



Pázmány Péter Catholic University
DOCTORAL SCHOOL OF HISTORY
Quality Assurance Plan

2020

Effective: Based on the February 14, 2020 decision of the Doctoral and
Habilitation Council of Humanities and Social Sciences

Review: February 2021

Doctoral School data:

The name(s) of the University(-ies) operating the Doctoral School	Pázmány Péter Catholic University
The name of the Doctoral School	Doctoral School of History
The address of the Doctoral School	H-1088 Budapest, Mikszáth Kálmán tér 1.
The year the Doctoral School was established	2002
First year of doctoral programs	2002
The location(s) of the doctoral program	Budapest, Esztergom, Piliscsaba
The Head of the Doctoral School	Prof. Dr. Sándor Óze
Contact person name, position, email address, and phone number	Dr. Kornélia Kiss, Office Manager kiss.kornelia@btk.ppke.hu , (+36-1) 327-5909
The languages of doctoral programs	Hungarian, English
The classification of the Doctoral School's discipline	Humanities
The Doctoral School's field(s)	History
Name of doctoral program(s)	History, archaeology
as part of the above: research and the arts	1. history 2. archaeology (Hungarian program) 3. archaeology (English program)
The title of the conferred doctoral degree (DLA and/or PhD)	PhD

The trueness of the facts on which the Quality Assurance Plan is based	The name of the auditor: Dr. Kornélia Kiss	continuous
Checking the proper functioning of the Doctoral School www.doktori.hu	The name of the auditor: Dr. Kornélia Kiss	continuous
Compliance of the Doctoral School's core members	The name of the auditor: Dr. Kornélia Kiss	continuous

1. The normative basis of the Quality Assurance Plan

The Quality Assurance Plan has been prepared on the basis of the pieces of legislation specified in the Doctoral Regulations of the Pázmány Péter Catholic University, the applicable self-assessment and evaluation criteria of the Hungarian Accreditation Committee (MAB) and the guidelines thereto, the document entitled "Doctoral Program and Degree Quality Assurance - A Recommendation for Doctoral Schools" as approved by the Hungarian Doctoral Council (ODT) at its session of October 18, 2013, and the guidelines of the University's Doctoral Regulations pertaining to quality assurance.

2. Doctoral programs*2.1. Announcing doctoral topics*

- The intellectual and infrastructural background of research

The intellectual background of the research being conducted at the Doctoral School of History is provided by its supervisors, the announcers of topics, teachers, and researchers, as supervised by the Head of the Doctoral School, and its infrastructure is provided by the University and the Faculty.

- Supervision at external research facilities – cooperation agreements

The cooperation agreement with external research facilities (Hungarian Academy of Sciences, Institute of History, Hungarian Military History Museum) is included in the Doctoral School's [fact sheet](#) in the Hungarian Doctoral Database.

- Fulfilment of requirements regarding announcers of topics and supervisors

Section 3 points (1, 2, 3, 4, 5) of the Organizational and Operational Rules on the priority requirements pertaining to supervisors and announcers of topics (active research and publication activity), the fulfilment of the requirements, and the evaluation of effectiveness – based on the guidelines of the Hungarian Doctoral Council.

2.2 Admission to the Doctoral School

- Definition of admission requirements

Section 12 of the Organizational and Operational Rules sets forth the details of determining admission requirements.

2.3. Courses in doctoral programs

- The Doctoral School's subjects and topics

The Doctoral School's training scheme, topics, and subjects are public and are available on the applicable part of the Faculty [website](#), in the client and student Neptun programs, and in the [fact sheet](#) in the Hungarian Doctoral Database.

- The Doctoral School's teachers

A number of points in Section 4 of the Organizational and Operational Rules contain provisions on the personal conditions and tasks and the continuous monitoring of the work of Doctoral School Teachers. The applicable part of the Faculty [website](#) and the Hungarian Doctoral Database provides for the professional visibility of teachers.

2.4 The research work of doctoral students

- Requirements pertaining to research work

The Doctoral School expects doctoral students to perform continuous research work of high quality. Taking into account the provisions of Section 16 (1) of the Organizational and Operational Rules, the supervisor shall certify fulfilment of the research work at the end of each semester on the basis of a report prepared by the doctoral student. This certificate is a necessary condition for successfully closing a semester.

2.5 Monitoring

- The evaluation of doctoral students' academic performance and progress

Section 12 of the University's Doctoral Regulations regulates the details of keeping records of and evaluating the academic advancement of doctoral students.

- Monitoring the careers of graduates

As following the professional careers of the people participating in training and of graduates has an important bearing on the self-assessment of the Doctoral School, this segment enjoys priority. Monitoring takes the form of questionnaires sent out and processed every year. Samples of these questionnaires are available as annexes to the self-assessment.

- The self-assessment content requirements are defined on the basis of the Hungarian Accreditation Committee's guidelines

The content requirements of self-assessment have been defined on the normative basis specified in point 1 of this Plan.

3. Awarding doctoral degrees

3.1 Publication requirements for a PhD degree

- A publication system of criteria that takes the specialties of the field into account, and university requirements

The Faculty website ([special principles](#); [general requirements](#), [formal requirements](#)) provides information on the special system of requirements pertaining to the publications and dissertations prepared at the Doctoral School of History (principles for cataloguing and notation). The University's Doctoral Regulations and the Doctoral School of History's Organizational and Operational Rules also provide detailed provisions for the above.

3.2 Home and public defense

Sections 18 and 19 of the University's Doctoral Regulations specify the rules of procedure pertaining to the home and the public defense.

4. Enforcement of quality assurance principles

4.1 Professional control

The Doctoral School continuously manages scientific public opinion (events, publications, external members, cooperation). An attendance sheet shall be kept at Doctoral School events, after which they shall be archived. The wider range of teachers and researchers (outside the University) with professional competence are informed of these events. The number of external members required by the applicable rules participate in home defenses, defenses, and in any committees. All Faculty teachers are invited to these events; publicity is ensured. PhD dissertations defended at the Faculty are available on the applicable Faculty [website](#) page and are also placed in the national repository.

4.2 Publicity

Proposals for research topics, the training scheme, and the courses announced for the respective semester are published on the Doctoral School [website](#).

All doctoral actions (complex examination, home defense, public defense) are public. Their time and place is published on the Doctoral School website and in the Hungarian Doctoral Database.

The head of the doctoral school is responsible for the doctoral school's quality assurance and, as part of the quality assurance of the doctoral school, provides for the suitable publicity of doctoral training and the awarding of degrees, including ensuring that current, objective, qualitative, and quantitative data and information are published about the programs.

4.3 Feedback

The Disciplinary Doctoral Council continuously reviews the compliance of the professional robustness of announced doctoral topics and the participants of doctoral training and procedures (thus especially complex examination, admission, and evaluation committee members), and discusses the reports prepared by the heads of the various doctoral schools after each academic year.

The Head of the Doctoral School is responsible for the Doctoral School's quality assurance and is fully liable for the fulfilment of the tasks specified in the University's Doctoral Regulations from the aspect of quality assurance.

4.4 Individual responsibility

The University's Doctoral Regulations sets forth the tasks and responsibilities of the persons participating in doctoral training (the establishment and operation of the Doctoral School, the determination of competencies in the process of training and research).

4.5 Documentation

The Doctoral School keeps records of the academic progress of students and of decisions and resolutions in connection with doctoral programs and the awarding of degrees, both in hard copy format and electronically.

4.6 The principle of taking the requirements of scientific ethics into account

In line with the position of the Hungarian Academy of Sciences Committee for the Ethics of Scientific Knowledge, the system of requirements has been developed on the basis of the recommendations and accreditation requirements of the AVEPRO, the ENQA ESG, and the Hungarian Accreditation Committee; the University Quality Assurance Committee and the Faculty's quality assurance leaders regularly check the implementation and effectiveness of the quality targets set by the Doctoral School, thus especially with the use of performance and satisfaction indicators and surveys. The self-assessment of members can be monitored on the continuously updated and maintained [registry sheets](#) (doktori.hu) and [Doctoral School pages of the Faculty website](#).

4.7 The principle of quality-centricity

The Doctoral School implements ongoing measures in the interest of realizing quality-centricity; in addition to the objective operation of its quality assurance system, it takes measures to learn of and take into account the opinions of interested parties. Besides this Quality Assurance Plan, the University's Quality Assurance Regulations also regulate the system for examining and evaluating the quantitative and qualitative indicators.

4.8 The principle of protecting intellectual property

The Doctoral School implements ongoing measures to protect intellectual property. The assumption of responsibility by the interested parties is a common issue and lies in the interest of all, which is reflected by the principles of scientific ethics and protecting intellectual property, worded at the University level. The practical application of the above forms part of everyday practice and is apparent on a number of levels in the scientific life of the Doctoral School, as shown by the Doctoral School's self-assessment.

SUMMARY

on the implementation of the Doctoral School's Quality Assurance Plan¹

The contents of the Summary is connected to the fulfilment of the quality targets set in the previous year, which form an annex to the Doctoral School's Quality Assurance Plan.

Quality targets

Serial no.	Quality target	Responsible	Deadline	Method (measurement)
1.	escalation of younger, habilitated core members and workshop leaders	Dean of the Faculty of Humanities and Social Sciences	February 1, 2020 - December 31, 2020	contracts in effect
2.	maintaining previous average student headcounts	Head of the Doctoral School	May 15, 2020, or the last day of enrolment	Neptun filter
3.	a series of books containing successful dissertations	Head of the Doctoral School	October, 2021	implementation
4.	creation of a doctoral cabinet	Dean of the Faculty of Humanities and Social Sciences	August 31, 2020	implementation
5.	providing more state scholarships	Ministry for Human Capacities	June 30, 2021	implementation

¹ The deadline for preparing the Summary is October of each year

Annex: C-SWOT analysis

Constraints	
<ul style="list-style-type: none"> ◆ The decline seen in the number of persons participating in higher education is experienced in the doctoral program as well. ◆ The teaching activities of the members of the Doctoral School are divided among the various training levels. ◆ The legal regulations pertaining to working hours have a negative impact on the results of teaching and research. ◆ The difficulty and low amount of resources. ◆ The Doctoral School started its operations later than a number of other established, successful doctoral schools. 	
Strengths	<p>The various levels of history programs at the Faculty (BA, MA, PhD) are well-structured as being based on each other, as consciously planned. An ambitious history student may, even at the BA level, select a specialization that may be continued as part of MA studies in a more specialized manner. The education of such a student enables him/her to continue his/her studies at one of the Doctoral School's workshops, in line with the specialization and earlier studies. Recent years have shown increased interest for the history education provided by the Faculty and on all three training levels of the Doctoral School of History. As the institute has a relatively small number of students, personal relationships between teachers and students are quick to form. From the outset, students are in personal contact with their teachers, who monitor the progress of students. The advantageous teacher-to-student ratio facilitates close cooperation between teachers and students. This ratio makes it possible to offer high quality education, during the course of which the order of education can be planned by taking into account the personal situation, interests, and previous education (language skills, existing knowledge) of each student to formulate the order of studies and the doctoral work accordingly. The Doctoral School maintains close relations with Hungarian scientific institutes in the areas of its sciences, in addition to which it has a good relationship with Hungarian scientific institutions in other fields. The School has separate fields of research in areas that are novelties (e.g. regional history, economic history) or where research was not conducted in recent decades due to various external reasons (e.g. history of thought, history of religion). Also thanks to its relatively small size and deliberate planning, the work of a number of workshops can be based on processing various sources. This allows for real workshop work where teachers and students work and publish together. We have strongly emphasized source research, which is not only possible, but recommended in the earliest stages of training. This has led to the creation of shared source publications; the Doctoral School's yearbook-type publication, financed from tendering sources, provides a possibility for regular publication. This provides students with a possibility for publication. To ensure ongoing joint work, the various workshops regularly hold conferences either separately or jointly with other programs, where students can hear lectures. The international conferences organized by the Faculty are also considered an event where doctoral students can introduce themselves. Our teachers personally make sure that students can become involved in international research, as the only forum for measurement in science. Students are provided a computer lab for conducting their work. Students are regularly provided a possibility for publishing their work in the Doctoral School's regular publications. A number of graduates have recently published books; we plan on continuing this trend.</p>
	<p>Doctoral School graduates are practically never employed at the Faculty any more. Due to personal reasons, some workshops have seen a recession in development without suitable replacements. Although the Faculty library has a uniquely good collection of books in certain areas, the fact that the library and training was fragmented (with training in Budapest and the library in another city) made truly successful work impossible at the campus. The new campus does not even have a shared faculty room for the colleagues who teach in the doctoral program, not to mention a room for doctoral students. Due to central measures, a disproportionately high number of scholarships are awarded to positions in natural sciences, to the detriment of the humanities. Doctoral schools in the humanities are entirely at the mercy of the preferences of state financing, as there are no possibilities for external mandates or applied research in the field. Better marketing is be required.</p>
	Weaknesses

Opportunities	<p>The fact that doctoral training and the office moved to Budapest offers better possibilities as regards application. The city's large libraries and the library of the Faculty of Theology are close to the Budapest building. The possibility for consultations for students has improved. The number of scholarship positions has increased in recent years. Doctoral schools have a predetermined budget that allows for plannable finances. The TÁMOP and KAP programs provided support for certain developments in infrastructure.</p> <p>Supporting the innovativeness and activity of our students. Students often seek out scholarship positions and contacts for themselves. The strengthening of domestic and international relations, including by using tender funds to invite foreigners who may then be involved in joint work and joint doctoral student direction. Internationalization and training in foreign languages also provides possibilities for increasing student numbers at the Doctoral School.</p>	<p>Fee-paying students find it difficult to pay the increasing costs, which may lead to a decrease in student numbers and in the school's appeal. The risk of increases in the number of early leavers is also greater. Few students choose this path due to the low prestige levels of an intellectual career and limited (and ever increasing) job opportunities. Experience shows that the transformation of the higher education structure has resulted in negative changes that have not changed in recent years. The majors that would be able to provide a new generation of academics are in extreme danger. Both the number of students who may be accepted to the BA and the MA history majors has been reduced to a quarter in recent years. However, as proven by the high quality of the training offered by the Doctoral School, the brain drain is apparent in this field as well: the students we train who are unable to find work in Hungary are quick to find positions abroad.</p>	Threats
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