

9. DGBC Quality Assurance Policy 2019¹⁴³

“Ensuring the quality of higher education training, scientific research, and artistic creative activity—considered core activities of higher education—is primarily the task and responsibility of the higher education institution, within the framework defined by Act CCIV of 2011 on National Higher Education (hereinafter: Nftv).” [Section 2 (1) of Government Decree 19/2012 (II. 22.) on Certain Issues of Quality Assessment and Development in Higher Education.]

9.1. Fundamentals

9.1.1. Dharma Gate Buddhist College is a religious institution of higher education whose principal mission is to open the gate of the Buddha’s teaching to all those interested, in accordance with its Mission Statement dated 1 February 1996.

9.1.2. Faithful to the two-and-a-half-thousand-year practice of Buddhism, the College fulfills this mission under the conditions of the present age (place, era, culture, language, constitution), as part of the Hungarian system of higher education, as a higher education institution recognized by the state within the European Higher Education Area, offering programs that provide transferable credits. It does so with regard to the four objectives of higher education as defined in the Qualifications Framework of the European Higher Education Area. Therefore, in fulfilling its mission, the College regards research, learning, and teaching as a unified process, in order to

- a) prepare its students for the labor market in order to attain right livelihood, and
- b) become ready to live as active citizens in a democratic society, demonstrating fundamental Buddhist values;
- c) achieve personal development—continuing beyond their period of student status—through student-centered education and learning that combines the transmission of factual knowledge with the development of practical skills serving the Inner Realization of the Teaching, and through the capacity for independent thinking; and finally
- d) the College’s researchers and instructors, involving students, develop and maintain a broad and high-level knowledge base; to this end, the College supports creative work, academic integrity, and academic freedom, while taking a stand against plagiarism and fraud.

9.1.3. The college community regards all practitioners—teachers and students alike—as disciples, considers exclusion and stigmatization based on prejudice unacceptable, and therefore consistently takes a stand against intolerance and discrimination affecting instructors, non-teaching staff, and students (including applicants admitted through enrollment or transfer), as well as for the mutual respect of each other’s human dignity.

9.1.4. Both the mission of transmitting the Teaching and the realization of higher education objectives require that every organizational unit of the College, along with its leadership, instructors, non-teaching staff, and students, take responsibility for the quality of teaching-learning and scientific research, and participate in quality assurance at all levels of the College. Therefore, with the involvement of external stakeholders \[users, employers, partners], the internal stakeholders \[namely the leadership, students, instructors, and non-teaching staff] have developed the College’s public Quality Assurance Policy, which is also part of the College’s strategic management, in the form of the present document. This policy is implemented through the structures and processes defined in the College’s Quality Assurance and Quality Enhancement Regulations, and it covers not only the activities of college stakeholders but also outsourced activities.

¹⁴³ Text adopted by the Senate in Resolution No. 20/2019 (05.02.) dated 2 May 2019.

9.1.5. Quality assurance must provide a learning environment in which the content of the programs, the learning opportunities, and the facilities align with the mission and objectives.

9.1.6. In view of the fact that the quality of higher education is the result of the interaction between the instructor, the student, and the institutional learning environment, every element of the College is committed to ensuring that college quality assurance and quality enhancement implement the ten institutional standards defined by the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015)” as follows:

9.1.6.1. Quality Assurance Policy . The College shall have a public Quality Assurance Policy that forms part of its strategic management. This shall be developed and implemented by the internal stakeholders through appropriate structures and processes, with the involvement of external stakeholders.

9.1.6.2. Design and approval of degree programs. The College shall have internal processes defined in its Regulations for the design and approval of its degree programs. Degree programs must be designed to ensure the smooth progression of students and to achieve educational objectives aligned with the College’s strategy, including clearly defined expected learning outcomes. The qualification attainable through the program shall be clearly defined and communicated, with reference to the appropriate level of the Hungarian Qualifications Framework and, through it, to the Qualifications Framework of the European Higher Education Area.

9.1.6.3. Student-centered learning, teaching, and assessment. The College shall ensure the implementation of its degree programs in a way that encourages students to take an active role in shaping the learning process. Student assessment shall reflect this approach. Implementation of student-centered learning and teaching:

- takes into account the diversity of students and their needs, allowing for flexible learning pathways;
- considers and applies various teaching methods where appropriate;
- flexibly employs multiple pedagogical approaches;
- regularly evaluates and refines teaching formats and pedagogical methods;
- encourages autonomous learner self-awareness while providing appropriate instructional guidance and support;
- promotes mutual respect in the learner-instructor relationship;
- has appropriate procedures in place for handling student complaints.

9.1.6.4. Student admission, progression, recognition, and certification. The College consistently and transparently applies its pre-defined and published regulations covering the entire student lifecycle, such as student admission, progression, support for mobility, recognition of studies, and awarding of qualifications.

9.1.6.5. HInstructors. The College shall ensure that its instructors possess appropriate competencies. It shall apply fair and transparent procedures for the recruitment and further training of instructors. The College bears primary responsibility for the quality of its instructors and for ensuring conditions that support effective teaching. This environment:

- establishes and operates clear, transparent, and fair processes for the recruitment of instructors and for ensuring working conditions that recognize the importance of teaching;
- provides and supports opportunities for the professional development of instructors;
- supports academic work in order to strengthen the connection between research and teaching;
- supports the traditional transmission methods of the Buddhist tradition, while also encouraging innovation in teaching methods and the use of modern technologies.

9.1.6.6. Learning support and student services. The College shall have adequate funding sources for learning and teaching activities and shall provide appropriate and easily accessible learning support conditions and student services. The support provided by the College is partly infrastructural—including the library, learning facilities, and IT systems—and partly human, including tutors, counselors, other support professionals, and administrative staff. College quality assurance guarantees that all support services are fit for purpose and accessible, and that students receive adequate information about the services available to them.

9.1.6.7. Information management. The College shall collect, analyze, and use relevant information to manage its degree programs and other activities. The following shall be considered relevant: key performance indicators; data on student composition; student progression, performance, and dropout rates; student satisfaction with their degree programs; availability of learning support and student counseling; and the career paths or life trajectories of graduates. Students, instructors, and non-teaching staff must be involved both in the provision and analysis of data and in the planning of follow-up measures.

9.1.6.8. Public information. The College shall publish clear, accurate, objective, up-to-date, and easily accessible information about its activities, including its degree programs.

9.1.6.9. Ongoing monitoring and periodic review of degree programs. The College shall continuously monitor and periodically review its degree programs to ensure that they achieve their intended objectives and meet the

needs of students and society. These evaluations shall lead to the continuous improvement of the programs. The planned or implemented measures resulting from this process must be communicated to all stakeholders.

9.1.6.10. Periodic external quality assurance. The College shall undergo periodic external quality assurance in accordance with the ESG. In this regard, the College is committed to preparing for the upcoming accreditation by the Hungarian Accreditation Committee for Higher Education and to meeting the accreditation requirements both for its programs and as an institution.

9.2. Core Values

9.2.1. Humanism

The fundamental framework of the College's entire quality policy is the recognition that means, goals, and ideals exist for the sake of people—and not the other way around. In accordance with the core teachings of Buddhism, not even the noblest goal can justify causing suffering to sentient beings. Every aspect of quality enhancement must be implemented in a way that benefits all our students, instructors, and staff. Unlike common practice in the market sector, the elimination of those who are weaker, less flexible, or less capable of adaptation is not considered a desirable tool at our institution. We support those who fall behind, wait for them if necessary, but we do not leave them behind.

9.2.2. Quality

9.2.2.1. According to the Mission Statement:

- a) The school's primary mission is to open the gate of the Buddha's teaching to those interested.
- b) We do everything to ensure that our work benefits both humanity as a whole and individual people.
- c) The College's instructors aim to assist students on the path to awakening. d) The College's instructors themselves are practitioners who strive to convey the Teaching according to their best abilities and knowledge, illuminated by their own personal experience.
- e) The College's educational system combines the transmission of factual knowledge with the development of practical skills serving the Inner Realization of the Teaching, placing emphasis on independent thinking.
- f) Faithful to the two-and-a-half-thousand-year practice of Buddhism, we realize the living Teaching under the conditions of the present age (place, era, culture, language, constitution).

9.2.2.2. The Rector and the College's leadership bodies are therefore tasked, at the dawn of the 21st century, with preserving and expanding our values while delivering meaningful, high-quality, and progressive responses to the challenges of the era.

9.2.3. Value Preservation

9.2.3.1. The College embraces, nurtures, and transmits all the values of the Buddha and the two-and-a-half-thousand-year Buddhist tradition. We are the successors of the masters who brought Buddhism to Europe and Hungary, as well as of the domestic and international traditions of Oriental studies.

9.2.3.2. The College carefully cultivates its own traditional values: openness, alternative approaches, the presentation of spiritual values, community and person-centeredness, the capacity for flexible renewal; and the joint application of professional and intellectual, theoretical and practical, Orientalist and Buddhist approaches.

9.2.3.3. According to the Mission Statement, the College also enables education beyond classroom instruction that assumes a personalized, individual master-disciple relationship. In alignment with this, we consider it our duty to develop and enhance forms of talent nurturing that create the conditions for the flourishing of intellectual excellence.

9.2.4. Value Creation

DGBC, in accordance with the objectives and provisions of the Nftv and those established in the Magna Charta of Universities, aims to strengthen the College's role and recognition within the European Higher Education Area and the European Research Area. A key goal of the program is for DGBC to establish itself as the European regional hub for Buddhist higher education and research, leveraging initiatives such as the Bologna Process and the EU's Seventh Framework Programme.

9.2.5. Openness

DGBC is ready to welcome initiatives and proposals for collaboration from stakeholders in public administration, the economy, law, and culture. In alignment with the Mission Statement, we approach other religions with especially open hearts. We consider it necessary to improve the College's external and internal communication. We consider it important for DGBC to be present in appropriate domestic and international public forums.

9.2.6. Transparency

Our aim is for the College's instructors and students to have a reliable overview of DGBC's organization, operations, governance, and finances. We develop information flow and coordination efficiency, striving for the moderate yet effective use of modern communication tools and interactive methods.

9.2.7. Tolerance

Quality performance requires methodical and persistent work, which can only be carried out in a calm and tolerant atmosphere. For this, we regard instructors, researchers, students, and colleagues working in academic, financial, and technical administration alike as allies. We hold that an approach focused on constructive consideration—even in the face of opposing views—and the collaboration that stems from it ultimately leads to better-quality outcomes over time.

9.2.8. Predictability

DGBC offers a predictable pathway for those preparing for an academic career as well as for those choosing teaching or retreat, adhering to the requirement of providing high-level, thorough professional and religious knowledge. We also aim to be a reliable and predictable partner for institutions involved in educational, research, and development programs.

9.3. Stages of goals, commitments, and desired outcomes

9.3.1. First stage

The College bases its quality management system on the evaluation of the quality of its educational capacity, as well as on the regular collection of participants' needs and the continuous measurement and analysis of their satisfaction. The College incorporates the collected data and the results of the analyses into its decision-making processes and development programs. The College establishes the organizational and regulatory frameworks for quality management, ensures the personnel and material conditions for quality management, and implements measurement, evaluation, development, and quality assurance procedures in the areas of education and educational organization. The concept of the College's quality assurance system and the Quality Assurance and Quality Enhancement Regulations are completed; measurement, evaluation, and development reports are prepared in the fields of education and educational organization; and a culture of quality assurance is established and spreads.

9.3.2. Second stage

Building on the foundations established in the first stage, the College develops its traditional leadership toolkit with a quality-focused approach, establishes effective management, and continuously adjusts the personnel and material conditions of its leadership in accordance with feedback from the quality assurance system. The College extends quality control and quality enhancement procedures to its management. A new leadership mindset emerges: the College's management gains the ability to oversee processes and allocate resources—particularly human resources—so that the quality of education not only meets but continuously evolves to exceed the standards of contemporary European higher education.

9.3.3. Third stage

Based on the results of the tasks completed in the first two quality enhancement stages, the College gradually extends process regulation to all areas of institutional operation and consciously and continuously develops its functioning. The College extends quality assurance and quality enhancement procedures to all its organizational units and all processes of its operation. The College's entire operation becomes transparent, understandable, predictable, rational, and acceptable to all participants.

9.4. Definitions and the scope of quality assurance and quality enhancement

The College considers quality assurance to be the most general category. Its quality assurance efforts focus on the following four areas:

9.4.1. Quality management:

All planning, proposing, initiating, and coordinating activities aimed at quality enhancement. This includes the preparation of internal regulations, the design of the quality assurance system, coordination of its implementation, monitoring and evaluation of individual measures and procedures, as well as the formulation of requirements related to assignments for quality tasks.

9.4.2. Quality certification:

Verification of the existence of the fundamental legal, personnel, and material conditions necessary for the initiation and continuation of degree programs. This activity is carried out by an external certifier (the Hungarian Accreditation Committee, MAB), and the College's quality enhancement work involves the related monitoring, evaluation, feedback, and information functions.

9.4.3. Measurement and evaluation:

Measuring and evaluating the opinions and satisfaction of users regarding the College's educational and academic organizational services. This responsibility encompasses different data gathering tasks and the subsequent analysis of the collected information. Special emphasis is placed on providing feedback and publicly sharing the results of the analyses.

9.4.4. Quality enhancement:

It refers to the standardization of processes supporting educational activities, the detailed regulation of administrative procedures, and their continuous revision based on feedback, alongside ongoing monitoring of operational compliance. DGBC begins establishing its quality assurance system in the fields of education and academic organization, with the initial measures and procedures introduced in the first stage focusing on identifying participants, understanding their needs, and exploring interpretations of the concept of quality.

9.4.5 Principles

The College's Quality Management Committee considers the transition to quality-centered operation feasible based on the following principles:

- a) the principle of human-centeredness
- b) the principle of legality

- c) the principle of goal orientation
- d) the principle of identification
- e) the principle of proven effectiveness
- f) the principle of appropriate means
- g) the principle of gradualness
- h) the principle of cooperation
- i) the principle of long-term perspective
- j) the principle of continuous improvement
- k) the principle of service

9.5. Organizational and authority frameworks, personnel and material conditions

9.5.1. The organization and operation of the Quality Management Committee are governed by Chapter 2.2 of the Organizational and Operational Regulations.

9.5.1.1. The Quality Management Committee (MIB)

- a) coordinates the tasks aimed at establishing and developing the College's quality management system;
- b) makes recommendations on the College's quality management system and the College's Quality Assurance Policy, which define operational processes and the management, planning, control, measurement, evaluation, and consumer protection tasks to be performed;
- c) ensures the development of the College's quality policy and quality objectives;
- d) coordinates and oversees the implementation of the tasks set out in the College's Quality Assurance Policy and publishes its findings on the College's website after the annual review.

9.5.1.2. The Quality Management Committee performs its duties in matters assigned to its authority by the College's regulations, in accordance with the applicable higher education laws, coordinating with the relevant college committees based on the subject of the matter.

9.5.1.3. The Quality Management Committee operates according to its own rules of procedure.

9.5.1.4. The operational support for the activities of the Quality Management Committee is provided by the Rector's Office through the Quality Assurance Office.

9.5.2. Regarding the regulated role of the Quality Management Committee, the Senate's position is as follows:

9.5.2.1. Competence:

It is not the Committee's task to create the quality management system; this must be developed with expert collaboration. As the client commissioning the expert study, the Committee is obliged to continuously supervise its preparation and ensure that the procedures developed are not alien to higher education and the organization and operation of DGBC, but are specifically tailored to the College.

9.5.2.2. Supporting activities:

The Committee's members include college leaders, instructors, administrative staff, and students; they are not expected to prepare detailed working materials for each meeting. Therefore, the Committee's professional work is continuously supported by the Rector's Office.

9.5.2.3. Existing resources:

It is advisable first to assess the partially or fully available capacities within the College and dedicate them to quality management, involving external expertise only for tasks not covered by internal resources.

9.6. DGBC quality assurance and quality enhancement system

DGBC's quality assurance and quality enhancement system consists of goals (strategic and sub-goals), principles (general and regulatory principles), resources (personnel, material, legal, financial conditions), and tools

(methods, procedures). Systematicity is manifested in the fact that goals, as well as the principles, resources, and tools serving to achieve them, are considered and designed in relation to one another and in their interconnections, and tasks are executed in a coordinated and planned manner. The foundational pillars of the quality enhancement system are the Quality Assurance Policy, the Quality Assurance and Quality Enhancement Regulations, the conducted quality procedures, and the resulting quality assurance reports.

9.7. Tools

9.7.1. The generally applicable tools and procedures shall be defined as follows:

9.7.1.1. In establishing, implementing, and operating the College's quality management system, the following tasks must be carried out:

- a) defining the College's quality policy and quality objectives,
 - b) identifying the participants: instructors, students, administrative staff, appointees, college and other professional bodies,
 - c) determining the needs and expectations of participants through measurements,
 - d) defining the processes, procedures, and responsibilities necessary to achieve quality objectives,
 - e) identifying and providing the resources necessary to achieve quality objectives,
 - f) implementing methods to measure the effectiveness and efficiency of processes,
 - g) defining tools to prevent deviations from requirements and to eliminate their causes,
 - h) implementing and applying procedures for the development of the quality management system.
- 9.7.2. The implementation of these tasks occurs gradually and with the approval of the Senate. 9.7.3. The effective implementation of this Quality Assurance Policy must be reviewed annually through the structures and processes defined in the Quality Assurance and Quality Enhancement Regulations, involving all stakeholders, within a continuous improvement cycle, with consideration that
- the College holds primary responsibility for the quality of its programs and for ensuring that quality;
 - it is necessary to respond to changes in the regulatory environment while simultaneously addressing the diversity of programs and their components (such as Buddhist theory and practice, religious philosophy, languages, and pedagogy) and the diversity of students (including young adults and adults, full-time and part-time students, working students, international students, or those with disabilities);
 - the development of the College's quality culture must be supported and
 - the needs and expectations of the maintainer, students, other stakeholders, and society must also be taken into account.

This Quality Assurance Policy 2019 was adopted by the Senate of Dharma Gate Buddhist College in Resolution No. 20/2019 (05.02.) after discussion and support.

- 2019. on the 25th day of April by the Quality Management Committee,
- On the 25th day of April 2019, the Student Representation of DGBC,
- On April 25, 2019, the Training Committee, together with the Teaching Staff Meeting,
- On the 25th day of April 2019, the Scientific Council,
- On the 29th day of April 2019, the College Council and
- On the 29th day of April 2019, on behalf of the maintainer, the Higher Education Committee of the Dharma Gate Buddhist Church.

Issued in Budapest on the 2nd day of May 2019.

Gábor Karsai rector