The Quality Assurance and Quality Development Regulation of the Doctoral School of Education of Eötvös Loránd University

In order to preserve and improve the high-quality functioning of the Doctoral School of Education (Neveléstudományi Doktori Iskola, hereinafter referred to as NDI) of Eötvös Loránd University (Eötvös Loránd Tudományegyetem, hereinafter referred to as ELTE), the NDI, by its authority granted by the relevant legal provisions and faculty regulations, issues the following regulation:

Section 1

The present regulations shall equally apply to the organisation, leadership bodies, administration and all persons participating therein of the ELTE NDI.

Section 2

The activity of persons under the scope of the present regulations, as well as quality assurance and development in the NDI shall be performed pursuant to the principles laid down in the annex to the present regulations.

Section 3

The operation of the NDI shall be pursued with special regard to the requirements laid down in the present regulations and the Appendix thereto.

Section 4

The present regulations shall enter into force on the day after their acceptance.

The Strategic Plan and System of Quality Assurance and Development System of the Doctoral School of Education of Eötvös Loránd University[1]

2019

Table of Content

The strategic plan of the quality assurance and quality development of the Doctoral School of Education (Neveléstudományi Doktori Iskola, hereinafter referred to as NDI) of Eötvös Loránd University (Eötvös Loránd Tudományegyetem, hereinafter referred to as ELTE) are defined as follows. When compiling this document, we considered Hungarian legislation in force, university and faculty regulations related to doctoral training, the recommendations of the Hungarian Accreditation Committee (MAB), the Hungarian Doctoral Council (Országos Doktori Tanács, hereinafter referred to as ODT), and also the detailed self-assessment carried out by the doctoral school.

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[1] This document was duly discussed and accepted at the meeting of the Council of the Doctoral School of Education of Eötvös Loránd University on 24 October 2019.

The General Principles of Quality Assurance and Quality Development

The NDI shall ensure that the quality of education and research at the doctoral school are based on the following general principles:

- Quality assurance and development form one coherent unit, quality assurance requires continuous quality improvement.
- We strive to continuously identify and improve quality issues in NDI. Our goal is to develop an organisational culture that supports continuous quality improvement.
- We ensure quality assurance and development through a complex set of tools that includes professional support and regulatory, incentive, communicational, and organisational elements.
- One of the most important bases of the quality assurance and quality development strategy plan is the detailed self-assessment of the doctoral school, which is based on programme-level self-assessments.
- An important tool for quality assurance is the Operational Regulations of the NDI and its Appendices, as well as faculty and university-level doctoral regulations and related strategic documents,[2] which are considered the starting points for quality assurance and quality development practices.
- The quality assurance and quality development strategic plan is intended primarily to guide the content of quality assurance and quality development practices not in a legal manner, while ensuring consistency with existing regulations.
- Quality assurance and development activities will be pursued considering the analyses and recommendations of global and European trends, especially the European University Association (EUA)[3] and its Council for Doctoral Education (EUA CDE), in the development of doctoral training.
- The principles for quality assurance and development are defined in accordance with the general European quality assurance and quality development principles for higher education and research, including, in particular, the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).[4]
- We apply the tools of quality teaching and research simultaneously and in combination, based on the characteristics of the goals and operation of the doctoral schools.
- We carry out the quality assurance and quality development of the NDI within and in accordance with the overall quality assurance and quality development strategy and activities of ELTE and PPK.
- We develop tools and mechanisms for quality assurance and quality development at the NDI based on the processes that have been started in this field, following the principle of gradual improvement.
- In the field of quality assurance and quality development, we pay special attention to the involvement of and cooperation with internal and external partners.

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[2] see the document ' *Principles and Methods of Quality Assurance in Doctoral Training and the Procedure for Obtaining the Doctoral Degree - ELTE PPK* (1998)

[3] see: https://eua-cde.org

[4] see: https://enqa.eu/index.php/home/esg

• We support any organisational processes that may directly or indirectly contribute to quality development (e.g. internationalisation, research ethics licensing processes, student initiatives, programme-level self-evaluation).

The above principles were initially accepted by the Council of the Doctoral School (Doktori Iskola Tanácsa, hereinafter referred to as the DIT) as part of NDI's quality assurance plan in 2017, and have since been subject to minor changes. The management of the school strives to make the above outlined general principles known to those affected (lecturers, students, supervisors, heads of relevant departments, study administrators) and to make sure they carry out their quality development activities accordingly.

Since its adoption, quality assurance and quality development have been on the agenda of the monthly meetings of the DIT, which has resulted in a number of concrete measures taken to support implementation. We aim to continue this practice in the future.

The Management of the Doctoral School and its Administration

Management and administration play a crucial role in ensuring and improving the quality of the activities of the doctoral school. At the same time, with the renewal of NDI's leadership in 2016, we created a separate secretarial function, which has been filled by a senior member of the Faculty of Education and Psychology, to make the school administration more efficient. The person of the secretary changed in 2018 following the departure of our former staff member. At the end of 2019, it was decided that, from January 1, 2020, the secretary function would be filled by a young member of the Institute of Education. We consider this function to be an important tool for quality assurance and quality development: we strive to have the secretary in close contact with the administration of the doctoral school on a daily basis, directly orienting the latter's activities.

In accordance with the faculty doctoral regulations, since 2016, the leadership of the doctoral school has been operating as a separate body, which meets once a month and makes the necessary decisions in between the monthly DIT meetings. The members of the board are the head and the secretary of the NDI, the head of the Institute of Education, a delegated member of the DIT and the administrator of the NDI. The leadership of the doctoral school makes all major decisions made between two DIT meetings, involving all members of the leadership. The monthly meetings of the leadership are always held before the next DIT meeting, with the latter meeting being prepared here. The decisions made between two DIT meetings by the leadership are always included in the agenda of the DIT meetings so that they can subsequently be evaluated by the DIT.

Apart from the NDI secretary, since 2016, direct administrative work has been performed by a full-time administrator selected through an open application process. In the administrator's job description, we emphasise the execution of the tasks set out in the quality assurance and quality development plan, the direct assistance of the implementation of the plan in practice and, following previous practise, we try to strengthen the client-oriented operation of the administration. During 2018 and 2019, the leadership of the PPK integrated the administration of the two doctoral schools (psychology and education) and restructured it into the dean's office. Although the administration of the educational field is still carried out by a specialist in the field, the independent administration of the NDI has been terminated: the unified administration simultaneously supports the two doctoral schools. This measure has both advantages and disadvantages with regards to quality management. Advantages include increased administrative margins and expanded organisational resources. The disadvantages are that the

specificities of the NDI quality management detailed in this document are less applicable in day-to-day operations.

The leadership of the NDI in general, but especially in terms of quality management, attaches great importance to the well-functioning doctoral student representation, the feedback from students and the involvement of students in the doctoral school's management. The Student Representative is a core member of the DIT, where they are expected to be proactive and ready to take initiative in representing students, with a particular focus on strategic issues, including quality assurance and quality development. Student Representation has taken many initiatives that directly support quality assurance. We consider the role of students in the management of the doctoral school to be very favourable in terms of quality management and quality development. We will continue to support this development, paying particular attention to the special needs of the international student community.

The Tools and Mechanisms of Quality Assurance and Quality Development

In the past few years, in the Doctoral School of Education of ELTE, several steps have been taken which resulted in the development and improvement of the fundamental mechanisms and tools of quality assurance and quality development. They can be used to ensure quality, but they need to be improved in several aspects. In the following, we describe the existing tools and mechanisms that form the basis the NDI Quality Assurance and Quality Development Plan.

The Operational Regulations of the Doctoral School of Education

We consider the operational regulations of the doctoral school to be one of the most important tools of quality assurance and quality development. Following the 2016 training reform, we significantly revised the operational regulation of the NDI, adding new appendices. We have incorporated new elements to support quality assurance and quality development, particularly in areas such as planning programmes, student evaluation, supervision of doctoral students, approval of credits obtained, monitoring student progress and compliance testing of core members and supervisors. In 2019, our operational regulations were reviewed and amended on some points.[5]

Regarding the regulations, one of our primary goals is to strike a balance between legislation that is equally binding on everyone, anddirectives or resolutions that allow gradual adjustment. The latter express common principles accepted by the community of the doctoral school, and their essential goal is to develop an organisational culture. This quality assurance and quality development plan itself is one of the latter.

Resources

Continuous quality assurance requires resources. The general problem with doctoral training in Hungarian universities is that universities do not always return all income generated in the field into this level of education, which is also characteristic of the NDI. The quantitative increase in doctoral training, mainly due to the expansion of the English-language programmes in recent years, has not been adequately followed by an increase in resources. Many of the problems

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[5] The DIT made a decision on this at the same meeting where a decision was made regarding the present document.

cannot be dealt with at the doctoral level but require faculty, university and, very often, national measures.

We intend to invest most of our revenue coming from the field of doctoral training directly into our doctoral programmes. In order to achieve this, we have taken many steps and will continue to do so. For example, we raise awareness on this issue in our annual reports. We are reinforcing the administration of our doctoral training. We provide excellent remuneration for supervisors in the English language programmes. We provide financial support for students to participate in conferences and publish their papers. We support the development of students' communication skills in English. Most of these measures demand faculty or university-level leadership decisions that we are demanding and are continually proposing.

Self-Evaluation Monitoring Mechanisms and Processes

We consider continuous quality assessment one of the most important tools of quality assurance and quality development, in which the faculty and the NDI level leadership bodies of doctoral training play a key role. The most important of these are the faculty-level Doctoral Council of Pedagogy and Psychology (hereinafter referred to as PPDT), the doctoral school-level DIT, and the smaller leadership.

The DIT plays a crucial role in quality assurance and quality development. This body has overall control over the whole organisational process of the doctoral school, and we are continually trying to strengthen this role. In addition to doctoral school's core members, the DIT is made up of the leaders of each programme and programme module (who are generally also heads of the research/teaching departments involved in the doctoral training) and student representatives. Program leaders meet every month within the DIT, allowing quality issues to be kept on the agenda. We attach particular importance to the active involvement in the leadership of the NDI of the heads of the relevant research/teaching departments (institutes) that have the resources needed for training and research activities, from which we expect the strengthening of their responsibility for the quality of doctoral training.

When defining the tasks and responsibilities of the above bodies, quality assurance aspects receive particular attention. Such responsibilities and competencies include, for example, that the PPDT shall decide on the core members of the doctoral school and the admissions thereto. Also, based on the DIT's proposal, the PPDT shall verify the topics, the topic announcers and the supervisors, and decide on the members of the exam and defence committees.

Doctoral students report on their progress every six months. On the basis of these, the heads of the programmes can evaluate the completion of the training and research plans of doctoral students in the relevant programme every semester. In the future, we intend to strengthen the content orientation of these reports and the use of the information contained therein in everyday management practice.

The NDI shall strongly support the extension and adaptation of the student assessment system to doctoral school processes. In order to achieve this, we support collecting regular student opinion surveys that are tailored to the specifications of the doctoral training and research activities, and are initiated and organised by the Doctoral Student Union. We have started to track the careers of doctoral students who have graduated from the doctoral school or are studying here by organising an alumni network[6]. We intend to give these feedback and follow-up processes an increased role in the future development of the doctoral programme and the research concepts behind the programmes.

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[6] The first Alumni meeting took place in October 2019.

In order to continuously monitor student progress, we have included in our operational regulations certain elements that allow the more careful planning, monitoring, and updating of the training and research activities of doctoral students.

In 2017, we launched a comprehensive self-assessment process, with each programme (including the theoretical and research-methodological training modules) delivering pre-defined, detailed self-assessments based on the DIT-approved criteria. Based on the 11 detailed self-assessments produced this way, the NDI's first comprehensive self-assessment was performed. This 30-page document was discussed and approved by the DIT in spring 2018, and then discussed and acknowledged by the faculty doctoral council. The SWOT analysis document provides a very detailed picture of the NDI's internal processes, especially those that deserve special attention in terms of quality management.

In 2019, keeping to the methods used in our previous self-assessment, we launched a new self-assessment process related to our accreditation obligations, the results of which have already been incorporated into our new quality assurance and quality development plan, i.e. in the preparation of this document. The set of criteria that we followed during our self-evaluation process also works as a quality management tool in itself, so it is worth introducing it here:

    i.   The Programme
        (Short introduction of the programme – aims, target groups, content orientation)

    ii.   Students
        (This should be prepared in a table, with the following information for each student:
            Year
            Name of supervisor and co-supervisor
            Title of doctoral research
            Indication of whether there is any problem requiring intervention in the progress of the doctoral student in question)

    iii.   Supervision
        (Assessing whether the students in the programme are guided appropriately, or if there is a need to intervene at some point)

    iv.   Course offer
        (With a focus on whether the program-specific courses offered by the programme are sufficient and whether we can be satisfied with the required teaching capacity.)

    v.   Research programme
        (Presenting the research profile associated with the programme, analysis of the opportunities offered by the topics of the programme's supervisors and the research projects of the departments)

    vi.   Quality management
        (Presenting the steps that can be interpreted as quality management and quality development related to the programme.)

    vii.   Innovation
        (Presenting the training innovations and good practices related to the programme)

    viii.   International dimensions
        (Presenting the international cooperation and internationalisation processes related to the programme)

    ix.   Workshops

(Presenting the workshops related to the programme)
    x.   A short, focused SWOT analysis.

The annual reports on the operation of the NDI can also be interpreted as a part of the self-evaluation process. These 18-20 page documents, which are discussed and accepted by the DIT each time, not only serve an administrative function for the NDI, but also have an important quality management function, since their established genre obliges the school management that they systematically review their operational problems and develop leadership responses for them every year. We will continue this practice in the future.

Doctoral Research Topics and Their Announcement

The quality of the training and research activities at the doctoral school is fundamentally determined by the quality of the training and research concepts behind it. Based on this, the NDI strives to have a coherent research concept behind each of its programmes (training modules) that orientates individual supervisors' topics related to that program, helping each program function as a research workshop with distinct specifications that can continuously guarantee the quality of the research activity.

The heads of programmes shall endeavour to strengthen the substantive coherence of the research concept related to the program, the conditions for its feasibility, the relevance of the research topics announced by each supervisor to the program-level research concept, and the publicity of the research concept. Essential tools for quality assurance are the strong linkage of doctoral research to institute research programmes, the reduction of excessive thematic diversity and fragmentation, and the integration of doctoral students' activities into the work of the research and teaching units of the faculty. The last one is especially considerable in the case of state-supported students. We essentially consider our scholarship holders to be full partners. Their work is supervised and supported by the organisational unit, within which they carry out their activities. We intend that the leaders of the departments concerned do their utmost to ensure that the conditions for this are in place.

One of the most important guarantees of the quality of individual research programmes at the moment is that topic supervisor at the NDI may only be high-level academic researchers or teachers, approved by the DIT in advance (by secret ballot since spring 2016). Following the relevant provisions of the operational regulations, only the members of the DIT (usually the heads of the concerned programmes) may propose to be included on the NDI supervisors list. The doctoral council of the Faculty of Education and Psychology (PPDT) decides on the assignment of the supervisor of each doctoral student on the recommendation of the DIT. We have taken decisive steps, taking into account international standards, to clarify the professional requirements for topic supervision, including the NDI's supervisor community (we will return to this later in the section elaborating on supervisors).

The NDI shall endeavour to continuously improve the quality of individual research programmes implemented by doctoral students. In order to achieve this, it aims to develop procedures that allow the assessment of the quality of individual research plans (such as systematic analysis of individual research plans against uniform standards). In developing our rules and guidelines for the comprehensive examination, we have formulated standards that allow a uniform assessment of the quality of individual research plans and guide their developers (we will return to this later, in the section on the comprehensive exam).

The NDI and the PPDT shall support the quality development of doctoral research through grant funding, which provides opportunities to cover, for example, the cost of research and the cost of attending international conferences. Through program leaders and supervisors, we encourage

students to cooperate with researchers of foreign universities in similar research areas. Each program supports the research of doctoral students and the presentation of their results by organising national and international scientific symposiums, student conferences and workshops, with particular regard to the period of obtaining the doctoral degree, which was previously less supported in this regard. International collaboration plays a crucial role in improving the quality of research, and this function was also fulfilled by the EDiTE programme[7] supported by Horizon2020.

Admissions to the Doctoral Programme

The quality of doctoral training is fundamentally determined by the mechanism of selecting the students to be admitted to the programme. Based on this, we strive to define the admissions requirements clearly, and continuously improve the quality assurance of the admissions process. In each case, students will be admitted to a specific programme, and accordingly, the admissions process will be attended by three-member committees appointed by the DIT and chaired by the head of the programme in question. We strive for programmes to form common admission committees where possible, so that we can reduce the numbers of committees and strengthen uniform quality standards. We intend to take further steps in this direction in the future.

Student representation, which has a quality assurance function, is also invited to the admissions committees. The committees evaluate the candidates' pre-submitted research plan, its feasibility and the (personal and infrastructural) conditions required to complete the research plan. In addition to the submitted preliminary research plan, the evaluation of the application takes into account previous outstanding academic student work, other scientific results, professional activities, and student community work. Candidates will be evaluated based on a predefined set of criteria, using an appropriate scoring system, which is discussed by the DIT each year and revised if necessary.

The NDI shall expect candidates to establish a dynamic working relationship with their prospective supervisor before applying, and to work with them on the preliminary research plan they submit, in line with the research concept of the programme they will be enrolled in. The admissions committees pay particular attention to the quality of the preliminary research plans submitted, including the consideration of the guidance received from the prospective supervisor. We intend to add more specifications to the admission requirements, including more precise documentation of the applicant's previous research and publication activities, and requesting letters of recommendation. We encourage the digitalisation of the admission procedure, as we believe it to be one of the most important tools for quality assurance of the admissions process.

Regarding the spectacular increase in the number of international students, the quality of the admissions process is increasingly determined by the admissions procedure to the English language programmes. The practice of this is significantly different from the practice of admissions in the Hungarian language programmes, which requires applying unique quality management solutions in this field. The majority of our students in the English language programmes arrive with Stipendium Hungaricum scholarship, so they are admitted to the programme in cooperation with Tempus Public Foundation, with the active involvement of the programmes' experts. In this area, we are facing at least three challenges that require intervention, in some of which we have already taken measures and are planning to take more.

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[7] Detailed information regarding the programme is available
at https://nevtud.ppk.elte.hu/content/edite.t.6016?m=2563, http://www.edite.eu

Above all, we need to improve the mechanisms that enable international applicants, like the ones in the Hungarian-language programmes, to connect with their potential supervisors and cooperatively develop their research concepts in a timely manner. Secondly, we need to improve our skills to assess the professional and language skills of our applicants. In order to do so, we are planning to apply a language test, since official language exam certificates or admissions interviews with the candidates do not guarantee a reliable assessment of language competences. Finally, in the case of our international students, besides the admissions process, special attention needs to be paid to supporting their integration too. This will require intense and new ways of cooperation with the international field, student support systems and the doctoral student union.

For doctoral students coming from outside our PhD programmes, sometimes from other doctoral schools, we have a separate decision-making process where experts invited by the DIT assess the candidate's professional performance in detail in a habitational review-like process. Based on this professional evaluation, the DIT will make a proposition on the admissions of the candidate to the PPDT. The prospective supervisor of the candidate also plays a vital role in this process. He or she must also assess in advance the candidate's performance, suitability for the degree and, based on this, the supervisor has to decide on the acceptance of the candidate.

The Training Phase and the Doctoral Programme of the Doctoral School of Education

Developing and delivering our doctoral programme still plays a crucial role in ensuring and improving the quality of the work carried out in our doctoral school. Accordingly, we keep improving the procedures followed in the development of the doctoral programme. We also support innovative initiatives aiming to improve the quality of learning and teaching in the implementation of the doctoral programme.

The academic requirements of the doctoral programme in the doctoral school can be fulfilled in a modular structure. A programme or programme module is a training and education organisation unit. Its educational and research facilities are provided by a joint workshop of qualified senior professors under the guidance of the head of programme. For several years, the NDI has been working to strengthen the strategic leadership of each head of programme, not only in the field of research but also in training. The heads of each programme, in cooperation with the heads of the professional organisational units concerned, ensure the content coherence of the related programme, the provision of appropriate programme-specific courses, the continuous improvement of the teaching resources behind the programme, the expansion of the available content resources and the continuous development of the teaching/learning methods.

One of the essential guarantees of the quality of the NDI's doctoral programme is that the individual programmes (programme modules) are based on shared theoretical and research methodological foundations. One of these serves the general theoretical foundation, and the other serves the research-methodological preparation. These two joint program modules have their responsible supervisor who, like the heads of the programmes, has extensive strategic and operational responsibilities.

The NDI shall pay special and ever increasing attention to the strengthening of the research methodological foundations, intending to provide each doctoral student with thorough research methodological preparation that directly supports the implementation of their individual research plan. This is also supported by the fact that the research methodological exam has become one of the components of the comprehensive examination, aiming to ensure that all our students have appropriate and versatile research methodological competencies (e.g. supporting

qualitative and quantitative approaches), regardless the content of their individual research programme.

The topic of each programme (programme module) is the subject worth teaching in a given field, and is characterised by content features that differentiate it from other modules but at the same time make it suitable to connect to other modules. The PPDT shall approve the professional content (subject lists), and the heads of the programmes, on the proposal of the DIT. The PPDT shall decide on the acceptance of the programme modules or the update of the topics based on the DIT's proposal. Topics are reviewed at least every three years.[8]

A new doctoral programme system started in 2016. It is still running parallel with the old system. The NDI ensures the coherence of the two programmes by developing and operating a matching system that allows students who started their studies in the previous doctoral programme to meet the programme requirements by attending courses offered in the new system.

A dominant stage in the transition from the training ("training and research") to the degree ("research and dissertation") phase is the comprehensive examination that replaced the previous doctoral comprehensive examination since 2016. This will be discussed in the next section. Nevertheless, it is worth noting here that one of the starting points when developing the content of the comprehensive examination is that it has an effect on the learning/teaching process within the doctoral programme. We pay attention to strengthening the alignment between the doctoral programme and the comprehensive examination, but we assume that exam requirements can be met through individual learning, so we do not strive for full compliance.

The credit system plays a crucial role in ensuring the quality of the programme. Following the 2016 programme reform, we have made not only quantitative, but also qualitative changes to our credit system. At the faculty level, we have developed a new credit planning and credit approval system. The NDI shall strongly support digitalisation in this area too: without this, the system not only creates too great an administrative burden, but also limits the its effectiveness in the day-to-day monitoring work of programme leaders and supervisors.

One of the dominant elements of our credit system is the regulation of the collection and recognition of research and teaching credits. Previously, the NDI had regulations defining the practice of obtaining and recognising research credits, but this has been significantly improved in the course of the 2016 programme reform. One of the crucial elements of this is the regulation of the acquisition of teaching credits, which has led to the development of solutions that are considered innovative in the national and international practice of doctoral training (breaking down teaching practice into parts and assigning credits to them).

The Comprehensive Examination

As a result of the training reform in 2016, the comprehensive examination at the end of the second year of the programme has become one of the most critical tools of quality management. The process of developing the rules of the comprehensive examination and the guidelines orienting the examiners' work has taken almost a year. As a result, the DIT approved two closely related documents: one is the exam regulations, and the other is the examination process guidelines. The distinction between regulations and guidelines is crucial for quality management, as it allows us to include processes into quality control that, if formally regulated,

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[8] The training plan of the NDI can be downloaded from here:
http://www.doktori.hu/index.php?menuid=191&lang=HU&di_ID=52

could lead to bureaucratic red tape and a barrier to operation. However, these processes must operate according to mutually agreed quality standards.

We have made significant innovations in the organisation of the comprehensive examination to guarantee quality. The exam consists of three parts: a general theoretical one, a research methodology, and one designed to evaluate research plans. The requirements of each part were approved by the DIT following lengthy discussions, having considered many aspects. We wish to further develop these requirements, based on the experience gained so far in the exams.

After the two comprehensive exams that we have been through so far, we analysed our experiences, with substantive support from the Doctoral Student Union initiatives in this area (we received an in-depth, detailed analysis which even included an action plan by the students). As a result, we have made some modifications to our regulations and guidelines in this field.

One of our most vital initiatives in quality assurance is related to the comprehensive examination. In addition to significantly strengthening the content and quality requirements of research plans, we have introduced a new system for assessing research plans. Based on our previous practice in the Language Pedagogy Programme, we have made it standard for each research plan to be evaluated by two experts: one internal and one external, so the research plans go through a process of evaluation that simulates certain aspects of the doctoral defence. Based on student feedback and the experience gained in comprehensive exams, we consider this initiative a success and want to maintain it. As with all quality development interventions, there are costs (including additional administrative tasks) that have to be covered from the increased revenues from the doctoral programme, as previously referred to.

The Phase and the Procedure Aimed at the Obtainment of the Doctoral Degree

Particular attention should be paid to the aspects of quality assurance and development in the research and degree phase of the doctoral programme. It requires the use of different quality assurance tools and mechanisms than the training and research phase, especially as doctoral students are more autonomous in this period than in the first one. At this stage, the quality of individual student research activity is very much influenced by the quality of the individual research plan and the collaboration with the supervisor. In developing the detailed professional requirements related to the supervision, we shall pay special attention to the research and degree phase, taking into account the features of the new system that came into force in 2016, including the shift of credit distribution rates from formal education towards independent learning and research.

An important tool of quality assurance in the context of the degree procedure is the research centre disputation, which always precedes the submission of the doctoral dissertation. We are paying much more attention to the quality assurance of the research centre disputation than before. Compared to the previous period, heads of programmes have a more significant role in the preparation: they prepare the organisation of the research centre disputations in cooperation with the supervisors.

The research centre disputation takes place between the successful comprehensive examination and the submission of the dissertation. The date should be set in a way that there is enough time to make the necessary corrections based on the suggestions before the dissertation is formally submitted. The date of the research centre disputation should be published one month in advance.

Generally, our requirements for the organisation of a research centre disputation will serve quality assurance, especially the following:

- on the proposal of the supervisor, the head of the programme decides if the dissertation may be forwarded for a research centre disputation, nominates the reviewers and leads the disputation
- the administrator of the doctoral school makes the logistical preparations for the research centre disputation at the request of the head of the programme
- defining the scenario of the research centre disputation the same way as of the scenario of the public disputation
- recording the comments made during the research centre disputation in a memo certified by the supervisor (this may be attached to the documents of the doctoral procedure, i.e. made available to the Assessment Committee)
- we deeply encourage doctoral candidates to take the comments received during the research centre disputation into consideration when preparing the final version of the dissertation (based on the experience of the disputation, the head of programme may initiate a revision of the dissertation)

We intend to review our rules on the organisation of research centre disputations in the future and to modify them in the light of experience.

Quality assurance is provided by the rules guiding the preparation of reviews and the organisation of public debates. It should be highlighted that after the submission of the dissertation, the members of the Assessment Committee shall receive the dissertation and the thesis booklet both in printed and electronic form. The members of the Assessment Committee shall receive the opponents' opinions after receiving both reviews, and the candidate's replies thereto shall be be received electronically at least one week before the public disputation. When announcing the public disputation, the dissertation and the thesis booklet shall be made public on www.doktori.hu, which is also linked to at the website of the doctoral school. The opponents' identity is not public until the reviews have been prepared, and the dissertation sent to the reviewers cannot be modified afterwards. Given that the organisation of the public disputation is the responsibility of the faculty Registrar's Office and that the quality of this process should be ensured by this administration, this area requires special attention and a high level of cooperation from the NDI's management.

Defining the setup of the Assessment Committees and the opponents has a crucial role in the quality assurance of the doctoral process. In the NDI, this is always proposed by the heads of programmes to the DIT, in consultation with the relevant supervisors. Proposals will be forwarded in writing to the DIT before their meeting and are also shown at the meeting. The proposals will be discussed and a decision made by the DIT in the context of a separate item on the agenda ("PhD human resource questions") in the form of an open discussion and voting. Then, the results are submitted to the PPDT for approval. DIT's proposals hardly ever get disapproved. We intend to keep to this practice, developed in recent years.

The Quality Requirements of Degree Obtainment

Defining the requirements of the degree procedure plays a vital role in ensuring the quality of doctoral training. It is particularly important to define the publication requirements. NDI doctoral students must have at least three scientific papers in the topic of their dissertation, for Hungarian students this obligation includes at least one paper in a foreign language. The doctoral school aims to increase the proportion of foreign-language papers in recommended peer-reviewed, referenced journals. In the future, we aim to strengthen our publication

requirements and to provide more support for our students' publication activities so that all NDI students can meet the high standards of faculty requirements.

In addition to the above, it is a prerequisite for getting the pre-degree certificate that the doctoral student must have a sufficient number of credits from academic/research-based (including publication) activities. The number of credits that can be awarded for academic activities is determined by the doctoral school in a detailed credit distribution chart: the supervisors and the heads of programmes evaluate students' academic performance based on this and determine the number of credits that can be awarded.

The number of credits that can be awarded for academic activities is determined in a differential way by the doctoral school, identifying the preferred scientific journals for the doctoral students' publication activities. The doctoral school defines the different genres of scientific articles (e.g. study, research report, review), so in addition to publishing, doctoral students also receive credits for other research activities, in accordance with the doctoral credit requirement chart.

Doctoral students must register their papers in the Database of Hungarian Scientific Publications (hereinafter referred to as MTMT). The management of the NDI pays special attention that doctoral students are familiar with the MTMT database and the way their papers and reference data are recorded therein.

The Development of the Quality of Supervisors' Work

The management of the NDI assumes that it is the quality of supervisor work, which is the most important factor in the quality of doctoral training. Following the education reform in 2016, the role and responsibility of supervisors have been strengthened. According to our risk analysis, the high number of supervisors and the subsequent increase in this number following the expansion of the doctoral training, as well as the inconsistent enforcement of our relevant requirements for supervisors act as significant quality risks. In line with this, we consider improving the quality of supervising work to be one of NDI's critical strategic priorities, and, to this end, we have taken many actions and are still planning to do so in the future.

One of the most critical steps is the previously mentioned "accreditation" of supervisors, i.e. the introduction and continuous application of a procedure that makes the decision to become a supervisor (thus announcing a topic) subject to a DIT vote. This way, we introduce a double filter: first, we make a general decision on the eligibility of the supervisor and then, on a case-by-case basis, when we admit a new student or decide on a change of supervisor, the DIT proposes a faculty (PPDT) decision.

The DIT shall propose the appointment of a supervisor and a co-supervisor as well. Co-supervision has more and more relevance these days, and we want to expand this form of team supervision in the future. Co-leadership is, in most cases, justified by the need to provide competent guidance, but it is also seen as a form of learning supervising skills.

The responsibilities of supervisors are detailed in the NDI operational regulations. In addition, we complement the formal, legal rules in this area by formulating guidelines reflective of a consensus within the NDI professional community, which guide the process of becoming a supervisor and orient the evaluation of supervisory work. In the spring of 2018, the DIT approved the document "Guidelines for improving the quality of supervisors' activities in the Doctoral School of Education of ELTE PPK", which we consider to be one of the most important stages in ensuring the quality of supervisory work (therefore it is also included in the Appendix to this document). Among other things, it details the professional requirements that

NDI supervisors have to meet and details the content of supervisors' responsibility. In the NDI, this document guides our activities to improve the quality of supervisory work.

Together with the approval of the guidelines, we launched a strategic reflection on what concrete steps we can take to improve the quality of supervision. With the leadership of a member[9] of the DIT, the development and implementation of a strategy to improve the quality of supervisory work through positive interventions has begun and is in an advanced stage of development. In early 2019, we organised our annual supervisors' meeting, where the members of the supervisors' community were present in larger numbers than ever before. Here, effective training methods were used to identify the barriers of supervisory work and to define the steps to correct them. It is worth noting that the organisation of annual supervisors' meetings is an implementation of our previous quality assurance and quality improvement plan.

We consider defining the supervisory tasks in a tripartite agreement, applied from 2017, as a crucial quality assurance tool. Due to the lack of administrative capacity, implementation of this has stalled: with the available capacity, we are gradually introducing a tripartite agreement signed by each doctoral student, his/her supervisor and the head of programme (this was an essential requirement in our Horizon2020 project).

From a quality development aspect, it is worth emphasising that we could share our experience in the development of supervisor work with European experts in doctoral training as part of an international development program. As a member of a consortium coordinated by UNICA, representing universities in European capitals (under the professional guidance of the EUA Council for Doctoral Education),[10] ELTE is also involved in the development of a doctoral training system in a Central Asian country (UZDOC project). Within this project, at an event in Budapest, NDI staff held a training session for members of doctoral schools to support the development of a strategy for improving the quality of supervisor work.

Publicity, Delivering Information

Publicity and information delivery play a crucial role in ensuring and developing quality. To this end, the management of the NDI considers publicity and transparency of the school to be of utmost importance. Accordingly, the NDI shall designate the continuous maintenance and development of the school's website as an important task of the administration within the form- and content-specific framework of the new faculty website. At the monthly leadership meetings of NDI, particular attention is given to reviewing the changes to the website. Moreover, once a year, the DIT strives to include the evaluation of the website on the agenda. We intend to continue this practice in the future as well.

The expansion of English-language education has been a particular challenge for publicity and information delivery. We continuously develop the website of the NDI, thus enriching the accessible material online. Cooperating with the international administration, we give a welcome ceremony every year, where we aim to improve the quality and quantity of the information provided. Ensuring that the doctoral programme's documents are accessible in English requires considerable additional resources. Therefore, this is also one of the fields, where we can only advance with the support of the management of the faculty.

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[9] Horváth H. Attila
[10] see their website: https://eua-cde.org

Our open days held at the beginning of the admissions period constitute one of the tools for publicity and information delivery. The scenario and the content of the event is discussed antecedently by the DIT.

The quality developing role of publicity is supported by innovative structural solutions, such as sharing student research plans on a surface accessible only to the internal audience of the doctoral school. This allows all members of the community read and discuss the research plans before their formal submission.

Internationalisation

Internationalisation is considered to be one of the tools of quality assurance and quality development, in accordance with the strategies on the university and faculty level. Since 2016, the NDI has offered English-language education that is it accepts international students to English-language programmes. As it has been mentioned above, the expansion of English-language education raise considerably different quality management challenges from the previous ones. Consequently, this field requires increasing and separate attention in our quality assurance and quality development activity.

The participation of the NDI in the EDiTE (European Doctorate in Teacher Education) programme, run with the support of Horizon2020, and in the project implementing it with five other European university participants was a decisive tool of the NDI's internationalisation. Participation in this programme allowed the NDI to learn about and adopt the successful methods of other European doctoral schools' quality assurance, quality development and quality management at a domestic level. Doctoral programme-related general norms, in force in the Marie Curie Programme, a part of the Horizon2020 programme, had to be adopted. A majority of these norms were unusual or unknown in the domestic environment. In this project, quality assurance appeared as an independent work package. Quality assurance standards needed to be applied, and we had to meet the requirements of the Horizon2020 programme. Several elements of the standards were gradually transferred to the entire operation of the NDI (for example, the system of the supervisor agreement previously mentioned). The EDiTE project's participating universities intend to continue the cooperation after the closure of the project as well. These universities, along with some new partners, decided to prepare another Horizon2020 project with the coordination of ELTE. This may enhance further international cooperation related to quality assurance.

Besides the EDiTE programme, the entire international network of the NDI needs to be reviewed from quality assurance and quality development perspectives. The entirety of this network needs to be employed in order to learn about the quality assurance and quality development activity of other doctoral schools and to learn from their experience. The feedback given by our international partners must be used, and the opportunities related to quality assurance and quality development, inherent in the joint projects must be employed. The NDI has initiated and will initiate the signing of cooperation agreements with other universities playing a major role in the doctoral programme of education.[11]

Previously, on a monthly basis within the framework of the EDiTE programme, , we organised meetings with the lecturers teaching in English-language programmes that aimed at several issues: improving the content of English language programmes, strengthening the programme's

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[11] At our initiative, at the time of drafting this document, a cooperation agreement is to be signed between ELTE and the National Research University Higher School of Economics in Moscow that plays a significant role in the field of doctoral programmes in education.

internal coherence, sharing the experience acquired during the project and supporting innovations of the training-research. After the closure of the project, we intend to continue this practice in the future as well, within a new framework.

The selection of the supervisors of our English-language programmes' students is given particular attention. Being entitled to supervise in Hungarian does not automatically mean entitlement to supervise in English: the DIT makes decisions separately on each supervisor. Lecturers completing supervisory duties in our English language programmes receive separate payment in line with the faculty management's decision.

We seek to use further opportunities inherent in internationalisation. An example of this is the fact that we joined the UZDOC programme of the previously mentioned UNICA. This did not only allow us to share our knowledge and experience related to doctoral training, but to directly learn about the practice of European doctoral training and with the development processes characterising the field. It also includes quality assurance of doctoral training. The experience acquired here is gradually built into the operation of our doctoral school.

Innovation and Continuous Development

Prioritising innovation and continuous development is considered an important tool of quality assurance and quality development in the training and the research field alike. The management of the NDI encourages the heads of programmes to support innovative solutions in the training and research field alike. This includes employing solutions strengthening the relationship between research and practice, and between the methods of active learning and teaching. The presentation of innovative processes appears as separate content-specific elements in the self-evaluation of the programmes.

The NDI encouraged and shall intend to encourage numerous innovative initiatives in the future as well. These include the following: interim evaluation of courses and lecturers or even supervision, the involvement of doctoral students in research-counselling tasks commissioned by third parties, direct cooperation with partner organisations, or joint research tasks completed in teamwork. Such innovations contribute to the development of the quality of the doctoral school's work but, at the same time, they may raise innovation-management challenges.

Cooperation with External Partners

Cooperation with external partners is considered an important tool of quality assurance and quality development: be it domestic or international partners, or academic or non-academic partners. Building partnerships emerged as a specific task within the previous EDiTE Horizon2020 programme. Therefore, the NDI has an institutionalised partner network that can formulate and represent social demands related to scientific research and doctoral programmes toward the doctoral school. Within the framework of the EDiTE Horizon 2020 project, research has been carried out analysing the dynamics of partnerships between universities and schools, paying particular attention to the perspective of doctoral training. In the field of quality management, we intend to use the knowledge accumulated here.

In partner relationships, we seek solutions that contribute to strengthening the practical relevance of the doctoral training offered by the NDI. In case of sufficient interest and enough administrative capacity, we will preserve the partner framework providing our doctoral students with practical experience in the form of an internship. The framework for this was developed under the EDiTE Horizon2020 project. We also support allowing our doctoral students the counselling role so that they can try and make practical use of their knowledge, a form of acquiring experience previously tested in the NDI's work.

Cooperation with several domestic doctoral schools of education, learning about each other's practice, including quality assurance and quality development, mutual sharing of experience are considered a possible tool of quality assurance and quality development. This is why, in the past few years, we took part in the work of the working committee on doctoral schools affiliated with the Committee on Pedagogy of the Hungarian Academy of Sciences. We are eager to share our operational experiences with the rest of the domestic doctoral schools of education, and we are open to learning from them by adopting the successful elements of their activities.

Risk Analysis

Quality assurance and quality development are considered an important tool for risk analysis. Numerous risk factors worth attention from quality perspectives have been mentioned in earlier parts of this document. However, their structured review in a separate part is also important.

The risks were analysed based on the meeting minutes of the doctoral school's management, on the memoranda of the DIT meetings and on the self-evaluation carried out at a programme level in 2019.

Related to the quality of doctoral training in the NDI, various risk factors have been identified and are taken into consideration when managing the NDI. We intend to take steps in order to decrease the identified quality-risks. Among the currently known and in part previously mentioned risk factors, we seek to pay special attention to the following:

- *Harmony of tasks and resources*. The expansion of doctoral training – especially the rise of English language programmes – has not been followed by the expansion of resources as it has been at other doctoral schools. This is considered the most significant risk factor based on the experiences of the recent period. Consequently, the organisational conditions that are indispensable to guarantee the high-quality functioning are only available to a limited extent. Previously, this was hidden by the use of the organisational capacity of the Horizon2000 programme running with a high budget. However, after the closure of the programme and after the organisational resources disappeared, we faced organisational challenges that may have an influence on quality.
- *The specific organisational and managerial model of the NDI.* The fact that the programmes of the NDI belong to several faculties and to different institutes within the Faculty of Education and Psychology is a risk factor. This requires sensitive and complicated coordination as the management of the doctoral school does not have any authority over the organisational units the programmes connect to and to the resources the doctoral training relies on. Besides using limited organisational powers, this coordinator's role can be fulfilled with the help of symbolic and other actions that suit the decentralised structure and rely on corporate management.
- *Administration*. One of the most significant factors is weak administrative capacity. These capacities are not enough for keeping all relevant procedures under adequate control or for boosting each initiative in need of quality development. Since the administration of the NDI was integrated into that of the faculty, the responsibility of the risk analysis and management has been elevated to faculty level. We seek to support this by initiating the management meeting of the faculty and the doctoral school on a monthly basis, running continuously since 2017. The management of the NDI considers the modification of the faculty management's competence a positive process. Consequently, doctoral training is given increasing attention in the activity of the vice

dean for education as well (for example, the modification of the doctoral regulations made the vice dean a consulting member of the PPDT).

- *Suitability of core members.* With the aging and retirement of the NDI's core members, accreditation risks emerge. We have prepared a long-term human resources development plan in order to meet the accreditation requirements of core members. Within this framework, new professors became core members and, as a consequence, they gained a seat in the DIT. These risks are more minor than before. However, they still require attention in the future.

- *The internal management of the programmes.* From the self-evaluation, it became apparent that some of the programmes face internal cooperation challenges. The lack of administrative background also restrains the heads of programmes from carrying out their tasks efficiently and on time. Some of the heads of programmes work under massive time pressure. Furthermore, there is no available organisational capacity for the responsibilities corresponding to the decentralised decision-making.

- *Risks connected to the programme.* Nearly all elements of the programme contain risk factors related to quality – from admissions to the defence of the dissertation; the majority of these have been mentioned previously. In the last year, one of the most significant risk factors was the adaptation of the doctoral training to the new legal environment: more specifically, the transition to the new system of doctoral training and the simultaneous management of the old and new programmes. At the time of drafting this quality assurance and quality development plan, risk factors are connected to the stabilisation of the new study arrangement. For want of time or work capacity, the evaluation of the new training programme, a crucial task for the coming time period, may not be carried out.

- *Risks concerning independent student work.* Based on exam experiences, on self-evaluation, and on other feedback, we can identify several quality-related risk factors related to the independent student research and publication activity. There are several risk factors related to student work that hinder the successful completion of the doctoral training for a group of students even with adequate supervisor support. These are:
    - although improving, yet still uneven preparedness in research-method,
    - the novelty of requirements related to stricter planning of doctoral research,
    - stricter rules of meeting publication requirements.

- *The work of the supervisor.* The high number of supervisors, which further increased due to the expansion of the programme, holds great quality-related risks. Another related problem is the inconsistent enforcement of the requirements supervisors have to meet. The decreasing of risks inherent in the uneven quality of supervisory work is the priority of the NDI's strategy on quality-management.

- *Special risks related to English language programmes.* In the past few years, most of, and the most serious, risk factors were connected to the launch and expansion of the English language programmes. This required and will continue to require stronger cooperation between the administration of the NDI and the faculty administration responsible for international cooperation. The all too sharp borderlines between Hungarian and English language programmes are a challenge to overcome. Connecting them in a more intensive way is, therefore, needed. The mechanisms that are to connect the applicants with potential supervisors are insufficient. In the case of English language programmes, this is considered a risk factor and requires separate attention.

Appendix: Quality Assurance Guidelines Related to Supervision

Guidelines to Improve the Quality of Supervisory Activity in the Doctoral School of Education[12]

The NDI of ELTE PPK considers quality of supervisory work the most decisive factor with regards to the efficiency of the doctoral training. Due to the reform procedure born of the modification in education policy in 2015 relating to doctoral training, the quality of the supervisory work has become more significant. Based on the above, the DIT accepts the following guidelines concerning the selection of supervisors and their orientation in their work.

General Expectations towards Supervisory Work

Supervisors and co-supervisors of the NDI must be persons whose personal qualities and work guarantee the continuous improvement and high-level functioning of the NDI. The supervisor is a lecturer or researcher, who is irreproachable both professionally and scientific ethically, who has an academic degree, and who is a recognised authority on their announced topic, both at domestic and international levels. The supervisor of the NDI's doctoral students shall be persons whom the DIT approved and admitted to the community of the NDI's supervisors based on the protocol presented here.

Admittance to the Community of Supervisors

The admittance to the community of supervisors („accreditation of supervisors") takes place in a framework of the NDI that ensures appropriate evaluation of applicants and decision-making based on the latter. The aims of the procedure:
- Sound management of the community of supervisors at the NDI of ELTE PPK, maintenance of the knowledge portfolio related to the entire NDI according to Hungarian and international scientific research trends.
- Strategic management of the age pyramid of ELTE PPK's NDI
- Supporting the education of potential recruits at faculties and institutes "behind" the NDI's programme modules.

Acceptance to the community of supervisors does not automatically mean becoming a supervisor. This only happens when a specific decision is made regarding the accepted student's supervision when the doctoral applicant is admitted. Persons accepted to the community of supervisors are given the opportunity to announce doctoral research topics and accept applicants to the doctoral programme.

The community of supervisors consists of supervisors and co-supervisors. The latter category may include those who may act as individual supervisors and those whose role as co-supervisors prepares them to later become individual supervisors.

Specific Expectations Towards Supervisors

The system of requirements towards supervisors and co-supervisors of the doctoral is based on the quality expectations towards core members by the Hungarian Doctoral Council (Országos Doktori Tanács, hereinafter referred to as ODT). In the case of habilitated supervisor candidates, the condition for accreditation is being recommended by the head of the relevant programme and by an additional member of the DIT. In the case of non-habilitated candidates, in addition to the above, the

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[12] At the request of the NDI's Council, the draft of the document was prepared by András Németh, Ágnes Vámos and Anikó Zsolnai, and was accepted by the Council of the Doctoral School during its meeting on 24 May 2018.

recommending head of programme shall enclose the evaluation of the candidate's scientific achievements. To illustrate this, the NDI shall define an orienting system of criteria (see Table 1).

Table 1: Expectations towards non-habilitated supervisors

Description	Quantity		Aim of the expectation
	Supervisor	**Co-supervisor**	
Leader or participant of significant research grants (such as OTKA, TÁMOP, MTA,[13] TEMPUS, or similar, announced by scientific or national organisations of major significance).	1	1	Opportunity to connect their students to scientific research, to support them in researching a subtopic.
Presentation or poster at a referenced international scientific conference. Regular participation at referenced domestic scientific events.	5	2	Ability to act on the reputable scientific scene proven by active research and publication-based activity in the field undertaken as a supervisor; a well-known and recognised author.
Monography	1	-	
Foreign language publication (research articles, chapters, studies in conference proceedings)	5	2	
Foreign-language articles published abroad	2	1	
Publication in Hungarian, in a reviewed national journal or volume.	40	20	
Independent citation	80	40	
Supervision, for example, TDK (Student Research Society, college of advanced education)	2	2	Proves the ability to educate new recruits with previous talent support activity.
Participation in doctoral procedures (membership, critique, secretary)	1	1	

The proposal of the head of the programme related to the acceptance to the supervisor community contains the candidate's data based on Table 1.

The Protocol of Becoming a Member of the Community of Supervisors

The heads of programmes propose the acceptance of NDI's supervisors and co-supervisors to the DIT. Within this framework, the proposer and a member of the DIT whom this person invites, evaluate the professional work of non-habilitated candidates. The head of the concerned programme has to give the proposal in person, and the member of the DIT evaluating the work of the candidate during the meeting needs to be present as well. Voting on acceptance is secret; voting via correspondence may not take place.

In order to accept the supervisor, the head of the relevant programme needs to hand in documents that contain the following:
1. The proposal and reasoning (including the justification of the connection to the concerned programme)

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[13] OTKA – National Scientific Research Basic Programme; TÁMOP – Operative Programme for Social Renewal; MTA – Hungarian Academy of Sciences, Magyar Tudományos Akadémia, hereinafter referred to as MTA

2. Certificate proving habilitation in case of a habilitated candidate
3. The professional CV, the list of publications of the candidate, recapitulative table of the MTMT
4. The proposal for the candidate's announced topic

The head of the relevant programme and the evaluator invited by the DIT evaluate the candidate's professional achievements based on the submitted documentation. The members of the DIT have to receive the evaluation together with the above documents one week prior to the decision.

Acceptance is for five years and can be renewed multiple times. The candidate is informed about the decision of the acceptance within two weeks from the decision. The NDI's head of programme and/or the DIT can at any time initiate – with appropriate reason and documentation – the withdrawal of the supervisors' and co-supervisors' acceptance.

The quality Assurance and Development of the Supervisory Work

The supervisory task may be completed simultaneously with maximum four students, six in case of DIT member supervisors. One new student may be accepted per academic year, as long as the above limitations, binding until a doctoral degree is obtained, allow. A new co-supervisory task may be undertaken with regards to a single student.

Prior to supervision, new supervisors and co-supervisors take part in the orientation session organised by the DIT, where they are given necessary information related to the supervisor's role and the doctoral school's programmes (for example about programme modules, methods of student support, legal-ethical aspects).

The DIT shall accept the principles to be employed equally with old and new supervisors related to the continuous development of supervisory work and the completion of supervisory and co-supervisory tasks considering the following:

1.) Completing supervisory work is considered voluntary. This does not preclude remunerating the activity if resources can be secured and if required due to special circumstances.

2.) The head of the NDI shall invite supervisors to complete supervisory tasks.

3.) Completing supervisory work is based on the trilateral agreement signed by the head of the relevant programme, the supervisor and the concerned doctoral student.

4.) The supervisor may complete their task with a co-supervisor (considering that the content and the duration of the co-supervisor's task cannot exceed those of the supervisor's).

5.) Correspondence and coordination between supervisors and co-supervisors is primarily the task of the supervisor.

6.) Persons accepted to the community of supervisors become supervisors following the doctoral students' admission (this applies to students transferring from other doctoral schools).

7.) The supervisor shall initiate and maintain regular contact with the head of programme; help their student considering the peculiar features of the programme.

8.) Supervisors and co-supervisors take part in the events organised for the community of supervisor of ELTE PPK's NDI.

9.) Supervisors shall regularly but at least once a year update their scientific activity-related data on the doktori.hu website.

10.) Heads of programmes shall verify whether supervisory tasks are completed with regards to doctoral students belonging to their programmes.

11.) At the end of the academic year, supervisors shall report to the head of programme about the result of their supervisory tasks.

12.) The supervisor shall guide the student according to their best ability and in full knowledge of current scientific results of the research topic. As a part of this, they shall:
   a) give support in the selection and elaboration of the doctoral research's strategy, tactics, and methods;
   b) give suggestions to the Doctoral School studies and to autonomous learning serving individual research development;
   c) encourage, check and assist that doctoral students access and work through relevant literature from the beginning of the research, through the comprehensive examination and the research centre disputation until the defence;
   d) with their opinion, help the student write their dissertation;
   e) offer the student participation in their research;
   f) recommend the students enlarge their international network, help them in this regard, including the possibilities to apply for research grants;
   g) in order to introduce the student to the scientific community, encourage and help the student publish their scientific results by co-authoring, paying special attention that the doctoral student can meet the publication requirements of the NDI;
   h) with regards to fundamental principles and activity of publication, follow the scientific and research-ethical requirements of the MTA and ELTE PPK.

2, The doctoral student and the supervisors are mutually responsible for staying in touch. In case of problems between the two parties, the student may seek help from the student council, the supervisor from the head of programme; if the problem is not solved at this level, the regulations in force must be followed.