**EXECUTIVE SUMMARY OF FESTETICS DOCTORAL SCHOOL QUESTIONNAIRE**

The PhD student questionnaire was filled out by 21 people. Among them, 5 foreign doctoral students wrote the English version. Among those who filled in, 19 were full-time respondents and two were correspondence respondents. 14 doctoral students conduct their research at the Doctoral School, 5 at an external institute, one person did not answer the question and one person indicated both places ("both" at an external institute and at the university).

The students considered their relationship with their supervisor to be very good, so on average they rated the relationship with the supervisor as 4.86.

Several questions related to the administration of the Doctoral School were included in the questionnaire, which had to be marked on a scale of 1-5 as to how typical they were. Helpfulness received the highest value of 4.5, followed by the availability of documents and regulations with an average of 4.38, and the average of 4.15 for the effectiveness of the quality of administration. The speed of administration received a rating of 3.95, student-centeredness received a rating of 3.8, while the lowest score of 3.35 was given to the question involving doctoral students in decisions.

13 (61.9%) made suggestions to the question of what they suggest, how the administration of the Doctoral School could be made more efficient. 6 of them suggested a full-time administrator who would have the appropriate rights and provide the students with information more actively, who could manage the document storage up to date. One of the foreign students suggests compiling an information booklet / handbook / dictionary of frequently asked questions. In the field of student administration, following a cross-tab analysis: Hungarian full-time students were much more critical than foreigners. Among Hungarian doctoral students, 42.9% (6 people) experienced the problem, while only 20% among foreigners.

The infrastructure provided by the institution for doctoral work was rated by the students on a scale of 1 to 5. Although the standard deviation was large, the average value of 4.05 reflects satisfaction with the infrastructure.

The general opinion of the students about the Doctoral School (12 students gave descriptive answers) is basically good. Most of all, they focused on the development of the administration background, the difficult cash flow, its demand, and the need for more information. Furthermore, they considered the possibility of a career related to the university (research assistant, teaching assistant) important.

We received a unanimous answer to the question of whether your supervisor informs you about publication opportunities, 100% of the students answered yes.

The students gave the following ranking of which skills were most developed by the doctoral training: 78.9% indicated the way of thinking and the use of acquired knowledge, 52.6% indicated the ability to learn. Innovation and teamwork were mentioned by 42.1% of the students. 31.6% indicated the development of lexical knowledge and 26.3% creativity.

The students considered the training to be basically adequate, but at the same time they formulated some objective factors affecting the Doctoral School as well. "Due to university changes, University of Pannonia - SZIE - MATE, some of the instructors left the institution, so the training opportunities changed.". When asked what you think should be changed the most in the training, some of the students made suggestions, which were as follows:

- IT education, IT background

- to introduce structured systematism

- self-funded students should also have the opportunity to apply for conference and research activities

- administration and information must be improved

- the system lacks stability and transparency

- a more efficient flow of information would be needed

- several English-oriented programs (academic programs must be completed)

- either reduce the course requirements or provide more courses with higher credit

- reliability of administration, information flow

- the topicality of the subjects, adaptation to the doctoral topic

- foreign doctoral students would take advantage of the Hungarian language learning opportunity.

​ The committee questionnaire was filled out by 17 people, including 11 internal committee members and 6 external committee members.

According to the internal and external members who participated in the organization of the Doctoral School Forum, the procedures of the DI developed over several years are good, the students are sufficiently prepared, and all conditions are available for the start of the exam. The students know what their task is and come prepared for the exam.

At the same time, those who participated in the organization (3 committee members) highlighted the following shortcomings:

- ..Lack of information - last minute notifications."

- the online form is used only if absolutely necessary, because it does not replace the personal appearance

- Although this would impose a task on the supervisor, "The interviewers also need to be better prepared...", especially "The role of the external interviewer is emphasized. More detailed communication with him is required regarding the task."

The committee members are the most satisfied with the students' preparedness regarding the timely completion of research tasks (1.31) on a satisfaction scale of 1-4, /where 1 is completely satisfied and 4 the least/, this is due to the composition of the committee and followed by satisfaction with the number of students (1.35), then with an average of 1.47, satisfaction with the students' preparation for the debate. The ranking is closed by the DI Forum's administration and contribution to the identification of DI's strengths with an average of 1.58 and 1.6.

According to 5 committee members, the current system is adequate, some committee members suggested considering the following changes:

- Second-year graduates have been evaluated in the complex exam, it is sufficient for them to appear then.

- prescribing the time ratios of the performances

- the dissertation part should be first, then the theoretical part

- the candidate must make his presentation or a short summary available 1 week before the day of the exam

- preliminary subject consultation should be intensified, or specific topics/subjects should be designated; preparing interviewers for the task

- more information about the candidates and exam subjects during the exam process

- the itemized defense must be preceded by the presentation of study and research progress.

While the external members wrote more detailed answers for the text answers, the internal members were more active and critical in their responses to the questions to be answered on the scale.

​