# Decision of the FIBAA Accreditation Committee for Programmes

**115<sup>th</sup> Meeting on June 5<sup>th</sup>, 2020**

| | |
|---|---|
| **Project Number:** | 18/051 |
| **Higher Education Institution:** | Doha Institute for Graduate Studies |
| **Location** | Doha, Qatar |
| **Study Programme:** | Sociology and Anthropology (Master of Sociology and Anthropology) |
| **Type of Accreditation** | Initial accreditation |

The FIBAA Accreditation Committee for Programmes has taken the following decision:

According to § 12 (2) in conjunction with § 16 (1) of the "Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation "FIBAA Programme Accreditation"", the study programme is accredited.

Period of Accreditation: June 5<sup>th</sup>, 2020 until the end of spring semester 2025

The FIBAA Quality Seal is awarded.

# Assessment Report

**Higher Education Institution (HEI):**
Doha Institute for Graduate Studies
Doha, Qatar

**Master study programme:**
Sociology and Anthropology

**Qualification awarded on completion:**
Master of Sociology and Anthropology

# General Information on the study programme

**Brief description of the study programme:**
The mission of the Sociology and Anthropology programme (SOC) is to equip graduate students with advanced up-to-date theoretical and methodological knowledge in sociology and anthropology. The programme seeks to achieve its mission through a focus on the critical traditions and schools that constitute the core of sociology and anthropology and their developments to the present day. The programme addresses the complexity of the interrelations between local Arab and global contexts, enabling students to conduct in-depth and critical research on contemporary social phenomena in Arab contexts and beyond. The programme aims to contribute to sociological and anthropological knowledge from a modern Arab perspective.

**Type of study programme:**
Master programme

**Projected study time and number of Credit points assigned to the study programme:**
Full-time: 2 years
Part-time: up to 4 years
42 Credit points

**Mode of study:**
full-time and part-time

**Didactic approach:**
Study programme with obligatory class attendance

**Double/Joint Degree programme:**
no

**Scope (planned number of parallel classes) and enrolment capacity:**
1 class; capacity 15

**Programme cycle starts in:**
fall semester

**Initial start of the programme:**
September 2015

**Type of accreditation:**
Initial accreditation

# Procedure

A contract for the accreditation of the Sociology and Anthropology programme, Master of Sociology and Anthropology was made between FIBAA and Doha Institute for Graduate Studies on 20 October 2018. On 11 November 2019, 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 were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts.

The panel consisted of:

**Prof. Dr. György Széll**
Osnabrück University, Germany
Professor Emeritus for Sociology/Professional and Practical Field Research
(International Comparative Social Sciences, Political Economics, Labour, Social and Public Law, Business Administration, Economics, Economic and Social History, Social Policy, Anthropology)

**Prof. Dr. Britta Bergemann**
Heilbronn University of Applied Sciences, Germany
Professor for International Marketing and Sales
Managing Director of the "Steinbeis Graduate Institute of Management - Middle East"
(Communication, Public Relations, Digital/Social Media Management, Intercultural Management, Project Management, Strategic Management, Business Planning, Online Communication knowledge of the Iraqi and Saudi Arabic Higher Education System)

**Martin Luckmann**
Martin Luckmann - Managing Business Consultancy, Vienna, Austria
Management and Organisational Consultant
(Adult Education, Sociology, Social Media, Entrepreneurship, Business Development, Change Management)

**Laura Ritter**
University of Cologne & Osnabrück University, Germany
Student of Psychology (M.Sc.) (Specialization in Media & Economy Psychology)
Student of Cognitive Science (M.Sc.) (Neuroscience, Linguistics, Philosophy,)
Completed: Cognitive Science (B.Sc.), Osnabrück University, Germany

**Dr. Khalid M. El-Hassan, Country Expert**
Higher Education Consultant
Higher Education Institutions' Affairs Directorate
Ministry of Education and Higher Education, Doha, Qatar
Expertise in quality assurance, governance in higher education, qualifications frameworks, programme design and planning, internationalization of curriculum, capacity building, diversity in education, study abroad and cross-cultural education

FIBAA project manager:
Dr. Heinz-Ulrich Schmidt

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and a site visit. The site visit took place on 26/27 February 2020 at the HEI's premises in Doha. The same cluster included an appraisal of the Master programme Media and Cultural Studies. At the end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on 29 March 2020. The statement on the report was given up on 5 April 2020 it has been taken into account in the report on hand.

# Summary

The Sociology and Anthropology programme offered by Doha Institute for Graduate Studies fulfils the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 5 June 2020 and finishing on the end of spring semester 2025. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

There are many criteria in which the programme exceeds the quality requirements:
- International orientation of the study programmes design (see Chapter 1.2),
- Positioning the study programme in the educational market (see Chapter 1.3),
- Positioning the study programme within the HEI's overall strategic concept (see Chapter 1.3),
- Admission requirements (see Chapter 2.1),
- Counselling for prospective students (see Chapter 2.2),
- Selection procedure (see Chapter 2.3),
- Transparency and documentation of admission procedure and decision (see Chapter 2.6),
- Logic and conceptional coherence (see Chapter 3.1),
- Integration of theory and practice (see Chapter 3.1),
- Interdisciplinary thinking (see Chapter 3.1),
- Methods and scientific practice (see Chapter 3.1),
- Equality of opportunity (see Chapter 3.2),
- Logic and plausibility of the didactical concept (see Chapter 3.3),
- Course materials (see Chapter 3.3),
- International contents and intercultural aspects (see Chapter 3.4),
- Internationality of the student body (see Chapter 3.4),
- Internationality of faculty (see Chapter 3.4),
- Academic qualification of faculty (see Chapter 4.1),
- Internal cooperation (see Chapter 4.1),
- Student support by the faculty (see Chapter 4.1),
- Programme Director (see Chapter 4.2),
- Quantity, quality, media and IT equipment of teaching and group rooms (see Chapter 4.4),
- Access to literature (see Chapter 4.4),
- Programme description (see Chapter 5.3).

There are two criteria which have been appraised as exceptional:
- Objectives of the study programme (see Chapter 1.1),
- Process organisation and administrative support for students and faculty (see Chapter 4.2).

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

# Information on the Institution

The Doha Institute for Graduate Studies (DI) is an independent academic institution for postgraduate studies in the social sciences, humanities, public administration, and development economics. The DI realises its academic mission by integrating teaching and learning with research in a manner that prepares its graduates to become academic researchers and capable professionals who can advance human knowledge and respond to the needs of the Arab region, in ways that result in social, cultural and intellectual development in the preceding academic fields.

The DI aims through its teaching and learning programmes and the research activities of its faculty to prepare a new generation of academics and researchers who are independent thinkers and proficient in an array of research methodologies and tools.

The DI has adopted Arabic as the main language for study and research, supported by other common languages, particularly English.

The DI features two Schools — the School of Social Sciences and Humanities and the School of Public Administration and Development Economics. In total, the DI offers 17 degree programmes. The Sociology and Anthropology (SOC) programme is a part of the School of Social Sciences and Humanities (SOSH). The DI is licensed by Qatar's Ministry of Education and Higher Education. The DI's academic programmes were authorised by the Ministerial Decision No. 45 of the year 2016.

The DI also has an Executive Education Excellence Centre and a Language Centre.

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

The qualification descriptors of the UK frameworks for higher education qualifications align with the qualification descriptors of the Framework for Qualifications of the European Higher Education Area (QF-EHEA), the Dublin descriptors. Conforming to the UK framework has been discussed and agreed on with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensure for all the DI's programmes.

## Further development of the programme, statistical data and evaluation results

Programme learning outcomes were developed for the initial Programme Specification document in 2016. After three years, in 2018, the programme revised the document. The re-evaluation was conducted by the programme council, a body formed of all faculty members in the programme. Together with the feedback from the Institutional Effectiveness and Quality Assurance Committee, parts of the programme specification were fine-tuned, others were updated, and new ones were added.

These revisions were also reflected in the programme learning outcomes, where changes will enable students to acquire new academic skills, as reflected in the course Critical Readings in Sociological and Anthropological Texts in English. These revisions also addressed student employability by offering practical experience of conducting qualitative

research through the new course Fieldwork Practicum. A central part of the revisions addressed the larger social and personal involvement of students via their research projects, and the applicability of the knowledge produced to real life contexts. In addition, improvements to the study plan are achieved through the annual review of different reports and feedback from students, faculty, and the school regarding different courses and the study plan as a whole.

The core courses are in the three main domains of sociological and anthropological knowledge and skills: theory, methodology and practice. In the last three years, many discussions and evaluations of the theory cluster have been held in light of feedback from faculty and students. While feedback emphasised the solid and well-based theoretical knowledge that students achieved in these two courses, it indicated that contemporary theoretical issues and debates received less focus. Accordingly, the programme council decided to add a new elective course to the theory cluster that will address this lacuna. From the Fall 2019 semester, students are able to enrol in the course, Contemporary Theoretical Issues in Sociology and Anthropology, a 3-credit elective course for second-year students (in their third semester). The course addresses up-to-date theoretical issues and debates and associated research practices. For example, it explores theory coming out of the challenges and questions presented by new digital media, debates around queer theory versus gender and feminist theories, and new institutional critique theories.

The shape of the methodology and practice cluster has changed and developed in the last two years. The programme began with the traditional distinction between qualitative and quantitative research methods as two separate domains in methodology and practice.

## Statistics (separated by cohorts and gender) concerning:

| Master Study Programme: Sociology and Anthropology | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | SOC-2017 | SOC-2018 | SOC-2019 | SOC-2020 |
| # Study Places | | 15 | 15 | 15 | 15 |
| # Applicants | ∑ | **70** | **104** | **75** | **87** |
| | f | **29** | **37** | **23** | **33** |
| | m | **41** | **67** | **52** | **54** |
| Application rate | | 466.67% | 693.33% | 500.00% | 580.00% |
| # First-Year Student | ∑ | 13 | 16 | 8 | 15 |
| | f | 11 | 9 | 2 | 10 |
| | m | 2 | 7 | 6 | 5 |
| Rate of female students | | 84.62% | 56.25% | 25.00% | 66.67% |
| # Foreign Students | ∑ | 9 | 13 | 6 | 10 |
| | f | 6 | 6 | 1 | 6 |
| | m | 3 | 7 | 5 | 4 |
| Rate of foreign students | | 69.23% | 81.25% | 75.00% | 66.67% |
| Percentage of occupied study places | | 86.67% | 106.67% | 53.33% | 100.00% |
| # Graduates | ∑ | 12 | 13 | 6 | Yet to graduate |
| | f | 9 | 6 | 2 | |
| | m | 3 | 7 | 4 | |

| | | | | |
|---|---|---|---|---|
| **Success rate** | | 92.31% | 81.25% | 75.00% | |
| **Dropout rate** | | *7.69%* | *18.75%* | *25.00%* | |
| **Average duration of study** | | 2 years | 2.23 years | 2 years | |
| **Average grade of final degree** | | 3.485 | 3.637 | 3.46 | |

## Appraisal

The dynamic layout of curriculum development enables students to achieve both academic and job market-oriented objectives. The 2018-2019 study plan has been reviewed and developed. The development of the programme is well documented.

The admission procedure is rather rigid, as the figures above show: Lots of applicants, low enrolments: less than capacity, since DI is looking only for highly gifted and talented and ambitious students as well. Nevertheless, there are some dropouts, based on low grades of the students. The Programme council takes care to reduce dropout rate 2019 ff again.

# Programme Description and Appraisal in Detail

## 1.　Objectives

### 1.1　Objectives of the study programme (Asterisk-Criterion)

The mission of the SOC programme is to equip graduate students with advanced up-to-date theoretical and methodological knowledge in sociology and anthropology. The programme seeks to achieve its mission through a focus on the critical traditions and schools that constitute the core of sociology and anthropology and their developments to the present day. The programme addresses the complexity of the interrelations between local Arab and global contexts, enabling students to conduct in-depth and critical research on contemporary social phenomena in Arab contexts and beyond. The programme aims to contribute to sociological and anthropological knowledge from a modern Arab perspective.

One of the pillars of the DI's vision is to produce critical knowledge about Arab societies and cultures from specific Arab contexts while aiming too for a universal horizon of knowledge. The goals of the SOC programme are derived from this pillar. They translate into a study programme that aims to educate students to become productive and critical researchers, civil servants, and professionals in the third and private sectors in their countries of origin and internationally. The specific goals of the programme are the following:

- Students will acquire an in-depth and critical knowledge of the main subfields of sociology and anthropology.
- Students will be able to design and conduct sociological and anthropological research projects independently.
- Students will be prepared to qualify for admission to PhD programmes in leading universities around the world.
- Students will be prepared to qualify for working in the public as well as the third and private sectors in their home countries and international job markets.

The SOC programme aims to deliver 20 programme learning outcomes to its students, centred on knowledge and understanding, intellectual skills, practical skills, and transferrable skills, which are continuously reviewed and respectively adapted.

**The knowledge and understanding-centred outcomes are:**
PLO 01: Students will acquire a comprehensive and an in-depth knowledge of the history of sociological and anthropological thought since the early nineteenth century up until today.
PLO 02: Students will acquire an in-depth knowledge and critical understanding of the major theoretical schools in sociology and anthropology.
PLO 03: Students will acquire comprehensive knowledge and critical understanding of qualitative and quantitative research methods in anthropology and sociology.
PLO 04: Students will attain knowledge and critical understanding of modern and contemporary social and cultural regimes and formations.
PLO 05: Students will attain in-depth knowledge and critical understanding of modern Arab societies and cultures.

**The intellectual skills-centred outcomes are:**
PLO 06: Students will master and apply critical reading skills comparing different schools of sociological and anthropological thought.
PLO 07: Students will master and apply the skills for delimiting the research question of a theoretical or empirical research, and to design the research accordingly.

PLO 08: Students will master the analytical skill of deconstructing social and cultural phenomena into their elements and the processes active in their constructions.
PLO 09: Students will master and apply the skills for constructing theoretical concepts and using them in analysing research phenomena.
PLO 10: Students will master and apply the skills of building an analytical conceptual argument about different theoretical and methodological issues.

**The practical skills-centred outcomes are:**
PLO 11: Students will master and apply academic writing skills in Arabic and English.
PLO 12: Students will attain and master the skills for participating in an intellectual debate in a group discussion setting.
PLO 13: Students will attain and master the skills for using printed and electronic academic literature resources.
PLO 14: Students will attain and master the skills for locating the primary sources for collecting data.
PLO 15: Students will master and apply the skills of administering research projects and conducting them.

**The transferrable skills-centred outcomes are:**
PLO 16: Students will attain effective and efficient oral and written communication skills.
PLO 17: Students will master the skills of giving a lecture to an academic audience as well as the general public.
PLO 18: Students will master the skills of working within time frame and deadlines, and achieving goals in a timely manner.
PLO 19: Students will master the skills of planning and conducting projects, academic or otherwise.
PLO 20: Students will master the skills of productive academic work in a dynamic and changing multi-cultural environment.

## Appraisal:

The HEI systematically bases the qualification objectives of the programme on the specific requirements of the target group. The qualification objectives are documented in detail. They are constantly reviewed for their adequacy and up-to-datedness and are adapted accordingly. In addition, beyond the study programme, the unique conception of uniting Western and Arabic social sciences is exceptional. The experts are very much impressed by the combination of Western and Arabic culture and research approach and its reflecting in the curriculum and teaching materials. From their point of view, this is unique and an example of best practice.

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

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

The programme design is by content (e.g. courses, learning outcomes, faculty and intended student cohort internationally oriented. The faculty members of the SOC programme have studied and worked in different national and international academic institutions, as

highlighted in their curricula vitae, with all of them speaking two or three languages. The students in the SOC programme come from different Arab countries, including Sudan, Palestine, Morocco, Syria, and Qatar, among others. The students take English courses as a foreign language in parallel to their regular courses. The aim of these courses is to prepare students to read, analyse, and critically engage with international academic literature written in English. The syllabi of the regular SOC courses are usually composed of 40% Arabic academic literature, 30% English academic literature, and 30% translated academic literature from English, French, and German to Arabic.

In addition to guest speakers (see below chapter 3.3), the faculty of the programme have organised several international workshops and conferences. These workshops and the conference created international academic platforms for learning, teaching, and research opportunities for the faculty and the students of the programme, as well as the DI.

## Appraisal:

The programme design is internationally oriented. The different learning, teaching, and research experiences and backgrounds of the core faculty firmly situate the programme in an international setting. Owing to the emphasis of the programme design on internationality in teaching and study (e.g. in terms of curricular contents, academic staff, practical experience abroad), the programme, by imparting knowledge with that goal in mind and developing the concomitant skills, enables graduates to competently handle international tasks.

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

## 1.3 Positioning of the study programme

According to the Self-Assessment report (SAR), the Arab higher education market is characterised by a deep split between higher education public institutions and private ones. In relation to public institutions, the SOC programme builds on experiences accumulated by older national universities and according to the DI, goes beyond them to new horizons in knowledge production and teaching philosophies. The SOC programme shall offer the opportunity for a revival of sociology and anthropology in the Arab world and beyond. This is evident in terms of the faculty, facilities, student scholarships, faculty-to-student ratio, and the curricular structure of the programme. It is also the only graduate programme for sociology and anthropology in Qatar. The SOC programme offers a view of the Arab world as a whole interconnected to international communities.

In contrast to older private universities, the DI offers full tuition scholarships, stipends, and learning in Arabic, and is therefore accessible to the majority of the Arab population. As for the newly established private colleges around the Arab world, these are mainly business initiatives that tend to offer programmes teaching vocational professions, such as business and engineering, rather than basic scientific knowledge. In contrast to this most recent wave of private higher education institutions, the SOC programme is part of a non-profit institute and offers a master's degree rooted in traditions of producing scientific knowledge, with the option of embarking on a professional career, too.

As for the international educational market, according to the SAR, the position of the SOC programme is becoming more and more competitive to equivalent programmes at

traditionally sought-after universities in the UK, USA, and France for Arab students. Three main factors contribute to this end: the content and topics of the programme are more relevant to Arab students and their priorities; the programme offers a hub for Arab intellectuals and scholars that constitute the significant academic community for younger generations of Arab researchers; there are full scholarships that cover fees and living costs; and the programme regularly hosts scholars, workshops, and conferences that bring together researchers from internationally renowned institutions. Students are aware of the programme's international standing, which encourages them to enrol.

Upon finishing their degree, graduates of the programme can choose one of the following two options: to continue their academic career by enrolling in a doctoral studies programme or enter the job market and embark on a professional career. The first three goals of the programme, and their relevant PLOs, prepare students to enrol in doctoral programmes. The first goal, to "acquire in-depth and critical knowledge of the main subfields of sociology and anthropology," actualised in PLOs 1-5, gives students a solid base at postgraduate-level to be able to enrol in a PhD programme. The second goal, "designing and conducting sociological and anthropological research projects independently," which relates directly to PLO 3 and indirectly to other PLOs, meets one of the major requirements of doctoral studies: being able to work as an independent researcher. The third goal, "preparing students to qualify for admission to PhD programmes in leading universities around the world," which is achieved through PLOs 16-20, addresses the practicalities of searching for an appropriate PhD programme and preparing an application that fulfils the specific requests of each programme.

The path of embarking on a professional career is paved by four of the five goals of the programme. The first goal ensures in-depth knowledge of modern societies and therefore the possibility to respond to contemporary issues. The second goal enables students to practice designing and undertaking research projects and the ability and skill to evaluate their results. The fourth goal, "preparing the student to qualify for working in the public as well as the third and private sectors in their home countries and international job markets," is achieved by the student combining knowledge of social, cultural, and political realities and their major dynamics; locating, analysing and addressing problems; and acquiring a strong work ethic. The fifth goal, "having the reflective and critical abilities to locate the major problems in their societies and cultures and engage with them publicly as active citizens committed to the public good," will prepare graduate students to instrumentalise their knowledge and skills into plans and actions that serve a wide range of beneficiaries. PLOs 10-20, consisting of key practical and transferrable skills, are the concrete terms by which the goals of the programme are achieved through its study plan.

The mission of the DI is to prepare its graduates to become academic researchers and professionals in the social sciences, humanities, public administration, and development economics. The School of Social Sciences and Humanities (SOSH) implements this mission in the social sciences and humanities through its eight programmes, one of which is the SOC programme. As noted from the list of programme goals and PLOs in section 1.1, the SOC programme seeks to actualise the mission of the DI by preparing its students to qualify for enrolment in related PhD programmes at leading international universities, and to acquire high professional standing in job markets in public and private sectors in their home countries and internationally.

## Appraisal:

The unique characteristics of the SOC programme in the higher education markets are already bearing fruit despite the programme's recent launch in 2015. Each year, more and more students apply to enrol in the programme (see above statistics).

Whatever their path or career, graduates of the programme will be prepared by the programme's design, goals, and PLOs, to embark on their new phase in life. The HEI has thoroughly examined the educational market and used the results in establishing its own unique and competitive profile.

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

The study programme's qualification goals constitute the core of the faculty's strategy and are sustainably implemented. The programme is totally in line with the mission and strategy of DI: The programme realises the mission of the DI by its high academic standards for postgraduate studies in sociology and anthropology. Moreover, due to the programme design, faculty members, and activities, the programme is contributing to DI's academic standing and adding new impetus to sociology and anthropology in the Arab world as well as internationally.

| | | 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 SOC programme seeks to attract top students from the Arab world and beyond. Applicants are expected to have a track record of academic success, including an undergraduate degree with a minimum 3.0 Grade Point Average (or its equivalent), and possess good command of both Arabic and English. Applicants submit:

- A curriculum vitae (CV): the CV gives a timeline of accomplishments in the candidate's academic and career experiences.
- A bachelor's degree certificate (or higher): this seeks to ascertain that the candidate graduated in sociology, anthropology, or another relevant discipline, at an accredited university.
- Transcripts: this presents a detailed description of the candidate's academic performance in their course of study.
- A minimum of two academic references: the purpose of this requirement is to get an in-depth acquaintance and understanding of the academic abilities, skills, and performance of the candidate.
- Academic essay: the academic essay on a specific topic reveals, through a concrete example, the academic knowledge, analytical abilities, and skills of the candidate.
- Personal statement: the reason for this requirement is to gauge the candidate's own account of the connections between his/her plan for postgraduate study and future career, and his/her interest in the programme and the DI in general.
- Certificate of English proficiency: (see below).
- Copy of an official form of identification.

The DI website lists all admission requirements. Due to the DI's diverse student target groups, the Institute offers counselling and support for prospective students at multiple levels and in different forms the whole year round. One distinction is between counselling for prospective students who are interested in applying to DI, and students who DI reaches out to. For students interested in DI, counselling is offered at three different levels: The Institute, SOSH, and the programme. The support provided at each of these three levels is tailored to the needs of prospective applicants. At the level of the Institute, Admissions answers enquiries regarding general admission requirements. It communicates with interested applicants via personal meetings, phone calls, emails, and different social media outlets. International and regional applicants are encouraged on the DI website to submit questions via email or by call.

There are two types of activities for reaching out to prospective students. The first is an open day activity, which targets prospective students who live in Qatar. This target group is reached via social media platforms and advertisements. The open day includes a general introduction to DI and its different schools. In the opening lecture, the mission and structure of DI are presented followed by an explanation of the application process. After the opening presentation, prospective students learn more about the different programmes offered at DI, each located in a different booth. The faculty of the SOC programme always participate in these open days to answer and advise prospective students who approach them.

The second outreach activity is visits to universities in different Arab countries. The Institute aims to enrol students from all over the Arab world and beyond and therefore, in addition to social media outlets and the DI website that addresses these target groups; there are outreach activities carried out in different Arab countries. Teams from DI have visited universities in Morocco, Sudan, Tunisia, Palestine, Jordan, and Lebanon. The visits include lectures to students and faculty, seminar-setting presentations for potential students, meetings with key individuals in the host institution, and personal meetings with prospective students to provide support. A representative from SOC joined the teams that visited Morocco, Tunisia, Sudan, and Lebanon. These visits were successful as the SOC

programme witnessed a sharp increase in the number and quality of prospective students who sought support and applied to enrol in the programme after each visit.

Each year the programme appoints a committee, chaired by the head of programme, including 2-3 faculty members from the programme, to run the selection process, as required by DI bylaws. The procedure itself is conducted electronically on the webpage of the selection process and is comprised of four stages. The first stage is undertaken by DI Admissions. It ensures that each applicant has submitted all the required documents and has satisfied the admission criteria set by the programme. The applicants who pass this first stage proceed to the second stage, which is the academic evaluation. Each member of the selection committee has an account on the webpage of the selection process, where he finds the list of applicants for academic evaluation. Evaluation is conducted by assigning a numerical value (0-10) for each of the required items: the GPA, academic essay, and personal statement. The applicants with an average score above 7 are then shortlisted for the next stage. The third stage of the selection process is to conduct interviews. The committee meets the candidate personally if he resides in Qatar, or via Skype if they live abroad. Each interview lasts 20-30 minutes and aims to gain first-hand acquaintance with the candidate, his/her abilities, academic knowledge, communication skills, and verbal articulation of analytical concepts. After concluding the interviews, the committee convenes to discuss the performance of each interviewee, and the profile of the interviewees, as a cohort, in comparison to previous years. Each committee member then assigns a numerical value (0-10) for each interviewee on the webpage of the selection process. A list of the candidates who score above 7 is compiled automatically and those who are successful will be offered a place on the programme.

Upon finalising the list, the chair of the committee drafts a report on the proceedings of the selection process, which is then discussed and commented on by the rest of the committee members. After revisions are made, if required, in light of the committee discussions and comments, the members sign the final draft of the report and the chair sends a copy to the dean of SOSH for final approval. The dean communicates the report to DI Admissions who in turn sends acceptance letters to relevant applicants.

There is no professional experience requirement to enrol in the SOC programme. However, previous experience in conducting sociological and/or anthropological research is viewed positively. This is particularly the case for prospective students whose BA is not in sociology or anthropology.

Arabic is the main language of teaching at the DI and English is a second language. To ensure high English proficiency among DI students, one of the admission requirements is to have a score of at least 5.5 in IELTS, or the equivalent score in TOEFL. In addition, the DI has a language centre, which teaches English to students. The aim of the centre is for students to achieve 6.5 in IELTS, or its equivalent, upon graduation.

In the first three years, the SOC programme applied the policy for English proficiency in the selection process for applicants. During this period, there were regular re-evaluations of the selection process for the programme in order to make it more appropriate to target groups of prospective students. One of the main challenges was that the majority of prospective students from Tunisia, Algeria, and Morocco have French as their second language, and not English. This resulted in a sharp drop in the quantity and quality of applicants from these countries. This meant that almost 40% of target groups for the programme were excluded even before applying. Similar challenges were also evident in other programmes at SOSH, such as in philosophy and history. The action plan devised to address this challenge drops the English language requirement of 5.5 in IELTS and supplements the SOC programme with an English language course, Advanced Readings in Sociological and Anthropological

Research in English. The aim of this course is for students to undertake close reading and critical engagement with contemporary research written in English. In this way, students will improve their English proficiency by applying English language skills to sociological and anthropological texts. This plan was approved by the DI faculty council and will be implemented in 2019/20. At the end of the academic year 2019/20, the SOC programme will re-evaluate the new plan and make any necessary changes or adjustments.

All applicants are formally informed of their admissions status by emails sent by Admissions at the conclusion of the evaluation process. Accepted applicants complete an Admission and Scholarship Form and return it to Admissions along with the required official documentation. Unsuccessful applicants are sent a rejection letter.

Additionally, DI Admissions regularly holds meetings on different aspects of admissions procedure with faculty and administrators at the DI. In these meetings, staff at DI Admissions explain the admissions procedure and receive feedback from faculty regarding its reliability and validity for selecting top applicants. These discussions often result in action points that improve procedures. Faculty members of the SOC programme actively participate in these meetings, and at times hold separate meetings with Admissions to specifically discuss admissions procedure in their programme.

Documentation of the admissions procedure and decisions occurs at multiple stages. The first stage occurs in DI Admissions, which keeps all records of admissions procedure and decisions. The second stage is the webpage of the selection process that saves all the evaluations conducted by the programme's committee members, including comments to explain each evaluation. The third stage is records of the meetings carried out by admissions committees at programme level.

Moreover, the head of programme drafts a comprehensive report summarising the whole process of selection. In addition to the above stages, there is a standing committee at DI level whose role is to monitor and evaluate the general process of admissions procedure and decisions.

## Appraisal:

The application process is highly competitive and severe, since only top students are gaining admission. The programme capacity is 15 students, the number of each cohort in the last four years used to be less.

The admission requirements are defined and comprehensible. The national requirements are presented and taken into account. Additionally, the admission requirements are oriented towards the strategic goals of the study programme.

The communication between DI Admissions and prospective applicants is efficient, and requests and queries are answered in a timely fashion. The different channels of communication with prospective students answer most of the information and support needs of the target groups for the SOC programme. Moreover, the programme has observed a direct relation between such support activities and increases in the quantity and quality of the pool of applicants wanting to enrol in the SOC programme. The HEI ensures a constant availability for prospective students and reacts quickly to incoming enquiries. The counselling options are based on the target group's needs.

The selection procedure was developed on the basis of the study programme's objectives. The procedure is periodically reviewed for its effectiveness and adapted in accordance with the obtained results. The admission requirements (required language proficiency level or

required result in a concrete language test) or preparatory language courses ensure that students are able to successfully complete the study programme.

The different layers of the admissions procedure and decisions ensure a transparent process for selecting applicants at the DI. Moreover, the documentation at each academic and administrative unit involved in the process, and the involvement of different committees, enables critical self-evaluation and accountability.

The admission procedure is described, documented, and accessible for interested parties. The admission decision is based on transparent criteria and is communicated in writing. In addition, the admission decision contains detailed information on the results of the admission procedure.

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

# 3. Contents, structure and didactical concept of the programme

## 3.1 Contents

The study plan consists of four clusters of courses, three of which, the core and elective courses and the thesis, are given at the programme level. The fourth, the interdisciplinary cluster, is given at the SOSH level. All four clusters of courses are derived from the PLOs of the programme and aim to achieve them. At the programme level, the study plan is built around a set of core courses and the thesis. At the same time, there is the flexibility to improve these courses and add new elective courses as required. The core courses are in the three main domains of sociological and anthropological knowledge and skills: theory, methodology and practice. The thesis is the final research project that utilises these three clusters.

Curriculum overview:

| Sociology and Anthropology | | | |
|---|---|---|---|
| **Semester 1** | | | |
| Students study 3 core courses and one School Core Compulsory Course. | | | |
| **Core Courses (9 credits)** | | | |
| **Course Code** | **Credit Hours** | **Course Title** | **Course Category** |
| SOC 611 | 3 | Social Theories | Programme Core Course |
| SOC 614 | 3 | Qualitative Research Methods | Programme Core Course |
| SOC 613 | 3 | Quantitative Research Methods | Programme Core Course |
| **One School Core Compulsory Course** | | | |
| SOSH 601 | 3 | Issues in the Study of Social Sciences and Humanities | School Core Compulsory Course |
| | | Total credit hours for the semester = 12 credit hours | |
| | | Total credit hours = 12 credit hours | |
| **Semester 2** | | | |
| Students study 3 core courses and one non-restricted or programme elective. | | | |
| **Core Courses (9 credits)** | | | |
| **Course Code** | **Credit Hours** | **Course Title** | **Course Category** |
| SOC 612 | 3 | Anthropological Theories | Programme Core Course |

| | SOC 615 | 3 | Sociology and Anthropology of Arab Societies | Programme Core Course |
|---|---|---|---|---|
| | SOC 616 | 3 | Fieldwork Practicum | Fieldwork Practicum |

**Programme Electives (3 credits)**

| | Course Code | Credit Hours | Course Title | Course Category |
|---|---|---|---|---|
| | | 3 | Free Elective | |
| | SOC 628 | 3 | Visual Anthropology | Elective Courses |
| | SOC 626 | 3 | Sociology of the Arab Spring | Elective Courses |
| | SOC 635 | 3 | The Sociology of the body | Elective Courses |
| | SOC 636 | 3 | Sociology of the Identity | Elective Courses |
| | SOC 625 | 3 | Immigration and Citizenship | Elective Courses |
| | | | Total credit hours for the semester = 12 credit hours | |
| | | | Total credit hours = 24 credit hours | |

**Semester 3**

Students choose two programme elective courses from **Elective Group,** and Specialised English Language Course (non-credit hours) and two Interdisciplinary Courses + and one Non-restricted Elective course or programme elective course from **Elective Group II** (in case the students did not take the non-restricted elective or programme elective in semester 2

**Elective Group I: Elective Courses (6 credits)**

| | SOC 629 | 3 | Anthropology of Religion | Elective Courses |
|---|---|---|---|---|
| | SOC 622 | 3 | Gender in Arab Societies | Elective Courses |
| | SOC 631 | 3 | Contemporary theories in sociology and anthropology | Elective Courses |
| | SOC 631 | 3 | Marginalization and social inequality | Elective Courses |
| | SOC 632 | 3 | Transformations in rural communities | Elective Courses |

**Specialised English Language Course (non- credit Course)-Graduation Requirement**

| | SOC 001 | 0 | Critical readings in contemporary sociology and anthropology texts | Core Course |
|---|---|---|---|---|

**Interdisciplinary Courses (6 credits)**

| | Course Code | Credit Hours | Course Title | Course Category |
|---|---|---|---|---|

| | SOSH 670 | 3 | Experiences of Modernity in the Arab World | Elective Interdisciplinary Course |
|---|---|---|---|---|
| | SOSH 671 | 3 | Colonialism and Arab National Liberation Movements | Elective Interdisciplinary Course |
| | SOSH 672 | 3 | Civil Society in Comparative Perspective | Elective Interdisciplinary Course |
| | SOSH 673 | 3 | Gender, Identity and Modernity in the Middle East | Elective Interdisciplinary Course |
| | SOSH 674 | 3 | Critical Readings in Modern and Contemporary Aesthetics: Sound, Image, Text | Elective Interdisciplinary Course |
| | SOSH 675 | 3 | Sociolinguistics | Elective Interdisciplinary Course |
| | SOSH 676 | 3 | Political Economy of the Arab World | Elective Interdisciplinary Course |
| | SOSH 677 | 3 | Comparative Cultural Studies: Theory and Application | Elective Interdisciplinary Course |
| | SOSH 678 | 3 | History of Liberation Ideas | Elective Interdisciplinary Course |
| | SOSH 679 | 3 | War Ethics | Elective Interdisciplinary Course |
| | SOSH 680 | 3 | Advanced Critical Thinking and Academic Writing | Elective Interdisciplinary Course |
| | SOSH 681 | 3 | Power and Language | Elective Interdisciplinary Course |
| | SOSH 682 | 3 | Philosophy of Social Sciences | Elective Interdisciplinary Course |
| | SOSH 683 | 3 | Survey Research | Elective Interdisciplinary Course |
| | | | Total credit hours for the semester = 12 credit hours | |
| | | | Total credit hours = 36 credit hours | |
| **Semester 4** | | | | |
| | | | | |
| Students register for the Dissertation (6 credits) | | | | |
| **MA  Dissertation (6 credits)** | | | | |
| | | | | |
| | **Course Code** | **Credit Hours** | **Course Title** | **Course Category** |
| | SOC 699 | 6 | Dissertation - Sociology and Anthropology | MA Dissertation |
| | | | Total credit hours for the semester = 6 credit hours | |

| | | | Total credit hours = 42 credit hours | |
|---|---|---|---|---|

One of the main pillars of DI's vision for teaching and research is interdisciplinarity. While this concept can have different meanings, at the DI it refers to mastering the theoretical and methodological knowledge and skills to think and explore certain phenomena beyond the narrow confines of a single discipline. The School offers two types of interdisciplinary courses that all the programme's students must enrol in: the first is an obligatory course titled Issues in the Social Sciences and Humanities and the second is a choice out of a number of courses on different themes from which students choose two courses. An example of the second type is a course titled Feminist Theory and Post-Colonial Studies. The obligatory course and the two elective courses offer students the opportunity to discover new thematic and theoretical terrains in the social sciences and humanities, and to explore them from a new point of view. The course, Issues in the Social Sciences and Humanities, seeks to show how similar themes, debates, and theoretical schools manifest differently across disciplines, and hence develop a comparative interdisciplinary approach. The elective courses explore one theme in-depth from an interdisciplinary perspective that contains multiple positionalities. The thesis research project and its final product, the written thesis, combine all elements of the three course clusters. It is the major research project that students independently conduct. The thesis format is standardised by the Institute and the citation style is the last edition of The Chicago Manual of Style.

Students design the methodological approach of the research. They must prepare a research proposal and submit it by the deadline, which is then scrutinised by his/her supervisor and the head of programme. In most cases, students conduct their fieldwork research during the summer break, which lasts around 14 weeks, enabling them to conduct fieldwork outside Qatar, and some students apply for the competitive fieldwork research grants offered by the DI. Usually the third semester is dedicated to data analysis and the beginning of the writing phase. Most of the students finish their required courses by the third semester and dedicate the fourth to writing their thesis.

The programme name is "The Programme of Sociology and Anthropology" and the degree awarded is titled "Master of Sociology and Anthropology."

The practical side of sociology and anthropology is the exploration of different case studies and research projects. In the study plan, there are two theory courses, while the rest of the courses present thematic and practical examples through case studies. The three methodology courses offer a rich range of possibilities for combining the integration of theory and practice. The thesis is the major research project in the study plan and integrates theory and practice.

The students acquire interdisciplinary thinking due to the nature of the programme and its subject matter, i.e. social and cultural phenomena. There are two main ways of teaching interdisciplinary thinking: through specific interdisciplinary courses, or as a method of inquiry across courses. For example, the visual anthropology course addresses visual products and sensibilities by synthesising different approaches from different disciplines.

Students on the SOC programme must enrol in three interdisciplinary courses offered by the School.

Ethical aspects are first communicated and highlighted during the student orientation week, at the beginning of the first semester. Ethical aspects are also part of the content of several methodology courses and as a topic of discussion in many others. Moreover, faculty of the

programme hold regular meetings with students concerning their progress in conducting research for their theses, in which ethical aspects are discussed through specific examples of research.

The study plan of the programme has a methodology and practice cluster, including three obligatory courses: Qualitative Research Methods, Quantitative Research Methods, and Fieldwork Practicum. There is also an elective course, Advanced Quantitative Research Methods, which is not offered on a regular basis. These courses are focused on scientific methods, including academic writing. During the first two semesters of their course of study, students learn in-depth knowledge and skills for using qualitative and quantitative methods. Moreover, students practice building and conducting a research project as part of the requirements of these courses. In addition, most of the courses require written academic assignments in which students receive feedback and critique regarding their academic writing skills.

Assignments for courses on the SOC programme use to require writing essays to achieve the programme learning outcomes, e.g. reaction papers, mid-term research papers, short essays, in-class critiques, research proposals, individual and group oral presentations of research projects, oral presentations of the thesis research project.

Each course has 3 or 4 assignments, which are spread throughout the semester in roughly equal intervals. Each assignment addresses issues dealt with in the course's specific sessions, and the final assignment addresses the overall process of learning and understanding in the course. The academic essay format of assignments ensures familiarity of the student with relevant bodies of knowledge and understanding in the programme. Students develop their own critical analytical position vis-a-vis arguments presented in the reading materials and lectures, providing that skills that enable students to learn independently. The exception to the written essay format is the Quantitative Research Methods course, due to its content and learning outcomes. In addition to the assignments, students take one final exam to ensure that they have achieved the required knowledge and skills.

## Appraisal:

While the theoretical and methodological clusters are more general and are applicable to all sociological and anthropological specialisations, there are some specific courses complementing them by giving examples of how to apply them to particular social and cultural phenomena and contexts.

The contents of the modules consistently reflect the strategic orientation of the study programme. They clearly meet the requirements of the job market. Additional electives enhance the graduates' employability.

The curriculum covers content, knowledge, and skills in the disciplines of sociology and anthropology at the master's level, as it is recognised nationally and internationally.

The degree and programme name correspond to the contents of the curriculum and the programme objectives.

Theory and practice are systematically interrelated throughout the curriculum. Theoretical discourse and practical application complement each other in developing the students' qualification profile.

The interdisciplinary courses are built on bridging different disciplines in the social sciences and humanities in order to enable students to think about and critically engage with theoretical and methodological issues beyond the confines of their specific field of study. Moreover, SOSH courses enable the student to develop comparative thinking between approaches in sociology and anthropology vis-a-vis other disciplines and epistemologies. The study programme puts an emphasis on preparing the students for an occupation requiring trans- and interdisciplinary knowledge.

Ethical implications are appropriately communicated.

Methodological competences and scientific practice are thoroughly trained. Students are equipped with the necessary skills for research-oriented work and for applying those skills in the respective vocational fields.

The HEI presented a PLOs matrix table extracted from the SOC programme specification outlining how courses are aligned to these outcomes and assessed accordingly.

By working independently, completing the research project, and submitting the thesis, students develop and enhance their critical and reflective capacities, enabling them to engage with the social and cultural realties around them. This manner of examination meets the learning outcomes of each course and of the programme in general. All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated based on published and coherently applied criteria, rules, and procedures. The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

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

## 3.2  Structure

| Projected study time | Two years for full-time students, and either three or four years for part-time students |
|---|---|
| Number of Credit Points (CP) | 42 credit hours (American credit point system) |
| Workload per CP | 168 hours |
| Number of modules | 13 courses |
| Time required for processing the final thesis and awarded CP | Students have one semester to complete their thesis, which totals 6 credit hours |
| Number of contact hours | 546 total contact hours |

The DI applies the American Credit system; it employs a 60-minute credit hour system; courses are worth 3-credit hours each, and each course meets once per week for a total of three hours (180 minutes). Individual courses, then, hold 14 three-hour sessions per semester for a total of 42 semester contact hours.

The programme structure is built from five types of academic units with credit hours. The students are required to enrol in English courses in parallel to their programme-based ones, but these are non-credited. The five types of courses are:

- Theory Courses Cluster: Sociological Theory (obligatory, 3 credit hours), and Anthropological Theory (obligatory, 3 credit hours).
- Methodology and Practice Courses Cluster: Qualitative Research Methods (obligatory, 3 credit hours), Quantitative Research Methods (obligatory, 3 credit hours), and Research Training (obligatory, 3 credit hours).
- Specific Topic Courses Cluster: Sociology of Arab Societies (obligatory, 3 credit hours) and, starting from next year, Critical Readings in Contemporary Sociology and Anthropology (obligatory, non-credited) and a number of elective courses with 3 credit hours each (see appendices for the list of elective courses).
- Interdisciplinary Courses at the School Level: Issues in the Social Sciences and Humanities (obligatory, 3 credit hours), and two interdisciplinary elective courses with 3 credit hours each (see appendices for the list of interdisciplinary elective courses).
- Thesis: Independent research project with supervision by one or more faculty members (obligatory, 6 credit hours). Students submit a thesis of 12,000-18,000 words by the end of their final semester.

Structure overview:

| Module No. | Title of Module / Course Unit | Credit Points per Semester | | | | | | Workload | | Method of Teaching | Form and Duration of Examinations |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Example 1st Semester** | | | | | | | | | | |
| | | 1 | 2 | 3 | 4 | | | Hours in Class | Hours Self-Study | i.e. lecture course, seminar | |
| **M1** | **Module 1** | 3 | | | | | | | | | |
| M 1.1 | Course Unit 1: SOC 611 Social Theory | | | | | | | 42 | 126 | L/T/S | Final Paper (40 % of the final grade) |
| **M2** | **Module 2** | 3 | | | | | | | | | |
| M 2.1 | Course Unit 2: SOC 613 Quantitative Methods | | | | | | | 42 | 126 | L/T/S | Midterm and final examinations (each is 30% of the final grade) |
| **M3** | **Module 3** | 3 | | | | | | | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| M 3.1 | Course Unit 3: SOC 614 Qualitative Methods | | | | | | | | 42 | 126 | L/T/S | Final Paper (50% of the final grade) |
| **M4** | **Module 4** | **3** | | | | | | | | | | |
| M 4.1 | Course Unit 4: SOSH 601 Issues in the Study of Social Sciences and Humanities | | | | | | | | 42 | 126 | L | Final paper (40% of the final grade) |
| | **2nd Semester (students choose one of the electives: SOC 627 or SOC 628)** | | | | | | | | | | | |
| **M5** | **Module 5** | | **3** | | | | | | | | | |
| M 5.1 | Course Unit 5: Anthropological Theory | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| **M6** | **Module 6** | | **3** | | | | | | | | | |
| M 6.1 | course unit 6: SOC 615 Sociology and Anthropology of Arab Societies (for the cohort of 2018/2019) | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| **M7** | **Module 7** | | **3** | | | | | | | | | |
| M 7.1 | Course Unit 7: Research Training | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| **M8** | **Module 8** | | **3** | | | | | | | | | |
| M 8.1 | Course Unit 8: SOC 628 Visual Anthropology | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| **M9** | **Module 9** | | **3** | | | | | | | | | |
| M 9.1 | Course Unit 9: SOC 627 Sociology of Violence | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| | **3rd Semester** | | | | | | | | | | | |
| **M10** | **Module 10** | | | **3** | | | | | | | | |
| M 10.1 | course unit 10: SOC 615 Sociology and Anthropology of Arab Societies (For the cohort of 2017/2018) | | | | | | | | 42 | 126 | L/T/S | Final paper (40% of the final grade) |
| **M11** | **Module 11** | | | **3** | | | | | | | | |
| M 11.1 | Course Unit 11: SOC 625 Migration | | | | | | | | 42 | 126 | L/T/s | Final Paper (40% of final grade) |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | and Citizenship | | | | | | | | | | |
| M12 | **Module 12** | | 3 | | | | | | | | |
| M 12.1 | Course Unit 12: SOC 626 Sociology of the Arab Spring | | | | | | 42 | 126 | L/S | Final Paper (40% of final grade) |
| M13 | **Module 13** | | 3 | | | | | | | | |
| M 13.1 | Course Unit 13: Elective Social Sciences and Humanities Course | | | | | | 42 | 126 | L/S | Depends on Course Selected |
| M14 | **Module 14** | | 3 | | | | | | | | |
| M 14.1 | Course Unit 14: Elective Social Sciences and Humanities Course | | | | | | 42 | 126 | L/S | Depends on Course Selected |
| | **4th Semester** | | | | | | | | | | |
| M 14.1 | **Module 15** | | | 6 | | | | | | | |
| | MA Thesis | | | | | | 0 | 252 | | | |
| M16 | **Module 16** | | 3 | | | | | | | | |
| M 15 | Course Unit 14 - Free Elective Course (some students enrol in the free elective course in earlier semesters) | | | | | | 42 | 126 | L/S | Depends on Course Selected |

The study plan of 2019/2020 is the same as the one of 2018/2019 except the following:

1- The course SOC 615 is now taught in the second semester instead of the third one.

2- The course SOC 001 was added to the third semester.

3- The newly recruited faculty added 3 elective courses: The sociology of the body, the sociology of identity, and contemporary theories in sociology and anthropology.

Most students are registered full-time and complete the programme in two years. Full-time students may be granted extensions on a case-by-case basis. A part-time study option is also available with some students offered individual part-time study plans that put them on track to complete their programme in either three or four years. The maximum allotted time for the SOC master's degree is four years. To accommodate students who are employed and studying at the same time, most DI courses are scheduled from 3 p.m. onwards.

There are clear policies for assessments and examinations, grading, re-sits, academic standing, credit transfer, and MA theses. All of these policies are published in full on the DI website and are referred to and summarised in course syllabi.

Thus, for instance, instructors are required to provide detailed feedback on student assignments, at least 60% of a course's assessments must be research related, and no single course assessment can constitute more than 40% of an overall course grade. With regards to rules for syllabi, a syllabus template is used by all DI instructors. The template

seeks to ensure that all instructors appropriately develop their syllabi and include all necessary information. All syllabi must include the course title, credit hours, course description, information about the instructor, assessment description, semester schedule/plan, learning outcomes, and relevant academic policies.

The Grading Policy outlines each of the DI's grading categories from A to F and includes a description of what characterises each grade level. The Thesis Policy governs the completion of MA theses and outlines all thesis requirements for both students and examiners.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. A relative grade (rank) is already provided on student transcripts on demand. According to the regulations, it will be added as a general regulation, due to technical reasons only in Fall semester 2020/2021.

The courses consist of 14 weekly meetings and each meeting lasts 3 hours. The syllabi are based on these calculations and on a balanced workload accordingly. The workload of the programme is reviewed on a regular basis and all faculty members participate. It is discussed in the bi-annual meeting between students and faculty in the student-faculty forums. In the academic year of 2018/19, these discussions led to a policy of coordinating the timing of the assignments of different courses so that they do not overlap and create a heavy workload for students. In the last three years, the SOSH council and DI council have discussed the study workload in several meetings, taking into consideration student and faculty feedback.

DI operates under an overarching non-discrimination statement prohibiting the inclusion of any non-academic criteria in the selection of students or the evaluation of their credentials such as gender, race, colour, disability, language, religion, opinion, national, ethnic or social origin, minority status, property, birth, etc. Lower-income students are aided by the Institute's free tuition programme. All non-local students benefit from scholarship packages that cover tuition, on-campus housing, a monthly stipend, reimbursement of public health insurance fees, airfare to-and-from their home countries, and subsidised transportation.

Students with special needs are encouraged to visit the Enrolment and Student Affairs department. All syllabi include a note about students with special needs: "Special needs or any disability-related concerns and requests must be submitted by students to the Enrolment and Student Affairs Department in good time to allow for facilitating such requests. The course instructor must also be previously informed of any requests and accommodations."

## Appraisal:

The structure of the programme follows the credit system of the United States. The regular size of three credit hours per course, which represent courses with a total workload of nine hours per week, corresponds to the American system. The programme structure supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined. The final

grade is supplied with a relative grade according to recent DI regulations, due to technical reasons realised only since Fall semester 2020/2021.

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

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. The measures taken are periodically reviewed and adapted in accordance with the obtained results.

| | 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 didactical concept of the programme is based on achieving a productive balance between the acquisition of knowledge and skills and the centrality of the student in the learning process. The interrelation between these two poles is crucial for achieving the programme learning outcomes. Thus, diverse teaching methods are used to communicate knowledge and skills to enable students to engage with them in a reflective and critical manner. Each course uses at least four didactic tools: interactive frontal lectures, small group discussions, meetings between the lecturer and students (tutorials), and research projects initiated and conducted independently by students. Many courses have more tools, such as using audio-visual materials, student presentations, and guest lectures, traditional PowerPoint lectures along with course readings, case studies, and examples and illustrations among others. Creating diverse channels of communication ensures that students learn via the most suitable tools available to them.

Course syllabi are designed around course learning outcomes. The head of programme reviews all syllabi to ensure they are consistent with these learning outcomes and consults with faculty on their design and implementation.

The syllabus is where the learning materials of a course are outlined. The learning materials are organised according to the topic of the weekly session. Each session has learning materials that meet the course learning outcomes. For example, if in the Sociological Theory course, a session is on Marxism, the learning material would include a text, which explains Marxism's origins and developments, texts by Karl Marx, texts that criticise this school of thought from different perspectives, and other reading materials.

The DI uses an electronic course management system (Moodle) as the platform for e-learning. Each course is uploaded to Moodle with its learning materials, such as the texts of lectures, readings and hand-outs. The Moodle course page is organised according to weekly

sessions and each session contains a title, a brief description of the session's content, and the learning materials in digital format. Through the Moodle course page, the course instructor can add new learning materials, instructions, and send messages to all students enrolled in the course.

Beyond assigned readings, all course syllabi include an "indicative reading list", which suggests additional readings for students wishing to gain more in-depth knowledge of the subject material.

Each semester, the SOC programme hosts guest lecturers in several ways. First, the programme has a visiting professor position for one or two semesters. Second, the programme holds a seminar every three weeks where different guest lecturers from outside the DI are invited. Third, faculty members in the programme hold several workshops and conferences, which include many guest lecturers. Fourth, other programmes at the DI host several guest lecturers each semester and their lectures and talks are open to all students and faculty. Finally, in many of the programme's courses, faculty members host guest lecturers, usually researchers working in Qatar, who share their research experience and insights with students.

Additionally, the Arab Centre for Research and Policy Studies is a sister institution of the DI. It holds conferences on different topics relevant to the social sciences and humanities. It hosts leading academics and intellectuals from the Arab world and beyond. The SOC programme faculty and students actively participate in these conferences.

## Appraisal:

The SOC programme's teaching vision positions the student at the centre of the learning process. The didactical approaches, methods and tools are convincingly oriented towards the intended learning outcomes. The didactical concept of the study programme is described, plausible, and oriented towards the programme objectives. It allows for the application of different teaching and learning methods, such as, for instance case studies. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module, for instance by regularly using case studies.

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.

The SOC programme regularly hosts academics and researchers as guest speakers from around the world. Hosting speakers usually involves three main activities: a public lecture, a seminar presentation to the programme's faculty and students, and a seminar meeting with students. Guest lecturers are invited and contribute to the students' qualification process with their special experience, either from professional practice or scientific work, but also, for example, from culture and politics.

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

## 3.4 Internationality

The SOC programme has an international orientation in total. The study plan is based on the understanding that sociological and anthropological knowledge and skills are largely universal in scope. Moreover, the universal scope is a product of common human experiences in societies and cultures around the globe. Hence, one of the main apparatuses of producing such knowledge and skills is through intercultural encounters. At the practical level, the universal scope and intercultural aspects of content are reflected in studying universal theoretical approaches from different backgrounds and studying case studies from across the globe in comparative perspective. For example, the SOC programme study plan includes theoretical approaches that were developed in Germany, France, USA, India, Africa, and the Arab world. As for case studies, the SOC programme presents social and cultural phenomena from Latin America, India, Africa, Canada, and from different Arab countries.

Moreover, the diverse social and cultural backgrounds of the faculty and students bring together different academic traditions that create an international approach characterised by diverse academic discourses. These learning and research experiences provide preparation to students for studying and working in international environments in the future.

The students in the SOC programme come from different Arab countries, including Sudan, Palestine, Morocco, Syria, and Qatar, among others. They bring to the learning, teaching, and research activities various academic traditions, mainly American, British, and French, and local variants of these. This creates multicultural platforms at the programme level, as well as in the institution more broadly.

The SOC programme faculty come from different social, cultural, and academic backgrounds. The programme faculty's different international backgrounds are reflected in the structure and content of the programme's study plan. The faculty's international backgrounds have contributed to producing a study plan that meets international academic standards while attuning to local variants as well as drawing on diverse approaches and syntheses of social and cultural difference.

All the programme's faculty members are active scholars and between them have published in Arabic, English, French, and Hebrew. They participate in international conferences, workshops, and research groups. They bring their international experience to the DI and this diversity helps to promote the learning outcomes of the programme.

Arabic is the main language for teaching, learning, and assessment at the DI, and English is used as a supporting language. The average ratio of Arabic to English course materials and literature is 7 to 3, although around half of the materials and literature in Arabic are in fact translations from English, French, and German. Mastering the use of English in reading and writing academic texts is a requirement in order to graduate and this is achieved through learning English at the Language Centre. Additionally, the programme currently offers an

obligatory non-credited course (starting from Spring 2019), Critical Readings in Contemporary Sociology and Anthropology, in which students will practice close reading skills of contemporary sociological and anthropological literature in English. These different and systematic English-based learning activities aim to ensure that students acquire the necessary knowledge and skills to be fluent in academic English.

## Appraisal:

Internationality is the brand of the SOC programme. The acquisition of intercultural competences and skills are at the core of the programme's learning objectives and are strongly promoted. Most of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The measures taken to ensure an international composition of the student body show a clear and sustainable effect. The international composition of the faculty is a fundamental element shaping the profile of the study programme and is promoted by the HEI.

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

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

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

Students learn and practice multidisciplinary competences, communication, and public-speaking skills as part of the curriculum and other academic activities. In several courses, students are assigned oral presentations in which they describe their research projects and/or review academic texts from a multidisciplinary perspective, such as in the SOSH courses. Students use multidisciplinary approaches in their seminar papers, but mainly it is applied to their thesis. Students present their thesis research to faculty and fellow students at beginning, middle and final stages and faculty work with students on their presentations and how to develop an argument. Moreover, students are invited to discuss with their teachers and supervisors how to deal with questions and critiques that usually follow their presentations. Furthermore, students engage in academic activities as assistants, such as conferences and workshops, and gain interdisciplinary competences and communication experience by being exposed to a variety of public speaking models and practices from a variety of disciplines.

As for cooperation and conflict handling skills, students learn these skills while working on course assignments in groups.

## Appraisal:

Generic and multidisciplinary skills and competences are well trained. These skills of communication, public speaking, cooperation, and conflict handling prepare students for taking leading roles in their future academic and professional contexts, specifically in locating problems and challenges in their immediate contexts and initiating action-oriented plans. Moreover, these skills and competences enable students to be more efficient and target oriented in their activities as socially committed citizens in their societies.

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

The acquisition of further multidisciplinary competences, such as leadership skills and broad contextual knowledge, is ensured.

| | 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)

Upon graduation, students can pursue doctoral studies, and/or seek relevant jobs in the public and private sectors. The study plan offers students opportunities to master generic knowledge and skills as well as relevant expertise to pursue both tracks of employment. For doctoral studies, students acquire in-depth knowledge and skills in sociological and anthropological theories and methodologies as they are practiced today. They can independently conduct a research project using scientific methods without being bound to specific sociological or anthropological sub-fields. However, the study plan also offers the opportunity to specialise in one of the branches of these two fields. The student integrates generic and specific knowledge and skills in assignments and the thesis. The knowledge and the practical experiences gained in the SOC programme therefore enable students to compete in applying to doctoral programmes internationally.

With regards to the professional job market, the study plan equips students with practical knowledge and skills in a goal-oriented work environment. In addition to the student's knowledge of sociological and anthropological theories and methodologies, and how to apply them, the student learns skills that are necessary for any professional job. These include, but are not limited to, locating and defining issues and problems in a given context; operating according to a work plan, time management, using resources efficiently, setting goals and aims, and working systematically to achieve these aims in a given time frame. One of the most important professional skills that the student learns and applies is systematic approaches to doing assignments and projects.

According to the 2019 Alumni Survey a total of 62.5% of SOC graduates are employed, with 83.3% of those employed indicating they work in the programme field or a closely related field.

## Appraisal:

The promotion of employability – through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programme through all its modules. Nevertheless, students may need a little more support, since they reported during the interview that they feel challenged to find external internships that are really suitable contentwise.

| | 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 2019/20 programme has 4 full-time faculty members and one visiting professor with a half-time teaching load. Each full-time faculty member, except the head of programme, teaches two courses each semester. The range of the ratio of faculty to students in the last four years is: 2 to 3.33. The core courses are taught by permanent full-time faculty members. The current visiting professor has been working in the programme since 2017/18 and was invited because of his expertise in the sociology of Arab societies. From 2019/20, one permanent full-time faculty member will teach the course, the Sociology of Arab Societies.

The programme, in accordance with DI by laws and regulations, has defined procedures for hiring new faculty members and extending the contracts of existing ones. Regarding the process of hiring a new permanent faculty member, it starts with the annual evaluation by the programme council of its needs. If the council agrees on the need to hire a new faculty member, the head of programme sends a report with such a request to the dean of the school. If the dean of the school agrees to the request, he sends the recommendation to the DI provost. Upon approval by the provost, the programme publishes the vacancy in several academic outlets. Upon the closing date of the job vacancy, the dean convenes a hiring committee, which he chairs, composed of faculty members from the programme, the School and the DI. The committee reviews the applications, interviews the shortlisted candidates, and decides on the most suitable candidate. The leading candidate is sometimes invited to give talks and meet faculty and students as part of the hiring process. The committee then sends its report and recommendation to the provost who in turn decides whether to accept or reject the committee's recommendation. As for hiring visiting professors, the programme council sends its report and request to the dean, which contains several experts on specific courses that need to be taught. Unlike the hiring of permanent faculty members, the dean decides either to accept or reject the report and the request.

With regard to the qualifications of faculty members, there is a standing promotion committee at the DI. The promotion should be initiated by the faculty member himself/herself, who consults with the head of programme, and the dean. The promotion is based on achievements in research and publications, teaching, and administrative and community services. The promotion committee convenes on an annual basis, and there is a possibility to appeal its decisions.

Upon hiring, teaching experience in different international universities is considered a criterion equivalent to research, teaching, and administration. The issues of pedagogy and developing didactic tools have been the focus of many discussions and activities at the level of the programme, the School, and the DI. For example, student and faculty evaluations are discussed at the end of each semester, and action plans are drafted and implemented. Moreover, the DI has established several initiatives for faculty members on pedagogical and didactic approaches in order raise the quality of teaching and learning.

All current faculty members have experience in working with stakeholders in society and the market. One faculty member has conducted research with a non-governmental organisation that promotes democracy in Middle Eastern societies and another faculty member cooperated with a workers' union in order to promote workers' rights by conducting research on the sociological aspects of democratisation. Furthermore, one faculty member works with galleries and museums of modern and contemporary art by applying his knowledge and skills in the sociology of art. At times, some faculty members work as consultants for different stakeholders locally and internationally. This practical business experience provides rich

material for teaching different courses, especially in the intersections between theory and practice.

Faculty members cooperate with each other to enhance the study plan, review the programme specification, and refine interrelated courses to achieve learning outcomes.

During the regular programme, there are council meetings every three weeks, and often in other meetings specifically for this purpose, faculty members meet to discuss the content and the topics that are taught in each course, and how to build complementary and accumulative learning processes across the courses.

Members of faculty cooperate on other projects as well. For example, all faculty members are involved in marketing the programme to different targeted groups across the Arab region and beyond.

Students at the DI are supported in many ways. Each faculty member is required to hold at least two office hours per week and be otherwise available for students. Students also meet with their academic advisors three times per semester. Advisor meetings go beyond discussion of course registration to address general programme progress and concerns. The advisor acts as a mentor for the student and ensures that he is enrolled in requested courses, follows up issues, assists with different administrative paperwork, and acts as an advocate for the student when needed. General student support is provided by the Enrolment and Student Affairs department and the Office of the Registrar, which are available during regular working hours. According to the SAR, often, the administrative officer is proactive and follows up with the students in order to support them with different administrative aspects of their enrolment in the programme.

## Appraisal:

Due to the faculty, the programme has a stable structure and answers the requirements for achieving the learning outcomes of the programme. Even when their teaching assignments in other study programmes are taken into account, the structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and occasionally of additional visiting lecturers, guarantees that both the academic standards and the requirements of professional practice are fully satisfied.

The faculty's outstanding academic qualification is underlined by scientific publications. The faculty has extensive research and teaching experience which corresponds well to the research focus of the programme. The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programme. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented. The practical business experience of the faculty corresponds to the requirement of the programme to integrate theory and practice.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. In addition, projects and/or courses are conducted cooperatively.

The faculty members are available for the students outside the specified office hours as well. The students are "fully content" with the support they receive.

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

## 4.2 Programme management

The head of programme has several functions in coordinating, conducting, and developing programme activities. At the level of the programme, he coordinates between faculty members to achieve the objectives of the programme. The head of programme ensures the study plan is translated into courses, and each course is assigned to a specific member of faculty - arranging the courses to achieve learning outcomes and distributing them evenly according to the accepted teaching load. He also oversees that all students are enrolled in the correct courses and they receive all the support they need. The head of programme convenes a programme council (every two to three weeks), sets its agenda in collaboration with colleagues, and chairs the council. In these meetings, all the issues pertaining to the programme are discussed, and action plans are decided upon. Such plans have included, for example, developing the teaching philosophy of the programme, developing new obligatory courses such as the sociology of Arab societies and anthropological theory, developing a programme marketing plan in order to reach a wider audience, and a plan to locate potential candidates for new vacancies.

The head of programme is also in charge of two crucial processes in the programme: coordinating and participating in the annual student admissions process by convening and chairing the admissions committee of the programme and coordinating and participating in the process of hiring new faculty members. In the latter case, the dean convenes the hiring committee, but the head of programme takes a leading role in it.

Students and faculty members receive administrative support from the programme, School, and the DI to carry out the study plan. According to the SAR, each of these levels ensures that faculty members receive administrative and technical support and that each student is enrolled and is in good academic standing. Other DI administrative units, such as the Information Technology Department, the library, and the Research Office, also help students and faculty with information technology, library resources, and Institutional Review Board approval respectively, among other things. At the programme level, an administrative assistant works daily with faculty members and students through face-to-face meetings and through online communication.

## Appraisal:

The head of programme is the effective as well as efficient interface between the DI, the School and the programme, facilitating the flow of institutional and programme-level information between these levels. He successfully takes initiatives to promote the systematic development of the study programme in a manner, which includes all relevant groups. The administrative staff acts as a service provider for students and faculty, as impressively has been evidenced and confirmed during the on-site visit. The process organisation and administrative support for students and faculty is excellent and exceptional.

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

## 4.3 Cooperation and partnerships

Central to the programme vision is to develop a network of relations with different sociology and anthropology academic programmes across the globe. The main aim of such cooperation is to enable faculty members and students to expand their horizons internationally, and to create opportunities for joint teaching and research projects. So far, the programme has cooperated, in different formats, with the following institutions:
- Qatar University: the SOC programme has joint activities, such as lectures and student recruitment, with the Department of Social Studies at Qatar University.
- Singapore National University: the SOC programme hosted a professor who delivered a lecture at one of the programme's seminars.
- American University of Beirut (AUB): cooperation began with a faculty member exchange programme.
- Columbia University, USA: cooperation started with a faculty member exchange programme.

Additionally, there are memorandums of understanding between the DI and several universities around the globe that the SOC programme benefit from to create new contacts and networks of cooperation. The most prominent among them is the School of Oriental and African Studies in London, the Free University of Berlin, and the Ibn Haldun University in Istanbul. In addition, there is a list of several signed partnerships that the DI has established with different organisations and networks, including governmental ministries.

The faculty members work on different projects with community-based organisations. These include museums, workers' unions, and non-governmental organisations active in promoting democratic grassroots movements. Usually, this involves consultation to promote specific projects, using academic knowledge as tools for different stakeholders to achieve their aims.

## Appraisal:

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

| | 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 SOC programme uses group rooms and IT facilities provided by the DI for learning spaces. For the programme courses, two types of rooms are needed: computer labs and audio-visual equipped rooms. The computer lab is specifically used for quantitative research methods study sessions. It has computers, and each station has the relevant software programmes used for running statistical analysis. All other rooms and auditoriums at the DI are equipped with the required state-of-the-art technology. Admissions and the Registration Office coordinate the weekly timetable for the rooms and the computer lab. The rooms and all other teaching spaces as well as parking areas and entrances at the DI have been designed to cater for people with disabilities. As for the Internet, faculty and students have free access to the DI Wi-Fi network. Upon their arrival at the DI, students participate in orientation days to become familiar with the IT system and are provided with detailed written instructions on how to use it inside and outside campus. The IT department provides technical support during normal working hours.

The DI library is central to the learning of students during their studies. The library is open from 7:30 a.m. – 10 p.m. during the working week (Sunday – Thursday) and from 9 a.m. – 9 p.m. on Saturdays. The library holds regular library orientations, database training sessions, and other workshops for students and faculty. The library features study rooms, quiet spaces, and computers. At the time of writing, the DI library has a total of 66,317 book titles. All SOC students have direct access to the DI's growing research library, as well as the Qatar National Library (QNL), including its databases. DI students may also borrow from the library at Qatar University, which is close to the DI campus.

The DI library is part of the QNL consortium of libraries, and hence has access to its electronic resources. Almost all major and specialised academic databases in English and Arabic are accessed through QNL's electronic services. For example, some of the relevant databases for sociological and anthropological literature available via QNL are JSTOR, ProQuest, EBSCO, al Manhal, Dar al Mandumah, among others. Moreover, QNL has subscriptions with academic publishers who provide QNL with e-books, such as Brill Publishers, Cambridge University Press, and others. The DI library provides all new DI students with unique QNL login credentials and students are then able to access QNL's databases from anywhere in the world for the duration of their studies.

## Appraisal:

Facilities and equipment are very appropriate to the requirements. The teaching rooms and labs are equipped with state-of-the-art technology. For special contents of the curriculum (e.g. role-playing game, virtual elements), the HEI possesses appropriate rooms, including the specific technical components needed.

The library is accessible during most of the day. Access to relevant digital media is available from the students' home. Qualified library staff is there to advise students.

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

## 4.4 Additional services

The DI operates a DI Academic and Career Advising Unit. This unit holds career events, advises students on job preparation, and informs them of job opportunities. This unit uses an official "DI Student Careers" email address to send out regular job announcements. It is also worth noting here that the DI holds an annual career fair. In addition to the services provided by the Career and Academic Advising Unit, the DI's Language Centre carries out a number of important (and related) services for students. In the next 2019/20 academic year, the Language Centre will deliver workshops on CV and cover letter writing, Arabic oral presentation skills, English oral presentation skills, professional writing, and personal statements.

According to the SAR, alumni activities have been sparse, given the recent establishment of the DI, but plans are in place for these to be substantially increased.

Some alumni activities have been held, facilitated jointly by Student Affairs and the Communications and External Relations department, and, briefly, by an Alumni Office. A new alumni relations officer has been hired and will take up appointment soon.

At the programme level, the SOC has mainly worked with its alumni in the recruitment of new students in different Arab countries. This has proven very successful as many candidates have applied based on personal contact with the programme's alumni.

## Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

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

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

## 4.6    Financing of the study programme (Asterisk Criterion)

The DI is financed through a Qatari state grant, providing by far the most significant portion of funding. The DI covers all expenses for international students, including free tuition, a monthly stipend, free national health insurance, and free accommodation. Additionally, students are provided with free transportation inside Qatar. Qatari students are fee-exempt but are not provided with housing, health insurance, or a monthly stipend.

Depending on their rank during the admissions process, local students may either secure a 100% tuition scholarship or be asked to pay a portion of their fees. The programme's capacity is 15 students in each cohort. The average number of each cohort in the last four years is 12.

## Appraisal:

During the on-site visit DI presented that the study programme is funded for the entire accreditation period so that students will be able to complete their studies. DI confirmed that there is no lack of financial means.

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

# 5 Quality assurance and documentation

The DI's Office of Institutional Effectiveness (OIE) provides a framework and guidance for assuring the quality of academic programmes, research, academic services, administrative services, and public service at the DI. The SOC programme works within this framework.

With the help of the OIE and as part of the Institutional Effectiveness and Quality Assurance Framework, the SOC programme developed its Programme Specification document, which specifies in detail coverage (where and how) and assessment (where and how) of programme learning outcomes. The programme revised the document in early 2019, especially its programme learning outcomes.

The SOC programme considers the effective implementation and review of its study plan as an important component that feeds into ensuring the quality of the programme. It means that the study plan is periodically evaluated to examine the content, the processes of realising it, and its outcomes. After evaluation, the results feedback into the study plan, and an action plan is carried out to improve and develop it further to achieve the programme learning outcomes.

Towards the end of each semester, the head of programme initiates a council meeting that is dedicated to reviewing the study plan implemented in the semester. The discussion is based on full-time faculty members' and visiting professors' evaluations of the courses that they teach, and their relation to the study plan in general. The discussions and evaluations at the council are meant to check the content of the study plan in order to improve and develop it.

As for evaluating the implementation process of the study plan and its courses, this takes place at two levels. The programme prepares its study plan annually and is approved by the dean in the middle of the Spring semester preceding the next academic year. At the programme level, the head of programme begins preparation of the study plan and discusses it with full-time faculty members, taking into account student feedback. At the course level, the process is formalised through a standardised course syllabus template that is mandatory at the DI. Each new syllabus has to be approved by the head of programme and the School's council. These approvals relate to the process of implementing the course's aims and objectives. By regulating the study plan in this manner, the programme ensures the quality of the processes guiding it.

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

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

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

Beyond these macro-level step to improve and assure the quality of the programme, the SOC head of programme carries out the primary evaluation of faculty members and discusses these with each individual faculty member, highlighting areas for potential improvement.

Furthermore, students and alumni also evaluate and provide programme feedback through annual Graduate Student Exit and Alumni surveys. The results of these surveys are addressed in the Programme Annual Monitoring Report template and improvement plans to the programme are subsequently made. All improvements are communicated to students via emails, meetings with the students and/or meetings with the DI Student Council.

The student-faculty forums take place each semester. The aim of the meeting is to bring all students and full-time faculty members together to discuss issues raised by the students regarding their programme and/or other related matters, as well as to discuss recommendations to address them. The agenda of the meeting is set by students, and students are in charge of taking minutes. The SOC head of programme is required to submit a report to the DI provost regarding each forum, including reference to remedial measures.

The Office of Institutional Effectiveness designed and administered the first Alumni Survey in early 2019. The results that pertain to the SOC programme show that most respondents are either working or on their way to being enrolled in PhD programmes. Although this is a small sample, the results are positive and the programme plans to develop academic relations with different PhD programmes in order to acquaint them with the DI SOC programme, and to work with the DI Academic and Career Advising Unit to enhance the career opportunities of SOC graduates.

As for third party evaluations, the DI has made a decision that each programme will be evaluated externally for accreditation by an internationally acting quality assurance agency. The MACS programme is one of the first two programmes to be reviewed externally.

The programme keeps records of all its activities in written form. These records are kept in two copies: a copy with the programme's administrative assistant and a copy with the head of programme. In addition, each activity is shared with the relevant DI unit, such as the Dean's Office and HR, among others.

The study plan is also published and communicated to public audiences in two formats: a brochure and through an online version on the programme's website. The brochure is distributed to potential candidates during recruitment activities (on and off campus), at academic conferences, and to guests.

The SOC programme is documented in detail on the DI website.

News and information about the DI, including the MACS programme and its faculty and students, is published regularly in Zajel, a monthly e-newspaper published by the Communications and External Relations department at DI. Zajel includes information about new DI developments, publications, research grants, awards, conferences, and events.

Additionally, the DI uses its pages on Facebook, Twitter, Instagram, and YouTube to publish and broadcast news about the Institute, including the MACS programme and its faculty. The MACS programme publicises all its events through the Communications and External Relations department, which is responsible for communicating the activities of DI's schools and programmes to the public.

The programme communicates its activities on a regular basis to the DI community, using internal email address lists to send out email announcements. The programme regularly

provides the Communications and External Relations department with information regarding its activities for communication to internal and external audiences. The Communications and External Relations department also prepares flyers for the programme when needed.

## Appraisal:

Di-Quality Assurance is a system used to ensure that an institution's academic standards are well defined and verified, are consistent with similar standards locally and internationally, and the quality level of learning, research and community involvement are adequate, and meet stakeholders' expectations. The periodic review of academic programmes is a cornerstone activity within this system and essentially serves to verify that DI's academic programmes meet international standards of academic excellence through a self-reflection process. The SAR mentions some examples of reaction, based on results of the programme council meetings.

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the programme with respect to its contents, processes, and outcomes, has been set up. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment. Faculty members and students participate in the respective committees to plan and assess the quality assurance and development procedures. Responsibilities are clearly defined.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated to the students and provide input for the quality development process. The same is true for quality control by the faculty and for the external evaluation: The outcomes are communicated and provide input for the quality development process.

The study programme is described in detail. This documentation is constantly updated and easily accessible for interested parties both in print and in digital form, which ensures a high level of transparency.

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

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

# Quality profile

**HEI:** Doha Institute for graduate Studies, Doha, Qatar

**Master programme:** Sociology and Anthropology

| | | 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 (Asterisk Criterion for cooperation | | | X | | |

| | | Exceptional | Exceeds quality requirements | Meets quality requirements | Does not meet quality requirements | n.r. |
|---|---|---|---|---|---|---|
| | 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) | | | | | |
| **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 | | |