

# **UNIVERSITY OF DEBRECEN**

**DOCTORAL SCHOOL OF NUTRITION AND  
FOOD SCIENCES**

**QUALITY ASSURANCE SYSTEM OF THE DOCTORAL  
SCHOOL**



**2022**

## LIST OF CONTENT

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I.	Foreword .....	3
II.	Aim of the quality assurance document .....	4
III.	Quality control elements of the doctoral programs .....	5
IV.	Quality assurance in the doctoral admission process .....	5
V.	Renewal policy of the program thematics and course content .....	6
VI.	Evaluation of students' study progress .....	6
VII.	Issuing absolutorium .....	7
VIII.	Comprehensive examination .....	7
VIII./1.	Complex examination – nutrition program.....	7
VIII./2.	Complex examination – food program .....	9
IX.	PhD acquisition process .....	10
IX./1.	Publication requirements – nutrition program .....	10
IX./2.	Publication requirements – food program .....	11
X.	Student feedback .....	12
XI.	Flow chart of the doctoral programs .....	13
XII.	Appendix .....	14
	<i>1. Appendix: Survey on students' satisfaction .....</i>	<i>14</i>

## **I. Foreword**

Through the coordinated study of a number of interrelated, complementary and mutually dependent research areas, the School explores the methods and procedures of today's new challenges that are closely related to food and nutrition science and, through this, to public health. The organisation of a joint doctoral school is particularly justified by the need to seek a link between food quality, nutrition and the emergence of certain diseases, since globalisation is bringing about the emergence of new foods, some of whose ingredients are not traditional in our climate. The extension of the food chain approach to the field of human health requires a new approach that we want to implement in this form of scientific training. This multifaceted and diversified scope of tasks has justified the integration of researchers from different faculties of the University of Debrecen in order to achieve common goals. Given that the disciplines to be accredited belong to two doctoral councils, the quality assurance plan is also adapted to this requirement. The coordination of the quality assurance tasks of doctoral training is carried out by the Head of the Doctoral School, Dr. Zoltán Szilvássy.

The Doctoral Programme in Nutrition aims to provide the opportunity to obtain a doctoral degree in the field of medicine:

- on nutrition and health
- health and pharmaceutical industry

Research on nutritional science is of growing importance in the prevention of obesity, diabetes and digestive and vascular diseases. Its link to food quality is a growing part of the world's research in this area.

head of program: Dr. Zoltán Szilvássy, professor, DSc

The aim of the Doctoral Programme in Food Science at the School of Nutrition and Food Science is to provide the opportunity to obtain a doctoral degree (PhD):

- food chemistry and biochemistry of the food chain
- food safety, food quality assurance, quality characterisation and quality preservation
- food biotechnology and technology

Food science and engineering research is becoming increasingly important today, as food safety, food and raw material quality, and the application of newer and newer methods and processes in the food chain create new challenges.

head of program: Dr. Béla Kovács, professor, PhD

# QUALITY ASSURANCE SYSTEM OF THE DOCTORAL SCHOOL OF NUTRITION AND FOOD SCIENCES 2022

## II. Aim of the quality assurance documents

The aim of the doctoral programme is to prepare doctoral students to carry out high-quality scientific work and to enable them to analyse and systematise the literature and to design and carry out primary and secondary research. The aim is also to equip doctoral students with the scientific methodological skills to carry out their research to a high standard. Doctoral students demonstrate that these objectives have been met by the preparation and successful defence of their doctoral thesis.

The quality assurance plan takes into account to a large extent the principles published by the Hungarian Accreditation Committee in its decision. In the operation of the quality management system, the Doctoral School therefore strives to apply the following principles:

- ***The principle of publicity:*** our aim is to ensure that the main stages of the quality assurance system are widely publicised to the professional and scientific community.
- ***The principle of professional control and feedback:*** in doctoral training, the evaluation of the work of both doctoral students and tutors, researchers and supervisors, and the continuous feedback on the quality of the activities, is the main objective of the school, and therefore the reports and official events of the school are open to all members of the scientific community.
- ***The principle of quality focus and the implementation of scientific ethics:*** by developing and operating a quality management system, we strive to continuously improve the activities of both our students and our teachers, to develop a commitment to quality and to fully meet scientific ethics requirements. Team members are familiar with and apply international trends in science and science metrics. In addition, the quality management system shall fully implement the resolutions of the Scientific Ethics Committee of the Hungarian Academy of Sciences.
- ***The principle of protection of intellectual property:*** the development of the quality management system should also contribute to ensuring that university doctoral education will continue to be fully in line with the European Union's and the Republic of Hungary's efforts to protect intellectual property.
- ***The principle of individual responsibility and efficiency:*** the design and running of a science school is a team effort, but it can only be successful if there is a clear understanding of who has what role and responsibilities in the training and research process, and if the internal division of labour allows for academic personality, individuality and personal responsibility. The objective of concentrating the resources available to the university is to ensure that students are able to study in the best-equipped research facilities under the guidance of the most qualified teachers in the field. Cost-effectiveness should also be a priority in doctoral training. This includes continuous monitoring of costs and analysis of the cost/benefit ratio.

- ***Principle of documentation of processes:*** documentation of all decision points related to doctoral training. The control of documentation is a fundamental task of the quality management system. Within the doctoral training as a whole, an important objective is to ensure that the administrative burden on the trainer involved in the training does not increase during the development and operation of the quality management system.
  - ***The principle of practical applicability:*** the fundamental aim of the Doctoral School is that the choice of topics and the results of the research should help to formulate answers to socio-economic questions of nutrition.
  - ***Principle of taking into account scientific ethical requirements:*** the opinions of the Scientific Committee of the Hungarian Academy of Sciences should be taken into account in the design and operation of the quality management system.
- To ensure the quality assurance of the Doctoral School, Dr. Edit Szűcs, PhD, has been assigned the task of Quality Assurance Coordinator.

### **III. Quality control elements of the doctoral programs**

#### **Announcement of doctoral topics**

The Council of the Doctoral School evaluates the topics to be advertised and only agrees to advertise those for which the intellectual and infrastructural background of the research is assured and it is realistic to expect a high-quality dissertation to be submitted within 4-5 years. Applicants are expected to be active researchers. A topic leader will be the topic leader of a student who is accepted for an advertised topic and enrolls in the doctoral school. Each doctoral student is assigned only one supervisor, who has full responsibility for guiding and supporting the studies and research of the doctoral student working on the topic and for preparing the doctoral candidate for the award of the degree. Exceptionally, and in cases approved by the University Scientific Committee, a co-supervisor may be appointed in addition to the supervisor for professional reasons. A maximum of 2 new doctoral candidates may be admitted to a single supervisor in any one admission period. When approving the appointment of a topic leader, the Doctoral Council of the discipline will take into account the effectiveness of the previous topic leader.

#### **IV. Quality assurance in the doctoral admission process**

- Defining the conditions for application and participation in training and reviewing them annually in the light of experience. The formal requirements for admission are a diploma with at least a good level of education and a level C intermediate in one of the languages of the discipline.
- Additional points may be awarded for performance above the required level in a foreign language. An intermediate level C or an advanced level A or B is worth 3 points, while an advanced level C is worth 5 points.
- Development of the scoring system for the admission test. The uniform admission scoring system consists of 100 points, which can be obtained in 3 categories. In the first category, the

candidate's professional knowledge, research plans for the doctoral programme and the soundness of these plans are assessed by the the admissions committee. This is assessed by an oral examination and on the basis of the written application and research plan. A maximum of 40 points will be awarded. The second category assesses the candidate's previous academic achievements. This may be an indicator based on the average of the number of semesters completed and/or an evaluation of the degree obtained in the university/master's programme. A maximum of 30 points may be awarded. The third category evaluates the academic "track record", with points being awarded on the basis of documented products (publications, students' scientific competition essays, etc.). A maximum of 30 points can be obtained for this achievement.

The minimum - but not necessarily sufficient - score required for admission is 60 points. At the admission interview, the Doctoral School Board evaluates the candidates' performance and ranks them on the basis of their scores. It will make a recommendation to the Doctoral Council in the discipline and recommend or not to admit the candidates.

Admission decisions are also published on the doctoral schools' websites, taking into account the data protection legislation in force.

Training: admitted students will receive eight semesters of training. Successful completion

Successful candidates will be admitted to the postgraduate programme and will be required to obtain 240 credits, pass a complex examination and defend their PhD thesis in accordance with the regulations.

## **V. Renewal policy of the program thematics and course content**

The Council of the Doctoral School decides on the acceptance of subjects for training and the renewal of topics. The themes must be revised at least once a year. Doctoral school lecturers are listed in the school's National Doctoral Council database (doktori.hu) and, if they teach at more than one doctoral school, they declare on the ODT's database the percentage of their teaching affiliation to each school. The current curriculum, subjects and lecturers of the Doctoral School are regularly updated and publicly available on the School's website.

## **VI. Evaluation of students' study progress**

The training in each subject ends with an examination. Examinations can be oral or written. A the time and manner of the examination shall be determined by the subject supervisor.

One of the forms of examination used during the course is the essay, the aim of which is to develop the doctoral students' literary processing, analytical, evaluative, modelling and expressive writing skills. Another form of assessment is the presentation, which aims to develop oral expression skills. Of course, other forms of assessment also have their place in the system.

## **VII. Issuing absolutorium**

To be awarded the degree, the candidate must have the number and distribution of credits specified in the regulations of the doctoral school. The doctoral councils of the disciplines may award an absolute diploma to a doctoral candidate only with the written approval of the Head of the relevant Doctoral School. A doctoral candidate who has not acquired the required 240 credits shall not be awarded an advanced diploma. The detailed arrangements for the award of an advanced diploma shall be determined by the ADT and the ODT Council.

## **VIII. Comprehensive examination**

A key element in the evaluation of students' academic work is the complex examination, which is a test at the end of the fourth semester of doctoral studies, as a condition for the start of the research and dissertation phase, and which measures and evaluates the progress of the students' studies and research.

The complex examination is an examination to be taken at the end of the fourth semester of doctoral studies, at the end of the training and research phase of the doctoral studies, as a prerequisite for the start of the research and dissertation phase, and measures and evaluates the progress of the studies and research.

### **VIII./1. Complex examination – nutrition program**

The requirements for the complex examination and the list of examination subjects are published by the schools of medicine in the Doctoral School's curriculum and on their websites.

To be admitted to the complex examination, the student must have completed at least 90 credits in the "training and research phase" (first four semesters) of the doctoral programme and all the "training credits" required by the Doctoral School's curriculum (except for individual preparation for the doctoral degree). The number of training (study) credits to be completed in the doctoral programme in medicine is at least 12. If the student has not completed the training credits in accordance with the School's training plan, the Head of the DI may refuse to support the application for the complex examination. Applications for the complex examination must be made in writing (see Annex 4). As the student enters the degree-awarding procedure after passing the complex examination, the application for the complex examination is also the application for the degree-awarding procedure.

The application form must be accompanied by a copy of the diploma (if not previously obtained) and any supporting documents already available.

The complex examination must be taken in public before a committee appointed by the Doctoral Council of the discipline. The examination board shall be composed of at least three members, at least one third of whom shall not be employed by the institution operating the doctoral school. The chairperson of the examination board may be a university professor, habilitated associate professor, habilitated college professor, Professor Emeritus or Doctor of the Hungarian Academy

of Sciences. All members of the examination board shall hold an academic degree. The candidate's supervisor may not be a member of the examination board.

The complex examination board for doctoral studies in medicine consists of 3 members. The majority of the members of the committee must be from outside the candidate's doctoral school. In the composition of the committee, special attention should be paid to avoid conflicts of interest. No member of the committee may be a close relative of the candidate, or who for other reasons cannot be expected to give an objective assessment of the examination, e.g. a colleague or co-author of the candidate. The student may object in writing to the composition of the committee within 8 days to the Doctoral Council of the discipline, only in cases of bias or conflict of interest. The complex examination may be conducted if all three members of the committee are present.

Prior to the complex examination, the supervisor evaluates the performance of the doctoral student in writing and declares whether or not he/she recommends the start of the degree procedure.

The complex examination is divided into two main parts: one part assesses the candidate's theoretical knowledge ("theoretical part") and the other part reports on the candidate's academic progress ("dissertation part").

In the theoretical part of the complex examination, the doctoral student will demonstrate his/her knowledge of the literature in the relevant discipline and his/her current theoretical and methodological knowledge. In the theoretical part of the complex examination, the candidate will be examined in at least two subjects/topics, the list of which is set out in the Doctoral School's curriculum. The theoretical part of the examination may include a written part.

For medical doctoral schools, the complex examination is an oral examination, where you have to answer questions from one main subject and one subsidiary subject. In order to ensure a uniform standard, the list of core subjects approved by the Medical Doctoral Council is part of the operating regulations (Annex 22). The subjects proposed by the relevant doctoral school for the complex examination must be indicated on the application form. The subjects for the complex examination shall be decided by the Medical Doctoral Council.

In the second part of the complex examination, the candidate will give a presentation of his/her knowledge of the literature, report on his/her research results, outline his/her research plan for the second phase of doctoral studies, and outline the timetable for the preparation of the dissertation and the publication of the results. The supervisor should be able to assess the candidate during the examination.

The examining board will mark the theoretical and dissertation parts of the exam separately. A report of the complex examination, including a written assessment, is drawn up (see Annex 5/1). The results of the examination are announced on the day of the oral examination. The complex examination is successful if a majority of the members of the board of examiners pass both parts of the examination. A doctoral candidate may repeat a failed complex examination once during the same examination period.

The doctoral candidate may enrol for the fifth semester of the doctoral programme only after passing the complex examination.



## **VIII./2. Complex examination – food program**

The complex examination is an examination to be taken at the end of the fourth semester of the doctoral programme, at the end of the training and research phase of the programme and as a prerequisite for the start of the research and dissertation phase, to measure and evaluate the progress of the studies and research.

To be admitted to the complex examination, the candidate must have acquired at least 90 credits in the "training and research phase" (first four semesters) of the doctoral programme and all the "training credits" provided for in the doctoral school's training plan (except for those preparing individually for the doctoral degree). The complex examination must be written. As the student enters the degree-awarding procedure after passing the complex examination, the application for the complex examination is also the application for the degree-awarding procedure. The complex examination must be taken in public, before a committee appointed by the Doctoral Committee of the discipline. The examination board shall be composed of at least three members, at least one third of whom shall not be employed by the institution operating the doctoral school. Before the complex examination, the supervisor shall evaluate the doctoral candidate's performance in writing and shall state whether or not he/she recommends that the doctoral candidate proceed to the award of the degree.

The complex examination is composed of two main parts: one part assessing the candidate's theoretical knowledge ("theoretical part") and the other part assessing the candidate's academic progress ("dissertation part"). In the theoretical part of the complex examination, the candidate will be tested in at least two subjects/topics, the list of which is set out in the Doctoral School's curriculum. The theoretical part of the examination may include a written part.

In the second part of the complex examination, the candidate will give a presentation on his/her knowledge of the literature, his/her research results, his/her research plan for the second phase of doctoral training, and the timetable for the preparation of the dissertation and the publication of the results. The supervisor should be able to assess the candidate during the examination. The examination board will assess the theoretical and dissertation parts of the examination separately. A report of the complex examination, including a written assessment, shall be drawn up. The result of the examination shall be announced on the day of the oral examination. The complex examination shall be passed if a majority of the members of the examination board pass both parts of the examination. If the theoretical part of the examination is unsuccessful, the candidate may repeat the examination in the subject(s) not passed on one further occasion during the examination period. If the dissertation part of the examination is failed, it may not be repeated in the examination period concerned. The doctoral candidate may enrol for the fifth semester of the doctoral programme only after passing the complex examination.

## **IX. PhD acquisition process**

After completion of the training and research phase and successful completion of the complex examination, the doctoral school's council, after consulting the subject supervisor, makes a recommendation on the admission to the doctoral degree procedure, and the disciplinary doctoral

council decides on the acceptance of the application. The rules for the granting of a degree following individual preparation are laid down in the doctoral regulations.

### **IX./1. Publication requirements – nutrition program**

Publication requirements for the submission of a thesis (in the subject area of the thesis) for the Doctoral Programme in Nutrition:

An important means of quality assurance is to ensure that candidates have an adequate number and quality of publications by the time of the thesis. A prerequisite for passing the thesis is at least two in extenso publications related to the topic, published in a refereed foreign journal with impact factor. In the publications, it is expected that the candidate has made a significant contribution to the results and that in at least one publication the candidate is first author. Publications may have co-authors. The guiding work of the candidate's supervisor must be clear from the list of authors of the publications. In addition, candidates for the degree are expected to have a publication in a journal with an impact factor in the subject of the thesis, submitted from the University of Debrecen and the corresponding author must be employed at the University of Debrecen.

The bibliographic and scientific metrics data of the publications on which the thesis is based are certified by the Kenézy Library of the University of Debrecen. Only peer-reviewed, foreign-language, in extenso publications may be included in the list of publications on which the thesis is based. Peer-reviewed Hungarian-language publications may also be included in the additional publications, provided that they are unique publications, i.e. their material has not been published elsewhere in either a foreign or Hungarian language. Conference publications and supplements may not be included in the list either as a basis for the thesis or as additional publications.

Particular emphasis is placed on the quality of publications, the adequacy of publications as a condition for the submission of the thesis will be assessed individually for each candidate by the EGDI Council or the Doctoral Council. In cases of doubt about the adequacy of publications, the Doctoral School will refer the matter to the President of the Medical Doctoral Council before the preliminary discussion, who will appoint an ad hoc committee of five members (consisting of the Head of the relevant Doctoral School and the library expert), whose decision will be subject to no further appeal.

The use of the same communication by two candidates should be avoided. If two candidates wish to use the same communication, the Board of the Doctoral School will carefully consider whether the quantity and significance of the results in the communication allow this, as well as the co-authors' statements as to the proportion of their contribution and the use of the results in their PhD theses. The shared use of a particular communication should be communicated to the Head of the Doctoral School before the first procedure. Shared use authorised by the DI Council must be clearly documented and the documentation must also be submitted to the Medical Doctoral Council. Subsequent authorisation of previously used publications for use in a new thesis procedure, if this was not indicated at the time of the first use, is only possible in specific cases, as laid down in the Rules of Procedure, on the basis of an individual assessment.

### **IX./2. Publication requirements – food program**

The Council of the Doctoral School requires two impact factor publications for the Doctoral Programme in Food Science. One of these must be rated Q1 or Q2 and one must be rated Q3 or Q4. For one of these publications, the candidate must have a first or corresponding author designation.

The doctoral thesis must be submitted for preliminary discussion before submission. The workplace discussion committee

The composition of the Debate Committee shall be the same as the composition of the ADT-approved Evaluation Committee. A successful workshop discussion requires the participation of a sufficient number of committee members (at least two thirds, including the chair or vice-chair, at least one opponent, the secretary and at least one external committee member) and the successful conduct of the workshop discussion. The preliminary discussion committee is entitled to decide whether the candidate's paper is suitable for submission. The proceedings of the debate and, in particular, the opinions and findings relating to the revision of the thesis shall be recorded in the minutes. The minutes shall be accompanied by the opponent's opinion and the candidate's written reply to the opponent's opinion, as well as an attendance sheet. The debate shall be open to the public and shall be announced by the DI administrator. Doctoral students and doctoral candidates are expected to participate in the workplace debate and the public debate.

Before the announcement of the doctoral thesis, the doctoral candidate must upload the doctoral thesis in electronic form.

thesis and dissertation to the electronic archive of the University and National Library. The University and National Library shall ensure the full electronic publication and accessibility of the doctoral thesis and the theses in the Repository of Hungarian Scientific Works.

When the public debate is announced, the thesis and the thesis booklet will be made public on [www.doktori.hu](http://www.doktori.hu). The doctoral thesis must be defended in public debate before the evaluation committee. The University will ensure that the debate is public. The chairperson and members (and alternates) of the evaluation committee are appointed by the Doctoral Council of the discipline. The evaluation committee consists of the chairperson, the official evaluators and two to four other members. The chairperson of the committee shall be a professor or professor emeritus of the University and all members shall hold an academic degree. At least one third of the members of the committee, including at least one referee, shall be external experts not employed by the university (professors emeritus and retired professors of the university are not considered as external members). Eminent representatives of the profession shall be invited to the debate, which shall be accompanied by a summary of the thesis and a thesis statement presenting the new findings.

The doctoral degree is awarded by the University Doctoral Council on the basis of merit in accordance with the regulations and on the recommendation of the Doctoral Council for the discipline.

## **X. Student feedback**

Every year, students fill in an anonymous questionnaire, answering questions about their PhD training and providing written comments and suggestions (Annex 1). The questionnaires include questions on motivation for applying for PhD training, the characteristics of PhD work, preparation opportunities, individual performance, and courses. The questionnaires are evaluated electronically using the EvaSys system. The EvaSys software system uses state-of-the-art data processing and web-based technology to enable fast and efficient course evaluations and surveys. It is a web-based system, easily integrated into the existing local computer environment. Platform-independent, no special expertise is required. Ensures adequate data protection and anonymity. The surveys and the questionnaires are processed by the Quality Assurance Officer of the University of Debrecen in cooperation with the staff of the Doctoral School. The feedback questionnaire is included in Annex 2. These questionnaires will be sent out and evaluated by the Doctoral School.

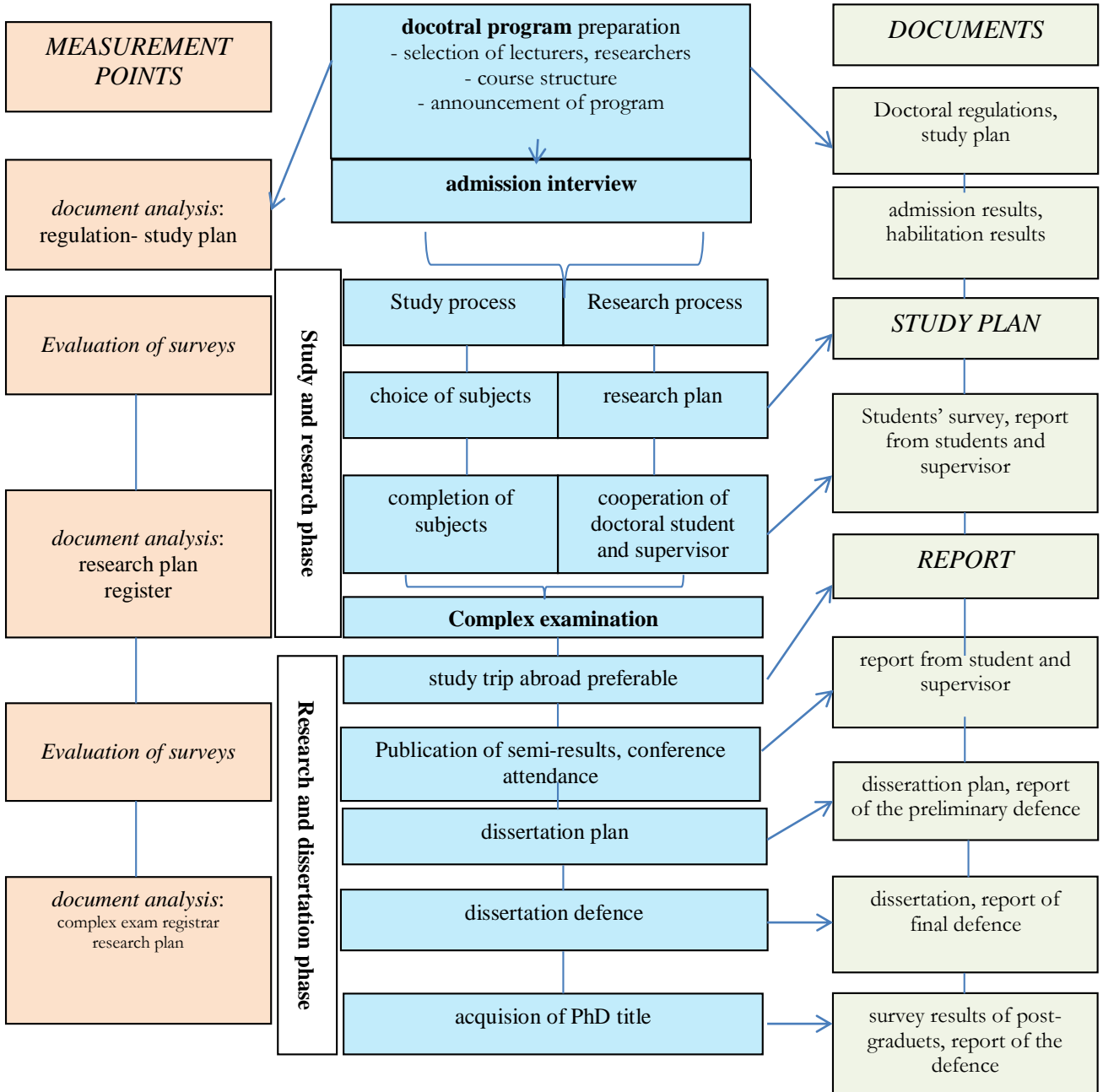
## **XI. Flow chart of the doctoral programs**

Overall, the quality management system in the Doctoral School operates in a complex system as follows.

1. the announcement of the training,
2. selection of trainers and subject leaders,
3. preparing the entrance examination,
4. administering the entrance examination, with individual preparation for degree candidates assessment of the candidates,
5. designing the training structure,
6. the development of the subjects and the examination arrangements,
7. managing the choice of subjects for PhD students,
8. monitoring the academic progress of PhD students, registration system monitoring of PhD students' progress
9. evaluating the teaching of PhD students,
10. the relationship between the doctoral student/candidate and the supervisor,
11. the relationship between the doctoral student/docandidate and the host department (research unit),
12. study abroad,
13. regular reporting by doctoral students and doctoral candidates,
14. reporting to the research supervisor,
15. preparing and conducting the complex examination,
16. submission and defence of the draft dissertation (workplace discussion),
17. submission and defence of the dissertation,
18. evaluation of the doctoral candidate's publication record,
19. awarding the doctoral degree,
20. creation of infrastructure conditions,

- 21. assessment of the opinion of the doctorate holders,
- 22. registration of doctoral graduates and post-doctoral contacts.

**Flow chart of the doctoral program**



## Survey on students' satisfaction

Debreceni Egyetem Táplálkozás- és Élelmiszertudományi Doktori Iskola		Doktorandusz elégedettség Doktorandusz_elégedettség_22-23_ANGOL			
<input type="checkbox"/> Kontraszt mód aktiválása					
1.1 In which year have you started your PhD studies? <input type="text"/>					
1.2 You current status is:		<input type="radio"/> Full-time PhD student	<input type="radio"/> Correspondent PhD student		
		<input type="radio"/> Doctoral candidate			
1.3 Year of obtaining the Graduation Certificate (if not already available, planned) <input type="text"/>					
1.4 In which year do you plan to submit your dissertation <input type="text"/>					
1.5 Have you filled in a similar questionnaire before? If yes, when? <input type="text"/>					
1.6 From where did you get to know about the chosen doctoral school (research site)? (You can mark more options)		<input type="checkbox"/> TDK work, diploma work (or other professional acquaintance) <input type="checkbox"/> From my university teachers <input type="checkbox"/> From my family, relatives, friends <input type="checkbox"/> From advertisement <input type="checkbox"/> From the recruitment brochure <input type="checkbox"/> From doctoral database <input type="checkbox"/> From a friend <input type="checkbox"/> Other			
1.7 If you marked „From advertisement” please tell us what advertisement you found and where: <input type="text"/>					
1.8 If you chose „Other” please briefly elaborate: <input type="text"/>					
<b>To what extent have the following been a motivation factor for you applying for doctoral training? Evaluate their importance from 1 to 5! (1 = not important, 5= very important)</b>					
	1	2	3	4	5
1.9 Professional interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.10 Opportunities for research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.11 Professional – scientific carrier opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.12 Extending the school years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.13 Student benefits available during the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.14 Scholarship opportunities abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.15 Possibility of later employment abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.16 Subsequent financial benefits of a PhD degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.17 Workplace expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.18 Family expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.19 A PhD is a prerequisite for employment in higher education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>When you decided to pursue your doctoral studies, what were your reasons for choosing your current doctoral school? Please rate the importance of the factors listed. (1 - not important; 5 - very important)</b>					
	1	2	3	4	5
1.20 Proximity to institution (place of residence, place of work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.21 Recommendation of my university lecturers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.22 I graduated from this institution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.23 I already had an acquaintance among the doctoral students of the doctoral school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.24 I already had an acquaintance among the doctoral teachers of the doctoral school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.25 Due to a research topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.26 Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.27 What other factors affected your choice: <input type="text"/>					

If you have previously completed such a questionnaire, please refer to the following questions for any changes you have experienced since the previous one.

**Satisfaction with the conditions of doctoral training.**  
(1- not at all; 5-completely)

	1	2	3	4	5
1.28 Are you satisfied with the quality and international recognition of the research center?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.29 In your opinion, do you receive sufficient support and guidance from your supervisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.30 Are you satisfied with the courses offered in your doctoral training?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.31 Are you satisfied with the flow of information within the doctoral school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.32 Please describe, in your opinion, what causes the three most significant problems in doctoral training?

To what extent does your doctoral school (or the current research center / institute) require you to carry out the following activities?  
(1 - I don't have to do it at all, 2 - I am not expected it explicitly, 3 - I am expected it, 4 - I am expected it very strongly)

	1	2	3	4
1.33 Research activity not related to the topic of the dissertation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.34 Educational activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.35 Organization of education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.36 Organization of science, organization of conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.37 Conference participation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.38 Application writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.39 Other activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.40 What other activities does your doctor school require from you?

1.41 If you have completed such a questionnaire before, has your opinion on the above issues changed since then (improvement, deterioration and, if so, in which areas)?

1.42 If you have already been on a study trip, with whose help did you find the host institution?

**How satisfied are you with your supervisor? Please rate 1 to 5 below!**  
1- not at all appropriate; 5- Perfectly suitable

	1	2	3	4	5
1.43 He/she provides me with sufficient consultation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.44 He/She facilitates my participation in conferences and study tours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.45 He/She regularly evaluates my professional progress.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1.46 Overall, how satisfied are you with your supervisor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1.47 If you could start your doctoral training again, would you like to work under your current supervisor?  Yes  No  I don't know

1.48 Have you changed supervisors since the beginning of your doctoral training? If you changed supervisors, have you also changed your doctoral topic or doctoral school at the same time?





