NATIONAL UNIVERSITY OF PUBLIC SERVICE FACULTY OF PUBLIC GOVERNANCE AND INTERNATIONAL STUDIES
DOCTORAL SCHOOL OF PUBLIC ADMINISTRATION

QUALITY ASSURANCE PLAN

30 September 2026

I. Basis and purpose of the regulation

The Quality Management System of the National University of Public Service (NUPS or University) is governed by the NUPS Quality Regulations. The quality management plan of the Doctoral School of Public Administration (KDI or Doctoral School) is prepared by the members of the staff in accordance with the MAB's evaluation criteria.

The aim of the regulation

a) to ensure that it operates in accordance with the quality policy and the strategic development objectives (SDO) of the NUAS,
b) to ensure the conditions of operation in accordance with the law, the EEAS and the requirements of the MAB,
c) define the mission, vision and quality policy of the KDI,
d) to define measurable quality objectives for the KDI, quality indicators, and to evaluate, monitor and improve the performance of the KDI community and individuals,
e) define the quality organisation, responsibilities, objectives, processes and resources for points (a) to (d).

II. Scope of the Quality Assurance Plan

1. The scope of the Quality Assurance Plan covers all persons connected with the KDI, such as doctoral students, doctoral thesis candidates, doctoral degree holders, subject leaders, lecturers, subject supervisors, doctoral programme leaders, research area leaders, members of the various committees (admission, examination, evaluation), opponents, the academic secretary, the head and deputy head of the school, members of the KDI Doctoral Council (hereinafter referred to as the TDT), and the administrative staff of the doctoral school.

2. The scope of the Quality Assurance Plan includes the management of quality indicators at the level of the doctoral school, the management of the repository of indicators, the monitoring, analysis and evaluation of quality indicators. It also covers the definition of improvement measures, their evaluation, the self-evaluation and accreditation process at organisational level.

III. Interpretative provisions

1. Quality indicators: indicative absolute and qualified indicators assigned to scopes in the strategies, which together express the target or status of the strategy in the scope, based on different calculation rates.

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2. Quality: the extent to which the school meets or achieves the requirements set out and expected in the Quality Assurance Plan.

3. Quality improvement: the performance of improvement tasks as defined in the Quality Assurance Plan, planned, implemented, evaluated annually as part of the plan to achieve the expected requirements, and then changes (in operational processes, procedures, indicators, measurement methodologies) are made as necessary to improve

4. Quality system: the set of organisations, responsibilities, objectives, processes and resources needed to manage quality.

IV. KDI's mission, vision and quality assurance policy

The mission of the KDI is to serve the Hungarian national community and statehood, and the community of nations European and global, to promote peace, freedom and security, sustainable development and cooperation among nations, through its activities based on the freedom of scientific research, teaching and learning, in line with the quality policy goal of the NKE.

Public administration is concerned with the theory, practice or operation of a particular state or states, national or international public institutions, levels of multi-level government, state or administrative institutions, policies, public services, territorial or local government. In this field, the KDI is an autonomous organisational framework for the competitiveness of education and research, student talent management, and the development of scientific capacity and supply, operating in the spirit of Article X of the Fundamental Law of Hungary.

KDI's vision is to become a doctoral school in its field of science, known and respected by universities and scientific organisations in Hungary and abroad, and to contribute to the development of science, the research sector and the scientific community through its core members, subject leaders, lecturers and doctoral graduates be an active participant in the development of the Hungarian civil service and the European Administrative Space.

The KDI Quality Policy Principles

The KDI is committed to conducting scientific research of high quality, to transferring methodological and subject knowledge, to training for scientific research and to achieving new scientific results that contribute to the development of universal science.

Quality assurance requires multi-level and feedback analysis, rapid response to factors affecting the functioning of the KDI, in order to ensure high quality scientific training and research. In order to preserve the character of scientific training and to ensure the transfer of basic and applied scientific methods and knowledge in research, quality assurance should operate along the following principles:

1. Meeting the needs of the scientific community and doctoral students. The quality assurance system takes into account the needs and expectations of students, other stakeholders and society. This means assessing requirements, evaluating results, clarifying the tasks to be performed by doctoral students, examining student satisfaction and using the lessons learned to improve the KDI's training programme and the conditions for the doctoral degree.

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2. Functioning in accordance with the NKE quality assurance system and requirements. To this end, the TDT assumes responsibility for the quality of the KDI training programme, the quality of the degree awarding process, setting specific quality objectives and ensuring compliance with the regulatory environment.

3. Organising the doctoral training process. For the process from admission to the doctoral school to the award of the doctoral degree, the doctoral school must have an appropriate internal regulatory system, i.e. a Training Plan, a Code of Conduct and a Study and Examination Regulations. The Head of the Doctoral School and the TDT must ensure that these regulations are fully complied with.

4. Continuous improvement. Collecting and analysing data on the doctoral training process and doctoral degree awarding, which can be used to determine the effectiveness of the quality assurance system and to provide a basis for improvement measures.

5. Process approach and systems approach. We describe doctoral training activities in terms of processes that transform inputs into outputs in a prescribed way to produce added value. This approach emphasises resource management, continuous measurement, evaluation, process review and deviation from the ideal and, in the event of a discrepancy, the method of correction and re-checking. The interconnected processes form a system, and by regulating the relationships between them, the functioning of doctoral education as a whole can be controlled.

6. The principle of openness and transparency. Expectations regarding doctoral training, decision-making processes and criteria are transparent, and the professional and scientific public is widely informed at every step of the decision-making process.

7. The principle of documenting processes. All decision points related to doctoral training and degree acquisition are documented. The control of documentation is a fundamental task of the quality assurance system. Within the doctoral training as a whole, an important objective is to ensure that the administrative burden on the trainers involved in the training does not increase during the development and operation of the quality assurance system.

8. The principle of professional control. In order to implement this, the work and performance of the doctoral students, lecturers and supervisors of the Doctoral School is evaluated every six months, which is the basis for the continuous monitoring of the quality of the teaching, research and student activities.

9. The principle of quality focus and the application of scientific ethics. Through the development and operation of the quality assurance system, we aim to ensure that both doctoral students and lecturers continuously raise the level of expectations of themselves and their environment, while at the same time humility towards science becomes an integral part of their values, and initiative and creativity a pillar of their thinking. The School is committed to fully meeting the ethical requirements of science. These principles must be fully reflected in the functioning of the School.

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10. The principle of practical applicability. The fundamental aim of the Doctoral School is to ensure that the training programme, the definition of research areas, the choice of topics for doctoral theses and the results of research contribute to the formulation of answers to strategic and practical questions relating to the functioning of the state and public administration. The KDI aims to ensure that the choice of topics for doctoral theses and the results of research contribute to the formulation of responses to governance, public administration and socio-economic issues.

11. The principle of protection of intellectual property. Through the operation of the quality assurance system, the KDI contributes to the full implementation of the legal provisions and university regulations related to the protection of intellectual property and to the full compliance of doctoral education with the efforts of the European Union and Hungary to protect intellectual property.

12. Collaborations. The KDI continuously develops its network of contacts and collaborations with other faculties, institutes, departments, other national and international doctoral schools and research institutes of the National Academy of Sciences. By making use of the good experience gained from this, it continuously optimises its training activities, its research portfolio and thus the value of the doctoral (PhD) degrees awarded.

13. Internationalisation. The Doctoral School continues to increase its international profile and recognition. To this end, the KDI encourages and supports the international publication activities of its students and supervisors. In order to support publication activities, the KDI proposes the inclusion of research methodology courses as defined in the Training Plan. The publication requirements for doctoral students are set out in the KDI Training Plan.

14. Quality focus. The School pays particular attention to developing quality-oriented thinking among its staff and doctoral students, making data and policies on quality assurance available, and encouraging commitment to improvement and quality. The Doctoral School actively and continuously develops its training system, enhances the quality of its training and research portfolio, taking into account the research needs of the Hungarian civil service, and continuously develops and updates its training and research activities.

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V. KDI quality objectives and indicators

a) Academic diversity and freshness:
   - *increasing the number of research topics for which the TDT invites applications*

b) Supportive environment
- *the integration and increasing activity of doctoral students and doctoral candidates in the teaching and research organisations of the NUAS*

c) International openness
   - *an increase in the number and proportion of English-language theses*

d) Publication support
   - *increase the average publication score of doctoral graduates*
   - *Increasing the average publication score at PhD level*
   - *publication grants for doctoral students, doctoral candidates*

e) Good quality services
   - *satisfaction of doctoral students*

f) Effectiveness
   - *increase the ratio of PhD graduates to students enrolled in the course*

g) Efficiency
   - *an increase in the number of KDI graduates in higher education or research jobs*

h) International attractiveness
   - *an increase in the number of foreign applicants and doctoral students*

KDI's quality assurance system

The Head of the KDI manages the definition and implementation of the quality policy and quality objectives of the Doctoral School, the organisation of its national accreditation and international evaluation, the process of self-evaluation and the implementation of the Quality Assurance Plan. The Deputy Head of the KDI is responsible, in collaboration with the Secretary of the KDI, for leading the quality assurance processes and evaluations, preparing the review of the Quality Assurance Plan and preparing the Quality Report.

The KDI is regularly evaluated by the TDT. The report on which the evaluation is based is prepared annually by the Head of the Doctoral School and submitted to the TDT and, pursuant to Article 8 (1) a) ao) of the EDHSZ, to the University Doctoral and Habilitation Council (hereinafter referred to as EDHT) for approval. The approved report shall be made available to the faculty and students of the Doctoral School.

The report should include the following:

a) the evaluation of the admission results,
b) the effectiveness of doctoral procedures,
c) the status of doctoral students,
d) compliance with the requirements for membership of the tribe,
e) the quality improvement of the KDI,
f) the operating conditions of the KDI,
g) the development of the doctoral school's teaching staff: the evolution of the number of core members, lecturers, topic authors and topic leaders, and the evaluation of recruitment efforts,
h) changes to the training structure.

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The head of the KDI reports annually to the TDT on the achievement of quality objectives and initiates quality improvement measures in a Quality Report. The quality report includes:

- the results and evaluation of quality objectives and quality indicators,
- SWOT analysis,
- the evaluation given by the students,
- a research area leader evaluation of the topic leaders,
- the performance evaluation of lecturers and subject leaders,
- evaluation of information and communication.

A delegate from the Doctoral Students' Union must be involved in the preparation of the quality report. The DGB shall prepare an evaluation opinion on the quality report. The approved report shall be made available to the faculty and students of the Doctoral School.

VI. Levels of quality assurance

The University should regulate all relevant processes of the entire student life cycle in a transparent manner, which should be made available. The University's doctoral programmes should be designed to encourage students to play an active role in the creation of the learning process and this should be reflected in the assessment of students. The key actors responsible for quality assurance must be identified, and their responsibilities must be clearly defined, ensuring the scientific quality and transparency of their performance.

1. The permanent members of the Doctoral School bear primary responsibility for the management and supervision of quality assurance. A person may serve as a permanent member or head of a research area if they engage in continuous, high-level academic activity in the discipline of the Doctoral School or in the relevant research area. Every two years, the Head of the Doctoral School (KDI) reports to the Doctoral Council (TDT) on the publication output and other academic activities of permanent members and research area heads, as defined in the NUPS Performance Evaluation System (TÉR), applying the TÉR scoring methodology. The report places particular emphasis on internationally recognised scholarly publications by permanent members and their engagement in the international academic community.

2. **The functioning of the doctoral lecturers and supervisors research area heads involved in doctoral training**

The head of the KDI and the Dean of the Faculty of Public Governance and International Studies are jointly responsible for providing the research area heads, supervisors, teaching staff necessary to maintain the Doctoral School. The Heads of Department of the SSC will contribute to this objective within their respective areas of responsibility.

The general criteria for the selection of lecturers, subject leaders and research area leaders are set out in Articles 14-16 of the EDHSZ. The research topics and topic leaders are approved by the TDT on the basis of Article 12(8)(a) of the DDA.

2.1. Research area heads and supervisors

According to Article 15 (5) of the EDHSZ, a research area leader may be a full-time

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professor or associate professor employed by the University and considered by the University for the purpose of assessing whether the conditions for the operation of the higher education institution are met. The head of the research area in the KDI must also have at least one doctoral student with a degree. At the University, one person may be the head of one research area, and his/her duties are laid down in Article 16 of the DDA and in the KDI's Rules of Procedure.

Article 16 (1) Tasks of the head of the research area:

a) responsible for the quality of work in the research area;

b) make a proposal for admission to doctoral programmes;

c) make a proposal to approve or change the supervisor;

d) make a proposal to changes in programmes and new research topics and the inclusion of new subjects in the research area;

e) approve the doctoral student's individual study and research programme and the semester study and research plan;

f) direct the professional work of the research area and coordinate the activities of the lecturers of the research area;

g) direct, supervise and annually evaluate the activities of the supervisors in writing, under the guidance of the DCD.

The advertiser of a doctoral thesis is a lecturer or researcher who has held an academic degree for at least two years and whose thesis has been approved by the TDT, subject to the approval of the EDHSZ the conditions set out in § 16 (5).

According to Article 14 (3) of the EDHSZ, the head of a doctoral thesis may be a lecturer or researcher who has held an academic degree for at least two years and whose thesis announcement has been approved by the TDT. The topic leader shall be responsible for guiding and supporting the studies and research work of the doctoral student working on the topic and for preparing the doctoral student for the award of a doctoral degree. The subject leader is the subject leader for the advertised subject for which the applicant is admitted/accepted and enrols in the Doctoral School. Each doctoral student will be assigned a topic leader and, if the complexity of the research topic warrants, a co-topic leader may be selected. An active researcher or lecturer with a doctoral degree who is not yet entitled to supervise and publish a topic on his/her own may also be a co-supervisor.

A supervisor may announce up to two, or in justified cases three, topics at the same time and may supervise four doctoral students.

A doctoral school lecturer may be a person who has at least two years academic degree has. The topic author/topic leader and the research area leader must have a continuous and active research and publication activity in their topic prior to the publication of the topic, and must continuously update their data in the ODT and the national scientific bibliographic database, the Hungarian Scientific Works Repository (hereinafter: MTMT). The topic proposer/topic leader must have a publication not older than 3 years related to his/her research topic and published in the ODT and MTMT. An additional requirement is at least a satisfactory evaluation of the topic leader's topic activity in the last year.

The candidate can become a regular member of the KDI by recommendation of the TDT and decision of the EDHT, if he/she meets the legal requirements and the requirements of the Quality Assurance Plan. The professional performance of elected Regular Members and compliance with the Regular Membership criteria is regularly reviewed annually by the KDI Scientific Secretary. It is a requirement that all core members of the KDI publish a research topic.

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The Head of the Research Area evaluates the activities of supervisors and the academic progress of doctoral students every semester. The supervisor receives written feedback on the evaluation from the Head of the Research Area.

The Head of the Research Area evaluates the supervisor's performance in the following areas:

a) responsible supervision and guidance of the doctoral student's academic and research activities, including regular semester-based assessments;

b) support provided to the doctoral student in developing international academic relations and pursuing research grants and scholarships;

c) the quality of the supervisor's summary report prepared prior to the comprehensive examination and upon completion of the doctoral training programme;

d) preparation of the doctoral student for the comprehensive examination and recommendations concerning its specific requirements;

e) guidance of the doctoral student's preparation for obtaining the doctoral degree following the comprehensive examination;

f) effective support for the publication of the doctoral student's research findings in the form of scholarly publications.

The supervisor shall submit a report covering the above areas of activity to the Head of the Research Area using the designated reporting template by the last working day of each semester. The Head of the Research Area evaluates the supervisor's performance on a three-point scale: excellent – satisfactory – requiring improvement. The evaluation may also include recommendations and instructions for the supervisor.

The Head of the KDI will prepare a report (Quality Report) to the TDT on the regular evaluation of the Theme Leaders by the Research Area Leader, according to the following process.

- The doctoral student prepares the semesterly research report required by the training plan for the supervisor. The supervisor evaluates the progress of the doctoral student. On the basis of the documentation, the research area leader evaluates the performance of the doctoral student and the supervisor.
- The doctoral candidate prepares a semesterly report on the completion of the thesis for the supervisor. The supervisor assesses the progress of the doctoral candidate. On the basis of the documentation, the research area leader evaluates the performance of the doctoral candidate and the supervisor.
- The doctoral student and the supervisor will receive feedback on the evaluation by letter from the head of the research area.

From 2025 onwards, KDI will announce an annual "Outstanding Theme Leader" award. The award will be decided by the TDT.

Every year, KDI organises informative, interactive discussions with research area leaders to discuss issues, challenges and opportunities related to doctoral training and to exchange experiences.

KDI lecturers are primarily NKE lecturers, whose aggregated teaching and research performance evaluation is determined by the relevant senior manager (Dean) and communicated to the Head of the KDI and the Chair. The Dean and the Head of the KDI shall consult on the necessary action to be taken in the case of a lecturer or subject leader who has achieved an unsatisfactory mark. On the basis of the student's evaluation or complaint, the head of the KDI will consult the lecturer or subject leader concerned on the reasons for

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the negative evaluation or complaint and the action to be taken. The head of the KDI consults, as necessary, with the senior manager (dean) who exercises the subject leader's rights as an employer

3. Application for training and announcement of doctoral topics

The detailed rules for the publication of and application for doctoral studies are laid down by the EDHSZ.

The selection and publication of doctoral topics (portfolios) is of key importance for the quality of doctoral training. According to § 12 of the EDHSZ, the TDT decides on the research topics to be announced. Each year, the Rector of the NUAS issues a call for applications for doctoral studies at the University. The call for applications is also a prospectus, which contains information on the purpose and location of the training, the organisations organising the doctoral training and their directors, the forms of training, the conditions of application, the research topic groups, the optional topics and topic leaders, the procedure for selecting the topics, the method of submitting the application, and the content and procedure of the admission procedure.

Applications for doctoral studies can be submitted primarily for the topics announced by the KDI, which must be accepted by the advertiser of the topic, but according to Article 23 (4) of the EDHSZ it is also allowed to apply with a research topic that has not been announced, provided that the topic leader who is experienced in the given topic agrees to supervise the doctoral research work with the approval of the TDT.

KDI reviews its research topics, outlines and theme leaders annually, based on mid-year practical experience and feedback. The external research needs expressed by the maintaining and invited public administration partner institutions a r e always taken into account when announcing the topics.

The guidelines and requirements for doctoral training and research work are laid down in the EDHSZ, the KDI Study and Examination Regulations (hereinafter referred to as the "Regulations"), the KDI Operational Regulations and the KDI Training Plan.

4. The admission system

The requirements and procedures of the admission procedure are set out in the EDHSZ, the KDI TVSZ and the annually updated Admission Guide, which are available on or through the Doctoral School's website.

The recruitment process is designed to assess readiness, ensure a minimum level of research ability and rank applicants.

In the application form, the topic leader and the research area leader must declare the suitability of the research objective and the planned outline of the research for the interview.

The procedure for assessing admission, basic criteria - which are Hungarian apply to applicants of Hungarian and non-Hungarian nationality - ensure consistency, uniform enforcement of requirements and thus objectivity. The Admissions Committee (hereinafter referred to as 'the Committee') is chaired by the Head of the KDI or his/her deputy, and is composed of the Head of the relevant research area and an expert in the research area. The candidate's prospective supervisor and a representative of the doctoral students may attend the admission interview with the right to be consulted.

During the admission procedure, the Commission will examine and assess the applicant's

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scientific (professional) qualifications, previous experience and your academic activities and your knowledge of foreign languages. During the habitus test, candidates must demonstrate that they have a comprehensive knowledge of the discipline in which they intend to carry out their research and a thorough knowledge of the literature in their field of research.

According to Article 29(1) of the EDHSZ, the TDT decides on admission or refusal of admission on the basis of the Commission's recommendation and the number of places available for scholarship training, the number of places available for self-financed training and the number of points achieved in the case of individual preparation. The Committee assesses the performance of the applicants on a 100-point scale, ranks them and recommends or refuses admission. To be admitted, the admission thresholds set out in Article 28 of the EDHSZ must be reached; the scoring method and the thresholds are published on the KDI website. The TDT decides on the admission of participants in organised or individual training by 30 June in the normal admission procedure and on the admission of individual trainees twice a year, during the period set by the TDT, subject to the provisions of Article 37 of the EDHSZ. The TDT shall not be bound by the recommendation of the Admissions Committee in its decision-making. Applicants shall be notified in writing of the decision on admission by the doctoral school within 8 working days. In the case of a reserve admission procedure, the deadline for the admission decision for those candidates who are subject to the reserve admission procedure is 15 September.

5. Continuous quality control of doctoral training

The quality of the training is essentially determined by the teaching, the trainers, the skills taught and the system of training conditions. Only academics and researchers with an academic degree (PhD and/or doctorate) who are considered by the TDT to be suitable and invited to teach doctoral courses for a given period may be appointed as lecturers in the KDI. The lecturer of the subject is also responsible for the teaching of the subject in question, as part of his/her responsibility for the quality of the subject.

The management of the Doctoral School continuously monitors the quality composition of the teaching staff, based on student evaluations and information from the supervisor.

Doctoral school lecturers are listed in the ODT database, and if someone teaches at more than one doctoral school, they declare on the ODT form the percentage of their teaching affiliation to each school.

6. Collecting and sharing information

The system of doctoral student review is developed and operated by the KDI in accordance with the University's quality assurance system and student review system, according to the following rules.

The doctoral students provide feedback annually through anonymous evaluation forms organised by the KDI or through the student evaluation system for teaching work according to the NKE TVSZ (hereinafter: OMHV).

The review is evaluated by the students:

a) the quality of the training,
c) the availability of research facilities, and
d) the administration of doctoral training and student services.

A sample form for the anonymous evaluation organised by KDI is attached.

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The results of the surveys are evaluated by the KDI management, which conducts an evaluation consultation with managers, lecturers, subject leaders, other staff members concerned by the weaknesses and decides on the measures to be taken.

The results of the surveys will be the subject of an evaluation consultation between the KDI management and the DGB representative.

The results of the surveys should be published in aggregate.

The Scientific Secretary of the KDI is responsible for the establishment and operation of a registration system for doctoral students. Within this framework, she will develop the rules for document management, the rules for registration in the Neptun system, and the rules for updating Neptun and the doktori.hu system.

The KDI management, with the assistance of the Doctoral Students' Self-Government (hereinafter referred to as DÖK) of the University, shall hold a forum for the students of the Doctoral School at least once a year, with the aim of establishing a direct dialogue between the students and the management of the Doctoral School, providing an opportunity for direct discussion of issues arising, and for the identification and identification of problems of concern to doctoral students. The results of the student feedback should be presented at the forum and their experiences discussed.

Every two years, the KDI conducts a survey on the academic career progression of degree holders and evaluates it in the Quality Report.

Scope of data to be made publicly available on the doctoral training website:

a) information and evaluation of doctoral training and doctoral degrees data;

b) the regulations on doctoral training and the award of degrees;

c) the names and contact details of the heads of the doctoral school;

d) the names of the board members,

e) invitations and documents from workshops, debates and discussions. The minimum information to be disclosed to university citizens includes:

a) the doctoral training plan, subject fiches;

b) the annual report of the doctoral school;

c) the latest Quality Report.

7. Ensuring the conditions for doctoral training, student services

An integral part of quality assurance in doctoral training and research is the provision and development of physical and digital conditions. KDI has the basic conditions necessary for doctoral training and research. The University Library and the University Archives are at the disposal of doctoral students. Doctoral students have access to online databases subscribed to by the University from the University's internal network. Several of the departments involved in KDI training have a departmental library, where the quantity and quality of specific literature is increasing and supports targeted research. The development of the library support is continuously evaluated by KDI as part of its quality assurance.

The university library provides international scientific information services for doctoral students. The library's designated staff provide support to doctoral students in the use of databases and information systems.

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The IT background provides access to the university intranet and the internet network, through which - with the help and support of the library - international literature and databases for research are available.

The University's Academic Affairs Office carries out plagiarism checks on doctoral theses for those who submit them.

The University's Office for Science Strategy helps to develop the scientific methodology of research, supports the publication activities of doctoral students and promotes the visibility of their research activities in the national and international scientific arena.

For full-time PhD students, the departments' infrastructure provides the research conditions. The computer support is available to doctoral students in the departments through the subject leader.

The Doctoral School has its own offices and classrooms, the number of which is constantly increasing according to the needs and possibilities of the University and the Doctoral School, and which provide accommodation for full-time doctoral students and, in the case of mergers, for doctoral students participating in other forms of training, support for their research work, and consultations with the teaching staff and subject leaders.

8. Quality requirements for subjects and teaching materials.

The preparation of the course syllabus, which includes the formulation of the learning outcomes of the subjects and the assessment and examination procedures, is compulsory in the form specified in the University's Study and Examination Regulations. The inclusion of a subject in a KDI course is decided by the EDHSZ on the recommendation of the Head of the Research Field and/or the Head of the Doctoral Programme.

12 (8) a) shall be adopted by the TDT. For each research area the KDI shall assigns compulsory subjects. The topics of the subjects starting in a given semester must be updated by the teachers before the beginning of the semester.

The current Training Plan, subjects and lecturers of the KDI are available on the Doctoral School's website.

The aim of the course is to provide students with a lively, active and partnership-oriented period of study, in which KDI teachers introduce students to the subject matter and methodology of public administration research, and more generally to social science research, enrich students' scientific literacy and develop students' scientific habitus and research skills, based on students' processing and joint classroom analysis of the basic publications in the research field of the subject. It is essential to define precise requirements for the assessment of learning performance at the beginning of the semester, to integrate merit assessment into the curriculum and to follow an assessment methodology that supports the researcher's research habits rather than the traditional examination.

A further aim is to provide students with the opportunity to learn about the work and thinking of a wide range of departments and institutes, teachers and researchers, as well as visiting and visiting researchers from abroad, and to have the opportunity for group and individual consultations and professional networking. It is important that the training should be flexible enough to involve the institutional (academic, administrative) contacts of the SRA and the KDI at home and abroad. It is the task of the subject coordinator to offer a colourful range of topics, involving a wide range of teachers and researchers. Among the subjects taught, those which help students to develop their research

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methodology and teaching skills are given a high priority. To this end, a uniform, heuristic methodology is recommended for all subjects: as part of this, the lecturer and the lecturers involved in the course will assign (at the beginning of the semester) a few basic scientific publications (monographs, book chapters, journal articles) in their field of research (or even individual publications from their own work) as an assignment. The students' task is to process the publications individually or in groups, either in writing or orally, which will form the basis for joint analytical and reasoning work in the classroom.

The method is suitable for heuristic learning of research questions, methods and main paradigms of the discipline, for practical development of research method and habitus, for practising communication situations. The method is suitable for objective visualisation and evaluation of real learning work. The research seminar is part of the training: two research seminars per semester per academic year. The admission to a research seminar is optional for the student. The aim of the research seminar is to enable lecturers to provide support for students' research in their area of specialisation, beyond the scope of the extracurricular consultation.

At the end of the fourth semester of the doctoral programme, at the end of the training and research phase and as a prerequisite for the start of the research and dissertation phase, a complex examination is required to measure and evaluate the progress of the studies and research. To be admitted to the complex examination, the doctoral candidate must have obtained the number of training credits specified in the Training Plan for the training and first research phase of the doctoral programme (completion of general scientific theory subjects, compulsory subjects, elective subjects and the scientific research work foreseen for each semester, the completion of which is certified by the supervisor) and the doctoral student must have at least one publication in a peer-reviewed journal in the field of research and at least two conference presentations by the deadline for the complex examination.

In the theoretical part of the complex examination, candidates will be tested on two topics, which vary according to the research area. One topic will assess their overall knowledge of the research area, while the other will test their knowledge of the research topic. The specific topics for the theoretical part are defined by the TDT. The second part of the complex examination, the dissertation, is a free presentation of the candidate's research results and further research plans, based on a written "Research Report" submitted in advance. The complex examination must be taken in public before a board consisting of one internal and one external member per research area and a chairperson, who is the head of the research area. The complex examination will be graded in two stages, pass or fail. The KDI will take into account the current ODT guidelines in the organisation and conditions of the complex examination.

9. Monitoring the doctoral student's research performance

Based on the prescribed study and examination requirements and the individual study and research programme, the doctoral student shall prepare a semi-annual report on the activities carried out in the framework of the doctoral training, the frequency of consultations with the supervisor, the progress made towards the degree, any difficulties encountered, the achievement of the objectives set for the period and the plans for the next period, and update his/her publications in the MTMT database, which shall be approved by the head of the research area on the recommendation of the supervisor.

The doctoral student to be submitted by the report and the supervisor evaluation of the topic forms can be found and downloaded from the Doctoral School's website.

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10. A PhD students researchers Community integration and encouraging publication activity

The KDI, in cooperation with the Dean of the Faculty of Public Governance and International Studies, supports the integration of doctoral students and doctoral candidates into the teaching and research departments of NUAS. The aim is to actively integrate doctoral students into the teaching and research community of the department or research institute in which they are interested in their field of research, during the training period and in the research following the complex examination. Departmental/institutional integration gives our doctoral students a better chance to become active members of the NCE research community, to gain teaching experience and to expand their network of academic contacts at home and abroad.

Integration means the gradual, active offer of the following opportunities by the department or institute:

- the possibility to consult with staff of the department/institute, visiting researchers,
- Invitation to professional events and conferences of the department/institute,
- attending university classes and research forums of the department/institute.
- use of the title "doctoral student of the department/institution"
- invitation to internal meetings of the department/institute,
- involvement in proposals, research projects and publications,
- involvement in the department/institute's training development and other core university tasks
- workstation in the department/institute office,
- participation in the teaching activities of the department/institute,
- assistant lecturer or research assistant.

The KDI supports the publication activities of doctoral students through the NKE's grant programmes and from its own resources. In cooperation with the NKE Department of Science Strategy, it provides effective support to increase the publication opportunities of doctoral students (editorial training, search for suitable journals).

11. Publication requirements for the award of a doctoral degree (PhD)

During the period of training, the scientific publication activity is certified by the subject leader, approved by the research area leader, and verified by the head or deputy head of the KDI with the recognition of credits. The subject leader's report certifying the scientific activity must be accompanied by the availability of the publications in MTMT. The same publication can be c o u n t e d only once during the whole period of the training.

The publication requirements, the categorisation of publications and the method of verification for the award of the doctoral degree (PhD) are set out in Annex 2 of the EDHSZ 2/c. Annex c/c) of the EDPS and the KDI Training Plan. It is a requirement that the doctoral student must have 20 publication points by the end of the training period, as required by Article 42 of the current EDHSZ.

To be eligible for the degree, you must have published at least four publications in peer-reviewed journals related to your research topic and classified as "journal articles" by the end of the 8th active semester, of which

— at least one of them must be in a foreign language, and

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– at least three must be single-authored, stand-alone journal articles.

The publication requirements for the award of a degree are approved by the EDHT on the recommendation of the TDT, taking into account the specificities of the discipline of the doctoral school, and the EDHT regularly examines the need for modifications on the recommendation of the TDT.

12. Obtaining a doctorate

The conditions for applying for the degree are the acquisition of an absolute degree, the submission of the completed doctoral thesis within the deadline set by law, and the fulfilment of the conditions set out in Article 46 of the EDHSZ.

The main focus of the degree course is direct examination, i.e. the internal discussion of a part or chapter of the thesis, followed by a workshop discussion of the thesis. To this end, it is necessary to ensure the quality of the workshop discussions through professional publicity, with the participation of the academics and researchers involved in the doctoral research area concerned - academic, academic and other researchers, as well as representatives of the practitioner community. This will require the establishment of up-to-date lists of titles in each discipline, creating a database in the main disciplinary areas of these disciplines. The invitations should be sent to the invited participants in the most efficient way, and the Doctoral School should organise and supervise the distribution of the invitations.

The suitability of the doctoral thesis (dissertation) for workshop discussion is certified by the topic leader and the research area leader, and approved by the head/assistant head The doctoral thesis is first submitted for workshop discussion. Prior to the workshop, two PhD degree holders with expertise in the research topic of the doctoral thesis will comment on the draft thesis. The topic leader makes a reasoned proposal for the pre-reviewers, based on a detailed description of their competence in the field, which is always checked by the head of the KDI, assisted by the secretariat staff, and, if necessary, in consultation with the topic leader or the head of the research area. The pre-reviewers must not be employed by the University and, in exceptional cases, one of the reviewers may be different from the above, depending on the specificities of the discipline, but the pre-reviewers will be appointed by the EDPS § 49 shall apply. The most important area of quality assurance in this process is the public defence of the thesis. Only a thesis which has met all the formal and substantive requirements of the workshop debate and for which corrections and improvements suggested by the workshop participants by vote have been made, where necessary, can be submitted for public defence. This will be verified by the Research Area Leader and the Head of the KDI. The workshop must be attended by at least five PhD degree holders with expertise in the research area of the thesis topic. During the workshop, the doctoral student will present the main elements of his/her thesis in a lecture and, after hearing the comments, suggestions and criticisms of the referees, will respond to them. Participants can then also comment on the thesis and make comments, criticisms and suggestions. The workshop discussion is governed by Articles 44-45 of the DDA.

After the workshop debate, the TDT will set up a Refereeing Committee and appoint the official referees of the doctoral thesis, to whom the doctoral student will give access to the final version of the thesis (revised after the workshop debate), in electronic or hard copy. After that, the dissertation may no longer be modified. Article 49 of the EDHSZ shall apply to the person of the referees. To submit the dissertation

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for public discussion a supporting opinion from both reviewers is required. When the public debate is announced, the thesis and the thesis booklet will be made public on www.doktori.hu and on the doctoral school's website. The defended dissertation will be published in electronic form in the database maintained by the NKE (Public Service Knowledge Portal) and in printed form in the University library.

VII. Final provisions

The amendments to the Quality Assurance Plan were adopted by the TDT by Decision No 36/2025 (30.04.2018), in a consolidated version with the Quality Assurance Plan in force from 1 February 2018.

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1. no. Annex

Satisfaction questionnaire KDI

Students in the training and research phase (except those who are in passive status in the autumn semester

was)

1) To what extent did the courses and teachers at the Doctoral School of Public Administration (KDI) contribute to the development of your academic habits and research skills during the semester (1=not at all, 2=slightly, 3=to a certain extent, 4=substantial)?

Related comments, suggestions:

2) To what extent did you gain insight into the scope and methodology of research in public administration and social sciences during the semester (1=not at all, 2=slightly, 3=to a certain extent, 4=substantial)

Related comments, suggestions:

3) To what extent did the KDI courses and instructors contribute to the development of your research methodology tools during the semester (e.g. learning about research databases, empirical research methods, or developing your scientific writing skills) (1=not at all, 2=slightly, 3=to a certain extent, 4=substantial)?

Related comments, suggestions:

4) To what extent did you have the opportunity to build professional contacts during the semester (e.g. to get to know the work of faculty departments, lecturers, researchers; to consult with lecturers, researchers in groups and/or individually; to publish jointly with lecturers and researchers) (1=not at all, 2=slightly, 3=to a certain extent, 4=decisively)?

Related comments, suggestions:

5) To what extent did you learn about the different publication strategies and methods during the semester (1=not at all, 2=slightly, 3=to a certain extent, 4=severe)

Related comments, suggestions:

6) To what extent did you have the opportunity to develop your teaching methodology and presentation skills during the semester (1=not at all, 2=slightly, 3=sufficiently, 4=absolutely)?

Related comments, suggestions:

7) Have the teachers of the KDI subjects clearly defined and enforced the requirements of the subject? (1=not at all, 2=to a lesser extent, 3=to a fair extent, 4=absolutely)

Related comments, suggestions:

8) To what extent did the information on the KDI website help you with your academic and administrative questions during the semester? (1=not at all, 2=slightly, 3=to a certain extent, 4=very much)

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Related comments, suggestions:

9) To what extent did KDI faculty and staff help you with your academic and administrative matters during the semester? (1=not at all, 2=slightly, 3=to a certain extent, 4=absolutely)

Related comments, suggestions:

10) To what extent do you find the forms (sample documents for applications, declarations, research plans, etc.) on the KDI website usable (1=not at all, 2=slightly, 3=to a certain extent, 4=absolutely)?

Related comments, suggestions:

Students in the research and dissertation phase

1) To what extent did KDI faculty and staff assist you in resolving research promotion and administrative issues that arose during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=absolutely)

Related comments, suggestions:

2) To what extent did KDI teachers and staff help you to pass the complex exam (1=not at all, 2=slightly, 3=to a certain extent, 4=absolutely)?

Related comments, suggestions:

3) To what extent did the information on the KDI website help you with your academic and administrative questions during the semester? (1=not at all, 2=slightly, 3=to a certain extent, 4=very much)

Related comments, suggestions:

4) To what extent do you find the forms (sample documents for applications, declarations, research plans, etc.) on the KDI website usable (1=not at all, 2=slightly, 3=to a certain extent, 4=absolutely)?

Related comments, suggestions:

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DOCTORAL SCHOOL satisfaction questionnaire

For Students in the training phase (except for those who had a passive status in the fall semester)

1) To what extent have the courses and lecturers of the Doctoral School of Public Administration Sciences (KDI) contributed to the development of your academic habits and research skills? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

2) To what extent did you get familiar with the topics and methodology of public administration and social sciences during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

3) To what extent have courses and lecturers contributed to your research methodology toolkit during the semester (e.g., learning about research databases, empirical research methods, or developing your scientific writing skills)? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

4) To what extent did you have the opportunity to build professional contacts during the semester (e.g. contacting faculty departments, lecturers, researchers; publishing with lecturers and researchers)? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

5) To what extent did you learn about different publishing strategies and methods during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

6) To what extent have you had the opportunity to develop your teaching methodology and presentation skills during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

7) Have the course lecturers clearly defined and enforced the course requirements? (1=not at all, 2=slightly, 3= fairly, 4=totally)

Related comments, suggestions:

8) To what extent did the information on the Doctoral School website help you in your educational and administrative questions during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

9) To what extent did lecturers and staff help you in your educational and administrative matters during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

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Related comments, suggestions:

10) To what extent do you find the necessary documents on the Doctoral School website (sample documents for applications, declarations, research plans etc.) usable? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

For Students in the research and dissertation phase

1) To what extent did lecturers and staff help you in your research promotion and administrative issues during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

2) To what extent did lecturers and staff help you to pass the complex examination? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

3) To what extent did the information on the Doctoral School website help you in your educational and administrative questions during the semester? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

4) To what extent do you find the necessary documents on the Doctoral School website (sample documents for applications, declarations, research plans etc.) usable? (1=not at all, 2=slightly, 3=to a fair extent, 4=totally)

Related comments, suggestions:

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