectual writings or those writings that fall within the framework of social sciences, such as sociology and anthropology, or practice psychoanalysis as social criticism. The course refers at the same time to examples of fictional writings and cinematic works that touched on the social issue and diagnosed the “pathologies” striking Arab societies, especially in the persistence of the patriarchal structure; social fatalism; reducing education to taming; cultural and heritage alienation; consumerism; and separation between the body and subjectivity, and all this is in the horizon of thinking in an Arab social philosophy, linked to a question instantaneous.

PHIL 635 Modern and Contemporary Arab Philosophy: The Contemporary Arab Philosophy course focuses on the most prominent issues addressed in philosophical discussions in the Arab world over the second half of the twentieth century. The following four main issues are focused on: The issue of philosophical independence, modernity and heritage, philosophy of religion, and questions of reason and criticism. In each theme, a number of texts that deal with the topic from different angles and positions will be presented for critical discussion. The readings and discussions aim to crystallise the philosophical elements in the issues raised and examine their postulations, arguments, and results.

PHIL 636 Issues in Islamic Philosophy: The course directly addresses the most important theoretical problematic issues, especially metaphysics - without neglecting some aspects of moral and political practical philosophy - which were raised in the medieval era, starting with the most prominent theological schools such as (Jabriya, Mutazila and Ashari) and ending with the main problematic issues addressed by the great philosophers of Islam such as Al-Kindi, Al-Farabi and Ibn Sina - Also Ibn Rushd. This course focuses mainly on considering texts directly, which gives the student different skills, especially the processing techniques, comprehension and analysis of texts, and comparing texts with each other.

Dissertation (Thesis):

PHIL 699 Philosophy Dissertation: The Dissertation reflects a cumulative, complex achievement, building on the knowledge and skills acquired over a long course of study. Each student has a supervisor that accompanies her/him during the different phases of the thesis. Beginning in the second semester, students choose a research topic and embark on preparing a research design for the thesis. By working independently, completing the research project, and submitting the thesis, students develop and enhance their critical and reflective capacities, enabling them to engage with the social and cultural realities around them.

Rationale for Degree and programme name

In line with DI practice of naming programmes after the name of the disciplines which they cultivate, the programme is referred to as “The Philosophy Program.” The degree that the programme offers after successful completion of the course of study is known as “The Master of Social Sciences and Humanities-Philosophy.” As explained elsewhere in this report, the programme focuses on Social and Political Philosophy.

The rationale for this degree is multifaceted, consisting of at least three considerations. Firstly, the vision of the Founders of the Institute was to establish a graduate institute whose mainstay would be a School of Social Sciences and Humanities. Secondly, the number of graduates of Philosophy Programs in the Arab world (especially in the eastern part) is very small in comparison with the number of graduates of Philosophy programmes in regions comparable to the Arab region in population figures. Thirdly, and probably most important goal is to function as a catalyst for change and an agent of enlightenment.

Integration of Theory and Practice

Both “theory” and “practice” have wide meanings, and the dichotomy between theory and practice can, and in fact, has been challenged. Philosophy is both theoretical and practical. It is theoretical because it ultimately aims at understanding the world, and it is practical because its practitioners, famous or otherwise, were never tired of inventing schemes and creating visions of how the world should be changed. Philosophers have always influenced the world, from Plato to Marx and beyond. For example, without the ideas of the Philosophers, it would be hard to understand the basic idea of modern democracy, a vision of political life that almost every country and people nowadays dream of achieving.

In the programme, theory and practice are integrated. The HEI does not have internships in the sense in which a student of Business Administration (to give one example) is expected to “intern” in a company where he or she will get to apply/experience in practice the ideas which they learned in Business School. This is not the only way in which a discipline may claim to have a practical aspect that needs to be integrated with the theory that the discipline cultivates. In the case of Philosophy, the practical aspect is present in the sense that it is part and parcel of Philosophy to ask about how one ought to live, how a society ought to conduct its political affairs, and how to deal with challenges that face society and humanity at large. All of those are practical questions.

At the more concrete (which is to say “direct”) level, and with the proliferation of sub-disciplines of Philosophy such as Environmental, Medical, Computer, Media, Research Ethics, and so on. the HEI recognises that it is possible for the students to gain practical experience, and the HEI is exploring the possibilities which Qatar makes available. Contact has been made with the Qatari National Committee for Human Rights and the Media Ethics Think Tanks-Qatar in order to explore possible avenues of cooperation which can lead to practical training and internships for the students.

Interdisciplinary Thinking

Many courses of study in the Humanities and Social Sciences are able to lay claims to interdisciplinarity, but Philosophy is unique in that it is not just another Humanities discipline. Since its inception at the hands of the ancient Greeks, Philosophy dealt with issues and

problems that were only later used to define/ create the presently known (and continuously proliferating) disciplines in the Humanities and Social Sciences. For example, it not long ago that Physics was known as the Philosophy of Nature, and thinkers such as Aristotle dealt with the subjects of Psychology with equal ease as he dealt with the subject of Literary Criticism. The overarching interdisciplinary scope of Philosophy can still be seen today in the fact that there is hardly any subject worth its salt that does not have a “Philosophy of X” dimension, starting from Mathematics, going through Psychology, Economics, all the way to Sport. In **PHIL**, the HEI is aware of this. Thus, in PHIL 611, Logic is presented as something that has application in Computer Science as much as any other subject where Argument has a place, be it Physical or Political Science. The four courses in Social and Political Philosophy (PHIL 616, 617, 618, and 619), in addition to PHIL 613, freely traverse grounds covered by Sociology, Psychology, Economics, and Law. To be sure, they do not compete with any particular discipline but approach their subjects from a holistic perspective and aim at discovering connections and overcoming simplistic understanding.

Over and above this, the Philosophy programme has contributed service courses to the SOSH interdisciplinary courses -- SOSH 678 (History of Liberation Ideas), SOSH 679 (War Ethics), SOSH 697 (French Theory), SOSH 673 (Gender, Identity and Modernity in the Middle East), and SOSH 672 (Civil Society from a comparative perspective). The students often choose to take some of these courses, which in turn, reflects back on the Philosophy courses which they take in the programme, and often gives them some direction in their choice of thesis topic.

Ethical Aspects

Ethical aspects in any programme of study may be found at either one of two levels or both. If the programme involves research on individual humans, groups of people, animals, or the environment, the programme is expected to comply with ethical criteria for conducting research and embody this knowledge in its programme content. In the case of the Philosophy programme, this is not applicable for the reason that the programme does not require empirical research of any kind.

The other level where ethical aspects may be sought is where the programme analyses issues that have a normative dimension. This applies to most disciplines in the Humanities and Social Sciences. The HEI offers an entire course devoted to the Philosophy of Ethics and Justice (PHIL 616) and another devoted to the discussion of Democracy and Human Rights (PHIL 613). In the Political and Social Philosophy courses, the HEI also discuss the normative implication of Social and Political theories and practices, critique being one of the skills which students need to acquire.

There is yet one contribution which Philosophy offers, namely the discussion of the distinction between fact and value and the idea of non-normativity of exact science or those subjects which seek to emulate the exact Sciences. These topics are, of course, discussed in other disciplines, but the contribution of Philosophy is unique. Not only is that contribution informed by the long history of philosophy but also by the special tools which philosophy brings into the discussion of normativity, namely Logic and Logico-Linguistic Analysis. This is dealt with in PHIL 616 and PHIL 611.

Methods and Scientific Practice

The question of Method and Scientific Practice is one of the perennial questions of Philosophy, along with the question of what “Science” and “non-Science” are and how the different disciplines differ from each in terms of method. These questions are amongst the topics dealt with in PHIL 611 (Logic and Method in Philosophy). Philosophy has not arrived at any solid conclusions with respect to Method, neither in regard to itself nor in regard to other disciplines.

In one sense of scientific practice which may be applicable to Philosophy and some other disciplines in the Humanities, Philosophy students receive instruction on how to do research in Philosophy, how to use their sources, how to structure papers, organise ideas and defend them. In most courses, students are expected to present and defend a research proposal before proceeding to write their final essay in the course.

Examination and Final Thesis

All assessments at DI are governed by the grading, assessment, and thesis policies. The Philosophy programme complies with DI Policies.

Instructors design assessments to align with course learning outcomes (CLOs), which are aligned with programme learning outcomes (PLOs).

To take up the question of Examinations first, achievement and success in philosophy are not naturally tested for by means of examinations as traditionally understood. Instead, the subject requires and relies on writing of essays, short or long, to determine the degree to which goals have been achieved. A rubric for grading essays is used to determine achievement along five different dimensions: Language, Content, Structure and Documentation. To earn a top-level grade, the student must use clear, concise, academic language; present a clear original thesis or approach to the subject under discussion; structure the work logically so as to reveal internal unity; use appropriate primary and secondary resources in Arabic and at least one foreign language.

There are two exceptions to the general rule of writing essays, one only partial. In PHIL 611, one type of assessment is a midterm examination designed to test students’ logical skills in recognising, analysing and evaluating arguments; in PHIL 001, students take exams to test their skills at translation and comprehension of philosophical text written in English. In these two cases, the use of exams is appropriate because skills of a particular nature are the objects of testing.

In many ways, the Final Thesis is the major test which Philosophy students go through, and it is subject to strict criteria from beginning to end. Towards the end of their second semester of study, students are expected to write a short, preliminary thesis proposal designed to give their teachers an idea about the student’s area of interest. Proposals are discussed with the students in a programme meeting, resulting in the acceptance/ rejection of the proposals, and (in the case of acceptance) the assignment of Thesis advisor. Feedback is provided to all, especially in the case of proposals requiring major re-thinking or complete change. In the summer of their first year, students are expected to begin researching their topics and thus gain an understanding of the challenges that lie ahead. Early in their third semester students are required to present detailed proposals with an outline of the main divisions of the subject and a bibliography of relevant materials. Again, they receive feedback from the faculty, but primarily from the Thesis Advisor.

Upon successful completion of this stage, students proceed to work on their Theses. Working closely with the Thesis Advisor, student is expected to present their work in progress chapter by chapter and to receive feedback at each turn. This work extends over the third and fourth semesters of study. In the course of the fourth Semester of study, a second reader of the Thesis is assigned (the Advisor is considered to be the first reader). The second reader is not allowed to play a major role in following up on the student's work for fear that the student may become overwhelmed with reconciling possibly divergent approaches between the readers. Once completed, the thesis is received by the Advisor, who determines whether the Thesis satisfies all the formal and substantive requirements and whether the student can progress to the stage of Thesis defence. The second reader participates in the Thesis defence.

LAL

Table 9: Curriculum LAL

1st Semester

Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
M1	Module 1	3				42	84			3/42
M 1.1	SOSH601 Issues in the Study of Social Sciences and Humanities	3				42	84	L/S	Research Paper based on the Presentation	40%
									Divided into different assessments	60%
M2	Module 2	3				42	84			3/42
M 2.1	LAL611 Lexicology/Lexicography and Linguistics	3				42	84	L/S	Verbose essay	40%
									Presentation and Oral Discussion	20%
									Final Exam	40%
M3	Module 3	3				42	84			3/42
M 3.1	LAL612 Arabic Lexicography	3				42	84	L/S	Brief essay	20%
									Verbose essay	40%
									Final Exam	40%
M4	Module 4	3				42	84			3/42
M 4.1	Programme Elective	3				42	84	L/S	Depends on the course	Depends on the course

M5	Module 5	0				21	21			
M 5.1	LAL003 Workshops for Writing and Documentation	0				21	21	L/S	Class presentations	Pass/Fail
									Worksheets	
									Class tests	
									applied academic paper	
	2nd Semester		Credit hours in the second semester							
M6	Module 6		3			42	84			3/42
M 6.1	LAL615 Semantics	3				42	84	L/S	Short Essay	10%
									Long Research Paper	30%
									Presentation and Oral Discussion	20%
									Report	10%
									Final Exam	30%
M7	Module 7		3			42	84			3/42
M 7.1	LAL614 Lexicology and Issues in Historical Dictionary	3				42	84	L/S	Short Essay	10%
									Long Research Paper	40%
									Research Presentation	25%
									Final Exam	25%
M8	Module 8		3			42	84			3/42
M 8.1	LAL616 Phonology and Morphology	3				42	84	L/S	Brief essay	10%
									Verbose essay	30%
									Presentation and Oral Discussion	20%
									Report	10%
									Final Exam	30%
M9	Module 9		3			42	84			3/42

M 9.1	Program/Free Elective					42	84	L/S	Depends on the course	Depends on the course
M10	Module 10		0			21	21			
M 10.1	LAL001A Readings of Specialised Foreign references in Linguistics and Lexicography I		0 ¹⁵			21	21	L/S	Readings Presentation Preparing a glossary of English terms	Pass/Fail
M11	Module 11		0			21	21			
M 11.1	LAL002A Academic Writing 1		0 ¹⁶			21	21	L/S	Class presentations Worksheets Class tests academic paper	Pass/Fail
	3rd Semester			Credit hours in the third semester						
M12	Module 12			3		42	84			3/42
M 12.1	LAL617 Lexicography			3		42	84	L/S	Short Essay Reports on Symposiums Long essay presentation of a Research Topic Final Exam	10% 10% 40% 20% 20%
M13	Module 13			3		42	84			3/42
M 13.1	Programme Elective			3		42	84	L/S	Depends on the course	Depends on the course
M14	Module 14			3		42	84			3/42

¹⁵ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

¹⁶ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

M 14.1	SOSH Course			3		42	84	L/S	Depends on the course	Depends on the course
M15	Module 15			3		42	84			3/42
M 15.1	SOSH Course			3		42	84	L/S	Depends on the course	Depends on the course
M10	Module 10			0		21	21			
M 10.2	LAL001B Readings of Specialised Foreign references in Linguistics and Lexicography 2			0 ¹⁷		21	21	L/S	Readings Presentation Preparing a glossary of English terms	Pass/Fail
M11	Module 11			0		21	21			
M 11.2	LAL002B Academic Writing 2			0 ¹⁸		21	21	L/S	Class presentations Worksheets Class tests academic paper	Pass/Fail
	4th Semester				Credit hours in the fourth semester	contact hours in thesis (# Weeks x # Credit Hours)	Study hours in thesis (# Weeks x # Credit Hours x 2)			
M16	Module 16				6	84	168			6/42
MA	LAL699 Dissertation in Linguistics and Arabic Lexicography				6	84	168	T/S	Thesis	100%

¹⁷ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

¹⁸ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

	Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours	
total	12	12	12	6	693	1281	

L: **Lecture**

S: **Seminar**

T: **Tutorial**

Logic and Conceptual Coherence

The programme aims at preparing and empowering students in the field of Linguistics and Lexicography. The programme encompasses all branches of modern Linguistics: phonology, morphology, Lexicon, syntax, and semantics, relating all these branches to the Lexicon. It also includes the main components of Lexicography and Terminology and their applications. Interaction with other disciplines is provided by a number of courses such as Sociolinguistics, Philosophy of Language, Computational Linguistics, Lexicon and Linguistic levels. Students will have the opportunity to select courses of their choice due to the wide and flexible choice of courses offered by this program. For this reason, the programme is based on providing the necessary knowledge and skills that ensure reaching this objective through a set of compulsory and elective courses that are interrelated to ensure:

- Acquiring high competence in the practice of linguistic research to address the phonetic, morphological, syntactic, semantic, and pragmatic language phenomena in the latest linguistic frameworks and models and using this in addressing current Arabic language issues.
- Gaining high competence in the practice of scientific research to address issues of Lexicon and Terminology according to the latest theories and approaches and employing this in the development of Lexicography and Arabic Terminology.

Harmony and coherence appear in this programme by considering two issues: harmony and coherence between the mandatory and optional courses of the program, the coherence of the learning outcomes in a single course and between the different courses.

Harmony and Coherence between programme Courses

The programme seeks to achieve this by intricately linking the various components of the program. The following courses lead to a gradual acquisition of knowledge and skills in the field of lexical work:

LAL 612 Arabic Lexicography: This course provides a general introduction to Arabic Lexicography. In their ancient tradition, the Arabs had a prominent activity in the field of Lexicography, leading the German orientalist Fischer to state in the introduction to his dictionary that “the large number of Arabic dictionaries compiled by the Arabs, and which have remained within reach of the Arabs and Orientalists to this day, are impressive”. He adds: "with the exception of China, there are no other people who are entitled to be proud of the abundance of linguistic books about their language, and of their early sense of their need to coordinate their vocabulary, according to the principles and rules, other than the Arabs." ¹⁹This course focuses on the development of Arabic Lexicography and its methodologies and the functions it provides to its linguistic community. The course looks into the linguistic, scientific and cultural contexts in which these dictionaries emerged. This introduction is a necessary backdrop for understanding the ways in which modern Arabic dictionaries drew on classical Arabic ones. The backdrop is also necessary for the development of the Arabic historical

¹⁹ Auguste Fischer. *Fischer Arabic Dictionary* (1st Edition). Cairo: Cairo Arabic Language Academy, General Authority for Amiri Press Affairs, 1387 AH / 1967 AD, pp. 1-4

dictionary, which is currently being prepared in Doha, and to which the Linguistics and Arabic Lexicography programme is directly linked.

LAL 614 Lexicology and Issues of Historical Dictionary: The course aims at acquiring the necessary knowledge in Lexicography and the basic skills necessary to make use of this knowledge and deploy it in the development of modern Arabic Lexicography. It seeks to draw on the insights and effort invested in the classical Arabic dictionaries and to know the general theoretical principles of Lexicography and its achievements in the Western world. It also investigates the conditions in which the German, English and French historical dictionaries emerged and the ways in which they benefited from developments in the fields of historical and comparative Linguistics and language change. The construction of a historical dictionary should draw on, among other things, these developments and conditions.

LAL 617 Lexicography: This course applies the theoretical knowledge and learned skills in Lexicology and Arabic Lexicography (which focused on classical dictionaries) to modern Arabic Lexicography. The course discusses the Arabic peculiarities which are not found in other languages (e.g., English and Arabic), including issues of Lexicographical order which is based on roots, and issues of the vowels and categories, among others. The course also discusses the shortcomings in modern Arabic dictionaries in matters of order, marking, definition, structures of the lexical text, polysemy, and presentation, among others. The aim here is to provide a new perspective based on the learned techniques to transform Lexicography from a hobby into an industry.

LAL620 Terminology and Terminography: This course is complementary to Lexicology and Lexicography courses, considering the fact that technical terms are specialised lexemes in contrast to the general lexemes that are studied in the previous two courses. This course is concerned with the technical terms of civilisation, science and arts, which are steadily increasing every day. This course studies the general principles of Terminology, methods of generating technical terms, transferring foreign terms into Arabic, and the standardisation of terms, and examining the position of these terms in the general linguistic Lexicon, which is one of the preoccupations of Lexicology and Lexicography.

Moreover, training in the field of Lexicography cannot be viewed in isolation from what has been achieved in the field of Linguistics. This is evident in the following compulsory courses:

LAL 611 Lexicon and Linguistics: The course deals with the main issues of theoretical Linguistics with its narrow and wide branches: (Microlinguistics and Macrolinguistics), focusing, in particular, on language as the subject of this science, discussing its definition, characteristics and functions, highlighting the most important linguistic schools, their and trends, and studying selections from text Linguistics and pragmatics as well as addressing some insights in the traditional linguistic heritage. All of these are used to develop the students' Lexicographical skills, particularly those relating to the analysis of standard examples in the contexts of the lexical corpus, inferring the lexical meaning in its context and distinguishing it from other meanings, and training students to formulate lexical definitions. The course also aims to introduce the basic concepts in Linguistics and Lexicology, following chronological order in discussing the development of linguistic schools, starting from the historical school, passing through structuralism, generativism, and functionalism and ending with pragmatics. In addition, the course provides the student with analytical methods of the linguistic material and how to link linguistic knowledge to Lexicography as well as improving the ability to read the linguistic heritage in light of Modern Linguistics.

LAL 615 Semantics and Lexical Semantics: This course introduces students to the foundational concepts of semantics and pragmatics, and theories of meaning and its types at the lexical and syntactic levels, focusing on Lexical semantics, with the aim of enhancing students' ability to derive the largest number of possible meanings from language utterances, and to familiarise them with the foundations and principles on which the process of inference is based, and the criteria by which determinate meaning can be distinguished from indeterminate meaning, and employing all of this in Lexicography. The course also aims at developing the students' research skills and broadening their perceptions and horizons of thinking in semantic studies as well as traditional and contemporary linguistic approaches.

LAL 616 Morphology and Phonology: The course deals with the structure of the Arabic word and its analysis into its morphological and phonetic components to enhance the students' ability to systematically understand the Arabic morphological system and how to construct the Arabic word by affixation and formation, and to familiarise them with the possible changes that might occur to its structure, and training them on how to derive morphological meanings, and use them in Lexicography. The course also aims at broadening their perceptions and horizons of thinking in linguistic studies.

LAL 621 Philosophy of Language: This course focuses on the analytic philosophy of language and addresses the key theories that shaped the philosophical analysis of language in the late nineteenth and early twentieth centuries. The course aims to introduce students to the curricula and schools of linguistic analysis in analytic philosophy, primarily logical positivism and the philosophy of ordinary language. Among the main issues and topics discussed in the course are theories of meaning, reference, speech acts, and conversational/discursive implication. It aims to provide students with knowledge of the philosophical and pragmatic approaches to meaning analysis. The Philosophy programme participates in this course, which may seem far from Linguistics and Lexicography, but it is linked, albeit indirectly, to the Lexicon by moving from lexical significance to contextual semantics through research in theories of meaning, speech verbs, and dialogical imputations.

LAL 622 Lexicon and Linguistic Levels: This course aims at examining the Arabic language at its different levels in four main directions: its relationship with other Semitic languages, the relationship between its different dialects, the relationship between the eloquent and the colloquial, and the relationship between the different levels of linguistic register such as the pedant, the formal, the ordinary, and the intimate. These topics are thoroughly related to Linguistics on the one hand and Lexicology on the other hand because it is concerned with comparative Linguistics (Semitic and other linguistic families) and with the sociolinguistic aspects by looking at the social levels of language and the manifestations of these levels in Arabic dictionaries, old and modern, general and specialised. The course also studies lexical issues, such as borrowings both in Arabic and in other languages, dialects and issues of standard and colloquial language, social levels and the issue of synonymy. This reinforces what is mentioned about the close connection between Lexicon and Linguistics.

LAL 623 Lexicon and Society: This course considers the Lexicon (the dictionary in all its dimensions) as a social product and as a historically constituted resource used in the construction of material and political relations. It not only deals with the linguistic aspect of the dictionary, but it also considers its socio-cultural functions in specific historical contexts. The list of topics considered in the course includes but is not restricted to, historical contexts of Lexicography in its theoretical and applied dimensions; dictionaries and the linguistic register; language policy and terminological planning; dictionaries and the politics of Arabicisation; dictionaries and the imagined communities; dictionaries and the issue of social stratification;

dictionaries and gender; dictionaries and language ideologies. Upon completion of the course, students will have developed a repertoire of sociocultural theories of language as they are applied to the issue of the Lexicon.

LAL 624 Research Methods in Linguistics and Lexicography: This course introduces the student to the difference between approach, method, methodology, theory, and theoretical framework. It deals with the main approaches prevailing in linguistic studies, such as rationalism, behaviourism, structuralism, functionalism, contextualism, pragmatics and textualism. The course discusses the ontological and epistemological principles that underlie the linguistic schools and addresses some relevant philosophical stances and discussions, such as realism, nominalism, and conceptualism. As for methods, the course deals with the difference in Linguistics and Lexicology between the quantitative method and the qualitative method, between the descriptive method and prescriptive method, and between the inductive and deductive methods, considering the descriptive, historical, social, and comparative methods in Lexicology and their applications in Lexicography, by studying the relationship between the lexical system and the levels of linguistic analysis. The course provides the opportunity for students to enhance their knowledge of how to raise research questions, how to assess the suitability of some approaches to their various research questions, and to develop their abilities to conduct academic research in Linguistics and Lexicography.

LAL 625 Lexicon and Computational Linguistics: This course introduces computational Linguistics concerned with natural languages processing and the use of computer techniques to develop the students' research skills in Linguistics and Arabic Lexicography and to acquaint them with effective and precise research tools. The course focuses on highlighting the role of the machine in processing large textual data and how to control it through multiple operations, including analysis, generation, abbreviation, retrieval, and others.

It also focuses on the automatic processing of the Arabic language and the evaluation of related computer programs such as morphological analyzer, grammar analyzer, spelling checker and automatic modulator, as well as other programs for composing language dictionaries, terminology extraction, and corpora building and labelling programs to serve Lexicography. This course enables students of the programme to make use of the machine in simulating human intelligence in understanding language for using it in research and industry fields, especially in training learners on Lexicographical techniques and methods of linguistic, automated, and statistical processing.

LAL 626 Issues in Linguistics and Lexicography: This course opens the door to the study of one or more linguistic and lexical issues without being limited to a specific title. This opens the chance for deliberating various issues and benefiting from the experiences of professors visiting the programme to be able to address the phenomenon from different perspectives. Here, the course content for the academic year 2021-2022 is presented, in which the course focused on the topic (Text Linguistics and Discourse Analysis): This course aims to enable the students to master the basic keys of text Linguistics and discourse analysis. This course is expected to improve the student's analytical skills. The material is based on Linguistics, whose methodological and conceptual development has led to the creation of text Linguistics and discourse analysis. This course is also related to the Lexicon because it deals with the transition from sentence Linguistics to text Linguistics with various approaches of discourse analysis and how a conventional lexical sign is changed into contextual evidence that may be interpreted differently in actual communicative situations based on different inferences, contexts, and principles of communication. Moreover, the course provides students with explanations for moving from abstract meanings to communicative intentions, purposes, and

ends, highlighting the foundational and evaluative references of the discourse and tracking the developments that occurred in the principles of cooperation in post-Grace pragmatics. It will also enable the student to analyze in greater depth the stylistic, structural, semantic, rhetorical, textual, and interactive ways in which discourse is formulated, as well as to identify the functional and cognitive approaches to contextual studies, and their impact on the understanding of the discourse. The course studies various textual types, including narrative, descriptive and argumentative texts, focusing on how discourse acquires its textuality through the cohesive devices such as reference, conjunctions, deletion, and substitution.

LAL 642 Translation and Communication: This course forms a link between Linguistics, Lexicography, and inter-cultural communication studies. It focuses on translation as a form of performative practice in specific historical conditions. The list of topics discussed in the course includes, but is not restricted to, the emergence of translation as an interdisciplinary field of study; theories and approaches to translation, historiographies of translation in different discursive traditions (western tradition, Arabic tradition, African tradition, Indian tradition, etc.); the problem of equivalence; the translator's (in)visibility; the translator and the dictionary; translation and the question of power relations and ideologies; nationalism, globalisation and translation, the concept of the 'untranslatable'; terminological planning and translation; translation and colonial Lexicography; translation and gender. Upon completion of the course, students are expected to be able to use the key works, theories, concepts, and strategies which shaped the field of translation studies in order to draw on them in their own projects.

In addition to these mandatory and elective courses that link Lexicon and Linguistics, students study the following courses non-credit courses²⁰:

LAL003 Training Workshops on Research Writing and Documentation (1.5 hours): This course is aimed at training new students who lack initial training in the field of scientific research.

LAL002 Academic Writing and Dissertation Preparation: This course aims to train students on scientific writing that depends on transparency, terminological accuracy, linguistic correctness, stylistic strength, avoidance of pedantry, and the good choice of topics for thesis in the field Linguistics and Lexicography. This course is divided into two parts, with a focus in the second part on issues related to writing the thesis in all its aspects, including formulating the research problem, writing the introduction, writing the conclusion, citation, presenting, and discussing arguments, etc.

LAL001 Foreign Readings Specialised in Linguistics and Lexicography: The aim of this English-for-academic-purposes course is to develop the discursive competence of the students in the field of Linguistics and Lexicography by exposing them to a selection of specialised foreign readings. It consists of two parts taught over two semesters. The first part of the course is taught in the second semester, and the second part in the third semester. The course is not offered in the first semester to allow students to develop some specialised competence in the field of Arabic through the courses offered in the first semester. Besides, most of the students who could not meet the English language entry condition are required to attend English classes in the Languages Centre in the first semester. Thus, offering the course from the second semester is more effective for these reasons. The mode of teaching is

²⁰ In the programme study plan of 2022-2023, the learning objectives of these non-credit courses were integrated in already offered courses in the program. This comment on this type of course applies throughout this report. For more details, please see letter on "Structural Changes in programme Study Plans of 2022-2023" submitted to the FIBAA Project Manager of this cluster accreditation.

interactive, as it uses student presentations and collective discussions. Each student is required to make a PowerPoint presentation (either individually or jointly) and to compile a glossary of the key terms in the assigned reading.

Interdisciplinary courses²¹:

SOSH601 Issues in the Social Sciences and Humanities. It is a compulsory course for all students at the School of Social Sciences and Humanities.

Students select two courses from the following interdisciplinary courses:

- SOSH673 Gender, Identity and Modernity in the Middle East
- SOSH674 Critical Readings in Modern and Contemporary Aesthetics: Sound, Image, Text
- SOSH675 Sociolinguistics
- SOSH676 Political Economy of the Arab World
- SOSH677 Comparative Cultural Studies: Theory and Application
- SOSH678 History of Liberation Ideas
- SOSH679 War Ethics
- SOSH680 Advanced Critical Thinking and Academic Writing
- SOSH681 Power and Language
- SOSH684 Religion State and Society
- SOSH695 Framing other cultures: Arab-US encounters
- SOSH696 History, Philosophy and Social Sciences: Epistemological and Methodological Relations
- SOSH697 French Theory: Theoretical Approaches and Models
- SOSH669 Understanding Arab conflicts
- SOSH668 The sublime, the beautiful, the subversive: On politics, art and literature
- SOSH667 The Palestinian cause
- SOSH666 Critical Readings on Arab Renaissance Questions
- SOSH665 Human Development
- SOSH664 Intergroup Relations: Groups, Conflict and its Reduction
- SOSH663 Freud and the social and human sciences

LAL 699 Master's Thesis

The Master's thesis is a culmination of the academic work in the courses of the previous three semesters.

Harmony and Cohesion between learning and teaching outcomes

The programme aspires to achieve the following ten outcomes in these below areas:

Knowledge and Understanding

1. Gain knowledge of the Arabic lexical heritage

²¹ in accordance with the general orientation of the institute, which wishes to remove the barriers and obstacles that constrain the student within one field, and drive openness to other fields in order for students to benefit from them, the following courses are offered.

2. Demonstrate a systematic understanding of the contemporary linguistic literature, including their epistemological, theoretical, and methodological dimensions
3. Gain knowledge of lexical and terminological developments
4. Acquire in-depth knowledge of the levels of the linguistic lesson within advanced linguistic frameworks

Intellectual Skills

5. Practice critical thinking in evaluating selected lexical work
6. Evaluate different analyses of some linguistic phenomena within advanced linguistic frameworks

Practical Skills

7. Acquire lexical and terminological techniques
8. Learn linguistic analysis tools at various levels

Transferable Skills

9. Acquire oral and written communication techniques
10. Learn teamwork and fieldwork techniques

These programme outcomes find their application in each course offered. Taking LAL617 as an example, it can be seen below how these outcomes are achieved and how they are integrated with one another:

LAL 617 Lexicography Course

The first outcome of this course is to understand what combines a word and a lexeme and what distinguishes one from the other. Lexeme is, in most cases, a single word, but it is not always so; it may be a compound of two or more words. Determining what a lexeme is required consideration of morphological, syntactic, and semantic aspects, which is in line with PLO7 "Acquire lexical and terminological techniques."

The second course learning outcome of LAL617 "Knowledge of the methods of creating general and specialised lexemes". This course learning outcome fits with what is in the learning outcomes of the course of LAL614 Lexicology and Issues in Historical Dictionary "Knowing the methods of creating general and specialised lexemes, i.e., terms" and "Treating the difficulties of contemporary Arabic in dealing with the created, the colloquial and the foreign lexemes". This outcome aligns with PLO3 "Gain knowledge of lexical and terminological developments", and what is also stated in the learning outcome of the course of LAL620 Terminology and Terminography, "Introducing the student to lexical and terminological developments".

Teaching Methods:

The teaching methods followed in all courses of the programme are distinguished by the teaching strategies adopted in which they rely on an interactive approach which aims to make the student the centre of the learning process. Teaching in the courses is generally based on three strategies:

- Lectures that provide basic directions and conclusions
- Seminars based on the active participation of all students aiming at developing learning skills and providing further analysis

- Applied analysis to the issues studied

Some courses rely on assignments prepared by students with prior guidance as starting points for stirring discussions and dividing students into groups to participate in solving some exercises. The instructor might assign two groups of students and ask them to present different aspects of the topic being discussed.

The participation of two professors in one course

It may occur in some instances that two professors co-teach one course. In such cases:

- One of the two professors is assigned to coordinate the course.
- The way in which the course is divided usually depends on the topics each professor teaches. Each of the professors would teach the part related to his area of specialisation.

Rationale for Degree and programme Name

The Linguistics and Arabic Lexicography programme confers upon graduates a Master's degree of Social Sciences and Humanities in Linguistics and Arabic Lexicography. The name of the programme is fitting for a programme of this nature.

The combination of "Linguistics" and "Lexicography" in the "Arabic Linguistics and Lexicography Program" at DI was an intentional combination. It was intended to convey that the research in the Lexicon is not just technical research, but it is a scientific research based mainly on Linguistics, and it must benefit from what modern Linguistics has accomplished in various fields that find an echo in the Lexicon, such as phonology, morphology, syntax, and semantics.

The combination of the terms "Linguistics" and "Lexicology" in the title of the programme and in the title of its degree was not just a combination process where the two terms are joint. The purpose behind it is to show that Linguistics is a method that can be used in Lexicon, making the study of the Lexicon as a linguistic study. As for the term "Lisāniyyāt", it is a clear and well-known term in which there is no dispute, and it corresponds to the Western Terminology (Linguistique/ Linguistics). This does not apply to the term "Lexicology" since it is an ambiguous term that expresses multiple meanings in the Arab world. Perhaps its ambiguity and its multiple connotations were an additional reason for choosing it. It corresponds to the two Western terms "Lexicology" which studies the theoretical aspect of the Lexicon, and "Lexicography" which is the applied aspect. Accordingly, the title of the programme degree in Arabic actually means (Linguistics and Lexicology/Lxicography), and the program's structure is based on these two aspects of the term "Lexicon" as well as Linguistics.

Integration of Theory and Practice

The programme offers its students a combination of two aspects: a theoretical aspect and a practical aspect. This pairing appears in the title of the programme in Arabic, in which the term "Mu'jamiyya" is multi-meanings as explained in the previous paragraph; it refers to the theoretical study (Lexicology) and to the applied study, which is concerned with the composition of dictionaries (Lexicography).

The programme seeks to provide its students with the necessary theoretical knowledge and skills that will allow them to pursue their research at the doctoral level. A number of the programme students who graduated in previous years have enrolled in doctoral programs or are in the admission phase in a number of universities: four (two Males and two females) in Morocco, one in Italy, one in France, one in Canada, two in Turkey, and one in Saudi Arabia. Some of them graduated and obtained their Ph.D. this year and last year; one graduated from a Turkish university (Faculty of Islamic Call- Istanbul Branch), and the other from a Tunisian university (Faculté des sciences humaines et sociales de Tunis).

The programme includes several courses that are fully or partially oriented towards a theoretical direction in dealing with issues of Linguistics, its schools and doctrines, and issues of phonology, morphology, semantics, pragmatics, social Linguistics, and others. The LAL614 Lexicology and Issues in Historical Dictionary course clearly represent the tendency to draw the theoretical foundations on which Lexicography is based. The LAL617 Lexicography course, on the other hand, clearly represents the trend towards the applied aspect in this field.

The theoretical orientation in social sciences and humanities programs is clear. The practical approach is often in need of explanation. The practical approach is evidenced in several courses. The LAL617 Lexicography course is one of the most prominent pieces of evidence of this practical orientation, which is highlighted in a number of elements:

1. The course seeks, as its title indicates, to train students on the foundations of Lexicography. The main work in the assignments of this course is to create lexical materials. They are asked to pay attention to all the elements of the created material in order, definition, tagging, exemplification and citation. They are also asked to take care of the output, so they are asked, for example, to organise the page, divide it, choose fonts, compare colours, and other elements.
2. A number of experts working in the Doha Historical Dictionary of Arabic are invited to the classes to provide their expertise in specific areas, such as the marking of entries, their definitions, and so on.
3. The students of the programme participate in some of the necessary preparatory work in the Doha Historical Dictionary.

The practical application aspect of the programme is not limited to this course; in other courses in the Lexicon and Linguistics, care is also given to this aspect. For example, LAL625 Lexicology/Lexicography and Computational Linguistics course belongs to the field of applied Linguistics. This course is concerned, among other things, with training students on what artificial intelligence needs from computing the Lexicon corpus.

Aspects of this combination between the theoretical orientation and the practical application are included in the Master's theses. This pairing can be represented by the title of one of the theses that won the Sharjah Prize in Lexical Work and then got published in a book: "Arrangement of compound lexemes in the contemporary Arabic Lexicon, computational Linguistics processing.

Interdisciplinary Thinking

DI and the School of Social Sciences and Humanities adopt the idea of interdisciplinarity. In the first year, SOSH 601: Issues in Social Sciences and Humanities is a compulsory foundation

course for all school students. Second-year students are also required to choose two of the School's interdisciplinary courses.

As the title of the programme suggests, it combines "Linguistics" and "Lexicon" and covers theoretical linguistic issues from morphology, phonology, semantics and Lexicon, in addition to practical and applied issues from the field of Lexicography and the preparation of dictionaries.

The programme uses Linguistics in the "narrow" sense, which is concerned with phonology, morphology, syntax, and semantics and in the "extended" sense, which is concerned with social and pragmatic Linguistics and other branches of Linguistics that emerged subsequently. Its courses and the description of each one indicate the synergy of many sciences in the training process. LAL625 Lexicology/Lexicography and Computational Linguistics, for example, is based on a combination of Linguistics, computer science and Lexicography. Therefore, the students need to be familiar with these branches, or some of them, in order to be able to perform their work in this field. Even the courses that may be thought of as independent courses could not be studied efficiently without other related branches of knowledge. LAL615 Semantics and Lexical Semantics course, for example, addresses issues related to semantics, lexical semantics, legal theory, and other sciences because of the students' need to refer to traditional dictionaries. In LAL623 Lexicology/Lexicography and Society, there are materials from sociology, political science, Linguistics, and Lexicon. In LAL621 Philosophy of Language course, there is a fruitful cooperation between the Linguistics and Lexical programme and the Philosophy programme due to mutual interests for both fields in this course. That is why the programme advises its students to be open to other fields and to consult colleagues in different specialisations in order to carry out their work proficiently.

However, this interest in interdisciplinary approach should not in any way mean a loss of specialisation or general superficial teaching. The programme is clear in its specialisation and its focus on the Lexicon, and in its use of the various branches of Linguistics. Interest in interdisciplinarity means that the researcher benefits from other fields as much as they delve into his speciality.

Ethical Aspects

The Arabic Linguistics and Lexicography programme does not directly involve ethical aspects. However, they are present in the work of the programme in various forms:

1. Academic honesty: In the assignments that students submit and in their Master's theses, there is a continuous pursuit of the topic of scientific honesty and intellectual property rights. The programme strongly insists on preserving this trust and this ownership by referring the opinions and ideas to its owners, and it states this explicitly and clearly. The Head of the programme addresses this topic in his first meeting with the students at the beginning of the year, and the professors stress this in their meetings with the students when they explain the assignments to them and when they provide them with feedback on the assignments.
2. Respect: By respecting others, it is meant, in particular, looking at the work that others provide without taking into account gender, colour, race, religion, beliefs, and the like, and the separation between the work that is being provided and the person who provides it. The most prominent of this is in the students' presentations. Each one of

them, in each course of the programme, is required to make at least a presentation that deals with one of the issues of the course, followed by a group discussion of this presentation in which the professor and students participate. In these presentations, students are trained to respect each other and to distinguish their comments and criticisms between the presentation and the person presenting it. This distinction requires learning attentive listening, taking notes, maintaining the etiquette of commenting, directing criticism and objection, and etiquette of responding to comments.

3. Preserving privacy: The topic of the thesis or assignment may require research activities related to human subjects, such as personal interviews and questionnaires. DI is committed to objectivity, integrity and ethics in research and implements policies for that purpose in line with applicable regulations and international best practices. The DI maintains an active assurance with the Qatar Ministry of Public Health (MOPH) regarding the protection of human subjects in research. Any human subject research to be conducted or supported by DI faculty, staff or students must be approved by the Institutional Review Board (IRB) before proceeding with the activity.

Methods and Scientific Practice

The programme does not follow a specific Linguistic or Lexical school. This, though, does not prevent the student from espousing a specific school in research.

For the students' theses, students can choose the approach that suits their topic, and they may use more than one approach while working on their theses. Perhaps the qualitative approach is more used in the programme due to the nature of the topics covered by the students. However, this does not preclude resorting to the quantitative method and statistics in a number of theses that has to do with Computational Linguistics, such as measuring the degrees of repetition and prevalence in looking at lexemes, for example, when it is desired to know the common vocabulary that must be described in a contemporary Arabic language dictionary or the ones that have been abandoned and out of use.

While studying the **LAL** courses, especially LAL624 Research Methods in Linguistics and Lexicology/Lexicography, students learn to distinguish between the qualitative approach and the quantitative approach, the descriptive approach and the normative approach, the inductive approach and the deductive-inferential approach, the analytical approach and the synthetic formative approach, in order to choose one or more of them according to the requirements of their research topics.

The programme is keen on the proper use of data in Linguistics and Lexicon topics, especially when it comes to the text corpus. The student must collect data, indicators and elements that are relevant to their research topics. It is required that this data verify a number of elements, the most important of which are:

1. To be honest and impartial in the process of searching for the required elements in the texts in preparation for their extraction and registration in the data. The student must not record what suits his point of view from the text, neglecting other data.
2. To follow one homogeneous method in the process of searching, extracting and recording from the beginning of the research to the end, and not to change the method of research nor the criteria that they relied on at the beginning.

3. To make a full distinction between the objective elements that they have searched for, collected and recorded and the classification principle they adopt in presenting them and drawing conclusions from them.

Examination and Final Thesis

Assessments are aligned with PLOs (see Table 6, chapter 1.1). Most **LAL** courses feature a combination of assessments employing reading, interpretation, writing, application, presentation and creative skills. Specific assessments are chosen appropriately based on desired outcomes.

The evaluation criteria for the courses differ according to the nature of these courses. Some of them depend entirely on research, so there is no final exam for them, such as LAL623 Lexicology/Lexicography and Society. However, the vast majority of the program's compulsory and elective courses depend on research-based assignments and a final exam. Choosing to rely on a final exam as an element of assessment in the programme is due to a number of pedagogical and practical aspects, such as:

Pedagogical Aspects:

- Exams do not substitute written research, and they should not be viewed as one. Rather, it is a test that complements written research.
- The exam in the programme is based on testing the student's ability to understand, to prove the skills he learned in the course, and to make good use of them and employ them where necessary.
- In exams, there is a test for the speed of intuition, the ability to organise and classify thoughts.
- Exams sometimes include an oral part, which evaluates additional skills such as presentation skills, ability to organise ideas quickly, and fluency in speech, which are absent in written research.

Practical Aspects:

- The exam allows for a better distribution of assignments over the weeks of the semester; because the examination week is in the fifteenth week, which comes after the completion of the full duration of the course (14 weeks), and the submission of the rest of the assignments and presentations.
- The examination ensures that the true ability of the student (without possible external assistance) is measured.

Master's Thesis:

The **LAL** Thesis (LAL 699) is a six-credit, semester-long educational assessment tool. The thesis research project is expected to represent the culmination of two years of learning and a practical application and integration of methodological, theoretical, and topical knowledge. Students are expected to produce original research that contributes to at least one body of existing academic literature. In the second semester, the student starts choosing their topics and start writing a generic thesis proposal. Supervisors are assigned based on their specialisations and the topic of the student's thesis. At the beginning of the third semester, the student writes a detailed thesis proposal, including sections of their first chapter. During the summer, third and fourth semesters, the students work on their theses to be able to submit them by the end of the fourth semester. Theses are formally evaluated by an examination

committee consisting of two Linguistics and Lexicon scholars, usually from the **LAL** faculty. Students must also orally defend their theses in front of the same panel. Students are provided detailed feedback by their evaluation committees. Additionally, thesis advisers provide many rounds of feedback/comments to help ensure student success. Assessments of theses are governed by the aforementioned and attached thesis and grading policies.

In the first introductory meeting between the students and the Head of programme, the latter introduces them to the Master's thesis and encourages them to choose a topic for their research.

In the second semester, the faculty members hold a couple of meetings with the students to familiarise them with the thesis proposal procedures and to discuss and evaluate the topics that they selected, taking into account some criteria such as the scientific value of the topic, its novelty and innovation, and the feasibility of the topic from a scientific point of view and the availability of the necessary references.

The student then submits a brief preliminary proposal on the topic of his/her thesis before the end of the twelfth week, and with the help of the supervising professor, he determines the next steps, including defining a work plan and an initial list of research sources and references. At the beginning of the third semester, the programme holds a seminar to discuss the proposals for Master's theses, in the presence of the program's professors and second-year students, to review the progress made by the students and the possible modifications in their plans. After the discussion, the student is asked to submit a detailed proposal for his thesis. In the fourth semester, the thesis is discussed in an open public session, which is usually attended by a large number of students from the program. After that, the student makes the corrections requested by the committee and submits the final version of his thesis.

Appraisal:

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the modules/courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The areas of specialisation (compulsory electives) or optional electives enable students to acquire additional competences and skills.

The panel considers that the degree and programme name corresponds to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples, for example, through events such as think tanks.

There is evidence that the programmes qualify for interdisciplinary thinking. In this respect, the panel emphasises very positively that there is a variety of courses and that students are motivated to think critically overall.

Ethical implications are appropriately communicated.

According to the panel, students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined 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

All programmes

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

US universities typically use conversion methods yielding that one conventional American credit hour is equal to two ECTS credits. Considering that the DI one credit hour is equivalent to 1.2 American credit hours, then one credit hour at DI is equivalent to 2.4 ECTS credits, making the 42 credits equivalent to around 100 ECTS credits. All master programmes at DI are 42 credits with only two exceptions which are the Social Work programme constituting of 48 credits (approximately 115 ECTS), and the Clinical Psychology programme constituting of 45 credits (approximately 108 ECTS) which is due to the applied nature of those two programmes requiring more hours for students to spend in fieldwork training.

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

mode are identical because all courses start in the afternoon so that working students have the opportunity to combine work and study.

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

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

HIST

Table 10: Structure HIST

Projected study time	Two years for full-time students, and either three years or four years for part-time students
Number of Credit Points (CP)	42 credit hours
Workload per CP	3 hours
Number of courses	16 (including three non-credit English courses ²² and the thesis)
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	(3 weekly hours x 14 weeks) = 42 contact hours per course

Feasibility of Study Workload

DI offers a comparably demanding study programme workload. Most students, however, reside on campus and are fully devoted to their academic and related extracurricular pursuits. There is overall a collegially conducive atmosphere, also with and among faculty. As for their programme of study, the History programme has carefully designed the study plan and load dispersal over the four semesters of study to ensure maximum performance. The courses are carefully configured to intersect and build on the knowledge and skills acquired in each and in considered semester by semester alignments. In the first and second semesters, the core courses anchor the other concurrently required courses. The syllabus designs, week divisions

²² For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

and reading assignments are coordinated by force of the overarching vision of the programme and its learning outcomes. The conversations, among faculty and among students, ideas and texts travel around and are picked up in different contexts and class dynamics. In the third semester, where students are required to fulfil their SOSH-wide interdisciplinary requirements, the choice of courses is determined through consultation with the assigned academic advisor to ensure that the student's overall training is guided toward supporting the student's intellectual projects. In the fourth semester, where students are devoted to the write-up and submission of their theses, a final programme core course is offered that is designed to offer a forum for the analysis and group discussion of the students' theses. Additionally, the low student-faculty ratio helps in providing attentive and personalised attention to each student and thus, students are provided with significant support from faculty members as they navigate the program.

The programme's graduation rates have been high, ranging between 83 % to 100 %, which further demonstrates students' ability to complete the programme and its requirements.

PHIL

Table 11: Structure PHIL

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
Workload per CP	3 hours
Number of courses	14 (including one non-credit English course ²³ and the thesis))
Time required for the final thesis and awarded CP	Students have one semester to complete their theses, which totals 6 credit hours
Number of contact hours	(3 weekly hours x 14 weeks) = 42 contact hours per course

A glance at the distribution of modules over the period of four semesters shows that most of courses in Theoretical Philosophy are delivered during the first semester of study. This serves three purposes. Firstly, it provides additional philosophical grounding for those students who need this. Secondly, it serves to create a common philosophical vocabulary between teachers and students who have studied philosophy in different traditions and in different languages. Thirdly, it provides students with knowledge of the more general philosophical setting in which social, political and ethical discussions take place.

Study of the social, political, and ethical subjects which give the programme its specific orientation is intensively undertaken in the second semester of study by means of 4 courses, all of which devoted to Social and Political Philosophy.

²³ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

Feasibility of Study Workload

The study workload which Philosophy students carry is comparable to that of other DI students across all the programmes, because almost all programmes are subject to the same policy with regard to study workload.

The question of study workload is a frequently debated question in the programme. To graduate, a Philosophy student has to complete 42 credit hours of work (36 hours in regular courses and six hours as Thesis work). Putting aside Thesis work to which one entire semester (the last) is devoted, this means that students have to complete 12 credit hours of work per semester, which is the equivalent of four graduate courses. To this, it must be added a non-credit English for Philosophy course²⁴, which, like any other course, meets 14 times during the semester. Also, and only applicable to some students, there are compulsory English language classes offered by the Language Centre for the benefit of students whose English needs improvement. Courses typically have three assignments or exams which must be completed by the end of each semester. At the end of the semester, students deal with the prospect of writing an average of four term papers of a length between 4,000 to 5,000 words.

For this reason, there has been discussion of reducing the workload which students have to carry, lest quantity be purchased at the expense of the quality which students are expected to produce. Therefore, in the Philosophy programme, the HEI has devised a plan to ease the workload which the students carry, but in a way which is consistent with high academic standards and the goals of the programme for students to produce good quality research. The students are required to fulfil the following three integrated tasks, which are graded separately as three assignments (in order to comply with DI policies with respect to the number of assignments): (1) A research proposal to deal with one of the major topics discussed in the course. The proposal is reviewed and amended in light of discussions with the instructor. (2) A short paper that develops one of the sub-topics in the chosen subject of the research project. (3) A long term-paper which incorporates and builds on all previous work on the chosen subject (this does not apply to **PHIL 001**, in view of this course's special nature, which is focused on comprehension rather writing).

LAL

Table 52: Structure LAL

Projected Study Time	Two years for full-time students and up to 8 semesters for part-time students.
Number of Credit Points (CP)	42 credit hours
Workload per CP	3 hours
Number of Modules	16 (including a 6-credit-hours thesis which is course LAL 699)
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	(3 weekly hours x 14 weeks) = 42 contact hours per course

²⁴ For the study plan of 2021-2022 of the History program, there were 0-credit hour English courses offered, however, these courses are no longer offered for the current program study plan of 2022-2023 and moving forward, and therefore these courses were removed for the study plan of 2022-2023.

Feasibility of Study Workload

LAL programme consists of 42 credit hours, including 6 hours for the thesis. This number of courses is suitable based on the following:

- A comparative study with the Arabic Department at Qatar University showed that the amount of work required in the Linguistics and Lexicography programme at the Doha Institute for Graduate Studies is close to that required in the Arabic Department at Qatar University.
- The student's grades in the programme show that the amount of work required is acceptable. The success rate over a five-year period from 2015 to 2019 exceeded ninety per cent, reaching 82%; as 64 male and female students graduated out of 70. The six students who did not graduate, one of them failed because he did not meet the English language requirement, a second student dropped out due to health issues, and two students could not complete their thesis. As for the remaining two, they did not maintain the GPA required by the DI policy to stay enrolled in the program.

In addition, the programme relies on the continuous academic evaluation for the students adopted by DI. This allows the professor to have direct contact with the students through the following:

1. Office hours and personal meetings: Every professor has preassigned office hours. These office hours are listed in the syllabus distributed to the students at the beginning of the semester. Professors welcome the students within these hours without any need for setting up a meeting. Professors might also welcome the students in other times based on a scheduled appointment whenever there is a need.
2. Academic Advising: Every student has an academic advisor from the program. The advisor meets the student more than once per semester and the number of meetings increases when the need arises; especially when the student faces difficulties related to academic matters. This system permits effective follow-up with the student. Early warning enables solutions to problems at early stages.

All programmes

Study and Exam Regulations

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

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

Table 13: Grading Policy

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

The Thesis Policy governs the completion of Master theses and outlines all thesis requirements for both students and examiners.

Moreover, as is typical at many other institutions of higher learning, DI issues a student ranking within their class/cohort upon the students' request. In other words, any graduating/graduate student has the right to request a graduation certificate in both Arabic and English with their rank and their relative grade. The reason behind optionally providing the inclusion of student ranks on the graduation certificate is due to the very limited numbers of students in the programmes (see statistical data in chapter 0). DI, as a highly selective graduate institute, admits 5 to 15-20 students in each cohort per programme. Consequently, a student can be the last in his/her cohort while maintaining a cumulative grade point average (CGPA) of 3.50, which is considered "very good" in DI's grading system. This could potentially bias employers and academic admissions committees against candidates from DI who are strong students but have a low class rank due to the selective nature of the admissions process.

Equality of Opportunity

Lower-income students 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, medical insurance, airfare to-and-from their home countries, and subsidised transportation.

Students with special needs are encouraged to visit the Office of Admission, Registration and Student Affairs. 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 Office of Admission, Registration and Student Affairs 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:

According to the panel, 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-Points (CP) per course on the basis of the necessary student workload.

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.

The feasibility of the study programme’s workload is ensured by a suitable curriculum design, an adequate number and frequency of examinations, 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 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

HIST

Logic and Plausibility of the Didactical Concept

The fundamental principle in the programme is to teach the students how to become competent researchers, as well as first-rate historians. Combining those two principles translates into practice means that the classes focus on discussion, student ability to work collectively, along with the need to prepare for class by critically reading the required materials. Scholarly work on didactics of history usually highlights several key points including, but not limited to, (a) critical communication skills, (b) the approach based on academic guidelines of the programme and the institute, (c) educational practice in terms of teaching and learning, (d) the focus on studying actual historical facts, and (e) developing a theoretical basis for critical thinking. Those are the principles that the History programme is based upon. They are reflected in the mission statement, in the program's teaching and learning document, and in the syllabi for all the courses offered by the program.

The programme Learning Outcomes form the basis for the didactical concepts as outlined above. All of the outcomes highlight essential concepts and practices that ought to lead to the enhancement of the academic process. Starting with an emphasis on knowledge and its creation (PLOs 1-4), moving to forming concrete intellectual skills (PLOs 5 and 6), followed by the need to train the students in practical and transferable skills (PLOs 7-8), form the basic logic of the didactical approach.

Course Materials

In general, each course has its own course learning outcomes and its own reading materials, mostly in Arabic but also in English. The syllabus and most of the readings are usually uploaded on the Moodle site for each of the students to prepare for the class. The course syllabus includes schedule of the weekly discussions in class and the theme for the week. It also includes the weekly readings, including books and articles, and highlights what is needed to pass the course. The learning outcome of each course is usually listed on the syllabus, along with a bibliography of related readings. Professors usually upload materials on Moodle, keep track of class discussions, share handouts with students, and upload links to relevant materials for each course.

During the COVID-19 pandemic, classes were held online using WebEx platforms and hybrid teaching methods. A few lectures were also recorded, followed by class discussions on the content of the recorded lecture.

Guest Lecturers

The programme regularly invites historians and social scientists from outside of DI to address the students. The invitees might come to speak in one of the classes and may give public lectures to DI at large. The HEI also holds an annual conference that focuses on certain historical topics and is organised in conjunction with the Arab Centre for Policy and Research. The theme of this academic year's (2021-2022) conference is "Current History". Students are also encouraged to attend other talks held by other DI programmes.

PHIL

Logic and Plausibility of the Didactical Concept

The didactic concept of the Philosophy programme harks back the old medieval usage, according to which “university” was short for “community of masters and scholars” (*universitas magistrorum et scholarium*). Over the centuries, with the rise of new philosophies of Education, the role of the Philosophy instructors changed from that of “master” who imparts knowledge to that of a facilitator of the process of learning, just as the role of the student changed from that of a passive receiver of instruction to that of an active learner. The Philosophy programme subscribes to the modern philosophy of education, but it has not lost sight of the fact that the central meaning of the university resides in students and instructors rather than buildings and technology.

Class meetings typically are begun with a lecture in which the instructor lays out, neutrally and objectively, a general theoretical framework of the topic under discussion. At the end of the lecture, students are given a chance to question and challenge what the instructor presented in the lecture. This is followed by a short break of some 20 minutes, which students often use to exchange ideas about what they have heard. In the remaining period (approximately two hours), students present and answer questions about selected reading from the set of reading assigned for that particular class. During the entire course, students are encouraged to suggest new or additional reading about topics, often replacing something that was originally proposed for discussion.

The syllabus is a central part of the didactic concept of the Program. It provides a roadPHIL for the course, contains a course description, course learning outcomes, topics and weekly readings, grading policies and many other details to ensure transparency and a well-organised teaching and learning process. It is subject to change within certain limits, during the semester and between semesters, in response to experiences of all kinds—good readings and topics that did not initially come to attention, readings or topics which, upon being discussed, turn out not to be very useful or important, and so on.

Course Materials

Throughout much of the history of teaching and learning in Philosophy, the textbook has the main type of “course material.” Increasingly, however, it is being surpassed by the specialised articles published in specialised journals. Philosophical plays, films, and works of art that have philosophical content exist in abundance, and students are encouraged to view them and discuss them, but they do not take the place of books and articles when it comes to delivering philosophical content.

In the broad sense, course materials include all of the above, in addition to syllabi, hand-outs, links to relevant websites, recorded lectures, and samples of essays and exercises (where relevant). All such materials are uploaded to Moodle, where they can freely access by students at will. The Covid crisis has made it imperative for students and instructors to learn new technological skills on short notice. Students and instructors have quickly risen to the challenge, becoming “tech experts” in a relatively short period of time, to the point of attending classes online from countries that do not have developed IT infrastructure. The novel situation has served to introduce students to a very wide learning environment comprising a large variety

of learning materials that are available on the web. Student writing often reveals creative use of this material beyond the confines of the suggested and required readings in the syllabus.

Guest Lecturers

Philosophy students have ample opportunity to attend lectures delivered by guest lectures. Every year in November, the programme celebrates International Philosophy Day. A Forum for discussing a carefully chosen topic is organised. In the last three years, the programme invited many prominent Arab thinkers to speak at the forum. Lecture content varied, covering many topics of great interest to Philosophy students.

Philosophy students also avail themselves of the weekly lecture/seminar organised by the Arab Centre. These seminars cover a wider field than Philosophy, but philosophical topics are present to a great degree because of the interdisciplinary nature of these weekly seminars, which often draw on philosophy in order to relate subjects to each other.

LAL

Logic and Plausibility of the Didactical Concept

The structure of the programme is based on two main pillars: Linguistics and Lexicography, in addition to examining the Lexicon from a Linguistic perspective. The programme's courses reflect this general direction, which is not only concerned with Linguistics itself but also concerned with employing it in the service of the Lexicon.

The programme also includes a number of courses dealing with Linguistics, Morphological and Phonological issues, Semantic issues, research methods in Linguistics, text Linguistics and discourse analysis, and others. These courses aim at explaining the theoretical, epistemological, and methodological dimensions of contemporary Linguistics and at acquiring the tools of Linguistic analysis and applying those tools to the Lexicon. This is elaborated in LAL615 Semantics course, which looks at Semantics in the Lexicon as one of the aspects of a more general and comprehensive Linguistic phenomenon that deals with the issue of meaning.

In another course, LAL623 Lexicology/Lxicography and Society, the Lexicon is considered an expressive image of social relations and an active factor in these relations. It illustrates power and authority relations in language and the dialectical relationship that exists between speech and society.

As for the LAL617 Lexicography and LAL614 Lexicology and Issues in Historical Dictionary courses, two aspects of the Lexicon are reflected: the theoretical aspect, considering the Lexicon as a Linguistic product and as an aspect of Linguistics, and the applied aspect.

Linguistics courses, besides the courses related to Lexicography, aim to achieve the outcomes of the programme in the search for theoretical developments in Linguistics and Lexicography, and the relationship between them. These courses seek to know the theoretical developments in Lexicography and Terminology in order to gain knowledge in the Arab Lexical heritage, to practice critical thinking in Lexical field, and to acquire relevant techniques.

This can be represented by LAL612 Arabic Lexicography course, which deals with the important foundational moments in the long history of the Arab Lexicographical heritage. In the

Arabic Lexicography course, the students critically examine Arabic dictionaries to achieve Lexical models in which they overcome the gaps they found in contemporary Lexical work and apply what is required by modern Lexicography.

It is also possible to represent this relationship between the two pillars and to make use of Linguistics in LAL625 Lexicology/Lexicography and Computational Linguistics course. This allows the student to understand the relationship between language and computers and to acquire resources that help him develop research skills in Linguistics and Arabic Lexicography by acquiring automated processing techniques. Such techniques train on methods of computational Linguistics and statistical processing used in the construction and analysis of corpora.

Course Materials

The programme uses multiple tools in teaching its courses. This includes:

- Learning platform „Moodle“: helps the students to read instructions, receive directions, and extract the necessary texts for each lesson.
- Recorded videos on YouTube: course professor record videos and send it to the students before the lecture to brief them about the content of the lesson and give them an introduction to the basic concepts in it. It might also be sent after the lecture in order to recap the conclusions reached.
- Sending handouts via e-mail to read and analyze.
- Providing PowerPoint presentations by the students; each student submits at least one presentation in each of the courses. Sometimes group presentations are assigned to train them in teamwork.
- In some courses, students are recommended to bring their personal computers to make use of their resources and to apply research in the class.

Guest Lecturers

Guest lecturers and visiting professors are an essential part of the training process at DI. This is reflected in many forms:

1. Lectures are given by researchers at the Arab Centre for Research and Policy Studies, which DI shares the campus with. This centre holds a weekly seminar as well as conferences, symposia and lectures that take place throughout the year.
2. Seminars conducted by DI's various programs such as Sociology, Anthropology, History, Philosophy, etc. and collaborative seminars between Linguistics and Arabic Lexicography programme and other programs in DI.
3. **LAL** programme Seminar in which researchers from outside the Institute are invited to talk about topics related to the fields of Linguistics and Lexicography. Several researchers contributed to this seminar, from the American University of Beirut, the Tunisian University, the Moroccan University, and Qatar University. Attendance of this seminar is mandatory for all students unless there is a legitimate reason. Students are encouraged to attend other lectures, and each student in the programme is required to submit a report on one of the lectures or seminars. This report is considered one of the assignments that the student is required to undertake. The programme specifies in each semester the course in which this report will be prepared and submitted.

In addition to the aforementioned, the programme invites visiting professors for one semester or more. The programme benefited from this position in the past as it was occupied by a visiting professor from another university, such as Tunisian University, for four semesters.

Appraisal:

The didactical concept of the study programme is described as plausible and oriented towards the programme objectives. It allows for the application of different teaching and learning methods. Students are encouraged to take an active role in creating the learning process.

According to the panel, 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 via the learning platform “Moodle” for the students. They are user-friendly and encourage students to engage in further independent studies.

The panel concludes that guest lecturers are invited and contribute to the students’ qualification process with their special experience.

	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

HIST

International Contents and Intercultural Aspects

DI’s professors are trained at universities across the globe, and regularly participate in international conferences, and publish in international journals. In the academic year 2021-2022 alone, members of the faculty participated in a Historical conference in Morocco on the theme of Historiography in the Arab world; Middle East Studies Association conference in Italy; Palestine Forum in Doha, and The Palestine Film Festival in Palestine, as well as conferences held locally at Qatar University and the Arab centre for Policy and Research. Furthermore, the students come from various universities and of different cultural and ethnic backgrounds, and they take back with them the experience of being part of an international scholarly community.

The content matter of the programme is international in nature. One cannot study history based on the experience of one place only. The theoretical materials that the students read come from the field at large and other related fields. Students read works by great theoreticians, philosophers, historians, anthropologists. At the same time, the course material focuses on the interconnectivity between civilisations across time and space and the interrelations of societies throughout history (HIST 612,616, and 622).

Internationality of the student body

The students come from various countries in the Arab and the broader region. History Students benefit from the broad diversity and internationality of DI. DI's other programs are also fairly diverse, and History students frequently interact with students from other programs inside and outside of the classroom. In addition to DI's graduate students, the Language Centre provides opportunities to students from across the globe to study Arabic intensively. Many of these students have come from Europe, China and elsewhere, further diversifying the academic landscape of DI. The Language Centre offers an international fellowship, which brings in several students annually from outside of the Arab region to further their knowledge of the Arabic language, and thus students in the History programme have an opportunity to interact with the Language Centre's exchange students.

In the academic year 2021-2022, the HEI had students from: Iraq, Syria, Qatar, Morocco, Algeria, Nigeria, Turkey, Palestine, Sudan and Oman. The previous classes since the inception of the programme also had a similar diverse student body.

Table 14²⁵: Graduates and Current Students by Country HIST

Country	HIST Graduates					Current Students
	(Year of Graduation)					
	2017	2018	2019	2020	2021	
Algeria	0	1	0	0	0	1
Egypt	0	1	0	1	0	0
Iran	0	0	1	0	0	0
Iraq	0	0	0	0	0	1
Jordan	0	0	0	0	1	1
Libya	0	1	0	0	0	0
Morocco	2	4	5	2	3	3
Nigeria	0	0	0	0	0	1
Palestine	1	0	0	0	3	2
Qatar	2	0	2	1	2	5
Sudan	0	0	1	0	1	1
Syria	1	0	0	1	1	1
Tunisia	0	1	0	0	2	0
Turkey	0	0	0	0	0	1
Yemen	0	0	0	0	0	1
Total	6	8	9	5	13	18

Internationality of the Faculty

The faculty also comes from various backgrounds, including Tunisia, Morocco, Palestine, and Lebanon. The current faculty, despite their national backgrounds, come from Canada, Belgium, and the United States.

²⁵The data is as of Fall 2021.

Foreign Language Contents

Students are required to pass the IELTS Exam before admission, and their course work includes two courses taught in English HIST001 and HIST002. The reading materials for each class often including readings in English. programme lectures are delivered primarily in Arabic, but English is also employed occasionally by individual professors.

PHIL

International Contents and Intercultural Aspects

By its nature, Philosophy is international and intercultural. It is an enterprise to which the Greeks, the Arabs, Chinese, the modern West, and many other nations and cultures have contributed. Still, given the vision and mission and the cultural, regional, and historical location of DI, it is only to be expected that its internationality will extend mainly in the direction of the West, with which the Arab and Islamic world have been engaged since the rise of Islam and Arab power in the Near East some 14 centuries ago. The long history of cultural interaction between the Arabo-Islamic and Western civilisation gives the Philosophy programme an opportunity to study relations, mutual influences, directions of possible development.

This is most evident in the concern that the programme sustains in the issues of Modernity and modernisation in three prominent aspects: the social, the political, and the intellectual. Arab Islamic societies are modernising societies. Their modernisation is not only internally driven but is happening under the impact of the West. The programme has devoted no fewer than four courses to study Arab and Western social and political philosophy (with inevitable comparisons between the two).

Internationality of the Student Body

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

The student composition of the programme reflects the geographical and cultural location and aims/role of the programme. Intended as part of a project to revive Arab learning and the production of original liberating knowledge and understanding of Arab societies, and presupposing excellent knowledge of Arabic for student admission, the programme naturally attracts students mainly from the Arab region, with its population of over 400 million people.

Table 15²⁶: Graduates and Current Students by Country PHIL

Country	PHIL Graduates (Year of Graduation)					Current PHIL Students
	2017	2018	2019	2020	2021	
Algeria	0	1	0	0	0	0
Cote D'I	0	0	0	0	0	1
Jordan	0	0	0	1	1	0
Morocco	1	4	4	4	4	3
Palestine	2	2	1	0	2	0
Qatar	0	1	0	0	0	1
Sudan	0	1	0	0	3	5
Syria	0	0	1	0	0	1
Tunisia	0	0	0	0	0	1
Yemen	0	0	0	0	0	1
Total	3	9	6	5	10	13

Internationality of the Faculty

DI recruited faculty members not only from the Arab World but also from different countries including USA, France and UK who can speak and understand Arabic language. Still, they bring with them a variety of experiences in both teaching, learning and educational backgrounds. Most of the faculty members have earned their degrees at Western universities, while some have graduated from Arab Universities. They interact with each other internationally, bringing in different traditions of learning to bear on the philosophical conversation between them and the students also. Most of DI faculty hail from different Arab countries such as Tunisia, Morocco, Lebanon, and Palestine, and they represent different approaches - French, German, Arab, and American - to Philosophy, both in terms of teaching and research.

Foreign Language Contents

Arabic is the official language of communication and instruction at DI. This is an integral part of the vision and mission which DI set for itself. The majority of students who join DI typically receive their undergraduate degrees from Arab Universities, where the Humanities and Social Sciences (which DI focuses on) are taught in Arabic, with minimal instruction in foreign languages.

These two factors, especially the latter, impose some limits on how much foreign language content can be profitably incorporated into the curriculum. In the case of Philosophy, much up-to-date philosophical material is available in Arabic, which somewhat decreases the pressure for inclusion of foreign language materials. Still, a conscious effort is put into placing foreign language content (mainly French and English) into the syllabi of most Philosophy courses. This is taking place hand in hand with DI's continuous effort to raise student level of knowledge of foreign languages.

There is a philosophy course (PHIL 001) which is designed to help Philosophy students learn philosophical English. In the last two years, with progress being made towards achieving

²⁶ Data is dated as of Fall 2021.

adequate mastery of English, the Philosophy programme has instituted a policy of teaching this course in English, with the occasional use of Arabic to explain concepts and ideas.

The Philosophy programme, along with other programmes in DI, is steadily moving toward the goal of designing and implementing syllabi with reading and references chosen solely with an eye to suitability and value, regardless of language, be it Arabic, English, or French.

LAL

International Contents and Intercultural Aspects

The programme seeks to train students in the fields of Arabic Linguistics and Lexicography and uses contemporary Arabic, which is the main language of the various countries of the Arab world, in the study of the ancient Arab heritage and modern global theories. The programme devotes a large space to comparisons between the Arabic language and other languages, especially in English and French, in looking at Linguistic phenomena and in dictionaries made in these languages. It also makes a place for the various alternatives to contemporary Arabic in the countries of the Arab world, which are apparent alternatives in the vocabulary, the structures, the methods of expression, and others. The programme is concerned with examining the use of Arabic in other countries outside the Arab world, as is the case in many African and Asian countries, and the cultural diversity that inevitably appears in such cases. This diversity is reflected in a number of manifestations, including, but not limited to:

- Conducting field studies, statistics and questionnaires related to language policies or aspects of the uses of Arabic in Somalia, Turkey, China, Senegal, and others.
- Preparing theses on cultural exchange between Arabs and other peoples of the world and on the manifestations of this exchange between languages. It can be presented, for example, in theses about the language policy in Somalia, the impact of Arabic on the Somali Lexicon and its structures, the cultural peculiarities of preparing an Arabic Lexicon for Senegalese students, exchange and borrowing between Arabic and Turkish, between Arabic and Chinese, and preparing corpora to teach Arabic for Yoruba, etc.
- Enabling the programme students to get employed in various countries of the Arab world and outside the Arab world. For example, one of the program's alumni is teaching Arabic in China; another alumnus is working in Arabic-Turkish translation; a number of the program's alumni are teaching Arabic in Turkey (Fatih Sultan Mehmet Vakıf Üniversitesi); and an alumnus is teaching at the University of Conakry, Guinea. This is in addition to a significant number of the program's alumni who are employed in proofreading and media institutions in several countries in the Arab world or in pursuing their post graduate studies in Arab or European countries.
- The programme takes into account that its students come from different countries and from various cultures. Some of them studied at a university similar to European universities, and some of them in a framework different from the European one. The programme is aware of the impact of this cultural diversity on students' performance; therefore, it included an introductory foundational course in the first semester (LAL611 Lexicology/Lxicography and Linguistics) because it also respects the fact that a number of the students do not have a background in Linguistics.

The programme also added a compulsory course in the first semester to train students in documentation and academic writing (LAL003 Workshops for Writing and Documentation) and to provide the first-year students with the needed writing skills.

Internationality of the student body

The students of the programme are divided into two types:

- Local students: include Qatari students and non-Qatari students who reside in Qatar.
- International students: come from a very large number of countries from the Arab world and beyond. From the Arab world, students enrolled in the programme came from: Lebanon, Syria, Egypt, Tunisia, Morocco, Algeria, Palestine, Jordan, Sudan, Libya, Qatar, Oman, Kuwait, Mauritania, and Somalia. Students from outside the Arab world were from: China, Turkey, Azerbaijan, Bangladesh, Ghana, Guinea, Nigeria, Senegal, India and Niger.

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

The students of the programme are remarkably diverse, coming from distinct cultures. They have diverse and different linguistic, cultural, and social heritages. They come from different Arab countries and non-Arab countries such as Senegal, Ghana, Guinea, Niger, China, Turkey, Azerbaijan, Somalia, India and others. Their university traditions are also different; some of them learned in institutions in non-Western countries, and others in universities with a Western tradition. The following table shows the great diversity of the programme students who come from more than 20 different countries. Their distribution is shown in the following table.

Table 6: Graduates and Current Students by Country LAL

Country	LAL Graduates (Year of Graduation)					Current Students
	2017	2018	2019	2020	2021	
Algeria	0	0	0	0	1	1
Azerbaijan	0	0	0	1	0	0
Bangladesh	0	0	0	0	0	1
China	0	0	0	0	1	0
Egypt	3	3	0	0	0	0
Ghana	0	0	0	1	0	1
Guinea	0	0	1	1	0	0
India	0	0	0	0	0	1
Jordan	0	0	0	0	2	1
Kuwait	0	0	0	0	0	1
Lebanon	2	0	0	0	0	0

Libya	1	2	0	0	0	0
Mauritania	0	0	0	0	1	0
Morocco	4	3	5	2	3	3
Niger	0	0	0	0	0	1
Nigeria	0	0	0	0	0	2
Oman	0	0	0	1	0	0
Palestine	3	1	0	0	2	4
Qatar	1	2	0	0	0	2
Senegal	0	0	0	0	2	0
Somalia	0	0	0	2	0	0
Sudan	1	0	0	0	2	4
Syria	1	1	3	1	1	3
Tunisia	0	2	0	0	0	0
Turkey	0	0	0	0	1	0
Total	16	14	9	9	16	25

Internationality of Faculty

The programme consists of four full-time professors and one contract professor who offer a diversity of experiences and expertise.

In the academic year 2021-2022, the programme consisted of four full-time professors and an adjunct Professor. They all come from diverse backgrounds, having long-term experience in research and teaching in different institutions and countries.

Professors from the universities of Morocco, Tunisia, Yemen, and Mauritania had also previously taught in the programme since the establishment of the programme: (Aze-Eddine Bouchikhi, Mohameed Balboul, Ahmed Makhoukh, Hussain Alzeraee, Yahya Elhaj, Houcine Soudani).

Foreign Language Content

The programme uses the Arabic language as a language of instruction and research. It seeks to establish a distinct Arab culture that competes with what is offered in international universities in other languages. However, this reliance on Arabic as a language of research and teaching is not cut off from the foreign languages that constitute an essential component of the program's training. The programme believes that the programme students should not be monolingual in any way, must have mastery in at least one foreign language, and should also master one of the languages of scientific research and have knowledge of the English language. The intention to master a foreign language is demonstrated in at least two aspects.

The first aspect includes the following:

- DI requires that the student obtain an IELTS certificate with a score of no less than 5.5 upon entry and 6.5 upon graduation.

- DI teaches English to students who are required to take it. The English language is one of the requirements for graduation.

The second aspect includes the following:

- The programme emphasises in all course assignments and in all theses to benefit from sources and references written in a foreign language.
- The programme offers the following compulsory course (LAL001 Readings of Specialised Foreign References in Linguistics and Lexicography).
- The programme encourages its students to carry out comparative studies in which they make use of their knowledge of a foreign language or more than one foreign language, such as comparison between Arabic, English and French dictionaries.

Appraisal:

International contents are an integral part of the curriculum. Students are thus prepared for the challenges in an international working environment.

The international composition of the student body corresponds to the programme concept. The measures taken to promote internationality are goal-oriented. The panel concludes that a very high proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The panel considers the fact that so many students come from the Arab world, Asia and Africa and that this promotes such a lively international exchange to be outstanding.

According to the panel, the international composition of the faculty promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

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

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

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

HIST

Students acquire various skills, including critical analysis, interpersonal and intercultural awareness, public speaking, communication and cooperation, and conflict management. They are thus prepared to take leading academic and non-academic careers, specifically in locating

problems and challenges in their immediate contexts and in initiating fair, inclusive, and action-oriented plans. Moreover, these skills and competencies reinforce the programme's mission to foster professional and ethically committed individuals who are able to negotiate and engage with local and global realities.

PHIL

Multidisciplinary competence and skills are acquired as the student progresses through the stages of Theoretical Philosophy (first semester), Practical Philosophy (second semester), Interdisciplinary Courses (third semester), culminating in Thesis writing (fourth semester). The Theoretical Philosophy courses establish a solid basis in overarching concepts and theories which underlie disciplines across the Humanities and Social Sciences, preparing the student to deal with the variety and complexity of subjects dealt with in neighbouring disciplines.

Moving on to their second semester, where they study Social and Political Philosophy and Ethics, students encounter other disciplines, namely, Sociology, Psychology, Political Science and Economics, that are concerned with many of the subjects discussed in Social and Political Philosophy. Their horizons are expanded further in third semester, as they are able to choose from a wide variety of interdisciplinary courses.

The competencies and skills in multidisciplinary thinking are realised in the Thesis, which students write in their fourth semester. Most Philosophy students gravitate toward writing their theses not in pure philosophy but in something that is best described in interdisciplinary terms. Thus, students in the 2019-2021 cohort wrote theses about "Democracy and Feminism," "Globalisation and the Nation-State"; some students in the 2017-2019 cohort wrote theses about "Reduction and Violence in the Production of Modern Knowledge," and "Religious Pluralism"; students in the 2016-2018 cohort wrote theses about "The Dialectic of Poetry and Philosophy," and the "Epistemology of Story-Writing."

Such theses require understanding concepts that cut across disciplines, which is a competence. It is also a skill of being able to negotiate a research path between disciplines where different paradigms rule.

Interdisciplinary communication skills are also brought into the programme by the students themselves, who often have different undergraduate educational backgrounds. As they go through their theoretical Philosophy courses, they participate in a common-vocabulary-building process through class discussions in which they develop communication skills with the aim of making themselves understandable to each other despite differing backgrounds.

LAL

Acquiring specialisations, making students participate in various activities, and developing critical thinking are offered to students of the programme through the following:

- The programme consists of a set of core courses, elective courses, and three interdisciplinary courses: one of which is compulsory (a course on issues in social sciences and humanities), and two elective courses from a set of interdisciplinary courses such as SOSH673 Gender, Identity and Modernity in the Middle East, SOSH681 Power and Language, Sociolinguistics, etc. This distribution contributes to students' openness to other disciplines and to the treatment of some cross-disciplinary issues.

- Teaching is based on alternating between the lecture and the student seminars in which students' discussions play a key role.
- In all of its courses, the programme requires that each student conducts at least one presentation in each course per semester. The door is opened after presentations for discussion between students. The professor plays the role of a mentor who intervenes when necessary, and when he finds some weakness in the discussion.
- In several courses, such as LAL612 Arabic Lexicography and LAL622 Lexicon and Linguistic Levels, a debate takes place between students in dealing with a Lexical and Linguistic issue.
- The students of the programme established a forum to carry out extra-curricular cultural and social activities and requested a permission to do so from the Deanship of Student Affairs and formed an administrative body for it. The forum's sessions are organised, managed, and chaired by the students. The events organised include poetry readings, discussions on a topic of interest to students, and invited guest lectures.
- All students are required to allocate a certain number of hours during the year to do "student work", consisting of research assistance, library work, or various other work. Several students of the programme work in a team at the Doha Historical Dictionary of Arabic to train in Lexicographical work.
- DI's environment provides the Arabic Linguistics and Lexicography programme and other programs a great opportunity to participate in conferences, seminars and lectures that are available regularly. These activities are open to students' participation.

Appraisal:

The panel concludes that the students acquire communication and public-speaking skills as well as cooperation and conflict-handling skills in accordance with the course descriptions. This is supported by means of suitable didactical and methodological measures as well as events such as think tanks.

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)

HIST

The programme's learning outcomes and the course learning outcomes adhere to a "transferable skills" learning area, which supports student efforts to transition into doctoral work or placement in communally impactful and engaged professional careers. The History study plan, reflecting the program's mission of addressing the state of the discipline and engaging the most recent debates and approaches, as well as the program's language strategies,

prepares and qualifies the students for their studies at the doctoral level in any major programme or department in North America, Europe, Asia or Africa. Crowning their unique training, the students' MA theses constitute potential contribution to the discipline.

Our graduates are prepared to practice serious writing and research, a transferable skill, as well as lecturing and public speaking. Such skills are essential not only in the field itself, or even other social sciences and humanities fields but also to the corporate and public sectors in society.

According to 2021 Alumni survey statistics, 69.23% of the History graduates in 2019 and 2020 are employed in different promising jobs. It is worth mentioning that this percentage is an indicator and reflective of the number of respondents who participated in the survey since it is a voluntary survey.

PHIL

Traditionally, employment for those with a degree in Philosophy has been in the field of teaching at school, college, or university level, depending on the type of degree they have. Hence the skills for employment centred around mastery of knowledge in the field, communication skills, ability to express oneself well in writing and speaking and the like.

In the Philosophy programme, such skills continue to be emphasised, but not to the exclusion of others. Realising that Philosophy students may need to look for jobs outside the field of teaching, the programme has been designed to develop research skills. Research skills will stand students in good stead if they choose a path toward the Ph.D. degree in Philosophy. The HEI also envisions the students working in educational and other contexts where complex, multidisciplinary research is needed. The HEI views the concentration in Social and Political Philosophy as providing the students with a special advantage when it comes to employment outside the traditional field of teaching. Given the increasing pace of political and social change in the Arab world, being able to analyse and write reports about social and political dynamics is an important skill that Philosophy students are able to wield in a unique way which makes them more employable than others with narrow specialisations.

LAL

The Linguistics and Arabic Lexicography programme mainly belong to the theoretical formation programs, such as History, Philosophy, Literature, and other Humanities programs. The **LAL** programme seeks to combine both theoretical and practical aspects. It does so because it believes that theoretical work needs to be applied and that application needs to be based on correct theoretical premises. This combination aims at two main directions:

- The programme enables its students to continue their postgraduate studies at the doctoral stage. A considerable number of the program's graduates have registered for doctoral degrees, or pre-doctoral degrees, in several Arab, European, and Asian countries. The Head of the programme found, through his communication with the programme alumni in 2020 and 2021, that at least eight of them are pursuing higher studies in Morocco, Turkey, Saudi Arabia, and Italy.
- The knowledge and skills provided to the program's students allow them to be prepared for careers in the same field.

Sometimes students combine these two directions as they simultaneously work and pursue higher studies. Statistics show that at least nine of the **LAL** graduates get employed in different fields. The three most prominent fields are:

1. Teaching: One of the students teaches Arabic at one of the Chinese universities. A second student teaches at a language Institute in Khartoum, a third teaches Arabic at a Turkish university, a fourth supervises the teaching of Arabic at a Turkish university, a fifth teaches at a university in Guinea, and a sixth in the UAE. Also, many other students teach in pre-university education stages.
2. Proofreading and translation: Two female students work in proofreading media centres, a third student is proofreading and translating between Arabic and Turkish, and a fourth student is proofreading and editing at the Union of Arabic language Academies.
3. Lexicographical work: A number of the program's students work in the Doha Historical Dictionary of Arabic as editors, researchers, or research assistants. There is a partnership between the Historical Dictionary and the programme whereby the Historical Dictionary contributes to the formation of students in Lexicography courses, Lexicology, and historical dictionary issues and welcomes students for training in Lexicographical work, which allows them to gain practical experience that opens the door for them to work in the fields of Lexicography. Some of the students work in fields other than those mentioned; one of the students works in the field of administration, the second in the voluntary field, and a third student works in the private sector.

Appraisal:

The promotion of employability runs as a common thread of the study programme through all its courses. Regarding **LAL**, the panel notes that there should be a stronger focus on language learning. They suggest integrating more pedagogical courses, as the possibility of working as a teacher greatly increases employability.

		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

All programmes

Academic Qualifications of Faculty

The policies of DI provide for a professional and highly competitive recruitment process that ensures that faculty members in each of its programmes are rigorously evaluated prior to being hired. The typical process begins with members of the programme collectively agreeing on the need for an additional faculty member during a formal programme meeting or email exchange. After the programme agrees on the need to hire a faculty member, a request to hire an additional faculty member is sent to the Dean of SOSH and the President of the DI, both of whom must approve the request. Once the request is approved, a hiring committee is formed to evaluate the hire and an advertisement is sent out by the Human Resources Department. The hiring committee generally 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. After the deadline for applications has been reached, the Human Resources Department forwards all applicant files to the hiring committee, which subsequently meets to evaluate the files and create a list of candidates to interview. Interviews are generally 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 those who were interviewed. 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.

HIST

Structure and Quantity of Faculty in Relation to Curricular Requirements

The History programme has four full-time members in its faculty and has employed a number of visiting faculty as well. All of the full-time faculty and visiting faculty members have the rank of full professor.

Each of the permanent faculty teaches a total of four seminar courses a year - with course reduction for the chair and the Dean. The number of students admitted each year to the programme has typically been under ten students, with some years having no more than five. This means that the HEI has a ratio of about two students per professor.

Academic Qualifications of Faculty

All faculty members hold doctoral degrees in history and went through the processes of promotion until they reached the level of full professors before arriving at DI. Overall, the faculty members were in leading positions in their previous universities, not only as scholars but as deans (Benhadda), programme chairs and directors (Ghazal), and achieved scholars (Kawtharani and Nassar). Between them, they published no less than fifty published books and dozens of articles in renowned journals.

Pedagogical / Didactical Qualification of Faculty

DI's hiring process is highly competitive and rigorous. Prospective faculty must demonstrate high teaching aptitude, speaking to their specific teaching philosophies and unique teaching experiences. Upon hiring, teaching experience in different international universities is considered a criterion equivalent to research and administration. The faculty members came to DI with a long history of teaching at the university level in universities in the West (Europe, Canada, and the United States) and the Arab World (Morocco, Lebanon, Qatar, and Palestine).

The History faculty take part in regular teaching and assessment workshops provided by the Office of Teaching, Learning, and Assessment. The issues of pedagogy and developing didactic tools have been the focus of many discussions and activities at the level of the programme, the School, and DI. For example, student and faculty evaluations are discussed at the end of each semester, and action plans are implemented. Moreover, DI has established several initiatives for faculty members on pedagogical and didactic approaches in order to raise the quality of teaching and learning.

Practical Experience of Faculty

Alongside their long-standing teaching experiences at various universities, as well as at DI, the faculty has a long history of thesis and dissertation advising and conference organising. They also have administrative experience, as well as serving as editors of major journals in a number of languages. The following list contains examples of the tasks and functions assumed by faculty members:

- Dean of Arts at Rabbat University in Morocco,
- Director of the Lebanon branch of the Arab Centre for Research and Policy Studies
- General director of the Centre for the Study of Arab Unity in Lebanon.
- Director of the Centre for Comparative Muslim Societies at Simon Fraser University in British Columbia, Canada.
- Director of the Institute of Jerusalem Studies in Jerusalem
- Advisor for the UNESCO on museum building in Palestine
- Advisor for the Palestinian Museum in Palestine, among other things.

Internal Cooperation

Faculty members often teach jointly and organise conferences collectively. They have served on editorial committees jointly (such as *Astour: The Arabic journal of historical studies*) and in some cases, have published essays in books edited by another member. They work closely on advising students and student Master thesis.

The programme holds monthly meetings during the academic year. Meetings provide a forum for discussion of teaching and supervision progress and challenges. Faculty members regularly provide assistance to one another, often by sharing course materials for previously taught courses, and providing previously used syllabi. Having faculty members who held previous posts at various research centres (Arab Development Institute (Kawtharani); Institute

for Palestine Studies (Nassar); Moroccan Society for Historical Research (Benhadda); and Centre for Comparative Muslim Studies at Simon Fraser University in Canada (Ghazal), makes it easy to connect colleagues with such various centres and institutions.

Student Support by the Faculty

The History programme's intellectual and pedagogic mission positions the student at the core of the learning process. Students are the bearers of the programme's mission or humanist training, which entails a safe and collegial environment for effective learning and ethically committed professionalism. Significant attention is paid to each individual student that enters the History programme. Given the faculty-to-student ratio, the faculty members' mentoring roles are greatly facilitated and often have a satisfying measure of immediacy and personability. This allows students to frequently and meaningfully interact with faculty members in the programme. All faculty members are strongly aware of the fact that the students' experience at DI and in Doha constitutes their first experience of living abroad as well as their first experience in a higher education system significantly different from the national university systems where they received their undergraduate education.

PHIL

Structure and Quantity of Faculty in Relation to Curricular Requirements

The Philosophy programme has four full-time faculty members. Two of the faculty members are full professors, one associate, and one assistant.

Faculty members typically teach two courses per semester, advise an average of three students, and supervise an average of three thesis students. Due to the heavy involvement of the programme in teaching Interdisciplinary courses in the School, the HEI sometimes faces cases of overload. Fortunately, the HEI has found a way to share courses between professors so as to keep loads more or less equal between the four faculty members the programme has at this time.

Finally, it should be noted that all the courses taught in the programme have been specially designed, developed and are constantly worked over by the faculty members themselves. On average, every faculty member develops and maintains four courses, excluding ones that have been relinquished due to the update in the study plans and the recent move toward concentrating on Social and Political Philosophy.

Academic Qualifications of Faculty

Seven of the Professors²⁷ who have been or are current members of the Philosophy programme have graduated from well-established Universities in the US, Great Britain, Germany, France, Switzerland, and well-known and highly respected Arab universities as well. This is a testimony to the richness and variety of their academic backgrounds. They are multilingual and are well-known in their fields.

²⁷ The seven professors is a total number which reflect on the current four professors and three past professors who joined the program at different times in different years

The present faculty members represent a highly varied range of traditions and sub-specialities within the broad field of Philosophy, including Analytic (Anglo-American), French, and German Philosophy. The Arabic/Islamic tradition is cultivated in the programme. One professor has good expertise in Islamic Philosophy, and another in Contemporary Arab Thought. The faculty are able to deliver course contents in subfields of Social and Political Philosophy, Ethics, Logic, Metaphysics, Epistemology, and Arab and Islamic thought.

Between 2015 and 2020, the faculty published a total of 34 items: 22 journal articles, nine book chapters, and three books. Of these publications, 20 were written in English, twelve in Arabic and two in German. All the faculty members have active research programmes.

Pedagogical / Didactical Qualification of Faculty

The Covid-19 experience during the last two years saw the Philosophy faculty learn new techniques of teaching and methods of organising course content. Philosophy professors attended the workshops that were held by the Office of Teaching, Learning and Assessment and benefited greatly from exposure to innovative, critical pedagogical and social constructivist approaches to teaching and learning. Given that philosophy has traditionally been mostly a matter of face-to-face encounters with students, it is a testimony to the faculty members' adaptability and ability that they managed to learn and practice online teaching with great facility. This academic year (2021-2022), they are expected to engage in hybrid teaching.

Practical Experience of Faculty

Philosophy is not a science, despite its great concern with science, social as well, as the natural. It cannot claim an intimate tie to empirical realities, as the physical science and the social sciences can claim. For example, philosophers cannot be expected to engage in collecting, analyzing and drawing scientific conclusions about empirical data in such areas of inquiry as civil liberties, democratisation, religiosity, and social change, much as they are concerned with these issues.

Still, philosophical research carried out by some faculty members in the programme brings them in touch with empirical realities in a way that gives them practical experience in the broad sense of the term. One faculty member who has worked for a long on the development of Arab thought has collected and reflected on data about the Arab intellectual productions and conditions of Arab societies before and after the revolutions of the Arab Spring. Another faculty member has had first-hand experience with post-revolutionary Tunisian realities and has thus been able to write about the Tunisian democratic in a philosophical way which does not compete or conflict with the way historians or political scientists have written about the Tunisian Revolution.

Another capacity in which Philosophy programme members gain practical experience relates to their contributions as consultants in interdisciplinary settings. One faculty member has served on an educational team whose aim was to offer proposals for reform in the curriculum and methods of teaching and has also served as member of the Ethics Committee in a hospital before joining DI. Another faculty member regularly contributes to Al-Arabi newspaper on timely political and cultural topics. Over the years, faculty members have convened workshops and symposia at DI, while others have made television appearances, discussing political and social events in the region.

Given the wide range of (sub)disciplines, such as the Philosophy of Education, the Philosophy of Medicine, Environmental Ethic, Business Ethics, Philosophy of Sport, and many others, there are many opportunities for philosophers to enhance and contribute in unique ways to the efforts of their colleagues who may be closer to practice and to practical experience as the nature of their subjects dictates.

Internal Cooperation

The decision-making process in the programme involves considerable cooperation between the faculty members. The programme meets at least once a month to discuss and/or follow-up on issues of various kinds, ranging from dealing with student problems to organising forums, reviewing study plans and course content, setting up committees or special tasks, coordinating workshops with other programmes (for example, the Human Rights programme which has common interests with Philosophy in the subject of Human Rights) and the Arab Centre for Research and Policy Studies, and following-up on administrative tasks required by the School of Social Sciences and Humanities.

Faculty members have successfully engaged in co-teaching, the most notable examples being the teaching of Greek Philosophy (PHIL 615) by two professors, one who concentrated on the practical aspects of Greek philosophy (Ethics and Politics), while the other concentrated on the theoretical aspects (Logic and Metaphysics). The course on Democracy and Human Rights (PHIL 613) will be co-taught by two professors, one of whom will focus on Democracy and the other on Human Rights.

Student Support by the Faculty

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

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

Student support by the faculty begins with listening to the students, individually and in group meetings. As a group, students meet with the programme faculty at the beginning of each semester. Thus, twice a year, a Student/Faculty Forum is held, during which students are given a chance to speak about their needs and the challenges which they are facing. They are encouraged to offer proposals for change and solutions to problems. The faculty listen, with little interference, allowing the students to discuss together and arrive at conclusions. The minutes are recorded by the students themselves. Follow-up on students' ideas and proposals takes place at the programme level and higher up.

An example of the effectiveness of the dialogues that take place at the Student/Faculty Forum is provided by the continuing effort on the part of the programme and the School Administration to address the matter of assignment overload, and the programme has instituted measures to deal with this.

At the individual level, students regularly receive feedback on their assignments, and faculty also provide students with books and articles from their private collections. Office hours are strictly maintained, and students are always encouraged to make use of them. Given the fact that students and faculty live on campus, there is ample opportunity for students and faculty members to meet informally and talk about matters of concern.

Faculty members pay special attention to female philosophy students who often come from socially conservative backgrounds and subsequently may face problems adapting to the relatively open social life at DI. Having a woman philosophy professor has stood the programme in good stead in this regard. Over the years, the Philosophy programme has successfully dealt with some problems in this regard and thus provided much-needed psychological support for young women who had left their home countries for the first time in their lives to come to DI.

All students have academic advisors (in addition to a thesis advisor at a later stage) who help them in their academic work. Advising forms are filled out by students and advisors at the beginning of the semester, and advisors follow-up on their advisees' progress throughout the semester.

LAL

Structure and Quantity of Faculty in Relation to Curricular Requirements

The programme consisted of four full-time professors and one part-time professor in the academic year 2021-2022.

If the HEI considers the number of students in 2021-2022, which is 25 students (14 in the second year and eleven in the first year), the ratio of (full-time) professors to students is approximately one professor for every six students.

Each full-time professor teaches four courses per year, with an average of two courses per semester. As for the Head of the programme, he teaches half of this quorum, i.e. two courses per year, at the rate of one course per semester.

In addition to teaching and supervision, professors keep track of their students' theses as follows:

- Academic advising to students throughout the two years.
- Participation in some committees at DI and School levels, such as the Research Committee, the Library Committee, the Academic Integrity Committee, etc. Each professor usually participates in one of the committees and may chair one of them. The Head of the programme is the Chair of the Library Committee, and he was also the Chair of the Research Committee in the School.
- Programme meetings.

The programme's full-time professors teach all the compulsory courses. The part-time contract professors teach one of the elective courses. All professors of the programme teach courses closely related to their majors and their research interests.

Academic Qualifications of Faculty

All full-time and part-time contract professors in the programme have Ph.D.s in the disciplines they have taught in for many years, as well as significant teaching and research experience:

The professors of the programme are distinguished by having long experience in university education, an experience that extends from ten to thirty years or more. They have published extensive research, numbering a few hundred in disciplines closely related to the courses of the programme, have supervised a few hundred Master's theses, and some of them have supervised dozens of doctoral theses. This experience enriches teaching and builds it on a solid scientific foundation and allows students to make use of these publications in their assignments and theses.

In addition, the professors of the programme participate in review and consulting committees in over thirty journals of specialised scientific periodicals. Some of the professors have received prizes equivalent to their scientific activity, such as a translation award for one of the programme's professors; he received an award for the best British doctoral thesis on Middle Eastern studies; an award from the University of Sharjah for a second professor; and an award from Cairo University for a third professor.

Pedagogical / Didactical Qualifications of Faculty

All professors of the programme are state doctorates from reputable universities and are well-known in their fields and among their peers. They have long teaching experience and outstanding competencies in the field of scientific research.

As for the two adjunct professors, they were chosen by virtue of their work in the Doha Historical Dictionary of Arabic, which is affiliated with DI, because they meet the requirements in terms of publishing and teaching, with no less experience and knowledge than the professors who are appointed to DI's programs.

The program's student course survey results indicate great satisfaction among the students where the programme exceeds the general average recorded in the School and DI.

Practical Experience of Faculty

Programme professors generally have extensive experience not only in teaching and research but also in the areas of management, supervision and advising. The following list contains positions and duties assumed by faculty members:

- Head of the Arabic Studies Department at the French University of Lyon
- Director of the Centre for Research in Linguistics and Director of the Office of Arabic Lexicography, Terminology and Translation
- Supervisor from the French side of the French-Algerian Doctoral School in the field of translation.
- Expert in the Ministry of Higher Education in France to give accreditation and qualification certificates to French universities (2000-2003).
- Supervisor of the project for the Dictionary of Common Words in Arabic in Sharjah.

Internal Cooperation

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

Internal cooperation takes many forms:

- Co-teaching. It takes place in LAL625 Lexicology/Lexicography and Computational Linguistics, taught by two adjunct professors, and LAL624 Research Methods in Linguistics and Lexicology/Lexicography, taught by two full-time professors. In addition, the teaching and delivery of LAL621 Philosophy of Language is shared by a professor from the programme and a professor from the Philosophy programme. It is a model of cooperation and coordination not only within the programme but also between the programmes at the school level.
- Joint supervision of research theses. Many Master's theses are supervised by more than one of the programme professors so that the student can benefit from the competencies of both professors. In the year 2020-2021, eight out of 16 theses were completed under joint supervision.

Student Support by Faculty

Significant attention is paid to each individual student that enters the **LAL** programme. The low faculty-to-student ratio of the programme allows students to frequently and meaningfully interact with faculty members in the programme.

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

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

The programme considers its main purpose is to train students and help them meet their needs. In order to fully attain this purpose, the programme relies on a number of means and mechanisms that ensure this.

All students can meet directly with the Head of the programme or one of their professors. They can also meet with the administrative staff at DI and the Dean of the School when necessary. Students can meet with their professors at many times other than class times through three means:

- Office hours: Each of the program's professors set at least two hours in his office to receive students without prior appointment.

- Scheduled meetings: Every student who wishes to meet his professor outside his office hours can write an email to him, then an appointment suitable for both parties will be set, either in the professor's office or remotely using the Webex application.
- Correspondence: Communication is often done through exchanged messages via the DI's email account of the professor and the student.

Furthermore, the **LAL** programme also holds a regular "Student-Faculty Forum," which is attended by **LAL** students and all faculty members. Students dictate the agenda for forums, which are held at least once per semester. The forums represent an opportunity for students to discuss any concerns or challenges they might have related to their course of study. The **LAL** programme makes every effort to respond to and address legitimate student concerns expressed at forums.

Appraisal:

According to the panel, 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 and part-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 verifies the qualifications of the faculty members by means of an established procedure.

The pedagogical and didactical qualifications 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.

The practical business experience of the faculty in teaching, research, management, supervision and advising corresponds to the requirement of the programme to integrate theory and practice.

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

The panel conclude that 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		X (PHIL)
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

Programme Director

The Head of programme is the interface between DI, the School and the programme, facilitating the flow of institutional and programme-level information between these levels. The head participates in the School of Social Sciences and Humanities Council meetings which convene bi-weekly and include the Dean and all Heads of Programmes. The School Council functions as an intermediary unit between DI Council and programmes, facilitating the flow of information. In the regularly held meetings of the Council, issues pertaining to all the programmes in the School are discussed. As required, the Head of programme may initiate meetings with the Dean to tackle issues specific to the programme.

The Head of programme leads all areas of programme administration and development. Duties include the day-to-day business of programme reporting; course scheduling; registration; admissions; thesis and academic adviser assignments; event planning and coordination; representing the programme in the School Executive Council; serving as point-of-contact for programme students and faculty; and faculty recruitment, hiring and evaluation.

At the level of the programme, the Head of programme coordinates between faculty members to achieve the objectives of the programme. She/he in particular:

- ensures the study plan is translated into courses, and each course is assigned to a specific member of faculty - arranging the courses to achieve learning outcomes and distributing them evenly according to the accepted teaching load;
- oversees that all students are enrolled in the correct courses and they receive all the support they need.

The Head of programme convenes a programme Council/meetings (every two to three weeks), sets its agenda in collaboration with colleagues, and chairs the council. The programme

Council includes all full-time faculty members, and according to the item being discussed, others may be invited to participate. In these meetings, all the issues pertaining to the programme are discussed, and action plans are decided.

Process Organisation and Administrative Support for Students and Faculty

Faculty members and students receive administrative support from the programme, the School, and DI to carry out the study plan. At the programme level, an administrative is assigned by the School as programme coordinator. Specific duties include:

- Syllabus editing (ensuring syllabi follow DI requirements);
- meeting and event scheduling; taking programme meeting minutes; following on English-to-Arabic and Arabic-to-English translation of syllabi (service is provided externally);
- preparing reports and data as needed;
- facilitating and organising events and guest speaking engagements;
- sending out announcements; and liaising with Registration, Library, Student Affairs, and Communications and External Relations Department.

The programme coordinator is in constant liaising with the Head of programme and works daily with faculty members and students through on-to-one meetings and through online communication. The programme coordinator serves as a key point-of-contact for students, particularly in the areas of rules and regulations, form processing, course registration, requests for withdrawal, appeals, enrolment, and Master thesis submissions. Additionally, the programme coordinator sends out announcements to faculty and students regarding important events, including regularly scheduled Student-Faculty forums. The programme coordinator is evaluated periodically by the Head of programme and, through the Office of the Dean, that offers opportunities for advancement within DI.

At the level of the School, the Dean's Office Manager oversees the flow of information regarding course registration and enrolment that is relevant to all the School's students. At DI level, there is the Office of Admission, Registration and Student Services, which is responsible for admitting students. Each of these levels ensures that faculty members receive administrative and technical support and that each student is enrolled and is in good academic standing. Other DI administrative units, such as the Information Technology Department, the Library, and the Research and Grants Department, also help students and faculty with information technology, library resources, and Institutional Review Board approval, respectively, among other things.

In addition to this network of organisational and administrative support, the Student Council supports students with different issues.

Appraisal:

The programme director coordinates the activities of everyone involved in the programme and ensures that the programme runs smoothly.

Faculty members and students are supported by the administration in the organisation of the study programme. The panel concludes that decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The administrative staff acts as a service provider for students and faculty.

	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

HIST

Cooperation with HEIs and Other Academic Institutions or Networks

The History programme at DI is in constant contact and cooperation with other similar programmes in Qatar and elsewhere. The faculty regularly participate in events and conferences at other local universities, libraries and archives in Qatar. In 2021, the faculty presented their research at the Hassan ben Muhammad Centre for Historical Studies, at Qatar University, Georgetown University in Doha, Duke University, Portland State University, and Jordanian University, among others. In previous years, the faculty held workshops at Mohammed V University in Rabat, Morocco, and University De Sousse. The programme also held a number of historical conferences and workshops in cooperation with the Arab Centre for Policy and Research in Doha and Beirut.

The programme cooperates with many networks through its faculty members. The HEI works closely with the Arab Centre for Policy Studies and Research. A number of the faculty members are on the editorial committee of Ostour (the Journal of Historical Studies), published by the centre.

Cooperation with Business Enterprises and Other Organisations

The programme works closely with the Qatar National Library (QNL) on their document collection, and the students have the opportunity to serve as interns at the library, which is a voluntary internship. The HEI currently has some students interning at the QNL.

PHIL

Cooperation with HEIs and Other Academic Institutions or Networks

The primary academic research institution that the Philosophy programme cooperates with is the Arab Centre for Research and Policy Studies (ACPRS). More than any other programme, the Philosophy programme remained true to this lineage. Two faculty members of the

Philosophy programme have long served as Editor and Editor-in-Chief for Tabayyun, arguably the best-known journal that the Centre publishes; and the other two are on its editorial board. Programme members regularly referee papers for the Centre, and participate in annual conferences which the Centre organises. Additionally, the students work at the Centre in various capacities. One of the graduates went on to become an editorial secretary in one of the journals published by the Centre.

Relations with other academic and research institutions exist, but they take place on an individual rather institutional basis. For example, one faculty member is on the Board of Trustees of the Arab Council for the Social Sciences, which has been reaching out to the Humanities as well and seeking cooperation with institutions and programmes like DI's. This is a promising track that the Philosophy programme will be seeking in future. Another faculty member has been invited several times to teach classes at the Institute for Democracy and Human of Birzeit University. The programme and the Birzeit University are both interested in democracy and Human Rights, and it remains for us to formalise a relationship of cooperation between us. The programme also has a Memorandum of Understanding with University of Laval (Canada).

Cooperation with Business Enterprises and Other Organisations

Not being a social/empirical subject in the strict sense of the word, the opportunities for Philosophy to be involved with Business/economic enterprises is limited. However, businesses, hospitals, media and environmental protection agencies are enterprises that have ethical concerns with which Philosophy can engage.

The programme has initiated contacts with the Qatar National Human Rights Committee and the Media Ethics Think Tank-Qatar in order to explore avenues of cooperation. The programme can offer courses and provide training and expertise in Human Rights education and ethical consultancy in various areas. In the near future, the HEI plans to expand the horizon of interaction with the local Qatari society and include other civil society organisations that stand to benefit for the expertise which the programme has in the fields of Social/Political Philosophy and Ethics.

LAL

Cooperation with the DI and Other Academic Institutions or Networks

There is a solid collaboration between **LAL** at DI and the Doha Historical Dictionary of Arabic. This collaboration takes various forms through the following:

Participation of the programme's faculty in the activities related to Doha Historical Dictionary of Arabic

Two professors of the **LAL** programme participate in the Scientific Council of the Historical Dictionary, one of them is the Vice-President of the Council, and the other is also actively involved in approving al-judhādhāt (the editing cards) of the Doha Historical Dictionary before publishing them on the platform.

The Head of the programme edited the introduction of the Doha Historical Dictionary of Arabic, which is published on the Dictionary's online platform.

Participation of the program's students

Four graduates from **LAL** programme work as full-time research assistants in the Historical Dictionary. A number of other students work as part-timers each year to gain experience and assist experts in it.

Participation of the Doha Historical Dictionary of Arabic in the activities of the Linguistics and Arabic Lexicography programme

An adjunct lexicographer from the Doha Historical Dictionary of Arabic participates in teaching one of the programme's courses. Also, a number of lexicographers are invited to share their expertise on specific issues in LAL 617 Lexicography, and a number of lexicographers or members of the Scientific Council participate in the programme's seminars.

Joint Scientific Symposia

The programme and the Historical Dictionary of Arabic Language held a symposium on "The issue of the Arabic Term in the Social Sciences and Humanities" on December 10, 2017.

The programme and the Historical Dictionary held a joint international conference entitled: "Historical Dictionaries: Comparisons and Approaches" on December 10-11, 2018. A large number of professors, researchers, and lexicographers in Qatar, from Arab and foreign countries, participated in this conference. Also, a book entitled Historical Dictionaries: Comparisons and Approaches is in print by the Arab Centre for Research and Policy Studies. The book contains a number of papers presented at the conference, along with other research papers.

The programme and the Historical Dictionary, in partnership with the Police College Qatar, held a symposium on "Arabic Language and Society: The Role of Qatar" at DI on December 3, 2019.

The programme and the Historical Dictionary held an international conference entitled "Doha Historical Dictionary of the Arabic Language and its Scientific and Cultural Dimensions" on 10-11 May 2022, in which 48 male and female researchers from the Arab world and beyond participated.

The Arab Centre for Research and Policy Studies, in cooperation with the programme and the Historical Dictionary, will launch a refereed academic journal entitled "Words and Signs", issued annually in mid-October.

Cooperation with Business Enterprises and Other Organisations

The programme does not currently seek to establish partnerships with business institutions.

Appraisal:

According to the panel, cooperations with HEI, other academic institutions and networks relevant for the programme are plausibly presented. The panel further concludes that 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' qualifications and skills. In this respect, the panel positively emphasises that the programmes

have a focus on international cooperation. However, the panel notes that national and regional cooperation will also be important in the future and should continue to be an important component.

The scope and nature of cooperation with business enterprises and other institutions relevant to the programme are plausibly presented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. Regarding the LAL program, the panel did not see any problem in terms of non-cooperation with business institutions.

	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

Career Counselling and Placement Services

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

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

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

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

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

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

Access to Literature

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

The Library builds its collections of different materials and resources, in print and electronic formats, based on the established collection development policy and procedures that are responsive to the needs of DI community. At the time of writing this self-evaluation report, DI library features a total of 82,500 book titles, including approximately 14,010 of items in History section (these fall directly under the Dewey Classification System, but more items relevant to this programme can be found in other Dewey topics/subjects). The History programme faculty members and DI librarian update the library collection with relevant books, textbooks and other sources. The allocated budget is sufficient to update the collections regularly. All literature assigned in course syllabi is available either in DI library or is uploaded directly to and available on individual course Moodle sites. History programme faculty members and students (with faculty member approval) may request that the library obtain a book or journal issue.

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

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

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

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

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

Appraisal:

Since the online conference was conducted replacing an on-site visit, the panel did not have the opportunity to visit DI's buildings. Instead, DI and the faculty 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 panel positively highlighted the professional use of the learning platform Moodle. According to the panel, the rooms are properly equipped for disabled students and give them barrier-free access.

The opening hours of the library take students' needs sufficiently into account. 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 take students' needs sufficiently into account. The literature expressly required for the study programme is available in the library and kept up to date. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students. In addition, students can also use the Qatar National Library

	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

Career Counseling and Placement Services

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.

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

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

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

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

Alumni Activities

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

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

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

Appraisal:

In terms of placement service and career counselling, DI undertakes a variety of activities for its students and has a Career and Skills Development Specialist s a sufficient resource to support students' employability.

An alumni organisation has been set up with the aim of developing an alumni network and facilitating a lively exchange between the DI and alumni, as well as between alumni and students.

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

4.6 Financing of the study programme (Asterisk Criterion)

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

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

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

Appraisal:

The panel is convinced that the study programmes are 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 HEI's Office of Institutional Effectiveness and Quality Assurance (OIEQA) provides a framework and guidance for assuring quality of academic programmes, research, academic services, administrative services, and public service at DI. The programmes work within this policy to assure quality and set development procedures to maximise the achievement of its goals.

For example, with the help of the OIEQA, each Head of Programme developed its aforementioned programme specification document. The programme has revisited and revised the document to ensure that its programme learning outcomes are appropriately assessed.

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

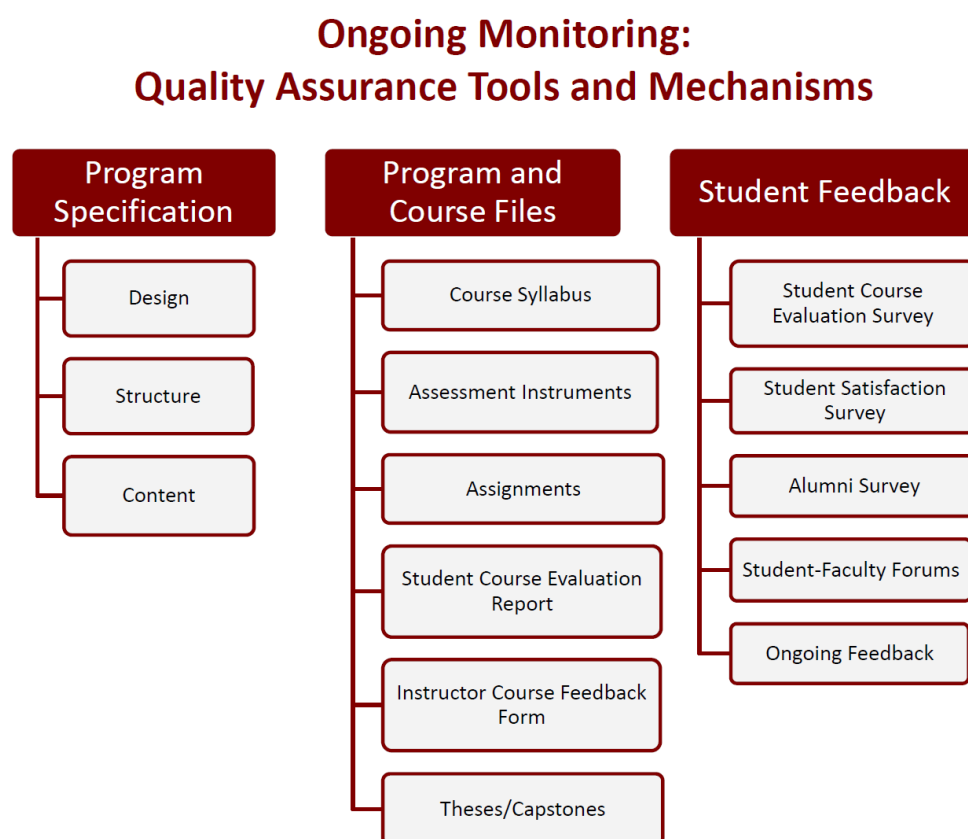
The programmes hold a monthly meeting chaired by the Head of Programme and attended by all faculty. One purpose of the meeting is to discuss course contents, assessments, syllabi construction, student affairs, and research. All faculty members can suggest meeting agenda items by emailing to each programme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

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

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

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

Figure 1: DI's Quality Assurance tools and mechanism



Evaluation by students

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

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

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

DI students and alumni also evaluate and provide programme feedback through annual Student Satisfaction survey and biannual Alumni survey. Improvement plans to the programme are subsequently made where appropriate. Important improvements are communicated to students via emails, meetings with the students and/or meetings with DI Student Council. 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.

Evaluation by faculty

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

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

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

External evaluation by alumni and third parties

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

Since 2019, the OIEQA has been sending out Alumni Surveys biannually. Results, which are collated and analysed by the OIEQA, are to be used by individual programmes to make programme improvements where appropriate. Faculty in a programme meeting discuss programme-specific survey results. Moreover, DI is regularly evaluated by Qatar's Ministry of Education and Higher Education and is subject to its regulations.

Programme Documentation

The programmes are documented in some detail on the programme page of DI official website. The website explains the programme's mission and provides descriptions of the entry requirements and programme structure, including course descriptions. Additionally, the

website provides profiles of the programme's faculty members, a description of possible career destinations, and instructions on how to apply for admission. Sections are appropriately and clearly labeled, and hyperlinks are provided to other sections of DI website, as necessary. All DI academic policies and bylaws are also accessible and found on DI's website.

The programmes are also documented in a programme brochure, which is updated regularly to include the latest changes to the programme. The brochure is distributed at aforementioned "Open Day" events and other recruiting activities (on and off campus), at academic conferences, and to guests.

Internal documentation also records key aspects of the programme. The programme specification document, as well as the official study plan document, also formally records programme structure. All course syllabi are filed with the programme, School, and OIEQA.

The DI and its faculties have 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 Office Manager so that they may retain documents as necessary. Faculty members are required to retain all evaluations and feedback provided to students, course slides, grading rubrics, readings and instructions and upload them to the intranet. The programme coordinator organises the collection of these materials.

The programmes' activities are documented in writing. These records are kept in two copies: one with the administrative coordinator for the programme and one with the Head of Programme. Furthermore, each activity is shared with the relevant DI unit, such as the Dean's Office, among other units at DI. When students arrive, they are given both a hard copy and an electronic copy of the programme's study plan, which is explained during the student orientation and students' meetings with their academic advisors.

The study plan is also published and distributed to the general public in two forms: a brochure and an online version on the programme's website. The programme brochure is distributed to potential candidates at recruitment events (both on and off campus), academic conferences, and guests.

The programme's course files are also documented and archived every semester. A course file is a repository of a course and contains its syllabus; assessment instruments (such as examinations and/or assignments questions), marking criteria/guidelines used in the course; a representative sample of student papers/exams; teaching materials used in the course by the instructor; student evaluation of the course and instructor's evaluation of his/her course.

Information on Activities During the Academic Year

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 on changes, obligation deadlines and other matters that may be of interest to them. This is done through a number of well-organised listservs that allow relevant parties to be informed of updates without overburdening students and faculty members with emails that may be irrelevant.

The programmes communicate their activities regularly to the DI community, using internal email address lists to send out email announcements. The Communications and External Relations Department also prepares flyers for the programme when needed. In addition, the SOSH Dean's Office distributes events, and activities of the programmes to the college community, including students.

The Research and Grants Department regularly announces any recent research publications by the programme faculty members via their monthly newsletter. The Communications and External Relations Department also publishes a monthly news bulletin, Zajel, which helps keep the DI community informed of recent developments, events, and publications by all programme faculty members and students.

Additionally, DI uses its pages on Facebook, Twitter, Instagram, and YouTube to publish and broadcast news about the Institute.

Appraisal:

The panel concluded that a quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. 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.

Evaluation by the students, by the faculty and by alumni 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.

According to the panel, the study programme's content, curriculum and examination scheme have been suitably documented and published.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme.

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

Quality profile

HEI: Doha Institute for Graduate Studies, Katar

Bachelor / Master programme:

1. Master of Social Sciences and Humanities - History
2. Master of Social Sciences and Humanities - Philosophy
3. Master of Social Sciences and Humanities - Linguistics and Arabic Lexicography

		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					

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
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		X (PHIL)
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					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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					
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		