Reg.number.: MATE-K/4311-1/2025.
Institutional: FI51129

HUNGARIAN UNIVERSITY OF
AGRICULTURE AND LIFE SCIENCES

DOCTORAL TRAINING

Quality Assurance Plan

GÖDÖLLŐ

2025

Table of Contents

Introduction 3
General quality assurance criteria 3
1.1 Quality assurance policy 4
1.2 and 1.9 Design, approval, continuous monitoring and regular evaluation of training programmes 5
1.3 Student-centred learning, teaching and assessment 6
1.4 Student admission, progression, recognition of learning and awarding of qualifications 7
1.5 Teaching staff 8
1.6 Learning support and doctoral services 9
1.7 Information management 10
1.8 Public information 11
APPENDICES 12

Introduction

The quality assurance system of the doctoral schools (DS) of the Hungarian University of Agricultural and Life Sciences (MATE) is based on Act CCIV of 2011 on national higher education, Government Decree 87/2015. (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on national higher education, and Government Decree 387/2012. (XII. 19.) on doctoral schools, doctoral procedures and habilitation.

It follows the regulations of the Hungarian Higher Education Accreditation Committee on the accreditation procedure for doctoral schools the principles of modern quality assurance, with particular regard to the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) based on the PDCA1 principle developed by the ministers of the European Higher Education Area under the coordination of ENQA (European Association for Quality Assurance in Higher Education).

General quality assurance criteria

The DS ensures the fulfilment, monitoring and continuous improvement of the quality assurance criteria for doctoral school activities in accordance with the following principles, taking into account the requirements of the institutional Quality Assurance Regulations based on ESG criteria and the recommendations of the National Doctoral Council. A flowchart of the DS's training and quality assurance activities is provided in Appendix 1.

The basic principles of the quality assurance system for doctoral training are as follows:

1. the principle of professional control;
2. the principle of publicity;
3. the principle of feedback;
4. the principle of individual responsibility;
5. the principle of documentation;
6. the principle of efficiency;
7. the principle of practical applicability.

This quality assurance plan was developed with these principles in mind and is to be interpreted uniformly for all doctoral schools at MATE.

The operational quality assurance tasks of the DS are organised and coordinated by the DS secretary and supervised by the DS director, who is responsible for communicating the quality policy to all internal and external stakeholders. He or she is responsible for preparing the annual quality objectives at the DS level based on the quality objectives set by the Doctoral and Habilitation Council (DHC), for their approval by the Council of the DS, and for monitoring the fulfilment of the quality objectives, as well as for ensuring that the measurement results are fed back into the operational processes in order to achieve continuous improvement.

1 PDCA: Plan-Do-Check-Action

The head of the DS reports annually to the DHC on the operation of the doctoral school's quality assurance system, the achievement of quality objectives, and the results achieved during developments, for which an annual evaluation report is prepared.
The quality assurance of the doctoral school basically covers two main areas. On the one hand, it continuously monitors doctoral school training, and on the other hand, it monitors the fulfilment of quality assurance requirements related to the doctoral degree awarding procedure, during which it follows and complies with the ESG 2015 guidelines as set out in the following chapters.
The institutional quality assurance procedures also include comprehensive criteria for the DS, which are applied at the DS level under the responsibility of the DS secretary and the DS director. In the institutional quality assurance organisation – the Accreditation and Quality Committee – the DSs are represented by the head of the Doctoral and Habilitation Centre.

1.1 Quality assurance policy, external quality assurance

The DS may decide on its own authority to develop an independent public quality assurance policy (Annex 2), involving, where possible, both internal stakeholders (students, teachers and non-teaching staff) and external stakeholders (users, employers, cooperation partners) in its development and implementation, and, if necessary, at least in conjunction with the modification of the University's Institutional Development/Strategic Plan. The quality policy reflects the close relationship between research and learning and teaching. The quality policy is part of the institutional quality culture, has formal status and is a publicly accessible document.
The quality policy provides a framework for the DS's quality objectives, which are closely linked to the University's Institutional Development/Strategic Plan and are adopted by the DS Council (DSC) with regard to the DHC's quality objectives. Further details on the definition of quality objectives, their annual evaluation and the necessary measures to be taken in this regard are set out in Chapter 1.7. The DS's quality policy is prepared by the DS's management and submitted to the DSC for approval. The quality policy is made available to all interested parties on the DS's website and in the manner and places customary at the institution.
DS's quality assurance activities are organised in line with the ESG criteria, in close synergy with the quality assurance system implemented within the framework of the institutional TQM model, which is reviewed annually by an internal body and every five years by an external body (Hungarian Accreditation Committee, HAC). The internal review is conducted as part of a self-assessment based on the HAC's criteria for doctoral schools, which forms the basis for the self-assessment prepared for the HAC's five-year accreditation process. The DS reviews its operating regulations as necessary, but at least every two years, in order to ensure compliance with any changes in legislation and other institutional regulations. The DS secretary responsible for the DS's quality assurance operational tasks shall be responsible for the management and updating of the DS's documents. The DS shall not participate in any quality assurance procedures other than the HAC accreditation procedure.

1.2 and 1.9 Development and approval of training programmes, continuous monitoring and regular evaluation of training programmes

The DS is responsible for developing and approving its own training programmes. The primary goal in developing training programmes is to ensure that doctoral students are capable of performing high-quality scientific work. To this end, they acquire the ability to analyse and synthesise scientific literature at an academic level, as well as to plan and carry out primary and secondary research. A further requirement is the acquisition and application of scientific methodology and its use in research work. Doctoral students must demonstrate these skills and abilities by preparing and defending their doctoral dissertation. The study units specified in the DS Training Plan and the course descriptions, which clearly set out the expected learning outcomes and are reviewed every two years by the DSC, provide assistance in acquiring these skills.

The opinions and feedback of doctoral students, lecturers and, where possible, external stakeholders (labour market actors, research institutes, partner institutions, etc.) are taken into account, which are collected and processed by the DS on a regular and planned basis through questionnaire surveys or focus group interviews (Annex 3). The opinions and comments of external partners are also sought during various examinations and other professional events (complex examinations, workshop discussions, public disputations, professional forums, workshops, doctoral conferences, etc.) – using a questionnaire coordinated by the DS secretary – which the DSC also takes into account in the development of the training programme.

The results of the complex examination also play an important role as an indicator in the development of the Training Plan. The DSC evaluates the performance of doctoral students in the complex examination on an annual basis and may initiate modifications to the Training Plan as necessary (modernisation and updating of the curriculum, modification of the range of subjects offered, etc.).

When developing the training plan, the primary consideration is to compile a range of courses that will ensure the smooth progress of doctoral students and clearly specify the expected workload in terms of credits. The DS flexibly manages the semester-by-semester announcement of courses in Neptun, taking into account student needs. The training plan is approved by the DSC.

The training plan is published on the DS website. The training plan also describes the research topics, for which the DS applies a uniform procedure for announcement in accordance with the provisions of the Operating Regulations.

The DS's Rules of Procedure govern the development and approval, continuous monitoring and regular evaluation of the DS's training programme and research topics.

1.3 Student-centred learning, teaching and assessment

The design and implementation of DS's training programmes focus on the conditions for student-centred learning, teaching and assessment. In doing so, DS takes into account the diversity of doctoral students and their needs, offering them flexible learning paths; where possible, it expects lecturers to use a variety of teaching methods and pedagogical approaches.

The DS strives to provide appropriate guidance and support for teachers; it promotes mutual respect in the student-teacher relationship and places particular emphasis on student-friendly supervision, namely the regular coordination of mutual expectations between doctoral students and their supervisors. DS also expects supervisors to make the criteria for progress clear to doctoral students, to formulate them jointly, and to monitor them. The DS strives to develop and maintain a student-centred timetable. The DS follows institutional procedures to handle doctoral students' complaints and operate a forum for legal redress. It also participates in the fair handling of student complaints through its representative on the Student Council.

In order to ensure that all these expectations can be met, the DS assesses the needs and expectations of doctoral students in relation to their doctoral training, as well as their overall satisfaction, once per academic year, using an anonymous online questionnaire or focus group interviews (Annex 4). The DSC evaluates the results of the survey/interview, which are prepared by the DS secretary, and decides on possible improvements. It provides information on the development plans to those concerned (feedback).

With regard to the assessment of studies, the DS expects lecturers to use a variety of examination methods where possible; the assessment criteria and methods are made public in advance, at the beginning of the course; and it is an important requirement that the assessment objectively reflects the extent to which the doctoral student has achieved the set learning outcomes.

The DS ensures that doctoral students are actively involved in educational activities in accordance with the Operating Regulations. In addition to the supervisor, the person responsible for the subject taught decides on the assessment of these activities, taking into account the students' opinions on the doctoral student's teaching work, which is understood to be part of the OMHV (Students' Evaluation of Teaching Activities, SETA). The DS strives to ensure that, where possible, assessments are carried out by more than one examiner and that assessments are applied consistently and fairly to all doctoral students in accordance with a standardised procedure established at institutional level. All doctoral students are guaranteed a formal appeal procedure with regard to their assessment. Further details of the student-centred learning, teaching and assessment applied at DS are set out in the DS Operating Regulations and the DS Training Plan.

1.4 Admission, progression, recognition of studies and award of qualifications

The DS Operating Regulations provide for a predefined and published set of procedures covering the entire doctoral life cycle with regard to the admission, progression, recognition of studies and awarding of qualifications of doctoral students, which are applied consistently. The DSC continuously evaluates the doctoral student's progress in the doctoral programme – in accordance with their own research plan – and, at the same time, the performance of the supervisor.

At the end of each semester, the supervisor provides a written statement on the doctoral student's semester performance and research progress, on the basis of which credits are awarded, taking into account publication activity and the research work required to write the thesis.

The supervisor sends a partial report on the doctoral student's academic performance in electronic form to the DSC, where it is evaluated and archived. The doctoral student and supervisor receive feedback from the DSC electronically on the results of the evaluation and any necessary development recommendations.

Depending on the results of the periodic evaluation, the DSC may, if necessary, propose a change of supervisor, the involvement of a co-supervisor, or the transfer of a state-funded doctoral student to self-funded training. Such cases are subject to special supervision by the DSC.

reports on the results of his doctoral work at an annual public doctoral conference . Other doctoral students, their supervisors, DSC members and invited external experts participate in this conference. The purpose of the conference is to assess the doctoral student's progress and learn about his further research plans. Further details can be found in section 1.6.

In the case of individual preparatory students, the DSC is responsible for checking the entry requirements for doctoral training. The expectations and procedures for individual preparatory students are set out in the DS's Rules of Procedure and Training Plan.

The DS supports student mobility and recognises performance at other institutions or external professional organisations, both domestic and foreign, that can be taken into account in doctoral training, with 30 working hours equalling 1 credit.

In the case of performance provided in this manner, the DSC examines the content of the subject requirements on the basis of the submitted application (studies completed at another institution are acceptable if 75% of the content is identical) and reviews the professional educational and other practical performance, then decides whether to accept or reject it. Details are included in the Training Plan.

The DSC places particular emphasis on verifying the academic performance required to initiate the doctoral degree procedure. Doctoral students can demonstrate their research performance through their publication activity, which is primarily managed by their supervisors. Specific requirements for the evaluation of publication performance are included in the Training Plan. The DSC and DHC check compliance with these requirements when students apply for a degree.

During doctoral training, at the end of the fourth semester, or upon fulfilment of the prescribed study requirements, at the earliest at the end of the second semester and at the latest at the end of the fourth semester, as a conclusion to the training and research phase of the programme and as a prerequisite for starting the research and dissertation phase, students must pass a comprehensive examination that measures and evaluates their academic and research progress. Following the comprehensive examination, the student participates in the degree award procedure by completing

the research and dissertation phase. Doctoral students who have earned the required credits in the doctoral programme will be issued a final certificate (absolutorium).
The condition for initiating the degree award procedure is the submission of the relevant application and its attachments to the DSC (in accordance with the Rules of Procedure). Based on the application, the DSC decides on its acceptance.
The degree is the culmination of the studies, when doctoral students receive the relevant documents describing the qualifications they have obtained, including the learning outcomes achieved, as well as the context, level, content and status of the studies pursued and successfully completed. The detailed rules for this are laid down in the Rules of Procedure.
Additional procedures applied at DS in relation to the admission, progress, recognition of studies and awarding of qualifications to doctoral students, including individual preparatory students, are set out in detail in the Rules of Procedure.

1.5 Lecturers

The DS places particular emphasis on ensuring that core members, lecturers and supervisors have the appropriate competences and that these are continuously developed. The suitability of DS core members, instructors and supervisors is checked and reviewed annually by the DSC on the basis of the relevant doctoral government decree and the rules of the University Doctoral Regulations. In the event of any deficiencies or non-compliance, immediate action is taken to rectify the situation.
DS instructors and thesis supervisors must have at least two years of continuous academic performance with a PhD degree or equivalent academic achievement, and must be considered by the DSC to be suitable for teaching, research and thesis supervision tasks within the framework of the DS.
A DS instructor or thesis supervisor may be a full-time employee of a domestic or foreign research institute, university, company or other institution who is a certified professional with high-level practical experience (external instructor) and has been approved by the DSC. In such cases, a DS instructor with an academic degree is involved as a co-supervisor. The instructors of the doctoral school appear in the school's National Doctoral Council (NDC) database, and if someone teaches at more than one doctoral school, they declare on their NDC data sheet what percentage of their time they spend at each doctoral school.
A supervisor may not have more than six doctoral students at the same time. In order to monitor the quality of teaching and supervisory activities at the DS, an online questionnaire survey or focus group interviews are conducted each semester to obtain doctoral students' opinions on teaching (SETA) and supervisory activities (Annex 5), so that the opinions of doctoral students can contribute to improving and developing the quality of teaching and thesis supervision at the DS, as well as the effectiveness of training. The evaluation of the work of teachers contributes to the identification and elimination of any errors or shortcomings and, ultimately, to the continuous improvement of teaching activities. With this information, the DS is able to initiate interventions where necessary (regarding the development of pedagogical, methodological, etc. knowledge) in order to ensure a higher quality, continuously developing doctoral training programme.
Doctoral students enrolled in the DS programme are entitled to evaluate and comment on the work of the teaching staff, and the DS subject coordinator and lecturer may be the subject of such comments.

The evaluation of doctoral students provides an objective picture of the standard and quality of education at the DS. The evaluator shall not suffer any disadvantage in terms of teaching qualification, as guaranteed by the head of the DS.
The doctoral student's evaluation of the teaching work covers:

1. the standard and quality of teaching;
2. the subject matter taught;
3. the scientific methods of teaching;
4. the material and technical conditions of teaching;
5. the relationship between teachers and doctoral students;
6. other factors determining the standard of education.

The results of the questionnaires/interviews are processed by the DS secretary, who forwards the results to the DS head. The DS head provides feedback on the results of the evaluation to the lecturers and initiates measures as necessary, as well as to the doctoral students through the Students' Self-Government (SSG) representative. All course coordinators and lecturers who have been evaluated have the right to inspect the summary of the evaluations concerning them at the DS head's office. Based on the results of the questionnaire survey, the best lecturer participating in the PhD programme may be awarded the "Lecturer of the Year" prize, which is decided by the DS head, taking into account the opinion of the DSC. In the case of lecturers who receive unfavourable evaluations (below 3), the head of the DS initiates consultation with the lecturer concerned regarding possible improvement measures. The head of the DS informs the DSC of the results.
The DS monitors the opinions and satisfaction of its lecturers and subject writers, which it requests annually through a formal online questionnaire survey (Annex 6). The DS secretary is responsible for organising and conducting the questionnaire survey. The responses received are processed and forwarded to the DSC, where decisions are made on possible improvements. Colleagues receive feedback on the results of these decisions through internal communication forums (departmental and institute meetings, intranet, etc.).
Further regulations governing lecturers and supervisors are set out in the DS Operating Regulations.

1.6 Learning support and doctoral services

As a professionally autonomous organisational unit of the University, the DS has sufficient financial resources to ensure learning and teaching activities and provides adequate and easily accessible learning support conditions and student services for its doctoral students. The resources for this are provided by the DS's own operating funds based on business planning.
The DS continuously strives to offer a variety of modern background support for learning in order to ensure that doctoral students feel that their study time is successful. These are partly infrastructural, ranging from laboratories and libraries to learning facilities, IT equipment and systems, and partly human, ranging from tutors and advisors to study administrators and other support professionals.
The competence of the support and administrative staff plays a fundamental role in the provision of services, which is why the DS pays special attention to employing staff with the appropriate

qualifications and language skills. At the DS, an administrator responsible for administrative tasks and the DS secretary are available to doctoral students to handle their affairs in Hungarian and English. In addition, central academic affairs are handled through the Doctoral and Habilitation Centre (DHC).

The interests of DS students are represented by a representative of the Student Council. Furthermore, the DS management considers it important that student interests are also taken into account in the planning and evaluation of DS operational processes, which is why the DSC also has one member with advisory rights delegated by the Student Council.

The DS promotes and supports the international mobility of doctoral students, and also offers various scholarships, conference participation opportunities and publication opportunities for its doctoral students, which are communicated through the various internal communication channels used by the institution (email, intranet, website, notice board, etc.).

Every year, the DS organises a Doctoral Conference in Hungarian and English, where doctoral students give presentations on their scientific achievements and future research plans to a committee appointed by the DSC. Former doctoral students who have obtained a degree at the Doctoral School are also invited to the Doctoral Conference, which means that the scientific event is also linked to an ALUMNI meeting. We pay great attention to maintaining contact with former doctoral students within the framework of the ALUMNI programme. The DS secretary keeps a register of former doctoral students.

The conditions for handling various requests and complaints are also ensured for doctoral students, as set out in the University's Doctoral and Habilitation Regulations and the institutional Student Requirements System.

Any questions of scientific ethics that may arise shall be dealt with in accordance with the provisions of the University's Code of Ethics.

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

1.7 Information Management

The DS regularly collects, analyzes, and evaluates relevant information for the purpose of managing its training programs and other activities. The current quality objectives of the DS are summarized in a separate document entitled Quality Objectives (Appendix 8), which also serves as a source of information on indicators that can be used to evaluate the performance of the DS.

Reliable data are necessary to support fact-based decision-making, assess the efficiency of individual processes, identify areas that need attention, and determine where intervention and improvement are needed. Effective information gathering and analysis processes related to programs and other activities are part of the internal quality assurance system, which includes the following sources of information:

- basic performance indicators;
- student composition (form of training, work schedule, financing, individually preparing students, etc.);
- the progress, success rates, and dropout rates of doctoral students;
- doctoral students' satisfaction with training programs, lecturers, and supervisors;

- the available learning support and student counselling;
- career paths/careers of PhD-graduates;
- satisfaction of lecturers;
- satisfaction of non-teaching staff;
- opinions and satisfaction of external partners.

This data and information primarily contribute to the evaluation of quality objectives of the DS, which are carried out annually by CDS (DIT) (Appendix 9). The CDS (DIT) makes the results available to the relevant parties through the usual local channels and ensures the implementation of necessary follow-up measures and the establishment of new quality objectives for the subsequent period.

The DS uses various methods to collect and process data, mainly through questionnaire surveys, as described in the previous chapters. The coordination of data collection at the DS is primarily the responsibility of the secretary of the DS, who carries out these activities in cooperation with and under the guidance of the institutional quality assurance officer. Doctoral students, lecturers and non-teaching staff, as well as external parties and stakeholders (representatives of the labor market, guest lecturers, representatives of partner institutions and professional organizations, etc.) are all involved in data collection. The management, analysis, and feedback of the available data to the appropriate points in the operational processes is the responsibility and competence of the head of the DS. The head of the DS is responsible and has the authority for managing, analyzing, and providing feedback on the available data to the relevant points of the operational processes.

1.8 Public information

It is useful and necessary for prospective and current doctoral students, PhD-graduates, other stakeholders/parties, and the general public to have access to up-to-date information about the activities of the DS, achievements to date, and future goals on the website of the DS.

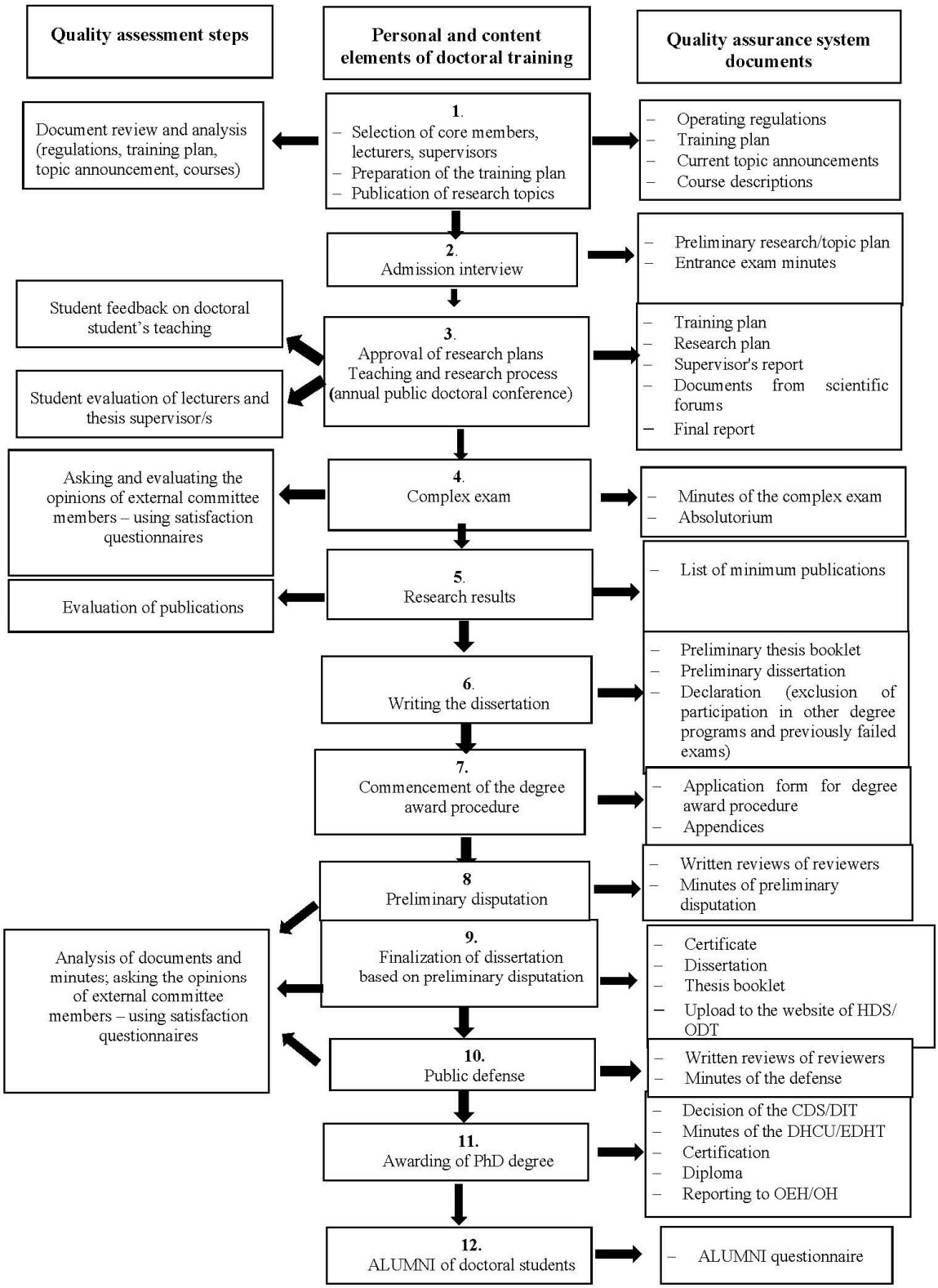
To this end, the DS provides information on its activities, training programs, admission requirements, expected learning outcomes, qualifications that can be obtained, teaching, learning and assessment procedures, success rates, learning opportunities offered to doctoral students, and the employment opportunities for PhD-graduates.

The DS primarily ensures the publication of clear, accurate, objective, up-to-date, and easily accessible information, as well as the disclosure of the documents of DS, through its website. In addition, the Hungarian Doctoral Council also publishes the required information on its public platform (doktori.hu), which is updated annually. The secretary of the DS is responsible for managing the communication platforms of the DS under the supervision and, where necessary, with the approval of the director of the DS.

APPENDICES:

APPENDIX 1.: Flowchart of the training and quality assurance activities of the DS
APPENDIX 2.: Quality policy
APPENDIX 3.: Questionnaire on external partners' satisfaction
APPENDIX 4.: Questionnaire on doctoral students' needs and satisfaction
APPENDIX 5.: Students' assessment of teaching (OMHV)
APPENDIX 6.: Questionnaire on doctoral students' assessment of their supervisor
APPENDIX 7.: Questionnaire on the satisfaction of teaching and research staff
APPENDIX 8.: Quality objectives – template
APPENDIX 9.: Evaluation criteria of the annual performance of the … DS – template
APPENDIX 10.: Action Plan

QUALITY ASSURANCE PLAN APPENDIX 1



APPENDIX 2.
QUALITY POLICY

APPENDIX 3.

QUESTIONNAIRE ON EXTERNAL PARTNERS' SATISFACTION

The purpose of the survey is to assess how society and the labor market, as external partners, evaluate the training system of the …… Doctoral School of MATE and the graduating scientific professionals.

Please contribute to the improvement of the quality of doctoral training by completing this questionnaire!

Please rate the questions on a scale of 1 to 6: (1 - completely inadequate, 2 - inadequate, 3 - rather inadequate, 4 - rather adequate, 5 - adequate, 6 - completely adequate)!

If you do not have any information, write "N"; if you do not want to answer, write "X"!

1.	How does the training program of the DS align with the needs of the labor market?	
2.	How would you rate the quality of the professional and scientific activities of the DS?	
3.	How would you rate the scientific recognition of the DS?	
4.	How significant do you consider the role of the DS in the context of national doctoral training programs?	
5.	How significant do you consider the role of the DS in the context of international doctoral training programs?	
6.	How satisfied are you with the theoretical knowledge of students of the DS?	
7.	How would you rate the research ambition of students of the DS?	
8.	How would you rate the scientific performance of students of the DS?	
9.	How would you rate the teaching performance of lecturers of the DS?	
10.	How would you rate the employment prospects of students of the DS?	
11.	How would you rate the requirements of the DS?	
12.	How would you rate the presence of the DS on public platforms?	
13.	How would you rate the effectiveness of the student-supervisor relationship at the DS?	
14.	How would you rate the effectiveness of the director of the doctoral school in managing the DS?	
15.	How would you rate the professional recognition of the director of the doctoral school?	

What suggestions or comments do you have for improving the quality of doctoral training?

Your organization1 : private sector – business organization, partner institution, research institute, professional organization,
other:

Thank you for your cooperation!

1 Please underline the correct answer.

APPENDIX 4.

QUESTIONNAIRE ON DOCTORAL STUDENTS' NEEDS AND SATISFACTION

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

Please rate the questions on a scale of 1 to 6: (1 - not at all, 2 - not adequately, 3 - rather inadequately, 4 - rather adequately, 5 - adequately, 6 - completely)!

If you do not have any information, write "N"; if you do not want to answer, write "X"!

1.	How satisfied are you with the quality of training?	
2.	How satisfied are you with the opportunities for communication with the lecturers?	
3.	How satisfied are you with the opportunities offered by the university/DS to participate in domestic and international scientific life (e.g., conference participation, publication opportunities, short-term training/research at other universities/research institutes)?	
4.	How appropriate do you find the study requirements prescribed for the training and research phase?	
5.	How satisfied are you with the organization of teaching activities?	
6.	How satisfied are you with the range of courses on offer?	
7.	How up-to-date do you consider the teaching methods?	
8.	How useful do you find the teaching materials and teaching aids used in the training program?	
9.	How satisfied are you with the opportunities to participate in the work of the department?	
10.	How satisfied are you with the conditions for obtaining teaching credits?	
11.	How satisfied are you with the office space and office equipment provided for doctoral students?	
12	How satisfied are you with the infrastructure and equipment (computers, other laboratory equipment, etc.) necessary for research?	
13	How satisfied are you with the quality of the library infrastructure and services?	
14	How satisfied are you with the administrative services of DS studies?	
15	How satisfied are you with the complaint handling procedure at DS?	
16	How satisfied are you with the timeliness of the information on the website of DS?	
17	How satisfied are you with the regulations governing the operation of the DS (operational, training, quality assurance)? Do they provide you with the necessary information regarding the fulfillment of PhD requirements?	
18	How satisfied are you with the feedback you receive on your performance during the PhD program? (reports, workshops, complex exams, preliminary disputation, etc.)	
19.	How satisfied are you with the information provided to students regarding opportunities for study, research, and publication abroad (mobility)?	
20.	How satisfied are you with student representation (SG/DÖK)?	

What do you consider to be the main strengths of DS?

What would you change to improve student satisfaction? What suggestions do you have for improving the DS?

Form of study: full-time / part-time / individually preparing student

Financing: state-funded / self-funded

Gender: male / female

Thank you for your cooperation!

APPENDIX 5.

STUDENTS' ASSESSMENT OF TEACHING (OMHV)

We would like to inform doctoral students submitting this assessment that the questionnaire is anonymous and is used solely as part of the Doctoral School's quality assurance system.

Name of lecturer evaluated: ……

Course taught: ……

What percentage of classes did you attend?

☐ 0-20 ☐ 21-40 ☐ 41-60 ☐ 61-80 ☐ 81-100

What percentage of classes were held?

☐ 0-20 ☐ 21-40 ☐ 41-60 ☐ 61-80 ☐ 81-100

What percentage of the classes were held by the lecturer in charge of the course?

☐ 0-20 ☐ 21 ☐ 41 ☐ 61-80 ☐ 81-100

Please rate the following statements on a scale of 1 to 5. (1, if not at all characteristic and 5 if very characteristic of the lecturer in charge of the course. Please mark 0, if you cannot decide, have no opinion, or if the question is not relevant.

Question / Criterion	1	2	3	4	5	0
1. To what extent do you consider the lecturer professionally prepared, authentic, and up-to-date in their knowledge?	☐	☐	☐	☐	☐	☐
2. How would you rate the lecturer's explanation, in terms of skills and logical reasoning: were the classes engaging and interesting?	☐	☐	☐	☐	☐	☐
3. How helpful is the lecturer: what is their attitude toward students' requests?	☐	☐	☐	☐	☐	☐
4. To what extent did the PhD-program provide you with a higher level of knowledge compared to the course with the same or similar content that you had completed during your previous studies?	☐	☐	☐	☐	☐	☐
5. To what extent did the lecturer address the research characteristics of the specific scientific field during the course?	☐	☐	☐	☐	☐	☐
6. To what extent did the lecturer provide the necessary teaching materials for completing the course (handouts, notes, etc.)?	☐	☐	☐	☐	☐	☐
7. Feasibility of requirements: if there was a **written** exam, to what extent were the questions consistent with the provided or indicated teaching materials?	☐	☐	☐	☐	☐	☐
8. Achievability of requirements: in the **oral** exam, to what extent were the questions consistent with the provided or suggested teaching materials (Was the lecturer interested in what the student knew, or rather in what they did not know?	☐	☐	☐	☐	☐	☐
9. General atmosphere of the oral exam: human and emotional factors.	☐	☐	☐	☐	☐	☐
10. How useful is the course material for the work of the researcher/lecturer?	☐	☐	☐	☐	☐	☐
11. How consistent were the exam requirements, the assessment, and the grade received?	☐	☐	☐	☐	☐	☐
12. What is your overall impression of the course being evaluated?	☐	☐	☐	☐	☐	☐
13. What is your overall impression of the lecturer being evaluated?	☐	☐	☐	☐	☐	☐

Other comments, additional remarks:

APPENDIX 6.

QUESTIONNAIRE ON DOCTORAL STUDENTS' ASSESSMENT OF THEIR SUPERVISOR

We would like to inform doctoral students submitting this assessment that the questionnaire is anonymous and is used solely as part of the Doctoral School's quality assurance system.

Name of the supervisor being evaluated: ……...

1. The supervisor you are evaluating in this questionnaire
- ☐ is your sole supervisor
- ☐ is your co-supervisor

2. **What phase of the doctoral program are you currently in?**
- ☐ training – research phase
- ☐ research – dissertation phase

3. **What form of training are you pursuing for your doctoral studies?**
- _ state scholarship, full-time, structured training
- _ self-funded, full-time, structured training
- _ self-funded, part-time, structured training
- _ self-funded, "Cooperative Doctoral Training" additional state scholarship is provided

4. **I have chosen my supervisor because**
- ☐ he is a nationally/internationally recognized expert in the chosen research topic
- ☐ he is a recognized expert within the chosen research institution
- ☐ I highly respects my supervisor
- ☐ he/she was appointed by the doctoral school
- ☐ other:……..

5. **Characteristics of the topic and supervisor selection:**
- ☐ I looked for a supervisor for my planned topic
- ☐ I looked for a topic for my chosen supervisor
- ☐ the topic and supervisor matched

6. **Prior to admission to the doctoral program, what was your relationship with your supervisor like?**
- ☐ I had previously been supervised by them for my major and/or thesis, and we planned to continue to work together
- ☐ I chose a supervisor for my topic through the NSC/ODT website
- ☐ I came into contact 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 every quarter
- ☐ At least once every six months
- ☐ Less than every six months
- ☐ Occasionally

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

- Formal, official
- Direct, helpful, friendly
- Authoritative but helpful
- Particularly unpleasant/difficult
- Other:

9. **How effective do you feel your supervisor's contribution has been to your progress?**

- Very helpful, supportive and motivating
- Supportive, but does not follow up or hold me strictly accountable for my work
- Supportive, follows my work very strictly and holds me accountable
- Less supportive
- Does not support

10. **Evaluation by your supervisor**

- Realistic, based on my actual performance
- Exaggerated, evaluates me higher than the amount of work I put in
- Underestimates, values me less than the work I put in
- He/she does not usually evaluate

11. **Feedback from your supervisor**

- He/she supports and helps my development because I receive specific guidance on areas that need improvement
- I only receive a general evaluation without any specific suggestions for improvement
- I don't get any feedback

What do you appreciate most about your supervisor's work?

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

Thank you for your answers!

APPENDIX 7.

QUESTIONNAIRE ON THE SATISFACTION OF TEACHING AND RESEARCH STAFF

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

We kindly ask our **staff (lecturers, researchers)** to contribute to quality improvement by filling out this 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, write "N"; if you do not wish to answer, write "X".

No.	Question	
1.	How do you assess the requirements associated with your tasks within the DS?	
2.	To what extent do you feel the DS's operational processes are planned?	
3.	To what extent do you find the DS's processes coordinated and transparent?	
4.	To what extent are you satisfied with the support the DS offers you as a lecturer/supervisor/other roles?	
5.	To what extent are you satisfied with the support the DS provides for your personal career advancement?	
6.	To what extent are you satisfied with the communication used within the DS?	
7.	To what extent are you satisfied with the information you received about the DS's quality policy?	
8.	To what extent are you satisfied with the information you received about the DS's quality objectives?	
9.	To what extent are you satisfied with the DS's regulations?	
10.	To what extent are you satisfied with the DS's administrative processes?	
11.	To what extent are your individual needs taken into account in planning the DS's training program?	
12.	To what extent do you find the system of students' assessment of your teaching (OMHV) efficient?	
13.	To what extent do you find the infrastructure supporting the DS training activities sufficient?	

What do you value most about your work in the DS?

What improvements would you suggest to increase staff satisfaction?

What position do you currently hold in the DS?	*lecturer, researcher*	*supervisor, research topic proposer*	*core members*	
How many years have you been working at MATE?	< 2 years	*2-5 years*	*6-10 years*	*more than 10 years*
Gender	*male*	*female*		

Thank you for your cooperation!

APPENDIX 8.

Quality objectives of the … Doctoral School in the academic year …

Strategic goal/task	Quality objective	Indicator	Comment

Date:
Prepared by:
Approved by:

APPENDIX 9.

Evaluation criteria of the annual performance of the … DS
Annual report for the academic year of …
template

Evaluation criteria (proposals):

1. Review and evaluation of the fulfillment of the previous year's quality objectives, based on the results of which new quality objectives are set
2. Analysis of the number of doctoral students
3. Doctoral students taking complex examinations, requesting absolutorium (certificate of completion of studies), undergoing degree awarding procedures, or having obtained their degree in the current year; their committees, results (factual data), dropouts
4. Results of habilitation procedures
5. Results of doctoral student needs and satisfaction surveys, e.g., questionnaire surveys, workshops, roundtable discussions, individual interviews, feedback
6. Analysis of HR data (core members, supervisors, PhD topic proposers, lecturers in charge of the courses, lecturers), changes, new members, succession planning
7. Statistical analysis and evaluation of lecturers based on the Hungarian Scientific Bibliography (MTMT)
8. Checking the update of the record of core members/lecturers/supervisors on the ODT/HDC website
9. If applicable, results of need and satisfaction surveys, e.g., questionnaire surveys, workshops, roundtable discussions, individual interviews, feedback
10. Partnerships (domestic, international) with whom the DS has cooperated, including any new partnerships
11. Results of partners' (domestic, international) need and satisfaction surveys, e.g., questionnaire surveys, workshops, roundtable discussions, individual interviews, feedback
12. Review of infrastructure and website content (Hungarian-English), including the state of the research and office technology infrastructure provided to doctoral students, recent developments and expansions, as well as the completeness and timeliness of the information
13. Events and conferences organised by DS, including doctoral conferences, workshops, and similar activities, etc.
14. Results of ALUMNI activities
15. Financial performance: income, expenditure, financial support provided to doctoral students and lecturers to finance activities carried out within the framework of the DS, e.g. conference participation, publication support, and others.

Based on the annual evaluation carried out according to these criteria, an annual Action Plan is prepared (see the sample on the next page), which allows the DS to monitor the upcoming tasks and their fulfillment year by year, thus enabling the implementation of the PDCA (Plan-Do-Check-Act) cycle in its activities.

Date:
Prepared by: **Approved by:**

APPENDIX 10.
Action Plan

Objective	Task	Person in charge	Deadline	Verification of fulfillment	Comment

Date:
Prepared by:
Approved by: