

**THE FESTETICS DOCTORAL SCHOOL'S QUESTIONNAIRE PROPOSALS FOR THE
DOCTORAL SCHOOL COUNCIL'S (DIT) ACTION PLAN OF MAY 2023 (IRONA
FESTETICS DOCTORAL SCHOOL'S QUESTIONNAIRE PROPOSALS FOR ACTION
PLAN OF THE DIT IN MAY 2023 (IN BOLD BLUE)**

The PhD student questionnaire was completed by 21 students. Of these, 5 foreign PhD students completed the English version. Of those who completed the questionnaire, 19 were full-time respondents and two were postal respondents. 14 doctoral students carry out their research at the Doctoral School (hereinafter referred to as: DS), 5 at an external institute, one did not answer the question and one indicated both places ("also at" an external institute and at the university).

Students rated their relationship with their supervisor as very good, with an average rating of 4.86.

Several questions on the administration of the Doctoral School were included in the questionnaire, which asked respondents to rate their characteristics on a scale of 1 to 5. The highest score was 4.5 for helpfulness, followed by accessibility of documents and regulations with an average of 4.38, and the average for the quality of administration was 4.15. The speed of administration received a score of 3.95, student orientation a score of 3.8, while the lowest score of 3.35 was given to the question of involvement of doctoral students in decisions.

PhD students are present at all DITs (Doctoral School Council), where decisions are made, so their involvement is direct.

Asked how they would suggest that the administration of the DIT (Doctoral School Council) could be made more efficient, 13 (61.9%) of the respondents made suggestions. Of these, 6 suggested a full-time administrator with the appropriate authority to provide students with more active information, who could keep the document repository up to date.

The administration of the FDI (Festetics doctoral School) has recently undergone several changes due to a change in the person who administers the FDI. The very fact that the administrator has changed almost every year has not benefited either the doctoral students or the teaching staff. The review and redefinition of tasks, the appointment of a new DS secretary, the review and extension of the regulations in spring 2023 are expected to have a positive impact on administration.

Full-time administration is not feasible due to the low number of PhD students. Currently, a Neptun colleague is available in Keszthely, and Gödöllő can provide assistance in case of problems.

One foreign student suggests compiling an information booklet/manual/dictionary of frequently asked questions. Cross-tabulation analysis of student administration: Hungarian day students were more critical than foreign students. Among Hungarian doctoral students, 42.9% (6 students) experienced problems, compared to only 20% of foreign students.

The difference in opinions between Hungarian and foreign students may be due to the fact that Stipendium Hungaricum students have a foreign colleague who, although not full-time, is not only available for study-related matters.

Students rated the infrastructure provided by the institution for doctoral work on a scale of 1 to 5. Although the variance was large, the average score of 4.05 reflects satisfaction with the infrastructure.

The students' overall opinion of the School (12 students gave a descriptive answer) was generally good. They mostly pointed out the need to improve the administrative background, the difficulty in handling and applying for funds and the need for more information.

We are trying to provide more information by expanding the regulations, introducing fillable forms and putting them on the website, but there is no substitute for students' active participation in the training process. We are aware of the diversity of students and we try to adapt to this. The flow of funds is not dependent on the DS.

Furthermore, the possibility of a career related to the university (research assistant, teaching assistant) was also considered important.

The large number of PhD graduates remaining at Georgikon Campus is evidence of this.

When asked if their supervisor informs them about publication opportunities, the response was unanimous, with 100% of students saying yes.

As to which skills were most developed by the doctoral training, the students ranked them as follows: 78.9% indicated the ability to think and use acquired knowledge, 52.6% the ability to learn. Innovation and teamwork were marked by 42.1% of students. 31.6% indicated the development of lexical knowledge and 26.3% the development of creativity.

The students considered the training to be basically adequate, but they also mentioned some objective factors that influenced the School. "Due to the changes in the University of Pannonia - SZIE - MATE, some of the lecturers have left the institution, so the training opportunities have changed". When asked what you think should be changed most in the training, some of the students made suggestions which were:

- IT education, IT background

Two new servers installed in Keszthely in 2023

- to incorporate built-in system integration

the inclusion of new quality assurance elements could help (see. See the flowchart of the new organisational structure of the Code of Conduct and DS's 48-item table on its quality system, formulated in the PDCA)

- students who are self-financed should also be able to apply for conference or research activities

at present, a fee-paying student does not have a research framework, but the costs of the course are covered by the institution of enrolment in writing before admission (fee-paying student)

- administration and information need to be improved

progress made in spring (Keszthely - Neptun management); completion of regulations; introduction of forms; updating of website, making enquiry materials public

- the system lacks consistency and transparency
- a more efficient flow of information is needed

updating of the agenda; opening of a new interface with a number of pre-defined forms to be filled in and made public on the website

- more English-oriented programmes (academic programmes should be carried out)

courses in English are now also available after prior consultation with the lecturers

- either reduce the requirement of courses or provide more courses with higher credits

subject programmes to be adopted by DIT, after review

- administration, reliability of information flow

See. Application of the PCDA principle in our agenda

- topicality of subjects, alignment with the doctoral theme

the updating of the subjects has been done; the alignment to the doctoral topic is done by all lecturers in Keszthely without exception when preparing the work plan

- foreign doctoral students would take advantage of the opportunity to learn Hungarian

there were years when this was possible

The questionnaire was completed by 17 people, 11 of whom were internal committee members and 6 external committee members.

According to the internal and external members who participated in the organisation of the Doctoral School Forum, the DS's procedures, which have been developed over several years, are good, students are sufficiently prepared and all the conditions are in place for the start of the examination. The students know what they have to do and come to the exam prepared.

However, those who were involved in the organisation (3 committee members) pointed out the following shortcomings:

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

This problem was criticised by some external committee members, who should have been properly informed by the topic leader. To remedy this, reference is already made in the invitations to the role of the actors in the complex examination, in addition to the inclusion in the Working Plan of the requirements not yet described. The subject leaders' attention is again drawn to their responsibilities, which go beyond the provision of their names.

- the online form is used only in case of extreme necessity, as it is not a substitute for face-to-face attendance

- The same would put the onus on the subject leader, but "The interviewers should also be better prepared...", in particular "The role of the external interviewer is emphasised. More detailed communication is needed with him/her about the task."

[See first paragraph.](#)

Committee members are the most satisfied with the students' preparedness to complete the research tasks on time (1.31) on a scale of 1 to 4, with 1 being the most satisfied and 4 being the least, followed by satisfaction with the composition and number of students on the committee (1.35), and then with the students' preparedness to debate (1.47). The ranking is completed with a mean of 1.58 and 1.6 for the DS Forum's management and contribution to the identification of DS strengths respectively.

5 committee members felt that the current system is adequate, some committee members suggested considering the following changes:

- Second year graduates have been assessed in the complex exam, it is sufficient to be included then.

[This is not supported by the DIT; it is the only place where DS participants get together once a year, meet and listen to each other. However, the reporting time for complex examiners will be reduced.](#)

- prescribing the proportions of time for presentations

[This was already in place, but the chairs may not have adhered to it](#)

- the dissertation part should come first, followed by the theoretical part

[Only one committee has worked in this way for the complex examination; we then propose a majority order for each committee](#)

- the candidate should provide his/her presentation or a short abstract of it within 1 week before the examination day

[Introduce; see Work Plan](#)

- the preliminary subject discussion should be intensified or specific topics/subjects should be assigned; preparation of interviewers for the task

[Incorporated in the rules \(see Work plan\)](#)

- more information on candidates and subjects during the examination process

[Due to the multidisciplinary nature of the DS, this was until then the responsibility of the subject leader, from whom the DIT not only asked for external staff suggestions but also expected personal liaison, together with a presentation of the tasks. For some, this did not work. To remedy this, we have already included the task in the invitation to the committee members in 2023. One thing we are still unable to do; coordinate with the interviewing member in advance instead of the student.](#)

- The batch defence should be preceded by a presentation of academic and research progress.

This has been the case for the most part; we will attempt to have all committees do this.

While external members wrote more detailed answers for the text responses, internal members were more active and critical in answering the scale questions.

Thank you for your contribution!