University of Debrecen

Faculty of Engineering

University of Debrecen

Pekár Imre Doctoral School of Mechanical Engineering Sciences

Quality Assurance Plan

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1. Mission

The mission of the Doctoral School is to prepare students interested in technical sciences to carry out independent scientific research work and to offer them a program through which they successfully fulfill the requirements for obtaining a PhD degree. The task of DI is to implement institutional (faculty) and discipline socialization. As a result of the training, doctors obtained with a degree become suitable for conducting independent research, building a scientific career, performing educational tasks, implementing socio-economic innovations, and performing higher management functions. Thus improving the scientific basis for the development of the Northern Great Plain region by creating human conditions for research of international standard, talent management, and encouraging innovation across sectors and regions.

2. Vision

The definition of the vision of the Doctoral School is carried out along the strategic objectives of the University of Debrecen. Its aim is to become the leading intellectual workshop in the field of technical sciences of the Northern Great Plain region and, more broadly, of the entire northeastern region of the Carpathian Basin. Within this framework, it plays a cross-border and global role in both education and research.
All doctoral schools of the University of Debrecen have a quality evaluation system. To this end, EDHT sets quality targets annually. Taking these into account, the Council of the Doctoral School also defines the quality objectives of the school. The indicators are determined by the Council of the Doctoral School. The quality objectives of doctoral schools should be in line with the set of criteria set out in the IFT. PIGTDI quality objectives are defined annually and/or biennially by the head of the DI together with the DI quality manager and submitted to the Council of the Doctoral School for approval. The DI continuously measures the opinions of doctoral students and committees. The University of Debrecen uses a standard questionnaire to measure doctoral student satisfaction. The measurements are carried out with the help of EvaSys software, the results are handed over by the Rector's Commissioner for Quality Assurance of the University of Debrecen to the head of the DI, who examines and coordinates with the lecturers and introduces corrective measures if necessary.
In addition to quality objectives, the performance of doctoral students and supervisors is continuously monitored by other quality evaluation and performance evaluation systems. The qualitative and quantitative control of publications is the most important tool of researcher performance evaluation, which is carried out by DI based on the data uploaded to the MTMT system. In the case of students, the publication performance required for obtaining a degree is explained in detail in the Rules of Operation of IKDI.
Prior to the request of the public debate committee, the Candidate must upload all his publications to the publication database of the University and National Library of the University of Debrecen, on the basis of which the library prepares a list of the candidate's publications, which is approved by the secretary of the DI. Subsequently, the library certifies the candidate's list of publications, which the candidate submits together with the thesis to the doctoral council of the discipline. Both DIT and MTDT place special emphasis on the quality of publications, and consider the appropriateness of publications individually for each candidate as a condition of submission to defence.
During the operation of DI, the principle of the PDCA cycle applies, i.e. we plan the operation, achieve the goals set out in the plan, apply controlling tools to examine the compliance of the operation with the purpose and adjust our operation as necessary based on the monitored indicators. The DE EDHT defines the criteria for operating quality assurance systems for doctoral schools. At the first meeting of each year, it sets quality objectives and evaluates the results of doctoral schools at the last meeting of each

year. Quality objectives and mandatory indicators defined by the DE EDHT are sent to doctoral schools. The DIT takes these into account and defines the quality goals and indicators of the school. In addition to those defined by the DE EDHT, the DI may indicate additional targets and indicators. The documents are submitted to the Doctoral Council of the Discipline for approval. At the end of the year, the Council of the Doctoral School – with the leading operational contribution of MICS – collects and evaluates the achievement of quality objectives and indicator data, and sends them to MTDT. MTDT aggregates the data of the doctoral schools belonging to it and sends the data in a transparent form to the last meeting of the EDHT at the end of the year for evaluation.

3. Self-assessment

The quality assurance system of the University of Debrecen is based on organizational self-evaluation, and during the establishment and operation of its quality assurance system it takes into account the following: the provisions of the National Act on Higher Education in force at any given time; international recommendations on the quality assurance system, in particular the European Standards for Quality Assurance in Higher Education, adopted in 2015, the Bergen Document "Standards and Guidelines for Quality Assurance in the European Higher Education Area" (ESG).
The quality assurance system of doctoral schools is also linked to the quality assurance system of the institution. The system of doctoral schools is in line with the criteria adopted by the Board of the HAC in its decision no. 2019/6/VIII/1. The quality assurance system of the doctoral schools of the University of Debrecen operates along the following main characteristics: In the institution, doctoral schools develop the quality assurance system in accordance with the expectations of the HAC and in accordance with the institutional system. The Quality Manager of the Doctoral School (Head of MICS) is elected by the Council of the Doctoral School and appointed by the Head of the Doctoral School. The Quality Development Committee of the University of Debrecen invites the MICS leaders of doctoral schools – at least once a year – to review best practice and to improve the quality assurance system of doctoral schools. From a quality assurance point of view, doctoral schools must follow the provisions of the MAB self-assessment guide. Quality assurance documents are prepared by the head of the MICS of the doctoral school, reviewed by the head of the DI and approved by MTDT. The operational operation of the quality assurance system of doctoral schools is the responsibility of the MICS leaders of doctoral schools. The supervision of the operation of the quality assurance system is the responsibility of the DI manager. The task of the rector's commissioner for quality assurance at the university (Prof. Dr. Edit Szűcs holds the position) and his duty is to develop the quality assurance system of doctoral schools and to ensure that their system operates in accordance with the MAB guide. (Prof. Dr. Edit Szűcs is also the Quality Manager of the Doctoral School). The quality assurance system of DI is in line with the quality assurance system of the University, as it is designed in accordance with the expectations of ESG and MAB. Doctoral schools must take into account the opinions of stakeholders when developing their quality assurance systems, therefore all DIs regularly carry out satisfaction surveys of doctoral students and the students' opinions of lecturers. To carry out this, the DE provides a sample questionnaire for DI, which can be used by the doctoral school with the support of the EvaSys software and with the help of the Rector's Commissioner for Quality Assurance and his colleague. Doctoral schools operate a unified quality assurance system at the University of Debrecen.
The University of Debrecen bases its quality assurance system on the provisions of the current National Act on Higher Education, the criteria proposed by the HAC and the European standards of quality assurance in higher education.
The management of the University commits itself and takes an active role in the operation and development of the quality assurance system. The aim of the University's management is to ensure that the University conveys high-quality knowledge that can be used on the domestic and international

labour market to its students by developing the quality assurance and quality certification system of the institution. The University's quality assurance system – taking into account the tasks defined in the Founding Act – is a conscious and organized activity covering the whole of the University, which serves the realization of the goals stated in the quality policy, and which focuses on meeting the needs of direct and indirect partners, with special regard to the full range of students (regardless of the form of funding and training they study), employers, research and other customers of services, international and domestic professional and scientific communities. The documentation system of the quality assurance system is prepared by the Rector's Commissioner for Quality Assurance, which is reviewed by the Senate Quality Development Committee and adopted by the Senate. The quality assurance system of doctoral schools is also linked to the quality assurance system of the institution. The system of doctoral schools is in line with the expectations of the HAC and ESG standards.

4. Principles

In line with the principles of quality assurance related to doctoral programmes of the University of Debrecen, the doctoral school defines the following requirements as the basis for quality assurance.

a) Admission to doctoral school (based on UD-DR and DS-RoO)

When admitting to doctoral school, we have defined requirements in the doctoral regulations that create guarantees regarding the quality work of the admitted doctoral students. We require language proficiency according to the regulations of the university, a degree preferably of at least good qualification, or a diploma in another related field corresponding to a master's program, as well as a well-thought-out research program that can be implemented in the time available and yields results of sufficient scientific value.
Training organized in the programs of the Doctoral School is possible in full-time and correspondence form. Application deadlines are 15 May each year for training courses starting in September and 15 November for courses starting in January. The conditions of application for the current semester and information about admission can be found at https://engphd.unideb.hu/hu/felveteli-informaciok.
The Admissions Committee evaluates candidates' performance in the interview and recommends, conditionally recommends, or does not recommend their admission. The proposal is approved by the Council of the Doctoral School. The committee awards points in the following category:

- Professional intelligence: up to 40 points
- Diploma: up to 30 points
- scientific work, TDK thesis: up to 30 points

Professional intelligence: The selection committee evaluates the candidate's professional orientation, the plans related to the research to be implemented during the doctoral training and their soundness. This can be assessed through an oral examination and/or on the basis of a written application or research plan.

Diploma: In case of a Hungarian diploma not older than two years:

- Awards/Excellent: 30 points
- excellent/excellent: 25 points
- *Good:* 20 points

In the case of Hungarian applicants from abroad, the qualification of the diploma is determined on the basis of the conversion table used for ERASMUS applications.
For a diploma older than two years or abroad, the diploma is not scored, at which time the maximum score for professional intelligence and scientific work increases by 15-15 points. The same procedure is followed if the applicant's diploma does not have a qualification.

In the case of a degree obtained abroad, the applicant's university degree level and degree are assessed by the admissions committees.
Scientific work: It is used to evaluate the scientific record, points can be obtained based on documented results (publication, TDK thesis, etc.). The scoring is established by the doctoral selection committee taking into account the following limits:

20–30 points:	– first-author refereed journal publication ("in extenso")
	– OTDK awarded presentation, I-III place
	– national design competition, I-III prize (or purchase of the design)
	– certified national or international professional competition position
	– presentation at an international scientific conference
10–20 points:	– non-first-author refereed journal publication
	– first-timer, non-local and non-TDK presentation, poster
	– OTDK lecture (and/or entry), not awarded
0 to 10 points:	– non-first-author, non-TDK lecture, poster
	– presentation at a local, student (non-TDK) conference

Admission requires an adequate level of knowledge of at least one foreign language official in the European Union. In the case of Hungarian citizens, this means at least one state-recognised, at least intermediate (corresponding to level B2 of the Council of Europe's Common European Framework of Reference for Languages), complex (formerly type "C") or equivalent localised language exam or professional translator examination certificate.
For applicants of foreign nationality, the Doctoral Council of the Discipline accepts the language of the country of origin as a fulfillment of the foreign language proficiency requirement. In their case, an adequate level of knowledge of English is expected.
The minimum score required (but not necessarily sufficient) for admission is 60. The candidate must score at least 10 points in each category.
It is also possible to obtain a degree by individual preparation. In this case, the applicant must prove his/her scientific work and the future supervisor must declare that, based on the scientific activity carried out so far, the thesis can be submitted within two years.
(b) The training and research plan

The preparation of the training-research plan is primarily the responsibility of the doctoral student and his/her supervisor, but any member of the DI can be involved as a consultant. The training-research plan is individualized, its purpose is to identify the steps whose implementation leads to the preparation and defense of the dissertation at an appropriate level. Progress according to schedule shall be regularly monitored and commented on on the basis of half-yearly reports.

Every year, DI organizes a research day (workshop), in the framework of which doctoral students can get acquainted with the special research methodological tools applied in the general and technical fields, the expectations related to scientific publications, lectures, and the requirements for obtaining a degree.

(c) Tests applied during training

During the training, self-prepared essays play a major role among the assessments, which ensure that the doctoral students' literary processing, writing, analytical, evaluative, modeling and expressing skills are continuously developed and reach the level required at the time of obtaining a PhD degree.
Each semester, students prepare a written report in which they present their work and achievements during that period. In their report, students must provide the following data: name of the student, name of the supervisor, number of semesters spent as PhD students, self-assessment of performance taking

into account previously formulated plans. The data provided during the application must be agreed with the supervisor in advance.
Students who have not yet submitted their thesis for preliminary discussion are required to report annually on the progress of their research plan. They may do so at the PhD workshop organized by the DS or before the head of the DS program/DS subprogram. The workshop is attended by members of the DS Council, and supervisors, instructors, and PhD students may also participate. No separate credit is awarded for the report. The Doctoral School Council may comment on the PhD student's progress and the fulfillment of the research plan. First-year students need only present their research plans and future ideas. Presentations should be 20 minutes long. The workshop is organized by the head and secretary of the Doctoral School.
d) Publication requirements

An important tool of quality assurance is that candidates must have the right number and quality of publications until the complex exam and the defense. The condition for applying for the complex exam is that the candidate has at least 100% author share in an English article accepted by atleast a Q2 journal. The condition for admission to defence is the fulfilment of minimum publication requirements related to the topic of the thesis. Numerical compliance with minimum publication requirements alone is not sufficient for protection. Scientific performance, especially the quality of publications, is evaluated by the Council of the Doctoral School and decisions on the submission for defence. (The minimum publication requirements are included in the Rules of Opration of the Pekár Imre Doctoral School of Mechanical Engineering Sciences.)

e) National and international educational, scientific and research relations

DI encourages and sometimes supports doctoral students to gain experience and participate in domestic and international conferences. The Council of the Doctoral School may award credits based on the candidate's participation in scientific conferences – on the proposal of the supervisor.

f) Conditions for admission to the complex exam

During doctoral training, at the end of the fourth semester, at the end of the training and research phase and as a condition for starting the research and dissertation phase, a complex exam must be passed, which measures and evaluates the progress of study and research. The condition for admission to the complex exam is that the candidate has the number and distribution of credits specified in the regulations of the doctoral school in the "training and research phase" of the doctoral program (first four semesters) (except for those preparing individually for obtaining a doctoral degree). In the case of individual preparations, applying to doctoral school is simultaneously applying for the complex exam.

(g) Specific requirements for correspondence trainees

The requirements for correspondence students are the same as for full-time doctoral students in all respects, except that they may receive some exemptions from their regular attendance at training courses, but they must comply with a presentation, oral or written reports, and the preparation of homework papers specified as conditions of completion.

(h) Specific requirements for individual trainees

Individual training is open to students who have a university degree, at least five years' teaching or industrial research experience and meet the minimum publication requirements for obtaining a doctoral degree. The existence of the conditions for admission to individual training is determined by the Council of the Doctoral School on the proposal of the proposer appointed by the head of the doctoral

school. In the case of applicants for individual training, the condition for admission is a successful complex exam.

i) The supervisor

A supervisor may be anyone who meets the criteria specified in section 2.3 of DS-RoO. If the research topic concerns several significantly different fields, the Doctoral Council may authorise co-supervisorship.
The supervisor is obliged to promote the development of the candidates entrusted to him, to monitor their progress, to direct the research work of doctoral students, and to promote their scientific and research relations.

j) Periodic qualification of full-time and correspondence students

Doctoral students are required to prepare a written report on their progress every six months. Research credits are verified by the supervisor in the electronic study system based on the report. Then, at the end of each academic year (spring semesters), the head of the doctoral school approves the doctoral students' annual accounts based on the semesterly written reports and oral annual reports.
If necessary, the Council of the Doctoral School may request information on student progress. The report is prepared by the doctoral student and his/her supervisor and is reviewed by the Council of the Doctoral School.

k) Preliminary (workplace) discussion of the thesis

Before the work is finalised, the thesis must be submitted for a preliminary (workplace) debate, at which at least one core member of the Council of the Doctoral School and one external and one internal rapporteur must be present. Part of the organization of the preliminary debate is the examination of the completed dissertation plan and text match. Minutes of the preliminary debate shall be drawn up.

l) The thesis

The dissertation must be written in Hungarian or English (preferably in Hungarian for native Hungarian speakers) and be between 80 and 120 pages long, excluding the reference list and appendices. The dissertation must contain the stated theses. If a thesis does not fall into this category, the supervisor must justify the deviation.

m) Thesis booklet

The thesis booklet is written in Hungarian and English (without list of references and appendix) and is 10-20 pages long. (The length requirement applies separately to the text written in Hungarian and English.) The thesis booklet is a short abstract of the thesis presenting the Candidate's new scientific achievements and theses. The thesis book should be understandable on its own, without references to the corresponding chapters of the thesis. The thesis booklet typically consists of 4-6 parts, its length (without front page and bibliography) is no more than 16 A5 pages. The proposed structure of the thesis booklet (source: Dr. György Ábrahám, Dr. György Kaptay, Dr. Ádám Kovács, Recommendation for editing the PhD thesis booklet and theses):

1. Description of the topic, objective – Delineation of the topic of research. Here it is possible to point out the topicality and significance of the topic. Within the chosen research topic, it is advisable to formulate, narrow down and concretize the goals of the research.

2. Background and research methods – Presentation of the state of science with reference to the literature and the role of the topic in technical progress. Here you can discuss the methods of research, the materials used and other circumstances.

3. Summary of the research work and presentation of the theses – Presentation of the results of the research work leading to the pronouncement of theses, presentation of theses. Theses should be essentially about scientific achievements. The explanations to the theses can be used to describe the candidate's position on the novelty of the result he has achieved, and to contrast his arguments with statements in the literature. It is also possible to refer here to the work performed by the candidate (e.g. measurements, derivations) that validate the theses.

The thesis is primarily a statement formulated in text, but in justified cases it may also include a figure and a context. After stating the thesis, it is necessary to provide references to related own publications. If justified, a thesis containing an unpublished result may also be included.

4. Capitalisation of results achieved – Since the results of engineering generally serve industrial development, it is possible to describe the practical applications of the results already achieved or possible.

5. Bibliography – Here you can list the most important independent literature references (also included in the dissertation) on the basis of which the novelty and scientific value of the statements formulated in the theses can be judged.

6. List of own publications related to the topic of the thesis

The doctoral school conducts student reviews of supervisors' work every academic year. The purpose of the student review of the supervisor's work is to contribute to the good assessment of the doctoral school's supervisor's work and to the correction of the identified errors and deficiencies, in addition to raising the quality of the supervision conducted at the doctoral school.

5. Principles

During its operation, the doctoral school takes into account the following principles:

a) Principle of professional control and quality orientation: the control of international and domestic scientific public opinion must be enforced throughout the entire process of doctoral training and degree acquisition.

b) Principle of publicity: the main phases of the quality assurance system are widely publicised by the professional and scientific public, i.e. the public must be validated throughout the entire process of doctoral training and degree acquisition (opponents' opinions are published on the DI's website before public debate).

c) All events of the graduation process will be displayed on the DI website (dates of complex exam, workplace debate and public debate). On the DI website, dissertations and thesis books submitted for public debate are also available, as well as opponents' opinions. On the website of the National Doctoral Council, the dates of public debates are announced, and the theses and thesis books of the graduates are uploaded.

d) Principle of taking into account scientific ethical requirements: during the establishment and operation of the quality management system, the relevant opinions of the Committee on Science Ethics of the Hungarian Academy of Sciences must be enforced.

e) Principle of feedback: those involved in the operation of DI, i.e. teachers, supervisors and members of the various bodies of the doctoral school participating in doctoral training, receive continuous feedback on the quality of their activities and have the opportunity to feedback their experiences.

(f) Principle of protection of intellectual property: doctoral training is fully in line with European Union and Hungary legislation on the protection of intellectual property.

g) Principle of individual responsibility: in doctoral training, it is clearly transparent who has what tasks and responsibilities.

h) Principle of process documentation: All decision points related to doctoral training and degree acquisition are documented, while DI strives to impose a minimal administrative burden on teachers and researchers involved in training and graduation procedures by operating a quality management system.

6. Additional measures

Any questions of scientific ethics that may arise shall be dealt with in accordance with the provisions of the Code of Ethics of the University of Debrecen.

Registration of graduates is carried out by both the secretary of the DI and the administrator of the DI. The University of Debrecen pays great attention to maintaining relations with graduates within the framework of an alumni program.

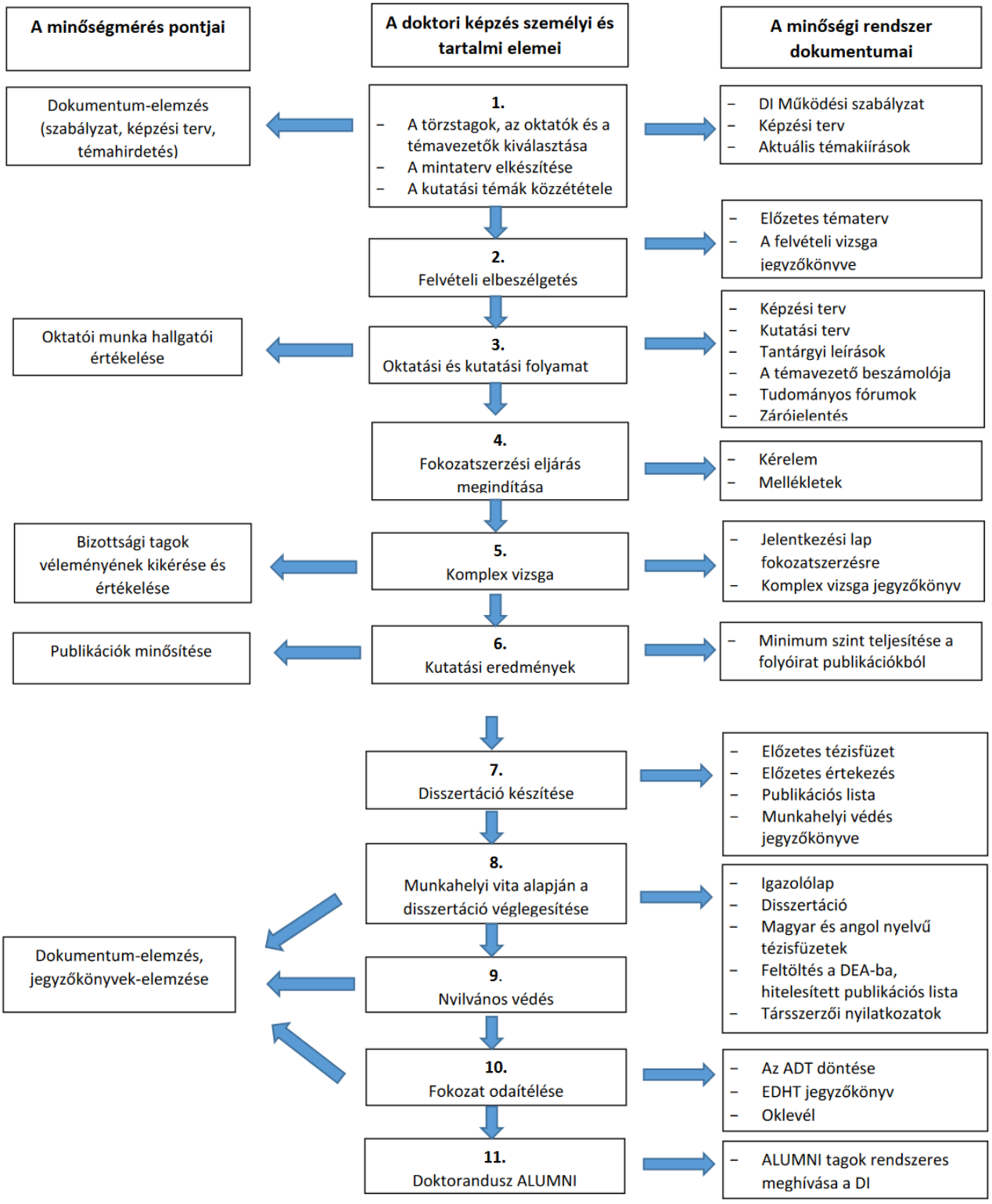
The University of Debrecen applies its quality assurance system to the provisions of the current National Act on Higher Education and the criteria proposed by the MAB, taking into account the European standards of quality assurance in higher education. The management of the University commits itself and takes an active role in the operation and development of the quality assurance system. The aim of the University's management is to ensure that the University conveys high-quality knowledge that can be used on the domestic and international labour market to its students by developing the quality assurance and quality certification system of the institution. The University's quality assurance system – taking into account the tasks defined in the Founding Act – is a conscious and organized activity covering the whole of the University, which serves the realization of the goals stated in the quality policy, and which focuses on meeting the needs of direct and indirect partners, with special regard to the full range of students (regardless of the form of funding and training they study), employers, research and other customers of services, international and domestic professional and scientific communities. The documentation system of the quality assurance system is prepared by the Rector's Commissioner for Quality Assurance, which is reviewed by the Senate Quality Development Committee and adopted by the Senate. The quality assurance system of doctoral schools is also linked to the quality assurance system of the institution. The system of doctoral schools is in line with the expectations of the MAB.

All doctoral schools send a description of their quality assurance system to the institution's Rector's Commissioner for Quality Assurance, consult and review best practice with regard to doctoral schools once a year at a meeting of the so-called expanded Quality Development Committee. In all doctoral schools, plagiarism statements are requested from opponents during workplace disputes, and the dissertation must also undergo the usual examination at the institution. Any questions of scientific ethics that may arise shall be dealt with in accordance with the provisions of the Code of Ethics of the University of Debrecen. During the period of the self-assessment report, no incidents of fraud occurred at the doctoral school. Against intolerance and discrimination, DI has developed successful tools.

Cooperation between doctoral students and joint research work (especially cooperation between doctoral students and supervisors of foreign and Hungarian nationality) is successful and operates without any tension. The University of Debrecen has a detailed Code of Ethics, available in both Hungarian and English, during the creation of which the Senate of the University of Debrecen took into account not only the ethical norms of the international scientific community, but also the relevant regulations of the Hungarian Academy of Sciences. According to the regulations, there is an Ethics Committee (EC) at DE, which is entitled to initiate an ethics procedure based on the reports received. In addition to qualified faculty, researchers and students, the Board also has a representative of doctoral students with voting rights. The EC regularly reviews the rules governing its operation and, if necessary, initiates their amendment or supplementation by the Senate. In general, there are both objective and subjective deadlines for initiating ethical procedures, but certain types of procedures, especially the investigations of plagiarism cases, which are considered to be one of the most serious violations of scientific life, can be conducted without time limit. Any citizen of the University or persons who are not in a legal relationship with the Institution but are involved in an alleged ethical violation may request that proceedings be initiated. At the same time, the Institute shall make every effort to prevent the commission of scientific ethical violations. Accordingly, as part of the doctoral acts taking place in the DI, the plagiarism examination of the submitted doctoral dissertations is also carried out, and based on the report prepared, the opponents make proposals for conducting or interrupting the procedure. In practice, there was no ethical violation committed in the DI, nor was it necessary to interrupt the doctoral act due to the results of the plagiarism check, so the scientific ethics activities of the DI management and supervisors can be considered effective.

When developing the training program of the Doctoral School, we take into account the recent results of the development of scientific fields. This is reflected in the subject structure and the content of each doctoral training subject. The council of the doctoral school periodically (every 2-3 years) evaluates the educational structure and determines the main areas of development and specific tasks. The integration of new research results into education appears primarily at the level of individual subjects. Our lecturers follow international research tendencies and publish in international journals, so they have an insight into the development directions of their field. The subject and curriculum developments in doctoral programmes provide impetus for the development of programmes and subjects of bachelor's and master's level programmes as well.
DI continuously analyses the current situation of its training system, thanks to continuous monitoring activities up-to-date feedback is available on the quality of training.
DIT continuously receives feedback on doctoral training, and DI's extensive network of contacts at companies, research institutes and partner institutes helps to obtain information. In the alumni section of faculty conferences, former students who have obtained a DI degree give feedback on the labour market value of the degrees issued. DI maintains a live relationship with several Hungarian doctoral training institutes in technical sciences, and the external lecturers involved in the training also provide continuous feedback to help assess the effectiveness of the training and compare the performance of doctoral students. DI regularly hosts foreign lecturers and researchers who help PhD students develop through lecture series.
The DIT is in continuous contact with PhD students with the help of a voting doctoral student representative. Feedback on the quality of doctoral training becomes available to DI partly in the framework of Doctoral Student Forums, partly in the defence of training and research plans, partly in interviews, partly in complex exams, partly in degree acquisition procedures. In doctoral training, quality assurance tools for graduate programmes can only be implemented to a limited extent in order to ensure anonymity.

7. PIGTDI Quality Assurance Flowchart



The new doctoral school of the University of Debrecen was established in December of 2025 under the leadership of Prof. Dr. Ferenc Kalmár, doctor of the Hungarian Academy of Sciences. The Doctoral School belongs to the Technical Science Council.

The University of Debrecen (DE) has a University Doctoral and Habilitation Council (EDHT), which also supervises the training and procedures at the Pekár Imre Doctoral School of Technical Sciences. The

operation of DI is directly supervised by the Doctoral Council of Technical Sciences (MTDT). The decision-making body of the DI is the Council of the Doctoral School (DIT). The voting members of the Doctoral School Council (DIT) are the head of the DI, the core members of the DI and the elected representative of doctoral students. At the request of the head of the DI, the secretary of the DI, the heads of the Faculty of Engineering (MK), the professors emeritus and the assistant of the DI have the right to deliberate.

The doctoral school uses the following document for student feedback on teaching work (the questionnaire is handled anonymously, it is part of the quality assurance system of the Doctoral School):

Véleményezett oktató neve:
Oktatott tantárgy:
Ön az órák hány százalékán volt jelen?

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

Az órák hány százaléka volt megtartva?

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

Az órák hány százalékát tartotta meg a tantárgyfelelős oktató?

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

Kérjük az alábbi kérdéseket, illetve jellemző szempontokat 1-5-ös skálán véleményezzék! (1, ha egyáltalán nem jellemző és 5, ha nagyon jellemző az oktatóra, illetve az oktatott tantárgyra. Kérjük a 0-val jelölje meg, ha nem tudja eldönteni, nincs véleménye vagy ha nem releváns a kérdés.)

Kérdés / Szempont	1	2	3	4	5	0
1. Az oktató felkészültsége, szakmai hitelessége, naprakészsége:	☐	☐	☐	☐	☐	☐
2. Milyennek tartja az oktató magyarázó készségét, logikai vonalvezetését: figyelem felkeltőek, érdekesek voltak-e az órák?	☐	☐	☐	☐	☐	☐
3. Mennyire segítőkész az oktató: milyen a hozzáállása a hallgatói kérésekhez?	☐	☐	☐	☐	☐	☐
4. A PhD képzésben az adott tantárgy milyen mértékben nyújtott magasabb szintű ismereteket, mint a korábbi tanulmányai során abszolvált azonos című vagy hasonló tartalmú tantárgy?	☐	☐	☐	☐	☐	☐
5. A tantárgy oktatása során az oktató milyen mértékben tért ki az adott tudományterület kutatási jellegzetességeire?	☐	☐	☐	☐	☐	☐
6. Milyen mértékben biztosította az oktató a tantárgy teljesítéséhez szükséges tananyagot (segédlet, jegyzet stb.)?	☐	☐	☐	☐	☐	☐
7. Követelmények teljesíthetősége: amennyiben volt **írásbeli** vizsga, a feltett kérdések mennyire voltak összhangban a leadott, illetve megjelölt tananyaggal?	☐	☐	☐	☐	☐	☐
8. Követelmények teljesíthetősége: a **szóbeli** vizsgán, a feltett kérdések mennyire voltak összhangban a leadott, illetve megjelölt tananyaggal? (Az oktató arra volt-e kíváncsi, hogy mit tud a hallgató vagy inkább arra, hogy mit nem tud?)	☐	☐	☐	☐	☐	☐
9. A szóbeli vizsga általános légköre: emberi, emocionális tényezők.	☐	☐	☐	☐	☐	☐
10. Mennyire hasznosítható a kutató/oktató munkája során az órák tananyaga?	☐	☐	☐	☐	☐	☐
11. Mennyire volt összhangban a vizsgakövetelmény meghatározása, a számonkérés és a kapott érdemjegy?	☐	☐	☐	☐	☐	☐
12. Milyen az általános összbenyomása a véleményezett tantárgyról?	☐	☐	☐	☐	☐	☐
13. Milyen az általános összbenyomása a véleményezett oktatóról?	☐	☐	☐	☐	☐	☐

Egyéb megjegyzések, kiegészítések: