



GUIDELINES

**FOR THE PREPARATION OF
THE PORTFOLIO THESIS**

in the Public Health Supervisor (BSc) Academic Programme¹

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1. The Genre of the Portfolio Thesis

The portfolio represents a special form of thesis. Unlike the traditional thesis genre, which typically follows the logic of “theoretical background – practical research – conclusion” and is mainly descriptive-exploratory in nature, the portfolio is a collection. It brings together documents and milestones related to the public health supervisor academic programme, supplemented with reflection. These elements have made a substantive and significant contribution to the development and embedded acquisition of the training competencies² (knowledge, skills, attitude, autonomy and responsibility) of the chosen specialisation.

The portfolio thesis is an evaluative review in which the author organises and assesses a collection of documents gathered in relation to the training programme. In this evaluation, the student reflects on their professional development both across the entire field of the public health supervisor BSc programme and within their chosen specialisation aligned with their interests (environmental health, food safety, occupational hygiene, epidemiology, or public health). The reflective evaluation provides an opportunity to demonstrate the evaluation of professional growth, to present the broadening of perspectives, and to enable the student compiling the portfolio to define a further development path for their future professional advancement.

It is important to emphasise that the portfolio thesis cannot be completed within three semesters, unlike the traditional type of thesis. The training-related documents required for the portfolio – as outlined in later sections of this guideline – are produced throughout the entire duration of the training programme. The student must systematically collect and archive these documents so that, in the final phase of the thesis-writing period, they can apply appropriate logical processing to reflectively evaluate the necessary materials and include them in the appendix of the portfolio thesis.

² In the interpretation of the European Qualifications Framework (EQF), **competences** are the abilities acquired as a result of learning, encompassing not only knowledge and skills but also attitudes, autonomy, and responsibility. Competence is therefore an integrated concept of simultaneously involves the application of necessary knowledge, the operation of appropriate practical and cognitive skills, and an adequate relation to the professional and social environment.

2. The Purpose of the Portfolio Thesis

The purpose of the portfolio thesis demonstrates the theoretical knowledge and practical skills acquired during the training, while also providing an opportunity for self-reflection. This means identifying how and to what extent the student has developed throughout the full academic programme, and which competencies and skills have been attained. At the same time, the student is given the opportunity to reinforce and deepen positive learning experiences, as well as to outline a further development plan aimed at strengthening those areas of knowledge and/or skills that have been acquired less thoroughly.

The portfolio thesis requires complex, problem-oriented thinking in both individual and group work. It also demands proactivity (a key element of public health practice), initiative, and structured thinking.

The completed portfolio may also serve as an annex to a curriculum vitae in the professional sphere of life. It demonstrates the development path undertaken by the student during their studies, thereby providing a comprehensive overview of their preparedness, acquired theoretical knowledge, and professional and practical expertise. It also serves as evidence of their professional competence.

3. The Document Elements of Portfolio

The portfolio thesis is a compilation of documents collected during the courses of the academic programme. It is therefore based on materials produced in connection with the student's professional development throughout their studies. These documents are prepared by the student in relation to specific subjects or subject areas, thereby fulfilling both requirements of the respective courses and the process of portfolio building.

Given the broad and diverse scope of public health sciences, a portfolio thesis cannot be prepared under the general theme of “public health”. During their studies, the student must orient themselves towards a chosen field of specialisation (environmental health, food safety and nutrition health, occupational hygiene, epidemiology, or public health medicine). This orientation takes place in the fourth semester, prior to the formal selections of the thesis topic. The purpose of this differentiation is to focus professional interests and to ensure the targeted and professionally relevant preparation of the portfolio thesis.

In public health sciences, portfolio documents can be classified into four categories:

- 1) mandatory core portfolio documents,
- 2) mandatory orientation portfolio documents,
- 3) compulsory elective portfolio documents, and
- 4) elective portfolio documents.

In the Annex 1 of the portfolio thesis, the student must include a section entitled “Overview Table”, which lists the portfolio documents together with the grades awarded for them.

3.1. Mandatory Core Portfolio Documents

The mandatory core portfolio documents include those subjects providing foundational and general professional knowledge, or specialised key knowledge, the content of which fundamentally defines public health activities. Such documents accompany the active study period (semesters I-VII), though they are predominantly developed during semesters I-III. The mandatory core portfolio documents are listed in Table I.

The content of the mandatory core portfolio documents is defined in the subject programme of each subject. In all cases, the content is practice-oriented and must be prepared independently, without the use of artificial intelligence assistance. The formal requirements of the documents are set out in this guideline.

Table I: Subjects of the Mandatory Core Portfolio Documents by Semester

Semester	Subject
I.	Observational Practice – Introduction to Health Sciences
	History and Propaedeutics of Public Health
II.	Detailed Microbiology
	Public Health and Epidemiology A
	Natural Science Foundations of Public Health A+B (integrated)
III.	Public Health and Epidemiology B
IV.	Synthesis of Public Health Knowledge A
	Field Practice A
VI.	Field Practice B
VII.	Fundamentals of Health Risk Analysis

During the programme, the student must submit a **total of 10 documents** from the mandatory core portfolio documents (one in each semester to the lecturer of the respective subject). Submission of the mandatory core portfolio documents is therefore **compulsory for all students. Only one portfolio document must be submitted per subject.** Each document may **only be prepared in the semester in which the given subject is taught.** All completed documents must be uploaded to the designated section of the university's e-learning platform. Once uploaded, documents cannot be modified and must be preserved in their original form until the defence of the portfolio thesis.

The student must complete each of the mandatory core portfolio documents in the designated semester; none of them, may be omitted.

The mandatory core portfolio documents constitute Annex 2 of the portfolio thesis, where the student must include all their mandatory core portfolio documents in their original form, without alterations or additions.

3.2. Mandatory Orientation Portfolio Documents

The mandatory orientation portfolio documents cover those materials linked to the core and defining subjects of the student's chosen field of specialisation. The orientation portfolio subjects for each public health specialisation are predetermined and cannot be altered. Table II. contains the subjects related to each orientation. The subjects associated with each orientation portfolio document must be prepared during semesters IV-VII.

The subjects of the mandatory orientation portfolio documents comprise specialised professional knowledge that is essential for understanding the chosen field of specialisation and for its subsequent advanced and professional practice.

A **total of five documents** must be submitted from the mandatory orientation portfolio documents, in accordance with the designated subject, and they must be **submitted in the semester in which the given orientation subject is taught**. Subsequent submission or modification is not permitted. Only one document must be submitted per subject.

For subjects that do not belong to the student's chosen orientation, it is not necessarily required to submit a portfolio document. This is regulated in each case by the current subject programme of the respective subject. The only exception is when the student wishes to complete the subject as a compulsory elective portfolio subject. In such cases – since the work forms part of the developing portfolio document collection – the student must fulfil the same obligations regarding the preparation of the portfolio document as those required of students who have selected that orientation.

The mandatory orientation portfolio documents constitute Annex 3 of the portfolio thesis, where the student must include, in full and in their original, unaltered and unamended form of the documents prepared in connection with the orientation subjects.

Table II: Mandatory Orientation Portfolio Subject by Semester and Specialisation

Orientation	Semester	Subject
Epidemiology Orientation	IV.	Prevention of Infections A or B
		Epidemiology of Infectious Disease A
	V.	Epidemiology of Infectious Disease B
	VI.	Epidemiology of Infectious Disease C
	VII.	Epidemiology of Infectious Disease D
Environmental Health Orientation	IV.	Environmental Health B
	V.	Environmental Health C
		Radiation Health
	VI.	Environmental Health D
Food Hygiene and Food Safety Orientation	VII.	Environmental Health E
	IV.	Food Hygiene – Food Safety A
	V.	Food Hygiene – Food Safety B
	VI.	Food Hygiene – Food Safety C
		Epidemiology of Infectious Diseases C
Occupational Hygiene and Chemical Safety Orientation	VII.	Food Hygiene – Food Safety D
	IV.	Occupational Health – Chemical Safety A
		Toxicology
	V.	Occupational Health – Chemical Safety B
	VI.	Occupational Health – Chemical Safety C
Public Health Medicine Orientation	VII.	Occupational Health – Chemical Safety D
	IV.	Food Hygiene – Food Safety A
		Toxicology
	V.	Public Health Medicine and Health Protection Strategies A
	VI.	Public Health Medicine and Health Protection Strategies B
		Epidemiology of Infectious Diseases C
	VII.	Environmental Health E

3.3. Compulsory Elective Portfolio Documents

The compulsory elective portfolio documents must be prepared during the semesters IV-VII. These documents relate to subjects that are part of the public health supervisor BSc academic programme and are professional subjects, but do not belong to the core or orientation subjects of the chosen specialisation. Demonstrator work or Scientific Student's Association work

completed during the programme may also be recognised as compulsory elective portfolio subjects, provided that the student prepares a written summary report.

Typically, subjects should be chosen **that form a related field to the selected orientation and hold relevance for the specialisation**. The choice made from among the mandatory orientation portfolio subjects of the orientation.

From the compulsory elective portfolio documents, the student must prepare and submit a **minimum of three documents** during semesters IV-VII, **in the semester in which the given subject is taught**. Only one document must be submitted per subject. These documents will form Annex 4 of the portfolio thesis, where they must be included without alteration or modification.

Only documents that are professionally relevant and related to the student's university studies and professional development may be accepted as compulsory elective portfolio documents.

3.4. Freely Elective Portfolio Documents

In any semester of the training, the student may also submit freely elective portfolio documents. **At least two such documents** must be prepared and successfully submitted in connection with the training.

As a freely elective portfolio document any written **summary** of an activity that **defines or reflects the student's social, community, or public engagement and/or personal development** may be accepted. It is an essential requirement that a freely elective portfolio document **must not be linked to university subjects, academic studies, the curricula, or university learning activities**. The student independently determines the choice of activity, including its form, type and time of completion.

The freely elective portfolio document must be addressing a substantive and assessable activity, such as voluntary work, active participation in a support group, attendance at a professional conference or scientific day, involvement in Scientific Student's Association work, demonstrator activities, or any other activity that may be considered part of the students's development,

It is recommended that completion take place during semesters V-VII, when the supervisor lecturer can accept the work as a portfolio document. The student is required to submit a written report on the activity **in the same semester in which it was carried out**. The written report must include both a description and a summarising evaluation of the activity, and it must meet the general requirements applicable to portfolio documents. **Only one portfolio document must be submitted per activity.**

The submission and assessment of the freely elective portfolio document, depending on the time of submission, shall be carried out as follows:

- submission during semester I-IV: submitted to the tutor, assessed by the tutor;
- submission during semester V-VII: submitted to the chosen/assigned thesis supervisor, assessed by the chosen/submitted thesis supervisor.

The freely elective portfolio documents must be assessed in the same manner and form as the other portfolio documents. These documents will constitute Annex 5 of the portfolio thesis, where the student must also include them without alterations or modifications.

4. Requirements of Portfolio Documents

Portfolio documents are not literary works. Their formal and content elements are fixed, as they must later be used as professional material and must follow a uniform structure.

4.1. Content Requirements for Portfolio Documents

Portfolio documents serve as professional records. Their content is defined in each case by the subject program of the respective subject. Accordingly, while the content requirements may vary between subjects, every document must ensure and support the overarching aim of professional development.

4.2. Formal Requirements for Portfolio Documents

The formal requirements for portfolio documents must conform to the thesis formatting standards prescribed by the Faculty and may not deviate from them. Every portfolio document must be prepared in full compliance with the formal requirements set out in Table III.

Table III: Formal requirements for portfolio documents

Font size	main text: 12 pt
Font type	Times New Roman
Text formatting	1.5 line spacing, justified alignment, no spacing before and after paragraphs, with paragraphs indicated by first-line indentation and without blank lines
Margins	top: 2.5 cm; bottom: 2.5 cm; right: 2.5 cm; left: 3 cm
Length	min. 5 pages (excluding references, tables, figures, images, and cover page)
Page numbering	at the bottom of the page, centred, formatted according to the specified font type and size
Table numbering	with Roman numerals, placed above the table, using continuous numbering
Figure and image numbering	with Arabic numerals, placed below the figure or image, using continuous numbering

The first page of each portfolio document must include a cover page, displaying the essential information as set out in Figure 1.

Semmelweis University
Faculty of Health Sciences

Portfolio Document
Subject
Title of the essay

Name:
Neptun ID:
Specialization:
Year-cohort:
Lecturer:
Date:

Figure 1: Information content of the portfolio document cover page

A portfolio document that does not comply with the formal requirements cannot be accepted!

4.3. References in Portfolio Documents

The academic sources used in preparing the portfolio document must be cited and referenced in accordance with the standard required by the university and the scientific community. References must be prepared and applied in APA7 style. The requirements and examples of the APA7 referencing style can be found in the Faculty's Thesis Guidelines, as well as in full at <https://apastyle.apa.org/style-grammar-guidelines>.

Any document that fails to include references (where the content makes use of academic sources) must be rejected by the lecturer and cannot be considered as a portfolio document.

Attention! Portfolio documents must not contain plagiarism or excessive paraphrasing. After submission, portfolio documents may be subjected to plagiarism checks both in the semester of submission and during the evaluation of the portfolio thesis.

Attention! Portfolio documents must not contain chapters or paragraphs generated by artificial intelligence, nor may the document as a whole be produced using artificial intelligence. Submitted portfolio documents may be subjected to check for the use of artificial intelligence both in the semester of submission and during the evaluation of the portfolio thesis.

5. Requirements for the Portfolio Thesis

5.1. Formal Requirements for the Portfolio Thesis

The structure of the portfolio thesis is fixed and must be divided into the following chapters:

- 1) Cover Page
- 2) Title Page
- 3) Table of Contents
- 4) Introduction
- 5) Evaluative Review of the Mandatory Core Portfolio Documents
- 6) Evaluative Review of the Mandatory Orientation Portfolio Documents
- 7) Evaluative Review of the Compulsory Elective Portfolio Documents
- 8) Evaluative Review of the Freely Elective Portfolio Documents
- 9) Reflective essay
- 10) Conclusion
- 11) Annexes
 1. Annex: Overview Table of Portfolio Documents and Grades
 2. Annex: Mandatory Core Portfolio Documents in Order of Creation
 3. Annex: Mandatory Orientation Portfolio Documents in Order of Creation
 4. Annex: Compulsory Elective Portfolio Documents in Order of Creation
 5. Annex: Freely Elective Portfolio Documents in Order of Creation
- 12) Closing Statement

The detailed formal requirements for the portfolio thesis are out in Table III.

5.2. Content requirements for the Portfolio Thesis

The portfolio thesis is a structured review of the portfolio documents collected during the course of studies and a demonstration of the development path through which the student has acquired the professional competencies required for practising as public health supervisor.

The portfolio thesis, however, is not only a collection of the portfolio documents prepared during the course of study. It is an integral work that includes a summarising review and evaluation of the documents, as well as the student's reflection on their professional journey.

5.3. Cover Page and Title Page

The cover page and title page follow a fixed format, the layout of which is shown in Figure 2. When preparing the title page, a general font size of 14 pt must be used. The title must be written in 16 pt bold font. In all other respects, the formal requirements correspond to the general formatting rules. The cover page and the title page must not include page numbering.

PORTFOLIO THESIS Name Programme Specialisation Year	Semmelweis University Faculty of Health Sciences Portfolio thesis (individual title) Name Programme Specialisation Year Supervisor: name and position
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Figure 2: Cover page and title page of the portfolio thesis

5.4. Table of Contents

The table of contents must be placed at the beginning of the thesis. Its purpose is to make the thesis clear and easy to navigate. It must not include page numbering. Its formatting must conform to the formal requirements specified for the thesis.

5.5. Introduction

The introduction is a 1–2-page overview of the entire portfolio thesis, in which the student briefly presents their work and the elements of their professional development. This chapter must also include, as Annex 1 to the thesis, the overview table listing the portfolio documents and grades in the order of creation.

5.6. Evaluative Review of the Portfolio Documents

When preparing the portfolio thesis, the student organises the documents collected in their portfolio and prepares a brief evaluative review of each document. For each document, the review must include its purpose, a short description, the grade awarded, a reflection on the task, and the competencies developed during the activity. In addition to this content, the evaluative review can be divided into three main parts:

- a) a brief presentation and summary of the portfolio document (maximum half a page),
- b) the student's retrospective self-reflection when writing the portfolio thesis³ (maximum half a page),

³ **Self-reflection** is an individual retrospective evaluation carried out by the student when preparing the portfolio thesis. It should address the preparation of the task or how the performance achieved through the task contributed to professional development. It must include those elements that the student would retain (strengthen) as positive characteristics for future activities, as well as the negative characteristics (possible weakness) that the student would approach differently in the future, or indicate the areas considered to require further development in relation to the activity.

- c) the inclusion of the lecturer's / professional reflection⁴ (maximum half a page).

The evaluative review must be prepared in subsections corresponding to the portfolio documents. Accordingly, the evaluative part of the portfolio thesis will be divided into four sections:

- a) Evaluate Review of the Mandatory Core Portfolio Documents
- b) Evaluative Review of the Mandatory Orientation Portfolio Documents
- c) Evaluative Review of the Compulsory Elective Portfolio Documents
- d) Evaluative Review of the Freely Elective Portfolio Documents

In the evaluative review of each subsection, it is mandatory to refer to the annexes containing the corresponding documents.

The entire analytical review chapter must be provided with continuous page numbering.

5.7. Reflective Essay

The reflective essay is the evaluative summary of the entire portfolio work. In this chapter, the student reviews all eight semesters of the programme, the milestones of their professional development, and the key stages of their personal growth. This chapter summarises how the student acquired the competencies required for practising the profession during the course of the programme and outlines the personal and professional journey undertaken.

It is important that the student incorporates into this chapter, as essential content elements, those subjects, methodological, theoretical, and practical activities that were most engaging during the programme and that played a significant role in shaping and sustaining their professional vision.

It should be emphasised that the reflective essay chapter is not a repeated or renewed analysis of the portfolio documents. This reflective essay is intended to present the student's professional development. Certain essential elements of the portfolio documents may be quoted

⁴ The **lecturer's / professional reflexion** is a summarising evaluation of the portfolio document or of the performance it describes, provided by the lecturer of the subject or another designated professional with the appropriate competence. The lecturer's / professional reflection is not only a grade but a multi-perspective written evaluation of approximately half a page in length.

(with clear indication of the source), but only for the purpose of illustrating developmental progress.

An important part of this self-reflection in this chapter is that the student may express their opinion and attitude regarding the lecturer's / professional reflections – explaining how and to what extent these contributed to the development, shaping, and refinement of their professional perspective and competencies.

When writing the reflective essay, the findings of the existing portfolio documents must be treated as facts and used as evidence of development. Consideration may also be given to any comments, reflections, or subsequent activities linked to the individual documents or their findings.

A fundamental and essential part of the reflective essay is that the student demonstrates their professional development and the formation and evolution of their professional outlook in this chapter. The student should describe how their self-image has changed, how their professional identity developed during the programme, and to what extent their perception of themselves as a professional has evolved.

Beyond presenting their development trajectory, the student is also expected to outline their vision for the future, describing their professional development plans for the early stages of their career.

The reflective essay must be divided into subsections and should have a clear and logical structure. The student may also assign titles to the individual subsections. Both the main chapter and its subsections must be included in the table of contents. The entire reflective essay chapter must be provided with continuous page numbering.

5.8. Summative Evaluation

The final chapter of the portfolio thesis is the summative evaluation of the entire thesis (and, through it, the student's overall academic development⁸). This chapter should contain comprehensive findings and conclusions regarding what the student expected from the programme and what they gained, where they started, and where they have reached. It is recommended that this chapter provide an overview-style evaluation, from the Introduction

through to the Reflective Essay. The student is also advised to address both theoretical and practical training and the role these played in their professional development.

The summative evaluation must include continuous page numbering and must be listed in the table of contents.

5.9. References

If references are included in the thesis (in addition to the references within the portfolio documents), they must be prepared in accordance with the specifications set out in subsection 4.3 of this guideline.

The pages of the reference list must be provided with continuous page numbering and must be included in the table of contents.

5.10. Closing Statement

The closing statement is the final element of the portfolio thesis. It contains the author's (student's) declaration that each portfolio document and the portfolio thesis in its entirety constitute their own work. The text of this declaration is fixed, and the version bearing the student's name and signature must be placed at the end of the thesis. The mandatory text is as follow:

"I, the undersigned.....(name)....., student of public health supervisor programme, hereby declare that thesis and its document elements are my own intellectual products. During the preparation of the thesis, I used only those aids and methods, including artificial intelligence-based tools, that are permitted by the university, the faculty, the department and the relevant guidelines. I bear professional, ethical and copyright-related responsibility for the submitted thesis.

Place:, Date: Day Month Year

..... (Signature) "

6. Responsibilities of Lecturers in Relation to the Portfolio Thesis Activities

The following sets out the responsibilities of lecturers in relation to the portfolio thesis. The details below apply to all lecturers of the Department of Public Health Sciences.

6.1. Supporting Orientation and Mentorship

For the preparation of the portfolio thesis, students must begin collecting documents from the first semester. First-year students must therefore be provided with detailed information about the format, system, and requirements of the portfolio thesis. In addition to their traditional teaching duties, all lecturers must provide mentoring activities in the lower years, where students do not yet possess sufficient knowledge about public health activities, the organisation of public health, and its main fields. This mentoring typically involves thorough and professional guidance, responding to student's questions, and providing continuous support.

Between semesters I-III, students must be supported and assisted in becoming familiar with the fundamentals and fields of public health in such way and to such depth that their professional orientation, due at the beginning of semester IV, can be successfully realised. Achieving these aims relies fundamentally on the well-structured design of foundational professional subjects and general knowledge courses, as well as on the prominent presentation of various public health topics and fields. In addition, care must be taken to ensure that, in the lower semesters, receive appropriate, professionally sound, and supportive answers from lecturers to all questions related to their orientation.

During the tutoring of lower-year students, individual tutors play a key role in supporting orientation. It is expected that in regular tutoring consultations – on a weekly basis in the case of full-time study – the portfolio and orientation should be recurring of discussions.

6.2. Tasks Related to Portfolio Documents

A key responsibility of lecturers is to define precisely the professional content of the portfolio documents to be submitted for each subject. The obligation to submit portfolio documents must be specified in the subject programme. The topics, content, and professional elements of the required portfolio documents must be determined in advance. The submission deadline for each portfolio document must also be set in advance; when setting deadlines, it is essential to take into account the provisions of the Academic and Examination Regulations, which allows students to revise and resubmit a rejected document before the final deadline for obtaining the end-of-semester signature.

The portfolio document is linked to professional subjects; therefore, each document must be assessed by the lecturer teaching the subject in the given semester. Any document that does not meet the formal requirements, or contains serious referencing deficiencies (such as plagiarism, improper paraphrasing, or AI-generated content), must be rejected without substantive evaluation. For accepted documents, the professional content must be assessed. The results of the evaluation must be recorded and preserved by lecturers on the designated platform. The recording and maintenance of grades is of particular importance, as one of the key evaluation criteria of the portfolio thesis is the quantified evaluation of the documents collected throughout the entire duration of the academic programme.

Freely elective portfolio documents are assessed by the student's chosen supervisor if the document is submitted after the selection of the thesis topic (semester V). If the freely elective portfolio document is submitted before the semester of thesis topic selection (semesters I-IV), it is assessed by the year-cohort tutor.

6.3. Lecturer's Professional Reflections on Portfolio Documents

The portfolio documents submitted by students are assessed by the lecturer of the respective subject. An exception is made for the freely elective portfolio documents, which are assessed by the year-cohort tutor (for documents submitted in semesters I-IV) or by the supervisor of the thesis (for documents submitted in semesters V-VII), depending on the time of submission. The

deadline for evaluation is the same as that specified in the Academic and Examination Regulations for all documents. The evaluation must be carried out using a five-grade scale.

The general criteria for lecturers' professional reflections on the submitted portfolio documents are as follows:

- (1) ***Starting point, evaluation of the presentation of the topic*** (approx. 1-2 sentences): To which activity, professional relevance or output does the document relate? What objectives did it serve for the student? (e.g. *The student's portfolio document aimed at developing patient communication, prepared in connection with the subject XY, topic/practical session Z.*)
- (2) ***The student's activity and attitude in preparing the document*** (approx. 2-3 sentences): What was the student's level of participation, attitude, and activity as reflected in the work? To what extent did the student demonstrate independence and/or collaboration (depending on the topic) in preparing the document? (e.g. *In the submitted document the student's active participation, openness, and interest were consistently evident. The task was completed independently, responsibly, and with appropriate depth of engagement with subject matter.*)
- (3) ***Content and formal evaluation of the portfolio document*** (approx. 3-4 sentences): To what extent does the document reflect the student's newly acquired professional knowledge and focused thinking? Does the work meet the required formal standards? (e.g. *The submitted work is well structured, professionally sound, and clearly written. The author addressed the topic with the correct professional approach and appropriate expertise. The student dealt with and presented the subject matter comprehensively, providing accurate reflections on the key issues raised by the topic.*)
- (4) ***Evaluation of developmental progress and competency growth*** (approx. 1-2 sentences): In what ways is development evident? Which key competencies (e.g. professional knowledge, communication, attitude, problem-solving) were strengthened through the preparation of the portfolio documents (e.g. *The student's progress in professional reasoning and argumentation is particularly noteworthy. The document clearly reflects as a problem-oriented practical approach.*)
- (5) ***Summary, final evaluation*** (approx. 1 sentence): A brief evaluative statement, possibly with a recommendation for further progress. (e.g. *Based on the document, it can be concluded that the student has met the professional requirements in the field of XY, has*

fully acquired the competencies related to the subject matter, and demonstrates professional thinking that provides a solid foundation for further development.)

The evaluation of the portfolio documents must be prepared in accordance with the formal requirements (see Table III), given that it will form part of the portfolio thesis.

The unified evaluation is supported by the guidelines provided in Annex 2.

Based on the grades or scores assigned to each criterion, the assessment of the document should be carried out in accordance with Table IV.

Table IV: Recommendation for the five-grade content and formal assessment of portfolio documents

Score	Grade	Content
23-25 points	Excellent (5)	The document is exemplary in both professional content and formal presentation, reflecting strong professional interest, competency development, and independence
20-22 points	Good (4)	The document is well-structured and professionally and substantively sound, with only minor shortcomings, and demonstrates identifiable competency development.
17-19 points	Satisfactory (3)	The document is of an acceptable professional standard but requires further development in terms of content or formal presentation.
13-16 points	Pass (2)	The document meets the minimum requirements but does not demonstrate independence or competency development.
0-12 points	Fail (1)	The document does not meet the basic requirements and is seriously deficient in terms of professional content and/or formal presentation.

6.4. Responsibilities of the Supervisor

Following the selection of the thesis topic (which takes place in semester V), the preparation of the portfolio thesis is supported by the supervisor chosen or assigned according to the student's orientation. This activity is almost identical to the supervisory duty associated with "traditional"

types of theses. The supervisor monitors the student's progress and development with the portfolio, supporting their work through professional advice, guidance, and corrections.

A key responsibility of the supervisor is to coordinate the preparation of the thesis in accordance with the structure defined in Chapter 5 of this guideline. The supervisor must draw the student's attention to the weight, content, and significance of the individual elements of the thesis, and must also assist in arranging the annexes in chronological order during their compilation.

Another key responsibility of the supervisor is to verify the summary table entitled "*Overview Table of Portfolio Documents and Their Evaluation*", which must be prepared as Annex 1 of the portfolio thesis. This includes checking both the appropriateness of the documents and the accuracy of the grades indicated.

The supervisor is responsible for evaluating the freely elective portfolio documents submitted during the semesters V-VII and for recording their results on the designated platform.

7. Evaluation System of the Portfolio Thesis

Like a standard thesis, the portfolio thesis is evaluated after submission. The evaluation consists of three main components:

- a) the arithmetic average of the grades awarded in the individual semesters for the documents submitted by the student and included in the portfolio thesis;
- b) the supervisor's grade awarded for the evaluative review of the documents included in the portfolio thesis;
- c) the grade awarded by the supervisor for the reflective essay included in the portfolio thesis.

The supervisor does not evaluate the portfolio documents solely by assigning a grade, they must also provide a written assessment and feedback on the evaluation sheet. In addition, a written justification must accompany the grade awarded for the evaluation of the reflective essay.

The arithmetic average of the three main evaluation components constitutes the grade proposed by the supervisor for the thesis.

The final grade of the portfolio thesis is determined by the examination board during the theoretical oral final exam, following the portfolio defence⁵.

⁵ **The portfolio defence** forms part of the oral final exam. During this process, the student presents a summary of their portfolio thesis, the theoretical and practical knowledge acquired during the full programme, the competencies attained, and their reflections.

7.1. Evaluation Sheet for the Assessment of the Portfolio Thesis

Author of the thesis:

Author's programme/specialisation:

Author's Neptun ID:

Title of the thesis:

Name and workplace of the supervisor:

I. Evaluation of Portfolio Documents

MANDATORY CORE PORTFOLIO DOCUMENTS	
Observational Practice – Introduction to Health Sciences	
History and Propaedeutics of Public Health	
Detailed Microbiology	
Public Health and Epidemiology A	
Natural Science Foundations of Public Health A and B	
Public Health and Epidemiology B	
Synthesis of Public Health Knowledge A	
Field Practice A	
Field Practice B	
Fundamentals of Health Risk Analysis	
MANDATORY ORIENTATION PORTFOLIO DOCUMENTS*	
1)	
2)	
3)	
4)	
5)	
COMPULSORY ELECTIVE PORTFOLIO DOCUMENTS*	
1)	
2)	
3)	
FREELY ELECTIVE PORTFOLIO DOCUMENTS*	
1)	
2)	

* To be completed based on the student's field of orientation and portfolio documents.

Grade: _____

II. Written Evaluation of the Overview of Portfolio Documents

.....
.....

Grade: _____

III. Written Evaluation of the Reflective Essay

.....
.....

Grade: _____

Numerical evaluation of thesis, based on the arithmetic average of the grades awarded for the three criteria:

Grade classifications (please underline the appropriate one):

- | | |
|--------------|-----------------------------------|
| Fail | for an average below 1.5 |
| Pass | for an average between 1.5-2.4999 |
| Satisfactory | for an average between 2.5-3.4999 |
| Good | for an average between 3.5-4.4999 |
| Excellent | for an average between 4.5-5.0 |

Reviewer's Questions (2-3):

- 1)
- 2)
- 3)

Proposed grade for the thesis: (in words)(in numbers)

Budapest, (date)

.....
reviewer

Seen by:

Budapest, (date)

.....
head of the department responsible for the topic

.....
programme/specialisation coordinator

Final grade: (in words) (in numbers)

.....
chair of the final exam committee

8. Rules of the Use of Artificial Intelligence-Based Tools

During the preparation of the portfolio thesis and the portfolio documents on which it is based, and in accordance with the relevant course descriptions maintained by the Department, students are required to carry out independent professional work. The essence of the portfolio format is to present the student's own professional development, the development of their competences, their reflections and their academic progress. Therefore, neither the thesis nor its documents may be prepared as content generated by artificial intelligence (AI)-based tools.

The use of AI-based tools is permitted only to a limited extent, and exclusively as a supplementary and learning-supporting aid. Such use may include, in particular, preliminary orientation, support in interpreting professional concepts, organising learning materials or the student's own notes, and technical, stylistic or grammatical assistance aimed at improving the clarity of an already written text. However, the use of AI tools must not replace the independent processing of scientific and professional sources, the independent formulation of professional conclusions, independently conduct reflective evaluation, independent student thinking, or the fulfilment of the prescribed referencing requirements.

No chapter, subsection, paragraph or other substantive content unit may be accepted in the portfolio documents or in the portfolio thesis if it has been produced by the student using an artificial intelligence-based tool without modification and/or without substantial independent processing. In particular, students are not permitted to have the professional analysis of a portfolio document, the evaluative overview of the portfolio thesis, the reflective essay or the summative evaluation prepared by an AI tool. These sections are intended to present the student's own professional development, changes in their competences and self-reflection; therefore, they may only be based on the student's own intellectual work, and the use of AI technology for these sections is prohibited.

If the student has used an artificial intelligence-based tool during the preparation of the portfolio documents or the portfolio thesis, they are required to indicate this fact, together with the manner, purpose and summary characteristics of its use, in the thesis. This declaration must include the name of the tool used, including its version number, the purpose of its use, and a brief description of how the AI tool supported the work. The student bears full professional, ethical and copyright-related responsibility for the completed and submitted work in its entirety, regardless of whether AI-based assistance was used during its preparation.

When using AI tools, particular attention must be paid to source criticism. Answers, summaries, explanations or suggestions provided by AI cannot be regarded as independent professional or scientific sources; their professional accuracy must be verified by the student using the available conventional methods. Professional statements should primarily be supported by textbooks, legislation, professional guidelines and other verifiable professional literature sources. A bibliographic reference suggested or identified by AI may only be used if the student has verified its existence, content and relevance. If orientation and source criticism are difficult, the student may request assistance from the course instructor for the professional review of AI-generated content or responses.

The student must not upload to any artificial intelligence-based tool any data, document or information that contains or may contain personal data, health data, internal institution information, data related to patient care or public health activities, instructor evaluations, non-public university documents, or copyright-protected content for which use has not been authorised. When preparing portfolio documents, the student must comply with data protection, confidentiality and copyright rules in all cases.

After the submission of the portfolio documents and the portfolio thesis, the document may be subject to plagiarism checking and to an investigation aimed at identifying the use of artificial intelligence. Undeclared, unauthorised or substitutive use of AI that replaces independent student work constitutes a serious referencing and ethical deficiency and shall result in the rejection of the document or thesis without substantive assessment.

Annex 1: Overview chart of portfolio documents

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Annex 2: Evaluation guidelines for the unified assessment of portfolio documents

Evaluation Criteria	Excellent (5)	Good (3)	Satisfactory (3)	Pass (2)	Fail (1)
Presentation of content	The document presents the topic, objectives, and context clearly, concisely, and with professional accuracy.	The presentation is adequate but less nuanced or detailed.	Generally understandable, but too general from a professional perspective or partly inaccurate.	The content is incomplete, difficult to follow, and contains several professional errors.	The document does not substantively present the topic and/or contains serious errors.
Student's participation, activity, and attitude	The document reflects that the student participated actively, with motivation and reflection.	Participation and attitude are evident, but full engagement is not clearly demonstrated.	The student's activity is barely noticeable in the document.	The document reflects passive participation, with few original thoughts or signs of activity.	The student's work shows no substantive participation or activity at all.
Content and formal presentation of the document	Professionally accurate, well-structured, and linguistically and formally polished work.	Despite minor errors, the document has appropriate professional content, is well-structured, clear, and usable.	Basically acceptable, but contains several formal and/or professional errors.	Formally disorganised, professionally inaccurate, or incomplete.	Does not meet the basic formal and/or professional content requirements.
Developmental path and presentation of competencies	The student demonstrates a clear process of professional development in the document, with evident competency growth.	The student's professional and competency development is noticeable, though not consistently well-reflected.	The document indicates limited professional and/or competency development.	The document shows minimal professional and/or competency development, or it is not clearly traceable.	No professional or competency development can be identified from the submitted document.
Usability and professional value	The document is exemplary, fits well into the portfolio, and clearly demonstrates development.	The document is of high quality and fits into the professional portfolio.	The document is of average quality, with moderate portfolio value.	The document is of poor quality, of limited usability, and reflects little development.	The document is not suitable as a portfolio element, does not fit into the portfolio, and must be revised.