

Doctoral School of Security Sciences – Performance Evaluation

Annual report

Academic year 2024/2025

Evaluation criteria:

1. Back-checking and evaluating the fulfilment of the previous year's quality targets

Strategic goal/task	Quality goal	Indicator	Comment	Evaluation	Future indicator
1. Students must fulfil their doctoral study, publication and dissertation requirements in an appropriate manner.	1. Increase the number of successful saves.	Min. 10 successful public defenses.		FULFILLED (20 successful public defences took place during the period under review.)	Min. 10 successful public defenses.
2. Quality core member, supervisory and teaching activities in the doctoral school.	2. Increase the number of core members and/or DIT members with DSc titles.	In the 2025-2026 school year, an additional 1 person.		FULFILLED	
	3. Increasing the number of joint supervision sessions with a foreign university.	At least 2 new research topics co-led with foreign universities.		FULFILLED	At least 2 new research topics co-led with foreign universities.
3. Deepening the domestic and international research integration of BDI.	4. Increasing the number of research topics with an industrial background.	Min. 2 new research topics with an industrial background.		FULFILLED	Min. 2 new research topics with an industrial background.
	5. Increasing the number of EKÖP-KDP students	At least 1 new KDP student.		FULFILLED	At least 1 new KDP student.
	6. Increasing the number of students participating in the	Min. 3 new SH students.		FULFILLED	Min. 2 new SH students.

	Stipendium Hungaricum program.				
4. The fulfilment of the minimum requirements for students to study and obtain a degree should be pro-rated.	7. As many students as possible should complete the complex exam at the end of the 4th active semester of the study phase.	The percentage of students dismissed during the study phase should remain below 5%.		FULFILLED	The percentage of students dismissed during the study phase should remain below 5%.
	8. The largest possible proportion of students participating in the organized training should reach the absolute degree at the end of the 4th active semester of the dissertation phase.	The percentage of students dismissed in the dissertation phase should remain below 10%.		FULFILLED	The percentage of students dismissed in the dissertation phase should remain below 10%.
	9. As many doctoral students as possible should receive a degree within 6 active semesters following the complex exam.	The proportion of dismissed students who pass the complex exam but do not achieve a degree should remain below 10%.		FULFILLED (In the given interval, the proportion of dismissed students who passed the complex exam but did not achieve a degree was 4.6%.)	The proportion of dismissed students who pass the complex exam but do not achieve a degree should remain below 10%.
	10. In the organized training, the control of student progress should be continuously ensured, primarily on the basis of semester reports.	At least 95% of the students participating in the organized training should report on their progress at the semester-long doctoral student report.		FULFILLED (The indicator was met. At the semester-long doctoral student report, 99% of the students participating	At least 95% of the students participating in the organized training should report on their progress at the semester-long

				in the organized training reported their progress.)	doctoral student report.
5. Students must fulfil their doctoral study, publication and dissertation requirements in an appropriate manner.	11. To strengthen the students' background knowledge and research attitude.	The subjects "Publication Standards and Knowledge" and the subjects "Methodology of Scientific Research" should be compulsory subjects for all students participating in Hungarian-language training in the first semester of the training. The course "Publication Standards and Knowledge" should be compulsory for first-year students participating in the English-language training.		NOT FULFILLED (The course "Publication Standards and Knowledge" was taken by 86% of first-year students.)	The subjects "Publication Standards and Knowledge" and the subjects "Methodology of Scientific Research" should be compulsory subjects for all students participating in Hungarian-language training in the first semester of the training. The course "Publication Standards and Knowledge" should be compulsory for first-year students participating in the English-language training.
	12. To support the performance of continuous, high-quality doctoral activities.	The acceptance rate of student reports on the semester-long doctoral report should reach at least 95%.		FULFILLED	The acceptance rate of student reports on the semester-long doctoral report should reach at least 95%.

	13. Achieving quality study and research results by the time of the complex exam.	The complex exam must be successful in at least 95% of the exams.		FULFILLED 100% of the complex exam was successful.	The complex exam must be successful in at least 95% of the exams.
		The average score of the study part of the complex exam should reach a minimum of 40 points out of the maximum 45.		FULFILLED Based on the current assessment system, the average score of the academic part of the complex exams of the previous academic year was 42.8 points.	The average score of the study part of the complex exam should reach a minimum of 40 points out of the maximum 45.
	14. Preparation of quality doctoral student publications.	The proportion of publications with a supervisor should reach 80%.		FULFILLED	The proportion of publications with a supervisor should reach 80%.
	15. Preparation of high-quality doctoral dissertations.	Dissertations should be evaluated in workplace workshops in 90% of cases. "PhD recommended for public defence".		FULFILLED The number of successful workshop discussions was 100% during the period under review.	Dissertations should be evaluated in workplace workshops in 90% of cases. "PhD recommended for public defence".
		Public defence should be successful in 95% of cases.		FULFILLED In the past year, the number of successful saves was 100%	Public defence should be successful in 95% of cases.
		The evaluation of the public defence should reach the		FULFILLED	The evaluation of the public defence should reach the

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		" <i>summa laude</i> " qualification in at least 50% of cases.		90% of public defences were classified as " <i>summa laude</i> " during the period under review.	" <i>summa laude</i> " qualification in at least 50% of cases.
6. Quality core member, supervisory and teaching activities in the doctoral school.	16. Professional level of supervisor and teacher.	In the case of active instructors and supervisors, the doktori.hu interface should be updated at least once a year.	Publication data should be updated at least once a year.	FULFILLED	In the case of active lecturers and supervisors, the publication data and the doktori.hu interface should be updated at least once a year.
	17. Professional level of core member activity	In terms of publications, 50% of core members should prepare Q1 rated publications.	In the case of core members, the doktori.hu interface should be updated at least once a year.	FULFILLED (Of the 11 core members of the DI, 6 members published Q1 classified publications in the given interval.)	In terms of publications, 50% of core members should prepare Q1 rated publications.
		On average, DI core members should publish at least one Q2-Q3 journal article per year.	In the case of core members, the doktori.hu interface should be updated at	FULFILLED (The 11 core members of the DI published a total of 58 Q2-Q3 journal articles, which means an average of	On average, DI core members should publish at least one Q2-Q3 journal article per year.

			least once a year.	5.27 articles per core member.)	
	18. Ensuring the number of core members	Admission of at least one core member under the age of 60 within three years.		No new core members were recruited during the period under review, so we continue to maintain this indicator.	Within two years, at least one core member under the age of 60 must be recruited.
7. Deepening the domestic and international research integration of BDI.	19. Expanding partnerships.	Establish partnerships with at least two new research sites within five years.		A new research site has been added to the list of DI's partnerships, but we are planning to establish partnerships with other research sites, so the maintenance of the indicator is justified.	Establishing a partnership with a new research site.

5. New quality targets

Strategic goal/task	Quality goal	Indicator	Comment
1. Internationalization	1. Increasing the number of joint supervision sessions with a foreign university.	At least 2 new research topics co-led with foreign universities.	
2. Deepening the domestic and international research integration of BDI.	2. Increasing the number of research topics with an industrial background.	Min. 2 new research topics with an industrial background.	
	3. Increasing the number of EKÖP-KDP students	At least 1 new KDP student.	
	4. Increasing the number of students participating in the Stipendium Hungaricum program.	Min. 2 new SH students.	
3. The fulfilment of the minimum requirements for students to study and obtain a degree should be pro-rated.	5. As many students as possible should complete the complex exam at the end of the 4th active semester of the study phase.	The percentage of students dismissed during the study phase should remain below 5%.	
	6. The largest possible proportion of students participating in the organized training should reach the absolute degree at the end of the 4th active semester of the dissertation phase.	The percentage of students dismissed in the dissertation phase should remain below 10%.	
	7. As many doctoral students as possible should receive a degree within 6 active semesters following the complex exam.	The proportion of dismissed students who pass the complex exam but do not achieve a degree should remain below 10%.	
	8. In the organized training, the control of student progress should be continuously ensured, primarily on the basis of semester reports.	At least 95% of the students participating in the organized training should report on their progress at the semester-long doctoral student report.	
4. Students must fulfil their doctoral study,	9. To strengthen the students' background knowledge and research attitude.	The subjects "Publication Standards and Knowledge" and the subjects "Methodology of Scientific Research" should be compulsory	

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publication and dissertation requirements in an appropriate manner.		subjects for all students participating in Hungarian-language training in the first semester of the training. The course "Publication Standards and Knowledge" should be compulsory for first-year students participating in the English-language training. New consultancy workshop on international publishing	
	1. To support the performance of continuous, high-quality doctoral activities.	The acceptance rate of student reports on the semester-long doctoral report should reach at least 95%.	
	2. Achieving quality study and research results by the time of the complex exam.	The complex exam must be successful in at least 95% of the exams.	
		The average score of the study part of the complex exam should reach a minimum of 40 points out of the maximum 45.	
	3. Preparation of quality doctoral student publications.	The proportion of publications with a supervisor should reach 80%.	
	4. Preparation of high-quality doctoral dissertations.	Dissertations should be evaluated in workplace workshops in 90% of cases. "PhD recommended for public defence".	
		Public defence should be successful in 95% of cases.	
		The evaluation of the public defence should reach the " <i>summa laude</i> " qualification in at least 50% of cases.	
5. Quality core member, supervisory and teaching activities in the doctoral school.	5. Professional level of supervisor and teacher.	In the case of active lecturers and supervisors, the publication data and the doktori.hu interface should be updated at least once a year.	
	6. Professional level of core member activity	In terms of publications, 50% of core members should prepare Q1 rated publications.	
		On average, DI core members should publish at least one Q2-Q3 journal article per year.	
6. Ensuring the future supply of teachers and researchers	7. Preservation of lasting professional potential.	- Within 3 years, at least 1 core member under the age of 60 must be admitted.	It serves to involve long-term sustainability and fresh professional ideas.

7. Deepening international research integration	8. To encourage international cooperation and student mobility.	- At least 2 new joint supervision with foreign universities. - 1 partnership with a new international research centre.	It promotes the integration of foreign students (pl. SH) and international opportunities.
8. Ensuring student performance and graduation	9. Students must meet the doctoral requirements in an appropriate capacity.	- Min. 10 successful public defenses. - 95% of those who pass the complex exam should receive a grade within 6 active semesters.	According to the survey, high satisfaction promotes effective progress.
9. Extremely high quality supervision	10. Maintaining and measuring excellent supervisor support.	- The average satisfaction with supervisor support remains above 5.0 (scale 1-6). - 100% supervisor availability.	One of the most important lessons of the survey is that supervision is an outstanding strength. It is also advisable to follow this quantitatively.
10. Systematic assessment and improvement of student satisfaction	11. Based on student feedback, the training environment is constantly evolving.	- Conducting an annual anonymous survey, goal: average satisfaction above 4.5. - Implementation of at least 2 specific development measures based on the results of the annual survey.	It builds directly on survey results; ensures that feedback is followed by action.

6. Analysis of the number of doctoral students

2024/25 academic year	Active	Passive	Altogether	Dismissed	Recorded
Correspondent	92	12	104	7	12
Living room	117	6	123	6	10
SH	53	4	57	2	11
Individual	61	28	89	8	5
Altogether	323	50	373	22	38

7. Doctoral students who are taking a complex exam, requesting an absolutorium, are in a degree acquisition procedure/have obtained a degree in the current year, results, dropouts

In the 2024-2025 academic year, 48 students passed the complex exam, 0 students passed the complex exam, 28 students obtained an absolutorium, 1 student did not obtain an absolutorium, 19 students had a successful workshop discussion, and 20 students successfully defended their thesis at the Doctoral School of Security Sciences. The academic year was started by 3 students who won the EKÖP – Doctoral application as doctoral students and 4 people who won the EKÖP – KDP application as doctoral students.

8. Results of habilitation procedures

In the 2024-2025 academic year, 7 successful habilitation procedures were completed.

9. Results of doctoral student needs and satisfaction surveys, e.g. questionnaire survey, workshop, roundtable discussions, results of individual interviews, feedback

In order to comprehensively evaluate the operation of the DI, the DI conducted two parallel surveys. The first one assessed the general quality and organizational framework of the training, while the second analyzed the specific aspects of supervisor relationships and support. The surveys focused on the background of the respondents, with special regard to the form of training (full-time, correspondence), the method of financing (scholarship, tuition-based, Stipendium Hungaricum), the gender and origin of the students (Hungarian, foreign) and the semester of study. The rating was on a scale of 1 to 6.

Overall satisfaction with the quality of training

Based on the results of the first survey, we can get a positive picture of the operation of the doctoral school overall. Students reported an average high satisfaction score (often above 4.5) in the following key areas:

- Quality of training and courses: The study program, the quality of the courses offered, and the organization of educational activities received very positive feedback.
- Supervisor support: The vast majority of respondents were fully or partially satisfied with the professional and methodological support received from supervisors.
- Administrative processes: Respondents are satisfied with the conditions of administration, course registration and obtaining study credits.

A more detailed analysis of the assessment according to the form of funding and the method of training shows that scholarship recipients (including Stipendium Hungaricum scholarship holders) and full-time students had a higher satisfaction index on average compared to tuition fee and correspondence students in certain areas, especially in relation to research infrastructure and library services.

Supervisor relationships and support: outstanding positive results

The results of the second survey, which focused on supervisors, are extremely strong and consistent, supporting the findings of the first survey. In the eyes of the students, the supervisor relationship is one of the greatest strengths of the institution.

- Excellent professional attitude: The vast majority of responses (over 90%) indicated the category "very helpful, supportive and motivating". The feedback emphasizes the professional competence, goal-orientation and human appreciation of the supervisors of the supervisors.
- Regular and effective Communication: The frequency of consultations proved to be adequate, a significant number of respondents met with their supervisor on a weekly or at least monthly basis. The nature of the communication was characterized by the adjectives "direct, helpful, friendly".
- Valuable and constructive feedback: The majority of students receive a "realistic, real-world performance-based" assessment and "concrete guidance on areas for improvement." This is of paramount importance for scientific progress.

The only recurring point of improvement for some respondents was that the feedback was general rather than specific, and in some cases they noticed a lack of rigor.

Areas for development

Although the majority of students are basically satisfied, based on open opinions and more detailed data from the first survey, it is advisable to highlight some areas for continuous improvement:

- Financial support: Several specific proposals formulated by Stipendium Hungaricum scholarship students, in particular, are to increase the amount of scholarships, taking into account the cost of living.
- Research conditions and infrastructure: Satisfaction with the resources required for research (research infrastructure, equipment) and involvement in the scientific community (conferences, publication opportunities) is more variable and may require additional efforts.
- Internal communication and information flow: Some respondents suggested further improvements in the timeliness of the information on the DI website and the speed and efficiency of e-mail communication. More active support for novice doctoral students and the fine-tuning of the regularity of supervisor consultations were also suggested.

Summary and conclusions

Overall, surveys clearly confirm that DI performs consistently well in terms of student satisfaction. The institution also provides excellent professional support and research conditions for students from different backgrounds (form of training, funding, nationality), which is also reinforced by the outstandingly positive assessment of supervisor relationships.

The main strengths of the doctoral school are a supportive teaching culture, a friendly community, administrative support and a broad research spectrum. The constructive feedback received will provide valuable guidance for further continuous improvement, which can focus on the clarification of information flows and the development of research infrastructure.

10. Results of the needs and satisfaction surveys of teachers/supervisors

The results of the survey conducted among teachers and researchers show a positive picture of the operation of the Doctoral School (DI) on the one hand, and on the other hand, they indicate valuable and concrete development directions.

a) Numerical results and overall satisfaction

In the survey, the instructors rated different aspects of the functioning of the DI on a scale of 1 to 6. The average ratings mostly fell in the range of 4.5 - 5.5, indicating a high level of overall satisfaction. Many respondents, including both experienced and novice supervisors, gave a maximum score of 6 to most of the questions, which testifies to how the system works. The lowest ratings (range 2-3) are mainly related to research infrastructure, information flow and transparency of certain administrative processes, but these cases represent a minority among respondents.

b) Strengths and good practices

The answers clearly identify a number of areas that are working outstandingly well and that deserve to be strengthened and maintained.

- Excellent administrative support: Feedback is almost unanimous in praising the work of the Secretariat. The instructors emphasized the extraordinary helpfulness, speed and problem-solving skills of the staff. One respondent wrote: "You can always count on the Secretariat, even though they have a lot of work to do." This reliable back-up support is essential for educators to work effectively.
- Strong collegial community and positive attitude: Many instructors have highlighted good personal relationships, collegial team spirit and identification with common goals. The "positive attitude; "Let's solve the problem" sums up the constructive spirit of cooperation. This medium contributes to the attractiveness of DI and internal coherence.
- Effective communication and problem-solving: Several supervisors rated continuous communication and practical problem-solving skills as particularly positive. One instructor wrote: "Recently, the communication and organized work of the DI has improved a lot.", which indicates continuous improvement.

c) Areas for improvement and negatives

Despite the high level of overall satisfaction, respondents also expressed constructive criticism, pointing out areas where further improvement is needed.

- Inadequate infrastructure and resources: This was the most common negative topic. Several lecturers indicated the obsolescence or lack of research laboratories and the limited parking facilities. These shortcomings directly affect both the quality of research activities and the conditions under which lecturers work on a daily basis.
- Deficiencies in information flow and communication: Although communication was praised by many, others cited more opaque processes and lack of information. For example, one instructor said he wanted "more information," while another wanted "more efficient, faster communication." This suggests that the quality of communication is uneven or does not always reach all stakeholders equally.
- Need for clearer regulation: Several respondents emphasized the importance of a more regulated and comprehensive, accurate doctoral regulation. This need refers to the fact that some processes or requirements are not completely clear or do not follow consistent principles, which can lead to uncertainty.

(d) Detailed analysis of the proposals

The recommendations of the trainers are very concrete and feasible, which can be divided into three main groups:

More structured dialogue and community building:

- Regular information meetings: Several proposals have been received for holding annual, formal meetings where the management of the DI will present the guidelines and there will be an opportunity to collect/discuss feedback from the instructors. This would not only improve the flow of information, but would also strengthen public life and the feeling of being involved.
- Teachers' Club and Roundtable Discussions: Participants expressed a need to create a platform that would focus "primarily on understanding and supporting joint research

and publishing opportunities for doctoral students". Such a forum could facilitate multidisciplinary cooperation and the sharing of good practices.

Modernize processes and controls:

- Simplify administration and automation: An experienced instructor suggested "a little simpler administration and more automation." This proposal highlights that a well-functioning administration can be further developed by introducing digital solutions, reducing administrative burdens.
- Stricter and more consistent application of requirements: Several respondents emphasized the importance of consistency in the fulfillment of obligations, even suggesting a stricter application of the requirements for both students and teachers. This is necessary for quality assurance and fair treatment.

Resource expansion and support:

- Conference cost support: A specific proposal has been made for the "financial support of the conference of PhD students", which would promote the scientific integration and visibility of students.
- Infrastructure development: The need for "modernisation of research infrastructure" and "more research laboratories" has emerged as a clear priority. The realization of this is a fundamental condition for competitiveness and high-quality research.

In summary, the teacher survey shows a picture of a committed and fundamentally satisfied, but at the same time development-oriented community. The proposals provide valuable guidance for the further strengthening of the Doctoral School, with a particular focus on communication, community building, regulation and infrastructure.

11. Analysis of HR staff (core members, supervisors, topic announcers, course directors, lecturers) (changes, new members, succession planning)

HR staff: there have been no changes in the number and person of the core members of the Doctoral School and the members of the BDI DIT.

The range of supervisors expanded during the period under review. 9 new supervisors joined the doctoral school.

12. Checking the updating of the ODT interface of the DI core member/teacher/supervisor staff

The monitoring of the updating of the ODT interface of the DI core member/teacher/supervisor staff was continuous during the academic year. During the review, the persons filtered and displayed by the system on doktori.hu will be periodically informed of the need for corrections and replacements in the form of an automatically generated email or through the BDI secretariat.

13. Infrastructure review, e.g. the state of the research and office technology infrastructure provided for doctoral students, achieved developments, expansions, "borrowed resources"

BDI pays special attention to providing the research and office technical infrastructure conditions for students. In the case of foreign students, it provides a separate office for male students and a separate office for female students. In addition to the appropriate number of monitors and desktop computers, the offices are also equipped with other technical equipment, such as refrigerators, coffee makers, microwave ovens, which devices make the time spent in the given room more comfortable. A significant number of students do not require office space, but BDI also helps their work by providing laptops on demand and if possible.

14. Events, doctoral conferences, workshops, etc.

At the Doctoral School of Security Sciences, there were several opportunities for student gatherings and exchange of information. The **Doctoral Student Meeting** was held on a monthly basis, the Christmas Dinner **at the end of the autumn semester**, the Doctoral Student Ball at the **beginning of the spring semester**, and the June **Barbecue Party at the end of the academic year**.

Doctoral student meetings

Monthly, structured meetings that provide opportunities for doctoral students to participate in scientific, professional and community activities.

Regular meetings provide direct feedback to doctoral students on individual and group research. Their aim is to promote scientific cooperation, exchange of experience and improve the quality of doctoral research.

The introduction of doctoral students, research presentations and informal conversations should be highlighted, which contribute to community building.

Organization and conduct of meetings

The organization of BDI meetings is a structured and well-thought-out process based on the active participation of doctoral students and close collaboration with the management of BDI.

Steps of organizing meetings:

- Planning annual meetings
 - Initial consultation: At the beginning of the year, the doctoral students jointly plan the dates and main topics of the annual meetings.
 - Proposal Presentation: A schedule of scheduled meetings is presented to BDI management, who accept the proposal or request amendments.
- After approval from the BDI management, doctoral students will begin the detailed organization of events.
- Organizational tasks:
 - Invited speakers:
 - Invitation of professional speakers who fit the topic of the meeting.

- Consultation on the topic, duration and technical requirements of the lectures.
- To create invitations:
 - Creating electronic invitations in Hungarian and English.
 - Sharing the details of the event (date, location, program plan) in Hungarian and English.
- Event registration:
 - Creation of an online registration system for participants.
 - Track applications and close registration before the event.
- Acceptance:
 - Presentation of the full plan of the event and its acceptance by the BDI.
- Conduct of the event
 - Room preparation: On the day of the event, a few hours before the start, the doctoral students will take care of the furnishing of the room (tables, chairs, technical equipment, decoration).
 - Opening: During the opening of the event, the most important news and novelties will be presented to the participants.
 - Lectures: Listen to presentations by presenters, followed by interactive Q&A.
 - Taking a group photo: To preserve the memory of the event, to take a group photo after the performances, which has become a tradition.
 - Networking: Informal conversations and networking opportunities between participants.
- Close an event
 - Closing and cleaning: At the end of the event, the doctoral students will ensure that the venue is restored to an orderly condition.
- Evaluation of experiences
 - After the event, the doctoral students and the management of BDI will evaluate the effectiveness of the meeting and possible development opportunities.

National engagement

BDI students are actively involved in shaping the community life of doctoral students not only within the institution, but also at the national level. Presence in the National Association of Doctoral Students (DOSZ) gives BDI students the opportunity to represent specific aspects of security science research and contribute to the development of doctoral training as a whole.

Recently, BDI students have successfully applied for and won the presidency positions of two important sections of DOSZ:

- the Department of Engineering Sciences (MTO),
- and the presidencies of the Department of Military Science (HTO).

These positions provide opportunities for BDI students to participate directly in the professional and advocacy work of the doctoral community at the national level. This active role contributes to the students of the Doctoral School of Security Sciences becoming key players not only in their own field of research, but also in the Hungarian doctoral life as a whole.

The students of the Faculty of Engineering are present in the work of the most important professional organizations, such as the Hungarian Accreditation Committee (MAB), the Scientific Association for Infocommunications and Informatics (HTE), IEEE, WITSEC, Object Management Group (OMG) and the Hungarian Electrotechnical Association (MEE).

15. ALUMNI activities

In the life of the Doctoral School of Security Sciences, the community of alumni, the Alumni, is of paramount importance. In recent years, the role of graduates has become more and more important, as their experience, professional contacts and industrial presence greatly contribute to the development of the school.

For BDI, community building is not only about the collaboration of current doctoral students, but also about the active involvement of graduates. In this spirit, each BDI Meeting is also an Alumni Meeting, where current and former students participate together, share their knowledge, present their research results, and build personal relationships. This dual role strengthens professional cooperation and promotes the formation of a living, continuously developing community.

Two leaders have been asked to coordinate the operation of the Alumni, who work together with the representative of the Student Union. Dr. Dániel Tokody is responsible for the Hungarian alumni, while Dr. Yue Wu represents the foreign, English-speaking alumni community. This division ensures that all graduates can actively participate in the professional and community life of BDI.

The presence and support of the Alumni provides an opportunity for doctoral students to gain first-hand practical experience, mentoring and industry feedback, while graduates can actively contribute to strengthening the professional and social prestige of the Doctoral School. Thus, joint events are not only a professional forum, but also a community bridge between the students of the past, present and future.

Facebook group

From the point of view of BDI's online communication presence, the existence of a Facebook group is an important element that supports community building and the flow of information. BDI has a Facebook group with 253 members:

- Doctoral students
- Trainers
- Former students

The group is private: only members can view the list of group members and their posts.

Thanks to its visible setting, the group can be found and applied by anyone, but applicants must prove that they belong to BDI.

Group functions:

- Information sharing: The most important news, events, deadlines, call for proposals and publication calls of the Doctoral School are shared here.
- Promotion of community events: For example, the announcement of regular monthly Doctoral student meetings, scientific lectures and other programs.
- Communication: Interact with each other, share questions and opinions.
- Mentoring and support: More experienced PhD students and faculty members often provide assistance through the group.

<https://www.facebook.com/groups/1493365904312729>

Several of our graduates were regular participants and lecturers at the monthly doctoral student meetings.

16. Financial support for doctoral students and lecturers to finance the activities carried out within the framework of the Master's degree

The budget of the DI was used to financially support the conference participation of PhD students and supervisors, as well as to pay the publication costs of publications published in prestigious places. In addition, the budget of the Doctoral School provided significant financial support for the organization of the Doctoral Student Ball and the June event at the end of the academic year.

Date: 19 September 2025

Created: Prof. Dr. Goda Tibor János

Approved: Council of the Doctoral School (DIT)

Action plan

Target	Task	Responsible	Deadline	Verification of fulfillment	Comment
Preparation of a new Operating Regulations and Training Plan	Preparation of the new Operational Regulations and Training Plan in accordance with the new EDHSZ currently under development (supplemented with a table of contents).	Head of Doctoral School, DIT	continuous	The new EDHSZ was completed. It is effective from 29 April 2025.	
Review/update of quality assurance plan	Revision of the current Quality Assurance Plan in the light of the new EDHSZ under development	Head of Doctoral School, DIT	continuous	The new EDHSZ was completed. It is effective from 29 April 2025.	
Development of a preventive warning system	Development and introduction of a preventive signalling system in order to increase the degree acquisition rate	Head of Doctoral School, Secretariat, DIT	September 2025	The details of the preventive warning system have been worked out. The system has gone live.	
Monitoring Exit Reasons	In order to reduce drop-out rates, it is necessary to investigate the reasons that lead to the discontinuation of students' PhD studies	Secretariat, Head of Doctoral School, DIT	September 2025	The methodology of monitoring has been developed. Monitoring has begun.	
Survey expansion	Supplementing/revising the questionnaire used to measure opinion and satisfaction (mobility, community life, etc.)	Secretariat, Head of Doctoral School, DIT	September 2025	The questionnaire has been expanded/revised. Point 6 of this self-assessment is based on the results of the survey conducted on the basis of the extended/revised questionnaire.	
PhD Wellness Program	Involvement of PhD students in the Well-being Program of the Faculty of Faculty of Medicine/Bánki	Head of Doctoral School, Secretariat	continuous	The extension of the well-being program of ÓE BÁNKI to PhD students has begun. One of the people in charge of the wellness program is an active PhD student at BDI.	
Increasing the number of publications with a supervisor.	In the Operating Regulations developed for the new EDHSZ, the supervisor's tasks should include the preparation of joint publications with the student.	Head of Doctoral School, DIT	September 2025	FULFILLED The new EDHSZ was completed. It is effective from 29 April 2025.	
Development of the website of the doctoral school	Reviewing the structure of the website (Hungarian and English), updating and continuously updating its content	Doctoral School Management, Secretariat	December 2025		

Development of resources (research infrastructure, equipment) necessary for research	Laboratory developments, infrastructure development, equipment procurement	Doctoral School Management, DIT	continuous		
Improving the supervision practice of junior doctoral students	Providing more effective supervisor support	Doctoral School Management, DIT	continuous		
More efficient flow of information	Organisation of annual meetings for formal trainers/facilitators	Doctoral School Management	continuous		
Promoting cooperation and dissemination of good practices	Organization of teacher/supervisor meetings	Doctoral School Management, Secretariat	continuous		

Date: Budapest, 19 September 2025

Created by: Prof. Dr. Tibor János Goda

Approved by: Doctoral School Council (DIT)