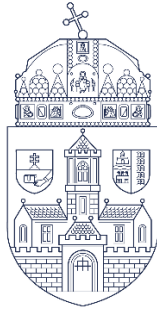


5. IMDI - QUALITY ASSURANCE PLAN



**ÓBUDAI EGYETEM
ÓBUDA UNIVERSITY**

**ÓBUDA UNIVERSITY
INNOVATION MANAGEMENT DOCTORAL SCHOOL
(IMDI)
QUALITY ASSURANCE PLAN**

Approved: EDHT Decision No 83

BUDAPEST

13 June 2022

Introduction

The quality assurance system of Óbuda University's Innovation Management Doctoral School (IMDI) 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 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 PDCA¹ 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 DI ensures the fulfilment, monitoring and continuous improvement of the quality assurance criteria of the doctoral school's activities, taking into account the ESG-based provisions of the institutional quality assurance regulations. A flowchart of the DI's training and quality assurance activities is provided in Annex 1.

The operational quality assurance activities of the DI are organised, coordinated and supervised by the DI Secretary, who is responsible for communicating the quality policy to all internal and external stakeholders, setting annual quality objectives, monitoring the achievement of quality objectives, and ensuring that measurement results are fed back into operational processes for continuous improvement.

The head of the DI reports annually to the EDHT 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.

The quality assurance of the doctoral school covers two main areas. On the one hand, it continuously monitors the doctoral school's training and, on the other hand, it monitors the fulfilment of quality assurance expectations related to the doctoral degree awarding process, following and fulfilling 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 DI, for which the DI Secretary and the DI Head are responsible for their application at DI level. The DI is represented in the institutional quality assurance body - Quality Committee - through the Secretary, thus ensuring an up-to-date communication of quality assurance issues and information between the institution and DI.

1.1 Quality assurance policy, external quality assurance

The DI has an independent public quality policy (Annex 2), which involves both internal (students, teachers and non-teaching staff) and external stakeholders (users, employers, partners) in its development and implementation. 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 a framework for the quality objectives of the DI, which are defined by the DIT in line with the University's Institutional Development Plan. 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 quality policy of the DI is prepared by the DIT and submitted to the EDHT for its opinion and, once approved, to the Senate for approval. The quality policy is made available to all stakeholders on the DI website and in the usual ways and places in the institution.

¹ PDCA: Plan-Do-Check-Action

The DI's quality assurance activities are organised around the ESG criteria, which are subject to regular annual internal and five-yearly external (MAB) reviews. The internal review is carried out in the framework of a self-evaluation based on the MAB criteria for doctoral schools, which form the basis for the self-evaluation for the five-yearly MAB accreditation process. The DI will review its operating rules as necessary, but at least annually, to ensure consistency with any changes in legislation and other institutional regulations. The DI Secretary, who is responsible for the quality assurance functions of the DI, is in charge of the management and updating of the DI's documents. The DI does not currently have a procedure for training on external premises in the framework of outsourcing, as it is not relevant at this stage. As soon as it becomes a reality, it will ensure that the framework for this is regulated. The DI is not involved in any quality assurance procedure other than the MAB accreditation procedure.

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

The DI follows well-established and applied processes for the design and approval of 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 acquire the ability to analyse and synthesise literature at a scientific level, and to design and conduct primary and secondary research. They are also expected to acquire and use scientific methodology and its application in their 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 curriculum set out in the DI Curriculum and the subject descriptions, which clearly state the expected learning outcomes and are reviewed annually by the DIT (DI Operational Regulations § 9(3)).

The opinions and feedback of doctoral students, lecturers and external partners (labour market players, research institutes, partner institutions, etc.) are also taken into account in the development and annual review of the Training Plan, and are collected and processed regularly and in a planned manner - through questionnaire surveys (3. The opinions and comments of external partners are also sought through various examinations and other professional events (complex examinations, workshops, public debates, professional forums, workshops, doctoral conferences, etc.), using a questionnaire coordinated by the DI Secretary, and taken into account by the DIT 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 DIT, which may initiate changes to the Training Plan (updating and modernising the curriculum, modifying the curricular offer, 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 DI, taking into account student needs.

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

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

1.3 Student-centred learning, teaching and assessment

The design and implementation of DI training programmes focus on the conditions for student-centred learning, teaching and assessment.

In doing so, the DI takes into account the diversity of doctoral students and their needs, allowing them flexible learning paths; where possible, it expects different teaching methods from tutors, who use different pedagogical methods. The DI will endeavour to ensure appropriate guidance and support for tutors; promote mutual respect in the student-teacher relationship and place particular emphasis on student-friendly supervision, notably through regular consultation between the tutor and the student on mutual expectations. It also expects DI supervisors to make progress criteria clear to doctoral students and to formulate and monitor them jointly. The DI aims to develop a student-centred timetable. The DI 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 DÖK.

To ensure that all these expectations are met, the DI assesses the doctoral students' needs and expectations regarding their doctoral training and their overall satisfaction once per academic year through a paper-based, anonymous questionnaire survey (Annex 4). In addition, doctoral students have the opportunity to informally communicate their individual needs, ideas for improvement and suggestions to the DI by anonymously placing them in the "idea box" at the DI secretariat. The contents of the "idea box" will be reviewed and organised annually during the DI's annual evaluation process and presented to the DIT. The DIT evaluates the ideas and suggestions received and the results of the questionnaire survey, prepared by the DI Secretary, and decides on possible improvements. The development plans are communicated to the stakeholders (feedback).

For the assessment of studies, the DI 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 DI 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 OMHV.

The DI 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 DI are set out in the DI's Operating Regulations and the DI Training Plan.

1.4 Admission, progression, recognition and award of qualifications

The DI's Rules of Procedure (Chapter III) provide for a set of predefined and published procedures covering the entire doctoral lifecycle for the admission, progression, recognition and award of qualifications to doctoral candidates, which are applied consistently.

The DIT continuously assesses the progress of the doctoral student in the doctoral programme, in line with his/her 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 performance and research progress, based on which credits will be 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 DIT, where it is evaluated and archived. Both the doctoral student and the subject supervisor will receive electronic feedback from DIT on the results of the evaluation and any necessary suggestions for improvement.

Depending on the result of the periodic evaluation, the DIT will, if necessary, propose a change in the subject leader, possibly the appointment of a co-subject leader or the reclassification of the doctoral student with a state scholarship to a self-financed training programme. In such cases, the situation and the action taken will be recorded on the Urgent Action Request Form. Such cases will be monitored with particular attention by the DIT.

The results of the doctoral researcher's work are reported at an annual public doctoral conference. This is attended by other doctoral students, their supervisor, members of the DIT 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 further research plans. For more details, see chapter 1.6.

For individual candidates, the DIT is responsible for monitoring the conditions of entry to doctoral studies. Expectations and procedures for individual candidates are laid down in the DI's Operating Regulations and Training Plan.

The DI 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 DIT will examine the content of the subject requirement on the basis of the application submitted (75% of the content may be accepted) 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 DIT 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 assessment of publication performance are set out in the Training Plan. The DIT and EDHT will verify compliance with these requirements at the time of application for the degree.

To start the degree procedure, the relevant application and its annexes must be submitted to the DIT (as specified in the Operational Rules). The application for the degree procedure is also a complex examination application, as the successful completion of the complex examination is a prerequisite for the start of the degree procedure. On the basis of the application, the DIT will decide whether to accept the application.

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 are set out in the Code of Conduct.

The procedures applied in the DI for the admission, progression, recognition of studies and awarding of qualifications to doctoral candidates, including individual candidates, are laid down in the IMDI Rules of Procedure.

1.5 Trainers

The DI places particular emphasis on ensuring that core members, trainers and subject leaders have the appropriate competences and are continuously developed. The competence of DI core members, tutors and subject leaders is monitored and reviewed annually by the DIT, based on the provisions of the relevant government regulations on doctoral studies and the rules of the EDHSZ. In case of deficiencies or any non-compliance, it will immediately initiate action for rectification with the involvement of the immediate supervisor of the lecturer concerned.

DI 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 DIT to be suitable for teaching, research and topic leadership roles within the DI.

A DI lecturer or topic writer may be a full-time employee of a research institution, university, company or other institution, whether domestic or foreign, with a written cooperation agreement with the DI, who has proven high quality practical experience (external lecturer) and is approved by the DIT, in order to achieve the objectives of the doctoral programme. In such cases, a DI lecturer with an academic degree will be involved as a co-investigator. Tutors from a doctoral school will be listed in the school's ODT database and, in the case of a tutor teaching in more than one doctoral school, will declare on the ODT 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 DI, doctoral students' opinions on the teaching (OMHV) and supervision activities are collected every semester through a paper-based questionnaire survey (Annex 5), in order to contribute to the improvement and development of the quality of teaching and supervision at the DI 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 DI 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 DI, while the person entitled to comment on the work of the tutor is the DI's subject supervisor and tutor. The evaluation of doctoral students provides an objective picture of the quality and standard of the teaching provided by the DI. The anonymity of the reviewer must be guaranteed in the review process. The reviewer shall not be penalised in any way for his/her teaching qualification, guaranteed by the head of the DI.

The doctoral review of the 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 questionnaires are processed by the DÖK IMDI doctoral representative, coordinated by the DI Secretary, who forwards the results to the DI Manager. The DI leader will feed back the results of the evaluation to the lecturers and initiate action as necessary, and to the doctoral students through the DÖK 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 DI. 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 DI, taking into account the opinion of the DIT. In the case of lecturers with an unfavourable evaluation (below 3 marks), the Head of the DI will consult with the lecturer concerned, in consultation with his/her immediate supervisor, on possible improvement measures. The DI leader will inform the DIT of the outcome.

The DI also monitors the opinions and satisfaction of its lecturers and subject writers, which it asks for annually through a paper-based survey (Annex 6), a formal procedure. The DI Secretary is responsible for organising and conducting the questionnaire survey. The replies received will be processed and forwarded to the DIT, where a decision will be taken on possible improvements. Feedback on the results is provided to colleagues through internal communication forums (departmental, institute meetings, intranet, etc.).

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

1.6 Study support and doctoral services

The DI, 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. The resources for this are partly provided to the DI by the sponsoring faculty, the Faculty of Economics of Keleti Károly, within its operational framework, and partly by the DI itself, using its own operational resources.

The DI 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 DI pays particular attention to employing staff with appropriate qualifications and language skills. The DI has a main graduate administrator and a DI secretary who are available to assist doctoral students with their administrative needs.

The DI students are represented by a representative of the DÖK. In addition, the DI management considers it important that student interests are also taken into account in the planning and evaluation of the DI's operational processes, and therefore there is a main member of the DIT with consultative rights delegated by the DÖK.

The DI promotes and supports the international mobility of doctoral students, and 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 in November, on the occasion of the Science Day, DI organises a Scientific Forum and a PhD Conference in Hungarian and English. At the Scientific Forum, doctoral students present their scientific achievements and further research plans to a committee appointed by DIT. Former doctoral students who have obtained a degree at the Doctoral School are also invited to the Scientific Forum, 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 DI Secretary.

The handling of various requests and complaints is also provided for doctoral students, in accordance with the University Doctoral Regulations and the institutional regulations.

Any questions of scientific ethics should be dealt with in accordance with the provisions of the Code of Ethics of Óbuda University.

The DI 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

The DI regularly collects, analyses and evaluates relevant information to guide its training programmes and other activities. The specific quality objectives related to each ESG criterion are summarised in Annex 7, Quality Objectives, which also serve as a source of information on indicators that can be used to assess the performance of the DI.

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 and are the sources of information for:

- 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.

This data and information will contribute in particular to the evaluation of the quality objectives of the DI, which will be carried out by the DIT on an annual basis. The DIT will make the results available to stakeholders in the usual local way and will ensure that further actions are taken and new quality objectives are set for the next period.

The DI 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 the level of the DI is primarily the responsibility of the DI Secretary, who carries out his activities in cooperation with and under the guidance of the institutional quality assurance officer. Data collection involves 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 DI 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 DI's activities, achievements and future objectives available on the DI website.

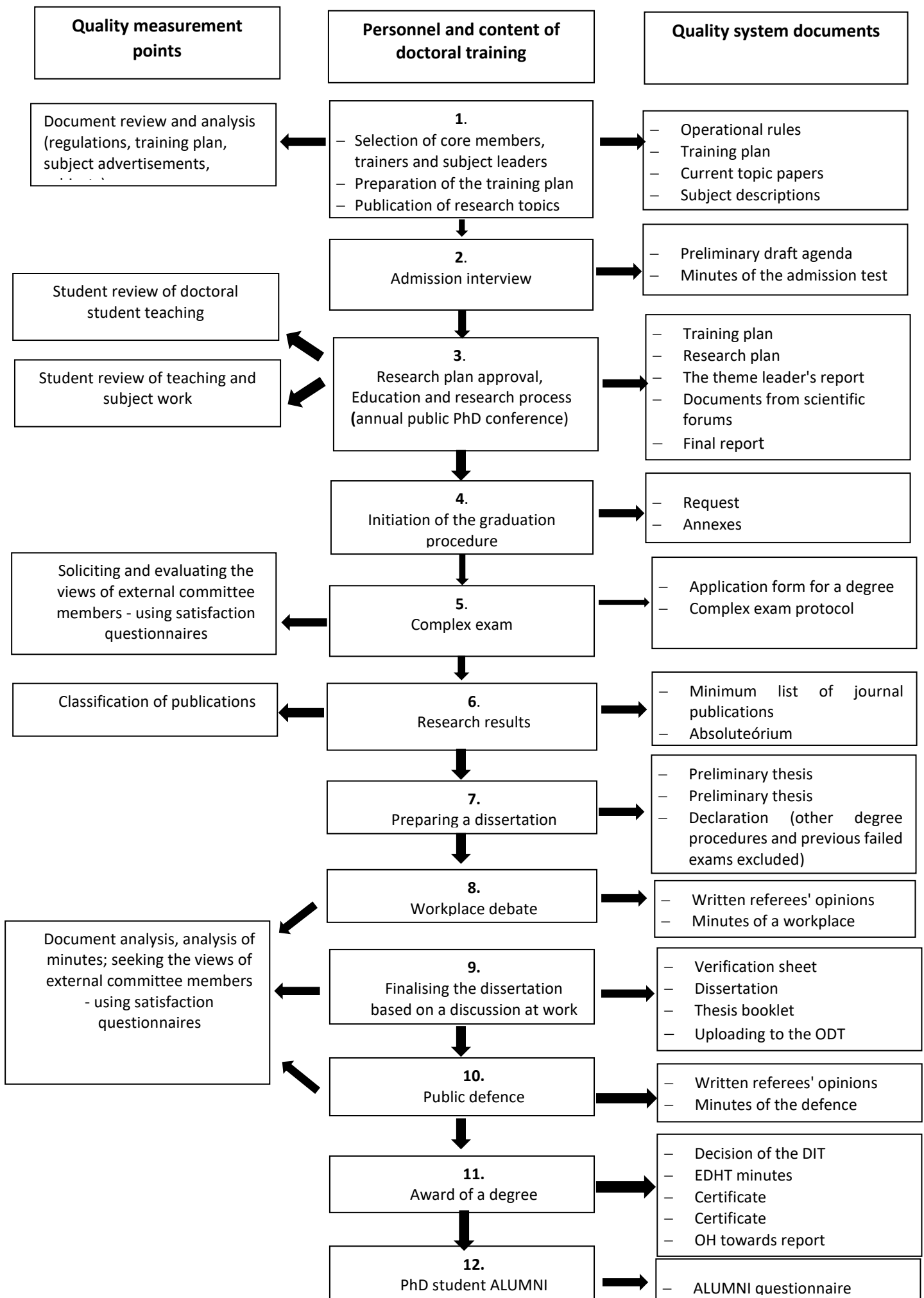
To this end, the DI provides information on its activities, training programmes, admission requirements, expected learning outcomes, qualifications, teaching, learning and assessment procedures, success rates, learning opportunities for doctoral students and the placement of graduates.

The FDI ensures the publication of clear, accurate, objective, up-to-date and easily accessible information and the disclosure of FDI documents, in principle through its website. In addition, the National Doctoral Council also publishes the information it requires on its public platform, doktori.hu. The DI Secretary is responsible for managing the DI's communication interfaces, under the supervision and, where necessary, with the approval of the Head of the DI.

ANNEXEK:

- 1) ANNEX: Flowchart of the DI's training and quality assurance activities
- 2) ANNEX: Quality policy
- 3) ANNEX: External partner satisfaction questionnaire
- 4) ANNEX: Doctoral needs and satisfaction questionnaire
- 5) ANNEX: Teaching/thesis supervision for doctoral students
- 6) ANNEX: Teacher/researcher satisfaction questionnaire
- 7) ANNEX: Quality objectives

1. Annex



2. Annex

QUALITY POLICY University of Óbuda Innovation Management Doctoral School

The quality assurance system of the Óbuda University Doctoral School of Innovation Management 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 meets the requirements of the Hungarian Accreditation Committee for Higher Education's accreditation procedures for 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 Innovation Management considers the following objectives to be a priority:

- to ensure that students are actively involved in research activities in the DI's field of study, through close links between teaching and research, and to carry out high-quality independent scientific (PhD) research;
- to disseminate the new research results achieved through scientific publications to the widest possible national and international audience;
- all those involved in doctoral training - internal and external lecturers, subject leaders - to continue their teaching, research and subject leadership activities to a high scientific and practical standard, with a student-centred approach and using modern teaching and research methods;
- the management of the DI provides the conditions for the maintenance and continuous improvement of the quality system;
- all students, teachers, external and internal stakeholders and contributors of the DI are guaranteed regular and active participation in quality development activities;
- to continuously upgrade the infrastructure for education and research;
- all stakeholders are made aware of the Quality Policy;
- support academic integrity and freedom, and take strong action against fraud;
- ensure protection against all forms of intolerance and discrimination affecting teachers, non-teaching staff and students;
- the quality policy also covers activities outsourced, contracted out or carried out by other intermediaries.

Each year, the DIT evaluates the achievement of the objectives set out in the Quality Policy through a self-evaluation activity and sets quality objectives for the period ahead.

The Innovation Management Doctoral School is committed to providing a name guarantee for all its doctoral students.

Budapest, 2022.

.....
Prof. Dr. László Gulácsi
DI Manager

3. Annex

EXTERNAL PARTNER SATISFACTION SURVEY

The aim of the study is to assess how the society, the labour market as an external partner evaluates the educational system of the University of Óbuda's Innovation Management Doctoral School (IMDI) and the academic professionals 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 <i>IMDI's</i> training offer match the needs of the labour market? | |
| 2. | How high do you consider the quality of <i>IMDI's</i> professional-scientific activities? | |
| 3. | How do you rate the scientific recognition of <i>IMDI</i> ? | |
| 4. | To what extent do you consider the role of <i>IMDI</i> to be decisive in the field of doctoral | |
| 5. | To what extent do you consider the role of <i>IMDI</i> in international doctoral education to | |
| 6. | How satisfied are you with the theoretical knowledge of your <i>IMDI</i> student? | |
| 7. | How would you rate the research ambition of an <i>IMDI</i> student? | |
| 8. | How would you rate the academic performance of your <i>IMDI</i> student? | |
| 9. | How would you rate the training performance of <i>IMDI</i> trainers? | |
| 10. | How do you assess the job opportunities for <i>IMDI</i> students? | |
| 11. | How do you rate the <i>IMDI</i> requirements? | |
| 12. | How do you rate <i>IMDI's</i> presence on public platforms? | |
| 13. | How do you judge the effectiveness of the student-teacher relationship in <i>IMDI</i> ? | |
| 14. | How do you rate the effectiveness of the head of the doctoral school in <i>IMDI</i> in managing the school? | |
| 15. | How would you rate the leading professional recognition of the doctoral school in | |

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

Your organisation¹ : competitive sector - business organisation, partner institution, research institute, professional organisation,

other:

Thank you for your cooperation!

¹ please underline the correct answer

4. Annex

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 your trainers? | |
| 3. | How satisfied are you with the opportunities offered by the university/DI 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 | |
| 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 DI's administration of your studies? | |
| 15. | How satisfied are you with the complaints procedure in the DI? | |
| 16. | How satisfied are you with the timeliness of the information on the DI website? | |
| 17. | How satisfied are you with the DI'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 (DÖK)? | |

What do you see as the main strengths of DI?

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

Subject: full-time correspondence

Financing method: public self-financing

Gender: male **female**

Thank you for your cooperation!

5. Annex

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: | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. How do you find the teacher's explanatory skills, logical line of reasoning: were the lessons interesting and interesting? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. How helpful is the tutor: what is his/her attitude to student requests? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. To what extent did the teacher draw on the research characteristics of the discipline when teaching the subject? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. To what extent did the teacher provide the necessary teaching material (teaching aids, notes, etc.) to complete the course? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Meet the requirements: if there was a written exam, how well were the questions asked in line with the material given or marked? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 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?) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. General atmosphere of the oral examination: human, emotional factors. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. To what extent can the lessons be used in the researcher's/teacher's work? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. How consistent were the definition of the examination requirements, the assessment and the marks awarded? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. What is your overall impression of the subject of the opinion? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. What is your overall impression of the instructor reviewed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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?

- állami is a scholarship-based, full-time, full-time organised training;
- 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 ODT 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 cooperation!

6. Annex

TEACHER-RESEARCHER STAFF SATISFACTION RATING

The survey aims to assess staff satisfaction.

Please ask your **staff (teachers, researchers and administrative staff)**, 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 DI? | |
| 2. | How planned do you feel the DI's operational processes are? | |
| 3. | How coordinated and transparent do you feel the processes in the DI are? | |
| 4. | How satisfied are you with the support provided by the DI for your teaching/tutorial/other duties? | |
| 5. | How satisfied are you with the support you receive from the DI for your personal development? | |
| 6. | How satisfied are you with the communication in DI? | |
| 7. | How satisfied are you with the information you have received about DI's quality policy? | |
| 8. | How satisfied are you with the information you have received about the DI's quality objectives? | |
| 9. | How satisfied are you with DI's rules? | |
| 10. | How satisfied are you with the DI's administrative management mechanism? | |
| 11. | To what extent are your specific needs taken into account when planning the DI's training activities? | |
| 12. | How effective do you find the OMHV system? | |
| 13. | To what extent do you consider the infrastructure available for DI training to be adequate? | |

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

What would you change or improve to improve employee satisfaction?

| | |
|---|---|
| What is your current status at the university? | lecturer, researcher administrative, other |
| How many years have you worked at the OU? years | <2 years 2-5 years 6-10 years more than 10 |
| Gender: male female | |

Thank you for your cooperation!

7. Annex

QUALITY ADVICE¹
UNIVERSITY OF ÓBUDA
INNOVATION MANAGEMENT DOCTORAL SCHOOL
(IMDI)

| Quality objectives | | | |
|---|--|-----------------------------------|---|
| ESG 2015 Standards and Guidelines for Institutional Internal Quality Assurance | Posted on | Responsible | Deadline |
| <p>1.1 Quality assurance policy</p> <p><i>Objective:</i> Involve an increasingly wide range of labour market actors in the review of the Quality Policy. Start developing the EFQM self-assessment system based on the ESG criteria.</p> | <ul style="list-style-type: none"> • Involve a wide range of DI's external partners in the annual review of the DI Quality Policy Statement. • Review the applicability of the EFQM self-assessment model in line with ESG. | DI Manager DI Secretary DIT | Within 2 years of the start of the DI |
| <p>1.2 and 1.9 Design and approval of training programmes. Continuous monitoring and regular evaluation of training programmes</p> <p><i>Objective:</i> A growing range of labour market actors - public and private - are being asked for their views on training development.</p> | <ul style="list-style-type: none"> • Analytical, evaluative review of the training plan; • Checking the content and availability of subject data sheets in Neptun; • Timely posting of subjects in Neptun; • Checking of theses on online platforms (DI website, ODT website); • Review of the adequacy and timeliness of the Rules of Procedure; | DI Manager DI Secretary DIT | Within 2 years of the start of the DI |

¹ European Standards and Guidelines 2015 (ESG 2015) guidelines

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| <p>1.3 Student-centred learning, teaching and assessment</p> <p><i>Goal: The</i> doctoral student satisfaction survey should not have a rating below average on questions related to student-centredness. To process the full range of student applications in a timely manner. The student evaluation of the doctoral student's teaching should be carried out for all courses taught by the doctoral student. Provision of up-to-date written and/or online learning materials for all advertised subjects.</p> | <ul style="list-style-type: none"> • Develop a student-centred timetable. • Student learning outcomes, assessment per subject, per semester. • Provide student reclassifications based on academic results (self-pay/public courses). • Reviewing and evaluating the types of student applications and their compliance. • Ensuring student review of doctoral teaching work. • Curriculum development. | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |
| <p>1.4 Admission, progression, recognition and award of qualifications</p> <p><i>Goal: To</i> continuously increase the number of PhD students recruited by at least 20% per year. 50% of students should meet the publication and conference targets in the first two years, which should be increased on a planned and continuous basis. 25% of students write a ready-to-submit manuscript in D1, Q1 or Q2 each year, with the percentage increasing annually thereafter. By the end of the 4th semester, 50% of students will have written a ready-to-submit manuscript in D1, Q1, or Q2, with the percentage increasing annually thereafter.</p> | <ul style="list-style-type: none"> • Evaluation of admission results. • Analysis and evaluation of subject supervisors' comments on the progress of their doctoral students each semester. • Comprehensive evaluation of the academic performance of doctoral students each academic year. | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |

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| <p>25% of students apply by the end of the 4th semester, this percentage will be revised annually thereafter. At least 1 application should be made with public and competitive stakeholders.</p> <p>25% of the students have an accepted conference abstract by the end of the fourth semester, and this percentage is constantly being increased.</p> <p>The student drop-out rate should not exceed 15%.</p> | | | |
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| <p>1.5 Trainers</p> <p>Goal: The DI teaching staff is expected to have a high quality publication output (D1, Q1, Q2), which should be in the top 25% of the institutional average.</p> <p>70% of trainers should have a personal development plan for the first two years, which should be systematically and continuously increased.</p> <p>In the doctoral satisfaction survey, no instructor should receive a rating below average in the OMHV.</p> <p>The satisfaction of the doctoral student with the supervisor should not be rated below average.</p> <p>When measuring instructor satisfaction, there should be no rating below average for the functioning of the DI.</p> | <ul style="list-style-type: none"> • Evaluate the academic performance of DI teachers; • Assessing the suitability and effectiveness of the supervisor; • Evaluation of OMHV teaching work student review results, feedback to teachers, doctoral students; • DI Teacher Awards; • Measure and evaluate the satisfaction of DI trainers; | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |
| <p>1.6 Learning support and student services</p> <p>Goal: In the first year, doctoral students will already have the methodological knowledge to be able to submit or have submitted manuscripts in the quality publication segment by the end of the first year.</p> <p>Full participation in the doctoral conference for doctoral students and their supervisors.</p> <p>Increase the number of doctoral students participating in student mobility each year.</p> <p>Increase OMHV response rate year on year.</p> <p>Increase the number of participants in external partner needs and satisfaction surveys each year.</p> <p>Completing student complaint handling in a timely manner.</p> <p>Achieve a full response rate in doctoral satisfaction surveys.</p> <p>Provision of modern doctoral office infrastructure for 6 people.</p> | <ul style="list-style-type: none"> • Translational PhD teaching to achieve quality publication; • Organising a doctoral conference and evaluating its effectiveness each year; • Evaluation of student mobility activity; • OMHV performance assessment; • Evaluation of the results of the student evaluation of doctoral students' teaching (OMHV); • Measuring and evaluating the satisfaction of external partners, MEPs (questionnaire surveys of external committee members). • Evaluation of types of student complaints and their treatment; • Evaluate the results of the student satisfaction survey; • Development of doctoral office infrastructure | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |

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| <p>1.7 Information management Goal: To show progress and positive results on all ESG criteria in the DI's annual self-assessment.</p> | <ul style="list-style-type: none"> • Documented management and recording of activities and their results as defined in ESG 1.2-1.9. | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |
| <p>1.8 Public information Goal: The DI website will provide up-to-date information on all topics and a comprehensive range of documents available to all interested parties.</p> | <ul style="list-style-type: none"> • Keeping the DI website and the ODT interface up to date and checking data content. | <p>DI Manager DI Secretary DIT</p> | <p>Within 2 years of the start of the DI</p> |