

**Doctoral School on Safety and 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 defenses.	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  (The number of core members and DIT members has increased by one DSc title, with Prof. Dr. Róbert Szabolcsi obtaining the degree.)	
	3. Increasing the number of joint supervision sessions with a foreign university.	At least 2 new research topics co-led with foreign universities.		FULFILLED  (2 new research topics have been launched jointly with Ningbo University in China)	At least 2 new research topics co-led with foreign universities.

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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 (2 pcs)	Min. 2 new research topics with an industrial background.
	5. Increasing the number of EKÖP-KDP students	At least 1 new KDP student.		FULFILLED (4 people)	At least 1 new KDP student.
	6. Increasing the number of students participating in the Stipendium Hungaricum program.	Min. 3 new SH students.		FULFILLED (6 people)	Min. 2 new SH students.
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 (In the given interval, the proportion of students dismissed in the academic phase was 2.2%.)	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 In the given interval, the proportion of students dismissed in the study phase was 2.1%.)	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	The proportion of dismissed students who pass the complex exam but do not achieve a degree

				exam but did not achieve a degree was 4.6%.)	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 in the organized training reported their progress.)	At least 95% of the students participating in the organized training should report on their progress at the semester-long 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

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					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 (100% of the reports were accepted.)	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 (Proportion of joint publications 84%)	The proportion of publications with a supervisor should reach 80%.
	15. Preparation of high-quality doctoral dissertations.	The evaluation of dissertations at the workshop discussion (home defense) should result in a “recommended for public PhD defense” rating in 90% of the cases.		FULFILLED The number of successful workshop discussions was 100% during the period under review.	The evaluation of dissertations at the workshop discussion should result in a “recommended for public PhD defense”

					rating in 90% of cases.
		Public defense should be successful in 95% of cases.		FULFILLED In the past year, the number of successful saves was 100%	Public defense should be successful in 95% of cases.
		The evaluation of the public defense should reach the "summa cum laude" qualification in at least 50% of cases.		FULFILLED 90% of public defenses were classified as "summa cum laude" during the period under review.	The evaluation of the public defense should reach the "summa cum laude" 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	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.

			least once a year.		
		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 least once a year.	FULFILLED (The 11 core members of the DI published a total of 58 Q2-Q3 journal articles, which means an average of 5.27 articles per core member.)	On average, DI core members should publish at least one Q2-Q3 journal article per year.
	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, publication and dissertation requirements in an appropriate manner.	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 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.  1 New consultancy workshop on international publishing	
	10. 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%.	
	11. 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.	
	12. Preparation of quality doctoral student publications.	The proportion of publications with a supervisor should reach 80%.	
	13. Preparation of high-quality doctoral dissertations.	Dissertations should be evaluated on home defenses in 90% of cases. "PhD recommended for public defense".	
		Public defense should be successful in 95% of cases.	
		The evaluation of the public defense should reach the " <i>summa cum laude</i> " qualification in at least 50% of cases.	
5. Quality core member, supervisory and teaching activities in the doctoral school.	14. 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.	
	15. 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	16. 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	17. To encourage international cooperation and student mobility.	<ul style="list-style-type: none"> <li>- At least 2 new joint supervision with foreign universities.</li> <li>- 1 partnership with a new international research centre.</li> </ul>	It promotes the integration of foreign students (pl. SH) and international opportunities.
8. Ensuring student performance and graduation	18. Students must meet the doctoral requirements in an appropriate capacity.	<ul style="list-style-type: none"> <li>- Min. 10 successful public defenses.</li> <li>- 95% of those who pass the complex exam should receive a grade within 6 active semesters.</li> </ul>	According to the survey, high satisfaction promotes effective progress.
9. Extremely high quality supervision	19. Maintaining and measuring excellent supervisor support.	<ul style="list-style-type: none"> <li>- The average satisfaction with supervisor support remains above 5.0 (scale 1-6).</li> <li>- 100% supervisor availability.</li> </ul>	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	20. Based on student feedback, the training environment is constantly evolving.	<ul style="list-style-type: none"> <li>- Conducting an annual anonymous survey, goal: average satisfaction above 4.5.</li> <li>- Implementation of at least 2 specific development measures based on the results of the annual survey.</li> </ul>	It builds directly on survey results; ensures that feedback is followed by action.

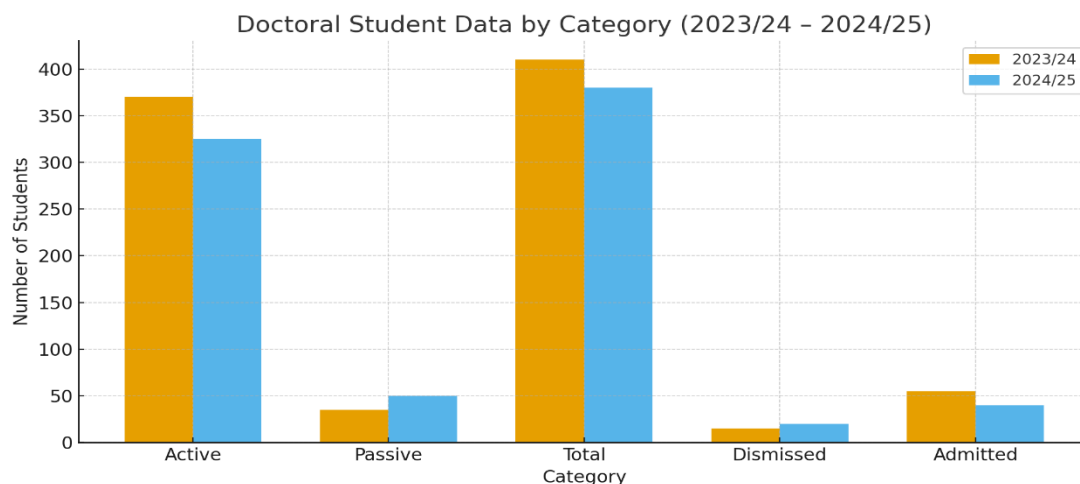
## 6. Analysis of the number of doctoral students

2024/25 academic year	Active	Passive	Altogether	Dismissed	Admitted
Correspondence	92	12	104	7	12
Full-time	117	6	123	6	10
SH	53	4	57	2	11
Individual	61	28	89	8	5
<b>Altogether</b>	<b>323</b>	<b>50</b>	<b>373</b>	<b>22</b>	<b>38</b>

Comparison of doctoral student data (in relation to the academic years 2023/24 – 2024/25)  
Based on the comparison of the doctoral student statistics of the two academic years, the following conclusions can be made:

- Active students: 371 in 2023/24, 323 in 2024/25 – a decrease of 48 students, 13%.-
- Passive students: increased from 34 to 50, an increase of 47%.
- Total students: decreased from 408 to 373 (8.6% drop).
- Dismissed students: 20 → 22 students, slight increase.
- Admitted students: 54 → 38 students, a decrease of 29.6%.

The trend shows that student activity decreased in the 2024/25 academic year, while the proportion of students with passive status increased and fewer new admissions were made. This indicates a decrease in the number of students entering doctoral programmes and a decrease in the number of active students compared to the two years.



**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 on Safety and 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. During the given academic year, the EDHT awarded the doctoral degree (PhD) to 29 students after successfully defending their defenses at the Doctoral School on Safety and Security Sciences. Of the graduates, 23 completed their doctoral defense with *summa cum laude*, 5 with *cum laude*, and 1 with *rite* qualifications. Of the doctoral graduates, 5 were supervised by Prof. Dr. Zoltán Rajnai, 4 by Prof. Dr. János Besenyő and 2 by Prof. Em. Dr. Lajos Berek, while the rest of the protected students were divided among the remaining supervisors.

In the case where the student did not obtain the absolutorium, the decision was preceded by consultation with the student and the supervisor by the Doctoral School, as in all cases. The academic officer – in accordance with the usual procedure – informs each student who completes the 8th active semester separately at the beginning of the semester, with the involvement of the supervisor, about the requirements still to be fulfilled that are necessary for obtaining the absolutorium. At the end of the study period, the referent contacts the student who is lagging behind and his or her supervisor again. In this case, however, despite the consultations and support, the student failed to meet the training requirements.

The most common reasons for dismissals are:

- the available training period specified in the regulations has expired;
- The doctoral student initiates the termination of his/her student status on his/her own, which is typically justified by health, personal or occupational reasons.

The dropout rate shows a slight increase in the comparison of the last two academic years, as the number of dismissed students increased from 20 registered in the 2023/24 academic year to 22 in the 2024/25 academic year.

The Doctoral School contacts all individual students starting their last semester at the beginning of the semester and consults with them. In this case, you indicate to them that the training period is about to expire and inquire about the progress of the thesis and its planned submission date. The same is true for doctoral students who have already obtained an absolute degree in full-time or correspondence courses. In most cases, we manage to

contact and coordinate with the students, but sometimes some do not respond to either e-mail or phone inquiries. In such situations, we also involve the supervisor in the process and discuss the student's current research status and possible further steps.

## **8. Results of habilitation procedures**

While in the 2023/2024 academic year, only 3 people obtained habilitation titles, in the 2024/2025 academic year, the University Doctoral and Habilitation Council (EDHT) has already awarded habilitation titles to 10 people, all of whom initiated and successfully completed their procedure at the Doctoral School on Safety and Security Sciences. Of those who successfully habilitated, 9 are lecturers at Óbuda University.

## **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 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**

In order to comprehensively evaluate the operation of the doctoral school, three parallel questionnaire surveys were carried out in the autumn of 2025, the aim of which was to map the satisfaction of students, supervisors and teachers, as well as their needs. Doctoral needs and satisfaction survey 38 people 22/09/2025 – 12/10/2025 03/10/2025 Student opinion on the work of the supervisor 36 people 22/09/2025 – 18/10/2025 03/10/2025 Satisfaction assessment of teaching and research staff 40 people

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. The procedure for new supervisors joining the doctoral school takes place in several stages, through a professional and formal screening process. The applicant supervisor submits his/her application in writing to the secretariat of the doctoral school, attaching his/her professional CV, list of publications, as well as the proposed topic and its short summary. In the first round, the secretary of the doctoral school reviews the received application, checks its formal compliance (completeness of documents, signatures, attachments) and its coherence of content. The secretary forwards the application to the head of the doctoral school, who examines the extent to which the proposed research topic and the professional profile of the supervisor fit into the research directions of the doctoral school, and whether the applicant's scientific activity (publications, research projects, professional public engagement) meets the expectations of the university and doctoral school. If the head of the doctoral school deems the application

suitable, he or she shall submit it to the Doctoral School Council (DIT). The members of the council review and discuss the submitted materials, and decide on the support or rejection of the supervisor's assignment by voting on the basis of professional adequacy, scientific performance and supervisor suitability.

## **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.

The instructor, supervisor or core member is responsible for the authenticity of the personal and professional data on the doktori.hu interface. The doctoral school is only entitled to exercise control and accountability on the basis of a statement in which the person concerned confirms the authenticity and authenticity of his or her data on the ODT platform. The doctoral school checks the existence and validity of the statements every six months, and sends a notification to those teachers, supervisors and core members who have made a statement earlier but their data update or confirmation has become timely.

## **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. There are 4 workstations in the office for female students, while a total of 8 workstations are available in the two offices reserved for men.

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 on Safety and 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.

The Doctoral School on Safety and Security Sciences (BDI) regularly organizes BDI Doctoral Student Meetings to strengthen the doctoral community, promote research collaborations, and share professional knowledge. These events have been held on a monthly basis in the past period and typically involve 30-40 students, teachers and researchers. The programs include the presentation of current research results, the presentation of doctoral theses, and professional presentations by invited lecturers, which help students to orient themselves in the field of safety science.

One of the key results of the meetings is the expansion of the network of contacts and the capital of contacts. At the events, direct contact between doctoral students from different grades, research directions and departments promotes interdisciplinary thinking and the development of collaborations. In many cases, the research directions learned at the meetings have also resulted in joint publications, grant collaborations and supervisor-student relationships. In addition, the events provide an opportunity to strengthen the mentoring role of more experienced students, which contributes to the internal cohesion of the scientific community and the conscious building of the next generation of researchers.

The practical benefits of the programs are also reflected in the fact that doctoral students regularly receive feedback on their research plans, so these meetings also function as internal quality assurance forums. The feedback helps the development of scientific communication and contributes to the development of a uniform system of professional expectations within the doctoral school. The events strengthen the institutional identity and form the basis of alumni relations, as many former students regularly return as lecturers or supervisors. In the future, BDI intends to evaluate the results and effects of these meetings in an organized way, so that the knowledge and relationships generated in this way can be integrated even more effectively into the strategic operation of the doctoral school.

### **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 on Safety and 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 on Safety and 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.

The BDI alumni community maintains an active professional and educational relationship with the institution. Alumni members typically work in high-level professional positions in the labor market, and in many cases return to the life of the doctoral school in the form of teaching or research collaboration.

- Dr. Ferenc Molnár, company manager, has an active relationship with the university and has played a key role in the establishment of the MVM department at Óbuda University.
  - Resources:
    - [Production trend – a new leader at the head of the Hungarian Electrical Industry Association](#)
    - [Óbuda University – MVM Department is successful](#)
- Dr. Dániel Tokody works as a project coordinator in the field of railway development, and he regularly returns to BDI to teach, is active as a supervisor and currently has a KDP student.
- Dr. Gabriella Ráckevi-Deák is employed by the Ministry of Defence, but continues to participate in teaching activities at the NIK Faculty of Óbuda University.

As a result of the alumni activities, concrete industrial collaborations and knowledge transfer processes have been realized, which contribute to the relevance of the doctoral school to the labor market and to the strengthening of practice-oriented research directions.

BDI students and lecturers are actively involved in the work of several national and international professional organisations, which promotes the embeddedness, visibility and networking of the DI profession.

- Hungarian Chamber of Engineers (MMK):
  - Dr. Dániel Tokody is the secretary of the Electrical Engineering Department of the MMK.
    - Within the framework of the FAP project, two studies were published in which BDI students also participated.
      - Source: [MMK Knowledge Base – Solutions Operating with Solar Panel Systems](#)
      - Source: [MMKTudástár - Household-scale energy storage](#)

- WITSEC (Women in IT Security):
  - The active members of the organization are Edina Albini and Gerda Bak,
  - Attila Busa, who will participate in the next WITSEC conference as an invited speaker.
- HTE (Scientific Association for Infocommunications and Informatics):
  - István Oláh holds the position of Vice-President.
  - With his contribution, BDI doctoral students had the opportunity to get to know OTP's own large language model.
- IEEE:
  - Several BDI students and lecturers are active members of IEEE and regular participants in national and international conferences, with publication and professional activity.
- MEE (Hungarian Electrotechnical Association):
  - Richárd Haddad previously held the position of president and secretary general of the association, and is still in active contact with the organization, supporting the professional community of BDI.
- MAB
  - László Ady, member of the Visitors' Committee.
  - He becomes thoroughly familiar with the institutional and Doctoral School accreditation procedures.

These connections provide BDI students with the opportunity to participate in real-world industry projects, committee work, and academic collaborations, which directly contributes to the quality of doctoral training.

For the Doctoral School on Safety and Security Sciences (BDI), the participation of students and faculty in professional organizations and committee work represents a direct professional and strategic value. Doctoral students are actively affiliated with national and international organizations such as the Hungarian Chamber of Engineers (MMK), the Scientific Association for Infocommunications and Informatics (HTE), IEEE, and WITSEC. These engagements not only result in individual professional development, but also facilitate the development of new research collaborations, industrial relationships and knowledge transfer processes. The feedback gained in this way contributes to the practice-oriented strengthening of the training and research activities of the doctoral school.

Students of the doctoral school participate in professional, committee and quality assessment work, including the activities of the MAB visiting committee. This participation provides a direct insight into the quality assurance processes of doctoral programmes at the national level. The knowledge and experience gained in this way will be consciously utilised by the school management during the further development of the internal quality assurance system, with special regard to the transparency of doctoral training processes, the development of assessment methodologies and the structured processing of student feedback.

For BDI, these external professional engagements also provide reputational and network benefits. Doctoral students and lecturers actively contribute to the work of professional organizations, conferences and publications, thereby increasing the scientific and professional visibility of Óbuda University. These activities strengthen the integration of the doctoral school into the national and international scientific communities and help to make the research topics more closely aligned with the needs of the labour market and industry.

The doctoral school has just started to regularly assess these professional relationships and to evaluate their potential in a structured way. The aim of this is to make the professional engagements that have been implemented more on an individual level so far traceable and usable at the institutional level as well. As a result of this process, BDI will be able to identify, measure and document the concrete benefits of these professional and committee activities for the school's operation, quality assurance and external relations.

### **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: 25 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 Well-being 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 well-being 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	<b>FULFILLED</b> 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	2025. december		
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, 25 September 2025**

**Created by:** Prof. Dr. Tibor János Goda

**Approved by:** Doctoral School Council (DIT)