

# Decision of the FIBAA Accreditation and Certification Committee



**10<sup>th</sup> Meeting on June 21, 2023**

## **PROGRAMME ACCREDITATION**

<b>Project Number:</b>	22/069 cluster 1
<b>Higher Education Institution:</b>	Doha Institute for Graduate Studies
<b>Location:</b>	Qatar
<b>Study Programmes:</b>	Clinical Psychology (M.Sc.) Social Psychology (M.Sc.) Social Work (SWK)
<b>Type of Accreditation:</b>	initial accreditation

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

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

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

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution:**

Doha Institute for Graduate Studies, Qatar

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**Master programmes:**

1. Clinical Psychology
2. Social Psychology
3. Social Work

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**Qualification awarded on completion:**

1. Master of Science (M.Sc.)
2. Master of Science (M.Sc.)
3. Master of Social Work (SWK)

# General information on the study programmes

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## **Brief description of the study programmes:**

### Clinical Psychology (M.Sc.)

The study programme aims to train and equip students with theoretical and research foundations, as well as practical and clinical skills necessary to pursue a professional and/or research career in Clinical Psychology. The programme will enable students to gain specialized psycho-diagnostic and psychotherapeutic knowledge and to practice a range of clinical psychological assessments and therapies. A strong emphasis is placed on the acquisition of both professional and applied skills relevant to the practice of Clinical Psychology as well as academic and research skills essential to understand, assess, conduct, and apply scientific clinical psychological research.

### Social Psychology (M.Sc.)

The study programme aims to train and equip students with the research foundations and practical skills necessary to understand human and social behaviour and to apply emerging knowledge, tools, and research to the solution of individual, societal, and organisational problems, in Qatar, the Arab World, and global communities. It also seeks to raise the level and quality of Arab scholarly contributions to the field of Social Psychology to prepare graduates for the unique challenges associated with today's increasingly global, diverse, and shifting societies.

### Social Work (SWK (Master of Social Work))

The study programme aims to develop a new generation of professional Social Work practitioners and researchers to respond to the needs and well-being of the local and regional populations, promote community development programmes, and improve the quality of life of residents of Qatar and the broader region with specific attention to those who are vulnerable, disadvantaged or marginalized. It also prepares graduates for community leadership and to contribute to the knowledge base for the profession. Graduates of the programme will exhibit a commitment to Social Work values, including respecting and promoting human rights, valuing human relationships, applying scientific inquiry, and using critical thinking to advance Social Work practice and processes at the individual and community levels.

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## **Type of study programme:**

All programmes: Master programme

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## **Projected study time and number of ECTS credits assigned to the study programme:**

Clinical Psychology (M.Sc.): 2 years (full-time) / 4 years (part-time), 45 credit hours / 108 ECTS credits

Social Psychology (M.Sc.): 2 years (full-time) / 4 years (part-time), 42 credit hours / 100 ECTS credits

Social Work (SWK): 2 years (full-time) / 4 years (part-time), 48 credit hours / 115 ECTS credits

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## **Mode of study:**

All programmes: full-time and part-time

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**Didactic approach:**

All programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

All programmes: no

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

For all programmes: 15-20 students per academic year

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**Programme cycle starts in:**

All programmes: fall semester

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**Initial start of the programme:**

Master of Clinical Psychology: 2017

Master of Social Psychology: 2018

Master of Social Work: 2017

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**Type of accreditation:**

All programmes: initial accreditation

# Procedure

A contract for the initial accreditation of the Clinical Psychology (M.Sc.), Social Psychology (M.Sc.) and Social Work (Master of Social Work) was made between FIBAA and Doha Institute for Graduate Studies on June 2, 2022. On November 15, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Dipl.-Psych. Ute Beyer**

Senior Expert Personnel Development/ Competence Management in the Federal Employment Agency, Nuremberg, Germany  
Member of the Professional Association of German Psychologists

**Prof. Dr.iur. Roman Grinblat, LL.M.**

Cooperative State University Baden-Wuerttemberg (DHBW), Heidenheim, Germany  
Professor for Social Work and Social Management

**Prof. Dr. Michael Haefner**

Berlin University of the Arts, Germany  
Professor for Communication Psychology / Psychology

**Prof. Dr. Linn Kühl**

MSB Medical School Berlin, Germany  
Professor for Clinical Psychology and Psychotherapy

**Ph.D. Dr. Nabil Litayem**

Joaan Bin Jassim Academy for Defence Studies  
Head of quality department, Director of Quality Assurance Office / Assistant Professor

**Cleo Matthies**

IU - International University  
Student in Social Work (B.A.)

FIBAA project manager:  
Adriane Janosch

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on March 8-9, 2023 via the video conferencing tool *Zoom*. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on May 12, 2023. The statement on the report was given up on May 22, 2023. It has been taken into account in the report at hand.

# Summary

The Master programmes Clinical Psychology (M.Sc.), Social Psychology (M.Sc.) and Social Work (Master of Social Work) offered by Doha Institute for Graduate Studies fulfil the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on June 21, 2023, and finishing on June 20, 2028. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid as of the time of the opening of the procedure, and with the Bologna Declaration.

## For all programmes:

The panel members identified an area where the programmes could be further developed:

- The panel recommends that the programme descriptions (and/or module descriptions) could be formulated more clearly to better reflect the special features and contents of each programme (see chapter 5.3).

For the **Master of Social Work** the panel recommends additionally

- integrating the topics "impact measurements", "digitalisation" and "sustainability" more systematically into the curriculum and highlighting those topics more clearly in the module descriptions, if applicable (see chapter 3.1).

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

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

- Objectives of the study programme (see chapter 1.1)
- Positioning of the study programme in the educational market (see chapter 1.3)
- Integration of theory and practice (see chapter 3.1)
- Internationality of faculty (see chapter 3.4)
- Academic qualification of faculty (see chapter 4.1)
- Student support by the faculty (see chapter 4.1)
- Process organisation and administrative support for students and faculty (see chapter 4.2)
- Cooperation with business enterprises and other organisations (see chapter 4.3)
- Access to literature (see chapter 4.4)

For **Clinical Psychology (M.Sc.)** the following criterion is exceeded additionally:

- Logic and plausibility of the didactical concept (see chapter 3.3)

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

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# Information

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

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

DI features two Schools — the School of Social Sciences and Humanities (SOSH) and the School of Economics, Administration and Public Policy (SEAPP). The name of SEAPP has been changed in 2021 from its original name which was “School of Public Administration and Development Economics (SPADE).” In total, DI offers 20 study programmes and eight Ph.D. programmes. The Social Psychology and Clinical Psychology programmes as well as the Social Work programme are part of the School of Social Sciences and Humanities (SOSH).

DI and all its programmes are licensed by Qatar’s Ministry of Education and Higher Education and DI has successfully undergone its ministerial re-licensing process (on a cycle of five years) in May 2021. DI and its programmes are listed on the Ministry of Education and Higher Education’s website<sup>2,3</sup>

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<sup>2</sup> <https://www.edu.gov.qa/en/pages/higheredu/default.aspx?itemid=134>, accessed on 14.04.2023

<sup>3</sup> See self-evaluation reports Psychology, p. 8, SWK, p. 7

## Statistical data

Regarding the statistical data, the cohorts are titled according to the expected year of graduation. For example, cohort 2020 refers to students who were admitted in 2018. Thus, when calculating the success rate, one may see a drop in the rate in the latest years due to the fact that not all students complete the programme within 2 years as some students graduate in 2.5, 3 or 4 years.

**Table 1: Statistical Data: Social Psychology (PSYS)**

		2019	2020	2021	2022	2023
# Study Places		20	20	20	20	20
# Applicants	Σ	102	48	107	161	116
	f	46	20	41	86	71
	m	56	28	66	75	45
Application rate		510,00%	240,00%	535,00%	805,00%	580,00%
# First-Year Student	Σ	7	5	10	8	11
	f	5	4	8	6	9
	m	2	1	2	2	2
Rate of female students		71,43%	80,00%	80,00%	75,00%	81,82%
# Foreign Students	Σ	4	4	8	6	7
	f	2	3	6	4	5
	m	2	1	2	2	2
Rate of foreign students		57,14%	80,00%	80,00%	75,00%	63,64%
Percentage of occupied study places		35,00%	25,00%	50,00%	40,00%	55,00%
# Graduates	Σ	6	2	8		
	f	4	1	6		
	m	2	1	2		
Success rate		85,71%	40,00%	80,00%		
Dropout rate		14,29%	60,00%	20,00%		
Average duration of study		2	2,25	2		
Average grade of final degree		3,63	3,35	3,5		

**Table 2: Statistical Data: Clinical Psychology (PSYC)**

		<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b># Study Places*</b>		20	20	20	20
<b># Applicants</b>	$\Sigma$	44	140	102	105
	f	22	80	65	72
	m	22	60	37	33
<b>Application rate</b>		220,00%	700,00%	510,00%	525,00%
<b># First-Year Student</b>	$\Sigma$	8	6	5	9
	f	4	6	4	7
	m	4	0	1	2
<b>Rate of female students</b>		50,00%	100,00%	80,00%	77,78%
<b># Foreign Students</b>	$\Sigma$	5	5	3	7
	f	2	5	2	5
	m	3	0	1	2
<b>Rate of foreign students</b>		62,50%	83,33%	60,00%	77,78%
<b>Percentage of occupied study places</b>		40,00%	30,00%	25,00%	45,00%
<b># Graduates</b>	$\Sigma$	5	4		
	f	1	4		
	m	4	0		
<b>Success rate</b>		62,50%	66,67%		
<b>Dropout rate</b>		37,50%	33,33%		
<b>Average duration of study</b>		2	2,2		
<b>Average grade of final degree</b>		3,71	3,79		

**Table 3: Statistical Data: Social Work (SWK)**

		<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
<b># Study Places</b>		20	20	20	20	20
<b># Applicants</b>	$\Sigma$	53	56	83	184	159
	f	30	31	48	97	69
	m	23	25	35	87	90
<b>Application rate</b>		265,00%	280,00%	415,00%	920,00%	795,00%
<b># First-Year Student</b>	$\Sigma$	13	12	13	9	7
	f	11	7	8	7	6
	m	2	5	5	2	1
<b>Rate of female students</b>		84,62%	58,33%	61,54%	77,78%	85,71%
<b># Foreign Students</b>	$\Sigma$	5	10	8	4	7
	f	3	5	3	2	6
	m	2	5	5	2	1
<b>Rate of foreign students</b>		38,46%	83,33%	61,54%	44,44%	100,00%
<b>Percentage of occupied study places</b>		65,00%	60,00%	65,00%	45,00%	35,00%
<b># Graduates</b>	$\Sigma$	9	11	10		
	f	7	6	6		
	m	2	5	4		
<b>Success rate</b>		69,23%	91,67%	76,92%		
<b>Dropout rate</b>		30,77%	8,33%	23,08%		
<b>Average duration of study</b>		2	2,05	2		
<b>Average grade of final degree</b>		3,68	3,6	3,8		

# Programme Description and Appraisal in Detail

## 1. Objectives

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

#### **For all programmes**

All Master programmes at DI have been designed and developed to meet and be aligned with the UK qualification framework and its learning outcome descriptors for a higher education qualification at level 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 (QFEHEA), the Dublin descriptors. Conforming to the UK framework has been discussed and agreed on with the Ministry of Education and Higher Education in Qatar and was a prerequisite to achieving successful licensure for all DI's programmes. Moreover, through conforming to the UK framework and Dublin descriptors, DI is completely compliant with Qatar's own National Qualification Framework that was recently published in 2021 for the first time. This compliance was confirmed and evidenced in DI's successful relicensing by the Ministry of Education and Higher Education in Qatar.<sup>4</sup>

Furthermore, at DI, a programme specification document records each programme's curriculum's design, structure, and content, including all learning outcomes. These documents, as live documents, are critical sources of information for faculty, students, and internal and external reviewers.

#### **Social Psychology (M.Sc.)**

The programme's mission is to train and equip students with the research foundations and practical skills necessary to understand human and social behaviour and to apply emerging knowledge, tools, and research to the solution of individual, societal, and organisational problems, in Qatar, the Arab World, and global communities. It also seeks to raise the level and quality of Arab scholarly contributions to the field of Social Psychology to prepare graduates for the unique challenges associated with today's increasingly global, diverse, and shifting societies.

#### **Clinical Psychology (M.Sc.)**

The programme's mission is to train and equip students with the theoretical, research foundations, and practical and clinical skills necessary to pursue a professional and/or research career in Clinical Psychology. The programme will enable students to gain specialised psycho-diagnostic and psychotherapeutic knowledge and to practice a range of clinical psychological assessments and therapies. A strong emphasis is placed on the acquisition of both professional and applied skills relevant to the practice of Clinical Psychology as well as academic and research skills essential to understand, assess, conduct, and apply scientific clinical psychological research. It

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<sup>4</sup> See self-evaluation reports Psychology, p. 14, and Social Work (SWK), p. 13

also seeks to raise the level and quality of Arab scholarly contributions to the field of Clinical Psychology and to prepare graduates for the unique challenges associated with today's increasingly global, diverse, and shifting societies.

### **Clinical Psychology (M.Sc.) and Social Psychology (M.Sc.)**

The main purpose of the DI Psychology programmes is to develop regional and local capacities to respond to the needs and well-being of the local and regional populations, to promote community development programmes, to advance intellectual and scholarly endeavours, and to improve the quality of life of all residents of Qatar and the surrounding region.<sup>5</sup>

Both the Clinical and Social Psychology programme aim to achieve the following goals:

1. Educate students in the diverse discipline of Psychology and equip them with the necessary analytical skills to engage in basic research and apply it to solve a range of behavioural and social problems.
2. Examine existing gaps in knowledge, intervention, and mode of delivery, using qualitative and quantitative methodologies aimed at developing new theories, strategies, and solutions that can spark advances in the field and promote successful change, when it comes to human research and well-being.
3. Reach out to and collaborate with regional and international institutions, governments, communities, and academics (a) to contextualize, historically and culturally, the field of psychology; (b) to explore the added value that culture, religion and tradition bring to the overall improvement of the field; (c) to address the challenges and issues that exist in the Arab region; and (d) to work toward establishing critical, specific, and suitable methodologies, policies, and solutions.
4. Expose students to applied, active learning experiences in psychology, through internships, practicums, research, theses, and oral defenses, as well as expected participation in scientific meetings and publications.
5. Act transparently and ethically within existing national and international legal and social frameworks, while upholding high international standards.
6. Prepare graduates to assume careers in Clinical or Social Psychology, and/or to pursue doctoral training in psychology or related professions/academic disciplines.

The Clinical and Social Psychology programme aim to deliver five Programme Learning Outcomes (PLOs)/objectives per program – centered on knowledge and understanding, intellectual skills, practical skills, and transferrable skills to its students:

### **Social Psychology (M.Sc.)**

*Knowledge and understanding*-centered outcome:

1. Develop an understanding of Social Psychology and its foundations, methods, underpinning theoretical and empirical frameworks, as well as its key questions, issues, and advancements.

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<sup>5</sup> See self-evaluation report Psychology, p. 1

*Intellectual skills*-centered outcomes:

2. Interpret and critically assess social psychological research and deploy a scientific approach to discourses about social and cultural issues.
3. Design, conduct, analyse, interpret, and communicate social psychological research with sensitivity to cultural issues and ethical principles.

*Practical skills*-centered outcome:

4. Apply social psychological concepts, theories, and research findings to the resolution of individual, social, and cultural challenges and issues.

*Transferrable skills*-centered outcome:

5. Demonstrate decision-making competencies that are guided by, and are consistent with, scientific standards for argumentation and evidence, ethics, professionalism, and academic integrity.

## **Clinical Psychology (M.Sc.)**

*Knowledge and understanding*-centered outcome:

1. Develop an understanding of Clinical Psychology and its foundations, methods, underpinning theoretical and empirical frameworks, as well as its key questions, issues, and advancements.

*Intellectual skills*-centered outcomes:

2. Interpret and critically evaluate published scientific research in Clinical Psychology to make independent and well-informed contributions to discussions relevant to the field.
3. Design, conduct, analyse, interpret, and communicate clinical psychological research with sensitivity to cultural issues and ethical principles.

*Practical skills*-centered outcome:

4. Develop competence in the application of clinical psychological theory and research in the conceptualization, assessment, diagnosis, and treatment of psychological disorders, utilizing empirically supported models and evidence-based approaches.

*Transferrable skills*-centered outcome:

5. Demonstrate decision-making competencies that are guided by, and are consistent with, scientific standards for argumentation and evidence, ethics, professionalism, and academic integrity.

Specifically, the knowledge and understanding and intellectual skills learning outcomes for both programmes – developing a comprehensive understanding of the fields and their theories and the skills to engage with and expand on this knowledge – provide students with the necessary academic proficiency in their respective field. Social commitment is developed through the practical skills, as well as intellectual skills, learning outcomes, that focus on applying social and/or clinical psychological science to the resolution and treatment of individual and social issues. Transferrable skills learning outcomes are especially relevant for employability, as they emphasize decision-making competences and professionalism.

All four areas in each programme serve the development of individual student personality, as they encourage originality and values of ethical and positive contributions.

In addition to core and elective programme courses, Psychology students take interdisciplinary courses from outside the Psychology programme and complete an academic thesis. The interdisciplinary courses help students acquire extra-curricular skills and broaden their interests. They also provide an opportunity for a unique and individual student experience as students have a range of courses to select from. The Social Psychology and Clinical Psychology programmes focused on research, while simultaneously providing opportunities for internships and practicums within their respective curriculums.<sup>6</sup>

### **Social Work (SWK)**

The Social Work (SWK) programme aims to develop a new generation of professional Social Work practitioners and researchers to respond to the needs and well-being of the local and regional populations, promote community development programmes, and improve the quality of life of residents of Qatar and the broader region with specific attention to those who are vulnerable, disadvantaged or marginalized. It also prepares graduates for community leadership and to contribute to the knowledge base for the profession.

Further, the programme's mission is guided by the ethics of the Social Work profession. Graduates of the programme will exhibit a commitment to Social Work values, including respecting and promoting human rights, valuing human relationships, applying scientific inquiry, and using critical thinking to advance Social Work practice and processes at the individual and community levels.

### **Programme Context and Target Group**

The SWK programme targets Social Work graduates and Social Service workforces. It also targets humanitarian workers worldwide and healthcare workers serving in their countries or conflict-ridden areas. Furthermore, the programme targets the professional workforce who assume Social Work roles but does not have proper qualifications or would like to pursue further graduate study in this field. The SWK programme also targets graduates from other social sciences and humanities seeking a career change or development to improve their employability and promotion in their current jobs.

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<sup>6</sup> For more information see chapter 3.1



Graduates of the Social Work programme at DI work at various employment levels in Qatar and elsewhere. For example, graduates of community development can find employment with various governmental ministries, including the Ministry of Health, and Ministry of Labour, non-governmental organisations, non-profit social organisations, as well as in international development organisations (such as UNDP<sup>7</sup>, ESCWA<sup>8</sup>, CIDA<sup>9</sup>, USAID<sup>10</sup>, DFID<sup>11</sup>, SIDA<sup>12</sup>, JICA<sup>13</sup>). Graduates of the clinical practice could be employed in schools, hospitals, mental health institutions, refugee centers, family support centers, elderly daycare, organisations for persons with disabilities, special education centers, or humanitarian relief organisations. In general, DI Social Work graduates could find job opportunities in a wide range of employment opportunities in local, national, regional, and international organisations, both governmental and non-governmental.

Furthermore, Social Work graduates will acquire the necessary educational background to become valued Social Work practitioners. They may also pursue doctoral studies to become Social Work educators, researchers, and/or programme evaluators.

### **Programme Goals:**

The SWK programme seeks to achieve the following main goals:

1. To develop an advanced Social Work graduate programme in Qatar and the Arab World to meet complex contemporary challenges.
2. To develop human resources suitable for the changing demography of Qatar and the Arab World.
3. To produce cohorts of community leaders and advocates to respond to the emerging socio-economic challenges in Qatar and the Arab World.
4. To provide Social Work and research knowledge and skills to promote and advance the well-being of individuals and families, especially those from disadvantaged communities.
5. To ensure healthy and safe communities by responding to their needs through Social Work as a profession and developing new effective social programs.
6. To produce Social Workers who demonstrate cultural humility, cultural awareness and sensitivity, and cultural competence in addressing the needs of diverse population groups in the Qatar and Arab World.
7. To produce Social Workers engaged in practice-informed research and research-informed practice in addressing the health and well-being of individuals and families in Qatar and the Arab World.

At the end of the programme must demonstrate the ten programme learning outcomes outlined below.

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<sup>7</sup> United Nations Development Program

<sup>8</sup> United Nations *Economic and Social Commission for Western Asia*

<sup>9</sup> Canadian International Development Agency

<sup>10</sup> The *United States Agency for International Development*

<sup>11</sup> Department for International Development

<sup>12</sup> The Swedish International Development Cooperation Agency

<sup>13</sup> *Japan International Cooperation Agency*

1. Demonstrate a critical understanding of the theoretical, professional, and regulatory frameworks underpinning the field of Social Work, including their origins, development, and applications.
2. Demonstrate a thorough understanding of critical Social Work questions, issues, and emerging trends at a global scale, with particular attention to the regional and local context.
3. Apply critical thinking to engage in the analysis of quantitative and qualitative research methods and findings within and related to the field of Social Work.
4. Apply critical thinking to analyse, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice at the individual and system levels.
5. Evaluate how social welfare and economic policies impact the delivery of and access to social services.
6. Apply knowledge of human behaviour and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage and intervene with clients and constituencies in order to achieve practice goals and enhance client/group capacities in alignment with Social Work principles.
7. Assess and intervene using strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.
8. Use and translate research evidence to communicate, evaluate, inform, and improve Social Work practice, policy, and service delivery.
9. Demonstrate professional behaviour and ethical decision-making by applying the relevant local and international standards and code of ethics models for ethical decision-making, ethical conduct of research, and other relevant codes of practice as appropriate to the context.
10. Engage diversity and difference in practice, demonstrating self-awareness to mitigate the influence of personal biases and values and modelling cultural humility and awareness whilst working with diverse clients and constituencies.

The programme adapted the nine competencies and practice behaviours defined by the Council on Social Work Education (CSWE)<sup>14</sup> in the United States, the professional accreditation organisation for Social Work programmes in the USA.<sup>15</sup> The programme at the Doha Institute added to it one more competency.

Social Work ethics and values prepare students to be committed to social justice and human rights – the Social Work profession advocates for those who are vulnerable, marginalized, or in need. Therefore, actualizing the programme’s learning outcomes builds a solid social commitment among SWK students.

From the outset of interviewing students who apply for admission to the SWK programme (see chapter 2), the issue of personality is a significant area of concern to the programme. Therefore, the programme pays particular attention to developing individual students' personalities. Social Workers shall possess enthusiastic, creative, and responsive personalities ready to help and

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<sup>14</sup> <https://www.cswe.org/getattachment/Accreditation/Standards-and-Policies/2015-EPAS/2015EPASandGlossary.pdf>, accessed on 11.04.23

<sup>15</sup> See self-evaluation report SWK, p. 10

positively deal with social and cultural diversity. Actualizing the programme's learning outcomes shall produce a dynamic, humane, and qualified professional personality.

## Appraisal:

The qualification objectives of each of the programmes are explained and sufficiently presented in relation to the target groups, targeted professional fields and societal contexts of the related disciplines. The objectives include academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The described objectives and skills to be acquired correspond with the aspired Master level at graduation.

Furthermore, the panel considers the objectives of all three programmes to be specifically tailored to the specific needs of the target group as well as the needs of the educational market (see chapter 1.3) and relies on a proactive quality management. The objectives are documented in detail.

The panel further notes that the DI has designed its study programmes including the learning outcomes aligned with the UK Qualification Framework that is compatible with the European Qualification Framework (EQF).

		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)

### Clinical Psychology (M.Sc.) and Social Psychology (M.Sc.)

Both Psychology programmes are internationalised, in terms of both curricular content and student and faculty composition. The Psychology curriculum is structured in a way to combine didactic in-class lectures, seminars and experiential field education, including research, clinical, and practical training. Peer-reviewed papers with case studies from many parts of the world are assigned as part of the course reading. Textbooks and other teaching materials are chosen from international authors and publishers, in addition to relevant content from the region. The combination of these didactic and experiential educational methods produces an intense learning environment, which will enable the students to make progress from study to practice.

The Psychology programmes feature a diverse student body, recruited from many of the countries in the Arab region. The first three graduating classes for Social Psychology (2019, 2020, and 2021) included a total of 16 graduates and the first two graduating classes for Clinical Psychology (2020 and 2021) included a total of 9 students. To date, these graduates represented 12 countries in total (including one non-Arab country, as one 2020 graduate is an Indian American citizen) and the current cohorts of students include seven additional nations, bringing the total number of countries represented to date to 19. Efforts to recruit in other countries are underway.

The programmes are taught in both English and Arabic, and only students demonstrating fluency in both languages are granted admission (see for further detail chapter 2). During the course of the programmes, students are assigned readings in both languages. The programmes' international focus positions students to pursue careers in either the Arab region or the West and within Arab- or English- speaking contexts, or to pursue doctoral psychology studies at either Arab or Western universities.

Collectively, Psychology faculty were educated in multiple Arab-speaking countries, Europe, and the United States, and all speak at least two languages, with multiple faculty members speaking at least three. Their research focus on the Arab region, Europe, and North America. Furthermore, the two programmes use an annual budget line item to bring in international guest speakers from the Arab region, Europe, and the United States to deliver lectures to students and – in some cases – wider audiences. Faculty have also enriched classroom experiences though bringing in local and international guest lecturers, either online or in person.

### **Social Work (SWK)**

The programme is internationalised in curricular content and student and faculty composition:

Faculty members publish in peer-reviewed journals and stay current on pedagogical developments as part of the effort to meet international standards. While faculty members are encouraged to publish in Arabic, they regularly publish in leading English-language international journals and top presses.

The programme faculty represent a wide range of international experience. They have studied and worked in more than one country and mastered at least two languages. Faculty members in the SWK programme have received their doctoral degrees from Canada, the United States, Lebanon, Egypt, and Jordan. Having faculty members from such diverse backgrounds has contributed to developing a diverse curriculum (see for more information chapter 3.4). Thus, SWK students are exposed to various ideas and perspectives.

Furthermore, seminars and workshops on Teaching, Learning, and Assessment (TLA) at the DI have been paired with invited discussions and cross-institutional training sessions. These have taken place during regular training sessions near the start of semesters and on an ad-hoc basis. DI faculty members, for example, were invited to attend Remote: The Connected Faculty Summit, a virtual conference organised by Arizona State University that assisted with the temporary shift to online coursework in response to the COVID-19 pandemic.

According to DI, the programme is rigorous in comparison to many similar programmes.<sup>16</sup> All students can study in Arabic and English, which are also the programme faculty members' languages of instruction. This language proficiency extends to the dense terminology of Social Work scientific methods. The methodological training is demanding, necessitating proficiency in quantitative and qualitative methods.

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<sup>16</sup> See self-evaluation report SWK, p. 21

The SWK programme is taught in Arabic and English. During their study, the students are assigned readings in both languages. However, most of the readings are in English due to the scarcity of appropriate Social Work-related resources in Arabic.

The diversity of SWK students and faculty members adds a vital and rich intellectual and cultural learning environment. SWK's programme classroom and environment are enriched by each student's unique experience, culture, and enthusiasm. Students share their indigenous knowledge and experiences with their classmates through various courses and events. New insights and ideas emerge as minds interact, adding dynamism to the SWK programme's teaching and learning.

## Appraisal:

The design of the study programmes takes adequate account of the international aspects necessary for the employability of graduates. The international dimension of the study programmes, in particular the inclusion of international issues in certain course and teaching materials (see for more information chapter 3.4), is helpful in developing students' skills in dealing with the international dimension in today's business world.

A large proportion of the lecturers has an international educational background and can provide insights into their international experiences in their lectures (see for more information chapter 3.4 and its appraisal).

	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

### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

#### Positioning in the Educational Market

The DI explains that there are relatively few Psychology Master programmes in the Arab region and none in Qatar outside the Doha Institute<sup>17</sup> (see table 4 for a list of graduate programmes offered in the Arab region, as of 2020).<sup>18</sup> The relative dearth of graduate programmes in the region, particularly in Clinical and Social Psychology, makes it challenging for Arab research institutes and universities to recruit Arab psychologists to fill Social and Clinical Psychology research and teaching positions. Moreover, there is, overall (and comparatively speaking), relatively little published research on psychological phenomena in the Arab region. Notably, contextualized research on Arab attitudes, behaviours, and emotions lags behind comparable research within North American, European, Asian, and Central and South American.

<sup>17</sup> as documented by the Qatar National Mental Health Strategy (QNMHS) report (2013, p. 25)

<sup>18</sup> See also self-evaluation report Psychology, p. 17

Moreover, the Institute explains that no specialised, peer-reviewed, Arab psychology journals are currently in circulation.<sup>19</sup> Most of the published psychological research in the region has been produced either by non-Arab academics or by Arab academics living and working in the West.<sup>20</sup> There is an urgent need for endogenous Arab scholarship, particularly in light of the Arab region's ongoing struggles with conflict, trauma, political shifts, and threats (perceived or real) to individual/community well-being. Thus, on more than one level, the Psychology programmes can help fill important gaps in the educational sector, specifically in Qatar. The institute hopes that Social Psychology and Clinical Psychology graduates can go on to teach in the region, produce research in both Arabic and English, and work in and help develop Arab institutions that serve individual, societal, and community welfare.<sup>21</sup>

**Table 4: Number of universities offering masters and doctoral psychology degrees by country** <sup>22 23 2425</sup>

Country	Masters' programs	Doctoral programs	Total universities with graduate programs
Algeria	30 (24%)	19 (23.2%)	35 (23.5%)
Egypt	22 (17.6%)	21 (25.6%)	25 (16.8%)
Sudan	10 (8%)	13 (15.9%)	15 (10.1%)
Iraq	10 (8%)	8 (9.8%)	14 (9.4%)
Lebanon	10 (8%)	5 (6.1%)	10 (6.7%)
Saudi Arabia	5 (4%)	4 (4.9%)	9 (6%)
Jordan	8 (6.4%)	2 (2.4%)	8 (5.4%)
Libya	7 (5.6%)	1 (1.2%)	7 (4.7%)
Palestine	6 (4.8%)	2 (2.4%)	6 (4%)
Yemen	2 (1.6%)	4 (4.9%)	4 (2.7%)
UAE	3 (2.4%)	0	3 (2%)
Morocco	2 (1.6%)	1 (1.2%)	3 (2%)
Bahrain	2 (1.6%)	0	2 (1.3%)
Oman	2 (1.6%)	0	2 (1.3%)
Syria	2 (1.6%)	1 (1.2%)	2 (1.3%)
Tunisia	2 (1.6%)	1 (1.2%)	2 (1.3%)
Qatar	1 (0.8%)	0	1 (0.7%)
Kuwait	1 (0.8%)	0	1 (0.7%)

<sup>19</sup> See self-evaluation report Psychology, p. 17

<sup>20</sup> See self-evaluation report Psychology, p. 17

<sup>21</sup> See self-evaluation report Psychology, p. 17

<sup>22</sup> Taken from Saab, R., Ayanian, A. & Hawi, D. R. (2020). The status of social psychology in the Arab world: A review of 21<sup>st</sup> century Arabic research articles. *Social Psychological and Personality Science*, 1-11.

<sup>23</sup> Of the Master programmes listed above, 29.8 % are in Clinical, Counseling, or Mental Health, and 2.7 % are in Social Psychology. These numbers include the graduate program at DI.

<sup>24</sup> Given that data was lately updated in 2019 and due to the lack of available information, numbers might slightly vary in reality.

<sup>25</sup> See self-evaluation report Psychology, p. 17

DI was established as a small, elite graduate studies research institute that aims to address these issues, by seeking top scholars in psychology – to train students and enrich Arab scholarly input. The programme’s curriculum was carefully developed by academics knowledgeable in education standards and trends in the field. Given the rigor of the programme and curriculum (courses feature classic and contemporary texts from the Global North and South) and the enhanced quality of faculty, students will be well positioned to produce high-quality Master theses and compete for opportunities for PhD work either in the Arab region or the West.

#### Positioning on the Job Market for Graduates

Students not wishing to complete doctoral studies will be well positioned for jobs as researchers at think tanks, NGOs, and research centers, as well as applied professionals and consultants in government and non-government industries, corporations, organisations, and health centers.

According to the institute, most Arab countries rank low on overall educational quality markers.<sup>26</sup> For example, the top university in the Arab region, King Abdulaziz University (Saudi Arabia), is ranked 190th in the world. This translates to a dearth of scholarship and application from academia, and particularly psychology, in many Arab countries.<sup>27</sup>

Given the breadth of the domain of psychology, a number of Psychology graduates have already gone on to promising careers in areas related to the field. For instance, from **Social Psychology**, one of the earlier graduates works as a researcher at the Doha Institute and has also founded “Mokhtass”, a consultancy and research company. Another graduate is head of the Social Services department at Qatar’s largest public health institution, Hamad Medical Center. More recently, one of the graduate currently works in the student center of Pearling Season International School in Qatar, and another works as head of public relations and communications at a law and legal consultation office. The **Clinical Psychology** graduates have also found work in various mental health sectors. For example as psychologist at Al Sanabel Psychiatric Center or counsellor at the Doha British School.

#### Positioning within DI Overall Strategic Concept

DI offers two psychology programmes: an MSc in Social Psychology and an MSc in Clinical Psychology. The two Psychology programmes fit within the larger DI vision because they emphasize research quality and productivity, exposing students to advanced studies in the field (and related fields), and requiring them to complete several academic assignments – including a Master thesis – as part of their basic graduation requirements. To date, the **Social Psychology** programme has graduated three student cohorts and the **Clinical Psychology** programme has graduated two student cohorts, with many students producing high-quality MSc theses. During the same time span, the small number of programme faculty have produced numerous peer-reviewed studies in top-tier psychology journals. Since joining the DI, the current faculty roster of six has published

<sup>26</sup> See self-evaluation report Psychology, p. 18

<sup>27</sup> See self-evaluation report Psychology, p. 18

over 23 books, peer-reviewed journal articles, and book chapters, most of which were completed while the faculty members were working at the Institute.<sup>28</sup>

## **Social Work (SWK)**

### Positioning of the study programmes in the Educational Market

The DI SWK programme was created in response to the growing demands of the challenges confronting the State of Qatar and the Arab World. According to the information from the Doha Institute, there is currently no other university or educational institution in Qatar that offers a Master of Social Work programme.<sup>29</sup> Furthermore, despite the high demand for professionally trained Social Workers, only a few colleges or universities in the Arab World offer graduate Social Work education. Table 5 presents the Social Work equivalent programmes in the Arab world. In general, they are called social services, not Social Work, which semantically and socially is different. Furthermore, the Institute explained that many of these programmes are hosted within other departments, usually Sociology or social sciences, and staffed by faculty with limited or no Social Work educational background.<sup>30</sup>

By following this dichotomy, the Social Work profession loses its comprehensive character. The modern Social Work perspective takes a holistic approach to the profession, adopting the generalist perspective. The generalist Social Work education offers students the knowledge and skills that prepare them to work in various social service settings. Students may specialise in their continuing education and licensing. The DI SWK programme and the University of Jordan's SWK programmes follow the Generalist Perspective. Most Arab countries' programmes, especially in Saudi Arabia, and the Gulf, were influenced by the Egyptian tradition.

Another difference between the two traditions is the name of the profession. In most Arab Countries, social work is called "Social Service." The term "Social Service" in local culture and context implies a low-level professional status. It is a passive term that may not attract students, while the term Social Work is more action-oriented and appealing. Thus, much is needed to revamp Social Work programmes in the Arab World, and much is needed to fully recognise Social Work as a discipline and profession.<sup>31</sup> Among very few other programmes, DI's SWK programme spearheads the efforts toward developing Social Work and augmenting its active role in community development and knowledge production.

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<sup>28</sup> See self-evaluation report Psychology, p. 19

<sup>29</sup> See self-evaluation report SWK, p. 23

<sup>30</sup> See self-evaluation report SWK, p. 23

<sup>31</sup> See self-evaluation report SWK, p. 24



Country	University	BA / BSW	MA / MSW*	PhD in SWK
Qatar	Qatar University	X		
	Doha Institute for Graduate Studies		X	
Saudi Arabia	King Saud	X	X	X
	Princess Noora Ben Abdul-Rahman	X		
	Emam Mohammad Ben Saud	X	X	
	Um AlGura	X	X	
	King Abdul Aziz	X	X	X
	Hael University	X		
	Alkassim University	X	X	X
UAE	Emirates University	X	X	
	Ajman University	X		
Kuwait	Kuwait University	X	X	
Oman	Sultan Qaboos University	X		
	Zefar University	X		
Egypt	Helwan University	X	X	X
	Assiut University	X	X	X
	Fayoum University	X	X	X
	Bani Sweif University	X	X	X
	Aswan University	X	X	X
Jordan	The University of Jordan/ Social Work	X	X	
	Al-Balqa Applied University/ Social Service	X		
	Al-Yarmouk University / Sociology and Social Service	X		
	German Jordanian University		X	
Palestine	Bethlehem University	X	X	
	Al-Quds Open University	X	X	
	Al-Quds University	X	X	
	Al-Najah University	X		
	Al-Umma University	X		
	Islamic University (Ghaza)	X		
	Al-Azhar (Gaza)	X		
	University college for Applied Sciences	X		
Lebanon	Lebanese University	X	X	
	Modern University for Business and Science	X	X	
	Saint Joseph University	X	X	X
	Haigazian University	X		
	Al-Jinan University	X		

	Lebanese American University	X	X	
Libya	Tripoli University	X		
	Open University	X		
	Al-Zawya University	X		
	Sert University	X		
	Al-Zeitouna University	X	X	
Morocco	Sidi Mohamad Bin Abdullah University	X	X	
	National Institution for Social Work	X		
Iraq	Baghdad University	X	X	
Somalia	National University	X		
	Hargeisa University	X		
Tunisia	Tunisia University		X	
Algeria	Algeria University 2		X	
Sudan	Um Durman University	X		
	Bahri University	X		
	Al-Nilein University	X		
	Al-Dalanj University	X		
Syria Djibouti Bahrain Comoros Islands Mauritania	NA			

**Table 5: Social Work equivalent programmes in the Arab world**

Therefore, the DI SWK programme was established to meet the growing need for qualified Social Work professionals in Qatar and the broader region.

Moreover, by its name and content, DI's SWK programme differs from several other programmes in the Arab World. The programme's faculty commitment to teaching, evidence-based practice, and practice-based research to develop culturally relevant Social Work knowledge through scholarly endeavours provides a dynamic environment for students.

As the first and only graduate SWK programme in Qatar, this programme shall significantly contribute directly to the formation of a new generation of qualified professional leaders and practitioners in the field of Social Work across the Arab region and beyond, capable of operating in accordance with international standards, while advancing knowledge-based on intellectual independence and innovation as well as reflective and responsible critical thinking.<sup>32</sup>

<sup>32</sup> See self-evaluation report SWK, p. 27

### Positioning of the Study Program on the Job Market for Graduates

Before launching the DI SWK programme the previous Head of the programme, conducted a feasibility study in Qatar to assess the community's needs and opinions on the proposed Social Work programme. The study asked participants if their agency or organisation needed additional Social Workers to meet the needs of their clients. The study results show that 42.5 % of participants said the number of Social Work employees in their organisation was insufficient compared to the population they serve. About 76 % of the people surveyed indicated that their organisation would require additional Social Workers within the next two years.<sup>33</sup> Therefore, the study results clearly emphasized the urgent need and the importance of a graduate education programme in Social Work and the job market.

Due to various socio-economic and political circumstances, the Social Work profession is on-demand in the region and elsewhere. More specifically, the conflict-ridden region requires massive humanitarian and social services. Social Workers are on the frontlines of providing the needed services. Furthermore, with their field practice, and direct contact with field organisations, Social Work students have opportunities to be known and develop work contacts. Several of students find employment while they are on their placement. Therefore, students shall be qualified and ready for employment by adhering to the programme's core competencies and knowledge and behavioural requirements.<sup>34</sup>

### Positioning of the Study Programme within the DI's Overall Strategic Concept

The SWK programme facilitates the DI's mission of realizing its academic purpose by integrating teaching and learning with scientific research to prepare its graduates to become academic researchers and capable professionals who can advance human knowledge and respond to the needs of the Arab region. The programme benefits from academic links and associations with many DI programmes, including the Psychology and Conflict Management and Humanitarian Action programmes and with internationally acclaimed schools of Social Work. The SWK programme involves developing interdisciplinary research projects with the Arab Center for Research and Policy Studies and collaborations with faculty and students in other DI programmes such as Public Administration, Development Economics, Politics, and International Relations, Sociology, and Anthropology programmes.

As an independent academic institution of graduate studies in the social sciences, humanities, and public administration, the Doha Institute offers a good setting for the SWK programme, emphasizing community and human development and promoting all people's well-being. The programme is designed to contribute toward two of the four pillars of Qatar's 2030 National Vision for human and social development:

- *Social Development:* "Development of a just and caring society based on high moral standards, and capable of playing a significant role in global partnerships for development," and
- *Human Development:* "Development of all its people to enable them to sustain a prosperous society."

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<sup>33</sup> See self-evaluation report SWK, p. 27

<sup>34</sup> See self-evaluation report SWK, p. 14

## Appraisal:

The study programmes show a clear position in the local education market. The DI has researched and elaborated the needs for the programmes in the education market as well as in community work, thereby creating tailor-made programmes whose objectives are to satiate the needs of the market. As a result, the panel has concluded that the DI created their own unique and competitive profiles.

With regard to the position on the labour market, the panel also sees a corresponding demand for all three programmes - especially for the programmes in psychology. Therefore, the panel assesses the arguments for the employability of graduates as convincingly presented based on the stated qualification goals.

With regard to the positioning in the overall strategic concept of the University, the panel considers all three study programmes to be convincingly integrated. Accordingly, the qualification goals of the study programmes are in line with the mission and the strategic planning of DI.

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

## 2. Admission

The study programmes at DI seek to attract top Arab students from across the region. Applicants are expected to have a demonstrated track record of academic success – including an undergraduate degree with a minimum 3.0 Grade Point Average (or its national equivalent) – and possess good command of both Arabic and English. DI website and application form clearly outline admission requirements. Applicants submit the following during the online application process:

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

Additionally, applicants must provide proof of an acceptable IELTS (International English Language Testing System) exam score<sup>35</sup>, or its equivalent, in order to be considered for admissions. Nevertheless, students who score 5.5 must still take English courses through DI's Language Center. Students who score 6.5 or higher on the IELTS exam satisfy the graduation English language requirement and are therefore exempt from Language Center courses.

### **Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)**

For both programme there are programme-specific requirements that are stricter for **Clinical Psychology** applicants. For instance, in **Social Psychology**, preference is given to students who have a Bachelor degree in psychology or a related field (e.g., Sociology, Political Science, Education, Social Work). On the other hand, applicants to the **Clinical Psychology** programme are required to have a Bachelor degree in Psychology (with potential exceptions, depending on the case) in order for their application to be eligible for consideration. Furthermore, unlike some other programmes at the Doha Institute, the Clinical Psychology programme is taught in both English and Arabic. Therefore, students are required to possess a strong proficiency in English as well as Arabic, and this is evaluated during the interview process with each applicant.

### **For all programmes**

#### Counselling for Prospective Students

Local (Qatar-based) applicants are encouraged to attend one of multiple annual “Open Days” held on DI campus, online, or in their respective institutions in Qatar during the course of the academic year. Local prospective students are also able to visit DI booths at university fairs in Doha or visit the Head of Programme for further clarifications or guidance. The Head of Programme's contact information is available on DI website. International and regional applicants are encouraged to

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<sup>35</sup> A minimum IELTS academic score 5.5 or TOEFL iBt score 59 or DELF B2 score 50 are required for admissions. Admitted students with IELTS score of 5.5 or 6 are required to satisfy the graduation requirement (Academic IELTS score of 6.5 or TOEFL iBt score of 79) during their study at the Institute. The student is exempted if he or she submits the test again during the study and achieves the score required for graduation.

participate in one of multiple meetings held online via WebEx video conference, via social media platforms, and via DI YouTube Student Channel. When applicable, prospective international students can meet DI Representatives in recruitment activities abroad.

All prospective applicants can also submit questions to either the Head of Programme via DI website to or via a special email address set up for this purpose (admissions@dohainstitute.edu.qa). They may also email the Head of Programme directly at a personal email address listed on the website or call with inquiries at a posted phone number. Questions, which come in regularly about application procedures and requirements, are answered in a timely fashion. Admissions updates the Head of Programme about admissions filings, including complete and incomplete files, and follows up with applicants who have started but not finished their application files. Specifically, follow-up emails are sent to ask if these applicants have additional questions or need assistance with the application process.

### Selection procedure

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

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

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

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

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

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

### Professional Experience

Due to the professional nature of the **Social Work** programme, the programme admissions committee investigates the applicants' professional experience and prioritises applicants with previous experience relevant to the programme. The programme is interested in applicants' experience in Social Work interventions and community work and skills. Nevertheless, it is not a requirement students must have in order to be admitted.

### Ensuring Foreign Language Proficiency

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

Concerning English proficiency, IELTS exam scores are required as part of the application package. Applicants with scores lower than the required minimum are not considered for admission to the programmes. As noted above, it is important to note that applicants with certified degrees from English-language undergraduate programmes are allowed to have this application requirement waived.

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

### Transparency and Documentation of Admission Procedure and Decision

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

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

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

## Appraisal:

The panel perceives the defined admission requirements as clear and professionally handled. They are documented, comprehensible and openly available for interested parties via the University's website.

Applicants can turn to a student counselling service and a personal dialogue between applicants and the DI is provided by in person meetings, or telephone, e-mail, and social media.

The selection procedure for the admission is transparently presented. It is based on clearly defined criteria and a proven procedure that is practised equally for every applicant. It ensures that qualified students are admitted. Especially here, the panel noted the highly selective nature of the programmes, in which only a small proportion of students are admitted (see statistical data in chapter O).

The admission requirements with regard to the English language proficiency guarantees that all enrolled students are able to successfully complete the study programme. Applicants must have an IELTS score of at least 5.5, and if their score is below 6.5, they must attend English courses to ensure that they can follow the foreign language parts of the programme.

The admission decision is based on transparent criteria and is communicated in writing.

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



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

#### 3.1 Contents

##### **For all programmes**

Full-time and part-time students follow the same curriculum. Part-time students have the opportunity to take courses of the programme at a later stage/semester within three or four years and are given individual part-time study plans. The courses are scheduled from 3 pm for all students.

##### **Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)**

The study plans for each psychology programme have been carefully designed to meet its entire programme learning outcomes and to address each programmes content focuses and its Arab centricity.

Collectively, the core and elective courses contained within each curriculum aim to deliver on dozens of specific course learning outcomes grouped around the four aforementioned programme learning outcome areas – knowledge and understanding, intellectual skills, practical skills, and transferrable skills. Course learning outcomes link with programme learning outcomes.

The study plans for both programmes include three common courses: PSYC 611 (Research Methods), PSYC 612 (Statistical Methods), and PSYC 001 (English for Psychology). PSYC 611 teaches students the commonly used methodological approaches in the field, with a heavier focus on quantitative methods, while PSYC 612 teaches students statistical approaches to conducting descriptive and inferential analyses. These two courses form the foundation needed to both understand existing empirical literature and conduct independent research (particularly relevant at the thesis preparation stage).

Outside of these courses, the remaining core courses are specific to each programme. **Social Psychology** requires the fulfilment of seven core courses, including the three listed above. The remaining four core courses include PSYC 614, PSYC 620, PSYC 622, PSYC 624, and an advanced quantitative course.

PSYC 614 (Advanced Social Psychology) presents a wide range of classical and contemporary theories and research in Social Psychology. It serves as a foundational course for students and thus offered in their first semester.

PSYC 620 (Current Issues in Social and Applied Psychology) trains students on how to use social psychological approaches toward the practical application of understanding and solving problems that exist in the real world.

PSYC 622 (Social Change and Influence) introduces students to theories and processes that underlie changes at a societal and individual level.

PSYC 624 (Internship) consists of supervised field work with a community agency, organisation, or professional that is separate from students' other academic requirements.

Finally, students are required to choose an advanced analysis class from an available list (PSYC 680 – 684), to supplement PSYC 612 and further train students in research. For example, PSYC 681, Advanced Applied Statistics, expands on the statistical approaches offered in PSYC 612.

**Clinical Psychology** consists of a larger number of core courses, totalling 13 courses. Similar to the internship course for Social Psychology, the Clinical Practicum courses PSYC 623A and PSYC 623B fulfil the requirements for practical and transferrable skills learning outcomes. Clinical Interventions I - PSYC 615A, Psychopathology: Childhood & Adolescence - 615B, and Biological Bases of Psychopathology - 619 are mainly theory-based courses, covering the latest literature on psychological disorders, neuroscience, and other aspects of understanding psychopathology. Ethics, Practice, and Professional Issues - PSYC 613, Clinical Assessment - Personality/Psychosocial - 617A, Clinical Assessment - Cognitive - 617B, and Clinical Interventions II - 621B train students on the applied approaches derived from existing research, and on how to provide assessments using standardized psychometric instruments, how to provide therapy based on case-by-case needs, and how to conduct both while accounting for ethical and professional considerations.

Elective courses are shared by both programmes, although many have been designed with a heavier focus toward one discipline over the other. **Social Psychology** students are required to take two elective courses from within the programme and two offered by any DI programme (including Psychology). **Clinical Psychology** students are required to take one elective course from within the programme and one from any DI programme. The purpose of the elective courses is to enrich students' knowledge and expertise in specific topic areas within the field, providing a more in-depth understanding. The elective courses offered by the programme vary, from stereotyping and prejudice to organisational psychology, intergroup relations, collective action, cross-cultural psychology, and developmental psychology, to name a few.

This specific set of courses was chosen to uniquely address the needs of Arab graduate students in Social Psychology and Clinical Psychology. The topical expertise students will gain through elective courses, combined with expertise on theory and methodology acquired in core courses, will equip them for PhD study or professional work beyond their MS degrees. Interdisciplinary courses provide needed expertise in areas outside the Psychology programme.

Table 6: Social Psychology Curriculum

FIBAA

1 <sup>st</sup> Semester										
Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Module 1</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/42</b>
M 1.1	PSYC 611 - Research Methods - Compulsory	3				42	84	L/S	Research paper analysis	30%
									Data collection instrument analysis	30%
									Midterm exam	30%
									In class participation	10%
<b>M2</b>	<b>Module 2</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/42</b>
M 2.1	PSYC614 - Advanced Social Psychology - Compulsory	3				42	84	L/S	Class participation	5%
									Oral Presentation	25%
									Reflection Papers (3)	30%
									Final Paper - Essay	40%
<b>M3</b>	<b>Module 3</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/42</b>
M 3.1	Free course - Elective	3				42	84	L/S	Depends on course	Depends on course
<b>M4</b>	<b>Module 4</b>	<b>0</b>				<b>42</b>	<b>42</b>			
M 4.1	PSYC001 - English for Psychology - Compulsory	0						L/S	Exams (2)	<b>Pass/Fail</b>
									Research Proposal	
									Research proposal-related assignments(4)	
									Feedback assignments (4)	
									Research critique	
									Participation and Attendance	

2 <sup>nd</sup> Semester										Credit hours in the second semester		
M5		Module 5			3			42	84		3/42	
M 5.1	PSYC612 - Statistical Methods for Graduates - Compulsory				3			42	84	L/S	Class participation	10%
											Statistical home assignments(4)	30%
											Midterm Exam	20%
											Final Exam	40%
M6		Module 6			3			42	84		3/42	
M 6.1	PSYC620 - Current Issues in Social & Applied Psychology - Compulsory				3			42	84	L/S	Class participation	20%
											Chapter + Case Presentations	20%
											Concept Proposal	10%
											Proposal Presentations	10%
											Funding Proposal	40%
M7		Module 7			3			42	84		3/42	
M 7.1	PSYC622 - Social Change and Influence - Compulsory				3			42	84	L/S	Research Paper	30%
											Leading of Class Discussion	20%
											Analysis of a Scientific Article	15%
											Midterm Exam	20%
											Weekly Assignments	15%
M8		Module 8			3			42	84		3/42	
M 8.1	Program Elective				3			42	84	L/S	Depends on Course	Depends on Course
3 <sup>rd</sup> Semester										Credit hours in the third semester		
M9		Module 9			3			100				
M 9.1	PSYC624 - Internship - Compulsory				3			100	L/S	Internship Hours Fulfillment	Pass/Fail	
										Meeting Attendance		
										Final Report		
										Supervisor Report		
M10		Module 10			3			42	84		3/42	
M 10.1	Program Elective (Student choose among advanced statistics courses)				3			42	84	L/S	Depends on Course	Depends on Course
M11		Module 11			3			42	84		3/42	
M 11.1	Free course				3			42	84	L/S	Depends on Course	Depends on Course
M12		Module 12			3			42	84		3/42	
M 12.1	Program Elective				3			42	84	L/S	Depends on Course	Depends on Course

4th Semester				Credit hours in the fourth semester	contact hours in thesis (# Weeksx # Credit Hours)	Study hours in thesis ( # Weeksx# Credit Hoursx2)				
<b>M13</b>	<b>Module 13</b>			<b>6</b>	<b>84</b>	<b>168</b>				<b>6/42</b>
MA	PSYC699B - Dissertation in Social Psychology - Compulsory			6	84	168	T/S	Thesis		100%
<b>M14</b>	<b>Module 14</b>			<b>3</b>	<b>42</b>	<b>84</b>				<b>3/42</b>
M 14.1	Free Elective			3	42	84	L/S	Depends on Course		Depends on Course

				Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours
<b>total</b>				<b>9</b>	<b>12</b>	<b>12</b>	<b>9</b>	<b>588</b>	<b>1234</b>

**L:**     *Lecture*  
**S:**     *Seminar*  
**T:**     *Tutorial*

Table 7: Clinical Psychology Curriculum

FIBAA

1 <sup>st</sup> Semester										
Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching	Form and Duration of Examinations	Weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study	i.e. lecture course, seminar		
<b>M1</b>	<b>Module 1</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/45</b>
M1.1	PSYC 611 - Research Methods - Compulsory	3				42	84	L/S	Research paper analysis	30%
									Data collection instrument analysis	30%
									Midterm exam	30%
									Class participation	10%
<b>M2</b>	<b>Module 2</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/45</b>
M2.1	PSYC613 - Ethics, Practice, and Professional Issues - Compulsory	3				42	84	L/S	Class attendance	10%
									Readings presentations and discussions	30%
									Case study psychological report	30%
									Final exam	30%
<b>M3</b>	<b>Module 3</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/45</b>
M3.1	PSYC615A - Psychopathology: Adulthood - Compulsory	3				42	84	L/S	Midterm exam	35%
									Final exam	35%
									Role-playing exercise	10%
									Paper based on an in-class presentation	15%
									Attendance and active participation	5%
<b>M4</b>	<b>Module 4</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3/45</b>
M4.1	PSYC617A - Clinical Assessment - Personality/Psychosocial - Compulsory	3				42	84	L/S	Class attendance and participation	20%
									Presentations (40-50 slides)	20%
									Case study and reports	30%
									Final exam	30%
<b>M5</b>	<b>Module 5</b>	<b>0</b>				<b>42</b>	<b>42</b>			
M5.1	PSYC001 - English for Psychology - Compulsory	0				42	42	L/S	Exams (2)	<b>Pass/Fail</b>
									Research Proposal	
									Research proposal-related assignments(4)	
									Feedback assignments (4)	
									Research critique	
									Participation and attendance	

<b>2<sup>nd</sup> Semester</b>		Credit hours in the second							
<b>M6</b>	<b>Module 6</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 6.1	PSYC612 - Statistical Methods for Graduates - Compulsory		3			42	84	L/S	Class participation <b>10%</b> Statistical home assignments(4) <b>30%</b> Midterm Exam <b>20%</b> Final Exam <b>40%</b>
<b>M7</b>	<b>Module 7</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 7.1	PSYC615B - Psychopathology: Childhood & Adolescence - Compulsory		3			42	84	L/S	Midterm Exam <b>35%</b> Final Exam <b>35%</b> Case analyses and reflections (3) <b>15%</b> Role play simulation <b>10%</b> Participation and attendance <b>5%</b>
<b>M8</b>	<b>Module 8</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 8.1	PSYC621A - Clinical Interventions I - Compulsory		3			42	84	L/S	Weekly readings reports <b>15%</b> Presentation <b>15%</b> 2500-3000 word essay <b>10%</b> Midterm Exam <b>20%</b> Final Exam <b>40%</b>
<b>M9</b>	<b>Module 9</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 9.1	PSYC617B - Clinical Assessment - Cognitive - Compulsory		3			42	84	L/S	Class participation <b>10%</b> Presentations <b>20%</b> Reports on results of psychological scales <b>20%</b> Midterm Exam <b>20%</b> Final Exam <b>30%</b>
<b>3<sup>rd</sup> Semester</b>		Credit hours in the third semester							
<b>M10</b>	<b>Module 10</b>		<b>1,5</b>			<b>250</b>			
M 10.1	PSYC623A - Clinical Practicum - Compulsory		1,5			250		L/S	Internship log Student evaluation On-site supervisor evaluation Supervisor evaluation
<b>M11</b>	<b>Module 11</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 11.1	PSYC619 - Biological Bases of Psychopathology - Compulsory		3			42	84	L/S	Weekly reports on readings <b>15%</b> Presentations <b>15%</b> 2500-3000 words essay <b>10%</b> Midterm Exam <b>20%</b> Final Exam <b>40%</b>
<b>M12</b>	<b>Module 12</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 12.1	PSYC621B - Clinical Interventions II - Compulsory		3			42	84	L/S	Midterm Exam <b>35%</b> Final Exam <b>35%</b> Report: Clinical Assessment and Development Treatment Plan <b>15%</b> Role play exercise <b>10%</b> Participation and attendance <b>5%</b>
<b>M13</b>	<b>Module 13</b>		<b>3</b>			<b>42</b>	<b>84</b>		<b>3/45</b>
M 13.1	Free Elective		3			42	84	L/S	Depends on Course Depends on Course

4th Semester										
M14		Module 14			1,5	250				
M 14.1	PSYC623B - Clinical Practicum - Compulsory				1,5	250	L/S	Internship log		
								Student evaluation		
								On-site supervisor evaluation		
								Supervisor evaluation		
					contact hours in thesis (# Weeksx# Credit	Study hours in thesis (# Weeksx# Credit Hoursx2)				
M15		Module 15			6	84	168	6/45		
MA	PSYC699A - Dissertation in Clinical Psychology - Compulsory				6	84	168	T/S	Thesis	100%
M16		Module 16			3	42	84	3/45		
M 16.1	Program Elective				3	42	84	L/S	Depends on Course	Depends on Course
		Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours			
total		12	12	10,5	10,5	630	1718			
L: Lecture										
S: Seminar										
T: Tutorial										



**Table 8: Elective Courses (Social Psychology and Clinical Psychology)**

Program Elective Courses			
Course Code	Course Title	Credit Hours	Course Category
CPSY650	Psychopathology: Childhood & Adolescence	3	Elective Course
SPSY620	Stereotyping and Prejudice	3	Elective Course
SPSY621	Organizational Social Psychology	3	Elective Course
SPSY622	Social Change and Influence	3	Elective Course
SPSY623	Internship in Social Psychology	3	Elective Course
CPSY651	Introduction to Psychobiology	3	Elective Course
SPSY624	Culture and the Human Mind (Cultural Neuroscience)	3	Elective Course
SPSY625	The Social Brain	3	Elective Course
SPSY626	Psychology of Intergroup Relations	3	Elective Course
SPSY627	Political Psychology	3	Elective Course
SPSY628	Psychology of Collective Action and Nonviolence	3	Elective Course
SPSY629	Psychology of Diversity	3	Elective Course
CPSY652	Culture and Psychological Health	3	Elective Course
CPSY653	Special Topics in Clinical Psychology	3	Elective Course
CPSY654	Clinical Science and Practice in Cultural Context	3	Elective Course
CPSY655	Psychotherapy and Religious Diversity	3	Elective Course
CPSY656	Social Problems for Clinical Psychologists	3	Elective Course
CPSY657	Sexuality and Gender in Mental Health	3	Elective Course
CPSY658	Ethical Issues in Counseling and Psychotherapy	3	Elective Course
CPSY659	Global Mental Health and Trauma	3	Elective Course
CPSY660	Psychopharmacology	3	Elective Course
CPSY661	Family Processes	3	Elective Course
SPSY630	Individuals and Groups in Organizations	3	Elective Course

SPSY631	Cross-Cultural Psychology	3	Elective Course
SPSY632	Consumer Psychology	3	Elective Course
CPSY662	Forensic Psychology	3	Elective Course
SPSY633	Special Topics in Social Psychology	3	Elective Course
SPSY634	Psychology of Sustainable Development	3	Elective Course
SPSY635	Close Relationships in Childhood and Adulthood	3	Elective Course
CPSY663	Theories of Personality	3	Elective Course
CPSY664	Child and Adult Development	3	Elective Course
SPSY636	Qualitative Methods	3	Elective Course
SPSY637	Multivariate Analyses	3	Elective Course
SPSY638	Multilevel Modeling	3	Elective Course
CPSY665	Positive Psychology	3	Elective Course
SPSY639	Psychology of Religion	3	Elective Course

### Rationale for Degree and Programme Name

The programme names were selected to adequately reflect the material and training that each would cover. When designing the programmes, the region's needs were taken into account as a primary factor for those decisions. In a region that currently has a dearth of psychologists in a wide range of domains, it was important to build programmes that would equip graduates with the skills necessary to succeed in these various domains. For instance, students with a degree in Clinical Psychology would be well-trained in areas of psychopathology as well as stressor-related issues, and to work in diverse settings, including hospitals and school/university centers.<sup>36</sup> Similarly, a degree in Social Psychology encompasses the traditional training in the field, as well as other popular subfields, such as Industrial/Organisational Psychology, Political Psychology, and others.

Another decision was to categorise these degrees as Master of Science (MS), rather than Master of Arts (MA) degrees. One of the goals of these programmes is to prepare students for research- and academia-based careers. The decision to design an MS degree was to ensure that the programmes maintain a strong concentration on research and the sciences.

### Integration of Theory and Practice

Designed to prepare students for PhD studies, the two Psychology programmes are highly academic and theoretical, while also maintaining a strong practical aspect, with courses emphasizing skills such as research methodology and academic writing, as well as the application of psychology in the real world. To start, research papers are a staple of most psychology courses, which require students to use theory to produce original pieces, some including primary results on research projects focusing on original problems. All these assignments require students to link theoretical knowledge with methodological skill, and students are graded explicitly on their ability to use theory to drive research methodologies and results.

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<sup>36</sup> According to the DI, a degree in Counselling Psychology overlaps with Clinical, but may be more limited in terms of placement and specialisation options (see self-evaluation report Psychology, p. 28).

Individual course assignments offer more specific glimpses into the integration of theory and practice. For example, in Social Psychology, PSYC 620 (Current Issues in Social and Applied Psychology), students have two applied assignments. The first asks them to identify real-world “human-made” problems, obtain information and studies associated with them, and present them to class for group-based analyses and problem-solving sessions. Their final project assignment requires students to present on an original problem, including all relevant details, and a proposed intervention, based on existing literature and theory. In Clinical Psychology, PSYC 621B (Clinical Interventions II), students are asked to engage in role-playing activities in class, and their final assignment entails case observations, followed by reflections and tailored intervention plans (see Attachment 16-PSYC Syllabi). Again, student decisions and submissions must be supported by academic and empirical evidence.

The programmes’ curricula also include practical internship courses. In **Social Psychology** (PSYC 624), students are required to complete 100 internship hours. Due to the breadth of areas that the field covers, students are permitted to choose from a range of potential internship sites, depending on their interests and approval of their course instructor. To date, students have interned in a number of settings, including research, programme design and/or assessment, and teaching.<sup>37</sup> A sample of these places includes Education Above All, Qatar Cancer Society, Qatar Green Building Council, Al-Jazeera Media Network, and a number of research projects.

In **Clinical Psychology** (PSYC 623A & 623B), students are required to complete 500 clinical practicum hours. This training takes place at the two major hospitals in the country, Hamad Medical Corporation (HMC) and Sidra Medicine, and includes workshops, case observations, intakes, supervised interventions, and other clinical tasks. The DI also helps facilitate these internships through an established relationship with some of these institutional sites (e.g., Hamad Medical Corporation and Sidra Medicine), and also by providing free transportation to-and-from formal internship sites. For both courses, this training is conducted under the closely monitored and direct supervision of on-site supervisors, as well as their course instructors at DI.

### Interdisciplinary Thinking

Psychology research is both specific and interdisciplinary and is conducted in a wide range of areas that are relevant to the human mind, behaviour, and society. The insitute explains that it also plays an increasingly important role in the interdisciplinary sciences, linking up with other disciplines such as anthropology, economics and sociology, which also deal with the behavioural sciences.<sup>38</sup> Some of the classic psychology texts have also been interdisciplinary in their approaches, as well as their influences, and psychology research continues to connect further with other fields today.

The teaching material and content in the Psychology courses cover various interdisciplinary subjects, and course readings and assessment measures require students to acquire and demonstrate a broad knowledge base. Different courses within Psychology engage in discussions that are interdisciplinary in nature and that rely on a considerable amount of breadth, stemming from political science, sociology, anthropology, social work, biology, and other disciplines. This is essential in supporting student appreciation of the social, political, cultural, and biological

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<sup>37</sup> See self-evaluation report Psychology, p. 28

<sup>38</sup> See self-evaluation report Psychology, p. 29

influences on human thought and behaviour. For example, PSYC 619 (Biological Bases of Psychopathology) brings in literature from neuroscience and biology to better understand psychopathology and other mental health issues. PSYC 620 (Current Issues in Social and Applied Psychology) connects social psychological literature with fields such as media, conflict management, developmental aid, education, and many others to provide a more comprehensive understanding of social/individual issues and the development of interventions that considers these multiple perspectives in their design.

Finally, to encourage students towards interdisciplinary thinking further, the programme encourages students to enrol in many of the elective courses offered across all programmes.

### Ethical Aspects

The Psychology study plans address the ethical dimensions of both practice and research on a number of levels. This is done primarily through course material. For instance, the **Clinical Psychology** course, Ethics, Practice, and Professional Issues (PSYC 613) and the **Social Psychology** course, Current Issues in Social and Applied Psychology (PSYC 620) focus on the ethical considerations that come with conducting interventions at the individual and/or community level. The combined Research Methods course (PSYC 611) covers the ethical dimensions of human subjects' research. Other courses, such as Social Change and Influence (PSYC 622), Clinical Interventions (PSYC 621), Stereotypes and Prejudice (PSYC 616) dedicate a large portion of the course discussing the ethical implications of the research and findings related to influencing human attitudes and behaviours. Finally, the internship courses for Social and Clinical Psychology programmes (PSYC 622 and PSYC 623 respectively) provide opportunities for students to implement what they have learned, in either a research or intervention-based setting, and understand how these issues translate to real-world applications.

Moreover, students working with human subjects (at either the course or thesis level) are required to obtain Institutional Review Board approval, and part of that process involves undergoing human subjects training in ethical research practice, as a primary condition for approval. Finally, all students and faculty are expected to adhere to the guidelines outlined in the Academic Conduct policy of the DI, regarding honesty, plagiarism, and academic integrity.

### Methods and Scientific Practice

The psychology programmes are research-intensive. Students are asked to produce numerous research papers; in most Social Psychology courses one final primary research paper – commonly in the form of a research proposal – is required. In Clinical Psychology, most research papers come in the form of theoretical essays and/or evidence-based case assessments.

Psychological studies rely on quantitative approaches to research, basing major findings on large data or a review of multiple empirical studies. To prepare students in both Social Psychology and Clinical Psychology, especially those who wish to pursue a doctorate degree in psychology, the Research Method course (PSYC 611) covers the most commonly used quantitative approaches, including cross-sectional studies (such as surveys, interviews, and observations), experimental research, and longitudinal studies. The Statistical Methods course (PSYC 612) covers foundational statistical approaches, including correlations, regressions, and analyses of variance as primary

means for analysing quantitative data. The software utilized for this course is SPSS (Statistical Package for the Social Sciences), but also sets the foundation for students who wish to rely on other tools for analysis. Furthermore, Social Psychology students are required to take an advanced quantitative analysis course (e.g., PSYC 681) to further enhance their analytical skills.

Both programmes also recognize the role of qualitative analysis, and the field as a whole has gradually moved towards a mixed-method approach, combining both types of research design and analysis, particularly in emerging areas and topics – particularly relevant to the Arab context, which remains considerably under-investigated psychologically. The Research Methods (PSYC 611) course covers the basics of qualitative research, and students are encouraged to pursue qualitative approaches for in-depth investigations of new questions.

Outside these main research-based core courses, other courses also emphasize the role of the scientific method and essential components of empirical research – training students to develop valid and relevant research questions and the best approaches to investigate these questions – choosing variables, operational definitions, hypotheses, scales, and analytic strategies. Many of these courses offer students the chance to produce primary research/empirical papers that employ formal research methodologies used in psychology. Most courses provide students with the option of choosing either qualitative or quantitative research techniques, or a combination of both. Students also have the opportunity to choose qualitative or quantitative research techniques on their final thesis projects.

Furthermore, many internship placements are also directly or indirectly linked with training in methods and scientific practice. Some PSYC 624 (Social Psychology Internship) placements are in research teams, whereby students work in a research assistantship capacity, while others involve research gathering to develop evidence-based interventions or research design to develop program assessment strategies. Even more applied internships (e.g., PSYCH 623, Clinical Practicum) rely on student reading and analysis of current literature and advancements in research, to ensure the provision of evidence-based services.

### Examination and Final Thesis

All assessments at DI are governed by the grading, assessment, and master's thesis policies. Most psychology courses feature a combination of assessments employing reading, interpretation, writing, application, and analytic skills. Specific assessments are chosen based on desired outcomes. For example, instructors do not typically assign oral presentations where desired outcomes involve writing skills. Most courses in the psychology curriculum are research and writing intensive, featuring research or evidence-based papers in their assignments. All assessments are outlined in detail in the attached individual course syllabi.

A large number of courses, especially in **Social Psychology**, do not include exams because they are research and writing intensive and do not naturally lend themselves to examinations. Instead, these courses employ rigorous research and writing-related assessments. Nevertheless, some courses, particularly those that are information- and knowledge-heavy, utilize exams as a suitable form of assessment (e.g., Research Methods (PSYC 611), Statistical Methods (PSYC 612), Psychopathology (PSYC 615A and PSYC615B). The examinations employed in these courses feature a combination of short-

answer, essay, and essay/application questions. Exam questions focus on key concepts addressed in the courses and which students are expected to master. The pedagogical purpose of exams in these courses is to formally assess to what extent students have mastered course concepts and achieved some course learning outcomes. In particular, exams in these courses highlight the Knowledge and Understanding area of the course learning outcomes matrix presented earlier in this report.

The MS Thesis (PSYC 699) is a six-credit, semester-long educational assessment tool. The thesis research project is expected to represent the culmination of two years of learning, and a practical application and integration of methodological, theoretical, and topical knowledge. Students are expected to produce original, primary data that contributes to at least one body of existing academic literature. Theses are formally evaluated by an examination committee consisting of two faculty members, at least one of them (usually the thesis supervisor) which must be from the student's primary programme. Students must also orally defend their theses in front of the same panel of two faculty members. Students are provided detailed feedback by their evaluation committees. Additionally, thesis advisers provide many rounds of feedback/comments to help ensure student success. Assessments of theses are governed by the aforementioned thesis and grading policies. A student must score at least a B- on his/her thesis in order to 'pass' PSYC 699.

### **Social Work (SWK)**






















The study plan consists of six clusters of courses. Five of these are the core; specialised elective/track courses; programme elective courses; capstone; and field education (Practicum) offered at the programme level. The sixth cluster is the interdisciplinary cluster offered at the School of the Social Sciences and Humanities (SOSH) level.

All six clusters of courses are derived from the programme's learning outcomes/competencies and aim to achieve them. At the programme level, the study plan is based, is built around core courses, the capstone, and the field of education (Practicum/Practice Courses). At the same time, there is the flexibility to improve these courses and add new elective courses as required. The core courses cover the main competencies of the Social Work profession, covering knowledge, skills, and field education (practice). Field education is the landmark of the programme. The capstone is the final research project that utilizes these clusters.

While the programme's two tracks, clinical practice and community development, were cancelled because only two elective courses differentiated one track from another, these courses remain embedded and offered in the study plan. Students who seek more clinical knowledge can take courses specific in clinical practice, whereas students who prefer knowledge in community development can take courses specific in community development.

Improvements to the study plan are achieved through the annual review of different reports and based on regular feedback from students, faculty, and community organisations with which the programme has established working relationships. The dynamic layout of the programme curriculum shall enable students to achieve both academic and job market-oriented objectives. The students are in direct contact with public and community organisations, within which they spend 750 working hours during their studies.

Table 9: Social Work Curriculum

1 <sup>st</sup> Semester										
Module No.	Title of Module / Course Unit	Credit Points per Semester				Workload		Method of Teaching i.e. lecture course, seminar	Form and Duration of Examinations	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study			
<b>M1</b>	<b>Module 1</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3 / 48</b>
M1.1	SWK610 – Research Methods	3				42	84	Lecture and Practice	Participation  5% Small Exercises and Quizzes  15% Midterm  30% Presentation  10% Oral Exam  10% Final Assignment (Research Proposal)  30%	
<b>M2</b>	<b>Module 2</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3 / 48</b>
M2.1	SWK611A – Direct Social Work Practice (Community Development & Clinical Practice Tracks)	3				42	84	L/S/Practice	Class Exercises / Quizzes  15% Midterm exam  30% Interview Recording and Analysis  30% Final essay: Thinking theory about working with clients  25%	
<b>M3</b>	<b>Module 3</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3 / 48</b>
M3.1	SWK612A – Human Behavior and Social Environment	3				42	84	L/S/Practice	Attendance, In Class Activities  20% Participation/Discussion  10% Plagiarism Prevention Assignment  25% Paper  30% Panel Presentation  15% Final Exam  15%	
<b>M4</b>	<b>Module 4</b>	<b>3</b>				<b>42</b>	<b>84</b>			<b>3 / 48</b>
M4.1	SWK613A – Social Policy	3				42	84	L/S/Practice	Attendance / participation + group work assign + student presentation  15% (5% for each) 3 research papers  15% (5% for each) Midterm exam  20% UTAH center seminars attendance + reports  10% Final exam: research project  40%	

2 <sup>nd</sup> Semester										
<b>M5</b>	<b>Module 5</b>		<b>3</b>			<b>42</b>	<b>84</b>			<b>3 / 48</b>
M5.1	<b>SWK611B – Advanced Direct Social Work Practice</b> <b>Community Development Track</b>		3			42	84	L/S/Practice	Attendance & Participation	15%
									Paper on Social Problem	15%
									Midterm Exam	30%
									Research Paper	40%
M5.1	<b>SWK611B – Advanced Direct Social Work Practice</b> <b>Clinical Practice Track</b>		3			42	84	L/S/Practice	Participation in class activities	20%
									Report on a case from the field	20%
									Midterm Exam	20%
									Final Paper	40%
<b>M6</b>	<b>Module 6</b>		<b>3</b>			<b>42</b>	<b>84</b>			<b>3 / 48</b>
M6.1	<b>SWK612B – Advanced Human Behavior and Social Environment</b>		3			42	84	L/S/Practice	Attendance & Participation	15%
									Mini-Assignments	20%
									Genogram	20%
									Presentations	20%
									Final Exam	25%
<b>M7</b>	<b>Module 7</b>		<b>3</b>			<b>42</b>	<b>84</b>			<b>3 / 48</b>
M7.1	<b>SWK613B – Social Policy Analysis and Practice</b>		3			42	84	L/S/Practice	Attendance and Participation	15%
									Paper	15%
									Midterm Exam	25%
									DI/AR Center Seminars attendance +reports	5%
									Exam or final project	40%
<b>M8</b>	<b>Module 8</b>		<b>3</b>			<b>42</b>	<b>84</b>			<b>3 / 48</b>
M8.1	<b>SWK614 – Data Analysis</b>		3			42	84	L/S/Practice	Participation	15%
									Class Exercises and Quizzes	20%
									Midterm Exam	30%
									Final Exam (Research Paper)	35%
<b>M9</b>	<b>Module 9</b>		<b>2</b>				<b>250</b>			
M9.1	<b>SWK640 – Field Education I</b>		2				250	Field Training/S	250 accomplished training hours+ tri-sided eval form+ portfolio	Pass/Fail



3rd Semester										
<b>M9</b>	<b>Module 9</b>			<b>2</b>			<b>250</b>			
M9.2	SWK641 – Field Education II			2			250	Field Training/S	250 accomplished training hours+ tri-sided eval form+ portfolio	Pass/Fail
<b>M10</b>	<b>Module 10</b>			<b>3</b>		<b>42</b>	<b>84</b>			<b>3 / 48</b>
M10.1	SWK617 – Program Evaluation			3		42	84	L/S/Practice	Attendance & Professionalism & class participation	15%
									Quiz— parts of a research/evaluation article	10%
									Agency Evaluation Plan Draft	10%
									Agency Evaluation Plan Final	10%
									Literature Review Matrix and Summary	10%
									Quiz—evaluation article	10%
									Evaluation Proposal Project	30%
									PowerPoint Presentation of Proposals	5%
<b>M11</b>	<b>Module 11</b>			<b>3</b>		<b>42</b>	<b>84</b>			<b>3 / 48</b>
M11.1	SOSH Elective			3		42	84		depends on the course	depends on the course
Track 1: Community Development										
<b>M12</b>	<b>Module 12</b>			<b>3</b>		<b>42</b>	<b>84</b>			<b>3 / 48</b>
M12.1	SWK631 – Foundations of Community Development (Community Development Track)			3		42	84	L/S/Practice	Attendance/ Participation+ Group work assign + Student presentation	15% (5% for each)
									3 Research Papers (Critical eye / Ass)	15% (5% for each)
									Midterm Exam	20%
									DI / AR Center Seminars attendance +reports	10%
									Final Exam: Research Project	40%
Track 2: Clinical Practice										
<b>M13</b>	<b>Module 13</b>			<b>3</b>		<b>42</b>	<b>84</b>			<b>3 / 48</b>
M13.1	SWK630A – Clinical Social Work Practice (Clinical Track)			3		42	84	L/S/Practice	Class Participation	15%
									Midterm Exam	30%
									Reflection Exercises (Ethics case study)	30%
									Final Essay	25%

4 <sup>th</sup> Semester										
M14	Module 14				3	42	84			3 / 48
M14.1	SWK698 – Capstone				3	42	84	Individual and group meetings	Capstone	100%
M9	Module 9				2		250			
M9.3	SWK642 – Field Education III				2		250	Field Training/S	250 accomplished training hours+ tri-sided eval form+ portfolio	Pass/Fail
M15	Module 15				3	42	84			3 / 48
M15.1	SWK Program Elective Course				3	42	84		depends on the course	depends on the course
Track 1: Community Development										
M16	Module 16				3	42	84			3 / 48
M16.2	SWK632 – Advanced Community Organizing (Community Development Track)				3	42	84	L/S/Practice	Attendance/ Participation+ Group work assign + Student presentation	15% (5% for each)
3 Research Papers (Critical eye / Ass)									15% (5% for each)	
Midterm Exam									20%	
DI /AR Center Seminars attendance +reports									10%	
Final Exam: Research Project									40%	
Track 2: Clinical Practice										
M17	Module 17				3	42	84			3 / 48
M17.2	SWK630B – Advanced Clinical Social Work Practice (Clinical Track)				3	42	84	L/S/Practice	Quizzes, class participation, and presentation	20%
Group proposal									25%	
Midterm Exam									20 %	
Final paper/ awareness campaign									35%	
		Total number of credit hours in the first semester	Total number of credit hours in the second semester	Total number of credit hours in the third semester	Total number of credit hours in the fourth semester	Total number of contact hours	Total number of study hours			
total		12	14	11	11	588	1926			
L:	Lecture									
S:	Seminar									
T:	Tutorial									

**Table 10: Elective courses (Social Work)**

Program Elective Courses			
Course Code	Course Title	Credit Hours	Course Category
SWK620	Topics in Social Work	3	Program Elective Course
SWK621	Social Work with Displaced Population	3	Program Elective Course
SWK623	Social Work and the Law	3	Program Elective Course
SWK624	Mental Health in Social Work Settings	3	Program Elective Course
SWK626	Social Work with Families	3	Program Elective Course
SWK627	Social Work and Gerontology	3	Program Elective Course
SWK 628	Social Work with Adolescents and Youth	3	Program Elective Course
SWK630	Advanced Clinical Social Work Practice	3	Program Elective Course
SWK633	Qualitative Research Methodology	3	Program Elective Course
SWK634	Crisis Intervention	3	Program Elective Course
SWK631	Foundations of Community Development	3	Program Elective Course
SWK622	Design and Implementation of Community Development Projects	3	Program Elective Course
SWK625	Community Leadership and Organizational Management	3	Program Elective Course
SWK632	Advanced Community Organizing	3	Program Elective Course

### Rationale for the Degree and Programme Name

The Social Work programme is a profession-based discipline that transfers knowledge into practice. The degree offered is a Master of Social Work. The programme curriculum covers the Social Work profession's content, knowledge, and skills. Moreover, the programme instils different modes and styles of students' Social Work thinking and professional practice. The name "Social Work" connotes action and dynamism, contrary to Social Service.

### Integration of Theory and Practice

Social Work is considered a profession-based discipline, which is evident in the programme learning outcomes, particularly those under the "Practical Skills" category. In comparison, the practice side of the programme is an essential part of its curriculum structure. Theories are transformed into practice models and are tested in direct practice with a diverse array of Social Work and social service clientele and care recipients. The programme's structure and function place strongly emphasize putting knowledge into practice. Students put these skills into practice through the field education component (practicum) of the programme, Field Education I, II, and III, and in each course, a student is required to complete 250 hours of field education (in a total of 750 hours of field education).

### Interdisciplinary Thinking

The students acquire interdisciplinary thinking due to the nature of the programme and its areas of concern, the social and cultural phenomena. In addition, students acquire interdisciplinary thinking by taking one course among a list of interdisciplinary courses offered by the School of Social Sciences and Humanities (SOSH) in the fall semester of the second year, where students have the opportunity to engage with other fields. The list of interdisciplinary courses encompasses broad areas of topics crossing the boundaries of several disciplines. Thus, students acquire broad

overarching theoretical thinking that enhances their analytical and interventive skills. They can see the big picture and act accordingly.

This offers students a valuable opportunity to understand how other fields deal with similar topics and spark the creative cross-fertilization of ideas across disciplines. In addition, students are also allowed to take one elective programme course and two specialised programme elective courses according to the student's track. As such, interdisciplinarity is one of the core strengths of the SWK programme.

Moreover, Social Work is a practice discipline that draws on various social and human sciences' theories, ideas, and models in its essence and development. As a profession and a scientific discipline, Social Work draws ideas, theories, and models to understand the interaction between human beings and their social and physical environment. Social Work views the human being as a person-in-environment. Such a sophisticated perspective requires orchestrating various theoretical and practical knowledge from various disciplines. Thus, Social Work draws from psychology, sociology, economics, and other disciplines in its assessment, analytical and interventive models.

In addition, and most importantly, students must master cultural competency. Social Work graduates must value, respect, and understand various cultures. They have to welcome human and social diversity and deal with them appropriately. Therefore, interdisciplinary thinking and practice are inherent within the Social Work programme.

One of the main pillars of DI's vision for teaching and research is interdisciplinarity. While this concept can have different meanings, 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. It is implemented at many institutional and pedagogical intersections of the DI, including in SOSH. At DI, there are SOSH courses that students in the SWK programme can take that enable students to develop comparative thinking between approaches in Social Work I other disciplines and epistemologies.

### Ethical Aspects

Within Social Work practice, there are circumstances where Social Workers have to decide on critical issues, and thus ethical decision-making is a cornerstone of Social Work teaching, learning, and practice. Ethical competence is not only a matter of understanding and tolerance but also rather a matter of competency in ethical decision-making in the real world of practice.

Ethical aspects are also part of the content of several methodology courses (such as SWK 610 and SWK 617) and as a topic of discussion in many other courses, such as Human Behavior in the Social Environment 1 and 2, Direct Social Work Practice 1 and 2, Program Evaluation, Social Work and the Law, to name a few. Moreover, the faculty hold regular meetings with students concerning their progress in researching for their capstone, in which ethical aspects are discussed through specific examples of research.

### Methods and Scientific Practice

The programme's study plan has a methodology and practice cluster including three compulsory core courses and core field education/practicum, which are: Research Methods (SWK610), Data Analysis (SWK614), Program Evaluation (SWK617), and Field Education/Practicum SWK640, 641 and 642 (750 working hours in total). These courses are focused on scientific methods, including academic writing and capstone preparation. During the first two semesters of their course of study, students learn in-depth knowledge and skills for using qualitative and quantitative methods through the Research Methods course and Data Analysis course.

The course Program Evaluation SWK617 allows students to become accustomed to assessing their practice and provide analytical skills to assess the validity of the research literature. Students develop skills to identify different types of surveys, surveyable questions/hypotheses, survey designs, sampling methods, data collection methods, and standard statistical analysis used in social welfare practice surveys.

Moreover, students practice developing and conducting research projects as part of the requirements of the courses, as mentioned earlier. In addition, all courses require written academic assignments in which students receive feedback regarding their academic writing skills and compliance with rigorous research methodology and ethical requirements. The programme's capstone project is expected to adopt and competently apply the appropriate scientific and analytical tools for the student's project. The programme encourages students to use an integrated and mixed methodology to better understand the topic under study and assist in proposing appropriate intervention models. The programme teaches, trains, and encourages students to produce action-oriented research to detect social and personal problems and challenges, diagnose better, and propose an appropriate mode of action.

### Examination and Capstone

The DI's grading and assessment policies govern all assessments. Instructors design assessments to align with course learning outcomes aligned with the programme learning outcomes.

Students are evaluated utilizing several diversified tools and strategies. For example, in-class exercises and drills, homework, research reports, role play, class presentations, small group discussions, reflection papers, group projects, and the organisation of relevant events and activities is utilised.

Exams are a component of the assessment process. The programme requires at least one in-class exam and possible final projects. Exams differ depending on the course content. However, SWK programme exams generally are oriented toward applying knowledge to certain cases, not retrieving knowledge. Thus, students are educated and trained to apply the knowledge they gain from various courses.

The capstone development starts early in the second semester of joining the programme. Students first select their topic and write a short intention page collaborating with faculty members. Students are encouraged to work on their proposals during the summer holiday. In the third

semester, students should finalize their proposal and start the work of developing the tools. During the fourth semester of their study, students complete their capstone and present it to their faculty advisors and colleagues.

#### **For all programmes**

In addition, the ethical aspects are embedded at the institutional level. At the DI level, the Research and Grants Department has regulatory procedures to ensure that students internalize the ethical codes of scientific research via workshops and individual consultancy and that students comply with the necessary procedures accordingly. Consequently, any research project has to be approved on ethical grounds before being conducted. The mandatory Institutional Review Board (IRB) that students and faculty must abide by in research on human subjects formalizes these processes. At the programme level, the ethical aspects are first communicated and highlighted during the student orientation week in the first semester.

### **Appraisal:**

#### **For all three programmes**

The curricula of all three study programmes adequately reflect the intended qualification goals. The contents of the modules appear balanced and are logically coherent. The electives allow students to acquire additional competences and skills.

#### **Clinical Psychology (M.Sc.)**

At first, it appeared to the panel from the documents and the documentation of the study programme that topics such as cognitive behavioural therapy (CBT) or affective disorders are not included in the study programme. However, in discussions with the programme management, as well as lecturers and students, the panel discovered that these topics are covered and are taught and even additionally addressed by external experts, e.g. especially in the hospital internship. Particularly through the various interviews, it could be crystallised that the study programmes have a lot more to offer in terms of content, but this should be elaborated more strongly in the written form in order to present this accordingly and to use it as a strength of the programme (see recommendation in chapter 5).

#### **Social Work (SWK)**

Based on the module descriptions of the SWK programme, the panel initially missed the topics "impact measurements", "digitalisation" and "sustainability", which play a relevant role in current social work. During the discussions with the various stakeholders of the DI, it became apparent to the panel that these topics are occasionally integrated in individual courses, but the panel would **recommend** integrating these topics more systematically into the curriculum and highlighting them more clearly in the module descriptions, if they are integrated. This would also present the content of the study programme more transparently.

#### **For all programmes**

The degrees and programme names correspond to the contents of the curricula and the respective programme objectives.

With regard to the connection between theory and practice, theoretical questions are combined with practical exercises and examples. The internship/field trip in particular enables students to put what they have learned into practice in a professional environment.

The integration of theory and practice is also promoted by the integrated internships and/or supervision in and by hospitals. Overall, the DI has a wide structure in the cooperation with different business enterprises (see also chapter 4.3), so that the theoretical discourse and the practical application complement each other in the development of the students' qualification profile.

The nature of the study programmes discipline and especially elective courses enable students to look beyond the study programmes and thus contribute to interdisciplinary thinking.

The course descriptions show that ethical topics are also covered throughout various courses and that ethical implication are communicated to the students. There are also explicit courses such as Human Behavior in the Social Environment and Law (Social Work programme), Ethics, Practice, and Professional Issues (Clinical Psychology) or Current Issues in Social and Applied Psychology (Social Psychology), which focus explicitly on communicating ethical implications.

With regard to methods and scientific practice, the students are very well supported and individually advised (see also chapter 4.1 on faculty support for students) and have a good scientific level, which was also confirmed by the students' final theses/projects.

All examinations, as defined for the courses, are appropriate in format and content to identify the intended learning outcomes. The requirements are based on the targeted qualification level. The examinations are characterised by a wide variety of examination formats. The final thesis/capstone projects are assessed based on previously published and coherently applied criteria, rules and procedures.

	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

### Social Psychology (M.Sc.)

Projected study time	Two years for full-time students, and either three years or four years for part- time students
Number of Credit Points (CP)	42 credit hours / 100 ECTS credits
Workload per CP	14 real hours per one credit in a semester
Number of modules	14
Time required for processing the final thesis and awarded CP	Students have one semester to complete their thesis, which totals 6 credit hours
Number of contact hours	(3 weekly hours x 14 weeks) = 42 contact hours per course

### Clinical Psychology (M.Sc.)

Projected study time	Two years for full-time students, and either three years or four years for part- time students
Number of Credit Points (CP) for program	45 credit hours / 108 ECTS credits
Workload per CP	14 real hours per one credit in a semester
Number of modules	16
Time required for processing the final thesis and awarded CP	Students have one semester to complete their thesis, which totals 6 credit hours
Number of contact hours	(3 weekly hours x 14 weeks) = 42 contact hours per course

### Social Work (SWK)

Projected Study Time	Two years for full-time students, and either three years or four years for part-time students
Number of Credit Points (CP) for Program	48 credit hours / 115 ECTS credits
Workload per CP	14 real hours per one credit in a semester
Number of Modules	<p>17 courses which include:</p> <ul style="list-style-type: none"> <li>-13 core courses (36 credits including the capstone project and the Field Education/Practicum courses, which consist of 750 clock hours of professionally supervised field education)</li> <li>-2 specialised elective courses (6 credits)</li> <li>-1 interdisciplinary course (3 credits) and</li> </ul>



	-1 programme elective (3 credits)
Time Required for Processing the Final Capstone and Awarded CP	Students have one semester to complete their capstone project, which totals three credit hours
Number of Contact Hours	(3 weekly hours x 14 weeks) = 42 contact hours per course

The credit system at DI is adapted from the Carnegie credit system which is usually used in North American model of credit hours, where a programme is comprised of a pre-determined number of total credits (typically 42 credits) required for successful completion and these credits are divided among the courses which are offered during each semester (normally four semesters in two years). The credit hour is defined as one weekly contact hour (60 minutes per credit hour) typically via face-to-face lectures. The minimum total number of contact hours for a one-credit hour at the Doha Institute in a semester shall be no less than 14 (weeks) x 1 hour (60 minutes) = 14 real hours per one credit in a semester.

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

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

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

DI issued a regulation on "Transfer Policy" and confirms that students can study abroad for a period. For a transfer of credits (which means recognition) the DI programme department has to compare the programme conditions of the foreign university with those of DI. For recognising the credits, the course completed at the foreign university must be comparable to the DI programme.

Accepted transfer credits will count towards required elective courses for the DI programme. As Qatar is not a signatory to the Lisbon Recognition Convention it is not obliged to apply its regulations when recognising foreign study degrees or study periods. This means DI will decide upon the recognition based on equivalence of the study period and not on substantial differences between both (as required in the Lisbon Recognition Convention).

### Study and exam regulations

There are clear policies for assessments and examinations, grading, academic standing, credit transfer, and Master theses. All of these policies are published in full on DI website<sup>39</sup> and are referred to and summarised in course syllabi and in the Student Handbook.

The Assessment Policy outlines the basic philosophy behind assessment, rules for syllabi, assessment criteria, and assessment rules and regulations for both courses and individual assignments. For instance, instructors are required to provide detailed feedback on student assignments, at least 60 % of a course's assessments must be research related, and no single course assessment can constitute more than 40 % of an overall course grade. Concerning rules for syllabi, a course 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 DI's grading categories — from A to F — and includes a description of what characterises each grade level.

**Table 11: Grading Policy**

<b>Numerical Grade</b>	<b>Letter Grade</b>	<b>Grade Points</b>	<b>Descriptors of Letter Grade Classification</b>
<b>95-100</b>	A	4.00	<b>Distinction.</b> Outstanding performance showing exceptional mastery and understanding of course content.
<b>90-94</b>	A-	3.75	<b>Excellent.</b> Extremely good performance showing comprehensive and in-depth understanding of course content.
<b>87-89</b>	B+	3.25	<b>Very Good.</b> Clearly above-average performance with very good knowledge and understanding of course

<sup>39</sup> <https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>, accessed on 06.04.2023

			content and showing no deficiencies.
83-86	B	3.00	<b>Good.</b> Above-average performance with good knowledge of principles that enables the student to adequately communicate in the discipline.
80-82	B-	2.75	<b>Average.</b> Average performance with acceptable knowledge of principles that enables the student to adequately communicate in the discipline.
75-79	C+	2.25	<b>Satisfactory.</b> Basic understanding of knowledge of principles and facts, showing possible deficiencies.
70-74	C	2.00	<b>Passing.</b> Borderline performance with definite deficiencies.
00-69	F	0.00	<b>Unsatisfactory.</b> Fail

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

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

Students are asked to provide feedback on the feasibility of student workload in the end-of-semester. Results are generally favourable, but some students in some courses have raised concerns about workload. Instructors and Heads of Programs are required to both comment on student evaluation surveys and make adjustments as necessary. Courses receiving remarks on workload have been adjusted.

Students are supported in various 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 several times per semester. Adviser meetings go beyond discussions of course registration to address general program progress and concerns. “Student-Faculty Forums” also provide a venue for students to raise concerns and have them addressed. Office of Admission, Registration and Student Affairs and other relevant departments, which are available during regular working hours, provides general student support.

#### Equality of opportunity

Lower-income students are aided by the Institute’s free tuition programme. All non-local students benefit from scholarship packages that cover tuition, on-campus housing, a monthly stipend, medical insurance, airfare to-and-from their home countries, and subsidized transportation.

The DI further states that when conducting an admission interview or other admission process with a prospective applicant with a disability, DI will take into consideration any declared disabilities from the applicant’s side to accommodate the applicant during and after the admission process.

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

### Appraisal:

The panel concludes that the programmes’ structure supports the successful implementation of the curriculum and is suitable to reach the defined learning outcomes. The programmes assign credits per course based on the necessary student workload. Practical components like the internship are designed and integrated in such a way that credits can be acquired.

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 programmes are 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.

When reviewing the workload, the DI also takes into account evaluation findings, including student feedback and the programme’s success rate. The panel notes that every student in the programme is assigned an academic advisor and DI is very supportive to students (see also chapter 4.1).

DI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions.

		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

#### For all study programmes

Most courses in all three programmes are scheduled from 3 pm. This means that even in the full-time mode, students start their courses in the afternoon to accommodate students who are working and studying simultaneously.

#### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

The Social and Clinical Psychology programmes are highly academic and theoretical, while also integrating practical training that would prepare students for applied work upon graduation, whether in research endeavours or real-world interventions.

Courses feature a combination of seminar-style discussions, peer-teaching, and traditional lectures. Students also watch videos in some courses, and guest speakers are featured in a number of courses. Courses are frequently adjusted based on student feedback. For example, one student evaluation survey item asks about the teaching methods employed in the assessed course. Based on feedback to this item, faculty have revised teaching methods and assessment measures.

The programme's structure allows for adequate contact time. Overall, most individual courses meet for a total of 42 hours (three hours per week for a total of 14 weeks), with the exception of the Internship and Practicum courses, which require 100 hours and 500 hours, for Social Psychology and Clinical Psychology respectively, on site. DI also features regular guest speakers and conferences, which add to the vitality of the learning environment.

In **Social Psychology** (PSYC 624) students intern in a number of settings, including research, programme design and/or assessment, and teaching during their internship. A sample of these places includes Education Above All, Qatar Cancer Society, Qatar Green Building Council, Al-Jazeera Media Network, and a number of research projects. In **Clinical Psychology** (PSYC 623A & 623B), the training takes place at the two major hospitals in the country, Hamad Medical Corporation (HMC) and Sidra Medicine, and includes workshops, case observations, intakes, supervised interventions, and other clinical tasks.

### Guest lecturers

Guest lecturers from professional practice or from academia within and outside the DI are encouraged. In-class guest speakers have included a psychiatrist from Hamad Medical Corporation and a clinical Psychologist from Sidra Medicine) for PSYC 613; an Assistant Professor of Industrial/Organizational Psychology from the American University of Beirut for PSYC 620; or a social psychologist from Qatar University.

Since the 2017/2018 academic year, the following international guests have been brought in by the Social and Clinical Psychology programmes:

- On December 16-17, 2017, a Professor and an Assistant Professor from the American University of Beirut delivered a workshop on “Research and Application of Social Psychology in the Arab World: Challenges and Strategies”
- On February 9-10, 2019, a Professor from the University of Bucharest and an Assistant Professor from the American University of Beirut delivered a workshop on “Test Adaptation and Development (Establishing Equivalence in the Arab Region, Culture, and Language”.
- On November 27, 2019, a Professor from the Ibn Haldun University (Turkey) gave two seminars in Clinical Psychology (Dissociative Identity Disorder and Science & Spirituality of Happy marriages).
- On February 12, 2020, a Professor from Tampere University (Finland) gave a lecture on “The Role of Dreams and Play Therapy as Factors for Healing”.
- On September 9, 2020, an Associate Professor from Milano-Bicocca State University (Milan) gave a lecture on Family Therapy (via Webex, due to travel restrictions imposed by the COVID-19 pandemic).
- On November 14, 2021, an Assistant from the American University of Cairo (Egypt) gave a lecture on “Narrative Exposure Therapy for the Treatment of Refugees with PTSD”.
- On December 8, 2021, a Professor from the Kuwait University (Kuwait) gave a talk on “Systematic Reviews of Psychological Research in the Arab World”.
- On April 6, 2022, a Professor from the Jacobs University Bremen (Germany) gave a lecture on “Social Cohesion: A Source of Happiness, Wellbeing, and Health?”.
- On April 20, 2022, someone from the Nawfal Clinics Lebanon, and VP of MEPA gave a session on Clinical Approaches and Case Studies for Diagnosis and Treatment.

In addition to guest appearances during class, prominent scholars frequently address the larger DI student and faculty bodies. These public talks are facilitated by a large annual budget dedicated explicitly for this purpose. Students are encouraged to both attend talks and engage with speakers. Each year, both the Social and Clinical programmes take advantage of private annual guest speaker budgets, inviting international experts to deliver campus talks. Students are encouraged to attend all Social and Clinical Psychology guest speaking events. Students are also encouraged to attend other talks held by other programmes, such as Social Work, Sociology and Anthropology, Political Science and International Affairs, Conflict Management and Humanitarian Action, Public Policy, Development Economics, and other DI programmes.

## **Social Work (SWK)**

The programme's didactical concept is based on striking a productive balance between the acquisition of knowledge and skills and the importance of the student in the learning process. Teaching and learning is an interactive process where both the instructor and the learner discuss and acquire knowledge. This teaching philosophy is seen as critical for achieving the programme's learning outcomes. In practice, various teaching methods are used to communicate knowledge and skills for students to engage with them reflectively and critically. Each course uses four didactic tools/teaching methods: lectures by instructors, small group discussions, research projects initiated and conducted independently by students, group assignments, class exercises, role-playing, and meetings between the lecturer and students (tutorials). Many courses have more tools, such as audio-visual materials, student presentations, and guest lectures. Creating diverse communication channels ensures that students learn via the most available tools.

Course syllabi are designed around course learning outcomes to clarify the goals of the course and how they fit into the broader aims of the programme. The pedagogical methods utilized in and out of the classroom are expected to help achieve those specific course outcomes.

### Guest lecturers

The SWK programme is linked to community and socioeconomic changes and challenges. Therefore, its links with experts in the field or scholars are usually undertaken. Thus, the SWK programme hosts guest lecturers each semester in several ways. First, the programme hosts them within specific courses. Their contribution is supplementary to course materials and is a way to ensure that advanced, up-to-date knowledge is reflected in the course. Second, the programme holds specialised workshops, symposia, and seminars throughout the fall and spring semesters and, occasionally, in the summer. These activities include several lecturers from Qatar and other countries. Third, other programmes at DI host several guest lecturers each semester, and their lectures and talks are open to all students and faculty.

Examples of guest speakers are the following:

- A Doctorate from the Bath University (UK) was invited to give a lecture titled: A Critical Review of Social Policies in the MENA region from the Perspective of the Arab Gulf States
- A Doctorate from Qatar University giving a presentation on Qatari Law relating to family and its impact on cohesiveness and stability.
- A judge gave a presentation on restorative justice and sociolegal consequences.
- A Professor from the Northwestern University (USA) was a guest speaker for the SWK 612B Human Behavior in the Social Environment course. The guest professor discussed the films that the students analysed in class through various theoretical lenses. She also presented on identity and advocacy.
- A Social Worker from Sidra Hospital, was a guest speaker for SWK 612A for Fall Semester of 2020. The discussed topic was the lifespan development course's work with families during pregnancy and childbearing.

### **For all three study programmes**

Additionally, the Arab Centre for Research and Policy Studies is a sister institution of DI. The Center holds regular conferences on different social sciences, humanities and psychological topics. It hosts leading academics and intellectuals from the Arab world and beyond.

### **Course Materials**

Courses use diverse teaching materials. All teaching materials, including lectures, readings, rubrics, and handouts, are uploaded electronically to the course management system (Moodle). Each course has a unique Moodle site that is accessible to students. This facilitates interaction between course instructors and students. Traditional PowerPoint lectures are used, along with course readings, case studies, and examples and illustrations. Beyond assigned readings, many course syllabi include “recommended/supplemental reading lists,” which suggests additional readings for students wishing to gain more in-depth knowledge of subject material. During the COVID-19 pandemic, classes were held online using WebEx platforms and hybrid teaching methods. A few lectures were also recorded followed by class discussions on the content of the recorded lecture.

### **Appraisal:**

#### **Social Psychology (M.Sc.) and Social Work (SWK)**

The didactic concept of both study programmes is oriented towards the achievement of the programme objectives and is plausibly used for this purpose. For example, group discussion, role-playing or case studies are used as a variation of teaching and learning methods that enable students to act independently in the learning process. The internship in Social Psychology as well as the field trip to Jordan in Social Work for a hands-on learning experience is perceived as very positive and special by the panel.

#### **Clinical Psychology (M.Sc.)**

The panel evaluates the didactics in this study programme as very innovative. In addition to role play and various discussion units, the integration of the supervised internship in the hospital and the case observations contained therein are particularly emphasised. Through various clinical tasks that the students have to complete, the students are systematically trained throughout their studies. Therefore, the didactic methods used have been designed systematically and objectively as well as oriented towards the learning outcomes of the programme.

### **For all programmes**

The course materials are also aligned with the intended learning outcomes. The responsible lecturers meet regularly for update loops to keep the materials up to date. Recent resources and examples are used.

Especially the use of Moodle, which ensures digital access to the materials for students, is rated as very positive. The panel had the opportunity to get to know the use of the platform better during the interviews, and is of the opinion that the digital platform is used well and in a very structured way.



All programmes involve guest lecturers who contribute to the students' qualification process. These come from various spheres and include culture and politics as well as professional practice or scientific work, but also 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)		PSYC	PSYS, SWK		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

## 3.4 Internationality

### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

The content of the Psychology courses heavily incorporates international literature and intercultural content, in part due to the strategic mission of DI and in part due to the strong international contribution to the field. The program aims to bring equip students work and/or conduct research in culturally diverse and international environments. This approach also extends to internship experiences. For example, in their practicums (PSYC 623A and PSYC 623B) Clinical Psychology students are trained to engage and work with clients/patients from diverse nationalities and backgrounds. This requires an understanding and recognition of cultural diversity in values, beliefs, attitudes, and norms, all of which are reflected in diagnosis and treatment tailored for each case.

Courses address the thought of Arab, Western, African, Asian, and other psychology scholars, and a variety of theories representing diverse schools of international thought are engaged with. For example, PSYC 661 (Cross-Cultural Psychology) explicitly focuses on content that explores cultural diversity and how it contributes to our understanding of human thought, values, behaviour, and experiences. It relies on literature from cross-cultural psychologists from across the globe. Clinical courses such as Ethics and Practice (PSYC 613), Clinical Assessment (PSYC 617), and Clinical Intervention (PSY 617) introduce students to approaches from various schools of thought, mainly Western, for understanding and intervening in human psychopathology. Social Courses, such as Advanced Social Psychology (PSYC 614) and Current Issues in Social and Applied Psychology (PSYC 620) also introduce students to classic studies that have mostly emerged from the West, as well as contemporary work that situates these studies in a Global South context, particularly the Arab region. The DI further explains that due to the strong international influence on the state of psychology today, most courses in the programmes also contain international themes, which also include a critical/indigenous psychology perspective that is relevant to the present context.<sup>40</sup>

<sup>40</sup> See self-evaluation report Psychology, p. 46

### Internationality of the Student Body

Although the programmes have only existed for a few years and seeks a small number of select students to maintain a low student-to-faculty ratio, students representing a number of countries have already enrolled and graduated. Psychology students include or have included Qataris, non-Qatari residents in Qatar, as well as citizens of Algeria, Jordan, Kuwait, Lebanon, Oman, Palestine, Sudan, Syria, Tunisia, and Yemen. At DI level, efforts are continuous to recruit students from underrepresented Arab countries.

**Table 12: Social Psychology Graduates and Current Students by Country<sup>41</sup>**

Country	Social Psychology Graduates (Year of Graduation)			Current Social Psychology Students
	2019	2020	2021	
Algeria	0	0	1	0
Egypt	1	1	0	0
Eritrea	0	1	0	0
Jordan	1	0	0	3
Oman	0	0	1	0
Palestine	1	0	3	3
Qatar	2	0	1	7
Sudan	0	0	0	3
Syria	0	0	2	3
Yemen	1	0	0	0
Total	6	2	8	19

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<sup>41</sup> Data below is dated as of Fall 2021

**Table 13: Clinical Psychology Graduates and Current Students by Country<sup>42</sup>**

Country	Clinical Psychology Graduates (Year of Graduation)		Current Clinical Psychology Students
	2020	2021	
Bahrain	0	0	1
Canada	0	0	1
Iraq	0	0	1
Jordan	0	1	0
Libya	0	0	1
Oman	0	0	1
Palestine	1	1	1
Qatar	1	1	5
Sudan	0	0	1
Syria	2	0	0
Tunisia	0	1	1
Turkey	0	0	1
United State	1	0	0
Total	5	4	14

#### Internationality of the Faculty

There are currently four faculty members in Social Psychology and two in Clinical Psychology (with active efforts to recruit a third faculty member within a year's time). The programme's size affords the chance for a low student-to-faculty ratio and thus significant student-faculty contact. All six current Psychology faculty are of Arab descent but finished their PhDs at Western Institutions (United States, United Kingdom, France, and Netherlands), and most are fluent in both Arabic and English (some also fluent in French). These institutions include University College London (UK), University of Sussex (UK), Cambridge University (UK), Amsterdam University (Netherlands), Université Lumière (Lyon 2) (France), and University of Massachusetts Amherst (USA). All faculty have received training within diverse Arab and Western contexts, present and publish regularly in international venues, including English, Arabic, and French. The diversity of their academic and applied backgrounds has enriched the programmes in their capacity to provide a global education, consisting of various perspectives and approaches, to the students. This directly serves one of the

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<sup>42</sup> Data below is dated as of Fall 2021

primary goals of both programmes, which is to “educate students in the diverse discipline of Psychology”

### Foreign Language Contents

The official language of DI is Arabic, but, given its current status in the social sciences and humanities, DI also prioritizes the English language. Furthermore, DI explains that psychology as a field that is considerably more advanced in the West, and thus scholars rely on literature and research published in Western outlets for education and knowledge acquisition.<sup>43</sup> The Clinical and Social Psychology programmes also jointly view proficiency in a foreign language, such as English, as a vital component of their third goal, for students to collaborate with regional and international institutions, and to thrive within these contexts. Accordingly, both Psychology programmes rely heavily on both Arabic and English.

Psychology students are expected to learn about social and intercultural psychological problems at the local and global level and are thus highly exposed to academic material in English during their studies. All Psychology faculty and students are expected to possess relatively high levels of fluency in both languages. Programme lectures are delivered primarily in Arabic, but English is also employed occasionally by individual professors. Clinical Psychology has been a bilingual programme, with up to 50 % of the courses offered in English. Additionally, some guest speakers have presented exclusively in English. Course readings are primarily in English, but some Arabic readings are also assigned. For most courses, students have the option of producing their papers and MS theses in either Arabic or English. To further support students in gaining and mastering discipline-specific language abilities, the programme also offers PSYC 001 (English Language for Psychology) as an edit course. Finally, the Language Center offers a series of English courses for students who need continued assistance with their English language development.

### **Social Work (SWK)**

According to the DI, the study plan is inspired by the Council on Social Work Education in the United States of America and conforms with international Social Work federations and associations standards.<sup>44</sup> The programme also takes into consideration the local sociocultural context of Qatar.

Social Work knowledge base, skills, and practice models are somewhat universal and specific to specific contexts. The universality stems from ordinary human experiences in societies and cultures around the globe. Hence, intercultural encounters are one of the main apparatuses for producing such knowledge and skills. At the practical level, the programme's content's universal scope and intercultural aspects are reflected in studying universal theoretical approaches from different backgrounds and case studies from a comparative perspective. Thus, the SWK programme's study plan is embedded with theories, approaches, and experiences from various parts of the world.

Courses such as Human Behavior in the Social Environment, Clinical courses, and Community Development courses offer cross-country and cross-cultural cases, considering that the programme prepares students for the local, regional and international job market. Moreover, more importantly, the Social Work profession requires Social Workers to be culturally competent and able to work in various human societies and cultures. Moreover, the readings in all courses are expected to draw

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<sup>43</sup> See self-evaluation report Psychology, p. 46

<sup>44</sup> See self-evaluation report SWK, p. 58

from among the most influential work on the subjects covered, which diversifies whose work the students are reading.

Furthermore, graduates must submit a capstone containing a novel research project that addresses an issue of concern to local communities. It also contributes to understanding local communities' needs and required interventions. They are required by the instructions of the capstone to propose proper interventions to the problems and challenges they identified in their field research.

Moreover, the faculty (DI faculty and guest lecturers) and students' diverse social and cultural backgrounds bring together academic traditions that create an international approach characterized by diverse academic discourses. These learning and research experiences shall prepare students for studying and working in international environments in the future.

#### Internationality of the Student Body

The student body in the SWK programme is composed of students from several Arab countries, including Qatar, Sudan, Iraq, Palestine, Jordan, Syria, Lebanon, Morocco, Yemen, and Oman. Admissions are open for all students, provided they master the Arabic Language and meet the minimum requirements.

There are various academic, theoretical, and practice backgrounds within the SWK programme. The programme study plan and its implementation allow ideas to be exchanged, changed, and developed. Consequently, students and faculty members indulge in an academic endeavour where the exchange of ideas fosters the intellectual development of the students and the enlightenment of faculty members. Each SWK programme student has a rich background of intellectual heritage and experiences, which add to the richness and vitality of the teaching and learning process.

**Table 14: SWK Graduates and Current Students by Country<sup>45</sup>**

Country	SWK Graduates (Year of Graduation)					Current SWK Students
	2017	2018	2019	2020	2021	
Iraq			0	0	0	1
Jordan			0	0	0	3
Lebanon			0	1	0	1
Morocco			0	0	0	1
Oman			0	0	0	1
Palestine			1	4	3	3
Qatar			4	1	3	14
Sudan			0	1	1	0
Syria			4	1	2	0

<sup>45</sup> Data below is dated as of Fall 2021

Yemen			0	3	1	1
<b>Total</b>			<b>9</b>	<b>11</b>	<b>10</b>	<b>25</b>

### Internationality of the Faculty

The SWK programme's faculty represent a wide range of international networking and experience. They have studied and worked in more than one country (darunter zum Beispiel USA, Canada, Egypt, Jordan, Palestine, Turkey, Jordan, and Kosovo or Germany) and mastered two languages. All the programme's faculty members are active scholars and have published in several languages. They participate in international conferences, workshops, and research groups. They bring their international experiences to DI, and such diversity helps promote the program's learning outcomes.

### Foreign Language Contents

Arabic is the primary language for teaching, learning, and assessment at DI, and English is a supporting language. The SWK programme is taught in Arabic and English. During their study, the students are assigned readings in both languages. However, most of the readings are in English due to the Arabic scarcity of appropriate Social Work-related resources. Specifically for Social Work, there is a lack of contemporary and timely textbooks in the Arabic Language due to Social Work being a developing and newly admitted area of specialization in Arab Universities.<sup>46</sup> However, in line with the spirit of internationality, faculty members of the programme can teach in both Arabic and English.

Mastering English in reading and writing academic texts is a requirement to graduate from the programme, and this is achieved through taking English courses at the Language Center for those students who need further study in the language to meet the English graduation requirement. This ensures that students acquire the necessary knowledge and skills to be fluent in academic English. Students can produce their papers and Master theses in either Arabic or English.

### **For all programmes**

Moreover, students in the benefit from the broad diversity and internationality of the DI. The DI's other programmes are also fairly diverse, and students frequently interact with students from other programmes inside and outside the classroom.

In addition to the DI's graduate students, the Language Center provides opportunities to students from across the globe to study Arabic intensively. Many of these students have come from Europe, China, and elsewhere, further diversifying the academic landscape of the DI. The Language Center offers an international fellowship, bringing in many students annually from outside the Arab world to further their knowledge of Arabic.

## **Appraisal:**

International content is an integral part of the curricula. The focus is placed on the Arab world, which also represents the targeted student group. Through, for example, the use of international literature and examples, students are enabled to act in an intercultural environment.

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<sup>46</sup> See self-evaluation report SWK, p. 62

The international composition of the student body is in line with the programme concept and includes students from various Arab countries. The international composition of the faculty is a fundamental element shaping the profile of the study programmes, as teachers from all over the world or with different international experiences are involved. This is also strongly promoted by the DI.

Furthermore, the proportion of foreign-language courses and the required foreign-language materials correspond to the qualification objectives of the study programmes. This is achieved through several courses that are also held in English (in the Psychology programmes) or used readings in English languages (SWK).

		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)

#### **Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)**

The two Psychology programmes are largely predicated on providing students with broad contextual knowledge and practical, transferable skills. This is largely fulfilled through providing students various opportunities to acquire multidisciplinary competences and skills.

Moreover, the study plan itself has also been designed with a multidisciplinary objective. In Clinical Psychology, Psychopathology courses cover adults (PSYC 615A) as well as children and adolescents (PSYC 615B), so students are exposed to both areas of research and practice. Assessment courses cover personality/psychosocial/ psychopathological assessment (PSYC 617A) as well as cognitive assessment (PSYC 617B) to provide students with the tools to incorporate both in their careers. Similarly, the Social Psychology programme offers courses that cover a wide area of social psychological subfields, such as cross-cultural psychology (PSYC 661), Organizational Psychology (PSYC 618), Intergroup Relations (PSYC 640), Political Psychology (PSYC 641), and Sustainable Development (PSYC 693). Through these various offerings, students are able to explore the wide range of areas they wish to focus their scholarly and applied work in, and to learn how to connect these different sub-areas to form a global understanding of individual and societal wellbeing.

The programme is also attentive to the need to provide students with practical, as well as transferable skills. All Psychology courses require significant academic writing, and most have been set up as seminars, with discussion and constructive argumentation heavily featured. Discussions are intended to solidify knowledge bases, but also to allow students to hone oral communication and argumentative skills. Moreover, as delineated in the attached syllabi, most theory-based (i.e., non-skills), classes require at least one oral presentation. As the attached syllabi also make clear, leadership and teamwork skills are emphasized through a series of group assignments in multiple programme courses.

The programme also aims to provide students with best practice approaches for individual- and collective-level intervention. PSYC 614 (Advanced Social Psychology), PSYC 622 (Social Change and Influence), and PSYC 621 (Clinical Intervention), for example, engage students with a multitude of strategies to facilitate change and enhance well-being and are dedicated to training students on how to devise plans based on context and ethical considerations, in situations such as reducing intergroup conflict or improving psychological health and social adjustment. One of the course assignments for PSYC 613 (Ethics and Practice) involves identifying a psychological-related ethical dilemma and propose a detailed solution using an ethical decision-making model.

The Psychology programmes – and DI as a whole – also focuses on social commitment. Social commitment is encouraged through several courses, such as Ethics and Practice (PSYC 613), Current Issues in Social and Applied Psychology (PSYC 620), and Psychology of Collective Action (PSYC 643), as well as conferences focused on social and political activism, in defense of broad human rights, or specific causes. For example, one day of the year, “Solidarity with Palestine” day, is devoted to the Palestine cause, and students are encouraged to participate. The campus also annually commemorates the UNESCO Arabic Language Day. In addition, on- campus conferences



and lectures have focused on current refugee crises, as well as conflicts in Palestine, Syria, Egypt, and the Arab Gulf.

### **Social Work (SWK)**

The Social Work profession is built on multidisciplinary. Social Work draws on various social and human sciences and other helping professions as a discipline and a profession. As a result, students learn and practice multidisciplinary competencies, communication, and public speaking skills as part of the curriculum and other academic activities. Students must give oral presentations in all SWK programme courses to describe their diverse research projects and/or review academic texts from a multidisciplinary perspective, such as in the School of the Social Sciences and Humanities (SOSH) interdisciplinary course. Furthermore, students engage in academic activities as assistants, such as conferences and workshops, and gain interdisciplinary competencies and communication experience.

Social Work, by its very nature, is a skills-oriented discipline. Therefore, it is at the heart of SWK teaching and learning that students master several professional and social skills. These include but are not limited to communication skills, critical thinking, conflict resolution, and anger management skills. SWK programme's teaching and learning require students to work in a group and teamwork. Group work is considered an essential skill in the Social Work profession in solving and responding to various challenges. Thus, students are trained in group formation, norms, dynamics. Students also have to work together in group assignments, a standard requirement in SWK courses.

The student-faculty forums are attended by SWK students and all faculty members and are held at least once per semester. Students determine the agenda of the forums, and the forum represents an opportunity for students to discuss any concerns or challenges they might have related to their course of study. In these forums, students gain experience cooperating with their peers and faculty and learn and practice skills in conflict management. The SWK programme strives to respond to and address legitimate student concerns expressed at forums. Students' feedback and concerns are considered in revising the program study plan and work procedures.

Students will be better prepared for their professional and future academic lives if they learn Social Work skills such as communication, public speaking, cooperation, conflict resolution, and teamwork, as the SWK profession requires many skills.<sup>47</sup> In the programme, SWK students are well prepared to respond to a wide range of individual, group, and community challenges, and they can assess, plan, intervene, and evaluate their work. SWK students are taught to holistically assess encounters, problems, and challenges in their professional lives. The holistic approach assists them in better understanding and responding to various problems and challenges in their larger context.

Examples of these skills from courses are many, and almost all courses are designed to deliver specific knowledge and skills that collectively produce the desired and planned outcomes. These skills are harnessed in specific courses, such as the foundation of community development, clinical Social Work practice, social policy, and program evaluation, to name examples.

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<sup>47</sup> See self-evaluation report SWK, p. 63

One significant transferable skill that is cross-cutting is the engagement of diversity and difference in practice, demonstrating self-awareness to mitigate the influence of personal biases and values, and modeling cultural humility and awareness while working with diverse clients and constituencies. Social Work students and practitioners should master and practice this significant stamp of Social Work.

## Appraisal:

Through group work, role plays, oral presentations, or forums, students are taught and practiced various multidisciplinary skills such as communication and public-speaking skills as well as cooperation and conflict handling skills. The didactic concept (see also chapter 3.3) supports the learning of these skills.

		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)

### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

All DI programme learning outcomes and course learning outcomes adhere to a “transferable skills” learning area, which supports student efforts to transition into doctoral work. One of the primary goals of the two psychology programmes is to prepare Arab students interested in pursuing applied and research-focused careers in Social or Clinical Psychology, and/or to pursue doctoral training in psychology or related professions/academic disciplines. The transferrable skills that the programme focuses on include professional development and career training and advising, in an effort to help students develop a meaningful professional direction for a career after graduation, and to apply the knowledge and skills acquired to succeed in these professional endeavours, be they in the academic or humanitarian sector.

The inclusion of internship courses in both programmes has served the above-mentioned objectives extensively. The goal of the **Social Psychology** internship course is to provide students with an opportunity to gain field experience involving “real-world” applications of knowledge within a given sub discipline (depending on their interests). These internships require a minimum of 100 applied hours and can take place in domains of human services, public policy, business, education, community intervention, and other work settings. The course is designed to help students apply and expand their theoretical knowledge, as well as to develop professional work standards, explore career options, and build professional relationships in the work field.

The internship in **Clinical Psychology** consists of a clinical practicum based in a licensed and supervised mental health setting. The purpose of this practicum is to develop student ability to integrate theory and research to deliver evidence-based interventions and therapies. These internships, consisting of 500 practicum hours, expose students to real-world cases, as well as to

the working systems within mental health settings. They are especially important in providing students with opportunities to practice within supervised settings, whereby licensed clinical psychologists at each site offer mentorship, guidance, and practical skills that are essential in preparing students.

In addition to these internship courses, other courses in the programmes provide further opportunities for real-world applications. One assignment in PSYC 620 (Current Issues in Social and Applied Psychology) is for students to present on current and relevant real-world issues, followed by an in-depth discussion, involving the entire class, on how to better understand, study, and intervene in these issues. PSYC 617 (Clinical Assessment) courses also place heavy emphasis on practical aspects, including case studies and hands-on training on generating clinical reports. PSYC 621B (Clinical Intervention) course include a role-playing and treatment plan component as well, further preparing students for their internships and work post-graduation.

The programme's emphasis on issues that are both time- and context-relevant, including conflict, immigration, social adjustment, trauma, and organisational process, combined with its focus on practical writing, public speaking, teamwork, leadership, and conflict resolution skills, offer students valuable knowledge and skills for employment.

### **Social Work (SWK)**

Social Work (SWK) is a practice-oriented profession. Therefore, SWK students are in direct contact with the labour market. The students spend 750 actual working hours in various agencies, organisations, and government institutions. The study plan offers students opportunities to master SWK knowledge, skills, and relevant expertise to pursue employment. The knowledge and practical experiences gained in the programme shall enable students to compete in local, regional, and international job markets. The DI explains that with the Middle East inflected with conflict and wars, the need for humanitarian assistance and work is warranted.<sup>48</sup> Social Workers are among the frontline actors in these situations. Some of the institutions that SWK graduates work or have worked include Qatar Red Crescent and Qatar Social Work Foundation.

Social Work knowledge and skills prepare students to work in various contexts and environments. SWK students graduate from the programme through professional education and training and are prepared to assess, plan, implement, and evaluate interventions in individuals, families and groups, community, and international Social Work settings. These arsenals of knowledge and skills are executed with the critical and encompassing knowledge and skill of ethical and cultural competence.

### **Appraisal:**

Due to the strong interlocking of theory and practice (see chapter and appraisal in chapter 3.1), which also includes institutional supervision in all three programmes, the promotion of employability runs like a thread through the curriculum. This includes, for example, a supervised intensive internship (psychology) or fieldwork for a focus on applied social work (SWK).

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<sup>48</sup> See self-evaluation report SWK, p. 64

		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

#### For all programmes

Following DI bylaws and regulations, the programmes have well-defined procedures for hiring new faculty members and extending the contracts of existing ones. These procedures can be found in Article 3 of Faculty Bylaws.

Regarding hiring a new permanent faculty member, this starts with the annual evaluation by the programme council of its needs. If the council agrees to hire a new faculty member, the Head of the Program submits a report to the School Dean with such a request. If the School Dean agrees to the request, he/she 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/she chairs, composed of faculty members from the programme, the School, and DI. The committee reviews the applications forwarded by the Human Resources Department, conducts interviews with the shortlisted candidates, and chooses the best candidate. The leading candidate is sometimes invited to speak with faculty and students as part of the hiring process. The hiring committee then submits its report and recommendation to the Provost, who decides whether to accept or reject it.

#### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

The **Social Psychology** programme has four full-time faculty members (including the Chair of both programmes) and the **Clinical Psychology** programme has two full-time faculty members. Social Psychology faculty teaches the common courses between Social and Clinical Psychology (e.g., Research Methods, Statistical Methods). Clinical courses are additionally covered by PhD-carrying and licensed practitioners from DI's partner institutions. To date, three adjunct faculty for the clinical program have been practitioners based in partner institutions. The **Clinical Psychology** programme has regularly relied on visiting/adjunct faculty since 2019 (in total five adjunct faculty members who taught in different semesters from Fall 2019 to Spring 2023), while the **Social Psychology** programme has relied on a visiting faculty once, during the 2018/2019 academic year.

The **Clinical Psychology** programme, due to its specific requirements of faculty (high academic and practical criteria) has to be more selective in who it includes as part of the full-time staff, although large efforts are currently being undertaken to increase the number of full-timers to three, by the end of the 2023. Nevertheless, the faculty-to-student ratio remains well. The clinical programme typically admits between eight to twelve students per year (due to practicum placement restrictions)<sup>49</sup>, while the **Social Psychology** programme admits approximately twelve students per year, resulting in a student body of less than 14 in **Clinical Psychology** and less than 24

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<sup>49</sup> Part of the Clinical Psychology curriculum requires 500 hours of Practicum training, during the second year of the programme at a licensed medical health facility. Currently, two medical institutions in Qatar (Hamad Medical Corporation and Sidra Medicine) meet the criteria for practicum placement. Each institution has limited space for interns each year. To ensure that all students obtain placement for their practicums each year, the number of accepted students must be limited to remain within the capacity of each practicum site.

in **Social Psychology**. Accordingly, the faculty-to-student ratio in **Clinical Psychology** is approximately 1:7, and in **Social Psychology**, it is approximately 1: 6.

The programmes balance workloads such that individual faculty members have sufficient time for teaching preparation and delivery (including meeting with students), research, thesis supervision, academic advising, and administrative duties. Each regular member of the programmes teaches either three or four academic courses per academic year (i.e., one or two courses per semester), while the Head of Programmes teaches two courses per year (i.e., one course per semester). Faculty members typically serve on three or four committees per year, on average, and advise between two to four Master students per year, on average. Faculty members are expected to produce at least one peer-reviewed journal article per year.

#### Academic Qualifications of Faculty

When hiring faculty, DI, as well as both psychology programmes look for individuals who possess PhD degrees from reputable institutions, a track record of peer-reviewed publications, and evidence of university teaching success. Application file requirements include a cover letter, CV, research statement, teaching statement, and three references. All current psychology faculty members hold PhDs from internationally recognized programmes in Social Psychology or Clinical Psychology. Moreover, they are established academics at their respective academic stages of their careers, with considerable research experience. The faculty have also accumulated substantive administrative experience – four of the faculty members have served as Heads of Programmes. Most faculty also have extensive experience serving academic journals in various capacities (e.g., editors, editorial board members, peer-reviewers).

#### Pedagogical / Didactical Qualification of Faculty

Prospective faculty must demonstrate high teaching aptitude, speaking to their specific teaching philosophies and unique teaching experiences, and show evidence of favourable student evaluations (if applicable). Collectively, faculty have taught more than thirty different course topics and have designed many courses themselves. Programme faculty also take part in regular teaching and assessment workshops provided by the Office of Teaching, Learning, and Assessment. The faculty members also have extensive thesis advising, and university administrative experience.

#### Practical Experience of Faculty

Additionally, faculty used their expertise in applied domains as well (e.g., mental health setting, non-governmental organisations, community workshops) and draw upon these diverse experiences in their teaching activities. For example, both **Clinical Psychology** faculty have had clinical and practical experience in mental health settings (e.g., one worked at the Clemenceau Medical Center in Lebanon, the other worked at the Psychiatric Hospital in Gaza, Palestine), while in **Social Psychology**, one worked in NGOs in Lebanon as a Project Coordinator on psychosocial interventions, a Mediator/Facilitator for Democracy Education, and Volunteer in relief efforts (the former two involved community-based workshops). Furthermore, faculty members attend regular workshops and participate in academic conferences in order to stay abreast of developments in their field(s).

## Social Work (SWK)

The programme has five full-time faculty members – one full professor, two associate professors and two assistant professors. Except for the Head of Programme, each full-time faculty member teaches two courses each semester to enable faculty to attend to their students and research projects effectively. According to the study plan, the teaching load per semester is as follows:

- **Fall semester:** First-year students: 4 courses; second-year students: 4 courses
- **Spring semester:** First-year students: 5 courses; second-year students: 4 courses including the capstone

As a result, the programme must offer at least 17 courses per year. The ratio of faculty to students in the last four years is 1 to 5.

All the full-time faculty members have SWK backgrounds. A requirement is that each faculty member has a Master in Social Work degree and a Ph.D. in Social Work or a related discipline. After completing the required period, the two Assistant Professors are ready to apply for promotion to the Associate Professor's rank. Two faculty members joined the programme in fall 2021; one is an Associate Professor, and the second is an Assistant Professor.

All the faculty members are active researchers and publish regularly, and they are experienced practitioners in their fields of specialisation.

The programme council can submit a report and requests the Dean to hire visiting professors, including several experts on specific courses that must be taught. The request is discussed with the Dean with proper justification and CVs of the candidates; if approved by the Dean, it will be sent to the Provost for final approval.

Either the Head of Programme or faculty members nominate guest speakers. Usually, the guest speakers are well-known experts in their areas of expertise. Their expertise is relevant to specific courses. Alternatively, they may be directing partner organisations that the programme maintains mutual partnership. In some cases, students are encouraged to nominate guest speakers and to direct the activity that the guest speaker will deliver.

DI has a standing promotion committee that reviews faculty members' submissions for promotion. The faculty member interested in promotion should initiate the promotion and consult with the Head of Programme and the Dean. The promotion is based on the faculty member's accomplishments in research and publications, teaching, and administrative and community service. The Promotion Committee meets annually.

Furthermore, beyond the academic qualifications of the SWK programme faculty, the faculty have been serving the community in several ways. For example, they serve on public and NGO boards, providing their knowledge and expertise on developing public and community work. They also participate in various educational and community awareness-raising campaigns. For example, faculty took a significant role in planning and implementing the 16 days of combating violence against women. They also participated in several events organised by the community police in Qatar on the issue of family safety, security, and cohesion. In addition, the programme and staff

facilitated the opportunity for members of NGOs and other organisations to attend workshops and symposia organised by the programme.

#### Pedagogical / Didactical Qualifications of Faculty

Each of the current five full-time faculty members has at least 20 years of experience working in higher education institutions and various practice fields. They have acquired rich experience teaching courses in their area of expertise and concentration. Moreover, four have worked in different universities and countries, including USA, UK, Jordan, Lebanon, and Palestine, catering to students from different societies and cultures. Besides their international experience, they have experience working in Arab countries and primarily teaching Arabic. Upon hiring and interviewing, teaching experience in different universities is considered a required criterion equivalent to research, teaching, and administration.

Moreover, the interview process is dedicated to probing the pedagogical methods used by candidates and their competence as researchers. The members of hiring committees at DI, in general, and those convened for the programme, are experienced full-time faculty members with rich knowledge and skills in evaluating candidates for academic positions. They are experienced not only by working as faculty but also by working in several academic institutions in different countries.

As experts in their respective fields, each faculty member in the SWK program is expected to develop their courses following the policies and guidelines of DI.

#### Practical Experience of Faculty

The DI SWK programme's faculty members are very well experienced and vested in the actual fields of practice. Every one of the SWK programme faculty members has a vast amount of practical experience. Almost all SWK faculty members have researched governmental, non-governmental, and international organisations. They also offered training workshops and consultations to various agencies and organisations locally and internationally. Their practical and lively experience provides rich material for teaching different courses, especially in the intersections between theory and practice. Moreover, this experience presents models for bridging academia, different social institutions, and the market. Additionally, faculty members regularly attend workshops and participate in academic conferences to stay abreast of developments in their fields.

Moreover, research is among the essential tasks and duties of faculty members. It is a matter of almost daily discussion among faculty members. The SWK programme faculty members are in continuous engagement with research projects either with their colleagues from the programme, colleagues from other programmes, or maybe from other countries. An example of ongoing joint research focuses on the psychosocial consequences of coronavirus and divorce. There is a continuous collaboration on issues of developing Social Work in the region by the programme and discussions are ongoing among faculty to create research themes and research groups.



## **For all programmes**

### **Student Support by Faculty**

The low faculty-to-student ratio of the programmes allows students to frequently and meaningfully interact with faculty members in the programme.

Each faculty member is required to hold two weekly office hours for students. These office hours are advertised on the faculty member's office door and in each faculty member's syllabus. Furthermore, the faculty member must be available to meet with students outside of office hours if the student requests it. If necessary, faculty members will often initiate meetings with the students they teach. Furthermore, students and faculty to communicate about specific courses and assignments use Moodle effectively. Although Moodle and emails are the primary means of communication between faculty and students, students can contact their instructors by phone or WhatsApp in an emergency.

According to the DI Academic Advising Policy, each student has an academic advisor. The advisor supports the student during their entire two years of study. The advisor acts as a mentor for the student and ensures that he/she is enrolled in requested courses, follows up on issues, and assists with needed administrative paperwork. Academic advisors must meet periodically with their students regularly per semester. The low number of students assigned to each faculty member allows each student to receive significant personalized attention from their advisers and supervisors. Capstone/Thesis supervisors are also required to meet regularly with their students.

Upon graduation, some students seek jobs in Qatar. In such cases, the faculty have helped students with letters of recommendation, advising, and consultation. Therefore, the faculty's relationship with students continues even after their graduation. In addition to Student Affairs, the programme's administrative coordinator offers students administrative support. Often, the administrative coordinator is proactive and follows up with the students to support them with different administrative aspects of their enrolment in the programmes.

Additionally, there are regular student-faculty forums that students and all faculty members attend. The forums represent an opportunity for students to discuss any concerns or challenges related to a course of study—the Head of the Programme follows up on the forum's outcomes.

Furthermore, for field education/practicum/internship, the faculty member responsible for overseeing the students' progress in their field practicum directly contacts the students and their field supervisors. The program also has a field education coordinator who assists in administrative and organisational matters about field practice.

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

### Internal cooperation

Faculty members cooperate to enhance the program study plan, review the program specification, and refine interrelated courses to achieve learning outcomes. During the regular program council meetings at least once a month, and often in other meetings specifically for this purpose, faculty members meet to discuss each course's content and topics and build complementary and accumulative learning processes across courses. In addition to the coordination at the course level, faculty members cooperate in supervising student capstones, field practicum, and specific activities of general concern. Another example of cooperation includes collaborating on workshops, guest speakers, or joint events. Faculty members are almost in direct and daily contact, discussing students' emerging issues, field practice, challenges facing students and exchanging ideas on the further development of the programmes' study plan and the programmes in general.

Many discussions and activities have focused on pedagogy and didactic tools and their development at the programme, School, and DI levels. Student and faculty evaluations are discussed at the end of each semester, and action plans are developed and implemented accordingly. Moreover, DI has established several initiatives for faculty members on pedagogical and didactic approaches to raise the quality of teaching and learning. For example, a significant initiative at the level of DI was the formation of a Teaching, Learning, and Assessment Committee in 2018-2019. The committee conducted several training workshops for DI's faculty. An Office of Teaching, Learning, and Assessment Office (OTLA) was established in 2019 to support the committee's work two years ago. The Office is very active in organising and conducting workshops on various teaching and learning pedagogy and accompanying technology which the SWK programme faculty have attended. The Office was also very active and responsive to the challenges brought by the coronavirus pandemic and the swift move toward online teaching and learning. The OTLA prepared a comprehensive professional development plan for faculty at DI, which was discussed in the TLA committee with feedback from faculty members. The plan will be further developed to become a comprehensive Staff Development Policy for all staff at DI.

### **Appraisal:**

The panel concluded for all study programmes that the structure and number of teaching staff correspond satisfactorily with the programmes' requirements. The low number of students results in a good teacher-student ratio. The composition of the teaching staff ensures that both academic standards and the requirements of professional practice are met and shows a balanced mix of practical professional experience and academic qualifications in the teaching staff.

The panel was particularly positive about the academic qualification of the lecturers. Based on the documentation and CVs, as well as discussions with the teaching staff, the panel found that the teachers of the three study programmes have a very good research output and that the faculty's outstanding academic qualification is underlined by scientific publications in peer-reviewed journals and books.

In terms of pedagogical and didactical qualification of the faculty, the panel assesses the faculty's qualification corresponds to the requirements and objectives of the study programme.

The University verifies the qualifications of the faculty members by means of an established procedure. Specific measures for further qualification of the faculty members are implemented.

During the interviews, the panel was also able to convince itself that a regular interaction between faculty members takes place, in which the study programmes' contents are discussed in order to improve them.

Student support is crucial for the DI. The lecturers are there for the students during and outside their office hours. Different supervisors are assigned for the different academic areas (thesis/capstone, internship) to ensure all-round support. In the discussions with the students, the panel gained the impression that they are fully satisfied with the open door of the DI and the support from the lecturers.

		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 the Programme<sup>50</sup> has several functions in coordinating, conducting, and developing programme activities. Specifically, duties include the day-to-day business of programme reporting; course scheduling; registration; thesis and academic adviser assignments; event planning; representing the programme in the School Executive Council; serving as point-of-contact for programme students and faculty; and faculty recruitment, hiring and evaluation.

<sup>50</sup> Every study programme has its own Head, with exception of the Clinical and Social Psychology programmes, which are jointly led by one Head of Programme, who is responsible for all areas of programme administration.

Additionally, the Head of Programme oversees study plan changes, quality assurance initiatives, and collaborative opportunities with other institutions; leads student recruitment and admissions efforts; and coordinates efforts to add website content and build library resources. The Head of Programme also chairs programme meetings, which are held once per month.

As previously mentioned, the Head of Programme also coordinates and facilitates regularly scheduled Student-Faculty forums. Moreover, he/she also works closely with Student Affairs and programme faculty on all individual student affairs issues and concerns.

Programme faculty provide formal assistance to the Head of Programme. In particular, programme faculty play important roles in student affairs, academic and thesis advising, and event planning. The Head of Programme is also aided by both a programme-specific administrative coordinator, a School administrative assistant (Dean's Office Manager), and colleagues in Registration, Student Affairs, Office of Institutional Effectiveness and Quality Assurance, and other DI administrative units.

#### Process Organisation and Administrative Support for Students and Faculty

The primary programme administrative coordinator works closely with the Head of Programme and other members of the faculty. Specific duties include syllabus editing (including ensuring syllabi follow DI requirements); meeting and event scheduling; taking programme meeting minutes; English-to-Arabic and Arabic-to-English translation; preparing reports and data as needed; facilitating and organising events and guest speaking engagements; sending out announcements; prepping course materials for faculty members; and liaising with Registration, Library, Student Affairs, and Communications and External Relations Department.

The administrative coordinator also serves as a key point-of-contact for students, particularly in the areas of rules and regulations, form processing, course registration, requests for withdrawal, appeals, enrolment, and Master thesis submissions. Additionally, the administrative coordinator sends out announcements to faculty and students regarding important events, including regularly scheduled Student-Faculty forums. She is evaluated periodically by the Head of Programme and is offered opportunities for advancement within DI.

A Dean's Office Manager also provides more general support and administrative support, particularly on School and DI-wide initiatives. Other administrative units within DI – Student Affairs, Registration, Information Technology, Facilities, the Library, and the Research and Grants Department – help students and faculty with registration, course materials (including the online course management programme), information technology, library resources, or Institutional Review Board approval.

During the interviews, the staff explained that professional development opportunities are provided for all staff and various trainings are offered – not only on request – but also on a professional development plan for each faculty is created.

## Appraisal:

In the discussions with the Heads of Programme, the panel gained the impression that the three study programmes are very well organised and that the overall programme organisation ensures effective and efficient management.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff is available. DI offers its administrative staff specific training depending on the area of work to ensure a continuous professional development. Above all, the administrative staff acts as a service provider for students and faculty.

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

## 4.3 Cooperation and partnerships

### For all programmes

As a whole, DI has been active in pursuing cooperation and partnerships with other institutions of higher learning. To date, more than two dozen such partnerships and cooperation have been established nationally and internationally. These partnerships benefit all DI students because they both ensure higher education standards and create natural opportunities for educational collaboration. DI has also established partnerships with numerous other organisations and networks, including government ministries. For instance, the current MOUs with Sidra Medicine and Qatar Social Work have been particularly useful for the programmes, both in terms of student internship/practicum placement, as well as bringing in faculty adjuncts and guest lecturers from these institutions.

Moreover, there are other memorandums of understanding between the DI and several universities around the globe that the programmes benefit from to create new contacts and networks of cooperation.

### Social Psychology (M.Sc.) and Clinical Psychology (M.Sc.)

The Psychology programmes have formal and informal relationships with Hamad Medical Center (HMC), Sidra Medicine, Qatar Cancer Society, and other organisations. HMC is the principal public healthcare provider in the State of Qatar, with a vast reach in terms of community and professional networks. Sidra Medical and Research Center is the primary women's and children's hospital in Qatar, closely connected to HMC as well as the two main medical schools in Qatar. Qatar Foundation, a state-led non-profit organisation for education, science, and community development, also developed it. These cooperations have particularly enriched the internship and

practical experiences for both Clinical and Social Psychology students and have also provided the programme with adjunct instructors and guest speakers, who are experts in their respective fields. Furthermore, DI states that several alumni have gone on to work at HMC and Sidra Medicine.<sup>51</sup> In addition, HMC and Sidra Medicine are both collaborators with DI on a large research project that is led by one of the faculty members in the programme (and funded by the Qatar National Research Fund).

### **Social Work (SWK)**

Central to the programme vision is developing a network of relations with similar programmes or institutions. Such cooperation enables faculty members and students to expand their horizons internationally and create collaborative teaching and research project opportunities. So far, the programmes have cooperated, in different formats, with the following institutions:

- **Qatar University (QU):** the SWK programme has joint activities with QU, such as jointly organising the first Arab Conference on Universal Design (UD), inviting guest speakers from Qatar University to DI SWK programme, and the SWK programme's participation in the Social Science Department at Qatar University seminars and conferences.
- **The Ministry of Social Development in Jordan.** DI signed an agreement with the ministry several years ago which is currently being renewed. The SWK programme utilized this agreement in establishing field training placements for its students at the ministry's affiliated centers and organisations. These include children and juvenile institutions, family protection, orphanages, or disabled persons. SWK programme staff and students have several visits to the ministry and its affiliates. In addition, the ministry oversees the work of foreign and international organisations of which the programme also has found placement opportunities for its students.
- **The University of Jordan:** the SWK programme cooperates with the University of Jordan, within which SWK programme students spend part of their practicum in Jordan. The Jordanian placement was postponed in the year of the coronavirus pandemic. However, the field placement resumed in 2022, and students and their faculty advisors traveled to Jordan from June to July 2022. The placement was in Syrian and Palestinian refugee camps, social service organisations, centers serving vulnerable and marginalized populations, international and foreign organisations, and community development centers. In addition, staff and students had the opportunity to meet their Jordanian counterparts and organise joint activities.

Additionally, the program has cooperation with centers in Qatar in which SWK students conduct their placements. Examples of such placements include Hamad Medical Corporation, the Family Court, Qatar Red Crescent, Qatar Voluntary Center, Ministry of Social Development & Family and the Ministry of Education and Higher Education, among others.

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<sup>51</sup> See self-evaluation report Psychology, p. 60

Collaboration with the Arab Center for Research and Policy Studies takes several shapes, including research, participation, and joint events and activities. For example, the programme prepared a list of SWK terminology, which will be included in a dictionary on Social Sciences.

The faculty members at the SWK programme work on projects with community-based organisations. These include Qatar for Social Work, Hamad Medical Corporation, and other non-governmental organisations in Qatar active in social development and welfare. Usually, such cooperation involves a technical consultation from faculty members to promote specific

## Appraisal:

Cooperation with universities, other scientific institutions and networks as well as with business enterprises with an impact on the programme are plausibly presented and actively pursued. Especially the cooperation in relation to business in this case for example the Hamad Medical Center (HMC), Sidra Medicine or the Arab Center for Research and Policy Studies show a wide connectivity with business enterprises that play an important part in the study process e.g. by enabling supervision in the hospital and giving the students a hands on experience and significantly contribute to the development of qualifications 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

DI has a facility that was designed to fully support the educational process and provide spaces not only for traditional teaching and learning but for hosting conferences and talks and facilitating day to day interactions. The DI's campus spreads over an area of 112,000 m<sup>2</sup>, encompassing 23 different buildings. The campus buildings are used for living, educational activities, and leisure activities.

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

Moreover, the **Psychology programmes** specifically have three additional rooms that serve multiple purposes for both research and training. The testing unit contains various formal and standardized assessments related to personality, cognitive abilities, clinical disorders, and other constructs. Students use the material and space provided to learn about these assessments, how to administer them, and how to interpret their results. The clinical unit contains equipment, such as a biofeedback device and EMDR kit, and faculty train students on how to safely and adequately utilize them in clinical settings. Attached to this room is the third room, separated by a two-way mirror, allowing faculty or students to observe activity taking place in the clinical unit without intrusion. This is useful for supervisors to monitor and for students to learn from these activities. Moreover, the space allows for laboratory-based research – that which requires the physical presence of participants – to be conducted in privacy, thus ensuring confidentiality and anonymity.

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

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

#### Access to literature

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

The Library builds its collections of different materials and resources, in print and electronic formats, based on the established collection development policy and procedures that are responsive to the needs of DI community. Currently, DI library features a total of 8282,500 book titles, including approximately 1,309 items in Psychology programmes and approximately 1,678 items in SWK programmes (these fall directly under the Dewey Classification System but more items relevant to this programme can be found in other Dewey topics/subjects). Faculty members and DI librarian update the library collection with relevant books, textbooks and other sources. The allocated budget is sufficient to update the collections regularly. All literature assigned in course syllabi is available either in the DI library or is uploaded directly to and available on individual course Moodle sites. Faculty members and students (with faculty member approval) may request that the Library obtain a book or journal issue.

In addition to the DI's print and electronic collection, the DI community has also access to the resources available through QNL.



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

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

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

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

## Appraisal:

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

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programme, even taking into account the resource needs of other study programmes. Especially the professional use of Moodle left a very positive impression on the panel

DI possesses appropriate rooms with the specific technical components needed. The rooms are properly equipped for disabled students and give them barrier-free access.

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

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

## 4.5 Additional services

### For all programmes

#### Career counselling and placement service

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

DI recruited a Career and Skills Development Specialist in 2018-2019 who holds a Master's degree in International Business and has more than twelve years' experience in various industries including 5 years' experience in delivering and creating programs to develop the skills of the youth in Qatar. The Career and Skills Development Specialist is assigned to establish the career services as part of the students' services. Career services provides workshops for students on CV writing, preparation for job interviews internships, and employability skills. Registration for workshops or individual consultation sessions can be done through the DI intranet. Students submit their feedback after each workshop to improve the services and provide workshops in areas that they may ask for. Moreover, the Career and Skills Development Specialist invites companies to deliver information and recruitment sessions about their companies.

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

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

#### Alumni Activities

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

- Constant communication with DI graduates.
- Strengthening the relationship between the graduates and DI.

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

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

The programmes are also independently exploring new avenues for connecting with alumni in order to provide continued support and guidance.

## Appraisal:

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

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

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

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

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

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

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

## Appraisal:

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

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

## 5. Quality assurance and documentation

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

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

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

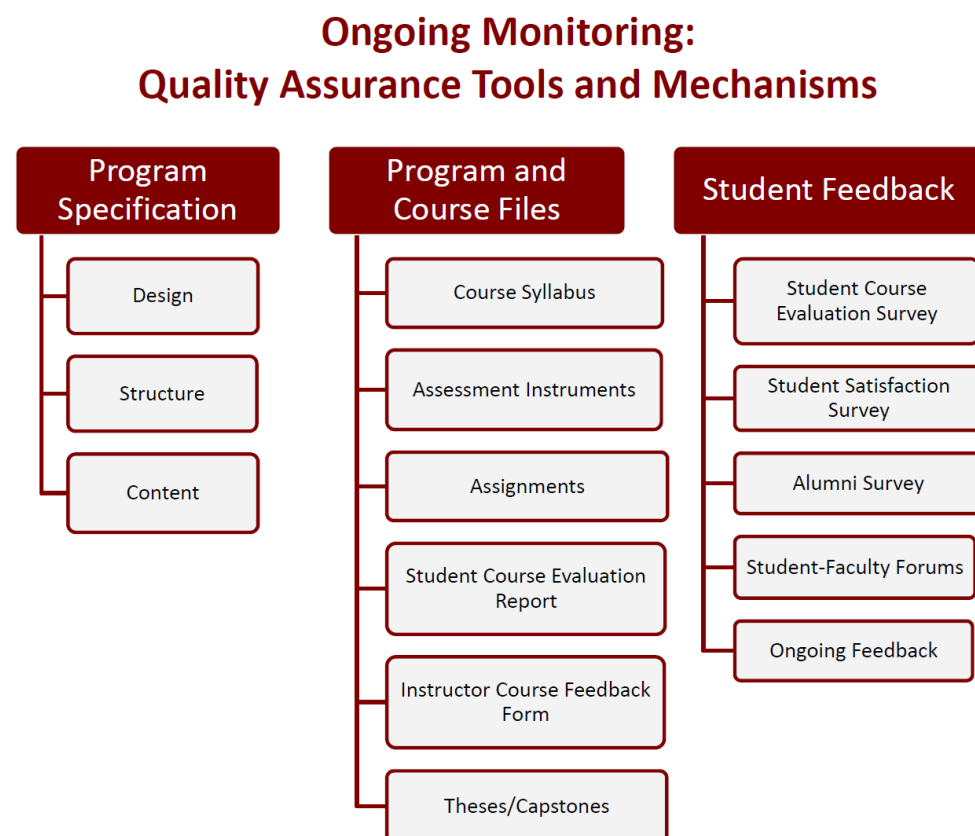
The programmes hold a monthly meeting, chaired by the Head of Programme and attended by all faculty. One purpose of the meeting is to discuss course contents, assessments, syllabi construction, student affairs, and research. All faculty members can suggest meeting agenda items by emailing to each programme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

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

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

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

**Figure 1: DI's Quality Assurance tools and mechanism**



### Evaluation by students

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

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

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

DI students and alumni also evaluate and provide programme feedback through annual Student Satisfaction survey and biannual Alumni survey. Improvement plans to the programme are subsequently made where appropriate. Important improvements are communicated to students via emails, meetings with the students and/or meetings with DI Student Council. The results of all surveys conducted are analysed and reported in summative OIEQA reports that are submitted to the Schools, DI Council and administrative units (where appropriate) for review and action.

### Evaluation by faculty

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

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

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

### External evaluation by alumni and third parties

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

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

### Programme Documentation

The programmes are documented in some detail on the programme page of DI official website. The website explains the programme's mission and provides descriptions of the entry requirements and programme structure, including course descriptions. Additionally, the website provides profiles of the programme's faculty members, a description of possible career destinations, and instructions on how to apply for admission. Sections are appropriately and clearly labeled, and hyperlinks are provided to other sections of DI website, as necessary. All DI academic policies and bylaws are also accessible and found on DI's website<sup>52</sup>.

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<sup>52</sup> <https://www.dohainstitute.edu.qa/EN/Academics/Pages/Academic-Policies.aspx>, accessed on 11.04.23

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

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

The DI and its faculties have clear protocols for document management. The Head of Programme and programme coordinator are responsible for collecting documents related to pedagogy, advising and theses and retain records of these for themselves. The records are subsequently forwarded to the Office Manager so that they may retain documents as necessary. Faculty members are required to retain all evaluations and feedback provided to students, course slides, grading rubrics, readings and instructions, and upload them to the intranet. The program coordinator organises the collection of these materials.

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

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

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

#### Information on Activities During the Academic Year

The Head of the Programme and programme coordinator regularly keep faculty members and students aware of relevant updates and deadlines. In addition, activities that are administratively under the jurisdiction of SOSH are communicated to students and staff in a timely manner through the Dean’s Office. The DI’s Office of the President also regularly updates all concerned members of changes, obligation deadlines and other matters that may be of interest to them. This is done through a number of well-organised listservs that allow relevant parties to be informed of updates without overburdening students and faculty members with emails that may be irrelevant.

The programmes communicate its activities regularly to the DI community, using internal email address lists to send out email announcements. The Communications and External Relations



Department also prepares flyers for the programme when needed. In addition, the SOSH Dean's Office distributes events, activities of the programmes to the college community, including students.

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

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

## Appraisal:

The panel formed the view that the DI set up 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. It takes into account the evaluation results and the analysis on student workload, success rate, and graduate employment as well as the profile of the student population.

During the interviews, the panel also had the opportunity to learn more about learning outcome assessment. Since the panel was shown the possibilities of Moodle and was positively impressed by it, the panel would like to encourage the DI to engage more digitally with learning outcome assessment in order to make it even more efficient and to better trace the results back.

Evaluations by the students, by the faculty and by alumni are carried out on a regular basis and in accordance with a prescribed procedure. The outcomes are communicated and provide input for the quality development process.

The documentation on the programmes is constantly updated and easily accessible for interested parties both in print and in digital form.

However, the precise description of the study programme and/or the course descriptions could be even clearer to better reflect the special features of the study programmes. The panel sees potential for improvement in making the descriptions more detailed and transparent by clearly highlighting and differentiating

- the content,
- the theoretical foundation,
- how it is practically applied and,
- what methodology is used.

Instead of linking these aspects textually, the individual aspects should be described separately from each other in order to make them clearer. This would make it more understandable for outsiders and the strong interconnection between practical and theoretical skills would be better emphasised.

Moreover, for example, in the descriptions of the internship in the hospital and in the clinical intervention course, it could be described more clearly that the students are supported/supervised by external experts, which would show an additional strength of the psychology programmes. In the interviews, all study programmes had a wide range of content-related topics such as affective disorders, CBT or artificial intelligence, which could be clearer documented (see also appraisal in chapter 3.1). Therefore, the panel **recommends** that the programme description (and/or module descriptions) could be formulated more clearly to better reflect the special features and contents of each programme.

The DI 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

## Master programmes:

Master of Science in Clinical Psychology [PSYC]

Master of Science in Social Psychology [PSYS]

Master of Social Work [SWK]

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
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		
<b>2</b>	<b>Admission</b>					
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		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
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		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
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)		PSYC	PSYS, SWK		
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			

		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					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)		X			
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			X		
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		