



DOCTORAL PROGRAMME

Quality Assurance Plan

GÖDÖLLŐ

2026.

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Introduction

The quality assurance system of the doctoral schools (hereinafter: DI) of the Hungarian University of Agriculture and Life Sciences (hereinafter: MATE or the University) is governed by Act CCIV of 2011 on national higher education, Government Decree No. 87/2015 (9 April) on the implementation of certain provisions of Act CCIV of 2011 on national higher education, and Government Decree No. 387/2012. (19 December) on doctoral schools, the rules governing doctoral procedures and habilitation.

It complies with the requirements of the Hungarian Higher Education Accreditation Committee (hereinafter: MAB) regarding the accreditation procedures for doctoral schools, the fundamental principles of modern quality assurance, with particular regard to the European Standards and Guidelines for Quality Assurance in Higher Education, based on the PDCA, developed by the ministers of the European Higher Education Area under the coordination of ENQA (European Association for Quality Assurance in Higher Education) (European Standards and Guidelines, ESG 2015), as well as the Salzburg Principles adopted by the European University Association (EUA) in 2005, which set out the key quality assurance and strategic guidelines for European doctoral (PhD/DLA) programmes.

General quality assurance criteria

The DI, while taking into account the provisions of the institutional-level Quality Assurance Regulations based on the ESG criteria and acting in full accordance with them, and also having regard to the recommendations of the National Doctoral Council (hereinafter: ODT) and the Salzburg Principles (Salzburg Principles), and in accordance with the following principles, ensures that the quality assurance criteria for the doctoral school's activities are met, monitored and continuously improved. The flowchart of the DI's training and quality assurance activities is set out in Annex 1.

The fundamental principles of the quality assurance system for doctoral training, in accordance with the ODT's recommendations, are as follows:

- a) the principle of professional oversight;
- b) the principle of transparency;
- c) the principle of feedback;
- d) the principle of individual responsibility;
- e) the principle of documentation;
- f) the principle of efficiency;
- g) the principle of practical applicability.

The Salzburg Principles:

1. **The fundamental element of doctoral programmes remains the production of novel scientific results based on original research;** however, it must be borne in mind that doctoral programmes must increasingly meet the expectations of the labour market outside academia.
2. **Integration into institutional strategies and policies:** universities, as institutions, must take responsibility for ensuring that the doctoral programmes and research training they offer are designed to meet new challenges and provide appropriate professional career development opportunities for participants.
3. **The importance of diversity:** the strength of European doctoral programmes (including joint doctoral degrees) lies in their diversity, which is further enhanced by high-quality training and good practices.
4. **Doctoral students are early-stage researchers:** even at this early stage of their careers, they must be regarded as professionals with equal rights who make a significant contribution to the generation of new scientific findings.
5. **The critical role of supervision and assessment:** concerning doctoral students, provisions relating to supervision and assessment must be based on transparent, contractual arrangements between candidates, supervising academics (supervisors) and institutions (and, where necessary, other partners).
6. **A ‘critical mass’ must be achieved:** the number of participants in each doctoral programme must reach a critical mass. This may be based on various innovative solutions adopted by European universities, with the understanding that different solutions may be appropriate in different situations. These solutions range from degree-awarding schools within larger universities to various forms of inter-university cooperation at international, national or regional level.
7. **Duration of the programme:** programmes must remain within the timeframe appropriate for doctoral programmes (3–4 years for full-time study).
8. **Supporting innovative solutions:** creating the conditions for interdisciplinary training; integrating training in transferable skills into doctoral programmes.
9. **Increasing mobility:** doctoral programmes should seek opportunities to support geographical, interdisciplinary and cross-sectoral mobility, as well as international collaborations. All this should take place within an integrated framework based on cooperation between universities and other partners.
10. **Ensuring adequate funding:** the development and implementation of high-quality doctoral programmes require that an adequate and sustainable level of funding be guaranteed.

This Quality Assurance Plan has been drawn up with these principles in mind and is to be interpreted uniformly across all doctoral schools at MATE.

The operational framework, academic autonomy, powers and responsibilities of the DI are set out in the University’s Doctoral Regulations (hereinafter: EDSZ) and the DI’s Rules of Procedure, as well as in the rules of procedure for the doctoral programmes (hereinafter: DP); these documents

clearly define the relationship between the University and the DI – DP. This document sets out the framework governing the quality assurance processes of the University and the DI.

Quality assurance at the doctoral school essentially covers two main areas. On the one hand, it continuously monitors doctoral school training; on the other hand, it monitors compliance with quality assurance requirements for the doctoral degree award process, in the course of which it adheres to the ESG 2015 guidelines as set out in the following chapters.

The institutional quality assurance procedures also include a comprehensive set of criteria applicable to the DI; the Head of the DI, the Head of the Doctoral Programme, and the Academic Secretary of the DI are responsible for their application at the DI level. The work of the DI's quality assurance officer is supported by the Academic Secretary of the DI and the programme secretaries.

Within the institutional quality assurance body – the Accreditation and Quality Assurance Committee – the DI are represented through the Chair of the University Doctoral and Habilitation Council (hereinafter: EDHT).

The Quality Assurance Office is responsible for coordinating institutional quality assurance tasks. The institutional quality assurance organisation is set out in Annex 2, while the organisational levels of doctoral education are set out in Annex 3.

1.1 Quality Assurance Policy, External Quality Assurance

The quality policy reflects the close relationship between research, learning and teaching. The quality policy forms part of the institution's quality culture; it is a formally designated document and is publicly accessible. The institutional quality policy provides a framework not only for the institution's objectives but also for the DI's quality objectives, which, being closely linked to the University's strategic plan and based on the EDHT's quality objectives, are approved by the Academic Council (hereinafter: TTT). Further details regarding the setting of quality objectives, their annual evaluation, and the determination of the necessary measures relating thereto are set out in Chapter 1.7.

The institutional quality policy also covers doctoral education, which is reviewed and updated in collaboration with the Chair of the EDHT, who represents the doctoral schools in these processes. The doctoral schools do not formulate separate quality policies.

The DI's quality assurance activities are organised in line with the ESG criteria, in close contact with the quality assurance system implemented within the framework of the institutional TQM model, which is subject to regular annual internal reviews and external reviews (by the MAB) every five years, organised by the Quality Assurance Office. The internal review (internal audit) takes place within the framework of a self-assessment based on the MAB's criteria for doctoral schools, which forms the basis for the self-assessment prepared for the MAB's accreditation

procedure, held every five years. To ensure that the regulations governing the operation of the DI are aligned with and updated in line with changes to legislation and other institutional regulations, the Doctoral and Habilitation Centre (hereinafter: DHK) provides up-to-date information with the involvement of the Administration, Data Protection and Education Law Department; in other respects, the DI shall review them as necessary, but at least every two years.

The DI's overarching academic quality-assurance tasks are organised and coordinated by the academic secretary. In contrast, its operational quality assurance tasks are organised and coordinated by the programme secretaries and supervised by the programme director. The head of the DI – who is also the chair of the TTT – manages the DI's operational processes in collaboration with the academic secretary and the programme directors.

The academic secretary, in collaboration with the programme secretaries, is responsible for managing and updating the DI's documents.

If, during the doctoral programme, any stage of the doctoral process is to be carried out at an external venue or with the involvement of an external person, the doctoral candidate must seek the supervisor's prior written approval.

MATE's doctoral schools do not participate in any quality assurance procedures other than the MAB accreditation process, except for the Doctoral School of Economic and Regional Sciences, which is also accredited by the European Doctoral Programmes Association in Management and Business Administration (EDAMBA).

1.2 and 1.9 The design and approval of training programmes, their ongoing monitoring and regular evaluation

The DI is responsible for designing and approving its own training programmes, the detailed rules for which are set out in the DI's Rules of Procedure. The primary aim of designing the training programmes is to ensure that doctoral students are capable of conducting high-quality academic work. To this end, they acquire the ability to analyse and synthesise specialist literature at an academic level, as well as to plan and conduct primary and secondary research. A further requirement is the acquisition and application of scientific methodology throughout their research work. Doctoral students must demonstrate these skills and abilities through the preparation and defence of their doctoral dissertation. The study modules set out in the DI Training Plan, as well as the course descriptions, help acquire these skills. They clearly set out the expected learning outcomes in accordance with Level 8 of the MKKR and are reviewed by the PT at least every two years.

During the development and review of the Training Plan and, within it, the individual training programmes, account is taken not only of the views of doctoral students and teaching staff, but also, where possible, of the opinions and feedback from a wider range of external stakeholders (labour market actors, research institutes, partner institutions, etc.) as well as opinions and feedback from a wider audience, which are collected and processed by the DI on a regular and

planned basis through questionnaire surveys or focus group interviews (Annex 2). Opportunities to solicit the views and comments of external partners may also arise during various examination and other professional events (complex examinations, public defences, professional forums, workshops, doctoral conferences, etc.) – using a questionnaire coordinated by the programme secretary – which the Programme Team (PT) also takes into account during programme development activities. The Training Plan sets out requirements at DI level; however, in the case of programmes operating within the DI, it is also possible to apply further specific academic criteria, responsibilities and areas of competence, which are set out in the Training Plan's independently amendable appendices and which, in the event of any amendments, are approved by the TTT.

The results of the complex examination also serve as an important indicator in the development of the programme. The TTT evaluates the performance of doctoral students in the complex examination annually and may, where necessary, initiate amendments to the Training Plan (modernisation and updating of the curriculum, changes to the range of modules offered, amendments to the course curriculum, etc.).

The primary consideration in drawing up the Curriculum is to structure the range of modules to ensure the smooth progression of doctoral students, while clearly setting out the expected workload, expressed in credits. The DHK manages the term-by-term announcement of courses in Neptun, taking student needs into account. The Senate approves the Training Plan following consultation with the EDHT. The TTT approves any amendments to the appendices of the Training Plan.

The Curriculum is published on the DI's website. The DI sets out the procedures for announcing research topics in its Rules of Procedure.

Concerning the development, approval, ongoing monitoring and regular evaluation of the DI's training programme and research topics, the provisions set out in the DI's Rules of Procedure shall apply in respect of further detailed rules.

1.3 Student-centred learning, teaching and assessment

In the design and delivery of the DI's training programmes, the focus is on creating the conditions for student-centred learning, teaching and assessment. In doing so, the DI takes into account the diversity of doctoral students and their needs, enabling flexible learning pathways for them; where possible, it expects lecturers to employ a variety of teaching methods and pedagogical approaches. The DI endeavours to ensure appropriate academic supervision and support; it promotes mutual respect in the student–tutor relationship and places particular emphasis on student-centred supervision, notably the regular – at least once every semester – review of mutual expectations between the doctoral student and their supervisor. The DI expects supervisors to make the personalised progress criteria clear to doctoral students, to formulate these criteria jointly, to set them out in writing, and to monitor their fulfilment. The DI strives to develop and deliver a

student-centred timetable. In accordance with institutional procedures, the DI ensures that doctoral students' complaints are handled and that a redress mechanism is in place, as stipulated by the EDSZ. In the handling of student complaints, the University Doctoral Students' Council (hereinafter: EDÖK) also contributes to the fair resolution of matters through its representative. To ensure that all these expectations can be met, the DI assesses doctoral students' needs and expectations regarding their doctoral training, as well as their overall satisfaction, once per academic year, either through an anonymous online questionnaire or through focus group interviews for each doctoral programme (Annex 5). The results of the survey/interviews, which are prepared by the quality assurance officer, are evaluated by the Academic Board, which decides on possible improvements and draws up an action plan accordingly. The academic secretary provides information (feedback) to the parties concerned (students and academic staff) regarding the development plans and the results of their implementation.

Concerning the assessment of studies, the DI expects lecturers to use a variety of examination methods wherever possible; that the assessment criteria and methods be made public in advance, at the very start of the course; and it is a key requirement that the assessment objectively reflects the extent to which the doctoral student has achieved the set learning outcomes.

The DI ensures that doctoral students are actively involved in teaching activities in accordance with the provisions of the DI's Rules of Procedure, and recognises this work in terms of credits. The assessment of these activities is decided by the supervisor and the person responsible for the taught module, taking into account student feedback on the doctoral student's teaching, which forms part of the student evaluation of teaching (hereinafter: OMHV).

The DI endeavours to ensure, wherever possible, that more than one examiner carries out assessments; assessments are applied consistently and fairly to all doctoral students, in accordance with the standardised procedure laid down at the institutional level. All doctoral students are guaranteed a formal right of appeal regarding assessment, as set out in the relevant institutional regulations (EDSZ). Further details of the student-centred learning, teaching and assessment practised at the DI are set out in the DI Rules of Procedure and the DI Training Plan.

1.4 Admission of students, progression, recognition of prior learning and award of qualifications

The EDSZ and the DI's Rules of Procedure provide predefined, published procedures that cover the entire doctoral student lifecycle, including admission, progression, recognition of studies, and award of qualifications, and are applied consistently. The Programme Committee continuously assesses the doctoral student's progress in the doctoral programme – in line with their own research plan – and, at the same time, the supervisor's performance; these assessments form the basis of the DI's annual performance review. In the event of any shortcomings or obstacles arising

during the students' progress, the programme secretary takes the necessary action and reports to the programme director, who decides on the next course of action.

The supervisor assesses the doctoral student's performance and research progress; on this basis, credits are awarded, taking into account both publication activity and the research work required to write the dissertation. Further detailed rules in this regard are set out in the DI's Rules of Procedure and Training Plan.

Depending on the outcome of the periodic assessment, the Programme Committee (PT) may, where necessary, propose a change of supervisor, the involvement of a co-supervisor, or the reclassification of a doctoral student holding a Hungarian state scholarship to self-funded study. Such cases are subject to particular scrutiny by the TTT.

The effectiveness of the doctoral students' work, the pace of their progress and the results of the implementation of the research plan are assessed in accordance with the procedures set out in the DI's Rules of Procedure.

For self-funded candidates, verification of entry requirements for the doctoral programme falls within the remit of the PT. The requirements and procedures applicable to self-funded candidates are set out in the DI's Rules of Procedure and the Training Plan.

The DI supports student mobility and recognises academic achievements completed at other institutions or external professional organisations – whether foreign or domestic – that are relevant to doctoral studies, on the basis that 30 working hours equate to 1 credit.

In the case of work completed in this way, the Programme Committee (PT) will, based on the submitted application, assess whether the content of the course requirements matches (studies completed at another institution may be accepted if there is 75 per cent correspondence) and will review the professional training and other practical work, before deciding whether to accept or reject it. The detailed rules governing this are set out in the DI Training Plan.

The PT and the TTT place particular emphasis on assessing the academic performance required to initiate the doctoral degree award procedure. Doctoral students may demonstrate their research performance primarily through their publication activity, which is the responsibility of their supervisors. The specific requirements relating to the assessment of publication performance are set out in the DI's Rules of Procedure and Training Plan. Following preliminary verification by the PT, the TTT checks compliance with these requirements at the time of the degree application. During the doctoral programme, provided that the prescribed academic requirements and the required credits have been met, at the earliest by the end of the second semester and at the latest by the end of the fourth semester, as the conclusion of the training and research phase of the programme and as a prerequisite for commencing the research and dissertation phase, a complex examination must be taken, which assesses and evaluates academic and research progress. The rules governing the complex examination are set out in the EDSZ and DI's Rules of Procedure and the Training Plan. Following the complex examination, the student proceeds to the degree

award process by completing the research and dissertation phase. A doctoral student who has obtained the required credits in the doctoral programme will be issued a certificate of completion (absolutorium).

The prerequisite for initiating the degree award procedure is the submission of the relevant application and its annexes to the TTT (in accordance with the provisions of the EDSZ and the DI Rules of Procedure). The TTT decides on the acceptance of the application based on the submitted application.

The disputation and the award of the degree mark the culmination of the studies, during which doctoral candidates receive the relevant documents describing the qualification they have obtained, including the learning outcomes achieved, as well as the context, level, content, and status of the studies undertaken and completed. The detailed rules governing this are set out in the EDSZ and the DI's Rules of Procedure.

Further procedures applied at the DI concerning the admission of doctoral candidates, their progress, the recognition of their studies and the award of degrees – including those undertaking individual preparation studies – are set out in detail in the DI's Rules of Procedure.

1.5 Lecturers

The DI places particular emphasis on ensuring that core staff, lecturers and supervisors possess the appropriate competences and that these are continuously developed. To this end, as part of the annual performance appraisal, the head of the DI monitors the suitability of the human resources to ensure the proper functioning of the DI and to maintain and enhance the standard of teaching and research. The TTT assesses the suitability of the DI's core members, lecturers, and supervisors during the annual performance appraisal, in accordance with the provisions of the relevant government decree on doctoral studies and the rules of the EDSZ. In the event of any shortcomings or 'non-compliance', it shall immediately take steps to rectify the situation.

DI lecturers and supervisors must be academics and researchers holding at least a PhD and demonstrating a consistent record of academic achievement, who the PT deems suitable to carry out teaching, research and topic supervision duties within the framework of the DI. Further detailed rules regarding the assessment of suitability are set out in the DI's Rules of Procedure.

A lecturer or supervisor at the DI may be a full-time employee of a domestic or foreign research centre, university, company or other institution who is a professional with proven high-calibre practical experience (external lecturer/supervisor) and who has been approved by the PT. In such cases, a lecturer from the DI with an academic degree serves as an internal supervisor. The relevant rules are set out in the DI's Rules of Procedure. DI lecturers are listed in the DI ODT database, and if a lecturer teaches at more than one doctoral school, they must state on their ODT profile the percentage of their time they spend at each doctoral school.

A supervisor may not have more than nine doctoral students at any one time, or more than six until

they have obtained their absolution. To monitor the quality of teaching and supervision at the DI, an online questionnaire survey or focus group interviews are conducted each semester to gather doctoral students' feedback on the OMHV and the supervisor's work (Appendices 6–7), so that the views of doctoral students may contribute to the assessment of the standard of teaching and supervision at the DI, as well as to the improvement and development of the programme, including the identification of competencies requiring development. The evaluation of lecturers' work helps identify and rectify errors or shortcomings, ultimately contributing to the continuous improvement of teaching activities. Armed with this information, the DI can initiate interventions, where necessary (regarding the development of pedagogical, methodological, and other skills), to ensure a doctoral programme of ever-higher quality that is constantly evolving.

Doctoral students who are enrolled in the programme and have a doctoral student status with the DI are entitled to evaluate and provide feedback on teaching; the subject of such feedback may be the DI's course coordinator or lecturer.

The evaluations provided by PhD students give an objective picture of the standard and quality of teaching at the DI. The evaluator shall not suffer any disadvantage as a result of their evaluation; this is guaranteed by the head of the DI.

PhD students' evaluations of teaching cover:

- a) the standard and quality of teaching;
- b) the syllabus taught;
- c) the scientific methods used in teaching;
- d) the material and technical conditions of teaching;
- e) the relationship between lecturers and doctoral students;
- f) other factors determining the standard of teaching.

The results of the questionnaires and interviews are analysed by the quality assurance officer, who then forwards them to the programme director and the academic secretary.

Programme directors make recommendations to the Head of the DI regarding the necessary measures; the programme director is responsible for implementing these measures (in the event of a change of lecturer or supervisor, approval from the Programme Director is required). The Head of the DI provides feedback on the evaluation results to the lecturers and, where necessary, initiates measures; they also provide feedback to the doctoral students via the EDÖK representative. Every course coordinator and lecturer who has been evaluated has the right to inspect the summary results of the evaluations relating to them at the programme director's office. In the case of lecturers who have received an unfavourable evaluation (below a score of 3), the programme director shall initiate a consultation with the lecturer concerned, in consultation with the director

of the relevant institute, regarding possible improvement measures. The head of the DI shall inform the TTT of the outcome and the measures taken.

Opportunities for lecturers and researchers involved in the DI to exchange and develop their teaching methodology and pedagogical experience are available through the University's standardised 'Lecturer's Compass' programme¹. The DI also monitors the opinions and satisfaction levels of its lecturers and supervisors, which it solicits annually through a formal online questionnaire survey (Annex 5). The DI's academic secretary is responsible for organising and conducting the questionnaire survey. Once the responses have been processed, they are forwarded to the PT, where a decision is made regarding potential improvements. Staff receive feedback on the results via internal communication channels (departmental and institute meetings, the intranet, etc.).

Further regulations governing lecturers and supervisors are set out in the DI's Rules of Procedure.

1.6 Learning support and doctoral student services

As a professionally autonomous organisational unit of the University, the DI has sufficient funding to support learning and teaching activities and provides adequate, easily accessible learning support and student services for its doctoral students. The financial resources for this are drawn from the DI's operational funds, as outlined in its business plan.

The DI constantly strives to offer a range of modern support facilities for learning, so that doctoral students feel their time at the university is a success. These consist partly of infrastructure – ranging from laboratories and the library, through learning facilities, to IT equipment and systems – and partly of human resources, from tutors and counsellors, through academic administration, to other support staff.

The competence of support and administrative staff plays a fundamental role in the provision of services; the DI therefore takes particular care to employ staff with the appropriate qualifications and language skills. At the DI, the DI's academic secretary and the academic secretaries of the doctoral programmes are available to doctoral students to assist with their affairs in both Hungarian and English. Furthermore, central academic affairs are administered through the DHK. The EDÖK Statutes ensure that the interests of DI doctoral students are represented at the University. Institutional and DI-level regulations guarantee the participation of doctoral students in various bodies involved in decision-preparation and decision-making processes.

The representation of DI students' interests is ensured through the EDÖK representative.

The DI promotes and supports the international mobility of doctoral students; it also offers its doctoral students various scholarships, opportunities to attend conferences and opportunities for publication, information on which is provided via the various internal communication channels used by the University (e-mail, Neptun messages, the intranet, the website, noticeboards, etc.).

¹ Rector's Directive No. 1/2026 (12 February) on provisions relating to the extended pilot period of the Teaching Compass Programme

The University pays particular attention to maintaining contact with PhD graduates through the ALUMNI programme, which is managed by the Student Services Centre and operates within a uniform set of institutional regulations. The DHK and programme secretaries are responsible for maintaining a register of PhD graduates and for liaising with them.

The procedures for handling various requests and complaints are also in place for doctoral students; in this regard, the provisions set out in the University's Doctoral and Habilitation Regulations and the Student Requirements Framework apply.

Any issues of research ethics that may arise must be dealt with in accordance with the provisions of the University's Code of Ethics.

The DI provides support services and facilities to its doctoral students in accordance with the conditions and circumstances provided by the University's infrastructure.

1.7 Information Management

The DI regularly collects, analyses and evaluates relevant information to ensure the transparency, management and evaluability of its training programmes and other activities. Reliable data must be available to enable evidence-based decision-making and to determine how effectively individual processes are functioning, what requires attention, and where intervention or improvement is needed.

Effective processes for collecting and analysing information on study programmes and associated activities are part of the internal quality assurance system.

The overarching strategic objectives of doctoral education, based on the University's strategic objectives, are defined by the EDHT at its final meeting of the academic year. These objectives serve partly strategic and partly quality improvement purposes (quality objectives). The DI's short- and medium-term objectives are derived from and set out in line with these objectives. Based on the quality objectives set by the EDHT, the Head of the DI is responsible for preparing the annual (academic year) quality objectives at the DI level – taking into account the specific objectives of each doctoral programme – and for ensuring their approval by the TTT at the first TTT meeting of the following academic year. The Head of the DI, in collaboration with the Academic Secretary, monitors the fulfilment of quality targets and ensures that assessment results are fed back into operational processes to facilitate continuous improvement. To ensure the fulfilment and traceability of all these objectives, the Head of DI draws up an action plan in collaboration with the programme leaders and the academic secretary.

An annual evaluation report is prepared on the achievement of the set objectives and the performance of the DI, which the TTT discusses at its final meeting of the academic year.

The DI makes the quality objectives and the evaluation report on them available to stakeholders via its communication channels.

The Head of the DI reports annually – at the first EDHT meeting of the academic year – to the EDHT on the operation of the DI's quality assurance system during the previous academic year, the achievement of quality objectives, the results attained during development activities, and the objectives set for the coming year.

The DI's current quality objectives are summarised in a separate document entitled 'Quality Objectives' (Annex 9), which also serves as a source of information on indicators for assessing the DI's performance.

The DI's management regularly collects the following information, analyses it and uses it in its planning and performance evaluation processes:

- the composition of the student body (type of programme, study mode, funding type, self-funded students, etc.);
- the admissions process (application – selection – enrolment);
- satisfaction with doctoral programmes and courses (e.g. OMHV questionnaire, focus group discussions, other satisfaction surveys);
- on students' progress and drop-out rates (enrolment/inactive status, applicants for complex examinations, completion of complex examinations, absolutorium, preliminary and public defences, award of degree, etc.);
- the activities and involvement of core staff, lecturers and supervisors (evaluation of core staff, topic announcers and supervisors);
- the employment, career paths and professional trajectories of degree holders (e.g. DPR);
- results of lecturer satisfaction surveys;
- opinions and satisfaction levels of external partners.

This data and information primarily contribute to the DI's quality objectives and to the evaluation of annual performance, which is carried out annually by the TTT (Annex 10). DI makes the results available to both internal and external stakeholders in the manner customary at the organisation; where requested, it provides an opportunity for dialogue on these results and ensures that any necessary further measures are taken and that new quality objectives for the next period are defined.

The DI employs various methods for collecting and processing data, as described in the previous chapters. Within the DI, data collection for each programme is primarily the responsibility of the programme secretary, who carries out these activities in collaboration with and under the guidance of the DI's academic secretary and the institutional quality assurance officer (Head of the Quality Assurance Office). Doctoral students, teaching staff and non-teaching staff, as well as external stakeholders (labour market actors, visiting lecturers, partner institutions, representatives of professional organisations, etc.) are all involved in the data collection process. The management,

analysis and feedback of the available data to the appropriate points in the operational processes fall within the responsibility and remit of the Head of the DI.

1.8 Public information

It is both useful and necessary for prospective and current doctoral students, as well as graduates, other stakeholders, and the general public to have access to up-to-date information on the DI's activities, its achievements to date, and its future objectives, which is available on the DI's website. Starting from the DI website, up-to-date information is publicly available in the languages of the doctoral programmes on the following topics:

- the DI's activities (including an overview of the DI's programmes and research groups, and a presentation of the topics preferred by the DI);
- the DI's training programme (including the syllabuses and course requirements for each programme, the requirements for programme milestones, and the requirements for obtaining a doctoral degree);
- the organisation of the DI (including an introduction to the heads, lecturers and supervisors of the DI's programmes and research groups, the members of the PT and TTT councils, and the representatives of the EDÖK);
- the DI's admission requirements;
- the regulations governing the commencement, continuation and completion of doctoral studies.

To this end, the DI regularly (at least once per academic year) provides public information on its educational activities, its study programmes, its admission requirements, the expected learning outcomes, the qualifications that can be obtained, the evaluation of its teaching methods, internal and/or external evaluations of the quality of its services, success rates, as well as the learning opportunities offered to doctoral students and the employment outcomes of graduates.

The DI primarily ensures the publication of clear, accurate, objective, up-to-date and easily accessible information via its website, as well as the public availability of its documents.

In addition, the DI publishes the required information on the doktori.hu platform, which is part of the ODT's public portal and updates this information annually. The management of the DI's communication platforms, with the involvement of the Media Centre, is the responsibility of the DI's academic secretary, under the supervision and, where necessary, with the approval of the Head of the DI, in cooperation with the DHK.

Final provisions

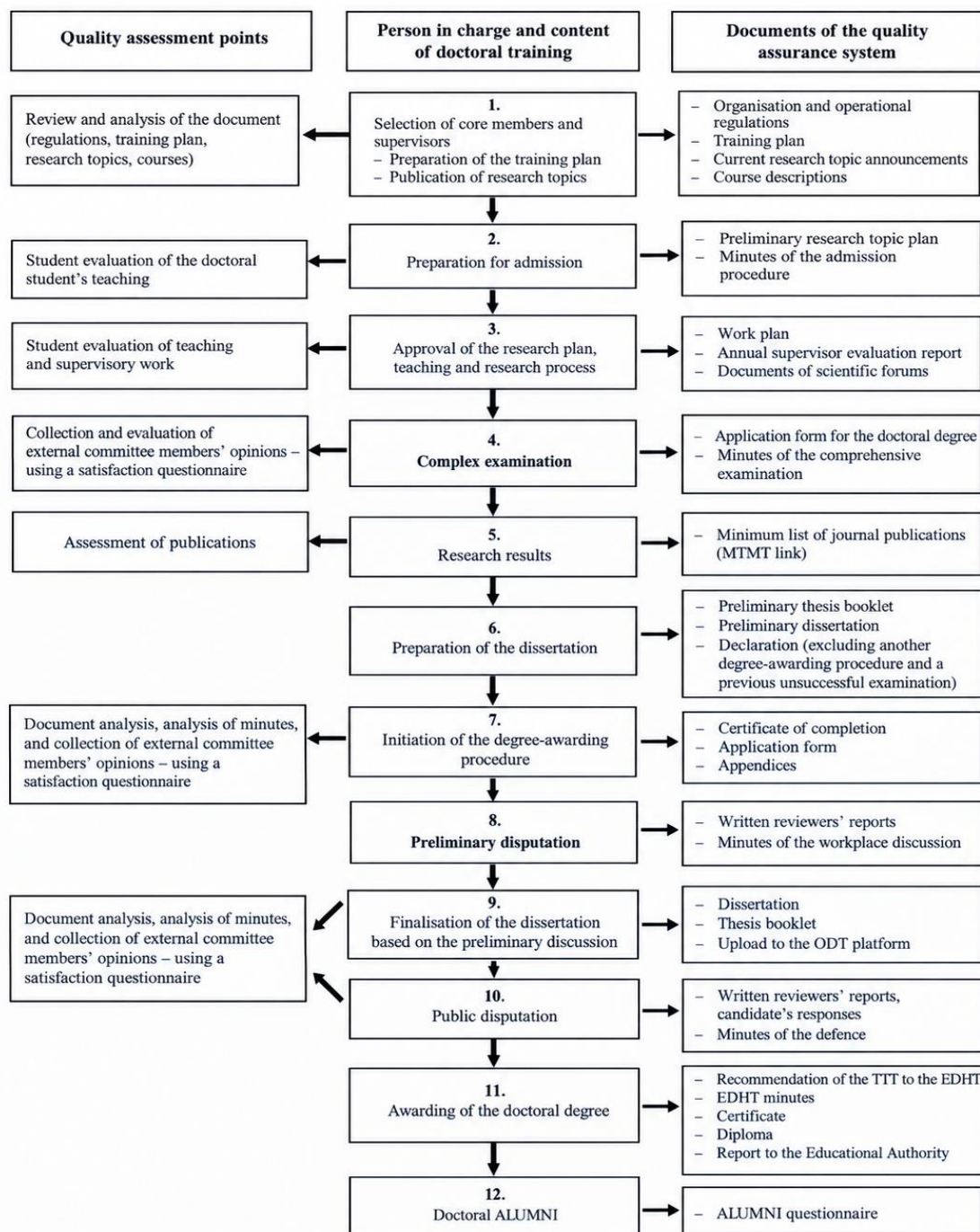
This Quality Assurance Plan was adopted by the Senate of the Hungarian University of Agriculture and Life Sciences by Resolution No. 140/2026 (VIII.27.) and shall enter into force on the day following its adoption.
Gödöllő, 2026. August 27.

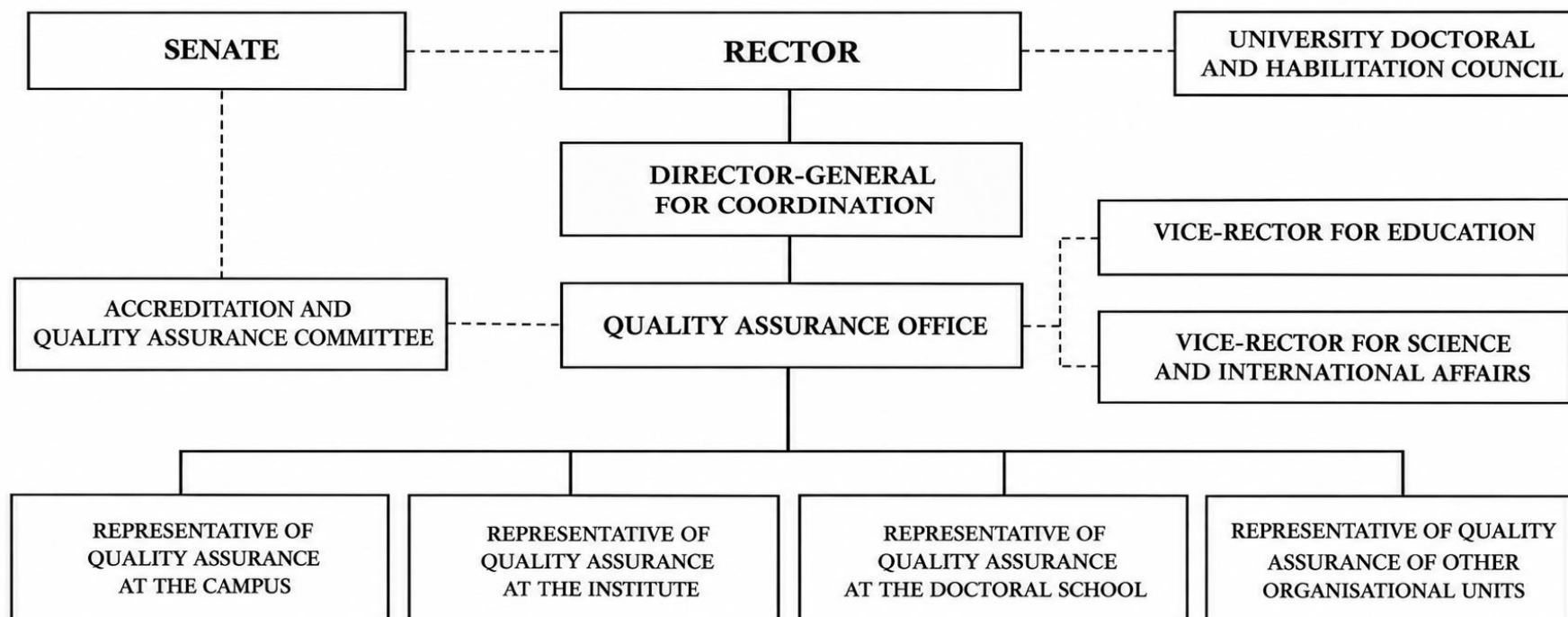
Dr Csaba Gyuricza
Rector, Chair of the Senate

APPENDICES

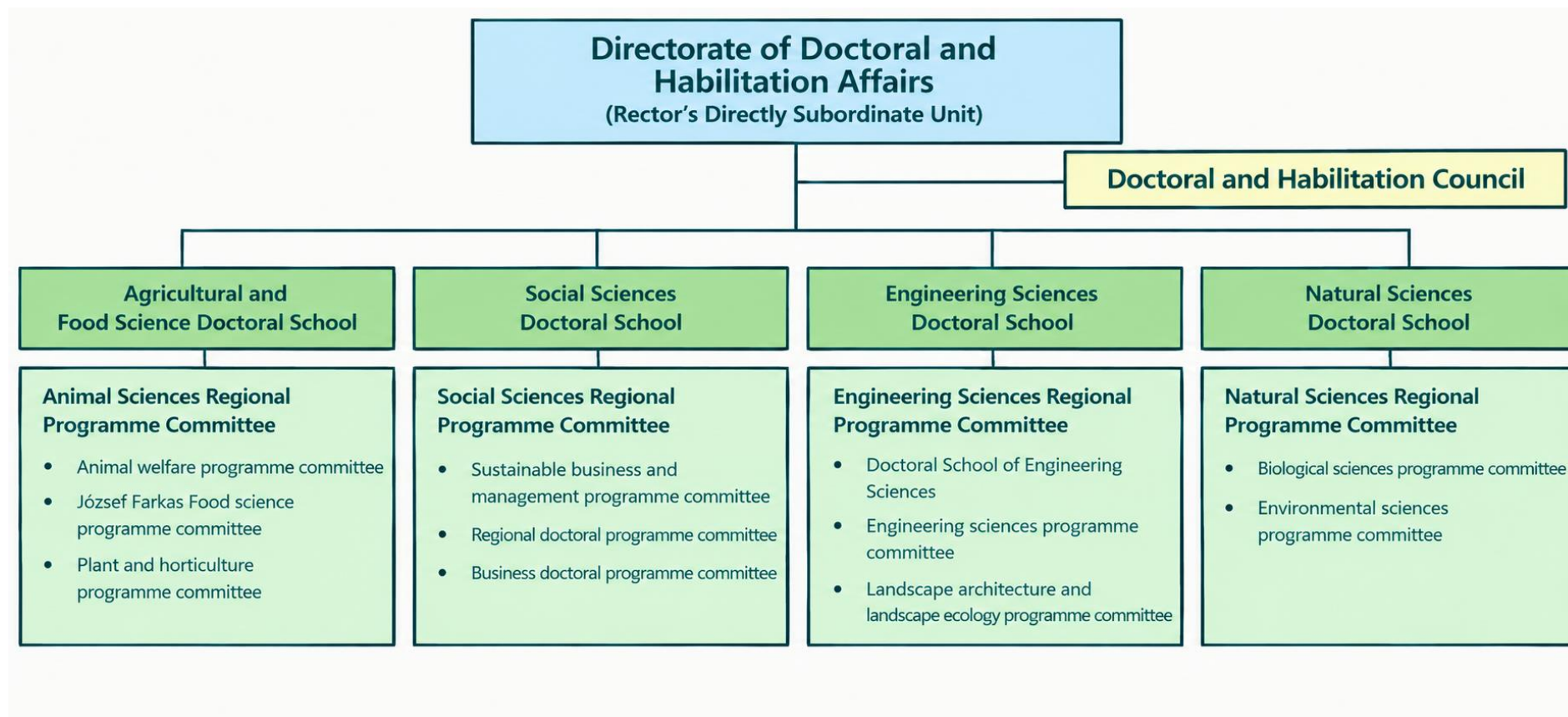
- APPENDIX 1: Flowchart of the DI's training and quality assurance activities
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Flowchart of the DI's training and quality assurance activities





Organisational structure of quality assurance at MATE
(as of 1 February 2026)



EXTERNAL PARTNER SATISFACTION SURVEY

The aim of the survey is to assess how society and the labour market, as external partners, evaluate the MATE Doctoral School's educational system and the doctoral qualifications it provides.

Please contribute to improving the quality of doctoral education by completing the questionnaire!

Please rate the questions on a scale of 1 to 6: (1 – completely inappropriate, 2 – inappropriate, 3 – rather inappropriate, 4 – rather appropriate, 5 – appropriate, 6 – completely appropriate)!

If you do not have sufficient information, please mark 'N'; if you do not wish to answer, please mark 'X'.

1.	To what extent does the DI's doctoral training provision meet labour market needs?	
2.	How would you rate the quality of the DI's professional and scientific activities?	
3.	How would you rate the DI's scientific recognition?	
4.	How significant do you consider the DI's role in doctoral education in Hungary?	
5.	How significant do you consider the DI's role in international doctoral education?	
6.	How satisfied are you with the theoretical preparedness of the DI's doctoral students?	
7.	How would you rate the research ambitions of the DI's doctoral students?	
8.	How would you rate the scientific performance of the DI's doctoral students?	
9.	How would you rate the training performance of the DI's lecturers?	
10.	How would you rate the employment prospects of the DI's doctoral students?	
11.	How would you rate the DI's requirements?	
12.	How would you rate the DI's presence on public platforms?	
13.	How would you rate the effectiveness of the student-supervisor relationship within the DI?	
14.	How would you rate the effectiveness of the Head of the Doctoral School in managing the school?	
15.	How would you rate the professional recognition of the Head of the Doctoral School within the DI?	

What development suggestions or other comments do you have for improving the quality of doctoral education?

Your organisation: private sector – business organisation, partner institution, research institute, professional organisation, other:

** Please underline the appropriate answer*

Thank you for your cooperation!

DOCTORAL CANDIDATE NEEDS AND SATISFACTION SURVEY

Please contribute to the quality development of PhD training by completing the questionnaire!

Please rate the questions on a scale of 1 to 6: (1 – completely inappropriate, 2 – inappropriate, 3 – rather inappropriate, 4 – rather appropriate, 5 – appropriate, 6 – completely appropriate)!

If you do not have sufficient information, please mark 'N'; if you do not wish to answer, please mark 'X'.

1.	How satisfied are you with the quality of the training?	
2.	How satisfied are you with the opportunities for maintaining contact with the lecturers?	
3.	How satisfied are you with the opportunities offered by the university/DI to establish contacts with the national and international scientific community (e.g. participation in conferences, publication opportunities, other universities/research institutes, etc.)?	
4.	To what extent do you consider the study requirements prescribed during the training and research stages to be appropriate?	
5.	How satisfied are you with the organisation of teaching activities?	
6.	How satisfied are you with the range of courses offered?	
7.	To what extent do you consider the teaching methods used to be up to date?	
8.	To what extent do you consider the teaching materials and teaching aids used during teaching to be useful?	
9.	How satisfied are you with the opportunities for working on your dissertation?	
10.	How satisfied are you with the conditions for obtaining teaching credits?	
11.	How satisfied are you with the office and office equipment provided for doctoral students?	
12.	How satisfied are you with the infrastructure and physical equipment required for research (computers, other laboratory equipment, etc.)?	
13.	How satisfied are you with the quality of the library infrastructure and services?	
14.	How satisfied are you with the administration of your studies at the DI?	
15.	How satisfied are you with the complaints-handling procedure applied at the DI?	
16.	How satisfied are you with the up-to-dateness of the information published on the DI website?	
17.	How satisfied are you with the regulations concerning the operation of the DI (operational, training and quality assurance regulations)? Do you receive the necessary information about them in relation to fulfilling the PhD requirements?	
18.	How satisfied are you with the feedback provided on your performance during the PhD programme (reports, workshops, comprehensive examination, workshop debate, etc.)?	
19.	How satisfied are you with the opportunities for doctoral students to access study, research and publication opportunities abroad (mobility)?	
20.	How satisfied are you with student representation (DÖK)?	

What do you consider to be the DI's main strengths?

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What would you change to improve student satisfaction? What development suggestions would you make for the DI?

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Mode of study:	full-time	part-time	individual preparation
Funding:	state-funded	self-funded	
Gender:	male	female	

Thank you for your cooperation!

STUDENT FEEDBACK ON TEACHING

We would like to draw the attention of students completing this evaluation to the fact that the questionnaire is treated anonymously and forms part of the Doctoral School's quality assurance system.

Name of the lecturer being evaluated:

Course taught:

Please rate the following questions and characteristics on a scale of 1 to 5! (1 if not at all characteristic and 5 if very characteristic of the lecturer or the module taught. Please select 0 if you are unable to decide, have no opinion, or if the question is not relevant.)

Question / Aspect	1	2	3	4	5	0
1. The lecturer's preparedness, professional credibility and up-to-date knowledge:	☐	☐	☐	☐	☐	☐
2. How would you rate the tutor's ability to explain concepts and their logical reasoning? Were the lessons engaging and interesting?	☐	☐	☐	☐	☐	☐
3. How helpful is the lecturer: what is their attitude towards students' requests?	☐	☐	☐	☐	☐	☐
4. In the PhD programme, to what extent did this particular module provide a higher level of knowledge than a module with the same title or similar content that you had previously studied?	☐	☐	☐	☐	☐	☐
5. To what extent did the lecturer address the research characteristics of the relevant field of study during the course?	☐	☐	☐	☐	☐	☐
6. To what extent did the lecturer provide the study materials necessary for the successful completion of the course (handouts, notes, etc.)?	☐	☐	☐	☐	☐	☐
7. Feasibility of meeting requirements: if there was a written examination, to what extent were the questions asked consistent with the course material provided or specified?	☐	☐	☐	☐	☐	☐
8. Feasibility of meeting requirements: in the oral examination, to what extent were the questions asked consistent with the material provided or specified? (Was the lecturer interested in what the student knew, or rather in what they did not know?)	☐	☐	☐	☐	☐	☐
9. The general atmosphere of the oral examination: human and emotional factors.	☐	☐	☐	☐	☐	☐
10. To what extent can the course material be utilised in the researcher's/lecturer's work?	☐	☐	☐	☐	☐	☐
11. To what extent were the definition of the examination requirements, the assessment process and the mark awarded consistent with one another?	☐	☐	☐	☐	☐	☐
12. What is your overall impression of the module being assessed?	☐	☐	☐	☐	☐	☐
13. What is your overall impression of the lecturer being assessed?	☐	☐	☐	☐	☐	☐

Any other comments or additions:

APPENDIX 6

STUDENT FEEDBACK ON THE WORK OF SUPERVISORS

Please note that the questionnaire will be treated as anonymous and forms part of the Doctoral School's quality assurance system.

Name of the supervisor being evaluated:

1. At which stage of your doctoral programme are you currently?

- ☐ training – research phase
- ☐ research – dissertation stage

2. In what form of study are you pursuing your doctoral programme?

- ☐ organised programme with a state scholarship, full-time, day-time study;
- ☐ self-funded, full-time, day-time organised programme;
- ☐ self-funded, part-time, organised distance learning programme;
- ☐ 'Cooperative Doctoral Programme', funded by the state with an additional scholarship, self-funded

3. You chose your supervisor because

- ☐ he or she is a nationally and internationally recognised expert in your selected research topic
- ☐ is a recognised expert within the selected research institution
- ☐ you hold them in high regard as a person
- ☐ was appointed by the doctoral school
- ☐ other:.....

4. Reasons for choosing the topic and supervisor:

- ☐ I looked for a supervisor for my planned topic
- ☐ I looked for a topic to match my selected supervisor
- ☐ The topic and supervisor came together naturally

5. Prior to your admission to the doctoral programme, what characterised your relationship with your supervisor?

- ☐ They had previously been my supervisor for my degree and/or dissertation, and we planned to continue working together
- ☐ I chose a supervisor for my topic via the ODT platform
- ☐ I came into contact with my supervisor through a recommendation
- ☐ The doctoral school recommended a supervisor for my topic
- ☐ Other:

6. How often do you consult with your supervisor?

- ☐ Once a week

- ☐ at least once a month
- ☐ at least once a term
- ☐ at least once every half-year
- ☐ less frequently than every half-year
- ☐ from time to time

7. How would you describe your personal relationship with your supervisor?

- ☐ formal, official, neutral
- ☐ direct, helpful
- ☐ authoritative but helpful
- ☐ downright unpleasant
- ☐ Other:.....

8. To what extent do you feel that your supervisor's involvement has been effective in your own career progression?

- ☐ helps a great deal, is supportive and motivating
- ☐ provides support while ensuring a high degree of independence, while monitoring my progress
- ☐ provides support, but monitors my work very strictly and holds me to account
- ☐ is less supportive
- ☐ does not provide support

9. Assessment by supervisor

- ☐ realistic, based on my actual performance
- ☐ exaggerated, rates me higher than the amount of work I put in
- ☐ underestimates me, considers my work to be worth less than I put in
- ☐ does not usually provide feedback

10. Feedback from my supervisor

- ☐ helps my further development because I receive specific guidance on areas for improvement
- ☐ I only receive a general assessment without any specific areas for improvement being identified
- ☐ I do not receive any feedback

What do you consider to be the most positive aspect of your supervisor's work:

What do you consider to be the most negative aspect of your supervisor's work:

Thank you for your answers!

TEACHING AND RESEARCH STAFF SATISFACTION SURVEY

The purpose of the survey is to assess the satisfaction of teaching and research staff.

We kindly ask teaching and research staff (lecturers, researchers) to contribute to quality development by completing the questionnaire!

Please rate the questions on a scale of 1 to 6:
(1 - not at all satisfactory, 2 - unsatisfactory, 3 - rather unsatisfactory, 4 - rather satisfactory, 5 - satisfactory, 6 - fully satisfactory)

If you have no information, mark "N"; if you do not wish to answer, mark "X"!

1.	How do you assess the requirements placed on you in relation to the tasks you perform at the Doctoral School?	
2.	To what extent do you consider the operational processes of the Doctoral School to be well organised?	
3.	To what extent do you consider the processes taking place at the Doctoral School to be coherent and transparent?	
4.	How satisfied are you with the support provided by the Doctoral School for carrying out your teaching/supervisory/ other tasks?	
5.	How satisfied are you with the support provided by the Doctoral School for your professional development?	
6.	How satisfied are you with the communication used at the Doctoral School?	
7.	How satisfied are you with the information you receive about the Doctoral School's quality policy?	
8.	How satisfied are you with the information you receive about the Doctoral School's quality objectives?	
9.	How satisfied are you with the regulations of the Doctoral School?	
10.	How satisfied are you with the administrative procedures of the Doctoral School?	
11.	To what extent are individual needs taken into account when planning the Doctoral School's training activities?	
12.	How effective do you consider the OMHV system to be?	
13.	To what extent do you consider the infrastructure and equipment available for doctoral training to be adequate?	

What are you most satisfied with regarding your work at the Doctoral School?

What would you change or develop in order to improve staff satisfaction?

Your current status at the Doctoral School: ☐ lecturer ☐ researcher ☐ supervisor/programme director ☐ core member

How many years have you worked at MATE? ☐ <2 years ☐ 2–5 years ☐ 6–10 years ☐ more than 10 years

Gender: ☐ male ☐ female

Thank you for your cooperation!

APPENDIX 9

**Quality objectives academic year
.....Doctoral School**

Strategic objective/task	Quality objective	Indicator/Target value	Comments

Date:
Prepared by:
Approved by:

APPENDIX 10

**.....Doctoral School – Performance Assessment
Annual Report
..... academic year**

Assessment criteria (recommendations):

1. Review and evaluation of the fulfilment of the previous year's quality targets (if any were set by the predecessor schools), on the basis of which new quality targets are set
2. Analysis of doctoral student numbers (figures for applicants, successful candidates, enrolled students, etc.)
3. Doctoral students sitting at complex examinations, applying for an absolutorium, in the process of obtaining a degree or having obtained a degree in the current year, results (factual), dropouts
4. Changes of supervisor/involvement of co-supervisors, changes to research topics
5. Habilitation procedures and their outcomes
6. Results of doctoral student needs and satisfaction surveys, e.g. questionnaire-based surveys, workshops, round-table discussions, results of individual interviews, feedback
7. Analysis of HR data (core staff, supervisors, topic announcers, course coordinators, lecturers), changes (new appointments and departures), new core staff/lecturers, succession planning
8. Checking that the ODT and MTMT interfaces for the DI core staff, lecturers and supervisors have been updated
9. Statistical analysis and evaluation of lecturers' MTMT results
10. Evaluation of students' publication performance based on MTMT
11. Results of various needs and satisfaction surveys, e.g. questionnaire surveys, workshops, round-table discussions, individual interviews and feedback
12. Partnerships (domestic, international): with whom and in what areas did the DI collaborate; are there any new partnerships, etc.
13. Results of needs and satisfaction surveys regarding partnerships (domestic, international), e.g. through questionnaires, workshops, round-table discussions, individual interviews and feedback
14. Review of infrastructure and website content (Hungarian–English), e.g. the state of the research and office technology infrastructure provided for PhD students, developments and expansions achieved, and the comprehensiveness and up-to-date nature of the information on the website
15. Evaluation of events and activities organised by the DI, such as doctoral student conferences, workshops, etc.
16. Results of ALUMNI activities
17. Financial performance: income, expenditure, financial support provided to PhD students and lecturers to fund activities carried out within the framework of the DI, e.g. conference participation, publication grants, and other items

Date:

Prepared by:

Approved by:

Action plan

Task	Responsible	Deadline	Comments (contributors to be involved, other circumstances, etc.)

Date:

Prepared by:

Approved by: