



Pázmány Péter Catholic University
DOCTORAL SCHOOL OF HISTORY

Quality Assurance Plan

2023

Effective:
based on the decision of the Doctoral and Habilitation Council for Humanities and Social Sciences of
14 November 2023

I. Mission statement of the Doctoral School of History

The mission of the Doctoral School of History (DSH) is to train a new generation of scholars who are able to actively shape academic research in their field of study in the service of humanity, respecting the values of the Catholic Church.

To fulfil the this mission, the Doctoral School (DS):

- Seeks to attract the most talented and productive students and teachers,
- emphasises and supports intensive disciplinary and interdisciplinary training,
- helps students and teachers achieve internationally recognised results and academic progress,
- continuously evaluates student and staff performance and regularly reviews and improves its procedures and policies to improve them,
- maintains a regular dialogue on strategic and ethical issues with the management of the PPKE and the PPKE-BTK.

II. Regulatory environment

The quality assurance plan of the DS is in line with the following institutional regulatory documents, which (also) include quality assurance elements:

- PPKE University Quality Assurance Code (QAC)
- PPKE University Doctoral Regulations (UDR)
- PPKE Study and Examination Regulations (SER)
- DSH Organizational and Operational Rules (OOR)
- DSH Programme Plan (PP)

This Quality Assurance Plan may contain overlapping content with the documents listed above, where they play an important role in ensuring the quality of doctoral training. Furthermore, the quality assurance plan of the DSH must not conflict with any rules or decisions adopted at faculty or institutional level and must be consistent with their content in relation to quality assurance.

III. DSH Quality Policy and Quality Assurance Principles (ESG 1.1)

The most important objective of the DS's quality policy is to fulfil the mission described in point I at the highest possible level. The quality of doctoral training is determined by the values of the University and the DS, the knowledge transfer skills and academic performance of the lecturers and supervisors, the infrastructure available, the support system for student training, and the DS's national and international network.

In developing quality assurance processes for doctoral education, the following principles will be applied in accordance with Chapter VII of the UDR:

- Professional control: it is necessary to enforce the control of scientific public opinion throughout the whole process of doctoral training and degree acquisition.
- Publicity: the DS's policies, public documents and results should be widely available to the professional and scientific community.
- Feedback: teachers, students and supervisors involved in doctoral training should receive continuous feedback on the quality of their activities and have the opportunity to give feedback on their experiences. The results obtained will be evaluated and used by the DS to improve the training process.

- Allocation of tasks and individual responsibilities: it should be clear who is responsible for what and why among doctoral students.
- Documentation: documentation (including in electronic format) should be provided on the evaluation and decision points related to doctoral training and degree awarding.
- Efficiency principle: Doctoral training should make efficient use of human (teachers, supervisors, students), infrastructural and financial resources.
- Practical applicability principle: Research results should be evaluated in terms of the socio-economic issues they can help address. Where this is meaningful, the principle of practical applicability should also be taken into account in the choice of topics.

IV. Implementation of the PPKE quality assurance system (ESG 1.1)

ESG 1.1 Quality assurance policy

Standard: Institutions should have a public quality assurance policy that is part of their strategic management. This should be developed and implemented by internal stakeholders [i.e. students, teachers and non-teaching staff], through appropriate structures and processes, with the involvement of external stakeholders [users, employers, partners].

The University Quality Assurance Committee is responsible for the coordination of quality assurance activities at the university level (Article 5 of the QAC). Within the university quality assurance system, the quality assurance of the doctoral schools is distinct from the faculty quality assurance (Article 9 of the EMSZ). The basic tasks of the University Doctoral and Habilitation Council, the discipline/field doctoral and habilitation councils and the DS directors in relation to quality assurance are set out in the UDR. The University Doctoral Quality Assurance Committee (EDMBB), works as an advisory and consultant body of the University Doctoral and Habilitation Council and is involved in the development of the principles and methods of quality assurance in doctoral training and degree acquisition (QAC 11. §.). The Doctoral School/Discipline Quality Assurance Committee (DIMBB/BTDMBB), whose composition and responsibilities are set out in § 14 of the QAC, acts as the advisory body to the disciplinary/field councils and doctoral schools.

The head of the DS has formulated the mission statement of the DS, bearing in mind the mission of the university, and has also drafted the quality policy of the DS and identified the quality assurance principles relevant to the DS from among the principles identified in the UDR. (The principles recorded in the UDR is the right of the EDHT by the suggestion of the EDMBB.

The quality management system (Quality Policy, Quality Plan) regulates the activities necessary to implement the quality policy. The basic task of the quality assurance committees of the doctoral quality assurance subsystem is to plan and monitor the implementation of quality development within the framework defined by the quality policy, to formulate proposals for quality development and measures, and to give preliminary opinions on matters requiring a decision by the Doctoral Council. The mission statement and the quality policy, the principles and the regulations provide the framework for the formulation of the Quality Assurance Plan and for the setting, implementation, review and continuous improvement of annual quality objectives.

The Quality Assurance Plan is submitted by the Head of the DS on the proposal of the DIMBB to the BTDMBB for approval, which is also monitored by the EDMBB.

Doctoral students are involved in quality assurance work both individually and through their representative body (DÖK), including membership of quality assurance committees. External

partners are also involved in quality improvement work, in particular employers (research institutions, companies) employing graduates.

The DIMBB is involved in the implementation of the quality plan and more specifically the annual quality objectives and action plans on the basis of an annual work plan.

Quality assurance processes follow the PDCA cycle:

For standard 1.1, the *planning* will be completed with the drafting and adoption of the regulatory documents mentioned above.

Implementation means the implementation of the work plan, quality objectives, any action plan and overall quality activities related to the other standards as set out in the Quality Assurance Plan, but also includes the collection of indicators to measure the effectiveness of implementation, the carrying out of surveys and other data collection.

The monitoring is carried out by the DS through mid-year, end-of-year and end-of-cycle monitoring of implementation, examination of relevant indicators and evaluation of surveys, which form the chapters of the quality assurance report as set out in the OOR.

Annual quality assurance report:

- a) a summary of the results of the surveys carried out during the period;
- b) a summary of the test results for the indicators assessed over the period;
- c) a report on the (periodic) implementation of the action plans;
- d) assessing the achievement of quality objectives; and
- e) proposals for improvements and measures

chapter by chapter, following the ESG 2015 thematic framework. The preparation of the report is the responsibility of the BTDMBB in cooperation with the head of the DS, the lecturers, the secretary, which is commented by the BTDHT and the EDMBB, approved by the EDHT and communicated to the EMBB.

Every five years, an accreditation self-assessment is carried out on the basis of the annual quality assurance report, in the same circle of preparers, reviewers and decision-makers.

Intervention is necessary if the inspection reveals an anomaly or an opportunity for improvement. In this case, a review of the rules, modifications or active corrections to the processes should be carried out.

V. Quality assurance aspects of doctoral school activities: evaluation, decision and feedback points and procedures

V. 1. Doctoral training curriculum and trainers (ESG 1.2, 1.5)

ESG 1.2 Design and approval of training programmes

Standard: Institutions should have processes in place for the development and approval of their training programmes. Training programmes should be designed to achieve their stated objectives, including expected learning outcomes. The qualification to be obtained through the programme should be clearly defined and communicated, with reference to the appropriate level of the national qualifications framework and, through this, to the qualification framework of the European Higher Education Area.

ESG 1.5 Trainers

Standard: institutions should ensure that their tutors have the appropriate competences. Institutions should ensure to apply fair and transparent procedures for the recruitment and further training of their instructors.

Planning:

The Doctoral Programme Plan (PP) is prepared by the core members and approved by the BTDHT on the proposal of the Head of the DS. Amendments to the Programme Plan (admission of subjects to training, including the names of the lecturers responsible for the subjects) are also approved by the BTDHT in accordance with the same procedure. The subjects of the training will be reviewed by the leader of the DS in collaboration with the Programme Leaders/School Leaders before each announcement and, if necessary, changes to the document will be initiated. The DS's current Programme Plan and the list of tutors are available in the doktori.hu database, and the subject descriptions are publicly available on the DS website and in detail for doctoral students and tutors in the NEPTUN system.

DS lecturers must hold at least a PhD degree in the subject area taught.

Implementation:

The doctoral school regularly collects and analyses data on the Programme Plan and the trainers (in accordance with the Assessment Plan) through the satisfaction survey and the OMHV, as well as through doctoral forums and informal channels, and provides feedback in the annual quality assurance report and at the next doctoral forums.

Data on the quality of the training process is regularly collected and analysed by the doctoral school through satisfaction surveys and career tracking surveys, as well as through doctoral forums and informal channels, and fed back in the annual quality assurance report and at the next doctoral forums.

Control and intervention:

It is primarily the responsibility of the DS manager to *monitor* the Programme Plan and the composition of the teaching staff on an ongoing basis and to initiate any necessary changes and *interventions*.

V. 2. Announcement of doctoral topics (ESG 1.2, 1.5)

ESG 1.2 Design and approval of training programmes

Standard: Institutions should have processes in place for the development and approval of their training programmes. Training programmes should be designed to achieve their stated objectives, including expected learning outcomes. The qualification to be obtained through the programme should be clearly defined and communicated, with reference to the appropriate level of the national qualifications framework and, through this, to the qualifications framework of the European Higher Education Area.

ESG 1.5 Trainers

Standard: institutions should ensure that their trainers have the appropriate competences. Institutions should ensure to apply fair and transparent procedures for the recruitment and further training of their instructors.

The first step is a brief written evaluation of the proposed doctoral topics by the relevant programme/workshop leaders. On the recommendation of the Head of the DS, the DIT and then the BTDHT decide on the acceptance of the evaluated draft topics. The BTDHT will only support the publication of topics for which the scientific and infrastructural background of the research is assured and for which it is realistic to expect that a sufficiently high quality PhD thesis can be submitted within 4 years. Another important criterion for support is that the topic leader must have a good track record. A basic requirement for the topic leader is that his/her scientific output in the five years preceding the publication of the topic must exceed the publication requirements for the degree of the PhD student being led (see also V.3). In the case of a new topic leader who has not yet obtained a terminal degree, special attention will be paid to the preliminary assessment of the topic leader's suitability, taking into account the following:

- a) publication activity: the list of publications, including the publication record over the last five years, must meet the criteria for subject leaders set out in the OOR,
- b) university teaching (lectures and tutorials, theses, dissertations and the evaluation of these in the OMHV),
- c) topic management of student research projects, competition results of topic-managed students.

V. 3. Entrance examination (ESG 1.4)

ESG 1.4 Recruitment, progression, recognition and award of qualifications

Standard: Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and award of qualifications.

Design and implementation:

The basic requirements of the admission procedure are laid down in the UDR and the OOR, as well as in the SER. Applications for admission to the DS must be submitted by 15 May each year; the subject descriptions and the formal and substantive requirements for admission to doctoral studies are available in the doctoral database and on the website. The composition of the admission committee is appointed by the EDHT on the recommendation of the DS and on the basis of the opinion of the BTDHT. The members of the admission committee are the core members. The chairperson of the admissions committee is the head of the DS. At least one member of the Admissions Committee shall represent each of the disciplines of the DS. The purpose of the oral admission examination is to assess the applicant's research ability and the scientific quality and feasibility of the research plan with the candidate supervisor. During the interview, the selection board will assess the candidate's academic record (at least a good degree is required), language skills, previous scientific achievements (if any), knowledge and motivation in the discipline and research area to be addressed, and the relevance, expected novelty, relevance and feasibility of the research objectives. The Committee's recommendation for inclusion is graded in three stages: 'strongly recommended', 'recommended', 'not recommended'. The recommendation for admission to the scholarship places is made in order of the scores obtained in the entrance examination. The admission of doctoral candidates is decided by the Admission Committee and the BTDHT on the basis of the recommendation of the DIT.

Recognition and crediting of prior studies is carried out at the request of the applicant during the admission procedure in accordance with the provisions of the Study and Examination Regulations.

Control and intervention:

The student may lodge a legal remedy as set out in the Student Remedies Policy (HJSZ), or a complaint or public interest report as set out in the Code of Conduct for the Handling of Incidents that Violate Integrity (Integrity Policy). If a person or body involved in the above procedures identifies a systemic problem or deficiency relevant from a quality assurance point of view, he/she shall report it to the relevant BTDMBB or EDMBB and to the Quality Assurance and Legal Department (MBO). The competent body may, after evaluating the indication, recommend action to the body or person entitled to take a decision.

V. 4. The academic part of doctoral training (ESG 1.4, 1.3)

ESG 1.4 Recruitment, progression, recognition and award of qualifications

Standard: Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and award of qualifications.

ESG 1.3 Student-centred learning, teaching and assessment

Standard: Institutions should ensure that their training programmes are delivered in a way that encourages students to play an active role in the learning process. Students' assessment should reflect this approach.

Design and implementation:

Doctoral training is one of the most student-centred types of training, due to the small number of students and the personalised approach. The study and reporting requirements for the training are set out in the PP. To certify the credit hours after the complex examination, which are predominantly publication and conference units, you must submit a copy of your publications, an abstract of your conference presentations and your official position, as well as a form signed by the supervisor. This is to encourage students to assess for themselves the pace at which they can progress in presenting their academic achievements (they can take the extra-curricular units from the first semester).

Implementation and monitoring:

Data on the quality of the training process is regularly collected by the doctoral school through the NEPTUN system, satisfaction surveys, career tracking surveys, doctoral forums and informal channels, and fed back in the annual quality assurance report and at the next doctoral forums.

Control and intervention:

During the course of the training, doctoral students may exercise legal remedies as set out in the HJSZ, and may lodge complaints and public interest reports as set out in the Integrity Rules. If a person or body acting in the course of the above procedures detects a systemic problem or deficiency relevant from a quality assurance point of view, s/he shall report it to the BTDMBB or the EDMBB and the MBO. The competent body may, after evaluating the indication, recommend action to the body or person entitled to take a decision.

V. 5. The complex exam (ESG 1.4)

ESG 1.4 Recruitment, progression, recognition and award of qualifications

Standard: Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and award of qualifications.

Design and implementation:

The complex examination is one of the most important assessment and feedback points in doctoral studies. The procedure for the organisation of the complex examination and the requirements for the examination are laid down in the UDR, the OOR and the PP. An important prerequisite for applying for the complex examination is the acquisition of a sufficient number of credits (at least 90) and a minimum of 40% of the thesis. In the case of individual candidates, the successful completion of the complex examination is the basis for the status of doctoral student. The examination board is chaired by a professor or Professor Emeritus, or a researcher with the title of Doctor of the Hungarian Academy of Sciences. All members of the examination board hold an academic degree. The examination boards are set up by the BTDHT.

Control and intervention:

The complex examination is also subject to the right of appeal as set out in the HJSZ and the right to lodge a complaint or a public interest report as set out in the Integrity Code. If a person or body involved in the above procedures identifies a systemic problem or deficiency relevant from a quality assurance point of view, he/she shall report it to the BTDMBB or the EDMBB and the MBJO. The competent body may, after evaluating the indication, recommend action to the body or person entitled to take a decision.

V. 6. Research component of doctoral training (ESG 1.4, 1.3)

ESG 1.4 Recruitment, progression, recognition and award of qualifications

Standard: Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and award of qualifications.

ESG 1.3 Student-centred learning, teaching and assessment

Standard: Institutions should ensure that their training programmes are delivered in a way that encourages students to play an active role in the learning process. Students' assessment should reflect this approach.

Design and implementation:

The framework for the research and dissertation phase of doctoral training is also set out in the Programme Plan. Doctoral training is a highly student-centred type of training due to the small number of students and the personalised approach. The active role of students is encouraged throughout the doctoral programme, but especially in the research and dissertation phase. Research activities are presented at conferences and in the second part of the complex examination. Their comments, suggestions and criticisms are included in the minutes of the complex examination. The dissertation part of the complex examination (see V.5) is thus the most important overall assessment point for the research results of the first two years. In the second phase of doctoral training, the DS assesses the effectiveness of the research activity mainly on the basis of publications.

Implementation and monitoring:

Data on the quality of the training process is regularly collected by the doctoral school through the NEPTUN system, the quality assurance data table, satisfaction and career tracking surveys, doctoral forums and informal channels, and feedback is provided in the annual quality assurance report and at the next doctoral forums.

Control and intervention:

Doctoral students may also exercise legal remedies in respect of the research activities carried out during the course of their studies in accordance with the HJSZ, and may lodge complaints and public interest reports in accordance with the Integrity Rules. If a person or body involved in the above procedures detects a systemic problem or deficiency relevant from a quality assurance point of view, s/he shall report it to the BTDMBB or the EDMBB and the MBJO. The competent body may, after evaluating the indication, recommend action to the body or person entitled to take a decision.

V. 7. PhD degree (ESG 1.4, 1.8)

ESG 1.4 Recruitment, progression, recognition and award of qualifications

Standard: Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and award of qualifications.

Design and implementation:

The awarding of qualifications is a concept more geared towards undergraduate courses. In doctoral training, the award of a degree is the concept that best corresponds to this, which is a separate procedure. A doctoral thesis submitted as part of the degree-awarding procedure must be submitted for a home discussion (UDR) prior to submission. The minimum publication requirement for admission to the evaluation is at least two publications published or accepted for publication in final form and a review (which may be replaced by a publication) in a journal of high quality. The home discussion is an important step in the quality assurance of the theses, aiming to assess the adequacy of the content and form of the thesis and the thesis points and to prepare the thesis for public discussion. This is the point at which the thesis can be substantially clarified and any errors corrected. During the debate, the thesis is evaluated by two referees (including at least one external referee) with at least a PhD degree in a relevant discipline. The supervisor of the home debate is a university professor. A report of the home defense will be made, including a record of the issues raised and any opinions or suggestions regarding the revision and submission of the thesis. The referees' opinions shall be annexed to the minutes.

After the submission of the thesis and the request to start the evaluation phase, the DIT will carry out a scientific habitus examination at its meeting, including a check of the publication requirements. The thesis can only be sent out after a positive habitus test to referees who hold at least a PhD degree in a relevant discipline and at least one of whom is a principal external referee. An important quality assurance factor is that the chairperson of the public debate must be a professor or a doctor of the Hungarian Academy of Sciences. The EDHT, on the recommendation of the BTDHT, will ensure the appropriate composition of the referees. The DS publishes all defenses publicly on its website, in its doctoral and staff circulars and in the database doktori.hu. A record of the public debate is kept. The ESG standard 1.8 for public information is also reflected in the process. The award of the PhD degree is decided by the EDHT on the basis of a proposal from the BTDHT.

Indicators on degree attainment are managed by the doctoral school in the quality assurance data table, and related data are collected through career tracking surveys and informal channels, and fed back into the annual quality assurance report.

Control and intervention:

The right to appeal or complain is also available to the candidate in the degree procedure, as it is throughout the course. The feedback procedure is also the same as the feedback procedure during the training process.

V. 8. Evaluation of topic leaders (ESG 1.5)

ESG 1.5 Trainers

Standard: institutions should ensure that their trainers have the appropriate competences. Institutions should ensure to apply fair and transparent procedures for the recruitment and further training of their instructors.

Design and implementation:

The topic leader is the topic announcer for whose advertised topic a student is accepted and enrolls in the doctoral school. It is important to note that subject leader effectiveness overlaps with, but is not identical to, academic effectiveness. Subject leader effectiveness is assessed using the following data:

- summary publication data for the last five years, with a separate indication of the number of publications with doctoral students
- subject supervision data and success rate (number of doctoral students assigned to subject supervision, number of currently active students, number of successful subject supervision, number of ongoing degree programmes, number of students who have discontinued their studies, number of unsuccessful subject supervisions).

Implementation and monitoring:

Subject Leaders are assessed by the Head of the DS on the basis of the data collected in the Quality Assurance Data Table as part of the annual quality assurance report. In case of an unsatisfactory evaluation of the subject leader, the DS will not accept a new subject proposal for the given year and will not support the application of new doctoral students to the subject leader with an unsatisfactory rating.

The continuous high level of scientific activity (scientific effectiveness) required from the core members is monitored by the head of the DS primarily on the basis of the MTMT publication database (its annual extract in the quality assurance data table) and the annual researcher performance evaluation carried out by the PPKE BTK, for which the <https://tudomanymetria.com/> portal, which is also used for national scientific applications, provides important additional data.

V. 9. Student services (ESG 1.6)

ESG 1.6 Learning support and student services

Standard: Institutions have adequate funding for learning and teaching activities and provide adequate and easily accessible learning support facilities and student services.

The University provides a wide range of student services as set out in the Academic Handbook.

The DS records data on the scope of this annually in the quality assurance data table, and asks for feedback from students on the quality of services in the framework of the student satisfaction survey, as well as in doctoral forums or even informally.

Feedback is provided through the annual quality assurance report and doctoral forums.

VI. Methods and forums for data collection for quality assurance, data evaluation and use (ESG 1.7)

VI. 1. Data sources (ESG 1.7)

ESG 1.7 Information management

Standard: Institutions collect, analyse and use relevant information to guide their training programmes and other activities.

The most important and most comprehensive of the data collections for quality assurance purposes is the quality assurance data table containing indicators, which currently covers the following areas in addition to the basic data of the doctoral school and BTDMBB:

- degree data
- effectiveness as a topic leader
- publication data
- doctoral activity in scientific conferences and research projects
- doctoral mobility (study visits, part-time training abroad, Erasmus trips, summer schools)
- data on study and social support for doctoral students
- data on the DS's international relations
- infrastructure improvements
- data of the support of scientific activities of doctoral students
- communication data (publications, self-organised conferences, project days, forums, social media)
- information and links on the DS website

The data table will be continuously updated by the doctoral school and the doctoral school quality assurance committee, with a final deadline of 30 December of the year in question.

With regard to the teaching and research activities of the doctoral school's lecturers, in addition to the relevant data in the table above, we also have OMHV evaluations (which are conducted every academic semester according to the University Assessment Plan) and the annual faculty researcher performance evaluations of the PPKE BTK (as an external data source in this respect).

In addition to the above, the DS conducts its own annual anonymous satisfaction survey among doctoral students on their satisfaction with the supervision, the functioning of the DS, the research environment and infrastructure, and their suggestions. The questionnaire collects data on:

- student's doctoral programme
- Proportional credit achievement and credit index
- how well the chosen seminars contribute to professional development
- satisfaction with the scientific depth of the knowledge taught
- satisfaction with the subject guidance (followability, appropriate motivation, time management)
- satisfaction with the work of programme/workshop leaders and the DS leader

- satisfaction with the administration of the DS
- satisfaction with the work of the doctoral student council
- satisfaction with the material conditions of the research
- overall satisfaction with the functioning of the DS
- other textual comments, suggestions

At least once a year, the DS organises special forums separately for subject leaders and students, which aim to provide them with updates and feedback on the quality improvement measures taken in the past period, as well as to discuss directly with those affected any problems and suggestions that arise, and to gather further comments from teachers and students. A brief note of the forums will be produced.

The DS receives data on the careers of graduates through the PPKE career tracking system.

The detailed rules for surveys are set out in the University's Quality Assurance Procedures for Measurement, Evaluation and Improvement.

VI.2. Processing, evaluation and use of data

The data from the sources listed in VI.1 will be summarised by the Chair of the BTDMBB and an executive summary of the current data will be prepared for the next meeting of the DIMBB. On the basis of this information, the DIMBB may make recommendations to the Head of the DS and the BTDHT for the further development of the DS's operations and quality objectives.

VII. Review periods (ESG 1.8, 1.9)

ESG 1.8 Public information

Standard: Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities, including their training programmes.

ESG 1.9 Ongoing monitoring and regular evaluation of training programmes

Standard: Institutions should continuously monitor and periodically review their training programmes to ensure that they are achieving their objectives and meeting the needs of students and society. These evaluations should lead to continuous improvement of programmes. Any measures planned or taken as a result should be communicated to all parties.

The DS

- reviews progress towards the annual quality objectives at least once during the year,
- reviews the Programme Plan every six months in the light of legislative changes, staff changes and updating of the curriculum (ESG),
- reviews the quality assurance plan annually,
- prepares an annual quality assurance report with an analysis of the indicators in the quality data table, a summary of the surveys and the actions taken or planned as a result, a summary of the achievement of the quality objectives and the action plan
- reviews the rules and regulations (OOR, PP) annually
- comprehensively reviews the Programme Plan every five years with the involvement of doctoral students and external partners,
- carries out a self-evaluation every five years based on the MAB guidelines.

The Doctoral School publishes its information on its website and more limitedly in the doctoral.hu database. The information includes basic data, information on its core membership,

subject announcers, subject leaders, additional lecturers, institutional regulations and procedures concerning the operation of the Doctoral School, the Programme Plan, subject descriptions, admission notices, and notices of training, data relating to the awarding of degrees (dates of examinations, theses, dissertations, theses, graduates), the quality assurance plan, data on events organised within the framework of the DS, data on research activities carried out within the framework of the DS, data on quality assurance activities, results of surveys carried out and their feedback.

VIII. Internal audit

The operation and quality assurance system of the DS is reviewed and evaluated by a university committee delegated by the MBJO as part of an internal audit, as necessary, but at least once a year. The findings and recommendations of the audit are recorded in a report. The report shall be evaluated by the BTDMBB and may be used as a basis for making recommendations to the BTDHT for improving the functioning of the DS. This is considered a specific implementation of the ESG 1.10 standard.