ÓBUDAI EGYETEM
ÓBUDA UNIVERSITY

DOCTORAL SCHOOL

Quality Assurance Plan

Approved by the Council of the AIAMDI, ATDI and BDI Doctoral Schools

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Introduction

The quality assurance system of Óbuda University's doctoral schools (DS) is based on the provisions of Act CCIV of 2011 on National Higher Education, Government Decree No.87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education, and Government Decree No.387/2012 (XII. 19.) on Doctoral Schools, the Order of Doctoral Procedures and Habilitation.
It follows the requirements of the Hungarian Accreditation Committee for Higher Education (HAC) on the accreditation procedures for doctoral schools, the principles of modern quality assurance, especially the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) based on the PDCA[1] principle, developed by the ministers of the European Higher Education Area in coordination with ENQA (European Association for Quality Assurance in Higher Education).

General quality assurance criteria

The DS, taking into account the ESG-based provisions of the Institutional Quality Regulations and the recommendations of the National Doctoral Council, ensures the fulfilment, monitoring and continuous improvement of the quality assurance criteria of the doctoral school's activities, in compliance with the following principles. A flowchart of the DS's training and quality assurance activities is provided in Annex 1.

Principles of quality assurance in doctoral education:

a) the principle of professional control;
b) the principle of publicity;
c) feedback principle;
d) the principle of inDSvidual responsibility;
e) the principle of documentation;
f) the principle of efficiency;
(g) the principle of practical applicability.

The present Quality Assurance Plan has been developed with these principles in mind, and it is intended to be applied uniformly to all doctoral schools at the University of Óbuda.
The operational quality assurance activities of the DS are organised, coordinated and supervised by the DS Secretary/Operational director, who is responsible for communicating the quality policy to all internal and external stakeholders. He/she will be responsible for the preparation of annual quality objectives at DS level based on the quality targets set by the University Doctoral Habilitation Council (UDHC), their adoption by the Doctoral School Council (DSC), and monitoring the achievement of the quality objectives, as well as ensuring the feedback of measurement results into operational processes for continuous improvement.

[1] PDCA: Plan-Do-Check-Action

The head of the DS reports annually to the UDHC on the operation of the quality assurance system of the doctoral school, the implementation of the quality policy and quality objectives, and the results achieved in the course of the development, and an annual evaluation report is prepared.

The quality assurance of the doctoral school covers two main areas. On the one hand, it monitors the doctoral school's training on an ongoing basis, and on the other hand, it monitors the fulfilment of quality assurance expectations related to the doctoral degree awarding process, following and complying with the ESG 2015 guidelines as set out in the following chapters.
The institutional quality assurance procedures also include a comprehensive set of criteria for the DS, for which the DS Secretary/Operational director and the Head of DS are responsible for their application at DS level.
The DS is represented in the institutional quality assurance body - the Quality Committee - through the UDHC President. The UDHC chairperson is a guarantee for the up-to-date communication of quality issues and information between the institution and the DS. This activity is also complemented from a professional point of view by the contribution of the Rector's Quality Assurance Officer.

1.1 Quality assurance policy, external quality assurance

The DS decides on its own responsibility to develop an autonomous public quality policy (Annex 2), involving as far as possible both internal (students, teaching and non-teaching staff) and external stakeholders (users, employers, collaborating partners) in its development and implementation, and in its review as necessary, but at least in parallel with the revision of the University's Institutional Development Plan. The quality policy reflects the close link 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 the framework for the quality objectives of the DS, which are closely linked to the University's Institutional Development Plan and adopted by the DSC in the light of the UDHC quality objectives. Further details on the definition of quality objectives, their annual evaluation and the identification of the necessary actions to achieve them are described in chapter 1.7.
The DS Quality Policy is prepared by the DS Manager and submitted to the DSC for approval. The quality policy is made available to all stakeholders on the DS website and in the usual ways and places in the institution.
The DS's quality assurance activities are organised along ESG criteria, in close synergy with the quality assurance system implemented in the framework of the institutional TQM model, which is subject to regular annual internal and five-yearly external (HAC) reviews. The internal review is carried out in the framework of a self-evaluation based on the HAC criteria for doctoral schools, which form the basis of the self-evaluation for the five-yearly HAC accreditation process. The DS will review its operating rules as necessary, but at least every two years, to ensure consistency with any changes in legislation and other institutional regulations. The DS Secretary/Operational Director, who is responsible for the operational quality assurance

functions of the DS, is in charge of managing and updating the DS's documents. The DS is not involved in any quality assurance procedure other than the HAC accreditation procedure.

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

The DS has the authority to design and approve its training programmes. The primary objective in designing training programmes is to ensure that doctoral students are capable of carrying out high-quality scientific work. To this end, they will acquire the ability to analyse and synthesise literature at a scientific level, and to design and carry out primary and secondary research. They are also expected to acquire and use scientific methodology and its application in research work. These skills and competences must be demonstrated by the preparation and defence of the doctoral thesis. The acquisition of these skills is supported by the units of study and subject descriptions set out in the DS Curriculum, which clearly set out the expected learning outcomes and are reviewed every two years by the DSC.

During the development and revision of the Training Plan, the opinions and feedback of both doctoral students and faculty members, but also, if possible, of external partners (labour market actors, research institutions, partner institutions, etc.) are taken into account.These are collected and processed regularly and in a planned manner by the DS in the framework of questionnaire surveys or focus group interviews (3. The opinions and comments of external partners are also solicited at various examinations and other professional events (complex examinations, workshops, public debates, professional forums, workshops, doctoral conferences, etc.), using a questionnaire coordinated by the DS Secretary/Operational Director, and taken into account by the DSC in the development of the training.

Complex examination results are also an important indicator in the development of the Training Plan. The performance of doctoral students in the complex examination will be evaluated annually by the DSC, which may initiate changes to the Training Plan (updating and modernising the curriculum, changing the subjects offered, etc.).

A primary consideration in the design of the Training Plan is to ensure that the range of subjects offered is such as to ensure the smooth progress of doctoral students, and that the expected workload is clearly expressed in credits. The publication of the subjects per semester in Neptun will be managed flexibly by the DS, taking into account student needs.

The Training Plan is published on the DS website. The Training Plan will also describe the research topics for which the DS will apply a single procedure for publication, as set out in the DS's Rules of Procedure

The establishment and approval, the continuous monitoring and the regular evaluation of the DS's training programme and research topics are governed by the DS's Rules of Procedure.

1.3 Student-centred learning, teaching and assessment

The design and implementation of DS training programmes focus on the conditions for student-centred learning, teaching and assessment. In doing so, the DS takes into account the diversity

of doctoral students and their needs, allowing them flexible learning paths; it expects a variety of teaching methods from tutors, who use different pedagogical methods where possible.

The DS will endeavour to provide appropriate guidance and support to the tutor; promote mutual respect in the student-teacher relationship and place particular emphasis on student-friendly supervision, notably the regular negotiation of mutual expectations between the doctoral student and the supervisor. It also expects DS supervisors to make progress criteria clear to doctoral students and to formulate and monitor them jointly. The DS will strive to develop/maintain a student-centred timetable. The DS will ensure that complaints from doctoral students are handled in accordance with institutional procedures and that a redress forum is in place. It also contributes to the proper handling of student complaints through the representative of the doctoral student self-government.
To ensure that all these expectations are met, the needs and expectations of doctoral students regarding their doctoral training and their overall satisfaction are assessed by the DS once per academic year, either through an anonymous online survey or through focus group interviews (Annex 4). The DSC evaluates the results of the survey/interview, which are prepared by the DS Secretary/Operational Director, and decides on possible improvements. The improvement plans are communicated to the stakeholders (feedback).
For the assessment of studies, the DS expects the tutors to use a variety of examination methods, where possible; the criteria and methods of assessment to be made public in advance, at the beginning of the course; and an important expectation that the assessment should objectively reflect the extent to which the doctoral student has achieved the intended learning outcomes.
The DS ensures the active involvement of doctoral students in educational activities, as set out in the Rules of Procedure. The evaluation of these activities is decided by the subject supervisor and the person in charge of the subject taught, taking into account the student's opinion on the doctoral student's teaching work, which is part of the student reviews of teaching work.
The DS will endeavour to ensure that, where possible, assessments are carried out by more than one examiner; assessments are applied consistently and fairly to all doctoral students, in accordance with a uniform procedure established at institutional level. All doctoral students are guaranteed a formal opportunity to appeal against the assessment. Further details of student-centred learning, teaching and assessment in the DS are set out in the DS's Operating Regulations and the DS Training Plan.

1.4 Admission, progression, recognition and award of qualifications

The DS's Rules of Procedure provide for a set of predefined and published procedures for the admission, progression, recognition and award of qualifications covering the entire doctoral lifecycle, which are consistently applied. The DSC continuously evaluates the progress of the doctoral student in the doctoral programme, in accordance with its own research plan, and at the same time the performance of the supervisor.

At the end of each semester, the supervisor will provide a written report on the doctoral student's semester performance and research progress, based on which credits are awarded for publication and the research work required for the thesis.

The supervisor sends the partial report on the doctoral student's academic performance in electronic form to the DSC, where it is evaluated and archived. Both the doctoral student and the subject supervisor will receive electronic feedback from DSC on the results of the evaluation and any necessary suggestions for improvement.

Depending on the results of the periodic evaluation, the DSC will, if necessary, propose a change in the subject leader, possibly the appointment of a co-leader or the reclassification of the doctoral student with a state scholarship to a self-financed programme. Such cases will be monitored by the DSC with particular attention.

The results of the doctoral student's work are reported at at an annual public doctoral conference. This is attended by other doctoral students, their supervisor, members of the DSC and invited external experts. The purpose of attending the conference is to assess the progress of the doctoral student and to learn about his/her future research plans. For more details, see chapter 1.6.
For individual candidates, the DSC is responsible for monitoring the conditions of entry to doctoral studies. Expectations and procedures for individual candidates are laid down in the DS's Operating Regulations and Training Plan.
The DS supports student mobility and provides for performance in another institution or in an external professional organisation, foreign or domestic, that can be considered for doctoral studies, with 30 hours of work being equivalent to 1 credit.
In the case of such performance, the DSC will examine the content of the subject requirement on the basis of the application submitted (75% of the content may be accepted if the study was carried out at another institution) and will review the professional teaching and other practical performance and decide whether to accept or reject it. Details are set out in the Training Plan.
The DSC places particular emphasis on monitoring the academic performance required to start the doctoral process. The doctoral student can demonstrate his/her research performance through his/her publication activities, which are primarily managed by the supervisors. Specific requirements for the evaluation of publication performance are set out in the Training Plan. The DSC and UDHC will verify compliance with these requirements at the time of application for the degree.

During the doctoral training, at the end of the fourth semester, or at the end of the second semester at the earliest if the prescribed academic requirements have been met, but at the end of the fourth semester at the latest, as a condition for the completion of the training and research phase of the training and the start of the research and dissertation phase, a complex examination must be passed, which measures and evaluates the academic and research progress. Following the complex examination, the student will participate in the degree award procedure by completing the research and dissertation stage. The doctoral student who has obtained the required credits in the doctoral programme is awarded a final certificate (Diploma).

To initiate the degree procedure, the application and its annexes must be submitted to the DSC (as specified in the Operational Rules). On the basis of the application, the DSC will decide whether to accept it.

Graduation is the culmination of studies, when doctoral students receive the relevant documents describing the qualifications they have obtained, including the learning outcomes achieved and the context, level, content and status of the studies they have pursued and successfully completed. Detailed rules on this are set out in the Code of Conduct.
Further procedures applied in the DS for the admission, progression, recognition and award of qualifications to doctoral candidates, including individual candidates, are set out in detail in the Operating Regulations.

1.5 Trainers

The DS places particular emphasis on ensuring that core members, trainers and subject leaders have the appropriate competences and are continuously developed. The competence of DS core members, tutors and subject leaders is monitored and reviewed annually by the DSC, based on the provisions of the relevant government regulations on doctoral studies and the rules of the University doctoral habilitation regulations. In case of deficiencies or any non-compliance, it will immediately initiate action for rectification.
DS tutors and topic authors must be academics and researchers with a PhD degree or equivalent academic record of at least 2 years, who have a continuous academic record and who are considered by DSC to be suitable for teaching, research and topic leadership roles within the DS.
The DI tutor or topic writer may be a full-time employee of a research institution, university, company or other institution, whether domestic or foreign, who has proven high quality practical experience (external tutor) and is approved by the DIT, in order to achieve the objectives of the doctoral programme. In such cases, a DS lecturer with an academic degree will be involved as a co-investigator.
Tutors from a doctoral school will be listed in the school's National Doctoral Council (NDC) database and, in the case of a tutor teaching in more than one doctoral school, will declare on the NDC form the percentage of their teaching affiliation to each doctoral school.

A supervisor may not have more than six doctoral students at any one time. In order to monitor the quality of the teaching and supervision activities at the DS, doctoral students' opinions on the teaching student reviews of teaching work and supervision activities are collected every semester through an online survey or focus group interviews (Annex 5), in order to contribute to the improvement and development of the quality of teaching and supervision at the DS and the efficiency of the training. The evaluation of the work of the trainers contributes to the identification and elimination of possible shortcomings and deficiencies and, ultimately, to the continuous improvement of teaching activities. This information will enable the DS to take the necessary steps (pedagogical, methodological, etc.) to ensure that the quality of doctoral training is constantly improving.

The right to evaluate and comment on the work of the tutor is reserved for doctoral students in doctoral studies who are in a doctoral relationship with the DS, while the person entitled to comment on the work of the tutor is the DS's subject supervisor and tutor.

The evaluation of doctoral students gives an objective picture of the quality and quality of teaching in the DS. The reviewer must not be penalised in any way for the teaching qualification, guaranteed by the head of the DS.

The doctoral review of teaching work includes:

a) the quality and standard of education;
b) the curriculum taught;
c) the scientific methods of education;
d) the material and technical conditions of education;
e) the relationship between teachers and doctoral students;
f) other aspects that determine the quality of education.

The results of the questionnaires/interviews are processed by the DS Secretary/Operational Director, who forwards the results to the DS Manager. The Head of DS will feed back the results of the evaluation to the lecturers and initiate action as necessary, and to the doctoral students through the DGB representative. All subject supervisors and tutors who have been assessed have the right to consult the aggregated results of the assessments concerning them with the head of the DS. Based on the results of the questionnaire survey, the best lecturer in the PhD programme may be awarded the "Lecturer of the Year" prize, which is decided by the Head of the DS, taking into account the opinion of the DSC. In the case of lecturers with an unfavourable evaluation (below 3 marks), the Head of the DS will consult with the lecturer concerned, on possible improvement measures. The DS leader will inform the DSC of the outcome.

The DS also monitors the opinions and satisfaction of its lecturers and subject writers, which it seeks annually through a formal online survey (Annex 6). The DS Secretary/Operational Director is responsible for organising and conducting the survey. The responses received will be processed and forwarded to the DSC, where a decision will be taken on possible improvements. Feedback on the results will be provided to colleagues through internal communication forums (departmental, institute meetings, intranet, etc.).

Further rules governing lecturers and subject leaders are set out in the DS's Rules of Procedure.

1.6 Study support and doctoral services

The DS, as a professionally autonomous unit of the University, has adequate funding resources to provide learning and teaching activities, as well as adequate and easily accessible learning support conditions and student services for its doctoral students. This is partly provided by the sponsoring faculty, if clearly identified and named, within the operational framework of the DS, and partly by the DS's own operational resources.

The DS is constantly striving to offer a variety of state-of-the-art learning support to ensure that the doctoral student's time at the university is a success. These are partly infrastructural, ranging from laboratories and libraries to learning facilities and IT tools and systems, and partly human, ranging from tutors to advisors, study administration and other support professionals.

The skills of support and administrative staff are essential for the delivery of services, and DS pays particular attention to employing staff with appropriate qualifications and language skills. The DS has a main administrative administrator and a DS secretary/operational Director who is available to assist doctoral students in managing their affairs in Hungarian and English.
The DS students are represented by a representative of the doctoral student local government. In addition, the DS management considers it important that student interests are also taken into account in the planning and evaluation of the DS's operational processes, and therefore there is a main member of the DSC with consultative rights delegated by the doctoral student local government.
The DS promotes and supports the international mobility of doctoral students, and also offers various scholarships, conference participation and publication opportunities to its doctoral students, which are communicated through the various internal communication channels used by the institution (email, intranet, website, bulletin board, etc.).
Every year, the DS organises a Doctoral Conference in Hungarian and English, during which doctoral students present their scientific achievements in their research topic and their further 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, i.e. the scientific event is also linked to an ALUMNI meeting. The ALUMNI programme pays particular attention to fostering links with graduates. The registration of doctoral graduates is carried out by the DS Secretary/Operational Director.
The handling of various applications and complaints is also provided for doctoral students, in accordance with the University's Doctoral and Habilitation Regulations and the institutional Student Requirements System.
Any questions of scientific ethics should be dealt with in accordance with the provisions of the Code of Ethics of Óbuda University.
The DS provides support activities and facilities to its doctoral students under the conditions and in the conditions provided by the University's infrastructure.

1.7 Information management

DS regularly collects, analyses and evaluates relevant information to guide its training programmes and other activities. The DS's current quality objectives are summarised in a separate document entitled Quality Objectives (Annex 7), which also serve as a source of information on inditcators that can be used to assess the DS's performance.
To make evidence-based decisions and to know how efficiently processes are working, what to look out for, where to intervene and where to improve, reliable data must be available.

Effective processes for collecting and analysing information on programmes and other activities are part of the internal quality assurance system, which are the following sources of information:

- the key performance indicators;
- the composition of the student body (type of training, work schedule, form of funding, individual preparation, etc.);
- the progress, success and drop-out rates of doctoral students;

- doctoral students' satisfaction with training programmes, teachers and supervisors;
- the availability of learning support and student counselling;
- career paths/careers of graduates;
- instructor satisfaction;
- satisfaction of non-teaching staff;
- external partner reviews, satisfaction.

These data and information contribute in particular to the evaluation of the quality objectives of the DS, which are carried out by the DSC on an annual basis (Annex 8). The DSC makes the results available to stakeholders in the usual local way and ensures that further actions are taken and new quality objectives are set for the next period.
The DS uses a variety of methods to collect and process data, as described in the previous chapters, mainly through questionnaire surveys. The coordination of data collection at DS level is primarily the responsibility of the DS Secretary/Operational Director, who carries out his activities in cooperation with and under the guidance of the institutional quality manager. The data collection will involve doctoral students, teaching and non-teaching staff, as well as external stakeholders (labour market actors, visiting lecturers, partner institutions, representatives of professional organisations, etc.). The management, analysis and feedback of the available data to the appropriate points in the operational processes will be the responsibility and competence of the DS manager.

1.8 Public information

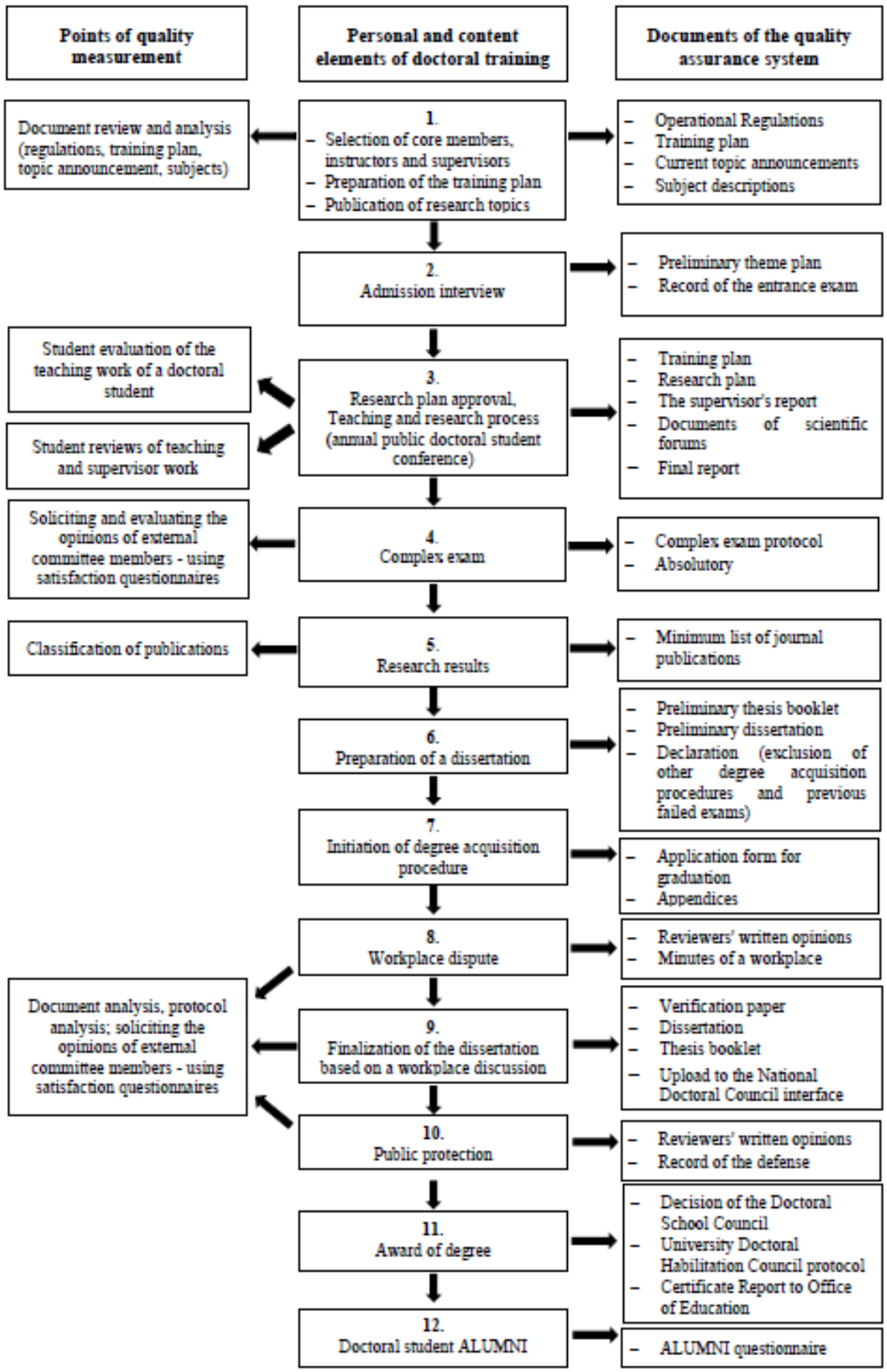
For prospective and current doctoral students, as well as graduates, other stakeholders and the general public, it is useful and necessary to have up-to-date information on the DS's activities, achievements and future objectives available on the DS website.
To this end, the DS provides information on its activities, training programmes, admission requirements, expected learning outcomes, qualifications, teaching, learning and assessment procedures, success rates, learning opportunities for doctoral students and the placement of graduates.
The FDS ensures the publication of clear, accurate, objective, up-to-date and easily accessible information and the disclosure of FDS documents, in principle through its website. In addition, the National Doctoral Council also publishes the information required of it on its public platform, doktori.hu, which is updated annually. The management of the DS's communication interface is the responsibility of the DS Secretary/Operational Director, under the supervision and, where necessary, with the approval of the DS Head.

ANNEX:

1. ANNEX 1 Flowchart of the DS's training and quality assurance activities
2. ANNEX 2 Quality policy (AIAMDI, ATDI, BDI)
3. ANNEX 3 External partner satisfaction questionnaire

4. ANNEX 4 Doctoral needs and satisfaction questionnaire
5. ANNEX 5 Teaching/thesis supervision for doctoral students
6. ANNEX 6 Teacher/researcher satisfaction questionnaire
7. ANNEX 7 Quality objectives - template
8. ANNEX 8 Criteria for the DS annual performance review - template

ANNEX – 1


Points of quality measurement
Personal and content elements of doctoral training
Documents of the quality assurance system
Document review and analysis (regulations, training plan, topic announcement, subjects)
1. Selection of core members, instructors and supervisors – Preparation of the training plan – Publication of research topics
– Operational Regulations – Training plan – Current topic announcements – Subject descriptions
2. Admission interview
– Preliminary theme plan – Record of the entrance exam
Student evaluation of the teaching work of a doctoral student
Student reviews of teaching and supervisor work
3. Research plan approval, Teaching and research process (annual public doctoral student conference)
– Training plan – Research plan – The supervisor's report – Documents of scientific forums – Final report
Soliciting and evaluating the opinions of external committee members - using satisfaction questionnaires
4. Complex exam
– Complex exam protocol – Absolutory
Classification of publications
5. Research results
– Minimum list of journal publications
6. Preparation of a dissertation
– Preliminary thesis booklet – Preliminary dissertation – Declaration (exclusion of other degree acquisition procedures and previous failed exams)
7. Initiation of degree acquisition procedure
– Application form for graduation – Appendices
8. Workplace dispute
– Reviewers' written opinions – Minutes of a workplace
Document analysis, protocol analysis; soliciting the opinions of external committee members - using satisfaction questionnaires
9. Finalization of the dissertation based on a workplace discussion
– Verification paper – Dissertation – Thesis booklet – Upload to the National Doctoral Council interface
10. Public protection
– Reviewers' written opinions – Record of the defense
11. Award of degree
– Decision of the Doctoral School Council – University Doctoral Habilitation Council protocol – Certificate Report to Office of Education
12. Doctoral student ALUMNI
– ALUMNI questionnaire

ANNEX – 2

QUALITY POLICY
Óbuda University
Doctoral School of Applied Informatics and Applied Mathematics

The quality assurance system of the Doctoral School of Applied Informatics and Applied Mathematics of Óbuda University is based on the provisions of Act CCIV of 2011 on National Higher Education and Government Decree 387/2012 (XII. 19.) on doctoral schools, the order of doctoral procedures and habilitation, and is closely integrated into the quality assurance system of the University.
It complies with the requirements of the Hungarian Accreditation Committee for higher education for the accreditation of doctoral schools and its operational processes are based on the steps of the PDCA quality assurance model. Its processes are regulated in accordance with the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015), developed by the European Association for Quality Assurance in Higher Education widely applied and recognised in the European Higher Education Area.

The Doctoral School of Applied Informatics and Applied Mathematics gives high priority to the following objectives:

- to ensure, through a close link between education and research, that students are actively involved in the activities of the officially approved disciplines of the Doctoral School, that they develop a wide range of skills and knowledge during their training and that their degree guarantees that they are able to carry out high-quality, autonomous scientific research at PhD level;
- the new research results achieved will be published in the form of rigorously peer-reviewed scientific publications with the widest national and international dissemination;
- all those involved in doctoral training - lecturers, subject leaders, invited referees, members of the evaluation committee - to continue their teaching, research, subject leading and evaluation activities with high academic standards, a student-centred approach and the application of modern teaching-research-evaluation methods;
- the management of the University and that of the Doctoral School should ensure that the conditions are in place to maintain and continuously improve the quality of the training, which is monitored by a quality assurance system;
- ensure regular and active participation in quality development activities by all PhD students, teachers, external and internal stakeholders and contributors;
- the infrastructure for teaching and research is continuously upgraded;
- ensuring that all stakeholders are aware of the Quality Policy;
- ensure that academic integrity and freedom are promoted and that fraud is firmly combated;
- ensure protection against all forms of intolerance and discrimination affecting teachers, non-teaching staff and students;
- ensure that the quality policy also covers activities carried out by the Doctoral School, its contractors or other intermediaries.

The Cuncil of the Doctoral School regularly evaluates the achievement of the objectives of the Quality Policy and sets quality objectives and targets for the next period.

Budapest, 10 October 2023.

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Prof. Dr. József Tar
head of the doctoral school

QUALITY POLICY
Óbuda University
Doctoral School on Materials Sciences and Technologies

The quality assurance system of the Óbuda University Doctoral School on Materials Sciences and Technologies is based on the provisions of Act CCIV of 2011 on National Higher Education and Government Decree 387/2012 (XII. 19.) on doctoral schools, the order of doctoral procedures and habilitation, and is closely integrated into the quality assurance system of the institution.

It complies with the requirements of the Hungarian Higher Education Accreditation Commission for the accreditation of doctoral schools, its operational processes are based on the steps of the PDCA quality assurance model and are regulated according to the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) developed by the European Association for Quality Assurance in Higher Education (ENQA).

The Doctoral School of Materials Science and Technology has the following objectives as its priority:

- to ensure, through a close link between education and research, that students are actively involved in the doctoral school's field of research, that they develop a wide range of skills during their training, and that their degree means that they are capable of carrying out high-quality independent scientific (PhD-level) research;
- the new research results achieved are published in scientific publications with the widest possible dissemination at national and international level;
- that the staff involved in doctoral training - internal and external lecturers, subject leaders - continue their teaching, research and subject leadership activities to a high scientific standard, with a student-centred approach and using modern teaching-research methods;
- The doctoral school management will ensure that the conditions are in place to maintain and continuously improve the quality of the training, which is monitored by a quality assurance system;
- regular and active participation in quality development activities is ensured for all students, teachers, external and internal stakeholders and contributors;
- the infrastructure for teaching and research is continuously upgraded;
- ensuring that all stakeholders are aware of the Quality Policy;
- Promote academic integrity and freedom and take strong action against fraud;
- ensuring protection against all forms of intolerance and discrimination affecting teaching staff, non-teaching staff and students;
- the quality policy also covers activities outsourced, contracted out or carried out by other intermediaries.

The council of doctoral school regularly assesses the achievement of the objectives set out in the Quality Policy and sets quality targets and tasks for the next period.

Budapest, 04/07/2023

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Prof. Dr. Mihaly Réger
head of the doctoral school

QUALITY POLICY
Óbuda University
Doctoral School on Safety and Security Sciences

The quality assurance system of the Doctoral School on Safety and Security Sciences of Óbuda University is based on the provisions of Act CCIV of 2011 on National Higher Education and Government Decree 387/2012 (XII. 19.) on doctoral schools, the order of doctoral procedures and habilitation, and is closely integrated into the quality assurance system of the institution.

It complies with the requirements of the Hungarian Higher Education Accreditation Commission for the accreditation of doctoral schools, its operational processes are based on the steps of the PDCA quality assurance model and are regulated according to the European Standards and Guidelines for Quality Assurance in Higher Education (ESG 2015) developed by the European Association for Quality Assurance in Higher Education (ENQA).

The Doctoral School on Safety and Security Sciences has the following objectives as its priority:

- to ensure, through a close link between education and research, that students are actively involved in the doctoral school's field of research, that they develop a wide range of skills during their training, and that their degree means that they are capable of carrying out independently high-quality scientific (PhD-level) research;
- the new research results achieved are published in scientific publications with the widest possible dissemination at national and international level;
- that the staff involved in doctoral training - internal and external lecturers, research topic leaders - continue their teaching, research and subject leadership activities to a high scientific standard, with a student-centered approach and using modern teaching-research methods;
- the doctoral school management will ensure that the conditions are in place to maintain and continuously improve the quality of the training, which is monitored by a quality assurance system;
- regular and active participation in quality development activities is ensured for all students, teachers, external and internal stakeholders and contributors;
- the infrastructure for teaching and research is continuously upgraded;
- ensuring that all stakeholders are aware of the Quality Policy;
- Promote academic integrity and freedom and take strong action against fraud;
- ensuring protection against all forms of intolerance and discrimination affecting teaching staff, non-teaching staff and students;
- the quality policy also covers activities outsourced, contracted out or carried out by other intermediaries.

The council of doctoral school regularly assesses the achievement of the objectives set out in the Quality Policy and sets quality targets and tasks for the next period.

Budapest, 05/07/2023

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Prof. Dr. Tibor J. Goda
head of the doctoral school

ANNEX – 3

EXTERNAL PARTNER SATISFACTION SURVEY

The aim of the study is to assess how the society, the labour market, as an external partner, evaluates the University of Óbuda ..... Doctoral School's (DS) education system and the scientists it produces.

Please contribute to improving the quality of doctoral training by filling in the questionnaire.
Please rate the questions on a scale of 1 to 6: (1 - not at all adequate, 2 - not adequate, 3 - rather inadequate, 4 - rather adequate, 5 - adequate, 6 - fully adequate).
If you do not have any information, please write "N", if you do not want to answer, please write "X".

1.	How well does DS's training offer match the needs of the labour market?	
2.	How high do you consider the quality of the DS's professional and scientific activities?	
3.	How do you rate the scientific recognition of DS?	
4.	To what extent do you consider the role of the DS to be decisive in domestic doctoral training?	
5.	To what extent do you consider the role of the DS to be crucial in international doctoral education?	
6.	How satisfied are you with the theoretical knowledge of your DS student?	
7.	How would you rate the research ambition of a DS student?	
8.	How would you rate the academic performance of your DS student?	
9.	How do you rate the training performance of DS trainers?	
10.	How do you assess the job opportunities for DS students?	
11.	How do you rate the DS requirements?	
12.	How do you rate the DS's presence in public spaces?	
13.	How do you judge the effectiveness of the student-teacher relationship in the DS?	
14.	How do you rate the effectiveness of the head of the doctoral school in the DS in managing the school?	
15.	How would you rate the professional recognition of the leading doctoral school in the DS?	

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

Your organisation[1] : competitive sector - business organisation, partner institution, research institute, professional organisation,
other:

[1] please underline the correct answer

Thank you for your collaboration!

ANNEX – 4

DOCTORAL NEEDS AND SATISFACTION SURVEY

Please contribute to the quality improvement of PhD training by filling in the 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, please write "N", if you do not want to answer, please write "X".

1.	How satisfied are you with the quality of the training?	
2.	How satisfied are you with the contact opportunities with the trainers?	
3.	How satisfied are you with the opportunities offered by the university/ Dooctoral School (DS) to get involved in national and international academic life (e.g. conference participation, publication opportunities, part-time training/research at other universities/research institutions)?	
4.	To what extent do you find the study obligations in the training and research phase adequate?	
5.	How satisfied are you with the organisation of educational activities?	
6.	How satisfied are you with the courses on offer?	
7.	How up-to-date do you consider the teaching methods used to be?	
8.	To what extent do you find the teaching materials and dance guides used in your lessons useful?	
9.	How satisfied are you with the opportunity to get involved in the department's work?	
10.	How satisfied are you with the conditions for obtaining educational credits?	
11.	How satisfied are you with the office space and office equipment provided for doctoral students?	
12.	How satisfied are you with the research infrastructure and equipment (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 DS's administration of your studies?	
15.	How satisfied are you with the complaints procedure in the DS?	
16.	How satisfied are you with the timeliness of the information on the DS website?	
17.	How satisfied are you with the DS's operational policies (operational, training, quality assurance)? Do they provide you with the information you need to fulfil the PhD requirements?	
18.	How satisfied are you with the feedback on your performance in the PhD plot? (reports, workshops, complex exams, workshop discussions, etc.)	
19.	How satisfied are you with the information provided to students about study, research and publication opportunities abroad (mobility)?	
20.	How satisfied are you with the student representative body?	

What do you see as the main strengths of DS?

What would you change to improve student satisfaction? What suggestions for improvement would you make to the DS?

Type of course:	full-time	correspondence	individual preparation
Financing method:	public	self-financing	
Gender:	male	female	

Thank you for your collaboration!

ANNEX – 5

STUDENT REVIEW OF TEACHING WORK

Please note that the questionnaire will be handled anonymously and is part of the Doctoral School's quality assurance system.

Name of instructor consulted :.....
Subject taught :.....

What percentage of lessons were you present?

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

What percentage of lessons were held?

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

What percentage of lessons was taught by the teacher in charge of the subject?

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

Please rate the following questions or characteristic aspects on a scale of 1 to 5 (1 if not at all characteristic and 5 if very characteristic of the teacher or the subject taught. Please indicate with 0 if you cannot decide, if you have no opinion or if the question is not relevant.)

Question / Consideration	**1**	**2**	**3**	**4**	**5**	**0**
1. The instructor's preparation, professional credibility and up-to-dateness:	☐	☐	☐	☐	☐	☐
2. How do you find the teacher's explanatory skills, logical line of reasoning: were the lessons interesting and interesting?	☐	☐	☐	☐	☐	☐
3. How helpful is the tutor: what is his/her attitude to student requests?	☐	☐	☐	☐	☐	☐
4. To what extent did the subject in your PhD course provide a higher level of knowledge than the subject of the same or similar content that you took in your previous studies?	☐	☐	☐	☐	☐	☐
5. To what extent did the teacher draw on the research characteristics of the discipline when teaching the subject?	☐	☐	☐	☐	☐	☐
6. To what extent did the teacher provide the necessary teaching material (teaching aids, notes, etc.) to complete the course?	☐	☐	☐	☐	☐	☐
7. Meet the requirements: if there was a **written** exam, how well were the questions asked in line with the material given or marked?	☐	☐	☐	☐	☐	☐
8. Meet the requirements: in the **oral** test, how well were the questions asked in line with the material given or indicated? (Was the instructor interested in what the student knew or rather what the student did not know?)	☐	☐	☐	☐	☐	☐
9. General atmosphere of the oral examination: human, emotional factors.	☐	☐	☐	☐	☐	☐
10. To what extent can the lessons be used in the researcher's/teacher's work?	☐	☐	☐	☐	☐	☐
11. How consistent were the definition of the examination requirements, the assessment and the marks awarded?	☐	☐	☐	☐	☐	☐
12. What is your overall impression of the subject of the opinion?	☐	☐	☐	☐	☐	☐
13. What is your overall impression of the instructor reviewed?	☐	☐	☐	☐	☐	☐

Other comments, additions:

STUDENT REVIEW OF THE WORK OF THE TOPIC LEADER
Please be informed that the questionnaire will be handled anonymously and is only part of the Doctoral School's quality assurance system.

Name of refereed tutor: .....

1. **The subject leader to whom you are completing the questionnaire**
- sole topic leader
- co-subject leader

2. **At what stage of your doctoral thesis are you currently?**
- training - research phase
- research - dissertation phase

3. **What form of training will you follow for your doctorate?**
- organised, full-time, full-time training with a public scholarship;
- self-financed, full-time, full-time organised training;
- self-financed, part-time, correspondence course.
- "Co-operative Doctoral Training" funded by the state with an additional scholarship at cost price

4. **You chose your topic leader because**
- a national/internationally recognised expert in your chosen research topic
- a recognised expert within the research institution of your choice
- appreciates you as a human being
- nominated by the doctoral school
- other:.....

5. **Feature of the choice of topic and topic leader:**
- I was looking for a topic leader for my planned topic
- I was looking for a topic for the selected topic leader
- the topic and topic leader came together

6. **What was the nature of your relationship with your supervisor prior to enrolling in the doctoral programme?**
- previously, I had a thesis and/or dissertation supervisor and we planned the continuation together
- I chose a topic leader for my topic via the National Doctoral Council interface
- I was contacted by recommendation
- the doctoral school recommended a supervisor for my topic
- other:.....

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

8. **What characterises your personal relationship with your subject leader?**

- formal, official in nature
- direct, helpful, friendly
- authoritative but useful
- explicitly unpleasant to cooperate with
- other:.....

9. How effective do you feel your subject leader's contribution to your own progress is?

- very helpful, supportive and motivating
- supports me, but does not strictly monitor and hold me to account for my work
- supports me, follows my work very closely and holds me to account
- less supportive
- does not support

10. Evaluation by your supervisor

- realistic, based on my real performance
- excessive, valuing you higher than the work you invest
- undervalues you, lasts less than the work you put in
- not used to assess

11. Feedback from the topic leader

- helps my further development, because it gives me concrete guidance on areas for improvement
- I only get a general assessment without identifying areas for improvement
- I do not receive feedback

What do you consider to be the most positive aspects of the work of your subject leader:

What do you consider to be the most negative aspects of your subject leader's work:

Thank you for your collaboration!

ANNEX – 6

TEACHER-RESEARCHER STAFF SATISFACTION RATING

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

We invite **staff (teachers, researchers) to contribute to** quality improvement by filling in the questionnaire.
Please rate the questions on a scale of 1 to 6:
(1 - not at all appropriate, 2 - not appropriate, 3 - rather inappropriate,
4 - rather adequate, 5 - adequate, 6 - fully adequate)!
If you do not have any information, please write "N", if you do not want to answer, please write "X".

1.	What do you consider to be the requirements of your role in the Doctoral scool (DS)?	
2.	How planned do you feel the DS's operational processes are?	
3.	How coorDSnated and transparent do you feel the processes in the DS are?	
4.	How satisfied are you with the support provided by the DS for your teaching/tutorial/other duties?	
5.	How satisfied are you with the support you receive from the DS for your personal development?	
6.	How satisfied are you with the communication in DS?	
7.	How satisfied are you with the information you have received about DS's quality policy?	
8.	How satisfied are you with the information you have received about the DS's quality objectives?	
9.	How satisfied are you with DS's rules?	
10.	How satisfied are you with the DS's administrative management mechanism?	
11.	To what extent are your specific needs taken into account when planning the DS's training activities?	
12.	How effective do you find the student reviews of teaching work system?	
13.	To what extent do you consider the infrastructure available for DS training to be adequate?	

What are you most satisfied with in your work in DS?

What would you change or improve to improve employee satisfaction?

What is your current status in the DS: lecturer, research topic author, topic leader, core member

How many years have you worked at the OU? <2 years 2-5 years 6-10 years more than 10 years

Gender: male female

Thank you for your contribution!

Quality targets ……..semester
…….Doctoral school

Strategic objective/task	Quality target	Indicator	Comment

Date:

Prepared by:

Approved by:

……...Doctoral School - Performance Assessment

Annual report

..... academic year

Evaluation criteria (suggestions):

1. Analysis of doctoral staff numbers
2. Complex examiners, doctoral candidates applying for a diploma, doctoral students in the process of obtaining a degree/graduates in the current year, their committees, results (factual)
3. Results of doctoral student needs and satisfaction surveys e.g. questionnaire survey, workshop, round table discussions, individual interviews, feedback
4. Analysis of HR staff data (staff members, subject leaders, subject writers, subject supervisors, lecturers)
5. HR staff MTMT statistical control
6. Checking the update of the HR stock ODT interface
7. Results of HR staff needs and satisfaction surveys, e.g. questionnaires, workshops, round tables, individual interviews, feedback
8. Partnerships (national, international) with whom, what DI has worked on, are there new partnerships, etc.
9. Results of needs and satisfaction surveys of partner relations (national, international) e.g. questionnaire surveys, workshops, round tables, individual interviews, feedback
10. Infrastructure review e.g. status of research and office infrastructure for doctoral students, improvements made, expansions, "borrowed resources"
11. Events organised by DI, doctoral conferences, workshops, etc.
12. ALUMNI activity results
13. Financial performance: income, expenditure, financial support to doctoral students, lecturers to finance their activities in the framework of the DI, e.g. conference participation, publication support, other

Date:

Prepared by:

Approved by:

Action plan

Target	Posted on	Responsible	Deadline	Compliance check	Comment

Date:

Prepared by:

Approved by: