

HUNGARIAN UNIVERSITY OF AGRICULTURE AND LIFE SCIENCES

**DOCTORAL SCHOOL OF ECONOMICS AND REGIONAL SCIENCES
(DSERS)**

QUALITY ASSURANCE PLAN

**(The scope of this Plan is limited to doctoral students who started their doctoral studies
after 1 September 2023)**

Gödöllő, Kaposvár

2023

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1. Introduction

The quality assurance system of the Doctoral School of Economic and Regional Sciences of the Hungarian University of Agriculture and Life Sciences (DSERS, hereinafter referred to as DS) is based on the rules and procedures defined in the Act CCIV of 2011 on National Higher Education, the Government Decree 87/2015. (IV. 9.) on the Implementation of Certain Provisions of the Act CCIV of 2011 on National Higher Education, and the rules and procedures set out in Government Decree No. 387/2012. (XII. 19.) about the doctoral procedures and habilitation.

The quality assurance system of the DS follows the requirements of the Hungarian Accreditation Committee for Higher Education for the accreditation procedures of doctoral schools and the principles of modern quality assurance, and takes into account the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) based on the PDCA principle which were developed by the ministers of the European Higher Education Area (EHEA) in coordination with ENQA (European Association for Quality Assurance in Higher Education).

2. Mission statement

The mission of the DS is to train highly qualified specialists in the fields of economics and regional sciences whose lives are professionally influenced by the pursuit of these disciplines and who contribute to the overall development of the disciplines by achieving new scientific results.

The mission of the DS is to develop a new generation of leading researchers and lecturers in basic and applied sciences, preparing them to meet the challenges of the knowledge society.

3. General quality assurance criteria

3.1. Scope of quality assurance

The Quality Assurance Policy of the DS, based on the ESG criteria of the Institutional Quality Policy and taking into account the guidelines and provisions of the Institutional Development Plan, provides for and ensures the fulfilment, monitoring and continuous improvement of the quality assurance criteria related to the activities of the doctoral school. The flowchart of the training and quality assurance activities of the DS is presented in Appendix 1.

The quality assurance activities of the doctoral school cover the following areas:

- a) continuous monitoring of the training in the doctoral school;
- b) monitoring the fulfilment of the quality assurance expectations related to the doctoral degree procedure, by following and complying with the ESG 2015 guidelines.

The quality policy also covers activities outsourced, contracted, delegated or otherwise carried out by the institution.

3.2. Persons responsible for quality assurance and involved in the development of quality policy

In close cooperation with the University, the DS ensures the conditions for conducting high quality research, taking into account the professional standards of doctoral schools in co- and frontier (interdisciplinary) sciences in Hungary and abroad, as well as the satisfaction of stakeholders (students, doctoral candidates, university lecturers, external partner organisations).

The DS places high priority on the following quality assurance principles: professional control, scientific ethics, publicity, feedback, monitoring, documentation, individual responsibility.

The regulation of the quality of doctoral training programme is achieved by defining the processes of doctoral training programme and the persons and organisations in charge.

Responsibility for the application and implementation of the institutional quality assurance procedures related and relevant to the DS lies with the Secretary and the head of the doctoral school, in cooperation with the leaders of the doctoral programme.

In terms of the Quality Assurance Plan, the head of the DS is responsible for:

- a) communicating the quality policy to all internal and external stakeholders,
- b) setting annual quality objectives,
- c) monitoring the achievement of quality objectives,
- d) ensuring the feedback and incorporation of measurement results into operational processes for continuous improvement.

In terms of the Quality Assurance Plan, the secretary of the DS is responsible for the:

- a) coordination and organisation of the operational quality assurance activities of the DS,
- b) representation of the DS in the institutional Accreditation and Quality Committee,
- c) ensurance of the up-to-date communication of quality assurance issues and information between the institution and DS.

The head of the DS reports annually to the DHCU (Doctoral and Habilitation Council of the University) on the operation of the quality assurance system of the doctoral school, the implementation of the quality policy and quality objectives, and the results achieved in the course of development and improvement.

The DSC (Doctoral School Council) prepares the quality policy of the DS and submits it to the DHCU for review, opinion and approval.

The Secretary of the DS, who is responsible for the quality assurance tasks of the DS, is in charge of managing and updating the documents of the DS. The DS is not involved in any quality assurance procedure other than the accreditation procedure of the Hungarian Accreditation Committee.

3.3. Quality policy, external quality assurance

The DS has an independent public quality policy (Appendix 2), and involves both internal (students, teaching and non-teaching staff) and external stakeholders (users, employers, partners) in its development and implementation. The quality policy is part of the institutional quality culture, has a

formal status and is publicly available on the university website. The quality policy is available on the website of the DS and is published in the usual ways and places in the institution for all stakeholders.

The quality assurance policy of the DS is based on the four main principles of ESG, as follows:

- a) the University and DS are primarily responsible for the quality and quality assurance of the activities of the doctoral school;
- b) quality assurance takes into account the diversity of higher education systems, institutions, programmes and students;
- c) quality assurance supports the development of a culture of quality;
- d) quality assurance takes into account the needs and expectations of students, other stakeholders and the society.

It is the firm belief of the DS that the quality of doctoral training programme depends fundamentally on the preparedness, motivation and ambition of the students enrolled in the programme. If this is missing, even the best doctoral training programme is unable to make up for the shortcomings, at the same time, it is an essential task for the doctoral training programme to help students develop their talents, abilities and diligence to the greatest possible extent. To this end, the Doctoral School works closely with the professional colleges for talented students, the Council of Scientific Student Association, Hungarian diplomatic missions abroad and foreign diplomatic missions in Hungary in order to inform the students concerned as widely as possible about the opportunities offered by the doctoral training programme. The DS considers it an important task to cooperate closely with the business community and to contribute to the implementation of the policy strategies of Hungarian foreign affairs and foreign economic policy.

The quality policy of the DS therefore reflects the close relationship between research and learning and teaching.

The Quality Policy of the DS is aligned with the Institutional Development Plan of the University and provides a framework for the quality objectives of the DS. Further details on the definition of the quality objectives, their annual evaluation and the identification of the necessary actions to achieve them are set out in Chapter 4.

3.4. Review of the Quality Policy

The quality assurance activities of the DS are organised according to the ESG criteria, and are subjects to regular annual internal reviews and external (HAC) reviews every five years. The internal review is carried out by self-evaluation based on the criteria of HAC for doctoral schools, which form the basis of the self-evaluation for the accreditation process by HAC every five years. The DS reviews its rules of procedure as required, but at least annually, to ensure compliance with any changes in legislation and other institutional regulations.

4. The process of quality assurance in doctoral training programme

4.1. Development and approval, continuous monitoring and regular evaluation of the doctoral programme

The primary objective in developing the doctoral programme is to ensure that doctoral students are able to carry out high-quality scientific work. To this end, they will acquire the skills to read, analyse, synthesise and critically evaluate literature, and will be able to design and conduct primary and secondary research. They will also be expected to master and apply the scientific methodology required for their research. The skills and competences acquired by doctoral students will be demonstrated by the preparation and defence of the doctoral dissertation.

The training programme of the DS, the curriculum and course descriptions, which clearly set out the expected learning outcomes, help doctoral students acquire the skills and competences set out above. A primary consideration in the design and development of the Training Plan is to tailor and adapt the courses to the needs of doctoral students, which ensures that in addition to acquiring the necessary skills, doctoral students can smoothly achieve professional advancement, broaden their knowledge of the research topic and gain the credits required to complete the semester and their doctoral studies. The announcement of courses in Neptun TR education system per semester is managed flexibly by the DS, taking into account the needs of doctoral students.

During the development and revision of the Training Plan, the opinions and feedback of the internal and external stakeholders involved in the training (doctoral students, lecturers, as well as external partners (labour market actors, research institutions, partner institutions, etc.) have been taken into account.

Consultation with stakeholders is carried out by the DS on a regular and planned basis. This is done by means of questionnaire surveys among doctoral students and lecturers (see Appendices 5.3, 5.4 and 5.5), such questionnaire surveys are carried out by the DS at the end of the academic year. The opinions and comments of external partners are also assessed immediately after examinations and other professional events (complex examinations, public disputation, defence of doctoral dissertation, professional forums, workshops, conferences, etc.) (Appendix 5.5). The questionnaire surveys are conducted and processed by the Secretary of the DS. The results of the surveys are analysed by the DS and, if necessary, an action plan is drawn up.

Another indicator for the evaluation and development of the Doctoral Training Plan is the results of the complex examinations. The results of doctoral students in complex examinations are collected, evaluated and analysed annually by the DSC.

On the basis of the feedback received, the Training Plan of the DS is reviewed by DSC at least every three years and, if necessary, it is amended in accordance with Article 9(3) of the Rules of Procedure of the DS. Modifications to the Training Plan may include updating and modernising the teaching materials, modifying the curriculum or making other changes based on feedback. The Training Plan is approved by the DSC.

Before the start of each academic year, the DSC reviews the list of the proposed courses and the lecturers in the doctoral training programme and decides about their acceptance or rejection. The administrator of the DHC publishes the approved subjects in the NEPTUN TR education system and on the website of the DS.

The Training Plan, which is in line with the Rules of Procedure of the DS, is published in English and Hungarian on the website of the DS. In parallel with the Training Plan, the announcements of the doctoral topics is continuously monitored. In the DS, the supervisor of the doctoral topic is a lecturer or a researcher with an academic degree whose topic announcement has been approved by the DSC and who – on the basis of such approval – responsibly guides and supports the studies, research and preparation for the doctoral degree of the doctoral student conducting research on the topic. The procedures for the announcement of the doctoral topics are described in the Rules of Procedure of the

DS. These procedures define the quality requirements both for the topic and for the announcer of the topic.

The announcement and approval, continuous monitoring and regular evaluation of research topics in the DS are governed by the Rules of Procedure of the DS. The current topic announcements are published on the website of the Doctoral School and on the website of the National Doctoral Council www.doktori.hu.

4.2. Student-centred learning, teaching and assessment

The development and implementation of training programmes of the DS aims at student-centred learning, teaching and assessment, in line with the ESG 2015 criteria. To achieve this, the DS takes into account the diversity of doctoral students and their needs, learning needs and opportunities, and allows for flexible learning pathways to address these diversities. This is primarily achieved through the development of a student-centred timetable. The DS has also developed a set of procedures adapted to students' needs in its Rules of Procedure and Training Plan.

In the DS, a lecturer in charge of the course shall be a full-time university professor or associate professor with a doctoral degree, who is a distinguished professional in the topic of the course. This ensures the professional quality of the courses and guarantees that highly experienced and methodologically skilled lecturers teach the doctoral students. The DS expects lecturers to use a variety of teaching methods, whenever possible, in order to provide knowledge in accordance with the specialities of the topic and the needs of the students.

The DS ensures that doctoral students receive appropriate guidance and support from their lecturers. This is based on mutual respect between the doctoral student and the lecturer. Lecturers of the DS are lecturers and researchers with an academic degree who have been found suitable for such responsibilities by the DSC.

DS places a great emphasis on student-friendly supervision and guidance. The criteria and the responsibilities of the lecturer in charge of the course are defined in HAC's expectations of the lecturer in charge of the course and the Rules of Procedure. Supervisors of the DS are expected to make the criteria for progression clear to doctoral students and to formulate mutually agreed objectives. The DS expects supervisors to monitor the progress of the doctoral student on an ongoing basis. The doctoral candidate may, if duly justified, request the appointment of a new supervisor once during the entire training period from the head of the DS (or, if the head of the DS is the supervisor, from the chair of the DHCU). The rules for this are defined in the Rules of Procedure.

For the assessment of doctoral studies, the DS expects lecturers to use, as far as possible, a variety of assessment methods that are appropriate to the nature of the course and that provide a realistic picture of students' knowledge. It is important that the assessment should reflect objectively the extent to which the doctoral student has mastered the subject matter and completed his/her assignments. The descriptions of the courses to be completed during the doctoral training, the methods of assessment and the evaluation criteria are set out in the Training Plan, which is published on the website of the DS and in NEPTUN TR education system before the beginning of the semester.

The DS endeavours to ensure that, where applicable, assessments are carried out by more than one examiner; all doctoral students are assessed consistently and fairly. The doctoral student can file an official appeal against the assessment.

The DS follows the procedures of the University for handling complaints from doctoral students, and applies the procedures determined in the Study and Examination Regulations of the University. A representative of the Students' Self-government is also involved in the handling of complaints from doctoral students.

In order to ensure that all these expectations are met, once every academic year, the DS conducts a paper-based, anonymous questionnaire survey to assess doctoral students' needs and expectations of the doctoral training and their overall satisfaction (Appendix 4).

In addition, doctoral students have the opportunity to informally and anonymously communicate their individual needs, ideas and suggestions for development and improvement to the DS by placing such needs, ideas and suggestions in the "box of suggestions" at the secretariat of DS. The contents of the "box of suggestions" are reviewed and discussed annually during the annual evaluation process of the DS and presented to the DSC. The DSC evaluates the ideas and suggestions received and the results of the questionnaire survey, prepared by the Secretary of the DS, and makes decisions relative to possible development and improvement. The development plans are communicated to the stakeholders (feedback).

The DS ensures the active involvement of doctoral students in teaching activities, as set out in the Rules of Procedure and the Training Plan. Teaching activities of doctoral students are assessed by the supervisor and the lecturer in charge of the course, taking into account the students' assessment of the teaching activities of the doctoral student (SATA in NEPTUN TR education system).

Further details of student-centred learning, teaching and assessment in the DS are laid down in the Rules of Procedure and the Training Plan of DS.

4.3. Admission, progression, recognition of PhD students and award of doctoral qualifications

The DS's Rules of Procedure (Chapter III) provide for a set of pre-defined and published procedures covering the entire doctoral life cycle for the admission, progression, recognition of PhD students and award of doctoral qualifications, which are consistently applied by the DS.

The doctoral process starts with the application for a training course in the DS. The general conditions for application and admission are set out in Chapter 4 of the Doctoral Regulations (DR) and in the DS's Rules of Procedure. The application form for admission (Appendix 1 to the DR) is available in electronic form on the DS's website. In addition to the documents submitted, the DS will assess the applicant's suitability during the admission interviews. The admission interviews will be conducted by the DS's Admission Committee, which will consist of at least 3 persons. The composition of the admission committees is proposed by the Doctoral School Council (DSC) to the University Doctoral and Habilitation Council. The members of the committee shall be selected primarily from among the regular members of the current DSC, thus ensuring professional quality.

For scholarship holders, the number of students will be determined on the basis of the number of students allocated and the applicants' compliance with the requirements (in addition to their profile and research topic), according to the order of the points system. In the case of fee-paying students, the academic quality of the programme and the suitability of the applicants will determine the number of students admitted. Prior to admission, information on the admission procedure, including requirements, scoring system, etc., is available on the institutional and DS websites and in person.

DI training is based on the Training Plan, and doctoral students follow it as they progress through their studies and research.

The DSC continuously assesses the progress of the doctoral student in his/her doctoral training. In accordance with the DS's Rules of Procedure and Training Plan, the doctoral student prepares a written annual report in which his/her supervisor assesses the student's academic and research activities. On this basis, the doctoral student is awarded credits for publication and research work required for writing the dissertation.

The supervisor sends an electronic report on the doctoral student's academic performance to the DS supervisor, who evaluates and archives the documents. Both the doctoral student and the supervisor receive electronic feedback from the DSC on the results of the evaluation and any necessary suggestions for improvement. If justified, the supervisor will inform the DSC about the doctoral student who is lagging significantly behind the Work Plan and initiate action to address the existing problem. Depending on the outcome of the evaluation, the DSC will, if necessary, propose a change in the supervisor, possibly the appointment of a co-supervisor or the reclassification of the doctoral student on a state scholarship to a self-financed programme.

The DS supports student mobility and provides for performance in another institution or in an external professional organisation, foreign or domestic, that can be considered for doctoral studies, with 30 hours of work being equivalent to 1 credit. In the case of such performance, the DSC will examine the content of the subject requirement on the basis of the application submitted (75% of the content may be accepted) and will review the professional teaching and other practical performance and decide whether to accept or reject it. Details are set out in the Training Plan.

Expectations and procedures for individual trainees are set out in the DS's Rules of Procedure and Training Plan. According to Article 17 of the MATE Doctoral Regulations, it is also possible to obtain a doctoral degree on the basis of individual preparation. The rules for this are laid down in the Operational Regulations. As an exceptional procedure, the award of a doctorate on the basis of individual preparation may only be used in particularly justified cases. These reasons must be recorded in writing by the DSC during the admission procedure.

The complex examination is a summarizing, review form of knowledge assessment of the doctoral student's knowledge in the research field, the conditions of which are set out in Article 12/A of Government Decree 387/2012 (19.XII.) and regulated by Article 23 of the DR. The student must apply for the complex examination in writing via NEPTUN TR. Since the student enters the degree awarding procedure after passing the complex examination, the application for the complex examination is also the application for the degree awarding procedure. A prerequisite for taking the complex examination is that the doctoral supervisor evaluates the performance of the doctoral student in writing and recommends the start of the degree procedure. The conditions of application for the complex examination are checked by the Secretary of the DS. The complex examination must be taken before a committee. The composition of the committee for the complex examination is laid down in paragraphs 14§ (3) and (4) of the DR, which the DS takes into account in order to ensure the professional quality of the complex examination committee.

The DSC places particular emphasis on the verification of the academic performance required for the initiation of the doctoral degree procedure. The doctoral candidate shall demonstrate his/her research performance by his/her publication record. The supervisor(s) will assist the doctoral student in the progress of the publication. The requirements for the evaluation of publication performance are set out in the Training Plan. The DS will strive to continuously improve the quality of publications. The calculation of credits for scientific publications is now based on the quartiles (Q1-Q4) of the journals, motivating students to publish in Q1-Q2 journals. When a doctoral candidate applies for a degree, the

DS supervisor, DSC and UDHC check that the conditions are met, and that the procedure can be initiated.

The application and its annexes must be submitted to the DS Centre (as specified in the Operating Regulations) before the award procedure can be initiated. On the basis of the application, the DSC will decide whether to accept the application.

At the request of the doctoral candidate or his/her supervisor, the head of the DSC may organise a specific peer review to continuously improve the quality of the PhD thesis. The DSC regularly analyses the experience of the workplace and public debates. It evaluates the work of the supervisors and reviewers. It shall take the results of the evaluations into account when adopting the work plans and selecting the supervisors as well as the reviewers.

The final stage of doctoral studies is the completion of the degree procedure. The rules for obtaining a doctoral degree are set out in §§ 25-29 of the DR. The rules apply to all DSs of the University, including the DSERS, and are consistently applied.

4.4. Lecturers

The DS places particular emphasis on the compliance and competence development of staff members, academics and supervisors, and on the continuous monitoring of compliance.

The conditions for DS core membership are set out in paragraphs 2 to 3 of the DR. A new member will be selected by the DSC on the recommendation of the Head of the DS, taking into account the adequacy of the requirements set by the Hungarian Accreditation Committee.

The conditions for DS lecturers are set out in the Operational Rules. It is the responsibility of the Head of DS to monitor and ensure compliance with these conditions. DS lecturers are registered in the school's ODT (National Doctoral Council) database and, in the case of lecturers at more than one doctoral school, they declare on the ODT form the percentage of their membership of each school.

The criteria for DS supervisors are set out in the Operational Rules. The DS invites academics and researchers with proven research experience and management skills, as well as external experts of high reputation, whose academic knowledge, professional experience and reputation guarantee the appropriate support for the student. They are selected according to the criteria set out in the Doctoral Regulations. Depending on the research topic, the DSC may decide to appoint a co-supervisor at the request of the student. The suitability of the DS's core members, lecturers and supervisors is checked and reviewed annually by the DSC, taking into account the provisions of the relevant government decree and the DR. In case of deficiencies or any non-compliance, the Head of the DS shall immediately initiate action to resolve the matter with the involvement of the immediate supervisor of the lecturer concerned.

In order to monitor the quality of the teaching activity in the DS, in accordance with the University Study and Examination Regulations, an evaluation of the teaching work is carried out at the end of each semester (SATA -in NEPTUN TR). The evaluation of the teaching work of doctoral students is also included:

- a) the quality and standard of teaching;
- b) the material imparted

- c) the scientific methods of teaching;
- d) the material and technical conditions of teaching
- e) the relationship between the lecturers and the doctoral students;
- f) other aspects determining the quality of teaching.

The right to evaluate and give an opinion on the teaching work shall be held by the doctoral student in training who has a doctoral relationship with the DS, and the person entitled to give an opinion shall be the DS's supervisor and the DS's lecturer. The evaluation of doctoral students provides an objective picture of the quality and standard of teaching in the DS. The anonymity of the reviewer must be guaranteed in the review process, and this is ensured by NEPTUN TR.

To monitor the quality of supervisor activity in the DS, an annual doctoral student evaluation of supervisor activity is carried out by means of a paper-based questionnaire survey (Annex 5). The objective of the surveys is to improve the effectiveness of training and to promote its development.

The questionnaires are processed by the DS secretary with the involvement of the DS doctoral student representative, who forwards the results to the head of the DS, who informs the lecturers of the results of the evaluation and the lecturer can consult the aggregated results of the evaluations with the head of the DS. In the case of lecturers with a lower than average (3) rating, the DS manager will consult with the lecturer concerned and his/her direct superior to develop possible improvement measures. The DS manager will inform the DSC of the result. If action is taken, the DS supervisor shall inform the doctoral student.

The assessment of the work of the lecturers contributes to the identification and elimination of possible errors and shortcomings, to the improvement of the quality of teaching activities and to their continuous development. This information enables the DS to initiate interventions (pedagogical, methodological, etc.) at the necessary points to ensure the quality and improvement of doctoral training.

In addition to measuring the satisfaction of doctoral students, the DS also monitors the opinions and satisfaction of lecturers and supervisors. The satisfaction of lecturers and supervisors is measured annually by means of a paper-based questionnaire survey (Annexes 5.3, 5.4, 5.5). The DS Secretary will organise and conduct the questionnaire survey. The DS Secretary will process the responses received and forward them to the head of DS. The results of the survey will be communicated by the Head of DS to the DSC and to the lecturers and supervisors through internal communication forums (email, DSC meeting, etc.).

4.5. Educational support and services for doctoral students

The DS aims to provide continuous and up-to-date support for doctoral students, both for their studies and for an effective and quality leisure time.

The DS offers doctoral students the infrastructure available at the University, including office accommodation and technical and IT facilities, if required. The DS is not laboratory-intensive by nature, however, if the doctoral student's research topic requires laboratory support, the university infrastructure also provides a back-up for laboratory tests. The University library provides services for doctoral students on all campuses.

The DS can also provide an adequate level of learning support and other human services for doctoral students. The skills of the support and administrative staff are essential for the provision of these services, and the DS currently employs staff with appropriate qualifications, language skills and human resources. The International Directorate and the Directorate of Education within the University organisation provide staff with appropriate qualifications, language skills and human resources to deal with the academic and international affairs of doctoral students. Depending on the nature of the other personal difficulties and problems that doctoral students may encounter, the University will provide an appropriate professional (e.g., psychologist, mental health professional) to deal with them.

The terms and conditions for handling applications and complaints are provided for doctoral students, in accordance with the University's Doctoral Regulations and the institutional regulations.

For any questions of scientific ethics that may arise, the MATE Code of Ethics and Chapter 6, § 60 of the University Study and Examination Regulations shall apply.

The DS promotes and supports the international mobility of doctoral students and, within the limits of its possibilities, offers various scholarships, conference participation and publication opportunities for its doctoral students, which it disseminates through the various internal communication channels used by the institution (email, intranet, website, notice board, etc.). The DS will pay particular attention to its relations with doctoral graduates. One of the pillars of this is the ALUMNI programme.

The DS students are represented by a representative of the Students' Union. Based on the above, the DS management considers it important and allows student opinions and recommendations to be taken into account in the planning and evaluation of the DS's operational processes.

The DS, as a professionally autonomous unit of the University, has adequate sources of funding through the UDHC to provide learning and teaching activities.

4.6. Data and information analysis and management

The DS collects, analyses and evaluates data and information on a continuous and regular basis to maintain and improve the quality of training.

Quality Objectives and their associated indicators are available to assess the performance and quality of DS in line with the ESG criteria (Annex 5.1). The sources of information needed to define the indicators are:

- (a) the core performance indicators;
- b) the composition of the student population (type of training, work schedule, form of funding, individual preparation, etc.);
- (c) progress, achievement and drop-out rates of doctoral students;
- (d) satisfaction of doctoral students with training programmes, lecturers, supervisors;
- e) the availability of learning support and student counselling;
- f) career path/career path of graduates;
- g) satisfaction with teaching staff;
- h) satisfaction of non-teaching staff;
- i) external partner opinions, satisfaction.

The DS analyses the performance of the data and information received against the quality objectives on an annual basis. The DSC makes the results available to stakeholders in the usual local way and ensures that further actions are taken, and new quality objectives are set for the next period.

The DS uses various methods to collect and process the data. The DS collects the data as described above.

Data collection and analysis are coordinated by the DS Secretary in collaboration with the relevant quality manager or representative of the institution. Data management, analysis and communication of results are the responsibility of the head of DS.

4.7. Public information

It is a priority for the DS to ensure publicity and to provide up-to-date, accurate and transparent information to stakeholders.

The DS's primary communication channel is its website. In addition, the DS publishes information on the public platform of the National Doctoral Council, doktori.hu. The management of the DS's communication platforms is the responsibility of the DS Secretary, under the supervision of the head of the DS.

5. APPENDICES

5.1. Quality objectives

Modern and efficient quality assurance policy	Task	Person in charge	Deadline
<p>Objective: To develop and operate an effective and continuously reviewed Quality Policy</p>	<p>The annual review of the DS Quality Policy, with broad involvement of DS stakeholders.</p>	<p>Head of DS DS secretary DSC</p>	<p>Within 2 years following the start of the DS</p>
<p>Develop an EFQM self-assessment system based on the ESG criteria</p>	<p>Review the applicability of the EFQM self-assessment model in line with the ESG.</p>		
<p>Development, continuous monitoring and regular evaluation of the training plan</p>			
<p>Objective: Continuous training development involving a wide range of internal and external stakeholders</p>	<p>Analytical and evaluative review of the training plan; Continuous monitoring of the content and publication of the curricula (NEPTUN TR)</p> <p>Monitoring of course descriptions (NEPTUN TR)</p> <p>Monitoring of topic descriptions (DI website, ODT website);</p> <p>Review of the adequacy and timeliness of the Operating Regulations, Training Plan;</p>	<p>Head of DS DS secretary DSC</p>	<p>Within 2 years following the start of the DS</p>
<p>Student-centred studying, teaching and evaluation</p> <p>Objective: When measuring the satisfaction of doctoral students, there should be no rating below medium on issues related to student-centredness.</p> <p>The student evaluation of the teaching work should be comprehensive and there should be no rating below average</p>	<p>Develop a timetable adapted to the needs of doctoral students.</p> <p>Assessment of doctoral students' academic performance by subject and semester.</p> <p>Promotion of student evaluation of teaching work</p>	<p>Head of DS DS secretary DSC</p>	<p>Within 2 years following the start of the DS</p>

	<p>Implement teaching methods adapted to the needs of doctoral students.</p> <p>Continuous monitoring of the work of supervisors and lecturers</p>	
<p>Admission, progression, recognition of PhD students and award of doctoral degrees</p> <p>Objective: Maintaining the number of PhD students recruited, while maintaining quality</p> <p>The student drop-out rate should not exceed 15%.</p> <p>At least 50% of students should meet the publication requirements for the degree within the first two years.</p> <p>At least 25% of students should write a Q1 or Q2 article a year.</p>	<p>Evaluation of admission results.</p> <p>Analysis and evaluation of the supervisors' comments on the progress of the doctoral student each semester.</p> <p>Overall evaluation of the doctoral students' academic performance per academic year.</p> <p>Support for the publication activities of doctoral students and supervisors</p>	<p>Head of DS Within 2</p> <p>DS secretary years following the</p> <p>DSC start of the DS</p>
<p>Lecturers</p> <p>Objective: The DI teaching staff is expected to have a high quality publication output (D1, Q1, Q2), which should be in the top 25% of the institutional average.</p> <p>70% of the lecturers should have a personal development plan for the first two years, to be raised on a planned and continuous basis.</p> <p>They should be rated no lower than average in terms of satisfaction (SATA, questionnaire)</p> <p>The satisfaction of the doctoral student with the supervisor should not be rated below medium.</p> <p>No rating below average on the satisfaction of the DS in relation to the functioning of the DS.</p>	<p>Evaluate the academic performance of DS lecturers and subject supervisors;</p> <p>Assessing the suitability and effectiveness of supervisors;</p> <p>Evaluation of SATA teaching work student review results, feedback to lecturers, doctoral students;</p> <p>Measuring and evaluating satisfaction of DS lecturers;</p>	<p>Head of DS Within 2 years</p> <p>DS secretary following the start of</p> <p>DSC the DS</p>
<p>Educational support and services for doctoral students</p> <p>Objective: Methodological preparation of doctoral students to enable them to produce quality publications, even in their first year.</p>	<p>Translational PhD teaching to achieve quality publishing;</p> <p>Evaluation of student mobility activities;</p> <p>Evaluation of SATA performance;</p>	<p>Head of DS Within 2 years</p> <p>DS secretary following the start of</p> <p>DSC the DS</p>

Increase the number of doctoral students participating in student mobility each year. Student review of doctoral students' coursework (SATA), evaluation of results;

Increase the SATA response rate per year. Measurement and evaluation of satisfaction of external partners, labour market actors

Increase the number of participants in external partner needs and satisfaction surveys per year. Evaluation of types and handling of student complaints;

Timely completion of student complaint handling Evaluation of student satisfaction measurement results;

Achieve a full response rate in doctoral student satisfaction surveys. Development of doctoral office infrastructure

Provision of doctoral office infrastructure depending on student demand

Data and information analysis and management

Objective: To show progress and positive results for all ESG criteria in the SI's annual self-assessment.

Documented management and recording of ESG activities and their results as defined in the above points.

Head of DS Within 2 years
DS secretary following the start of
DSC the DS

The DS website contains complete and up-to-date information.

Ensuring that the DS website and the ODT interface are up to date and that the data content is checked.

Head of DS Within 2 years
DS secretary following the start of
DSC the DS

5.2. Quality policy

Doctoral School of Economics and Regional Sciences of the Hungarian University of Agriculture and Life Sciences

The quality assurance system of the Doctoral School of Economics and Regional Sciences of the Hungarian University of Agriculture and Life Sciences (DSERS) is based on the rules and procedures set out in Act CCIV of 2011 on National Higher Education, Government Decree No.87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education, and Government Decree No.387/2012 (XII. 19.) on doctoral schools, doctoral procedures and habilitation.

The quality assurance system of the Doctoral School of Economics and Regional Sciences of the Hungarian University of Agriculture and Life Sciences (DSERS) follows the requirements of the Hungarian Higher Education Accreditation Commission for the accreditation procedures of doctoral schools and the principles of modern quality assurance, and takes into account the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) based on the PDCA principle, developed by the ministers of the European Higher Education Area in coordination with ENQA (European Association for Quality Assurance in Higher Education).

The mission of the MATE Doctoral School of Economics and Regional Sciences is to train highly qualified professionals in the fields of economics and regional sciences whose lives are professionally influenced by the pursuit of these disciplines and who contribute to the overall development of the disciplines by achieving new scientific results.

The mission of the DSERS is to develop a new generation of leading researchers and academics in basic and applied sciences, preparing them to excel in the knowledge society

The leadership and the Board of the Doctoral School of Economics and Regional Sciences are committed to the quality of doctoral education and to its continuous improvement. The DSERS works closely with the University to ensure that high quality research can be carried out, taking into account the professional standards of peer and frontier research schools in Hungary and abroad, and the satisfaction of stakeholders (students, doctoral candidates, academics, external partner organisations). DSERS places a high priority on the following quality assurance principles: professional control, scientific ethics, publicity, feedback, monitoring, documentation, individual responsibility.

DSERS quality is regulated by defining the processes of doctoral education and by identifying the persons and organisations responsible.

The Doctoral School considers the achievement of the following objectives to be a priority task:

- a) To implement a quality policy
 - to ensure that all stakeholders are aware of the Quality Policy;
 - to ensure that all stakeholders are aware of the quality system and are provided with the necessary measures to maintain and continuously improve it
 - to ensure that all students and staff of the DS, as well as external and internal stakeholders and contributors, are regularly and actively involved in quality development activities;

- b) in the field of education and research
 - to ensure that all those involved in doctoral training - internal and external lecturers, supervisors, etc. - carry out their teaching, research and supervisor activities to a high scientific and practical standard, with a student-centred approach and using modern teaching and research methods;
 - to ensure that doctoral students are actively involved in research activities in the DS's disciplines and are able to carry out high-quality independent scientific research;

- disseminate new research results as widely as possible in the form of scientific publications;
 - to continuously upgrade the infrastructure for education and research;
- c) in the field of science and human ethics
- ensuring academic integrity and freedom, with maximum respect for scientific ethics;
 - respect for human rights, non-discrimination and equal opportunities;

The quality policy also covers the activities outsourced, commissioned, contracted or otherwise contributed to by the institution.

Each year, the DSC evaluates the achievement of the objectives set out in the Quality Policy through a self-evaluation exercise and sets quality objectives for the period ahead.

The Doctoral School of Economics and Regional Sciences is committed to enhancing the reputation of the University and the Doctoral School not only in the domestic but also in the international arena by representing quality and creating value.

Gödöllő, 01 September 2023

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Prof. Dr. Zoltán Bujdosó

5.3. Students satisfaction survey

DEMAND AND SATISFACTION SURVEY OF DOCTORAL STUDENTS

Dear PhD students,

The Doctoral School conducts a survey to assess the satisfaction and needs of doctoral students. Please contribute to the quality improvement of PhD training by filling out the questionnaire.

Rate the questions on a scale from 1 to 6 (1 - not at all, 2 - not adequately, 3 - rather inadequately, 4 - rather adequately, 5 - adequately, 6 - completely, X- do not want to answer, N - I do not know).

	Questions related to education and training	Answer
1.	How satisfied are you with the standard of doctoral training?	
2.	How satisfied are you with the opportunities for contact with supervisor(s)?	
3.	How do you find adequate the study obligations prescribed in the training and research phase (first 2 years)?	
4.	How satisfied are you with the organization of courses?	
5.	How satisfied are you with the course offering?	
6.	How modern do you think the educational methods used are?	
7.	How useful do you find the teaching materials and teaching aids used during education?	
8.	How satisfied are you with the opportunities for obtaining educational credit ?	
9.	How satisfied are you with the opportunity to get involved in university teaching and research work?	
	Infrastructure issues	
10.	How satisfied are you with the office and office technical support provided to doctoral students?	
11.	How satisfied are you with the infrastructure and equipment required for research (computers, other laboratory equipment, etc.)?	
12.	How satisfied are you with the standard of library infrastructure and services?	
	Questions related to administration	
13.	How satisfied are you with the study administration of DS?	
14.	How satisfied are you with the complaint handling procedure used in DS?	
15.	How satisfied are you with the up-to-dateness of the information on the DS website?	
16.	How satisfied are you with the regulations related to DS's operation (operational, training, quality assurance)? Do you get the necessary information from them regarding the fulfillment of the PhD requirements?	
17.	How satisfied are you with the feedback on your performance during the PhD activities? (reports, complex exam, home defence, etc.)	
18.	How satisfied are you with the student interest representation (Doctoral Students' Union)?	
	Questions related to publication and international contact opportunities	
19.	How satisfied are you with the opportunities that the university/DS offers to get involved in international academic life (e.g. conference participation, publication opportunities, part-time training/research at another university/research institute)?	
20.	How satisfied are you with the information provided to students regarding study, research, and publication opportunities abroad (mobility)?	

What do you see as the main strengths of the DS?

What would you change to improve student satisfaction? What development suggestions would you have for DS?

Form of financing :	state	cost-effective
Gender:	man	woman

Thank you for your cooperation!

5.4. Students opinion on supervisor survey

STUDENTS' OPINION ON SUPERVISOR'S WORK

Dear PhD students,

The Doctoral School conducts a survey to assess the opinion of doctoral students on their supervisors. Please contribute to the quality improvement of PhD training by filling out the questionnaire.

We inform you that the questionnaire is handled anonymously, which is only part of the Doctoral School's quality assurance system.

Name of your supervisor:

- 1. The supervisor for whom you fill out the questionnaire**
 - supervisor
 - co-supervisor

- 2. What phase of your doctoral process are you currently in?**
 - training – research phase (first two years)
 - research-dissertation phase (second two years)

- 3. In what form of training are you in your doctoral process?**
 - full-time, with a scholarship;
 - full-time, self founded
 - other

- 4. I chose my supervisor because**
 - he/she is a nationally/internationally recognized specialist in his research topic
 - recognized specialist within the institution
 - nominated by the doctoral school
 - other:... ..

- 5. How chose you topic and topic leader:**
 - I was looking for a supervisor for my planned topic
 - I was looking for a topic for the selected supervisor
 - the topic and supervisor were created together

- 6. What characterized your relationship with your supervisor prior to admission to the doctoral program?**
 - previously, he was my diploma thesis supervisor, and we also planned the continuation together
 - I chose a supervisor for my topic through the ODT system
 - I got in touch with my supervisor through a recommendation
 - the doctoral school recommended the supervisor for my topic
 - other:... ..

- 7. How often do you consult with your supervisor?**
 - once a week
 - at least once a month
 - at least once per quarter
 - at least once per semester
 - less often than half a year
 - occasionally

8. What characterizes your personal relationship with your supervisor?

- formal, official
- direct, helpful, friendly
- commanding, but useful
- cooperation is particularly unpleasant
- other:.... ..

9. How effective do you think your supervisor's contribution is in your own progress?

- it helps a lot, supports and motivates
- supports, but does not strictly follow my work
- he supports me, follows me very strictly
- less supportive
- Does not support

10. Evaluation by your supervisor

- realistic, based on the actual performance
- overestimating the amount of work I put in
- undervalued, takes less than the amount of work I invest
- there is no evaluation

11. The supervisor's feedback

- helps my further development, because I get recommendations for the areas to be developed
- I only get a general assessment without identifying tasks for improvement
- I don't get any feedback

What do you value most positively about your supervisor's work:

What do you rate as the most negative about your supervisor's work:

Thank you for your cooperation!