

UNIVERSITY OF PANNONIA



MULTILINGUALISM DOCTORAL SCHOOL

QUALITY ASSURANCE PLAN

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The Multilingualism Doctoral School of the University of Pannonia (hereinafter: MDS) considers its fundamental task to prepare students for high-level research work – meeting international standards – and to provide doctoral training. To achieve this goal, the School provides every possible support to doctoral students in their education, in their preparation for the comprehensive examination, and in the preparation of their dissertation. At the same time, it operates a monitoring and evaluation system that takes these objectives into account and ensures their achievement to the greatest possible extent.

1. Conditions of Quality Assurance during the Admission Procedure

The provisions of the Doctoral Regulations of the University of Pannonia (hereinafter: DR) concerning the admission examination are supplemented by the MDS as follows:

1.1.

During the admission procedure, the admission committee awards points in the following four categories:

- grade of the MA degree (max. 15 points)
- English language proficiency (max. 6 points)
- professional activity: (max. 20 points)
- participation in student research conferences (max. 10 points)
- publication activity (max. 10 points)
- professional activity (max. 10 points)
- performance during the admission examination (max. 30 points)
- language proficiency (language other than English, max. 2 points)
- assessment of professional competence demonstrated during the admission interview (max. 28 points)

The minimum score required for admission is 50% of the maximum obtainable points (81) + 1 point.

1.2.

Candidates must possess at least B2 level English language proficiency, enabling them to attend lectures in English, read academic literature, and participate meaningfully in international conferences.

In addition to submitting the application documentation, admission also requires:

- a university MA degree with at least a "good" grade;
- familiarity with the chosen research topic and its international literature;
- competence in questions of philosophy of science and research methodology;
- a research plan accepted by a supervisor;
- a successful admission examination.

1.3.

The Admission Committee consists of a Chair, at least two members, and a representative of doctoral students with advisory rights. The admission proposal is made by the MDS based on the comparison of the performance of all candidates and is then submitted to the UDHC.

1.4. Individual Preparation

According to Chapter II, Section 6 (1) of the DR [NFT. §53 (3)], doctoral training may also be joined by individuals who have prepared independently for obtaining the degree, provided that they meet the requirements for admission and doctoral training. In this case, student status is established upon the successful completion of the comprehensive examination.

For obtaining a doctoral degree through individual preparation, an application must be submitted.

In the case of individually preparing candidates, the MDS supplements the provisions of the DR as follows:

1. The purpose of individual preparation is to enable professionals with significant teaching and/or research experience and documented scientific achievements (university doctoral degree and/or an adequate number and quality of publications) to obtain the doctoral (PhD) degree.
2. Applicants for individual preparation must also meet the admission requirements applicable to applicants for organized training during the admission examination. However, unlike organized training, a candidate may only be admitted to individual preparation if they have already fulfilled the language and publication requirements for obtaining the degree (see DR), have at least five years of teaching or research experience, and possess the professional knowledge expected from graduates of organized doctoral training.

For individually preparing candidates, the head of the MDS appoints a supervisor who monitors and assists the candidate's preparation.

2. Conditions of Quality Assurance during the Degree Acquisition Procedure

2.1.

The conditions for obtaining the doctoral degree are specified in Chapter II, Section 8/C (1) of the DR.

In addition to the provisions of the university's DR, the conditions for submitting a PhD dissertation at the MDS are as follows:

1. Every completed dissertation must first be presented at the mock exam. The Mock exam is organized and conducted according to the scenario of the viva. In order to ensure both continuity and multiple perspectives, one of the opponents invited for the mock exam will also serve as an opponent of the viva, while the other reviewer at the viva may differ from the one at the mock exam.
2. Candidates must demonstrate their independent scientific activity. The minimum requirements are as follows (see DR Appendix 5):
 - 1 English-language, first-author, peer-reviewed book chapter or international journal article (min. 10 pages), or proof of acceptance
 - 1 peer-reviewed journal article or book chapter (min. 10 pages), or proof of acceptance
 - 3 presentations at national or international conferences.

2.2.

The MDS supports the publication of dissertations, thereby presenting the achieved results and the quality of education and research to the broader scientific community.

2.3.

Students prepare for the complex examination based on a reading list appropriate to their field of module. Each list contains regularly updated readings suggested by the chairs of modules and approved by the Scientific Doctoral and Habilitation Committee (SDHC).

General details about the complex examination can be found in the attached document entitled *Complex Examination* (Appendix 2).

3. Conditions of Quality Assurance during Study and Supervision

3.1.

Courses may be registered in the Neptun system until the 7th day prior to the start of the course. Doctoral students establish their schedule for the given semester in consultation with their supervisor.

3.2.

At the end of the course, the course instructor assigns a task to the students, which is evaluated on a three-level scale.

3.3.

No credits are awarded for courses that are not successfully completed.

3.4.

The supervisor also monitors that the doctoral student enrolls in study courses in an appropriate proportion during the first two semesters.

3.5.

By the end of the second year, at the time of the comprehensive examination, all study credits must be completed.

3.6. Requirements for Supervisors in the Doctoral Program

Only lecturers with significant publication activity in the given field may serve as supervisors. When appointing a supervisor, the SDHC examines the lecturer's publication activity, research work, and university teaching activity. The content of their research must guarantee high-level expertise in the selected topic and in the studied languages. The supervisor is appointed by the SDHC.

Guidelines of the Multilingualism Doctoral School for Supervisors

Responsibilities of supervisors:

- maintain continuous contact with their students;
- guide them during their research;
- assist students in selecting appropriate courses;
- prepare a report on their students' progress at the end of each semester;
- assist students in writing their publications;
- review their students' conference presentations, abstracts, and articles;
- monitor their students' progress in preparing the dissertation;
- assist students in preparing for the complex examination;
- ensure that students have access to the necessary academic literature;

- participate in the mock exam;
- participate in viva.

The MDS places great emphasis on close and regular cooperation between the supervisor and the doctoral student. From the perspective of quality assurance, essential elements of this cooperation include:

1. Applicants apply for a topic and supervisor announced by the MDS.
2. During the first semester, the supervisor and the doctoral student finalize the student's work plan, on the basis of which the supervisor prepares an evaluation of the doctoral student at the end of the first semester.
3. The courses to be taken in the given semester are agreed upon by the doctoral student and the supervisor.
4. The supervisor evaluates the doctoral student at the end of each semester.
5. If the cooperation between the supervisor and the doctoral student is not smooth and intervention is required, the head of the doctoral school is obliged to mediate.
6. In exceptional cases – if cooperation becomes impossible – both the doctoral student and the supervisor may request a change. The change of supervisor may be authorized by the SDHC.

Parallel with completing the required study tasks, the student must also prepare their dissertation through independent research work. Research tasks (e.g., data collection, writing studies, conference participation, literature reviews, dissertation chapters, etc.) are determined by the doctoral student together with the supervisor and carried out continuously under the supervisor's guidance.

Following regular consultations with the supervisor, the doctoral student is required to report periodically at the end of every second semester on the research work carried out, within the framework of the course 'Research report' organized by the SDHC. The purpose of the report is, on the one hand, to allow the doctoral student to demonstrate publicly that

- they have made adequate progress in developing their topic,
- are familiar with the structure of their planned dissertation, the expected results, and the remaining open questions.

On the other hand, the research report before the committee provides the opportunity for the doctoral student to receive feedback from others besides the supervisor and to gain experience in defending their position.

The MDS issues the absolutorium under the following conditions:

- completion of the required 240 credits no later than the end of the 8th active semester;
- successful completion of the final report;
- settlement of any missed tuition fee payments.

4. Conditions of Quality Assurance in Publishing

The MDS makes strong efforts to ensure that students' publications appear in peer-reviewed journals or edited volumes. Publications must be related to the research topic. Joint publications are also permitted.

Due to the long publication cycles of some journals/books, the appearance of publications may fall outside the training period; therefore, confirmation of acceptance for publication is also accepted.

During semester evaluations, doctoral students must submit their publications published or confirmation of acceptance in the given semester. The publication-dependent credit values determined by the SDHC vary by category. Doctoral students receive a table containing this information together with the doctoral school's Curriculum Design on each Orientation Day organized at the beginning of each semester. The number of credits granted is determined by the SDHC, based on the quality of the publication (see Curriculum Design).

Appendix 1

List of journals considered peer-reviewed journals:

- Across Languages and Cultures
- Acta Linguistica Hungarica
- Alkalmazott Nyelvtudomány. The Hungarian Journal of Applied Linguistics
- Általános Nyelvészeti Tanulmányok
- Anthropological Linguistics
- Applied Linguistics
- Applied Psycholinguistics
- Approaches to Hungarian (Szeged)
- Argumentum (University of Debrecen, Doctoral School of Linguistics)
- Behavior Research Methods, Instruments, & Computers
- Behavioral & Brain Sciences
- Beszédkutatás
- Bilingualism: Language and Cognition
- Brain and Language
- Clinical Linguistics
- Cognition (Elsevier)
- Cognitive Affective and Behavioral Neuroscience
- Cognitive Linguistics
- Computational Linguistics
- Computer Speech and Language
- Deutsch als Fremdsprache
- Deutsche Sprache
- Deutschunterricht
- Deutschunterricht für Ungarn (DUfU)
- Discourse & Society
- Discourse Processes
- Discourse Studies
- Dutch Journal of Applied Linguistics
- ELT Journal
- European Journal of Applied Linguistics
- Folia Uralica Debreceniensia
- Fordítástudomány
- International Journal of Bilingualism
- Innovations in Language Learning and Language Teaching

- International Journal of Applied Linguistics
- International Journal of Bilingual Education and Bilingualism (Taylor & Francis)
- International Journal of Multilingualism
- International Journal of Speech-Language Pathology
- Iskolakultúra
- ITL Review
- Jahrbuch für Interkulturelle Germanistik
- Journal of Child Language
- Journal of Cognitive Neuroscience
- Journal of Linguistics
- Journal of Logic, Language and Information
- Journal of Memory and Language
- Journal of Multilingual and Multicultural Development
- Journal of Neurolinguistics
- Journal of Nonverbal Behavior
- Journal of Phonetics
- Journal of Pidgin and Creole Languages
- Journal of Pragmatics
- Journal of Psycholinguistic Research
- Journal of Second Language Writing
- Journal of Semantics
- Journal of Slavic Linguistics
- Journal of the Acoustical Society of America
- Language
- Language – Journal of the Linguistic Society of America
- Language and Communication
- Language and Society (Cambridge)
- Language and Speech
- Language Awareness
- Language in Society
- Language Learning
- Language Teaching (CUP)
- Language, Culture and Curriculum (Taylor & Francis)
- Language, Interaction and Acquisition (John Benjamins)
- Learning and Perception
- Lingua

- Linguistic Aspects of Bilingualism
- Linguistic Inquiry
- Linguistics
- Linguistics and Philosophy
- Linguistische Berichte
- Magyar Nyelv
- Magyar Nyelvőr
- Magyar Pedagógia
- Magyar Pszichológiai Szemle
- Magyar Tudomány
- Memory & Cognition
- Metaphor and Symbol
- Mind and Language
- Modern Language Journal
- Natural Language Semantics
- Nature
- Neuphilologische Mitteilungen (Helsinki)
- Neural Networks
- Neuropsychologia
- Nyelvtudományi Közlemények
- Phonetica
- Phonetica and Journal of Phonetics
- Phonology
- Pragmatics & Cognition
- Public Library of Science (PLoS-one)
- Science
- Second Language Research
- Social Affective and Cognitive Neuroscience
- Speech Communication (European)
- Speech Communication (North-Holland)
- Sprachwissenschaft
- Studies in Linguistics and Philosophy
- Studies in Second Language Acquisition
- Studies in Second Language Learning and Teaching
- Studies in Slavic and General Linguistics
- System

- The Annual Review of Applied Linguistics
- The Mental Lexicon
- Web Journal of Modern Language Linguistics
- Zeitschrift für angewandte Linguistik
- Zeitschrift für Dialektologie und Linguistik
- Zeitschrift für Germanistik
- Zeitschrift für germanistische Linguistik
- Zeitschrift für Interkulturelle Germanistik
- Zeitschrift für Sprachwissenschaft
- Zielsprache Deutsch

In addition to the above, articles and studies published in peer-reviewed non-European journals or volumes are also accepted.

Appendix 2

General Principles and Rules of the Complex Examination

Conditions for applying for the complex examination:

- fulfillment of the foreign language requirements for obtaining the doctoral degree (see Nftv. §53 (5) b): "verification of the knowledge of English necessary for practicing the scientific discipline, as specified in the doctoral regulations");
- acquisition of at least 90 credits during the "training and research phase" (first four semesters) of doctoral training AND all "training credits" prescribed in the doctoral school's training plan (except for individually preparing candidates, whose student status is established upon application for and acceptance of the complex examination).

The complex examination must be taken publicly before a committee. The examination committee consists of at least three members, and at least one third of the members must not be employed by the institution operating the doctoral school. The chair of the committee must be a university professor, Professor Emeritus, or a researcher holding the title Doctor of the Hungarian Academy of Sciences (HAS). All members of the examination committee must hold a scientific degree. The doctoral student's supervisor may not be a member of the examination committee.

The complex examination consists of two main parts: in the first part the candidate's theoretical preparedness is assessed ("theoretical part"), and in the second part the candidate reports on their scientific progress ("dissertation part").

In the theoretical part of the complex examination, the candidate must take an examination in at least two subjects/topics, the list of which is included in the doctoral school's training plan. The theoretical examination may also include a written component.

In the second part of the complex examination, the candidate presents their knowledge of the literature, reports on their research results, outlines their research plan for the second phase of doctoral training, and presents the schedule for completing the dissertation and publishing the results. The supervisor must be given the opportunity to evaluate the candidate in writing in advance and/or during the examination.

The examination committee evaluates the theoretical and dissertation parts separately. Minutes are taken of the complex examination, including a textual evaluation. The result of the examination must be announced on the day of the oral examination. The complex examination is successful if the majority of the committee members judge both parts of the examination to be successful. If the theoretical part is

unsuccessful, the candidate may repeat the examination once in the same examination period in the subject(s) not passed. If the dissertation part is unsuccessful, it may not be repeated within the same examination period.

The institutional doctoral regulations may determine whether the complex examination or its parts are evaluated numerically (five-grade scale) or textually (*summa cum laude, cum laude, rite, failed*). The evaluation of the complex examination or its parts may form part of the final classification of the doctoral degree.