

Decision of the FIBAA Accreditation and Certification Committee



18th Meeting on June 5, 2025

PROGRAMME ACCREDITATION

Project Number:	23/004 Cl.2
Higher Education Institution:	Joaan Bin Jassim Academy for Defence Studies
Location:	Qatar
Study Programme:	Master of Arts in Economics of Defence Master of Arts in Defence Diplomacy Master of Arts in Intelligence Studies
Type of Accreditation:	initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution:

Joaan Bin Jassim Academy for Defence Studies,
Qatar

Master programme:

1. Master of Arts in Intelligence Studies
2. Master of Arts in Economics of Defence
3. Master of Arts in Defence Diplomacy

Qualification awarded on completion:

1. Master of Arts in Intelligence Studies, Master of Arts
2. Master of Arts in Economics of Defence, Master of Arts
3. Master of Arts in Defence Diplomacy, Master of Arts

General information on the study programme

Brief description of the study programme:

The **Master of Arts in Intelligence Studies** is a two-year study programme that aims to educate graduates who are already working as intelligence analysts and lead a work team to prepare assessments based on the collection and analysis of intelligence information within a legal and ethical framework and learn the capacity to analyse regional and international intelligence systems and evaluate best intelligence practices in the Gulf region.

The **Master of Arts in Economics of Defence** is a two-year study programme that aims to educate graduates who can analyse and assess best practices relating to military procurements and military industrialisation and make evidence-based recommendations to solve economic problems relating to military spending, as well as conduct relevant academic research and make ongoing contributions to knowledge and practice in the field of Defence Economics.

The **Master of Arts in Defence Diplomacy** is a two-year study programme that aims to educate graduates who can make evidence-based recommendations to solve problems relating to military cooperation, as well as to implement the foreign policies of the State of Qatar and make sound strategic decisions during the term of State diplomatic representation. Moreover, graduates shall be able to conduct relevant academic research and make ongoing contributions to knowledge and practice in the field of Defence Diplomacy.

Type of study programme:

For all study programmes: Master programme

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

For all study programmes: 2 years / 4 semesters, 33 credit hours / 66 ECTS credits

Mode of study:

For all study programmes: full-time

Didactic approach:

For all study programmes: study programme with obligatory class attendance

Double/Joint Degree programme:

For all study programmes: no

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

For all study programmes: 20 students for each study programme

Programme cycle starts in:

For all study programmes: Fall semester

Initial start of the programme:

For all study programmes: September 2021

Type of accreditation:

For all study programmes: initial accreditation

Procedure

A contract for the initial accreditation of the Master of Arts in Intelligence Studies (Master of Arts), Master of Arts in Economics of Defence (Master of Arts) and Master of Arts in Defence Diplomacy (Master of Arts) was made between FIBAA and Joaan Bin Jassim Academy for Defence Studies on January 18, 2023. On September 18, 2024, the HEI submitted a self-evaluation report, which included a detailed description of the programme and further documents in order to prove that the criteria for programme accreditation are met.

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

Prof. Dr. Mazhar Al-Zoubi

Qatar University, Qatar
Associate Professor in International Affairs
Department of International Affairs

Prof. Dr. Stephan Convent

DIPLOMA University, Germany
Professor of Security Management, Dean of Studies for Digital Management
(Terrorism and Cyber Security, Corporate Security Management Systems, Corporate Management, Organisation)

Dr. Maria Ochwat

University of Szczecin, Poland
Assistant Professor for Communication Sciences and Public Relations
(International Political Relations, Security Studies, Human Rights, Peace Studies, International Conflict Resolution, Diplomatic Protocol, International Public Law, Diplomatic and Consular Law, International Humanitarian Law, International Humanitarian Aid)

Prof. Dr.-Ing. Antje Raab-Düsterhöft

Wismar University of Applied Sciences
Head of Distance Learning Programmes Bachelor IT Forensics, Master IT Security and Forensics, Professor for Multi-Media Systems/Databases
(IT Forensics, IT Security, Computer Science, Databases, Language Technology/Computer Linguistics)

Dr. Manfred Schmidt

Sikos GmbH, Sankt Ingbert, Germany
Chairman of Supervisory Board
(Business Administration, Process Optimization, Integrated Management Systems, Information Technology, Internet of Things (IoT) Production Processes, Cyber Security, Education, Supply Chain Sustainability)

Sebastian Wolf

DIPLOMA University, Germany
Student Security Management

¹ The panel is presented in alphabetical order.

FIBAA project manager:
Friderike Uphoff

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel and an online conference. The online conference took place on January 21, 22 and 23, 2025 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on April 24, 2025. The statement on the report was given up on May 8, 2025. It has been taken into account in the report at hand.

Summary

The Master of Arts in Intelligence Studies (Master of Arts), Master of Arts in Economics of Defence (Master of Arts) and Master of Arts in Defence Diplomacy (Master of Arts) offered by Joaan Bin Jassim Academy for Defence Studies fulfil 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 5, 2025 and finishing on June 4, 2030. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

The panel members identified several areas where the programmes could be further developed:

- Offering courses with international cooperation (see chapter 1.2),
- Further detailing the admission criteria on the website (see chapter 2.),
- Ensuring that students are well-equipped with the theoretical foundations of their respective field (see chapter 3.1),
- Increasing the reflection of ethical aspects in the curricula (see chapter 3.1),
- Shifting the research methods course to the first semester (see chapter 3.1),
- Setting up a fixed conversion rate for the Master thesis (see chapter 3.2),
- Improving the second language skills of students (see chapter 3.4).

And additionally for the **MA. Defence Diplomacy**:

- Introducing more practice, e.g. in communication courses (see chapter 3.1).

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

There are many criteria in which the programmes exceed the quality requirements:

- Objectives of the study programme (see chapter 1.1),
- Positioning of the study programme in the educational market (see chapter 1.3),
- Positioning of the study programme on the job market for graduates (see chapter 1.3),
- Logic and conceptual coherence (see chapter 3.1),
- Course materials (see chapter 3.3),
- Guest lecturers (see chapter 3.3),
- Internationality of faculty (see chapter 3.4),
- Skills for employment (see chapter 3.6),
- Academic qualification of faculty (see chapter 4.1),
- Practical business experience of faculty (see chapter (4.1),
- Student support by the faculty (see chapter 4.1),
- Access to literature (see chapter 4.4).

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

The Academy was established in 2013 as the Joint Command and Staff College but was renamed to "Joaan Bin Jassim Joint Command and Staff College"². After the foundation, the institution collaborated with the Serco Group, British Ministry of Defence, Newman Spar Company and King's College London to develop courses in English and Arabic, as well as Master degree programmes. Agreements signed with Qatar University and King's College further diversified the programmes. By 2019, a National Defence Course was introduced and had first graduates, with additional collaborations with Georgetown University commencing in 2021. In 2022, the Emiri Resolution No.11 transformed the institution into the Joaan Bin Jassim Academy for Defence Studies, operating under the Ministry of Defence. The Academy was named in honour of Sheikh Joaan Bin Jassim Al Thani, a Qatari historical figure.

Joaan bin Jassim Academy for Defence Studies encompasses various institutions. These include the National Defence College, the Joint Command and Staff College and the Deanship of Graduate Studies and Scientific Research. Each of these institutions are aligned with the Academy's vision and commitment to advancing Defence education and research.

The National Defence College, known for developing military, security and civilian leaders, launched its first National Defence programme in 2020/2021. The programme awards a Master of Arts (MA) in Defence and Security Studies, licensed since September 2022 by the Ministry of Education and Higher Education.

Established in 2014, the Joint Command and Staff College offers training in leadership, human resource development and military operations. It offers a Joint Command and Staff programme, with graduates earning a Master of Arts (MA) Military and Security Studies and the title of "Staff".

The Deanship for Graduate Studies and Scientific Research aligns postgraduate programmes with national priorities and the needs of the armed forces. Therefore, it provides a range of Master programmes. Since 2021, the Deanship introduced specialised postgraduate programmes, the MA. Economics of Defence, MA. Defence Diplomacy and MA. Intelligence Studies. Additionally, it has introduced the MSc. Cyber Defence and a Doctoral programme, the (Ph.D.) Degree in Defence and Security Studies.

² through Emiri Resolution No.64 in 2014

Statistical data

Table 1: Statistical Data Master of Arts in Defence Diplomacy

		1. Cohort 1 2021	2. Cohort 2 2022	3. Cohort 3 2023	4. Cohort 4 2024
# Study Places offered by HEI		24	14	15	22
# Applicants	Σ	0	0	0	0
	f				
	m				
Application rate		0,00%	0,00%	0,00%	0,00%
# First-Year Students (accepted applicants)	Σ	24	14	15	22
	f	12	7	7	9
	m	12	7	8	13
Rate of female students		0,5	0,5	0,466666667	0,409090909
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	24	14	0	0
	f	12	7		
	m	12	7		
Success rate (students who finished their studies)		100,00%	100,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%
Average duration of study		1	1	Pending	Pending
Average grade of final degree		3,63	3,69	Pending	Pending

Table 2: Statistical Data Master of Arts in Defence Economics

		1. Cohort 1 2021	2. Cohort 2 2022	3. Cohort 3 2023	4. Cohort 4 2024
# Study Places offered by HEI		9	10	16	11
# Applicants	Σ	0	0	0	0
	f				
	m				
Application rate		0,00%	0,00%	0,00%	0,00%
# First-Year Students (accepted applicants)	Σ	9	10	16	11
	f	3	3	8	4
	m	6	7	8	7
Rate of female students		0,333333333	0,3	0,5	0,363636364
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	9	10	0	0
	f	3	3		
	m	6	7		
Success rate (students who finished their studies)		100,00%	100,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%
Average duration of study		1	1	Pending	Pending
Average grade of final degree		3,79	3,66	Pending	Pending

Table 3: Statistical data Master of Arts in Intelligence Studies

		1. Cohort 1 2021	2. Cohort 2 2022	3. Cohort 3 2023	4. Cohort 4 2024
# Study Places offered by HEI		10	11	18	26
# Applicants	Σ	0	0	0	0
	f				
	m				
Application rate		0,00%	0,00%	0,00%	0,00%
# First-Year Students (accepted applicants)	Σ	10	11	18	26
	f	6	5	16	17
	m	4	6	2	9
Rate of female students		0,6	0,454545455	0,888888889	0,653846154
# Foreign Students	Σ	0	0	0	0
	f	0	0	0	0
	m	0	0	0	0
Rate of foreign students		0	0	0	0
Percentage of occupied study places		100,00%	100,00%	100,00%	100,00%
# Graduates	Σ	10	11	0	0
	f	6	5		
	m	4	6		
Success rate (students who finished their studies)		100,00%	100,00%	0,00%	0,00%
Dropout rate (students who dropped their studies)		0,00%	0,00%	0,00%	0,00%
Average duration of study		1	1	Pending	Pending
Average grade of final degree		3,69	3,51	Pending	Pending

Appraisal:

The statistical data show slightly increasing number of students over the last 4 years. Due to the exclusivity of **all three study programmes**, since students have to be employed by the state of Qatar, the registration is not open to all potential students. In the selective group of students that fulfil the admission requirements, there are no dropouts in either of the study programmes.

Moreover, no foreign students are allowed in these Master programmes.

The rate of female students is balanced around 50 % among all three study programmes, in the **Master of Arts in Defence Economics** slightly less (around 35 %) and in the **Master of Arts in Intelligence Studies** slightly more (up to 88 %).

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk Criterion)

Joaan Bin Jassim Academy for Defence Studies stands as an academic institution operating under the Ministry of Defence. Through its two colleges and Deanship for Graduate Studies and Scientific Research, the Academy provides comprehensive programmes in Defence and security studies, equipping students with the knowledge, skills and leadership qualities necessary to navigate the complexities of national Defence.

With a focus on academic excellence and professional development, the Academy aims to shape future leaders and strategists within the Defence and security domains of Qatar. Graduates of the Academy are prepared to address the multifaceted challenges of the contemporary security landscape, making valuable contributions to the Defence of their nation and ensuring a secure future for all.

The MA. Economics of Defence, MA. Defence Diplomacy and MA. Intelligence Studies are oriented at the National Qualifications Framework defined by the Qatari Ministry of Education and Higher Education. There are eleven levels in the framework, the levels are not all linear. For example, it is possible to move to level nine (Master Degree) immediately after level seven (Bachelor Degree) without going through level eight (Graduate Diploma). The three Master programmes correspond to level nine of the framework.³

All three study programmes are characterised by a combination of academia and real-world application. Each programme, while holding its distinct focus, educates security professionals and scholars apt for key positions within the Qatar Armed Forces and other governmental entities. Moreover, they resonate with the Qatar National Vision 2030, a concept that emphasises not only academic skills, but also employability and career development on a broad basis, in line with the standards set out in the National Qualifications Framework.

The focus is shown in the outcomes expected of students on these programmes, from the preparation of thorough defence budgets in line with government guidelines and the evaluation of defence procurement strategies, to academic contributions in the areas of defence diplomacy and intelligence. This combination of theory, practice and national focus ensures the all-round development of students, both intellectually and in terms of their role in society. The objectives and learning outcomes are reviewed regularly, including input from stakeholders. The learning outcomes and educational objectives are presented in the following tables:

Table 4: Objectives of the MA. Economics of Defence programme

Objective	Description
Objective 1	To grasp the comprehensive theoretical and applied foundations of defence economics, the relationship between State defence policy and economic capabilities, and the importance of economic preparedness in times of war and peace alike.

³ see: <https://www.ncqaa.edu.gov.qa/Content/Nationaqualificationsframework> (last access January 28, 2025)

Objective 2	To understand defence budgeting, the stages through which it passes, and the foundations of defence sector financial management.
Objective 3	To study military spending and its relationship to economic development, armed conflicts, income distribution, and the strategies adopted in the area of defence procurements.
Objective 4	To gain familiarity with military industries, their economic impact, and their connection to technological development, scientific research, and technical training.
Objective 5	To develop concrete solutions to the problems that result from economic shifts undergone by the Qatari economy from a defence economics perspective.

Table 5: Learning outcomes of the MA. Economics of Defence programme

Learning Outcome	Description
Learning Outcome 1	An appreciation of the theoretical and practical foundations of Defence Economics as a branch of the broader field of Economics.
Learning Outcome 2	The ability to make evidence-based recommendations to solve economic problems relating to military spending.
Learning Outcome 3	The ability to analyse and assess best practices relating to military procurements and military industrialisation.
Learning Outcome 4	The capacity to draw up a defence budget in line with the government's stated priorities.
Learning Outcome 5	The ability to conduct relevant academic research and make ongoing contributions to knowledge and practice in the field of Defence Economics.

Table 6: Objectives the MA. Defence Diplomacy programme

Objective Number	Description
Objective 1	To gain a solid grasp of the concept of defence diplomacy, its origin, development, functions, and its importance for achieving foreign policy goals and integrated knowledge of the international treaties and laws that regulate the work of defence diplomacy.
Objective 2	To acquire knowledge of the Qatari Foreign Ministry's tasks and responsibilities, structure, departments, missions, its employees' duties, the laws that govern Qatar's diplomatic corps and a thorough understanding of the mechanisms of military representation.
Objective 3	To acquire the skills of diplomatic protocol, etiquette and the expected formalities in the State of Qatar, the skills of rhetoric and the delivery of diplomatic speeches and writing diplomatic correspondences, and the skills of diplomatic negotiation and international dispute resolution. It also develops a security sense in diplomatic practice, knowledge of methods of spying on individuals and diplomatic missions, alertness to digital hacking, and acquiring media skills relevant to diplomatic work, especially in relation to security analysis, delivery of press statements and handling television interviews and press conferences.
Objective 4	To acquire legal knowledge relevant to the practice of diplomacy and international military cooperation, knowledge of regional and international organisations, and conducting specialised academic studies that have a positive impact on the Qatari army's foreign relations.
Objective 5	To prepare military leaders to develop and enhance foreign relations in keeping with the strategy of the Qatari Armed Forces.

Table 7: Learning outcomes of the MA. Defence Diplomacy programme

Outcome Number	Description
Learning Outcome 1	The ability to implement the foreign policies of the State of Qatar and make sound strategic decisions during the term of State diplomatic representation.
Learning Outcome 2	The ability to develop the Qatari Armed Forces' foreign relations and serve Qatar's higher interests abroad in a knowledgeable, competent and effective manner.
Learning Outcome 3	The ability to make evidence-based recommendations to solve problems relating to military cooperation.
Learning Outcome 4	The ability to interact in a foresightful manner with the various regional and global issues that impact Qatar's place in the international community.
Learning Outcome 5	The ability to conduct relevant academic research and make ongoing contributions to knowledge and practice in the field of Defence Diplomacy.

Table 8: Objectives of the MA. Intelligence Studies programme

Objective Number	Description
Objective 1	To gain familiarity with various theoretical trends and mainstream intelligence schools.
Objective 2	To realise the importance of intelligence in understanding the strategic environment in order to confront the sources of security threats in their various dimensions.
Objective 3	To approach Gulf intelligence systems within the framework of comparative studies, recognise the most important challenges they face, and gauge the extent of their success and failure.
Objective 4	To appreciate the importance and role of intelligence in the economic, financial, athletic and cultural sectors, as well as in social media.
Objective 5	To understand the role of intelligence in serving foreign policy objectives and the importance and seriousness of international intelligence cooperation.

Table 9: Learning outcomes of MA. Intelligence Studies programme

Outcome Number	Description
Learning Outcome 1	An understanding of the theoretical and practical foundations of intelligence studies and familiarity with the legal and ethical aspects of intelligence work.
Learning Outcome 2	The ability to assume the responsibilities of an intelligence analyst and lead a work team to prepare assessments based on the collection and analysis of intelligence information within a legal and ethical framework.
Learning Outcome 3	The ability to make recommendations based on scientific evidence to solve intelligence problems in their various military, political, economic, financial, media, and sports dimensions.
Learning Outcome 4	The capacity to analyse regional and international intelligence systems and evaluate best intelligence practices in the Gulf region.
Learning Outcome 5	The ability to conduct relevant scientific research and make ongoing contributions to knowledge and practice in the field of intelligence studies.

Appraisal:

The Academy systematically bases the qualification objectives of the programmes on the specific requirements of the target group. The target group is defined as members of the Qatari Armed Forces and Ministries seeking for further qualification. The qualification objectives are

documented in detail. They are constantly reviewed for their adequacy and up-to-dateness, including input from different stakeholders, and are adapted accordingly. The qualification objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework of Qatar.

		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 programmes' design (Asterisk Criterion)

The **MA. Economics of Defence** has an emphasis on its international orientation in terms of programme concept and selection of international aspects. The curriculum's design is in line with the strategic goals and educational visions of Qatar National Vision 2030 and extends its reach by incorporating learning experiences from similar programmes, such as Qatar University or University of Massachusetts Lowell (United States of America). Such benchmarking ensures the programme aligns with global standards, thus preparing its graduates for international tasks, especially as defence economics impacts not only national but also global security dynamics.

Moreover, subjects such as International Economics and Defence Affairs and the Political Economy of Peace & Armed Conflicts reflect the emphasis on global contexts and challenges. The programme prepares its students to handle international tasks by imparting knowledge related to the broader economic landscape and its intersection with defence affairs. Moreover, by accommodating the interdisciplinary approach, the curriculum combines elements of law, politics, sociology, international relations, statistics and management. This interplay of subjects ensures graduates emerge with a comprehensive, globally oriented perspective, ready to tackle complex defence economics issues in an interconnected world.

Furthermore, the Academy's effort in benchmarking its preparation methodology against similar programmes internationally and the programme review by international experts ensures its graduates are up to the international standards in a globally competitive environment. The combination of traditional lectures, group learning, simulations, field visits and research ensures graduates are not just theoretically proficient but also practically seasoned. This fusion of global perspectives with local contexts ensures that the programme is producing graduates who can navigate and manage international defence economics challenges.

The **MA. in Defence Diplomacy** is designed with a robust international orientation that mirrors the global scope of defence diplomacy. This international focus is reflected across the curriculum, faculty and practical experiences offered within the Qatari government. The curriculum includes core modules such as General Theory of Defence Diplomacy, Armed Forces and Peace Operations, Diplomatic Systems and Military Attachés, and Diplomatic Negotiation and Conflict Resolution. These courses provide students with a comprehensive

grasp of defence diplomacy's core concepts, theories and practices, and the complexities involved in conducting diplomacy on a global scale. Students are also encouraged to conduct research on contemporary issues in defence diplomacy with national, regional or international implications to develop their thesis.

The programme's faculty comprises academics and experienced experts who contribute their extensive international experience and deep understanding of global defence diplomacy dynamics. These educators enrich the classroom experience by integrating their real-world insights into the curriculum. Additionally, the programme capitalises on partnerships with the Qatar Diplomatic Institute and other international institutions, facilitating learning from global experts and participation in diplomatic experiments and applied practices. These interactions enhance students' practical diplomatic skills and provide an international perspective on the practice of defence diplomacy.

Furthermore, the programme offers numerous opportunities for exposure to the global dimensions of defence diplomacy. As reviewed by international experts, the programme includes field visits to institutions and actors in Qatar's security sector, collaboration with experts from Qatari agencies and dedicated research and studies in defence diplomacy. These experiences equip graduates to handle international responsibilities effectively, enhancing their employability and capacity to represent Qatar's interests globally.

The **MA. in Intelligence Studies** is designed with an international dimension, reflecting the global nature of contemporary intelligence operations. The curriculum includes courses such as Intelligence and Foreign Policy, Intelligence International Cooperation and Regional and International Security. These courses provide students with a comprehensive understanding of the global intelligence landscape and the interplay between different countries and their intelligence agencies. The focus on international cooperation and the role of intelligence in foreign policymaking underscores the programme's international orientation.

The faculty includes members with diverse international experience and practical exposure to real-world intelligence operations. Guest lectures from experts in Qatari security agencies and field visits further expose students to a broad range of international intelligence practices. The programme encourages students to address contemporary issues in intelligence studies in their thesis, contributing to the broader academic discourse on international intelligence and security matters.

Appraisal:

The programmes' designs appropriately take into account the required international aspects, with respect, too, to graduates' employability. **All three study programmes** are very national oriented, since graduates are already employed by the State of Qatar. However, the study programmes include international elements, such as international contents and guest lectures with international expertise. With regard to the international orientation, the panel sees room for development with regard to cooperation between the courses of study and other universities. Taking into account the international conflict situation and the networking of military/civilian units at national and international level, "International Joint Operations" are a common standard and this should also be reflected in the study programmes, with the possibility of a semester abroad or joint projects on an international level. Therefore, the panel

recommends offering courses with international cooperation.

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

1.3 Positioning of the study programmes

The **MA. Economics of Defence** distinguishes itself from other study programmes by addressing a niche area of study that integrates the relationships between economics and defence. On the educational market, especially within the Gulf and broader Arab regions, this specialisation only has limited competition. Moreover, being tailor-made to cater to the specific needs of the Qatar Armed Forces and other government security agencies positions the programme as not just an academic exercise, but for the nation's strategic human resource requirements and ties it to the national developmental goals and aspirations.

After an analysis of the educational market, especially within the defence sector, it was observed that while there are several programmes addressing economics and defence separately, very few take an integrative approach like the MA. Economics of Defence. Drawing inspiration and methodologies from international programmes, this programme offers content and training, blended with regional particularities, creating a programme that is both globally recognised and regionally relevant. Additionally, the utilisation of local experts from Qatar security agencies and government institutions not only enhances the practicality and relevance of the curriculum but also positions the programme as a hub of real-world knowledge and expertise.

Furthermore, the curriculum that is characterised by its interdisciplinary approach and focus on economic theory and its intersections with law, politics, public policy, international relations and management, gives the programme a competitive edge. Potential students, whether from military, security or civilian backgrounds, can see trajectories from their studies to tangible roles within the Qatar Armed Forces, government institutions.

The commitment to evening lectures and the intent to maintain a small student cohort ensures a high-quality educational experience while accommodating the needs of working professionals.

The **MA. Defence Diplomacy** has been placed in the educational market to address the Qatar' national needs and be tailored to the demands of the Ministry of Defence. The programme, grounded in the contemporary concepts of defence diplomacy, diplomatic clinic and partnerships, offers a curriculum that intends to qualify students with the theoretical knowledge and practical skills essential for diplomatic representation and negotiations related to defence. It is noteworthy that this specialised programme is unique within Qatar, providing the military and security services personnel with a tailored education to meet the evolving challenges in the realm of foreign relations and defence cooperation. The programme is further distinctive by its unique partnership with the Qatar Diplomatic Institute, ensuring its alignment with Qatar's

diplomatic apparatus and contributing to the national strategy for a strong regional and international presence.

Considering the lack of comparable programmes in Qatar, the MA. in Defence Diplomacy was designed in direct response to the needs of the Qatari Armed Forces to consolidate defence diplomacy and serve the objectives of national security. A market research and analysis has therefore been conducted before launching the programme. The targeted approach ensures that the programme is tailored to accommodate the specific requirements of military personnel, including the incorporation of simulation, role-playing, field visits and collaboration with experts. Additionally, the programme provides a distinctive platform for students to engage in research and the development of a comprehensive thesis, which contributes to the expansion and dissemination of scientific knowledge in the field of defence diplomacy.

The **MA. Intelligence Studies** programme positions itself uniquely in the educational market by focusing solely on serving the local market in Qatar. The programme is specifically designed to build national capacities in intelligence studies and contribute to the goals of Qatari national security. By targeting military, security and civilian students from government institutions in Qatar, the programme fulfils a critical need for specialised expertise in intelligence studies. In addition, the programme's curriculum, which covers a wide range of topics from intelligence operations in various dimensions to electronic espionage and terrorism analysis, sets it apart from other programmes in the region.

The programme is further distinguished by its focused approach, as it caters to a selected group of students each year, with a minimum of ten and a maximum of fifteen students per batch. This selective approach ensures that the students receive personalised attention and training, enhancing their qualifications and preparing them for senior leadership roles in the country. The programme's strengths lie in its pioneering nature at national level, its unique position among postgraduate programmes in the Gulf and Arab countries and its reliance on specialised scientific competencies within the Academy and the expertise of practitioners in the Qatari security sector. This strategic positioning of the programme is aimed at preparing graduates and decision-makers with a strong sense of patriotism, security awareness and high professional ethics.

Joaan Bin Jassim Academy for Defence Studies has examined the educational market. The programme has set up its profile by providing students with the skills and knowledge to understand intelligence trends, analyse security threats, evaluate intelligence practices in the Gulf region and conduct relevant scientific research.

Positioning of the study programmes on the job market for graduates

The **MA. Economics of Defence** has been designed to meet the specific needs of the Qatari Ministry of Defence and other government entities. The objective behind the inception of this programme was to develop a cadre of professionals' adept in merging the realm of economics with the complex dynamics of defence. This strategic positioning ensures that the graduates, many of whom are senior employees working for the Qatari Ministry of Defence or other government bodies, face no challenges when it comes to career opportunities. Their roles and responsibilities are crucial, to bridge the gap between economic theories and practical defence strategies, thereby making an impact on Qatar's national security from the economic perspective.

The curriculum of the programme is structured to empower students with both theoretical and practical foundations in defence economy. Such knowledge shall enable graduates to tackle critical issues like military expenditures, defence procurement, military manufacturing and aligning defence budgets with government priorities. Furthermore, the emphasis on research shall ensure that students are equipped to offer insights and make substantial contributions to the field of defence economics, reflecting the needs and strategic aims of the Qatari Ministry of Defence. The graduates are ideally positioned to not only contribute to the internal capacities of the Qatari defence machinery but also make a mark on the global stage.

The Academy conducts a thorough analysis of the job market, which has been central to the programme's conception and development. In sync with the Qatar National Vision 2030, the Academy has drawn inspiration from international benchmarks while keeping regional sensibilities in focus. This shall ensure that the programme is not just relevant but also future-proof, adapting to the ever-evolving demands of the defence sector within the regional context. Moreover, the Academy's vision aligns with its commitment to preparing future leaders who can take on significant roles, especially in the economics of defence.

The **MA. in Defence Diplomacy** is designed for senior military and civilian employees working for the Ministry of Defence and other government entities. The programme's intended audience is currently occupying positions within these organisations. The programme aims to equip these employees with advanced knowledge and skills that will enable them to excel in their current roles and boost their careers.

The programme, which covers concepts such as defence diplomacy, diplomatic clinic, and partnership, enables graduates to achieve their career goals in the Ministry of Defence and other related entities. This programme's objective is to promote a deeper understanding of how defence diplomacy contributes to the achievement of a foreign policy objectives, knowledge of the tasks of Qatar's Ministry of Foreign Affairs, acquisition of diplomatic protocol skills and possession of legal knowledge in the practice of diplomacy. The programme incorporates hands-on training in diplomatic techniques, simulations, field visits and interactions with practicing experts in the Qatari diplomatic sector, which provides a practical and applied approach to learning.

The programme's strengths are seen to lie in its commitments to addressing the requirements of the Qatari Armed Forces and security services, its practical and professional orientation in the of diplomatic studies and its collaboration with the Qatar Diplomatic Institute. This distinctive approach, coupled with its emphasis on producing graduates who possess a sense of patriotism, security and high professional ethics, contributes to enhancing Qatar's defence diplomacy capabilities. By addressing the elements of Diplomacy, Information, Military Power, and Economy (DIME) and fostering a strong sense of national interests and national security, the programme provides a resource for Qatar's armed forces and contributes to the country's regional and international presence.

The **MA. Intelligence Studies** is aimed at fostering graduates' careers within the existing employment framework of the Ministry of Defence and other government entities in Qatar. All the programme's students are Qatari citizens already employed by these institutions. The programme targets individuals who have a Bachelor's degree or its equivalent from recognised universities, as well as graduates of colleges and institutes under the umbrella of the Education Authority of the Ministry of Defence. The programme's focus on students who are already

employed in the security and military sectors reflects the specific needs of these sectors for specialised knowledge and skills in intelligence studies.

The programme's qualification objectives are directly related to the skills and expertise needed by professionals in the intelligence field. Graduates shall be equipped with a thorough understanding of theoretical and practical aspects of intelligence studies, including legal and ethical dimensions. They shall be prepared to lead intelligence analysis teams, develop recommendations for solving intelligence problems in various dimensions and conduct relevant scientific research. The programme is characterised by a specialised focus on Gulf intelligence systems within a comparative framework, and it addresses the role of intelligence in various sectors, such as the economy, finance, media and foreign policy. These objectives are directly aligned with the needs of the job market for intelligence professionals in Qatar, particularly within the armed forces, security agencies and government sector institutions.

The programme has thoroughly analysed the job market for graduates within the existing employment framework of the Qatari government entities. The programme's curriculum covers a broad range of intelligence-related topics, from the impact of intelligence on foreign policymaking to electronic espionage and the analysis of terrorist security threats. It also offers elective courses that cover special topics in intelligence, international cooperation, terrorism, and counterterrorism. These offerings are tailored to meet the needs of the Qatari national security apparatus, making the programme highly relevant to the job market for its graduates. Furthermore, the programme involves a Master's thesis that enables students to develop expertise in specific intelligence-related topics, advancing the field at both theoretical and applied levels.

Positioning of the study programmes within the HEI's overall strategic concept

Within the framework of the Academy strategic orientation, **all three study programmes** stand out as a tailored response to the need articulated by the Qatari Ministry of Defence. This need revolves around the construction of robust internal capacities. Every programme crafted within the institution is designed, not merely as an academic exercise but as a proactive answer to specific requirements elucidated by the Qatari Ministry of Defence or other governmental entities.

As such, the **MA. Economics of Defence** is aligned with the strategic objectives and contains the core values and dedication to fostering academic rigor while addressing national defence needs. This blend shall be evident in the programme's curriculum, which seeks to combine the theoretical underpinnings of economics with practical defence applications. Moreover, its synergy with the broader mission of the Academy shall accentuate the commitment to produce researchers and security personnel who can navigate the complex nexus of defence and economics. The programme, through its strategic alignment, interdisciplinary approach and curriculum, is part of the Academy's mission and strategic blueprint, driving sustainable implementation and fostering academic and practical excellence in the field of defence economics.

The **MA. Defence Diplomacy** is distinctively designed to enhance the skills and knowledge of distinguished students from the military and related fields of defence diplomacy. The programme is aligned with the Academy's overall mission to provide world-class education in defence studies to support the needs of Qatar's armed forces and contribute to the national security of the State.

The programme plays an important role in the Academy's strategic plan to offer specialised postgraduate programmes in defence studies that address the distinctive needs of the Qatari defence sector. The programme includes a focused component on the diplomatic aspects of defence, complementing the other programmes and contributing to a well-rounded and holistic approach to defence studies.

The qualification goals of the programme reflect the core values of the Academy and align with its strategic plan to prepare future leaders to effectively represent Qatar's interests on the global stage. The programme provides students with the tools and knowledge they need to achieve Qatar's foreign policy objectives through the peaceful utilisation of defence resources and capabilities. The programme's outcomes are closely aligned with the Academy's mission to prepare graduates who can make sound strategic decisions, develop foreign relations for the Qatari armed forces and serve Qatar's interests with knowledge, efficiency and effectiveness.

The **MA. Intelligence Studies** is aligned with the Academy overall objectives. As part of the six master's programmes offered within the Academy, the Intelligence Studies programme addresses the critical needs of the ministry of defence and other government entities. It serves to strengthen the nation's security and military efforts by providing an academic foundation for the analysis and collection of intelligence information. Furthermore, the programme supports the goals of Qatari national security by monitoring and analysing various potential security threats, both in their military and non-military dimensions. The programme enhances the Academy's academic offerings and contributing to the broader Qatari national security agenda.

Appraisal:

The reasons given for the positioning in the educational market of these study programmes are plausible. **All three programmes** are focused on the national educational market and tailored to educate students from government and military institutions in the State of Qatar. The Academy has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile. With the study programmes being unique in its offerings at both national and Gulf level, they fill a critical academic and professional niche.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment are plausibly set forth, since graduates are already employed by military or government institutions and use the degree to further elevate their careers. The Academy has thoroughly analysed the job market for graduates and has comprehensively incorporated the results in the study programmes.

The study programmes are convincingly integrated into the Academy's overall strategic concept. The study programmes' qualification goals are in line with the Academy'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 admission requirements for the **MA. Defence Economics**, **MA. Defence Diplomacy** and **MA. Intelligence Studies** are defined and structured to align with both national and institutional standards. These criteria are publicly announced and accessible through multiple channels to ensure transparency among prospective candidates. The requirements are featured on the Academy's official website⁴, ensuring that all prospective students have access.

Admission criteria are included in the students' catalogue – a resource that provides detailed insights into all the academic offerings of the Academy. In addition to these platforms, official communications containing the requirements are regularly dispatched to various military units and government institutions, ensuring that stakeholders within these establishments are informed and can guide potential applicants accordingly.

The average number expected to be accepted annually is 10 to 15 students per programme. However, for the 2024-2025 cohort, the Academy has increased the enrolment capacity up to 20 students per section. If the enrolments exceed this capacity, the Academy plans to open an additional section.

Registration will open in April of each academic year. Applicants must meet specific requirements for admission to each programme, as outlined below:

- The applicant must be affiliated with the Qatari Armed Forces with the rank of lieutenant or above or its equivalent at the civilian rank (approximately 2-5 years of professional experience).
- Applicants must have a Bachelor's degree from an accredited university.
- The applicant must have a university academic record with a cumulative GPA of no less than 3.0 or its equivalent in any of the following fields:
 - For the **MA. Defence Economics**: economics, administration, finance or any other related specialty.
 - For the **MA. Defence Diplomacy** and **MA. Intelligence Studies**: law, sociology, international relations, political science, security studies or any other related discipline.
- Applicants must submit a letter of motivation.
- Applicants must submit a letter of recommendation by the applicant's employer.
- The applicant must successfully pass a personal interview required by the programme to detect the aptitude, potential and suitability, as well as evaluate the candidate's academic capabilities, clarity of purpose and motivation.
- The applicant must have the ability to command English language and use it in the research papers. This is tested with an English proficiency test of the Academy (reading and writing skills).

The foundation of the admission criteria shall ensure that students possess the requisite background and motivation to succeed in these specialised fields. An affiliation with the Qatar Armed Forces emphasises the importance of practical experience, ensuring candidates have

⁴ see: <https://jbi.edu.qa/en/> (last access April 8, 2025)

a robust understanding of defence dynamics. Academic stipulations, such as holding a recognised Bachelor's degree with a commendable record in relevant fields, underscore the emphasis on foundational knowledge.

Furthermore, the emphasis on English proficiency underlines the commitment to maintaining global research standards, given the international nature of defence studies. The detailed application file, inclusive of personal letters of intent, academic transcripts, and recommendations, aims to gain a holistic understanding of each applicant.

Counselling for prospective students

The Joaan Bin Jassim Academy for Defence Studies is committed to facilitating an engaging and informative admission process for all prospective students. Given the specialised nature of the postgraduate programmes, it is important that candidates are well-informed and fully aware of the unique aspects of each curriculum. To this end, the assistant dean for students' affairs personally oversees the counselling services for applicants. Recognising the limited intake of ten to 15 students annually per programme (until 2024), this approach allows for a tailored, one-on-one counselling experience. The assistant dean shares his contact information, including phone number and email address, ensuring direct communication channels for potential students.

The Academy prioritises constant availability for the prospective students; the assistant dean shall ensure that every query is addressed in a timely and detailed manner. The inclusion of defined office hours, coupled with the provision of direct phone and email communication, ensures applicants can easily seek clarifications on any related topic - ranging from course content and career perspectives to specific questions regarding the programme details.

The counselling services are set up to reflect the unique needs of the target group. Given that the programmes are designed for a select group of military, security and civilian officers from government institutions, the counselling sessions emphasise both the academic and practical aspects of the courses. This ensures applicants gain insights into how their studies will translate into real-world applications, especially in the realm of defence planning, military expenditures and defence procurement. This approach ensures that the potential students embark on their academic journey with clarity, confidence and a deep understanding of the programme's significance.

Selection procedure

The selection procedure aligns with the strategic objectives of each programme, ensuring that admitted students are well-prepared for their chosen fields. Applicants must submit a candidacy file. The Admissions Committee, composed of faculty members from various programmes at Joaan bin Jassim Academy for Defence Studies, conducts a thorough review of each application. This review includes an analysis of the applicant's academic records, personal statement and letters of recommendation. Following this, candidates participate in individual interviews designed to assess their aptitude, potential and suitability for their chosen programme. These interviews provide an opportunity to evaluate each candidate's academic capabilities, clarity of purpose and motivation.

A distinctive feature of the selection procedure is its flexibility and focus on student success. If the committee identifies a candidate whose profile better aligns with a different programme, a recommendation is made accordingly. This approach ensures that students are placed in

programmes that best match their strengths and career goals, maximising the value of their academic experience.

The selection procedure is rooted in the specific objectives of each study programme, ensuring alignment between programme requirements and student capabilities. To maintain high-quality standards, the procedure undergoes regular evaluations and revisions based on feedback and results. This dynamic approach ensures that the procedure remains relevant and responsive to the evolving needs of the defence sector, particularly in economics, diplomacy and intelligence.

Professional experience

The core of the Master programmes is embedded in the intricate mechanisms of defence and security. Consequently, the admission criteria require candidates to be affiliated with the Qatar Armed Forces or another government institution, holding a rank of Lieutenant or higher or its equivalent civilian position. This requirement aligns with the specific needs and objectives of the study programmes and ensures that students possess the necessary professional background to engage effectively with advanced concepts.

These programmes are designed to explore advanced topics and provide a comprehensive understanding of defence economics, diplomacy and intelligence. Professional experience plays a crucial role in integrating theoretical knowledge with practical application. This blend of theory and practice enables students to grasp the complexities of their specialisation more thoroughly. A military rank or equivalent civilian position serves as evidence of professional experience, which is further substantiated by a support letter from the applicant's employer.

Ensuring foreign language proficiency

The admission criteria ensure that students possess the necessary foreign language proficiency, particularly in English, despite the programme's primary instruction in Arabic. This is important since, although programmes like the MA. in Economics of Defence, MA. in Defence Diplomacy, and MA. in Intelligence Studies are primarily taught in Arabic, they incorporate substantial English-language readings, including critical research papers.

The admission criteria across all academic programmes include specific language proficiency requirements to support students in successfully navigating courses, supplementary literature, counselling services and extracurricular activities. All prospective students must demonstrate their ability to read and comprehend academic texts in English, ensuring engagement with the English readings and research papers included in the curriculum. Applicants must be capable of using English for research tasks required during their studies, therefore, the English proficiency test focuses on assessing students' comprehension of English-written research content. Furthermore, the Academy reviews applicants past academic credentials from English-medium courses and conducting interviews to assess English comprehension and usage abilities.

Transparency and documentation of admission procedure and decision

The Academy prioritises transparency and documentation of the admission procedures and decisions for all academic programmes. The Academy ensures that every step is documented and accessible to all potential applicants. To achieve this, the Academy leverage the Formal Military Communications channels to distribute admission guides, hold informative meetings and regularly update the official website with all necessary details. This proactive

approach ensures that stakeholders have time to understand the requirements and prepare their applications accordingly.

The admission decisions are based on predetermined criteria and communicated in writing to all applicants to eliminate any ambiguity. After evaluations, applicants receive official notifications detailing the outcome of their applications. Beyond just conveying decisions, the Academy provides constructive feedback to aid applicants in their personal and professional development.

While the Academy openly shares general admission procedures and criteria, individual results are not disclosed on the official website or any public platform to uphold the confidentiality and privacy of applicants, particularly those from military backgrounds or high-ranking civilian positions. Feedback and decisions are communicated directly and securely to applicants through official channels.

Appraisal:

The admission requirements for **all three study programmes** are defined and comprehensible. The national requirements of the State of Qatar are presented and taken into account.

Applicants can directly turn to a student counselling service for clarification of specific questions regarding the programmes, of career perspectives etc. Personal dialogue between applicants and the Academy is provided by telephone and via e-mail, as well as through the internal network between the Academy and the applicants' employers. Since the students get nominated by their employers, they receive access to internal information as well.

The selection procedure is transparent and ensures that qualified students are admitted. A clear interview process is in place.

The required professional experience must correspond to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission (military or civilian rank and letter of recommendation by employer).

The admission requirements ensure that students are able to successfully complete the study programme (courses, additional literature, utilisation of counselling services and extracurricular activities). The study programmes mainly focus on reading and writing skills of students at the time of admission. The abilities are assessed with an English proficiency test, as well as their English skills during an interview.

The admission procedure is described, documented and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. However, some of the criteria are rather formulated in general terms, e.g., the English language proficiency. Therefore, the panel **recommends** further detailing the admission criteria on the website.

		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

MA. Economics of Defence

The MA. in Economics of Defence has been designed to embody the intricate interplay between defence economics and the broader economic and administrative sciences, thus ensuring coherence between curriculum content and the qualification objectives. The programme's foundation is built upon the synergy between theory and real-world applications, especially as they pertain to the Qatari Armed Forces and government institutions. The curriculum's compulsory modules, ranging from 'Fundamentals of Defence Economics' to 'Research Methods', ensure students grasp the core concepts and frameworks. The elective courses, such as 'Managerial Economics and Defence Resources' and 'Civil-Military Relations', provide an opportunity for students to delve deeper into specific areas of interest, aligning with the aims to produce security cadres and qualified researchers in defence economics. This ensures a balanced content flow, structured to facilitate the development of competencies necessary for students to be successful in high-ranking roles within the defence and economic sectors of Qatar.

Recognising the unique target audience, which primarily includes military, security and select civilian officers, the programme is designed not only to deliver academic knowledge but to also resonate with the students' prior professional experiences. This interweaving of academic rigor and real-world insights is evident in the teaching methodologies adopted. Role-playing, simulation methodologies and field visits amplify the applied aspect of learning. Furthermore, by fostering collaborations with experts from Qatari security agencies and government institutions in shaping some courses and presenting programme content, the Academy ensures that the curriculum remains in sync with the ever-evolving demands of the job market. The connection between defence economics theories, military expenditure strategies and the broader challenges faced by the Qatari economy underscore the programme's market relevance.

The curriculum aligns with the strategic goals of the Qatar Armed Forces and the nation's broader vision for defence and economic development. The programme's emphasis on interdisciplinary knowledge, blending economics with domains like law, politics and international relations, ensures graduates are equipped with a holistic understanding, making them valuable assets in diverse sectors. The culmination of the programme in the form of a thesis ensures that students are adept at scholarly research, further enhancing their employability. By aligning with both the immediate need of the Qatari Armed Forces and the long-term economic objectives of the nation, the programme ensures graduates are not only knowledgeable but also strategically positioned to make significant contributions to both national defence and economic prosperity.

Table 10: Curriculum Master of Arts in Economics of Defence

1st Semester						
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload
		1.	2.	3.	4.	Hours in Class Hours Self-Study
M1	Political Economy of Peace and Armed Conflicts, MAED 635, Compulsory	6				45 105
M2	Knowledge Economy, MAED 652, Elective	6				45 105
M3	Managerial Economics and Defence Ressources, MAED 600, Elective					
M4	Fundamentals of Economics of Defence, MAED 605, Compulsory	6				45 105
2nd Semester						
M7	Industrial Economics and Military Industries, MAED 625, Compulsory		6			45 105
M8	Public Finance and Defence Budgeting, MAED 651, Compulsory		6			45 105
M7	Policies Economics, MAED 644, Elective		6			45 105
M8	Qatar economy, MAED 645, Elective					45 105
3rd Semester						
M7	Knowledge Economy, MAED 652, Elective					
M8	Managerial Economics and Defence Ressources, MAED 600, Elective			6		45 105
M7	Qatar Economy, MAED 652, Elective					
M7	International Economics and Defence affairs, MAED 654, Compulsory			6		45 105
M8	Research Methods, ACDF 600, Compulsory			6		45 105
4th Semester						
M7	Thesis, MAED 700				12	0 300
total		18	18	18	12	405 1245
		66				

MA. Defence Diplomacy

The curriculum of the programme includes a mix of compulsory and elective courses that ensure the acquisition of foundational knowledge in the field of defence diplomacy as well as the opportunity for students to pursue areas of specialisation. The curriculum is designed to logically link the different modules and courses, reflecting a cohesive conceptual framework that aligns with the programme's intended learning objectives.

The programme offers a distinctive teaching approach that goes beyond traditional classroom lectures. In addition to lectures, the programme employs collective learning methodology, role-playing or simulation, field visits to relevant institutions, collaboration with experts working in Qatar's security and diplomatic sectors and research and studies in all courses. The emphasis on practical training and diplomatic experimentation distinguishes this programme from others in the field. The programme has been designed to consider the students' prior professional experience, particularly their military background and leverages this experience in the learning process.

The curriculum of the MA. Defence Diplomacy is based on the strategic orientation of the study programme and aligns with the requirements of the Ministry of Defence. The programme fosters the development of diplomatic skills, international negotiation, understanding of international treaties and laws, and knowledge of diplomatic protocol and etiquette, all of which enhance graduates' effectiveness in the field of defence diplomacy. The programme has a strong partnership with the Qatar Diplomatic Institute and other key governmental sectors, reflecting its strategic alignment with the broader diplomatic and security apparatus of the State

of Qatar. It also considers the four contemporary elements of national power (Diplomacy, Information, Military power and Economy) making it a comprehensive programme that prepares graduates for effective defence diplomacy roles.

Table 11: Curriculum Master of Arts in Defence Diplomacy

1 st Semester: Fall							
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
M1	General Theory in Defence Diplomacy, MADD 680, compulsory	6				45	105
M2	Qatar Diplomacy, ACDF 683, compulsory	6				45	105
M3	The Military and the Media in War and Peace, MADD 689, Elective	6				45	105
M4	Regional and International Security, ACDF 634, Elective						
2 nd Semester: Spring							
M5	Diplomatic Systems and Military Attachés, MADD682, Compulsory		6			45	105
M6	Diplomatic Negotiation and Conflict Resolution, MADD 648, Compulsory		6			45	105
M7	Advanced Studies in International Organizations, MADD 686, Elective		6			45	105
M8	Foreign Policy of Regional & Great Powers, MADD 688, Elective						
3 rd Semester: Summer							
M9	Diplomatic Skills, MADD 684, Elective			6		45	105
M10	Intelligence & Foreign Policy, MAIS 661, Elective						
M13	Armament and Disarmament, MADF605, Elective						
M11	Research Method, ACDF 600, Compulsory			6		45	105
M12	Armed Forces and Peace Operations, MADD 681, Compulsory			6		45	105
4 th Semester: Fall							
M14	Thesis, MAIS 700				12	0	300
total		18	18	18	12	405	1245
66							

MA. Intelligence Studies

The curriculum of the MA. Intelligence Studies reflects the programme's qualification objectives and is structured to ensure the students acquire the necessary skills, competencies and knowledge to excel in their future careers. The curriculum encompasses six compulsory courses, three elective courses and a Master's thesis, all of which are oriented towards achieving the programme's educational goals and outcomes. The programme is designed to equip students with a solid theoretical and practical foundation in intelligence studies, covering topics such as foreign policy, social media intelligence, economic and finance intelligence, overseeing intelligence services and comparative Gulf intelligence systems.

The programme's structure and didactical concept have been developed in alignment with the needs of the targeted students, who come from a diverse range of military, security and civilian backgrounds within government institutions. It allows students to specialise in areas such as intelligence international cooperation, terrorism and counterterrorism, border security, regional and international security. The course content and curriculum take into consideration the students' prior professional experiences and references, providing a space for the integration of practical knowledge with the theoretical concepts covered in the programme. This is further

enhanced by various teaching methods such as role-playing, group learning, field visits and cooperation with experts from Qatari security agencies.

The programme emphasises the importance of intelligence studies in various sectors, including the economic, financial, sports, cultural and social media sectors. In a rapidly changing global environment, the importance of intelligence has grown exponentially, and the programme is designed to prepare students to confront various security threats in their military and non-military dimensions. By consistently incorporating strategic orientations and additional electives, the programme enhances graduates' career evolution and prepares them for leadership positions in the military, security agencies and government sector institutions.

Table 12: Curriculum Master of Arts in Intelligence Studies

1 st Semester: Fall							
Modul No.	Title of Module / Course Unit	Credit Points per Semester				Workload	
		1.	2.	3.	4.	Hours in Class	Hours Self-Study
M1	Intelligence and Foreign Policy, MAIS 611, compulsory	6				45	105
M2	Overseeing Intelligence Services , MAIS 640, compulsory	6				45	105
M3	Civil-Military Relations, MADF 602, Elective	6				45	105
M4	Regional and International Security, ACDF 634, Elective						
2 nd Semester: Spring							
M5	Social Media Intelligence, MAIS 621, Compulsory		6			45	105
M6	Comparative Gulf Intelligence Systems, MAIS 641, Compulsory		6			45	105
M7	Qatar's National Security, ACDF 674, Elective		6			45	105
M8	Border Security, ACDF 679, Elective						
3 rd Semester: Summer							
M9	Special Topics in Intelligence Studies, MAIS 651, Elective			6		45	105
M10	Intelligence International Cooperation , MAIS 661, Elective						
M13	Terrorism and Counterterrorism, MACS 637, Elective						
M11	Economic and Finance Intelligence, MAIS 631, Compulsory			6		45	105
M12	Research Methods, ACDF600, Compulsory			6		45	105
4 th Semester: Fall							
M14	Thesis, MAIS 700				12	0	300
total		18	18	18	12	405	1245
		66					

Rationale for degree and programme name

The programme's title **Master of Arts Economics of Defence** represents its focus and content. It is part of the broader field of economic and administrative sciences but specifically concentrates on defence. This specialised programme highlights the intersection of defence and economics and aligns with academic standards.

This programme is designed with a comprehensive structure, carefully interweaving the theoretical and practical nuances of the defence economy. The curriculum aims to impart to students the knowledge and skills necessary to excel in various capacities within the Qatar

Armed Forces and other state institutions. Key subjects covered are the Fundamentals of Defence Economics to Public Finance and Defence Budgeting.

The selection of the degree and programme title, **Master of Arts in Defence Diplomacy**, is motivated by the aim to establish a distinctive and exclusive programme tailored to meet the specific requirements of Qatar's military and defence institutions. The title "Master of Arts" indicates the programme's advanced level and the interdisciplinary nature of the curriculum, which combines both theoretical and practical approaches to defence diplomacy. The term "Defence Diplomacy" reflects the programme's focus on the intersection of diplomacy and defence, where students can learn how to leverage defence resources and capabilities for foreign policy objectives.

The rationale behind the programme title is further supported by the programme's conceptual foundation. The "Concept of Defence Diplomacy" directly aligns with the programme's central aim of training military personnel to know how to achieve foreign policy objectives through peaceful defence mechanisms. Additionally, the "Diplomatic Clinic" concept emphasizes the programme's practical and applied nature, allowing students to gain hands-on experience in diplomatic techniques and international negotiations. The "Partnership" concept reflects the programme's objective of fostering strong cooperation between the Academy and relevant governmental sectors to create a unified effort in serving Qatar's diplomatic apparatus.

The rationale for choosing the name **Master of Arts Intelligence Studies** for the study programme and the awarded degree is based on the contents of the curriculum and the programme objectives, as well as the specific needs of the target audience. The programme is designed for students who wish to build capabilities in the analysis and collection of intelligence information and are interested in the impact of intelligence on foreign policymaking, intelligence operations in various dimensions, electronic espionage and analysis of terrorist security threats. The title of the programme is indicative of the fact that it aims to provide a comprehensive and thorough understanding of intelligence studies.

Integration of theory and practice

The **MA. in Economics of Defence** strategically integrates theoretical knowledge with practical applications, fostering a deep understanding of how economic forces intersect with defence dynamics. Core courses such as "Fundamentals of Defence Economics" and "Industrial Economics and Military Industries" provide students with a robust theoretical framework. These courses are enriched with real-world applications and case studies, facilitated by collaboration with experts from Qatari security agencies, ensuring students grasp the practical implications of their studies.

The curriculum has a hands-on approach, especially evident in courses like "Public Finance and Defence Budgeting," where students not only explore the principles of defence budgeting but also engage with the practical aspects of budget setting within government priorities. This practical experience is further enhanced through diverse teaching methodologies, including group learning, role-playing and simulations, which allow students to apply theoretical concepts in realistic defence and security scenarios.

For example, the course "Political Economy of Peace & Armed Conflicts" involves simulations that help students understand the economic consequences of potential conflicts. This

experiential learning ensures that students can effectively bridge the gap between theory and practice, preparing them for real-world challenges in defence economics.

Each module, whether compulsory or elective, balances theoretical insights with practical applications, following an outcome-based approach that defines educational objectives and outcomes. This approach ensures that students not only comprehend theoretical underpinnings but also master practical nuances, culminating in a thesis that represents their ability to apply theoretical understanding to real-world contexts.

Furthermore, students bring their practical experiences into the programme, aiming to enhance their skills through this integrated curriculum. By merging their professional backgrounds with academic insights, students enrich classroom discussions and contribute to a dynamic learning environment that fosters continuous professional development.

In the **MA. Defence Diplomacy**, the integration of theory and practice is embedded in the curriculum through a holistic approach that fosters a comprehensive understanding of the subject matter to ensure that students acquire the necessary skills and knowledge for the field of defence diplomacy. Theoretical concepts and principles are complemented by practical applications throughout the programme.

For example, the compulsory course "General Theory of Defence Diplomacy (MADD 680)" provides an in-depth understanding of the theoretical foundations of defence diplomacy. This is complemented by the course "Diplomatic Systems and Military Representatives (MADD 682)," which offers practical insights into the roles, responsibilities and functions of military attachés in diplomatic missions. Another example is the course "Diplomatic Negotiation and Conflict Resolution (MADD 685)," which not only equips students with theoretical knowledge on negotiation and conflict resolution techniques but also provides opportunities for role-playing and simulation exercises to practice these skills in a realistic setting.

While lectures are the primary means of conveying knowledge, they are complemented by collaborative learning through group discussions and teamwork, role-playing and simulation exercises, field visits to relevant institutions and engagement with experts from Qatar's security and diplomatic sectors. In addition, students undertake research and studies in all courses, culminating in a thesis that allows them to apply theoretical concepts to contemporary issues in defence diplomacy.

In the **MA. Intelligence Studies**, theoretical content and practical application are integrated throughout the curriculum. This integration is accomplished through a combination of lecture-based instruction, group learning, role-playing, field visits, collaboration with experts and independent research. Each course is designed to weave theory and practice together to develop a comprehensive understanding of intelligence studies. The students are given the opportunity to apply the theoretical concepts they learn in real-world scenarios through simulations and role-playing exercises. Furthermore, field visits to institutions working in the Qatari security sector and collaboration with experts in the field provide students with insights into the practical aspects of intelligence work.

For example, in the compulsory course "Intelligence and Foreign Policy" (MAIS 611), students are taught about the theoretical frameworks of intelligence and their applications in shaping foreign policy. Another course, "Economic and Finance Intelligence" (MAIS 631), delves into

the theoretical underpinnings of economic and financial intelligence and students are given the opportunity to analyse real-world economic and financial intelligence data. In the elective course "Terrorism and Counterterrorism" (MACS 637), students learn about the theoretical foundations of terrorism and counterterrorism strategies and participate in simulations to develop and implement counterterrorism strategies based on the intelligence gathered.

In the Master thesis, students must address contemporary issues in intelligence studies and assess their impact on national, regional or international security. The thesis requires students to combine their theoretical knowledge with practical insights and produce a substantial piece of research that contributes to the field of intelligence studies. This project not only demonstrates the students' ability to apply theory to practice but also positions them to make ongoing contributions to knowledge and practice in the intelligence field.

Interdisciplinary thinking

The **MA. Economics of Defence** offers an interdisciplinary approach to the economic intricacies of defence, encouraging students to cross the boundaries of traditional disciplines, combining economic theories with sociopolitical contexts, international relations and intricate management nuances.

The Academy offers a diverse range of courses, for instance, the core course "Fundamentals of Defence Economics (MAED 605)" provides students with an overview of economic principles and how they interface with the defence sector. Moving further into the realm of geopolitics and international complexities, "International Economics and Defence Affairs (MAED 654)" enables students to understand the global interplay of defence-related economic issues, drawing insights from international relations. This integration of economics with the broader defence sector is also evident in courses such as "Political Economy of Peace & Armed Conflicts (MAED 635)", which takes a deep dive into the socio-political dimensions of armed conflicts and their economic ramifications. Another example is the "Civil-Military Relations (MADF 602)" elective, which acquaints students with the sociology of military institutions and their relationship with civilian entities, highlighting the cross-disciplinary nature of the programme including law, politics, sociology and international relations.

The **MA. Defence Diplomacy** prepares students for interdisciplinary thinking by offering an integrated curriculum that combines concepts from defence studies, diplomatic studies, international relations and practical training in diplomatic techniques. The curriculum includes six compulsory courses such as General Theory of Defence Diplomacy (MADD 680), Armed Forces and Peace Operations (MADD 681), and Diplomatic Negotiation and Conflict Resolution (MADD 685). These courses cover theoretical aspects of defence diplomacy, the role of armed forces in peace operations and diplomatic negotiation techniques. In addition, the programme offers nine elective courses, allowing students to tailor their studies to specific interests, such as economic and financial intelligence, human rights or regional and international security.

By partnering with the Qatar Diplomatic Institute and other relevant agencies, the programme exposes students to real-world diplomatic challenges and prepares them for occupations requiring interdisciplinary knowledge. Programme's graduates are possessing the knowledge and skills required to know how to execute Qatar's foreign policies, develop the Qatari armed forces' foreign relationships and make informed decisions within the domain of defence diplomacy.

The **MA. Intelligence Studies** is designed to provide students with an interdisciplinary education that fosters a deeper understanding of intelligence analysis and operations. The programme combines courses from various disciplines, including computer science, information systems, law, sociology, international relations, political science and security studies.

Additionally, the programme offers elective courses like Terrorism and Counterterrorism, Qatar's National Security and Border Security, addressing global security threats. The interdisciplinary approach encourages students to explore intelligence studies through various lenses, including law, economics, finance, political science, history and diplomacy. This approach aligns with the interconnected nature of intelligence studies, requiring diverse skill sets and perspectives. International reviewers have evaluated the programme as part of its initiation process.

This includes courses such as "Intelligence and Foreign Policy" (MAIS 611), "Social Media Intelligence" (MAIS 621), "Economic and Finance Intelligence" (MAIS 631) and "Comparative Gulf Intelligence Systems" (MAIS 641). These courses explore the interconnectedness of different fields and the role of intelligence in shaping foreign policy decisions, analysing social media trends, understanding economic and financial developments and assessing the intelligence systems of Gulf countries. Additionally, elective courses like "Terrorism and Counterterrorism" (MACS 637), "Qatar's National Security" (ACDF 674) and "Border Security" (ACDF 679) further emphasise the programme's interdisciplinary approach and encourage students to explore the relationship between intelligence, security and international relations.

Ethical aspects

Ethical considerations are included in the curriculum of the **MA. Economics of Defence**. The core and elective courses demonstrate the Academy's commitment to ensuring that students are not just proficient in economic concepts but are also grounded in the ethical implications of defence economics. For instance, courses such as "Political Economy of Peace & Armed Conflicts (MAED 635)" and "Civil-Military Relations (MADF 602)" include ethical issues arising from the interaction of economic activities with peace, war and the intricate dynamics of military and civilian relationships. These courses tackle the ethical concerns related to defence planning, expenditure and the broader impacts on societal and global welfare.

Furthermore, the objective to prepare graduates with a sense of patriotism, security and high professional ethics emphasises the programme's commitment to impart ethical considerations to its students.

This approach is also shown in both the educational objectives and expected outcomes of the programme. Objective 1, which seeks to make students realise the relationship between defence policy and the economic capacity of the state in times of peace or war and Objective 4, which addresses the economic impact of military industries and their relation to technological development, research, and training, both encompass the ethical aspects of defence economics. These objectives are further reinforced by expected outcomes such as the ability to develop evidence-based recommendations (Outcome 2) and setting defence budgets within government priorities (Outcome 4). These outcomes anticipate that students will ethically evaluate defence economic strategies, ensuring the welfare of society is a primary consideration. Moreover, the use of teaching methods like role-playing or simulation and field

visits, provide students with real-world scenarios where they can confront, challenge and reflect upon the ethical dimensions of their decisions.

In the **MA. Defence Diplomacy**, ethical aspects are communicated in several courses. In the compulsory course "General Theory of Defence Diplomacy (MADD 680)", the ethical implications of diplomatic negotiations, peaceful utilisation of defence resources and foreign policy objectives are addressed. Another course, "Diplomatic Negotiation and Conflict Resolution (MADD 685)", explores the ethical dimensions inherent in diplomatic negotiations and imparts strategies for solving and settling international disputes and conflicts through peaceful means. Furthermore, the course on "Human Rights and International Law (ACDF 687)" provides students with a thorough understanding of the legal and ethical dimensions of international relations, military operations and defence diplomacy.

Moreover, the diverse teaching methods encourage students to explore ethical aspects in both theoretical and practical contexts. For example, in role-playing or simulation methodology, students are encouraged to embody different negotiation and diplomatic roles, simulating real-world situations where they must consider ethical aspects in their decision-making process.

Furthermore, the programme includes ethical considerations in its objectives. The first objective seeks to facilitate scholarly understanding of the concept of defence diplomacy and integrated knowledge of international treaties and laws governing military diplomatic action, while the fourth outcome aspires to create graduates capable of supervision and interaction with various regional and international issues affecting Qatar's position in the international community, considering ethical considerations.

The **MA. Intelligence Studies** emphasises the ethical aspects of intelligence work within the curriculum. It prepares students to understand the legal and ethical implications of intelligence work, enabling them to operate within a framework of professionalism and responsibility.

In the core course "Overseeing Intelligence Services" students study the mechanisms of governance and accountability for intelligence agencies, which includes a focus on the ethical aspects of intelligence operations. Another core course, "Comparative Gulf Intelligence Systems," explores the ethical challenges faced by intelligence agencies in the Gulf region and examines best practices for addressing them. Additionally, elective courses such as MACS 637, "Terrorism and Counterterrorism," and MADF 602, "Civil-Military Relations," also emphasise the ethical considerations in dealing with terrorism and the relationship between the military and civilian populations.

Students are also encouraged to critically analyse the ethical implications of intelligence activities in their coursework, thesis and discussions. The teaching methodologies, such as role-playing or simulation, group learning and field visits, provide opportunities for students to apply ethical reasoning in real-world scenarios. By successfully completing the programme, graduates will be well-equipped to conduct intelligence work within a legal and ethical framework, demonstrating that ethical aspects are an integral part of the programme's qualification objectives.

Methods and scientific practice

The **MA. in Economics of Defence** is designed to equip students with both theoretical knowledge and the methodological competencies necessary for scientific work in defence

economics. The curriculum combines compulsory and elective courses, with an emphasis on research and scientific methods. The 'Research Methods' course (ACDF 600) is an important component, focusing on research methodologies that enable students to empirically analyse complex economic issues, particularly those related to defence. Additionally, the programme requires the completion of a thesis (MAED 700), providing students the opportunity to explore a topic of their choice under supervision, thus applying their academic research skills in a practical setting.

The programme employs a diverse array of teaching methodologies, ranging from traditional lectures to group learning, role-playing, simulations and field visits. This variety ensures students gain both theoretical insights and practical experience. The provision of extensive learning resources, including textbooks, electronic platforms, specialised journals, audio-visual aids and newspapers, exposes students to a wide spectrum of information. The focus on current security issues and access to specialised journals in defence economics ensures students remain informed about the latest trends and developments, creating a rich learning environment.

The **MA. in Defence Diplomacy** is structured to develop methodological competencies and enhance students' abilities in scientific research through diverse teaching methodologies, including lectures, collective learning, role-playing and simulations. A core component is the compulsory "Research Methods" course (ACDF 600), which equips students with essential academic research skills, fostering their capacity for research-driven tasks. The "Diplomatic Systems and Military Attachés" course (MADD 682) further enriches this by blending theoretical knowledge with practical application, focusing on the multifaceted roles of military attachés in diplomacy.

Applied learning is a cornerstone of the programme, facilitated through field visits to institutions, collaborations with experts from Qatari agencies and hands-on research integrated across courses. The elective "Diplomatic Skills" course (MADD 684) emphasises practical training in diplomatic protocols, etiquette, and ceremonies, alongside oratory, diplomatic speech, and correspondence skills, prioritising experiential learning and practical proficiency in diplomacy. Additionally, the programme encourages students to engage with current security issues through newspapers and specialised journals, fostering critical analysis and synthesis skills. The "Economic and Financial Intelligence" course (MAIS 671) exemplifies this approach, exposing students to real-world cases of economic espionage and financial intelligence analysis, thereby strengthening their methodological and scientific capabilities.

The **MA. in Intelligence Studies** offers a comprehensive curriculum designed to develop methodological competencies and scientific research skills. It employs diverse teaching methods such as lectures, group learning, role-playing, field visits and expert collaboration to foster a hands-on learning approach. Students engage in research across all courses, equipping them for research-focused careers by bridging theoretical knowledge and practical skills in intelligence.

Key courses enhance methodological competencies, starting with the mandatory "ACDF 600: Research Methods," which covers scientific research fundamentals like empirical investigation, hypothesis testing and data analysis. Other core courses, including "MAIS 611: Intelligence and Foreign Policy," "MAIS 621: Social Media Intelligence," "MAIS 631: Economic and Finance Intelligence," "MAIS 640: Overseeing Intelligence Services," and "MAIS 641: Comparative Gulf

Intelligence Systems," apply research methods to intelligence topics. Electives like "MAIS 651: Special Topics in Intelligence," "MAIS 661: Intelligence International Cooperation," "MACS 637: Terrorism and Counterterrorism," and "ACDF 679: Border Security" allow specialisation in intelligence areas.

Examination and final thesis

In the Deanship of Graduate Studies and Scientific Research, the examination and final thesis processes for all academic programmes are designed to ascertain the learning outcomes and guarantee the achievement of the study programme's qualification objectives.

Drawing from the Student Assessment Policy⁵, the evaluation methods are both ongoing and diverse, employing three to five methods including the final exam, research papers, oral presentations and simulation exercises. This diversity ensures a comprehensive assessment of student understanding and capabilities, in line with both national and international benchmarks. The use of varied test formats not only corroborates their alignment with the desired qualification level but also extends opportunities for students to demonstrate their ability to deeply reflect on scientific problems and apply scientific methods.

An important component of the curriculum is the mandatory research thesis, an undertaking designed to refine students' methodological skills and scholarly research capabilities. The thesis, no less than 15,000 words, requires students to address contemporary issues in their respective field, evaluating their impact on national, regional or international security. Students must submit a preliminary draft for approval before proceeding with their research. This requirement ensures the development of research skills, empowering students to apply these competencies within their professional domains.

The thesis process is overseen by a dedicated Scientific Committee for Theses and Dissertations responsible for mentoring students, facilitating research completion and ensuring that the research aligns with the study programme's qualification objectives⁶. After the approval by the programme coordinator, the research plan undergoes further scrutiny by the Research Affairs Dean. All theses are checked for plagiarism using iThenticate/Turnitin to maintain the academic integrity and ensure the authenticity and originality of research contributions of the students. The thesis discussion stage involves both internal and external referees, ensuring a diverse range of perspectives and evaluations. This system ensures that the students' theses stand up to international publication standards.

Continuous feedback, especially during the thesis development phase, is ensured by the responsibilities of the Thesis Committee, which remains in place until an official end-of-supervision notice is issued. As prescribed by the evaluation criteria, students are consistently provided with feedback linked to advice on the learning process, facilitating not just their immediate academic success but also their long-term growth as scholars and professionals in their respective defence fields. Successful students defend their thesis in front of the Scientific Committee, and those recommended for publication may be featured in the Academy's publications.

⁵ Policy Number: 601

⁶ as detailed in the Thesis Supervision Policy (Policy Number: 701)

Appraisal:

The curricula of **all three study programmes** adequately reflect the qualification objectives of the study programmes. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. The contents are very stringent and on point, the courses depend on each other. They also include up-to-date topics and international contents. The areas of specialisation (compulsory electives) enable students to acquire additional competences and skills. The **MA. in Economics of Defence** programme features a strategic orientation as one of its key components. This is consistently reflected in the contents of the courses. The **MA. Defence Diplomacy** is an innovative programme that combines the concepts of diplomacy and defence within the broader context of international relations and strategic studies. The curriculum of the **MA. In Intelligence Studies** is designed with a clear focus on the four contemporary sources of national power - Diplomacy, Information, Military power and Economy (DIME). Therefore, **all three study programmes** also clearly meet the requirements of the job market, since they are tailored to meet the needs of the target job occupations. Furthermore, the contents of the programme take into account the students' prior professional experience and refer to it. Therewith, the graduates' employability is even more enhanced.

The degree and programmes' names correspond to the contents of the curricula and the programmes' objectives.

Theoretical questions are, where possible, explained by means of practical examples, e.g., case studies. In fact, students are highly focused on practice due to their professional experience and might even be too focused on the practical aspects. The panel **recommends** ensuring that students are well-equipped with the theoretical foundations of their respective field. However, for the **MA. Defence Diplomacy**, the panel is of the view that the practice part could be further developed when it comes to the nature of the Diplomacy field and therefore **recommends** introducing more practice, e.g. in communication courses.

There is evidence that the study programmes qualify for interdisciplinary thinking.

Ethical implications are communicated according to national rules. However, the panel is of the view that there is room for improvement given the sensitive study fields. Therefore, the panel **recommends** increasing the reflection of ethical aspects in the curricula.

Students acquire methodological competences and are enabled to do scientific work on the required level. A course on research methods is integrated into all three curricula. However, the panel **recommends** shifting the research methods course to the first semester.

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, since it is an Academy policy that at least three types of assessment tools are required for each course. Moreover, 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 three study programmes have an estimated study time of two years (four semester). Some students extend their study to three years (six semester). The study programmes contain a total of 33 Credit Hours which are translated to 66 ECTS credits in total.

The credit hours are calculated as the following:

1. General Courses

- 1 Credit Hour = 15 hours in the classroom + 15 hours of self-study + 15 Hours for preparation + 5 Hours for assessment activities = 50 total working hours.
- In the system, 1 Credit Hour = 2 ECTS = 50 total working hours.
(1 ECTS credits = 25 total working hours)
- Hence, for a typical 3 Credit Hours or 6 ECTS course, there are $3 \times 50 = 6 \times 25 = 150$ total working hours (classroom + self-study + exam preparation + assessment Activities)

2. Thesis Workload

- The thesis carries 6 credit hours, equivalent to 12 ECTS credits.
- Due to the intensive nature of research and writing at Master's level, the Academy have allocated a total of 500 hours of self-study for the thesis. This is distributed over two semesters (250 hours each).
- The thesis credit hour allocation differs from that of taught modules because it involves more extensive independent work, data collection, writing and revision processes than regular classroom-based courses.

The research thesis is an essential element of the curriculum, enabling students to apply their theoretical knowledge to real-world issues. Students are required to submit a proposal of their thesis' project for approval by the Scientific Committee of the programme and the Dean of Postgraduate Studies and Scientific Research before starting their research. The thesis' proposal must address contemporary issues in the respective field. According to Policy No. 761, titled "Policy on the Supervision of Graduation Research Projects," the supervisor's duties include holding regular formal supervision meetings to ensure students receive consistent

guidance. These meetings must be held every two weeks. By the end of each term, the supervisor must submit a report to the associate dean of scientific research detailing the progress made in preparing the dissertation. Upon completing their research, students are required to defend their thesis in front of a scientific committee. Exceptional theses may be recommended for publication within the Academy's publications.

Moreover, each course has a specific credit value based on student workload. Practical components such as simulations, field visits and role-playing are integrated for credit acquisition. The course descriptions provide insights into learning outcomes, assessment methods and course contents. The evening lecture schedule, from 5:00 pm to 8:30 pm, Sunday to Wednesday, ensures structured contact hours.

Master of Arts in Economics of Defence

Projected study time	2-3 years / 4-6 semester
Number of credits (national credits and ECTS credits)	33 credit hours = 66 ECTS credits
Workload per credit	1 credit hour = 50 working hours
Number of courses	9 courses (6 compulsory, 3 elective) + 1 thesis
Time required for processing the final thesis/project and awarded credits	6 months / 1 semester, 6 credit hours (12 ECTS credits)
Number of contact hours	405 hours

The MA. in Economics of Defence is designed to provide comprehensive learning experience, requiring the completion of 33 credit hours / 66 ECTS credits over two years. The curriculum is divided into three main segments: six compulsory courses (18 credit hours), three elective courses (9 credit hours) and a thesis (6 credit hours). Courses such as "Fundamentals of Defence Economics" (MAED 605) and "Public Finance and Defence Budgeting" (MAED 651) are core components, while electives like "Qatar Economy" (MAED 645) and "Defence Policy" (MADF 613) allow for specialisation.

To achieve its educational objectives, the programme employs a multi-faceted pedagogical strategy. Lectures delivered by experienced experts provide core theoretical and practical knowledge. These are supplemented by interactive teaching methods, including group learning, role-playing, simulations and field visits. These methods cater to various learning styles, promoting understanding, practical application and collaborative problem-solving. Field visits to Qatari security institutions and engagement with security experts offer students firsthand insights into defence economics. Emphasis on research, both in course modules and the thesis, fosters inquiry, critical analysis and scholarly contribution.

Master of Arts in Defence Diplomacy

Projected study time	2-3 years / 4-6 semester
Number of credits (national credits and ECTS credits)	33 credit hours = 66 ECTS credits
Workload per credit	1 credit hour = 50 working hours
Number of modules/courses	9 courses (6 compulsory, 3 elective) + 1 thesis

Time required for processing the final thesis/project and awarded credits	6 months / 1 semester, 6 credit hours (12 ECTS credits)
Number of contact hours	405 hours

The MA. in Defence Diplomacy curriculum consists of a total of 33 credit hours, including six compulsory courses (18 credit hours), three elective courses (9 credit hours), and a research thesis (6 credit hours). Practical components are integrated into the curriculum, allowing students to earn credits for their participation.

The curriculum is organised into three main components: compulsory courses, elective courses and a research thesis. Compulsory courses are designed to provide students with a comprehensive understanding of the fundamental concepts of defence diplomacy, diplomatic systems and military attachés. Examples of compulsory courses include "General Theory of Defence Diplomacy" (MADD 680), Diplomatic Negotiation and Conflict Resolution (MADD 685), "Armed Forces and Peace Operations" (MADD 681), and "Diplomatic Systems and Military Attachés" (MADD 682). These courses are essential for all students to build a solid foundation in defence diplomacy. Elective courses offer students the opportunity to explore specialised topics in defence diplomacy, such as "Diplomatic Skills" (MADD 684), "Economic and Financial Intelligence" (MAIS 671) and "Human Rights and International Law" (ACDF 687). Students have flexibility to select three elective courses from a range of options, allowing them to customise their education according to their personal interests and career aspirations.

Master of Arts in Intelligence Studies

Projected study time	2-3 years / 4-6 semester
Number of credits (national credits and ECTS credits)	33 credit hours = 66 ECTS credits
Workload per credit	1 credit hour = 50 working hours
Number of modules/courses	9 courses (6 compulsory, 3 elective) + 1 thesis
Time required for processing the final thesis/project and awarded credits	6 months / 1 semester, 6 credit hours (12 ECTS credits)
Number of contact hours	405 hours

The MA. In Intelligence Studies is divided into three main sections: compulsory courses, elective courses and the Master thesis. The curriculum ensures a comprehensive understanding of intelligence studies, while allowing flexibility in the selection of elective courses to tailor the educational experience to the students' interests and career goals.

The compulsory courses accounting for 18 credit hours, consist of six key subjects that provide a solid foundation in intelligence studies, including courses such as MAIS 611 (Intelligence and Foreign Policy), MAIS 621 (Social Media Intelligence), MAIS 631 (Economic and Finance Intelligence) and MAIS 640 (Overseeing Intelligence Services). Each course has its learning outcomes aligned with the programme's learning outcomes. The course descriptions include detailed information about the expected learning outcomes and the assessment methods used.

In addition to the compulsory courses, students have the option to select three elective courses (9 credit hours) from a list of seven, such as MAIS 651 (Special Topics in Intelligence), MAIS

661 (Intelligence international Cooperation) and ACDF 634 (Regional and International Security). The elective courses provide students with opportunities to explore specific areas of intelligence studies, enhance their knowledge and contribute to their personal development. The programme promotes practical experience through field visits, collaboration with experts from Qatari security agencies and the application of various teaching methodologies such as role-playing and simulations.

Study and exam regulations

Recognising the importance of clarity in academic and examination procedures, the Academy has institutionalised the regulation and policies for study and examination. These regulations are shared with the students through the students' catalogue to ensure that every student is equipped with a roadmap of their academic journey, with knowledge of what is expected of them, both in terms of coursework and evaluations.

As stated in the regulations of the study system, Article (14) plays a pivotal role in maintaining the integrity and credibility of the academic offerings. Under this regulation, it is stipulated that all courses pursued outside of the Academy will not be incorporated into the students' GPA calculations. This upholds the pedagogical standards of the institution. However, exceptions can be made, but only under circumstances where a formal agreement has been established with the external institution offering the course. This ensures the students have diverse learning opportunities while maintaining the quality and rigor of the programmes.

Further ensuring a smooth academic progression for the students, Article (15) of the study regulations describes the conditions for the transfer of credit hours. To maintain the Academy's standards, a student wishing to transfer credits from another institution is required to have achieved a minimum grade of 'B' in the respective course. Additionally, there is a cap on the number of credit hours that can be transferred, with a maximum of 6 credit hours permissible. This stipulation not only ensures the integrity of the academic programmes but also aligns with the broader objective of allowing students flexibility in their studies without compromising on the quality of education.

Feasibility of study workload

The MA. Economics of Defence, MA. Defence Diplomacy and MA. Intelligence Studies programmes, all under the Deanship of Graduate Studies and Scientific Research at Joaan Bin Jassim Academy for Defence Studies, have undergone review and evaluation since their introduction. Initially, these programmes started with a duration of one year for the first two cohorts. However, observing the challenges faced by some students in completing their courses and defences within a year, an adjustment was made. These students were provided with an extended timeframe, allowing them to defend their Master's research in October of the succeeding academic year. By the third cohort, a strategic decision was taken to transition the duration of the programmes to two years. This decision was rooted in ensuring that all students have ample time to complete their coursework, research and other academic requirements within the projected overall study time. The Academy designed and implemented a survey to assess the workload associated with each course.

The evening schedule, running from 5:00 pm to 8:30 pm, ensures that working professionals can attend. With a cap of 10-20 students per cohort, the Academy can provide individualised attention, ensuring that students can manage their workload effectively. Feedback mechanisms, including student reviews, have also been used. By considering this feedback

and the success rate, the Academy continually adjusts the programmes to ensure that students can complete their studies within the indicated timeframe.

The various learning resources and support services at disposal, such as textbooks, online platforms and library services, complement the programme's structure. The programmes ensure that all enrolled students, whether from the military, security or civilian sectors, can manage their commitments and complete the programme within the stipulated duration.

Equality of opportunity

All academic programmes of the Academy must adhere to Article 19 of the Qatari Constitution on Equality of Opportunity. This alignment ensures equal rights and opportunities for all, reflecting the commitment to upholding equality.

The Academy are dedicated to gender equality, guaranteeing that both male and female students receive equal opportunities. The admission standards, which consider rank, age, academic qualifications and leadership potential, exemplify the commitment to fairness. The diverse backgrounds of the alumni from various ministries, state institutions and security services underscore the adherence to non-discrimination principles.

Currently, the Academy lacks a structured support system for students with disabilities and the infrastructure is not fully equipped to meet their potential unique needs. The Academy acknowledge this gap and are committed to improving the facilities to better accommodate all students in the future.

Beyond admissions, the Academy ensures equitable access to resources, learning platforms, policy formation opportunities, strategic decision-making and research for every student, regardless of their programme or gender. The Academy continuously revisits and refine the strategies and curricula to foster an even more inclusive academic environment, recognising the need for ongoing improvements.

This summary demonstrates the commitment to equality of opportunity, ensuring that all candidates, regardless of gender, have equal access to the academic programmes.

Table 13: Admission report based on gender (Academic Year 2023-2024)

Programme	Gender	Accepted	Rejected	Absent	Total Applicants
MA. in Defence Diplomacy	Male	14	16	0	30
	Female	6	9	1	16
	Total	20	25	1	46
MA. in Defence Economics	Male	9	2	0	11
	Female	6	4	0	10
	Total	15	6	0	21
MA. in Intelligence Studies	Male	7	2	1	10
	Female	13	1	1	15
	Total	20	3	2	25

Appraisal:

The programmes' structures support the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of courses and assign credits per course based on the necessary student workload. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide. However, there is no fixed conversion rate from Credit Hours to ECTS credits for the Master thesis. Therefore, the panel **recommends** setting up a fixed conversion rate for the Master thesis.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account national requirements. The study programmes are designed so that students can transfer two courses from another HEI to the Academy. Due to the high national and professional focus of all three study programmes, there are not many mobility activities.

The feasibility of the study programmes' workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. When reviewing the workload, the Academy also takes into account evaluation findings, including student feedback and the programme's success rate.

The Academy ensures gender equality and non-discrimination. There are many female students in the three Master programmes. Students with disabilities are provided with affirmative actions. Students in special circumstances are particularly assisted.

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

3.3 Didactical concept

The **MA. Economics of Defence** is structured to equip students with both theoretical and practical knowledge foundational to defence economy. The multiplicity in teaching and learning methods aims to foster active participation and a deeper understanding of the curriculum, enabling students to actively shape their learning process. Emphasis on case studies, especially in real-world defence economics scenarios, further augments the didactic approach. Furthermore, the provision of varied learning resources, including digital platforms, audio-visual resources, newspapers, specialised journals and dedicated library services, ensures that students can engage in independent research and study.

Each teaching methodology corresponds directly to the learning outcomes of each module or course. For instance, the use of role-playing or simulation in teaching aligns with the programme's objective of helping students grasp the applied aspects of defence economics, such as defence procurement and budgeting. The presence of case studies and practical projects in the curriculum is consistent and regular, offering students tangible insights into the real-world challenges and nuances of the defence economy. In the spirit of innovation and the intent of setting benchmarks for academic excellence, the programme has also incorporated interdisciplinary methodologies, leveraging the intersections of knowledge between economics, law, international relations and management. This convergence ensures that graduates hold a broadened perspective, understanding the interplay of various factors affecting the defence sector.

Though the MA. in Economics of Defence primarily adopts a traditional mode of delivery, the programme's emphasis on independent study is facilitated by online resources and distance learning elements. Moreover, the students are required to familiarise themselves with both Arabic and English sources of digital information. The selected digital media, textbooks and other didactic materials are aligned with the study programme objectives, ensuring that students, regardless of their mode of study, receive consistent quality education.

The didactical concept of the **MA. Defence Diplomacy** is strategically aligned with the programme's objectives and rooted in three concepts: defence diplomacy, diplomatic clinic and partnership. The programme offers a comprehensive blend of theoretical knowledge and practical application, providing students with the skills required to navigate the complex landscape of defence diplomacy.

The teaching methods employed in the programme support active student participation, fostering an environment of experiential learning and skill development. Lectures are delivered by qualified professionals in the field of defence studies. The collective learning methodology encourages students to work collaboratively, enhancing teamwork and fostering the sharing of ideas and perspectives. Role-playing and simulation exercises, as well as field visits to various institutions within Qatar's security sector, provide students with real-world experience in defence diplomacy. In addition to these methods, students are required to undertake research projects and studies as part of the curriculum, further enhancing their analytical and critical thinking skills.

The didactical concept of the **MA. Intelligence Studies** is based on a multidimensional approach that is designed to meet the specific needs and objectives of the programme. The teaching methods utilised in the programme are designed to effectively convey knowledge concepts, promote group learning and provide hands-on experience through role-playing or simulations, field visits to Qatari security institutions, cooperation with experts working in the Qatari security sector and conducting research and studies in all courses. Students are encouraged to participate in the learning process and fosters critical thinking, problem-solving and research skills.

The programme offers a blend of traditional lectures, group learning, role-playing, field visits, cooperation with security experts and research studies. Lectures provide the foundation of knowledge concepts and are supplemented with group learning methodology where students work in small groups to achieve specific goals. Role-playing or simulation methodology gives students the opportunity to apply their knowledge in real-world scenarios. Field visits to Qatari

security institutions provide practical insights into the functioning of security agencies. The programme also collaborates with experts working in the Qatari security sector to deliver training courses and programme courses. Research studies are an integral part of the programme and students are required to conduct research in all courses.

The programme aims to meet the needs of the Qatari Armed Forces and security services and prepares graduates to assume senior leadership positions in Qatar. The teaching methods used in the programme foster a sense of patriotism, security and high professional ethics. The programme also encourages cooperation between academics and security and intelligence institutions and promotes the exchange of ideas and knowledge between practitioners and academics.

Course materials

The **MA. in Economics of Defence** is designed to meet the evolving needs of the Qatari Armed Forces and other governmental institutions, blending theoretical knowledge with practical applications. The Academy emphasises in-person engagement, ensuring that course materials are both interactive and immersive.

The Academy prioritises keeping the content up to date, reflecting global best practices in defence economics. The course materials are aligned with the programme learning outcomes, considering the complexities of defence policy and the economic capabilities of the state. All materials are digitally accessible, facilitating independent study and continuous student engagement. The regular review process, overseen by the Associate Dean for Academic Affairs, ensures that the materials remain relevant and effective. Additionally, faculty members submit their course files to the Performance Evaluation Committee at the end of each academic year as part of the continuous improvement process.

The curriculum covers a broad range of topics, including the Fundamentals of Defence Economics, the Political Economy of Peace & Armed Conflicts and International Economics and Defence Affairs. These subjects are systematically structured to enable students to apply their knowledge to real-world scenarios, particularly in the context of defence economics. The interactive nature of the resources encourages students to engage deeply and pursue independent research. Furthermore, the materials support the development of diverse problem-solving approaches, guiding students in formulating theory-based strategies.

Moreover, the Academy integrates new didactical concepts and student feedback to ensure that the content remains engaging and relevant. By incorporating interactive elements, simulations, group learning and field visits, the programme provides a holistic education, equipping students to contribute to the field of defence economics.

The **MA. in Defence Diplomacy** is crafted to align with its intended learning outcomes and the required qualification level. The programme's course materials are designed to be comprehensive and diverse, incorporating textbooks, weekly readings, electronic presentations, specialised websites and other resources that enrich the learning experience. The didactical approach includes lectures, collective learning, simulations and field visits, ensuring that students receive a well-rounded education.

These materials are regularly updated to reflect new didactical concepts and the latest developments in the field of defence diplomacy. The inclusion of various scientific perspectives

facilitates interactive learning, enabling students to develop their own theory-based problem-solving strategies. The syllabus and course materials undergo regular reviews by the Associate Dean for Academic Affairs, with faculty members submitting their course files for annual evaluation.

Practical training and real-life simulations are integral to the programme, ensuring that course materials are relevant and up to date. The partnership with the Qatar Diplomatic Institute and alignment with the Qatari Armed Forces' strategic plans further enhance the materials' relevance. The course materials are designed to reflect contemporary topics in defence diplomacy, preparing graduates to address the complexities of the modern diplomatic landscape effectively.

To ensure a comprehensive and relevant learning experience, the programme leverages a variety of resources, including textbooks, electronic presentations and visual and audio recordings. Students are encouraged to stay up to date with current events by following news articles and specialised journals related to defence diplomacy. Additionally, the programme's strong ties with the Qatar Diplomatic Institute and its reliance on experts from the Qatari diplomatic sector contribute to its effectiveness and credibility.

The **MA. in Intelligence Studies** focuses on the continuous development of course materials to ensure they are aligned with programme learning outcomes and the latest research in intelligence studies. The course materials are tailored to address the specific needs of the students, incorporating the latest knowledge and research. Students are exposed to a variety of problem-solving approaches from multiple scientific perspectives, empowering them to develop theory-based strategies. The interactive nature of the materials fosters critical thinking and deeper understanding of intelligence concepts.

The teaching methods employed in the programme, including lectures, group learning, simulations and field visits, ensure that students are well-prepared to bridge the gap between theoretical knowledge and practical application. The selection and kind of the didactic materials, including printed teaching material, textbooks, and digital media, correspond to the study programme objectives. The regular review of the syllabus and course materials by the Associate Dean for Academic Affairs, along with the annual submission of course files by faculty members, ensures continuous improvement and relevance of the course content.

Guest lecturers

The integration of guest lecturers into the academic programmes enriches the learning experience by providing diverse perspectives and professional insights. Across the **MA. Economics of Defence, Defence Diplomacy** and **Intelligence Studies**, each course is coordinated by a faculty member who has the academic autonomy to invite guest speakers. This flexibility allows the course content to remain dynamic and relevant, ensuring that students benefit from a variety of professional experiences. However, guest lecture contact hours are managed, comprising no more than 30 % of the total course hours. This approach maintains the integrity of the core curriculum and ensures consistency in the learning experience.

Guest lecturers bring valuable expertise from various professional fields, blending theoretical knowledge with practical insights. Their diverse professional backgrounds, covering the areas of scientific research, cultural awareness and political engagement, enrich the programmes by

broadening students' horizons and contributing to their employability. This initiative is fully aligned with the mission of the Academy, which is committed to producing well-rounded professionals who are both academically proficient and capable of addressing real-world challenges, particularly within the defence sector.

Moreover, the Academy is still improving in the involvement of guest lecturers. To enhance this aspect of the programmes, the Deanship of Graduate Studies and Scientific Research is developing an action plan. This strategy will refine the selection process for guest lecturers, integrate their sessions into the course's didactical framework and ensure that their contributions more effectively support students' achievement of intended learning outcomes.

Appraisal:

The didactical concepts of **all three study programmes** are described, plausible and oriented towards the programmes' objectives. It allows for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process. With regard to the students' engagement in their job occupations, the panel suggests checking whether a hybrid option for some of the classes could be eligible.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. In addition, the course materials make the students familiar with different problem-solving approaches from various scientific perspectives. Through interactive work with the materials, the students are enabled to develop their own theory-based problem-solving strategy. The course materials are continuously further developed according to new didactical concepts.

Guest lecturers are regularly invited, their contribution forms an integral part of the study programmes' didactical concepts. They come from a variety of occupations, including professional experts from the fields of Intelligence, Defence Economics or Defence Diplomacy, but also Embassy representatives.

	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 International outlook

The **MA. in Economics of Defence** places an emphasis on fostering international perspectives and integrating intercultural aspects into its curriculum. The international

character is evident in the comprehensive range of courses that the programme offers. For instance, the course "International Economics and Defence Affairs (MAED 654)" explicitly underscores the global interconnectedness of defence economics, exploring the various economic implications of defence decisions on the global stage. Additionally, "Political Economy of Peace & Armed Conflicts (MAED 635)" provides students with an understanding of the international dynamics of peace and conflict, encouraging them to think about defence economics within the broader context of global politics.

With a forward-looking perspective, the programme recognises the significance of preparing students for challenges in international working environments, especially in an era marked by globalisation and transnational threats. The curriculum imparts skills for navigating and understanding defence economics in a global context. Courses such as "Regional and International Security (ACDF 688)" comprise defence and security challenges from a worldwide perspective. Furthermore, the elective course on "Qatar Economy (MAED 645)" contextualises the national economy within global economic frameworks, providing students with a comparative perspective and highlighting the country's role and position in the economic engagement with the rest of the world.

The interdisciplinary approach of the programme, as exemplified by intersections of knowledge between economics, law, politics, international relations and management, ensures that students grasp defence economics through multiple cultural and international lenses. Additionally, the use of different teaching methodologies facilitates engagement with diverse stakeholders, fostering an environment where intercultural skills are honed. This is complemented by the reliance on resources from both Arabic and non-Arabic sources of digital information, ensuring students are exposed to international perspectives, enriching their academic journey and intercultural competencies.

Moreover, the curriculum of the MA. in Economics of Defence has been benchmarked against similar programmes at both regional and international levels. This ensures that while the student body is exclusively Qatari, the content, methodologies and pedagogical strategies employed are on par with global standards. The curriculum integrates global defence economic theories, best practices in defence procurement, and international case studies, providing students with a comprehensive understanding of the global context.

The **MA. in Defence Diplomacy** integrates international content and intercultural aspects throughout its curriculum. Courses such as "General Theory of Defence Diplomacy" (MADD 680) and "Diplomatic Systems and Military Attachés" (MADD 682) offer distinctive knowledge on defence diplomacy concepts and the role of military attachés in achieving foreign policy objectives through the peaceful utilisation of defence resources and capabilities. In the "Diplomatic Negotiation and Conflict Resolution" (MADD 685) course, students engage in practical diplomatic experiments and applied practices to acquire the skills of diplomatic negotiation, dispute resolution, as well as international treaties and laws governing military diplomatic actions.

The programme is focused on the acquisition of intercultural competencies and skills, which are core learning objectives. The "Diplomatic Skills" (MADD 684) course, for example, imparts knowledge of diplomatic protocol, etiquette, ceremonies, oratory skills, diplomatic speech and diplomatic correspondence skills. Students also acquire the skills required to manage international negotiations related to foreign relations of the Qatari armed forces and its role in

regional and international peace issues. The course "Human Rights and International Law" (ACDF 687) familiarises students with international legal and human rights standards, promoting intercultural sensitivity and respect for diverse perspectives.

Moreover, the study programme emphasises practical and experiential learning through role-playing, simulations, field visits, collaboration with experts and research projects. The teaching methods and learning resources facilitate the application of theoretical knowledge to real-world situations, enhancing students' ability to engage in intercultural interactions and diplomacy effectively. The programme's partnership with the Qatar Diplomatic Institute and other agencies in the Qatari diplomatic sector further enriches the curriculum, providing students with valuable insights from practicing diplomats and experts in defence diplomacy.

The **MA. Intelligence Studies** as designed primarily for the Qatari Ministry of Defence and other government entities, places a strong emphasis on international content and intercultural aspects. This alignment with global perspectives is key to preparing students for the challenges they will face in an international working environment, particularly given the global nature of intelligence and security threats. The curriculum, comprised of compulsory and elective courses, integrates international content and intercultural competence, enabling students to operate effectively in diverse, global contexts. The programme is designed to meet the specific needs of the Qatari armed forces, security agencies and government sector institutions, while fostering a broader understanding of the global landscape.

Several courses within the programme are particularly indicative of the programme's international orientation. For example, "MAIS 611: Intelligence and Foreign Policy" examines how intelligence impacts the making of foreign policy, focusing on the global implications of intelligence work. Similarly, "MAIS 641: Comparative Gulf Intelligence Systems" provides a regional perspective on intelligence systems and their varying approaches. "MAIS 661: Intelligence International Cooperation" explores the dynamics of international intelligence collaboration and the importance of intercultural competencies in these interactions. These courses not only promote understanding of international perspectives but also develop the skills necessary for effective intercultural communication and cooperation.

The programme's learning outcomes reinforce the emphasis on international content and intercultural competence. Graduates are expected to be proficient in analysing regional and international intelligence systems and evaluating best practices in the Gulf region. They will have experience with the theoretical and practical foundations of intelligence studies and will be familiar with the legal and ethical aspects of intelligence work. Through courses, field visits, collaboration with experts in the Qatari security sector and a master's thesis that addresses contemporary issues in intelligence studies, students will be equipped to navigate the complexities of international intelligence and security and contribute to Qatar's national security objectives in a global context.

Internationality of the study body

The **MA. Economics of Defence, Defence Diplomacy and Intelligence Studies** are designed with a strong national focus, aiming to develop the capabilities necessary to address Qatar's strategic objectives in defence and security. While internationality is a valued component in many academic settings, these programmes are specifically tailored to meet the distinctive defence and strategic challenges faced by Qatar. As a result, enrolment is deliberately limited to Qatari students from military, security and government institutions. This

focused approach ensures that the programmes remain closely aligned with national security priorities, with no current plans to open these MA programmes to international students due to the sensitivity of the content, some of which is classified. During certain guest lectures, the Academy operates under heightened security protocols to safeguard this information.

Internationality of faculty

The **MA. Economics of Defence, Defence Diplomacy and Intelligence Studies** are characterised by the international lineage of the faculty. Drawn from diverse international backgrounds, the faculty members exemplify a confluence of global perspectives, academic prowess and sectoral expertise. Their credentials from international universities and research institutions, influence the curricula with an international dimension. Such a global orientation not only enhances their pedagogical expertise but also ensures that students are privy to a curriculum with global methodologies, analytical insights and international best practices.

The table below shows the nationalities and international tenures of faculty members with representation from countries including Canada, UK, Türkiye, USA and Japan. The majority of faculty members possess substantial international experience, which encompasses research projects and teaching assignments in foreign academic institutions. Such an international profile supports the credibility and prestige of the programmes, ensuring that students are immersed in a pedagogical environment that embodies the internationality of Economics, Defence, Diplomacy and Intelligence disciplines.

Table 14: International Profiles of Faculty members

Academic Rank	Nationality	Previous International Experience
Professor	Canadian	Canada
Professor	USA	USA
Professor	Japanese	Japan
Associate Professor	Turkish	Oman
Associate Professor	Jordanian	Jordan
Associate Professor	Irish	Ireland
Associate Professor	Palestinian	Qatar
Assistant Professor	Qatari	Qatar
Associate Professor	Sudanese	Sudan
Assistant Professor	Algerian	France
Assistant Professor	Sudanese	Sudan
Assistant Professor	French	France
Assistant Professor	Tunisian	Saudi Arabia
Assistant Professor	Brazilian	Qatar
Assistant Professor	Spanish	Spain

Foreign language contents

The **MA. Economics of Defence, Defence Diplomacy and Intelligence Studies** are specifically designed to develop national capacities within Qatar, focusing on the strategic needs of the Qatar Armed Forces. Consequently, Arabic is the primary language of instruction, reflecting the essential requirement for students to operate effectively within the Qatari defence and security sectors. This choice of language aligns with the national strategic interests and the roles these graduates are expected to fulfil.

However, recognising the global nature of defence studies and the prevalence of key literature in English, the programmes incorporate English-language content. This approach ensures that students are exposed to international perspectives and methodologies, enabling them to engage with global defence communities. Therefore, all candidates undergo an English proficiency test during the admission process, assessing their ability to comprehend and analyse English-language research papers.

The curriculum requires students to access and utilise English-language resources, such as specialised journals and digital platforms, alongside Arabic materials. This dual-language approach not only supports the development of proficiency in English but also ensures that graduates are equipped to participate in international defence discussions.

Appraisal:

Due to the nature of the topics of the **three Master programmes**, international contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment in Defence and Economics. Through practical examples, students are enabled to act in an intercultural environment. To better support the students, the panel suggests setting up a course on intercultural communication for students of Diplomacy.

The international composition of the student body corresponds to the programme concept, since all three study programmes are nationally oriented.

The international composition of the faculty (lecturers from different countries, lecturers with international academic and professional experience) promotes the acquisition of international competences and skills. All lecturers have an international background or international experiences of any kind; therefore, the international composition of the faculty is a fundamental element shaping the profile of the study programmes and is actively promoted by the Academy. 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. However, the panel is of the view that the programmes could foster the use of foreign languages in the future in order to support students in an international setting. Therefore, the panel **recommends** improving the second language skills of students. This could be included by implementing international standards for languages, having more foreign languages in the programmes, as well as including an additional language course or include pre-courses. Also, foreign-language literature and the study of its content might also be a focus. English-language literature is already used in classes, however, the presentation of content of the subject-specific literature could also be done in the foreign language.

	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)

The **MA. in Economics of Defence** is structured to foster the development of multidisciplinary competencies, crucial for effective communication, public speaking, cooperation and conflict resolution. Courses like Fundamentals of Defence Economics (MAED 605) and Public Finance and Defence Budgeting (MAED 651) play a pivotal role in this development. Students engage in lectures, discussions and debates led by subject matter experts, which not only impart theoretical knowledge but also offer opportunities for presentations and public discourse. These sessions are further enhanced by additional learning opportunities, such as post-lecture consultations, where students can refine their articulation and public speaking abilities.

Group assignments are integral, requiring students to work together towards common academic goals, with an emphasis on individual accountability within a cooperative framework. Courses like Political Economy of Peace & Armed Conflicts (MAED 635) challenge students to apply conflict resolution strategies in discussions centred on real-world scenarios. Furthermore, the use of role-playing and simulations provides practical experience in managing and resolving conflicts, preparing students to address these challenges in their professional careers.

The **MA. in Defence Diplomacy** emphasises the acquisition of communication, public speaking, cooperation and conflict-handling skills through a curriculum designed to meet the needs of Qatar's diplomatic and military sectors. Courses such as Diplomatic Negotiation and Conflict Resolution (MADD 685) and Diplomatic Skills (MADD 684) are tailored to equip students with advanced negotiation techniques, public speaking skills and the ability to effectively manage conflicts within a diplomatic context. The programme's methodology combines lectures, group work, role-playing, simulations and expert collaborations, ensuring that students acquire these multidisciplinary competencies in both applied and practical settings.

In addition to the classroom experience, field visits to institutions within Qatar's security sector and collaborations with diplomatic experts provide students with firsthand insights into the critical roles communication and cooperation play in defence diplomacy. The programme culminates in the defence of a research thesis before a scientific committee, where students demonstrate their public speaking prowess and ability to communicate complex ideas effectively. This comprehensive approach shall ensure that graduates are fully prepared to represent Qatar's armed forces on the international stage, fostering positive international relations and contributing to regional and global peace initiatives.

The **MA. in Intelligence Studies** is designed to develop critical multidisciplinary competencies among students, with a strong focus on communication, public speaking, cooperation and conflict resolution skills. Courses such as Intelligence and Foreign Policy (MAIS 611) and Overseeing Intelligence Services (MAIS 640) provide structured opportunities for students to enhance these skills through presentations, team-based projects and role-playing simulations. These activities ensure that students learn to articulate their thoughts, collaborating with others and managing conflicts in professional settings.

The programme's didactical approach integrates practical experiences through field visits to security institutions and engagement with experts from Qatar's security sector. These real-world learning opportunities are complemented by group learning, simulations and research

projects, all of which contribute to the development of leadership skills and broad contextual knowledge. The emphasis on communication, cooperation and conflict resolution is central to the programme, ensuring that graduates are well-prepared for leadership roles within Qatar's defence and intelligence sectors.

Appraisal:

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. The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured. The courses include presentations skills and group projects, different assessment methods are applied throughout the courses. In order to foster the acquisition of multidisciplinary competences and skills, the panel suggests allowing students to participate in other seminars and lectures.

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

3.6 Skills for employment / Employability (Asterisk Criterion)

The **MA. Economics of Defence**, **MA. Defence Diplomacy** and **MA. Intelligence Studies** are strategically designed to enhance the expertise of high-ranking military and civilian personnel within the Ministry of Defence and affiliated government entities. The curriculum is deeply rooted in the integration of theoretical paradigms with practical applications, ensuring that graduates can immediately apply their learning to their professional roles.

Given that the students are already established in significant roles within the Ministry of Defence and other governmental bodies, these study programmes serve not only as a catalyst for knowledge enhancement but also as a tool for accelerating their professional trajectories. The students in these programmes are not seeking initial employment; instead, they are focused on enhancing their competencies for current and future responsibilities. These individuals, often affiliated with military, police or related governmental sectors, enrol in the programmes to enhance their existing expertise, foster a broader understanding of contemporary issues and propel their ongoing careers forward. Each course is designed to reflect and address the real-world challenges and needs of the defence sector.

For instance, the **MA. Economics of Defence** delves into defence economics theories, military expenditures, defence procurement and the intricate relationship between economic development and defence. By mastering these areas, graduates not only perform their current roles more effectively but also position themselves for advanced responsibilities and leadership positions. Students enrolled in the **M.A. in Defence Diplomacy** are employees of the Ministry of Defence, security agencies and government institutions. This programme is specifically designed to enhance their skills and promote their career development as military attachés in the diplomatic corps.

The inclusion of field visits, simulations and engagement with experts from Qatar's security apparatus ensures that the curricula are not only responsive to current challenges but also forward-thinking, preparing graduates for emerging issues in defence and intelligence sectors. The Academy also receives feedback from the units within the Ministry of Defence.

The Academy also creates opportunities for networking by hosting seminars, workshops and interactive sessions with prominent figures and experts in defence and related fields. Such engagements are instrumental for students, allowing them to cultivate valuable relationships, get insights from seasoned professionals and engage in meaningful discourse pertinent to their fields. These interactions often lead to collaborative ventures, shared projects and even mentorship opportunities, ensuring that students remain at the forefront of their respective professions.

Appraisal:

The promotion of employability runs as a common thread of the study programmes through all their courses. In addition, the programmes enable the students to actively apply the acquired skills in areas of work and to develop them further. The programmes are systematically oriented and highly focused towards meeting the anticipated requirements of the job market in government and Ministry positions and makes use of the results of graduate evaluations.

		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

The **Master of Arts in Economics of Defence, Defence Diplomacy and Intelligence Studies** operate under the Deanship of Graduate Studies and Scientific Research.

Table 15: Teaching Staff: Deanship of Graduate Studies and Scientific Research

	Academic Rank	Fields of Specialisation
1.	Professor	Defence Policy, Civil-Military Relations, Command and Control in Military Operations, Diplomacy and Security Studies.
2.	Professor	Security and Strategic Studies
3.	Professor	Cybersecurity
4.	Associate Professor	Security and Strategic Studies
5.	Associate Professor	International Relations
6.	Associate Professor	Defence Economics
7.	Associate Professor	International Relations and Diplomacy
8.	Assistant Professor	International Relations
9.	Associate Professor	Cybersecurity
10.	Assistant Professor	Cybersecurity
11.	Assistant Professor	Political Economy
12.	Assistant Professor	Cybersecurity
13.	Assistant Professor	Public Policy and Fragile States
14.	Assistant Professor	International Relations

Each of the Master programmes incorporates several faculty members teaching as part-time staff covering specialised subjects and ensuring the delivery of the programme with academic and professional experience. This structure ensures the accessibility of sufficient lecturers during any mandatory in-person sessions. The blended approach of engaging both full-time and part-time lecturers ensures that students get a comprehensive view of the subjects covered by Master programmes, from theoretical foundations to real-world solutions.

Academic qualification of faculty

The **MA. in Economics of Defence** ensures a balanced composition of full-time and part-time faculty. This combination of faculty resources not only meets the programme's requirements but also ensures that students are well-prepared to meet the qualification objectives.

Table 16: Teaching Staff: MA. Economics of Defence

Full Time Faculty members		
Academic Rank	Fields of Specialization	Taught courses
Associate Professor	Defence Economics	Defence Economics, Macroeconomics, Economic Policy and Applied Economics
Assistant Professor	Political Economy	Political Economy
Assistant Professor	Public Policy	Defence Economics
Assistant Professor	International Relations and Energy	Macroeconomics
Part Time Faculty members		
Associate Professor of Economics	Political Economy	Defence Economics
Assistant Professor	Political Economy	Macroeconomics

The **MA. in Defence Diplomacy** is supported by a diverse faculty structure that aligns with the specific needs of the defence diplomacy sector. The mix of full-time and part-time faculty ensures that students benefit from both theoretical insights and practical experiences essential for the field of defence diplomacy.

Table 17: Teaching Staff: MA. Defence Diplomacy

Full Time Faculty members		
Academic Rank	Fields of Specialization	Taught courses
Professor	NATO, Defence Policy, Civil-Military Relations, Command and Control in Military Operations, Diplomacy and Security Studies	General Theory of Defence Diplomacy, Armed Forces and Peace Operations
Professor	Security and Strategic Studies	Diplomatic Negotiation and Conflict Resolution
Associate Professor	Security and Strategic Studies	Diplomatic Systems and Military Attachés
Assistant Professor	Security and Strategic studies	Regional and International Security Studies
Associate Professor	International relations	Diplomatic Skills
Part Time Faculty members		
Assistant Professor	Foreign Policy	Qatar Foreign policy

The **MA. in Intelligence Studies** features a faculty structure that reflects the interdisciplinary nature of intelligence studies, combining academic knowledge with field-specific expertise. This faculty ensures that students receive both the theoretical foundation and practical skills needed for careers in intelligence.

Table 18: Teaching Staff: MA. Intelligence Studies

Full Time Faculty members		
Academic Rank	Fields of Specialisation	Taught courses
Associate Professor	International Relations and Diplomacy	Intelligence and Foreign Policy Intelligence International Cooperation Research Methods
Associate Professor	Defence Economics	Economic and Finance Intelligence
Professor	Cyber Security	Special Topics in Intelligence Research Methods
Assistant Professor	International Relations	Global and Regional Security
Associate Professor	Security and Strategic Studies	Overseeing Intelligence Services Terrorism and Counterterrorism
Part Time Faculty members		
Assistant Professor	International Relations and Diplomacy	Comparative Gulf Intelligence Systems
Assistant Professor	Media and diplomacy	Social Media Intelligence

The recruitment strategy is designed to attract top-tier academicians globally, utilising platforms like LinkedIn and ResearchGate. The announcement phase, overseen by the Head of the Quality Assurance Department, ensures that job descriptions are accurate and appealing to qualified candidates. During the preselection phase, an administrative employee reviews applications, focusing on candidates whose qualifications and achievements align with the Academy's standards.

The final selection is carried out by a recruitment committee composed of experienced professionals who ensure that the academic qualifications of each candidate meet the specific requirements of the programmes. If the committee encounters a disagreement regarding a candidate's suitability, the recruitment process is temporarily halted, and the position is reopened for the next semester. This protocol ensures that the Academy upholds its commitment to excellence by only appointing the most qualified candidates.

Moreover, the Academy provides structured pathways for faculty members to continuously enhance their expertise, ensuring they remain at the forefront of advancements in the field of defence studies. The Academy supports faculty participation in international training sessions and conferences, recognising the value of global exposure. The "Policy on Participation in Academic Conferences"⁷ outlines the provisions for funding and encouraging faculty involvement in these critical professional development opportunities.

Furthermore, the Academy places great importance on the verification of academic credentials for all shortlisted candidates. The Recruitment Directorate within the Ministry of Defence validates the authenticity of academic certificates in collaboration with national and international institutions.

⁷ Policy number 1801 of Joaan Bin Jassim Academy

Pedagogical / didactical qualification of faculty

The pedagogical expertise of the faculty members involved in the **MA. in Economics of Defence**, **MA. in Defence Diplomacy** and **MA. in Intelligence Studies** is central to the Academy's commitment to education. Each faculty member brings a minimum of a decade of teaching experience, ensuring a wealth of practical pedagogical knowledge that enriches the learning environment. The recruitment process not only evaluates academic qualifications but also the pedagogical and didactical competencies of candidates, ensuring that the faculty is equipped to deliver a high-quality educational experience.

Beyond recruitment, the Academy carries out ongoing evaluation processes⁸. Each semester, the Academy conducts a systematic course evaluation that examines all aspects of the teaching and learning process. This evaluation is a critical tool for continuous improvement, allowing to refine teaching methodologies to ensure they remain effective and student centred.

The evaluation process encompasses both individual courses and the broader programme framework within the Deanship of Graduate Studies and Scientific Research. The Quality Assurance Office conducts these surveys, with results directly communicated to the President of the Academy and the Dean of Graduate Studies and Scientific Research.

Practical business experience of faculty

The practical business experience of the faculty plays an important role in bridging the gap between theoretical concepts and real-world applications. The **MA. Economics of Defence** is designed to provide students with theoretical knowledge and to equip them with practical tools and strategies pertinent to the defence sector. Given the complexities of defence planning, military expenditures, defence budgeting and the broader implications of military decisions on the economy, it is essential that lecturers possess hands-on experience. The faculty's real-world experience ensures that students are exposed to actual scenarios and can comprehend how economic theories translate into defence policies and practices.

These experiences range from applied economics to defence procurement and military budgeting, from the economic impact of armed conflicts to defence-related research and development. Such practical insights allow students to gain a deeper understanding of the subject matter. Furthermore, the practical experiences of the faculty align with the programme's teaching methodologies, such as role-playing or simulation methodology and field visits. By incorporating their professional anecdotes and case studies into lectures, faculty members can enhance group learning sessions, providing students with an authentic feel of the challenges and decision-making processes inherent in defence economics.

For example, one lecturer is an economist whose areas of expertise include defence economics and macroeconomic policies in developing countries. He was formerly Chair of the Department of Business Economics and the Vice-Dean for Students Affairs at another university. He was also working as a Directing Staff at the Royal Jordanian National Defence College (RJNDC) and has also been involved in various research and consulting projects at international level including The World Bank, UNDP, ESCWA and the Economic Research Forum (ERF). He is highly skilled in reporting for project work packages and deliverables; summaries of research programmes; and consultancies reports, especially in the field of economic policy and defence economics.

⁸ as outlined in the Policy on Evaluation of Faculty Members No. 501

Another example is the close association with the Qatar Armed Forces and government institutions. This relation ensures that the curriculum remains relevant and updated to the evolving needs of the nation. It also enables the programme to invite experts from these sectors for guest lectures, seminars and workshops. The real-world challenges and solutions discussed during these sessions enhance the theoretical foundations built during formal lectures. Furthermore, the Academy incorporates part-time faculty members into the study programme. These part-time educators are professionals who are actively engaged in the defence and economics sectors, bringing with them an on-the-ground perspective of contemporary challenges and evolving strategies, industry best practices and emerging innovations in the field. It also provides students with networking opportunities.

The faculty of the **MA. Defence Diplomacy** possesses practical business experience that directly contributes to the integration of theory and practice. For example, one Professor brings a depth of knowledge in NATO, Defence Policy, Civil-Military Relations, Command and Control in Military Operations, Diplomacy and Security Studies. His experience in these fields offers students a holistic understanding of defence diplomacy that includes both theoretical concepts and practical applications. By incorporating real-life examples and case studies into teaching, the Professor allows students to see the immediate relevance of theoretical concepts in their careers.

Moreover, one of the Associate Professors specialises in Security and Strategic Studies, while another Assistant Professor focuses on regional and international security studies. Another Professor brings a distinctive perspective in conflict resolution and peace-making. The complementary experience of these faculty members provides students with a broad and interdisciplinary understanding of defence diplomacy, enabling them to address complex issues from various angles and develop well-rounded diplomatic strategies. As the faculty members incorporate their practical experience into their teaching activities, students benefit from a rich learning environment that includes interactive discussions, simulations, role-playing and field visits.

The programme's focus on practical training in diplomatic techniques, coupled with the faculty's business experience, ensures that students are well-equipped to make strategic decisions during their diplomatic representation. Moreover, the partnership between the Joaan Ben Jassim Academy of Defence Studies and the overseeing governmental sectors further enhances the programme's ability to prepare graduates for successful careers in defence diplomacy, ultimately serving Qatar's diplomatic apparatus and national interests.

The **MA. Intelligence Studies** takes advantage of the practical business experience of its faculty to integrate theory and practice. The faculty's background, including experiences in international universities and various civil societies and international organisations, contributes to the programme's goals. The faculty members leverage their practical business experience to enhance the learning experience for students, providing real-world examples that help contextualise the theoretical concepts being taught. For example, one Professor, with extensive experience in Cyber Security from Japanese Universities, utilises his knowledge to educate students about the latest trends and practices in cybersecurity. Another Associate Professor of International Relations and Diplomacy, a Research Fellow at the Institute of International Conflict Resolution and Reconstruction (IICRR) at Dublin City University, brings his expertise in International Relations and diplomacy to teach students how intelligence can be used to address global issues and conflicts. He has published books and more than 50

articles and chapters, taught and delivered at different academic institutions in the UK and Ireland and worked for many international organisations.

In addition to the full-time faculty, the programme also benefits from part-time lecturers from other institutions within Qatar who bring their practical business experience into the classroom. These lecturers are experienced in their respective fields and offer insights into the real-world application of intelligence theories and concepts. The faculty's involvement in managing community projects, supervising research and working with international organisations fosters ability to effectively integrate theory and practice. Moreover, the faculty's diverse practical business experiences, including diplomacy, peacebuilding, politics, development, human rights, combined with their academic backgrounds and achievements, enable them to provide students with a holistic understanding of intelligence studies. The faculty's commitment to integrating theory and practice ensures that students in the programme are equipped with the knowledge and skills necessary to succeed in the field of intelligence studies.

Internal cooperation

The internal cooperation among faculty members of the **MA. in Economics of Defence, Defence Diplomacy and Intelligence Studies** is shown by the regularity of meetings among staff, averaging 15 meetings each academic year. These meetings, marked by interdisciplinary discussions and collective decision-making, are instrumental in driving academic coherence and alignment across the curricula.

During these meetings, the faculty has an approach to ensure that modules and courses across all five programmes under the Deanship of Graduate Studies and Scientific Research are harmonised with the overarching qualification objectives. These meetings serve as a platform for the continual refinement of academic offerings. Moreover, they provide an opportunity for faculty members to engage in in-depth discussions of curriculum design, thereby fostering a learning environment that is both robust and responsive to the evolving demands of the defence and diplomacy sectors. Further enriching the academic environment, these meetings are not just confined to programme-specific considerations. They provide a forum where the faculty's contributions to broader institutional objectives are addressed, specifically pertaining to courses undertaken at the National Defence College and the Joint Command and Staff College. Such discussions enable the faculty to ensure that their contributions interlock with the broader academic offerings, resulting in an integrated educational experience for the students.

Moreover, faculty members from diverse disciplines come together to cooperate for specific projects. This collaboration is reinforced by formal policies and regulations.⁹ Regulations and policies ensure that faculty collaboration is structured, equitable, and in line with broader institutional goals. Such regulations not only facilitate smooth operational dynamics but also serve as a testament to the institution's commitment to maintaining a rigorous and transparent academic environment.

Student support by the faculty

The Deanship of Graduate Studies and Scientific Research strives to create an academic environment that is both supportive and accessible. Faculty members provide personalised

⁹ see: Policy on Additional Teaching Loads for Full-Time Faculty Members (Policy number 401) and the Policy on the Supervision of Theses and Dissertations (Policy number 701)

guidance to students. Faculty members are available for one-on-one consultations during office hours, specifically from 8:30 PM to 9:30 PM, following their lectures. This time is set aside to assist students to discuss course materials, respond to questions and give academic advice.

Beyond these dedicated hours, faculty members are present on-campus from 7:00 AM to 1:00 PM on days they are not scheduled for afternoon lectures. This availability ensures that students have opportunity to seek mentorship, delve deeper into course content and build strong academic relationships outside the structured classroom setting. Office hours are communicated to students through the course syllabus.

In recognition of the needs of students, faculty members also extend their support beyond the time on campus. Each faculty member provides their office and/or personal phone number, facilitating direct communication and fostering a supportive academic atmosphere. The effectiveness of these support mechanisms is reflected in the high levels of student satisfaction. The results indicate that students feel supported by the faculty.

Appraisal:

The structure and number of the faculty correspond to the programmes' 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.

A high standard of academic excellence across all programmes is part of the strategy of Joaan Bin Jassim Academy for Defence Studies. The academic qualification of the faculty corresponds to the requirements and objectives of the study programmes. The lecturers are very diverse and qualified. The Academy verifies these qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The faculty's outstanding academic qualification is underlined by scientific publications.

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

The faculty members have above-average practical experiences and use them in their teaching activities to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the courses towards the overall qualification objectives. Meetings of all those teaching in the programme take place on a regular basis.

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. They can contact the professors any time. Moreover, there are only small groups of students to ensure close support. Also, the Academy is well-funded to ensure supporting learning conditions for students.

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

4.2 Programme management

The **MA. Economics of Defence**, **MA. Defence Diplomacy** and **MA. Intelligence Studies** are each guided by the programme director. Each programme is overseen by a department head, operating within the hierarchical structure of the Deanship of Graduate Studies and Scientific Research. The programme director's responsibilities encompass a comprehensive range of tasks, including the coordination of all academic and administrative activities related to their programme. This role ensures collaboration with external entities within the Academy such as the National Defence College and the Joint Command and Staff College, which helps avoid scheduling conflicts and ensures the delivery of courses.

The programme director's role includes managing the diverse engagements of faculty members. Faculty often balance their academic responsibilities with collaborations with external entities like Al Jazeera Channel and Barzan Holdings. In this dynamic environment, the programme director acts as a central coordinator, harmonising the programme's academic requirements with the faculty's external commitments. This ensures that both internal academic objectives and external stakeholder expectations are met.

Programme directors actively seek to elevate the quality and relevance of the programmes through continuous feedback integration. Student surveys provide insights that the programme director uses to align the programme's trajectory with evolving students' needs. Additionally, the programme director supports initiatives that promote the systematic and holistic development of the study programme, incorporating insights from all relevant stakeholders.

Process organisation and administrative support for Students and faculty

The Deanship of Graduate Studies and Scientific Research provides robust administrative support to Master programmes. There is a team of six full-time administrative staff members, each assigned specific responsibilities to ensure efficient management of all five programmes under the Deanship. This division of labour guarantees that every administrative aspect of the programmes is handled, preventing any task overlap and ensuring that all needs are promptly addressed. The role of the administrative support includes assisting with curriculum scheduling, facilitating faculty-student interactions, managing logistical arrangements and overseeing academic documentation. This comprehensive support system is integral to the smooth operation of the programmes.

Operating within a security-driven framework, the institution places a high priority on confidentiality due to the sensitive nature of the content and the specialised student demographic. As a result, the electronic service-support systems are intentionally limited in scope. This approach aligns with the commitment to maintaining the highest standards of security and confidentiality. To counterbalance these limitations, the administrative team is fully equipped to provide hands-on, personalised support to both faculty and students, ensuring their requirements are met and any potential challenges are resolved.

All administrative tasks are conducted within the secure air-gapped network shared among all units of the Ministry of Defence. This system ensures that all operations are classified to maintain a high level of confidentiality. The performance of administrative staff is evaluated annually¹⁰. This structured assessment ensures that the administrative team consistently meets the high standards required to support the academic programmes. Moreover, staff members are eligible to join Master courses or further qualification courses inside an outside of the Academy.

Appraisal:

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

Faculty members and students are supported by the administration in the organisation of the study programme. Sufficient administrative staff is available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved. The opportunities of electronic service-support are used and supplement personal one-to-one counselling. The HEI offers the administrative staff opportunities for continuous professional development.

	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		

¹⁰ in accordance with the "Policy on the Assessment of Civilian Staff" (Policy Number 1401)

4.3 Cooperation and partnerships

Joaan Bin Jassim Academy for Defence Studies has established collaborations with other Higher Education Institutions and academic networks, both locally and internationally, to enrich the academic experience and professional development of students. These partnerships are integral to the **Master of Arts in Economics of Defence, Defence Diplomacy and Intelligence Studies**. This includes institutions such as Qatar University (Qatar), Doha Institute for Graduate Studies (Qatar), the Forum for Arab & International Relations (Qatar), Barzan Holdings (Qatar) and King's College London (United Kingdom). These collaborations are formally documented through a memorandum of understanding.

Moreover, the partnerships extend beyond local institutions, reaching international entities such as the University of Tartu (Estonia), the Naval Postgraduate School (United States) and the Arab Centre for Research and Policy Studies (Qatar). The outcomes of these collaborations are shown in joint initiatives like the co-hosted conference on the Russian invasion of Ukraine, held in collaboration with the Doha Institute for Graduate Studies.

Moreover, students benefit from these collaborations through exposure to a wide range of perspectives, expertise and insights, which are instrumental in broadening their academic and professional competencies. For instance, some courses within the study programmes are taught by part-time faculty from partner institutions. Additionally, faculty members contribute to these partnerships by delivering professional development sessions to industry partners like Barzan Holdings (Qatar) and engaging in academic activities at institutions such as Qatar University and Doha University for Science and Technology (Qatar). Through activities such as student and faculty exchanges and shared course materials, these collaborations elevate the educational experience.

Furthermore, the collaboration with Qatar University includes a faculty exchange programme as well as professional development sessions and a regular invitation as panellists for conferences, facilitating a robust exchange of knowledge and expertise between the institutions.

In addition to existing collaborations, the Academy has recently joined the Association of Arab Universities (AARU) to strengthen the cooperation with regional universities across the Arab world. This membership reflects shows the commitment to fostering closer academic ties and enhancing the exchange of knowledge and expertise within the region. Through this membership, the Academy aims to further enrich the academic programmes and create new opportunities for collaboration with leading institutions throughout the Arab world.

Cooperation with business enterprises and other organisations

As an entity under the purview of the Qatari Ministry of Defence, the primary partnerships are established with entities sharing a similar allegiance. One of the collaborations is with Barzan Holdings, a visionary organisation at the forefront of revolutionising Qatar's defence and security sectors with a focus on capacity and human development. Their aspiration to shape a potent defence and security industry in Qatar, leveraging global best practices and partnerships align with the academic environment. Through this collaboration, students are exposed to the details of the defence sector, benefiting from practical insights that complement the academic curriculum.

Additionally, the relationship between the Academy and Barzan Holdings extends beyond conventional partnership boundaries. The faculty members are involved in delivering professional development sessions to the staff of Barzan Holdings and leaders from the company are contributing to the study programmes. This dynamic exchange ensures that students and faculty are up to date regarding the latest trends and challenges in the defence sector, while also allowing to share academic expertise with the broader community. Not only do these associations provide a rich context for the study programmes, but they also play an important role in shaping the course content, ensuring its relevance and applicability. The regular dialogues, combined with specific initiatives like faculty-led professional development sessions and potential joint projects, supports the development of students.

Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks, as well as business enterprises and other institutions relevant for the programme are plausibly presented. This includes Qatar University, as well as e.g., Kings College for staff exchange, but also for curriculum development. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programme. All such activities contribute to the development of the students' qualification and skills.

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

4.4 Facilities and equipment

The Academy has equipped its facilities with state-of-the-art technology and resources for all its academic programmes. Within its premises are the National Defence College, the Joint Command and Staff College and the Deanship of Graduate Studies and Scientific Research, all sharing a total of 22 classrooms. These classrooms are designed to cater to the unique needs of each academic programme, supported by IT infrastructure including Wi-Fi to promote an inclusive learning experience. The Academy offers a variety of workspaces, each equipped with essential technical tools to aid students in their diverse academic pursuits.

The facilities feature multimedia-based equipment, ensuring a dynamic and interactive learning atmosphere. The ergonomic planning of this equipment is intended to create a learning environment that is both comfortable and efficient. All students benefit from rooms specially designed for concentrated research and study. These quiet, distraction-free spaces reflect the Academy's ambition to surpass traditional academic expectations.

The resources available to students in all programmes are detailed in the table below, underscoring the comprehensive resource allocation and the Academy's resolve to offer an advanced educational setting. This infrastructure is regularly assessed and enhanced to guarantee accessibility for students with disabilities. The Academy's goal is to provide facilities that are not only sufficient but also exemplary, aligning with the high standards expected by its student community across all programmes.

Table 19: Summary of Available Resources

Category	Detail	Statistics
Campus and Building Size	Academic Building Area	11,050 m ²
	Administrative Building Area	1,551.7 m ²
	Total Campus Area	12,600 m ²
Classrooms and Workspaces	Total Classrooms	22
	National Defence College	3
	Joint Command & Staff College, and Deanery of Postgraduate Studies	14
	Cybersecurity Lab	1
	Large Lecture Halls	3
	Auditorium	1
	Workspaces for Ph.D. Students	Specially allocated with IT and ergonomic equipment
Additional Facilities	Cafeteria	1
	Snack Hall	1
	Swimming Pool	1
	Gym	1
	Football Field	1
	Handball Court	1
	Running Track	1
	Student Lounges	2
	Total Recreational and Support Facilities	9

Access to literature

The students at Joaan Bin Jassim Academy for Defence Studies are offered access to a wide variety of high-quality literary resources. This access is facilitated not only by the institutional library but also through the Qatar National Library (QNL), an institution with a comprehensive collection and technologically advanced facilities. All students are urged to keep their QNL account active, thus ensuring comprehensive access to an expansive array of materials beyond those available at the Academy. For this purpose, a memorandum of understanding has been signed between the Academy and the QNL.

The QNL extends its services to everyone living in Qatar without any charges. Operating hours are from 8:00 AM to 8:00 PM, Sunday to Thursday and from 2:00 PM to 8:00 PM on Fridays and Saturdays. According to the 2022 annual report, the library holds 11,256 items in the Qatari National Collection and 175,288 items in the Heritage Library. Furthermore, it has augmented the Qatari National Collection by 1,453 new items in 2023. This ensures that students can engage with the most current research materials and specialised literature pertinent to their fields of study.

With the modern trend towards digitalisation, QNL provides online access to its comprehensive collections. The Qatar Digital Library, hosting over 2.4 million digitized pages, added 215,610 new pages last year. This digital access affords students the convenience of accessing critical literature remotely, serving a wide array of research needs and empowering them with the necessary tools to navigate the increasingly digital terrain of academic research and collaboration.

The reliance on QNL as the main provider of resources emphasises the commitment to advancing knowledge and supporting national development. Acting as Qatar's leading centre for learning, research and culture, QNL is aligned with the diverse needs of the academic programmes. By utilising the resources of QNL, the Academy empowers students to excel in study and research, supporting the mission to foster imagination, discovery and the advancement of the human spirit.

Appraisal:

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the study programmes, even taking into account the resource needs of other study programmes. Access to the internet is provided free of charge. A sufficient number of group rooms is available for self-study.

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 literature expressly required for the study programmes is available in the library and kept up to date. The Academy cooperates with Qatar National Library to access all relevant databases and resources. Moreover, all relevant digital media is available from the students' home via remote access.

	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

Due to the specialised nature of the **three Master programmes** and the professional backgrounds of students, the approach to alumni engagement is tailored to the situation. Considering security and privacy factors, the task of constructing and managing the alumni database is entrusted to a single officer who directly reports to the president of the Academy. This arrangement assures maximum protection of alumni information while offering them a personal point of contact after graduating.

There is a comprehensive database for previous cohorts. This database is also intended to be a platform for keeping graduates engaged with the ongoing activities of the Academy. They are in the planning stages of establishing regular communication with the alumni, extending

invitations to them for special events and seeking their valuable expertise for guest lectures and panel discussions. The aim is to reinforce the ties between graduates and the Academy, fostering a network of professionals in defence and security studies that last well beyond their study time.

For international students who graduated prior to 2022, there is currently no database. However, the Academy is initiating a process to remedy this situation through the website by adding an alumni webpage. The goal is to compile the required data over time while maintaining the privacy and security of alumni. The Academy is committed to building a broad and active alumni network that not only encourages connections between former students but also allows them to continually assess and enhance the programmes, utilising their feedback and experiences.

Appraisal:

An alumni organisation has been set up with the aim of developing an alumni network and respective activities.

	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)

Joaan Bin Jassim Academy for Defence Studies has financial backing from the Ministry of Defence, which serves as the cornerstone of operations. As an institution operating under the Ministry, it benefits from a dependable and substantial financial framework, including the **MA. in Economics of Defence**, **MA. in Defence Diplomacy** and **MA. in Intelligence Studies**.

The financial strategy is centred on providing tuition-free education to all admitted students. The comprehensive support from the Ministry of Defence includes every facet of operations, encompassing faculty salaries, administrative costs, infrastructure maintenance and the allocation of resources for advanced research, curriculum development and other educational necessities.

Appraisal:

All three study programmes are well financed, since the Academy educates staff for the Qatar government institutions. The income related to the programmes ensure that each cohort of students starting within the accreditation period can complete the study programmes.

	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

Joaan Bin Jassim Academy for Defence Studies has introduced quality assurance and development procedures to ensure academic standards. Specifically designed for the **MA. in Economics of Defence**, **MA. in Defence Diplomacy** and **MA. in Intelligence Studies**, these procedures constantly monitor, evaluate and refine academic offerings including academic programme review.¹¹

With the strategic involvement of the National Defence College, Joint Command and Staff College and the Deanship of Graduate Studies and Scientific Research, periodic surveys are administered. These surveys provide insight into the holistic student experience and are an essential part of assessing the effectiveness of courses and their alignment with the desired qualification outcomes. Each semester's feedback, examined against previous iterations, helps identify potential areas for enhancement, thereby ensuring that the curricula remain agile and responsive to the dynamic development of the defence studies field. The Academy's comprehensive regulations guide the faculty, staff and students, outlining expectations and ensuring the maintenance of a favourable learning environment.

Through this structure, a culture of continual improvement is cultivated that influences every operational facet of the Academy and continually elevates programme outcomes. At the centre of this system is the Quality Assurance Office, with its director maintaining a direct line of communication with the Academy's president. Tasked with the responsibility of maintaining, and refining quality assurance and documentation procedures, this office is pivotal to the academic vision. Feedback is gathered from students, staff, but also from alumni and partners into the quality assessment committees. The Quality Assurance Office manages the entire quality cycle: from the rollout of initiatives to their evaluation, necessary adaptations and comprehensive documentation.

The Academy aims to foster a structured and growth-oriented academic environment which is demonstrated by the implementation of a comprehensive set of regulations, which clearly define the roles, expectations and responsibilities of faculty, staff, and students. These regulations not only contribute to a positive learning atmosphere but also embed a culture of continuous improvement and a commitment to the highest academic standards.

Evaluation by students

Student evaluations form a critical component of maintaining and enhancing academic excellence across the MA. in Economics of Defence, MA. in Defence Diplomacy and MA. in Intelligence Studies. These evaluations are systematically conducted through surveys prepared and facilitated by the Quality Assurance Office, which operates under the president office. These surveys assess course effectiveness, alignment with student skill development and overall programme quality.

The evaluation process covers every course within each semester and captures feedback from all students. This feedback mechanism enables the Academy to remain responsive to the evolving needs of the defence and security sectors, ensuring that academic offerings remain

¹¹ as shown in "Policy on Academic Programme Review" (Policy number 1301)

relevant and effective. By comparing current feedback with historical data, they can identify trends, address any emerging issues and continuously improve programme delivery.

To further strengthen the quality assurance framework, the results of these evaluations are shared with the Dean of Graduate Studies and Scientific Research. The findings are provided at multiple levels: course level, programme level and Deanship level. Individual course results are communicated directly to the faculty members teaching the respective courses by the Dean, enabling them to make targeted improvements based on student feedback. These evaluations also play a crucial role in the faculty appraisal process, as outlined in the Faculty Appraisal Policy. By integrating student feedback into faculty evaluations, the Academy ensures that teaching standards remain high and that lecturers are continuously encouraged to enhance their pedagogical approaches.

Evaluation by faculty

The Academy employs a multifaceted approach to faculty evaluation, beginning with structured meetings at the Deanship of Graduate Studies and Scientific Research or under the direct oversight of the Academy's president. These meetings provide a platform for in-depth discussions where faculty members critically review and offer recommendations on curriculum content, pedagogical methods and programme organisation.

In addition to these discussions, faculty members participate in structured surveys designed in collaboration with the Planning and Statistics Authority. The involvement of this authority ensures that surveys are comprehensive and aligned with national standards. The survey design undergoes review by both the Planning and Statistics Authority and the internal Policy Committee, ensuring that the faculty's perspectives are thoroughly captured and reflected in quality metrics.

The feedback collected through these evaluations is actively integrated into the programme development processes. Faculty suggestions, critiques and observations are included into strategies aimed at enhancing the quality and relevance of the programmes. Once these strategies are implemented, there are follow-up reviews to assess the effectiveness and alignment with academic goals. Any deviations from the intended outcomes prompt further adjustments. Through these quality assurance mechanisms, the Academy ensures that its courses and teaching methodologies are consistently refined and aligned with both the academic aspirations and the dynamic needs of the defence sector.

This cyclical process of feedback, action and review is underpinned by a commitment to transparency and continuous improvement. Each step is documented and maintains open channels of communication.

External evaluation by alumni, employers and third parties

The Academy incorporates external perspectives to continuously refine and enhance the academic programmes. Therefore, insights and feedback provided by the alumni, employers and relevant third-party stakeholders are collected by comprehensive surveys designed to assess the effectiveness of the programmes in equipping graduates with the skills and knowledge required to excel in the dynamic fields of defence and security. These surveys are crafted in collaboration with the Planning and Statistics Authority, ensuring they meet the internal quality standards and the broader strategic needs of Qatar's defence sector.

Given the Academy's specialised nature and the classified nature of certain data, the surveys are undergoing review by both the Planning and Statistics Authority and the internal Policy Committee. The feedback gathered through these surveys plays a crucial role in shaping quality assurance and development strategies. The Academy integrates the insights into the programme improvement processes, translating them into concrete, actionable steps that address the evolving needs of the defence and security sectors. These steps are continuously monitored and evaluated to ensure their effectiveness, with further refinements made as necessary to align with the strategic objectives of the institution. The feedback loop established through this process ensures that the programmes remain responsive to the needs of the defence sector while also fostering a culture of continual improvement and academic excellence.

Furthermore, due to the Academy's position as a unit within the Ministry of Defence, the Academy maintains direct communication channels with other ministry units. This ongoing interaction, often facilitated through meetings and direct communication, allows to address specific requests or clarify issues as part of broader quality assurance efforts. This collaborative approach ensures that the programmes not only meet academic and professional standards but are also aligned with the operational requirements and strategic priorities of Qatar's defence establishment.

Programme description

Joaan Bin Jassim Academy for Defence Studies is committed to ensuring educational quality through transparent programme documentation. The documentation process provides comprehensive details about the content, curriculum and examination frameworks of the programmes. To ensure these documents remain relevant and effective, they are subject to regular reviews and updates by national academic experts.¹²

The course-specific documentation includes detailed course descriptions, syllabi, teaching methodologies and assessment criteria. These documents are reviewed and updated each academic year to ensure that they reflect the latest pedagogical advancements and meet the needs of students. To enhance accessibility and ensure transparency, all programme and course documents are consolidated into the Student Catalogue, which is updated annually. This catalogue is made available to all stakeholders in both digital and printed formats, providing students, faculty and other interested parties with easy access to the most current and detailed information about the study programmes.

Information on activities during the academic year

The Academy places a high priority on ensuring transparent and proactive communication regarding all activities and milestones throughout the academic year. The primary medium for disseminating this information is the official Academy website¹³. This platform serves as a central hub to update and provide comprehensive insights into the study programmes. The website is designed to cater to a diverse audience including students, faculty, alumni and other stakeholders by offering current information.

Due to the specialised and sensitive nature of the programmes, certain information is deemed confidential and is not made publicly available on the website. Instead, the Academy utilises

¹² in alignment with the "Policy for Periodic Evaluation of Academic Programmes" (Policy No. 3501)

¹³ accessible at <https://jbj.edu.qa/en/> (last access April 7, 2025)

secure communication channels, such as direct emails, SMS or the Ministry of Defence's System, to disseminate sensitive or exclusive information.

To further expand outreach and make the Academy's accomplishments more accessible to a broader audience, it has established a communication network that facilitates the transfer of vital information and the timely dissemination of important announcements. This direct and official line of communication not only strengthens the relationships with these associated entities but also ensures that everyone within the defence and security ecosystem is well-informed about initiatives, progress and significant developments.

Appraisal:

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 career paths. Responsibilities are clearly defined.

Evaluation by the students, quality control by the faculty and external evaluation are carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process. The panel suggests that students should also be informed about problems that were identified. The external evaluation also includes feedback by the ministry, alumni, as well as international review processes and employers feedback on curriculum development.

The study programmes' contents, curricula and examination schemes have been suitably documented and published in the internal network. Information is available on the website of the Academy.

The Academy regularly publishes current news and information about the study programmes on their website. Moreover, the study programmes are present in public.

	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: Joaan Bin Jassim Academy for Defence Studies, Qatar

Master programme: Master of Arts in Intelligence Studies (MAIS), Master of Arts in Economics of Defence (MAED), Master of Arts in Defence Diplomacy (MADD)

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

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

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	(Asterisk Criterion for cooperation programmes)					
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		