

## QRRS 2

# 10. Dharma Gate Buddhist College Quality Assurance and Quality Enhancement Regulations<sup>144</sup>

The Senate of Dharma Gate Buddhist College (hereinafter: the College), within the framework defined by Act CCIV of 2011 on National Higher Education (hereinafter: NFEV), and in awareness of its responsibility as set out in Section 2 (1) of Government Decree 19/2012 (II. 22.) on certain issues of quality assessment and enhancement in higher education, in order to ensure the quality of its core higher education activities in accordance with the ten institutional standards defined by the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015),” with consideration of Subchapter 2.2 and Chapter 4 of the College’s Organizational and Operational Regulations (hereinafter: Szmsz), and based on the Quality Assurance Policy adopted by the Senate [EKR 1], hereby establishes the College’s Quality Assurance and Quality Enhancement Regulations as follows.

## 10.1. Scope of the Regulation

10.1.1. These Regulations shall apply to all teaching and non-teaching staff of the College, to individuals in other types of employment relationships with the College, to all students of the College, as well as to individuals and bodies participating in the College’s quality enhancement activities.

10.1.2. These Regulations shall apply to the College’s core higher education activities and the related quality assurance activities.

10.1.3. These Regulations define the a) tools, methods, and procedures,

b) organizational, competency, and

procedural rules,

c) material and financial conditions

of the College’s work aimed at the quality enhancement of its core higher education activities.

10.1.4. These Regulations are based on the College’s Quality Assurance Policy [EKR 1.] and aim to establish and operate quality assurance and quality enhancement processes and structures in accordance with the ten institutional standards and guidelines defined by the “Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015).”

10.1.5. Based on its Quality Assurance Policy, the College treats research, learning, and teaching as a unified process, which must be examined annually—within a continuous improvement cycle, through the structures and processes defined in these Regulations, and with the involvement of all stakeholders—while bearing in mind that:

10.1.5.1. the College bears primary responsibility for the quality of its programmes and for ensuring that quality;

10.1.5.2. 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);

10.1.5.3. the development of the College’s quality culture must be supported and

10.1.5.4. the needs and expectations of the maintainer, students, other stakeholders, and society must also be taken into account.

## 10.2. Processes

### 10.2.1. Quality Assurance Policy [ESG 1.1]

10.2.1.1. The foundational document of quality assurance activities is the publicly available Quality Assurance Policy [EKR 1.], which is part of strategic management.

---

<sup>144</sup> Text adopted by the Senate in Resolution 21/2019 (05.02.), dated 2 May 2019, amended by Senate Resolution 42/2019 (09.26.) dated 26 September 2019, Senate Resolution 51/2019 (12.05.) dated 5 December 2019, and Section 1 of Senate Resolution 38/2022 (12.18.) dated 8 December 2022, titled “Amendment to the Quality Assurance and Quality Enhancement Regulations of Dharma Gate Buddhist College for the Purpose of Renewing Student Evaluation of Teaching Activities.” Effective: 8 December 2022

It is developed and implemented by internal stakeholders—namely, the leadership, instructors, researchers, teachers, administrative staff, and students—through appropriate structures and processes as defined in the College's Organizational and Operational Regulations (SZMSZ), as well as in other regulations forming part of the Regulations (especially these present Regulations) and in other normative and individual acts, with the involvement of external stakeholders (Maintainer).

#### 10.2.1.2. Within the Quality Assurance Policy

- a) the core values of the quality assurance and quality enhancement activities that align with the College's vision and support the achievement of that vision,
- b) the quality assurance objectives of the College must be set and outlined for a defined time frame, along with the commitments made to achieve these objectives and the expected outcomes,
- c) the interpretation of quality assurance terms as used at the College must be defined, and the scope of quality assurance must be specified,
- d) the system of tools for quality assurance must be outlined,
- e) the fundamental principles that must be respected during all preparatory, planning, implementation, evaluation, and other activities related to quality assurance must be defined.

10.2.1.3. Based on the provisions defined in the currently effective Quality Assurance Policy, the College's quality assurance and quality enhancement activities must be regulated with respect to

- a) its processes (tools, methods, procedures),
- b) its structure (organizational and competency frameworks, procedural rules),
- c) its human and material conditions.

10.2.1.4. The Quality Assurance Policy shall be developed by the Quality Management Committee—with the involvement of the Student Government, the Education Committee, the Scientific Council, the College Council, and the Maintainer's Higher Education Committee—and shall be adopted by the Senate. The Quality Assurance Policy is part of the College's Regulations [EKR 1.], and its publication on the College's website is the responsibility of the data steward Secretary General and the website administrator Director of Academic Affairs. The Quality Assurance Policy shall be reviewed at least every three years—within the process defined in Chapter 4 of the Szmsz—by the bodies involved in its development and by the Senate.

### **10.2.2. Development and Approval of Study Programmes [ESG 1.2]; Continuous Monitoring and Periodic Review [ESG 1.9]**

10.2.2.1. The rules for the development and approval of the College's study programmes are set out in points 2.5.2.8 and 2.1.2.10 h) of the Organizational and Operational Regulations (SZMSZ), as well as in Chapter 2.1.2 of the Study and Examination Regulations (TVSZ).

10.2.2.2. 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.

10.2.2.3 The rules for the continuous monitoring and periodic review of study programmes are set out in the provisions of Chapter 2.1.2 of the TVSZ concerning the annual evaluation of curriculum changes [TVSZ 2.1.2.8.4.] and the mandatory curriculum reform every five years [TVSZ 2.1.2.8.2.].

10.2.2.4 The continuous monitoring and periodic review of study programmes by the Quality Management Committee—with the involvement of the relevant bodies—must, in accordance with the criteria set out in point 10.1.5 of these Regulations, primarily ensure that the study programmes are scientifically up-to-date, achieve their intended objectives, and meet the needs of students and society. Particular attention must be paid to student workload, progress, and graduation; the effectiveness of student assessment procedures; students' expectations, needs, and satisfaction with the programme; as well as the learning environment and support services, and their alignment with the objectives of the programme. These evaluations—which must take into account the analysis of application data, analysis of NEPTUN data, the Freshmen Survey, student feedback, and student evaluation of teaching, as well as the survey data of the leadership, teaching-research staff and contractors, and non-teaching-research staff and contractors—form part of the annual quality assurance report, with the aim of ensuring the continuous improvement of the programmes through the activities of the programme directors and the Education Committee. The planned or implemented measures resulting from this process must be communicated to all stakeholders (instructors, students, administration, maintainer, and external partners).

### **10.2.3. Student-Centered Learning, Teaching, and Assessment. [ESG 1.3]**

10.2.3.1. Within the framework of the Dharma Gate Educational Institute, the College strives to implement its study programmes in a way that encourages students to take an active role in shaping the learning process, and to ensure that student assessment reflects this approach.

10.2.3.2. The implementation of student-centered learning and teaching, within the frameworks provided by the TVSZ and the study programmes, takes place in the following manner:

- a) In applying the rules, the Academic Affairs Office takes into account the diversity of students and their needs, and enables flexible learning pathways (e.g., exam-only courses, exceptional study arrangements – TVSZ 2.1.4.11) through requests evaluated by the Student Affairs Committee or the Vice-Rector for Education. Through the exercise of rectorial equity, it provides necessary accommodations based on students' life circumstances. Students with disabilities are given preferential treatment through the Special Committee and are supported by the Upāya group and the disability coordinator;
  - b) the instructor considers and applies various teaching methods where appropriate;
  - c) the instructor flexibly employs multiple pedagogical approaches;
  - d) The Education Council regularly evaluates and refines the modes of instruction and pedagogical methods;
  - e) Through its leadership, the College encourages autonomous student self-awareness while ensuring appropriate instructional guidance and support;
  - f) The Vice-Rector for Education promotes mutual respect in the student–instructor relationship;
  - g) The College operates appropriate formalized procedures for handling student complaints, as regulated in points 3.2.1.4 and 3.2.3 of the SZMSZ, points 2.1.4.8.18 and 2.1.5.2.18 of the TVSZ, as well as in Chapter 10.5 of these Regulations;
  - h) The Student Appeals Committee provides legal remedy regarding decisions made in student matters, in accordance with the procedural rules defined in Chapter 3 of the General Student Procedural Code (HÁER).
- 10.2.3.3. The Quality Management Committee, primarily based on student feedback and student evaluation of teaching (OMHV), and secondarily on the Freshmen Survey, analysis of NEPTUN data, and the survey data of the leadership, teaching-research staff and contractors, and non-teaching-research staff and contractors, examines the implementation of student-centered learning and teaching at the College, with the involvement of the Education Committee; and presents observations and suggestions for its improvement in its annual Quality Assurance Report.

### **10.2.4. Admission, progression, recognition of studies and awarding of qualifications of students [ESG 1.4]**

10.2.4.1. The College consistently and transparently applies its Regulations, which cover the entire student life cycle, are defined in advance, and published on the tkbf.hu website—particularly regarding the admission of students [Admission and Transfer Regulations], their progression [TVSZ 2.1.4.], the promotion of their mobility [Erasmus Regulations], the recognition of their studies [TVSZ 2.1.4.6.9.], and the awarding of qualifications [TVSZ 2.1.5.].

10.2.4.2. The fulfillment and quality of the requirement set out in point 10.2.4.1 are examined by the Quality Management Committee based on the analysis of application data, NEPTUN data, the Freshmen Survey, and student feedback data (with special attention to dropout data and also taking into account the results of data collection FÁISZ 6.3.1.22), and it formulates quality assurance remarks and quality enhancement proposals in its annual report to the Senate and the leadership of the College.

### **10.2.5. Instructors [ESG 1.5]**

10.2.5.1. In order to ensure the quality of its core activity, the College strives to ensure that its instructors – also taking into account the specific nature of Buddhist religious training – possess appropriate professional competence. To this end, the holder of employer's rights applies fair and transparent procedures—taking into account the doctrinal guidance of the Maintaining Church and defined in advance in the Employment Requirements System — for the recruitment [FKR 8.2.], further training [Operational Regulations of the Internal Scientific Postgraduate Training], and advancement [FKR 8.3.] of instructors.

10.2.5.2. The College bears primary responsibility for the quality of its instructors and for ensuring conditions that support effective teaching. This environment:

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

10.2.5.3. The Quality Management Committee examines the issues related to the quality of the College's instructors based on the analysis of NEPTUN data (grade distribution), the assessment of the opinions of leaders, teaching-research staff, contracted instructors and researchers, as well as non-teaching-research staff and contractors, student feedback, and the Student Evaluation of Teaching (OMHV) data – involving the Educational Council, the Scientific Council, and the College Council, and also taking into account the opinion of the Maintainer's Higher Education Committee – and provides remarks and proposals for its improvement in the annual Quality Assurance Report.

#### **10.2.6. Learning Support and Student Services \[ESG 1.6]**

10.2.6.1. The rector, the financial director, and the College Council ensure during the preparation of the budget that – within the framework defined by the Maintainer – appropriate financial resources are available for learning and teaching activities, for providing adequate and easily accessible learning support conditions, and for delivering student services. The background support provided within the framework of this budget by the Rector's Office and the Professional Library, with the involvement of the Student Government is partly infrastructural—including the library, learning facilities, and IT systems—and partly human, including tutors, counselors, other support professionals, and administrative staff.

10.2.6.2. The remarks and proposals made by the Quality Management Committee in its annual Quality Assurance Report aim to ensure that all background support is fit for purpose, accessible, and that students receive adequate information about the services available to them. For this purpose, the MIB primarily relies on the analysis of NEPTUN and library data, as well as student feedback data and the content of the College's website.

#### **10.2.7. Information Management \[ESG 1.7]**

10.2.7.1. For decision-making by the Senate, the leadership and bodies of the College, and in order to understand what works and what requires attention, reliable data must be available, with the following information being particularly relevant:

- a) key performance indicators;
- b) the composition of the student body;
- c) student progression, performance, and dropout rates;
- d) student satisfaction with their study programs;
- e) the available learning support and student counseling;
- f) the career paths/life trajectories of graduates.

10.2.7.2. The sources of the relevant information described in point 10.2.7.1 are, on the one hand, the academic system, from which data collection is carried out by the Academic Affairs Office; on the other hand, the College's financial records, which fall under the competence of the financial director; and thirdly, the data collections conducted in accordance with this regulation by the Quality Assurance Office of the Rector's Office, under the guidance of the Quality Management Committee. The analysis of the information and the development of follow-up measures are primarily the responsibility of the rector of the College, who reports on these annually in the rector's report to the Maintainer, the minister responsible for education, and the Senate. 10.2.7.3. With regard to information management, the Quality Management Committee examines whether students, instructors, and non-teaching staff are involved in data provision and analysis, as well as in the planning of follow-up measures. Its related remarks and proposals are recorded in its annual Quality Assurance Report.

#### **10.2.8. Public Information \[ESG 1.8]**

10.2.8.1. The Rector's Office publishes clear, accurate, objective, up-to-date, and easily accessible information on the College's website and in its institutional guide \[TVSZ 2.1.2.14] regarding the College's public data and activities, including its study programs, their admission requirements, expected learning outcomes, the qualifications that can be obtained, teaching, learning and assessment procedures, success rates, the learning opportunities offered to students, and the employment outcomes of graduates. Publication on the website falls under the responsibilities of the director of academic affairs, in accordance with the guidance of the rector. The institutional guide is prepared by the Academic Affairs Office and the International Office, and it is approved by the Senate.

10.2.8.2. The Quality Management Committee examines the quality of public information management based on data from the Freshmen Survey, student feedback, and the assessment of the opinions of leaders, teaching-research staff and contractors, as well as non-teaching-research staff and contractors, and the results of the FÁISZ 6.3.1.22 data collection, with the involvement of the director of academic affairs, and includes remarks and proposals for its improvement in its annual Quality Assurance Report.



### **10.2.9. Regular External Quality Assurance [ESG 1.10]**

10.2.9.1. The College must be subjected to external quality assurance at regular intervals, which on the one hand certifies the effectiveness of the institution's internal quality assurance and can serve as a catalyst for improvement, and on the other hand may offer new perspectives for the College.

10.2.9.2. The regular external quality assurance of our religious training programs is ensured by the guidance and feedback of the Ecclesiastical Council and the Higher Education Committee of The Dharma Gate Buddhist Church as the maintaining Church; by the experience gained through participation in the training programs of Mahachulalongkornrajavidyalaya University (MCU); by the good practices shared within the framework of the International Association of Buddhist Universities (IABU); and by the representation of secular employer needs through the school cooperatives operating with the institutional membership of the College.

10.2.9.3. 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.

10.2.9.4. In the process of external quality assurance, the Quality Management Committee carries out the quality assurance tasks related to accreditation, as defined in the present regulation, within the framework of an ad hoc committee expanded by the Senate (Accreditation Committee), and through an accreditation workshop to ensure the faculty review of the training program. Changes to the training program (curriculum) and the self-evaluation carried out within the framework of accreditation work require Senate approval.

### **10.2.10. Quality Assurance Process of Research**

10.2.10.1. A The East-West Research Institute serves to encourage, organize, coordinate, and finance research conducted at the College. The Scientific Council is the scientific decision-making body of the Research Institute (and of the College), which, on the one hand, participates in ensuring and improving the quality of academic training at the College in matters of scientific relevance, and on the other hand, serves as the quality assurance body of the Research Institute. 10.2.10.2. Through the head of the Research Institute, the Scientific Council contributes to the preparation of the chapter on academic research at the College in the annual Quality Assurance Report, which is compiled by the Quality Assurance Office of the Rector's Office under the guidance of the Quality Management Committee. This chapter is an analysis based on the data of the College's academic statistical reporting and the annual rector's report, taking into account the direct data provision by instructors, researchers, and teachers, the MTMT records, library data reporting, and data on Scientific Students' Association activities, which are provided by the College Scientific Students' Association Council. The Scientific Council consults in advance with the Quality Management Committee regarding its quality assurance remarks and quality improvement proposals. In the case of a difference of opinion, the remarks of both the Scientific Council and the Quality Management Committee must be recorded in the Quality Assurance Report.

### **10.2.11. Quality Assurance Reports**

10.2.11.1. A report must be prepared each academic year on the operation of the College's quality assurance and quality enhancement system.

10.2.11.2. The report must be prepared in such a way that

- a) the leadership of the College gains an overview of the activities carried out at the College that fall within the scope of quality assurance;
- b) the development and changes of the College's quality assurance work can be tracked, structured according to ESG 2015 and supplemented with scientific research;
- c) the Quality Management Committee can use the experiences to incorporate existing forward-looking practices into the College's quality management concept;
- d) the organizational units of the College can incorporate proven, forward-looking practices into their own quality assurance and quality enhancement activities;
- e) it be suitable for drawing conclusions regarding the evaluation of the College's quality assurance system.

10.2.11.3. The annual report must include

- a) a description of the methods and results of the quality assurance tasks, measurements, and evaluations defined in the present regulation and additionally carried out by the College and its organizational units;
- b) deviations from the practices of the previous period;
- c) summary findings regarding the quality of education and educational organization, as well as research (core higher education activity);
- d) summary findings regarding the College's quality enhancement and quality assurance activities,
- e) summary findings regarding the effectiveness of the objectives defined in the Quality Assurance Policy.

10.2.11.4. The report must be taken into account when preparing proposals for

- a) the strategic planning of the College;
- b) for the possible revision of the Quality Assurance Policy, and furthermore
- c) the possible revision of the quality assurance system and the present regulation.

10.2.11.5. A comprehensive report to be prepared at least every three years must be submitted to the Senate

for discussion and approval.

10.2.11.6. The annual report is prepared in cooperation with the College's bodies responsible for quality assurance, in accordance with the procedural order defined in this section.

10.2.11.7. The report is compiled by the Quality Assurance Office of the Rector's Office (hereinafter: the Office) under the professional supervision of the Quality Management Committee (MIB).

10.2.11.8. For the preparation of the report, the Office may request information and data provision from any body, organ, or person with competence in the field of quality assurance.

10.2.11.9. The draft of the completed report is sent by the chair of the MIB – through the Office – to the Educational Council and the Scientific Council for review.

10.2.11.10. Based on the received opinions and remarks, the revised report – with the assistance of the Office – is submitted by the chair of the MIB to the Senate each year by no later than December 31.

#### **10.2.12. Assessment of the opinions of leaders, teaching-research staff and contractors, and non-teaching-research staff and contractors**

10.2.12.1. To underpin the College's quality assurance policy, it is necessary to regularly assess and document

- a) the opinions of the College's leaders and the members of the Training Committee,
- b) the opinions of teaching, research, and instructor staff and contractors, and
- c) the opinions of non-teaching, non-research staff and contractors

regarding quality, quality assurance, and quality enhancement. 10.2.12.2. The assessment and documentation must be carried out in such a way that it is possible to determine

- a) the areas and types of activities to which the quality of core higher education activities can be applied;
- b) the definitions of quality that, according to the respondents, are applicable at the College;
- c) the respondents' views on whether quality can be measured, and if so, which measurement tools are suitable for a given definition of quality; and
- d) conclusions regarding the respondents' attitudes toward quality enhancement and their commitment to quality enhancement.

10.2.12.3. The results of the assessments must be taken into account

- a) in the planning and development of the College's quality assurance system,
- b) in the preparation and implementation of quality enhancement and quality assurance tasks, evaluations, and measurements,
- c) when preparing proposals for the possible revision of the quality assurance system and the present regulation.

10.2.12.4. The method of assessment - depending on the available resources -

- a) questionnaire-based data collection conducted by an interviewer – with data that cannot later be used for personal identification – and its evaluation using classical sociological methods, or
- b) focus group study and its evaluation.

10.2.12.5. The draft of the questionnaire is prepared by the Office, and its approval is decided by the Quality Management Committee. The institutional baseline questionnaire approved by the MIB is Annex 1 of the present regulation.

10.2.12.6. The assessments must be conducted at least every three years, during a period determined by the MIB.

10.2.12.8. The organization and execution of the assessments, as well as the evaluation of the results, are the responsibility of the Office. 10.2.12.9. The Office reports to the Quality Management Committee on the process and results of the assessment.

10.2.12.10. The MIB reports to the Senate on the process and results of the assessment within the framework of its annual report.

#### **10.2.13. Analysis of Application Data**

10.2.13.1. In order to evaluate changes in interest in the College and in the perception of the College's prestige, the anonymized application and admission data submitted to the College must be assessed at least every three years, during a period determined by the Senate (analysis of application trends).

10.2.13.2. The assessment must be carried out in such a way that it is suitable for

- a) presenting the trends in the number of applicants and admitted students to the College in light of previous data and the data of other higher education institutions,
- b) assisting in understanding the external perception of the College,
- c) drawing conclusions from the data obtained regarding the expected number and quality of applicants in the coming years,
- d) providing a foundation for the College's external and internal communication tasks,
- e) supporting the College's training development strategy,
- f) supporting the more effective external and internal communication of the College's achievements.

10.2.13.3. The analysis of application data is carried out by the Quality Management Committee, in cooperation with the Educational Council and the IT Group of the Rector's Office, in accordance with the

provisions defined in this section. 10.2.13.4. Based on the College's application database, the admission process must continuously monitor

- a) the number and distribution of applicants to the College and the total number of applications they have submitted,
- b) the characteristic data of the applicants and the submitted applications (as can be determined from the data recorded on the application forms),
- c) the data modifications initiated during the admission procedure,
- d) the comparative data of the databases of admissible and non-admissible applicants,
- e) the performance of the applicants and the admission results.

10.2.13.5. After the admission score threshold(s) have been determined, the data specified in section 10.2.13.4 must be adjusted based on the data from the appeals submitted to the College, the supplementary admission requests, and the procedures for evaluating these.

10.2.13.6. Based on the data specified in sections 10.2.13.4–10.2.13.5, the IT Group performs queries by program, training format, study format, specialization, and form of financing, and the Office generates aggregated data from these

- a) for the given year,
- b) in time series format covering multiple years,
- c) if possible, also in comparison with the national average and similar data from other higher education institutions.

10.2.13.7. The results of the queries and aggregations specified in the previous paragraph are continuously made available to the Committee by the Office. The Committee reviews the aggregated data.

10.2.13.8. The Committee provides information to the Senate on the application and admission data, as well as their evaluation.

#### **10.2.14. Freshmen Survey<sup>145</sup>**

10.2.14.1. To assess the prior information and expectations of prospective students regarding the College, as well as changes in these and their sociological characteristics, the opinions and characteristics of students admitted to the College must be measured and evaluated by academic year at the beginning of their studies, during a period determined by the MiB.

10.2.14.2. The measurement and evaluation must be carried out in such a way that it is suitable for

- a) gaining insight into the expectations of admitted students regarding their studies and College life, as well as their ideas and plans concerning their ambitions after their College years,
- b) gaining knowledge of the characteristic data of admitted students,
- c) supporting efforts aimed at improving the quality of education,
- d) supporting efforts aimed at improving the quality of services provided to students.

10.2.14.3. The development of the questionnaire – based on the unified framework approved by the MiB, which also covers student surveys – is the task of a sociologist expert appointed by the rector (hereinafter: the expert), and its approval is decided by the MiB. The institutional baseline questionnaire is Annex 2 of the present regulation.

10.2.14.4. The institutional baseline questionnaire may be supplemented – upon the recommendation of the Educational Council – with specific questions not exceeding half the number of questions included in the baseline questionnaire.

10.2.14.5. Students complete the questionnaires anonymously, in a manner that does not allow personal identification.

10.2.14.6. Students cannot be required to express their opinions. No one may be disadvantaged in the academic evaluation process for expressing or withholding their opinion.

10.2.14.7. The Rector's Office is responsible for conducting the student evaluation.

10.2.14.8. The student email addresses necessary for conducting the student evaluation are provided by the director of academic affairs to the person designated by the rector to conduct the evaluation, with the consent of the chair of the MiB. Official communication regarding the survey with the designated coordinator, both with the director of academic affairs and with the students, takes place exclusively via the email address [felmeres@tkbf.hu](mailto:felmeres@tkbf.hu).

---

<sup>145</sup> Amended by Senate Resolution No. 51/2019 (12.05.) dated December 5, 2019.

10.2.14.9. The processing of the questionnaires and the statistical evaluation of the data are the responsibility of the expert.

10.2.14.10. The expert reports on the process and results of the evaluation to the MiB, which discusses it.

10.2.14.11. The MiB reports on the process and results of the evaluation to the Senate.

#### **10.2.15. Analysis of NEPTUN Data**

10.2.15.1. In order to monitor the processes of educational and educational organization activities carried out at the College, the data generated and stored in NEPTUN must be evaluated and analyzed at least for the period determined by the decision of the Quality Management Committee.

10.2.15.2. Evaluations and analyses must be conducted in such a way that they are suitable for

- a) assisting in the planning and execution of individual educational and educational organization processes,
- b) supporting the identification of specific educational organization issues through quantified data,
- c) supporting the clarity and accessibility of information related to training,



- d) monitoring changes made to curricula and training plans,
  - e) evaluating the aggregated results and performance of individual programs and students.
- 10.2.15.3. The Committee carries out the evaluation of the data stored in NEPTUN in cooperation with the Training Committee and the Academic Affairs Office.
- 10.2.15.4. The director of academic affairs continuously records the information requests regarding the data stored in the NEPTUN database from
- a) the College's leadership,
  - b) the members of the Training Committee,
  - c) the Student Government,
  - d) external partners
- and the public. The rector decides which of the requested leadership information the Academic Affairs Office can provide, based on the external and internal data protection regulations defined in section 10.5.1.
- 10.2.15.5. The Academic Affairs Office carries out the appropriate queries, prepares reports containing aggregated data, and delivers them to the Office, which continuously makes them available to the MiB. The MiB analyzes and evaluates the aggregated data.
- 10.2.15.6. The MiB provides information to the Senate on NEPTUN data and their evaluation within the framework of its annual Quality Assurance Report.

#### **10.2.16. Student Surveys (Mid-term Survey, Post-graduation Survey)<sup>146</sup>**

In order to evaluate the expectations of TKBF students toward the College, their satisfaction with the College's educational and educational organization activities, and changes in these, the opinions of the College's students must be measured and evaluated by cohort twice during their study cycle—namely, in the middle of their studies (mid-term survey) and immediately upon completion of their studies (post-graduation survey)—during a period determined by the MiB.

10.2.16.2. Student surveys and their evaluations must be conducted in such a way that they are suitable for

- a) comparison with the results of the Freshmen Survey,
  - b) monitoring changes in students' expectations regarding their studies, College life, and their ambitions after their College years,
  - c) supporting efforts aimed at improving the quality of education,
  - d) supporting efforts aimed at improving the quality of services provided to students.
- 10.2.16.3. The development of the questionnaire – based on the unified framework approved by the MiB, which also covers the freshmen survey – is the task of a sociologist expert appointed by the rector, and its approval is decided by the MiB. The institutional baseline questionnaire for the mid-term survey is Annex 3 of the present regulation, while the institutional baseline questionnaire for the post-graduation survey is Annex 4.

10.2.16.4. The institutional baseline questionnaires may be supplemented – upon the recommendation of the Educational Council – with specific questions not exceeding half the number of questions included in the baseline questionnaire.

10.2.16.5. The appropriate regulations for the Freshmen Survey \[10.2.14.4–10.2.14.11] shall apply to the questionnaires, their completion, processing, evaluation, and the related Senate report, with the provision that the mid-term survey is conducted simultaneously with registration for the spring semester, in the second academic year following the Freshmen Survey; while the post-graduation survey takes place after graduation.

---

<sup>146</sup> Amended by Senate Resolution No. 51/2019 (12.05.) dated December 5, 2019.

10.2.16.6. The MiB may also collect student opinions related to student satisfaction and the quality of core higher education activities through a voluntary student forum conducted by an interviewer. Data collected through voluntary reporting must be recorded anonymously by the interviewer. In all other respects, the procedures concerning the data received in this way are governed by the rules set out in section 10.2.16.5.

#### **10.2.17. Student Evaluation of Teaching (OMHV)**

10.2.17.1. To continuously improve the quality of the educational activities carried out by the College, students' opinions on the work of instructors must be measured and evaluated every semester.

10.2.17.2. The measurement and evaluation must be carried out in such a way that

- a) students – provided the instructor has given explicit written consent – can access their peers' opinions about the given course,
- b) instructors receive feedback on the opinions about their course,
- c) the College and the Educational Council receive feedback on the students' opinions regarding the education provided by the College,
- d) it is suitable for supporting activities aimed at improving the quality of education.

10.2.17.3. The consideration of the evaluation results is governed by points 3.2.1.1 and 3.2.1.2 of the Organizational and Operational Regulations (SZMSZ), as well as by subpoint i) of 8.2.7.2.2 of the Employment Requirements System (FKR).

10.2.17.4. The questionnaires serving as the basis for student evaluation may include only questions related

to the teaching of courses attended by the responding students.

10.2.17.5. When compiling the questionnaires, the educational form and type of the course must be taken into account. Regardless of the educational form and type, the following question areas must be included:

- a) fulfillment of teaching-related obligations,
- b) preparedness for the course,
- c) professional communication related to the course outside of class hours.

10.2.17.6. The questionnaires must mandatorily include control questions regarding attendance at the course.

10.2.17.7. The development of the baseline questionnaire for evaluating teaching work to be used at the College is the responsibility of the Quality Management Committee (MiB), and its approval is decided by the Senate. The College baseline questionnaire is Annex 5 of the present regulation. The Quality Management Committee decides on the questionnaire to be used in the given semester – keeping the baseline questionnaire in view – within two months prior to the examination period.<sup>147</sup> 10.2.17.8. The Educational Council may supplement the institutional baseline questionnaire with specific questions. The Educational Council compiles the supplementary questions in consultation with the Student Government. The Educational Council decides on the supplementary questions through its own decision-making process, and they are approved by the Senate.

10.2.17.9. The Educational Council submits the supplementary questions or any modifications thereof to the Office by the end of the third week before the start of the student evaluation.

10.2.17.10. Students complete the questionnaires anonymously, in a manner that does not allow personal identification. 10.2.17.11. Students cannot be required to express their opinions. No one may be disadvantaged in the academic evaluation process for expressing or withholding their opinion.

10.2.17.12. The Office is responsible for the electronic administration of the student evaluation. 10.2.17.13. The student evaluation must be conducted once per course each semester.

10.2.17.14. The evaluation must take place during the examination period. In justified cases, the completion period may be extended by up to fifteen days following the end of the semester.<sup>148</sup>

10.2.17.15.<sup>149</sup> Student evaluation must be conducted online using a user-friendly, engaging computer program or application (hereinafter: application) specifically developed for this purpose, which runs optimally on both mobile devices and desktop computers. The interface must be created and operated taking into account the following operational principles:

10.2.17.15.1. Students are assigned unique codes, with each unique code linked to the list of courses taken by the respective student.

10.2.17.15.2. Students receive a unique link, which they use to access the application interface.

10.2.17.15.3. Courses should appear under their characteristic names, enabling students to easily identify them. The instructor's name should also be visible, as this makes identification easier.

10.2.17.15.4. The first question in the application relates to participation – any course the student has not attended sufficiently must be excluded from the survey. (From this perspective, individualized curriculum students

---

<sup>147</sup> Amended by Section 1 of Senate Resolution No. 38/2022. (12.18.), adopted on 8 December 2022, entitled "Amendment of the Quality Assurance and Quality Enhancement Regulations of the Dharma Gate Buddhist College for the purpose of renewing the student evaluation of teaching activities"

<sup>148</sup> Amended by Section 1 of Senate Resolution No. 38/2022. (12.18.), adopted on 8 December 2022, entitled "Amendment of the Quality Assurance and Quality Enhancement Regulations of the Dharma Gate Buddhist College for the purpose of renewing the student evaluation of teaching activities"

<sup>149</sup> Amended by Section 1 of Senate Resolution No. 38/2022. (12.18.), adopted on 8 December 2022, entitled "Amendment of the Quality Assurance and Quality Enhancement Regulations of the Dharma Gate Buddhist College for the purpose of renewing the student evaluation of teaching activities"

must be handled differently.)

10.2.17.15.5. The application is divided into three separate games corresponding to the three questions. The games are thematically and visually well distinguished from each other.

10.2.17.15.6. The essence of the game is that the student ranks their courses on a podium according to the given criteria. There are six podiums, with the first podium representing the best and the sixth the least favorable.

10.2.17.15.7. In the game, the student grabs one of their courses and then drags it to the appropriate podium; this is repeated for all their courses. When finished, they close the game. The application automatically advances to the next game. Since participation is voluntary, it must be ensured that students can close each game without having to place all their courses.

10.2.17.15.8. A course can be placed on only one podium, but multiple courses can be placed on the same podium. There are six podiums, an even number, so there is no middle; courses must therefore be placed either in the positive half (1–3) or the negative half (4–6).

10.2.17.15.9. After completing all three games, the student can also write textual comments for each course.

10.2.17.15.10. The games are color-coded, distinctly different from each other, and thematically presented.

10.2.17.15.11. The purpose of the application is to assess the strengths and weaknesses of the courses. The emphasis is on using the practices of courses with good results as models for teaching those with less favorable outcomes. 10.2.17.15.12. When presenting the application, care must be taken to ensure that instructors view the goal positively and do not perceive it as a competition. Taking into account the Buddhist principle of ahimszá, care must be taken to ensure that students and instructors do not regard it as something capable of causing harm.

10.2.17.16.<sup>150</sup> During the student evaluation, data management, data security, and data protection regulations must be fully complied with, and the following principles ensure this:

10.2.17.16.1. The game can be played only with a valid link, and each link can be used to play only once.

10.2.17.16.2. Participants remain anonymous because each receives an identifier and a corresponding link based on their Neptun code (only active students may participate!). The data set containing the Neptun codes used to generate the identifiers (Excel file) must then be permanently deleted, with a protocol recorded.

10.2.17.16.3. The game is time-limited (10.2.17.14) and closes thereafter.

10.2.17.16.4. The game interface must be designed so that each participant sees only the courses they are enrolled in.

10.2.17.16.5. Student evaluation data may only be stored in NEPTUN after the game period; therefore, following the transfer of data after the game period, the data must be permanently deleted from the game interface.

10.2.17.17.<sup>151</sup> The results are extracted in Excel spreadsheets, aggregated, and processed. The results will be summarized by course and by criterion, preferably also in the form of charts. In addition, it is possible to compile summaries for all courses of individual instructors, as well as to rank the courses of the semester.

10.2.17.18. In the evaluation, the student's self-reported attendance percentage for the classes must be considered. If the student reports having attended less than half of the classes, their response is excluded from the evaluation.

10.2.17.19. The evaluation is not valid if fewer than 25% of the students enrolled in the course—or fewer than 5 students in the case of seminars or practical sessions—have completed the questionnaires. In this case, no protocol is prepared. If only individual questions fail to reach a 25% response rate, those specific questions are excluded from the protocol. For informational purposes, the instructor still receives the evaluation results in such cases, but the results are not made public.

10.2.17.20. The evaluation results must be recorded in a protocol. The protocol is an electronic file containing the evaluation of the given course. The protocols must be stored in the NEPTUN database.

10.2.17.21. Access to the protocol must be granted via NEPTUN to the instructor concerned and to the relevant working group leader member of the Educational Council. Both the instructor concerned and the relevant working group leader member of the Educational Council may add a written opinion to the protocol in electronic form within NEPTUN. The opinions added by the instructor and the relevant working group leader member of the Educational Council form part of the protocol.

10.2.17.22. The rules for handling data generated during the student evaluation of teaching work are contained in chapters 10.4 and 10.5 of the present regulation.

10.2.17.23. The Office provides the MiB with information regarding the administration of the evaluation.

10.2.17.24. The MiB reports on the process and results of the evaluation to the Senate.

## **10.2.18. Career tracking of graduates (DPV)**

10.2.18.1. To continuously improve the quality of the College's educational services, the opinions of former

<sup>150</sup> Amended by Section 1 of Senate Resolution No. 38/2022. (12.18.), adopted on 8 December 2022, entitled "Amendment of the Quality Assurance and Quality Enhancement Regulations of the Dharma Gate Buddhist College for the purpose of renewing the student evaluation of teaching activities"

<sup>151</sup> Amended by Section 1 of Senate Resolution No. 38/2022. (12.18.), adopted on 8 December 2022, entitled "Amendment of the Quality Assurance and Quality Enhancement Regulations of the Dharma Gate Buddhist College for the purpose of renewing the student evaluation of teaching activities"

students regarding the labor market value of their degrees and their career opportunities must be measured and evaluated at least every three years, during a period determined by the Senate.

10.2.18.2. The measurement and evaluation must be carried out in such a way that

- a) it is suitable for comparison with the results of the Freshmen Survey and the student evaluation survey,
- b) the College obtains as comprehensive a picture as possible of the employment success and effectiveness of its graduates,
- c) the College obtains as comprehensive a picture as possible of its graduates' potential career changes, further education plans, and actions,
- d) it supports the College's communication with its former students,
- e) the results serve to develop the College's training strategy.

10.2.18.3. The results of the measurements and evaluations must be taken into account

- a) in the preparation of the College's training strategy,
- b) when establishing and launching specializations and majors,
- c) when defining curricula and training plans.

10.2.18.4. The method of assessment: personalized questionnaire data collection and its evaluation using classical sociological methods—in a manner that does not allow personal identification.

10.2.18.5. The draft questionnaires are developed and approved by the Quality Management Committee. The College baseline questionnaire is Annex 7 of the present regulation.

10.2.18.6. The assessment must be conducted at least every five years.

10.2.18.7. The organization of data collection, processing of completed and returned questionnaires, and data evaluation are the responsibilities of the Office.

10.2.18.8. The Office reports to the Quality Management Committee on the process and results of the assessment. 10.2.18.9. The MiB reports on the process and results of the evaluation to the Senate.

### **10.3. Structures (organizational, jurisdictional, procedural rules)**

10.3.1. The tasks related to quality enhancement and quality assurance are carried out in accordance with the relevant provisions of the Organizational and Operational Regulations (SZMSZ) and those defined in the present regulation by

- a) the Senate,
- b) the Quality Management Committee,
- c) the Scientific Council,
- d) the Vice-Rector for Education, also serving as the Chair of the Educational Council, and
- e) the Quality Assurance Office of the Rector's Office gondoskodnak.

10.3.2. In fulfilling the duties of the persons and bodies specified in section 9.3.1.1,

- a) the College's instructors, researchers, students, and their groups,
- b) the Student Government,
- c) external experts,
- d) domestic and foreign partner institutions may also participate.

10.3.3. The persons and organizations specified in sections 10.3.1 and 10.3.2 are required to perform their quality assurance and enhancement tasks in cooperation with each other and through mutual information sharing.

10.3.4. Where this regulation refers to data collection, data recording, or surveys, these primarily mean electronic data collection. If data collection or surveys cannot be conducted electronically, or where this regulation explicitly permits it, data collection may be paper-based.

10.3.5. This regulation contains the baseline requirements for the work aimed at ensuring and enhancing the quality of the College's core higher education activities.

10.3.6. The Educational Council

- a) is required to apply the tools, methods, and procedures defined in the present regulation and to participate in their application,
- b) may apply the processes, tools, methods, and procedures defined in the present regulation in supplemented form, taking into account the specific characteristics of the training,
- c) may apply any methods, procedures, or tools beyond those defined in the present regulation for measuring, evaluating, and improving the quality of educational and educational organization activities, provided that they are not explicitly contrary to the principles and objectives set forth in this regulation and do not result in unjustified duplication.

10.3.7. The Scientific Council may apply the processes, tools, methods, and procedures defined in the present regulation in supplemented form, taking into account the specific characteristics of scientific research, and may also apply any methods, procedures, or tools for measuring, evaluating, and improving the quality of

scientific research beyond those, provided that they are not explicitly contrary to the principles and objectives set forth in this regulation and do not result in unjustified duplication.

10.3.8. The Rector's Office may apply any methods, procedures, or tools beyond those defined in the present regulation for measuring, evaluating, and improving the quality of educational and educational organization activities within its scope of duties, provided that they are not explicitly contrary to the principles and objectives set forth in this regulation and do not result in unjustified duplication.

## 10.4. Feedback

10.4.1. The Office provides full access on the College's internal website (intranet system) to those with a NEPTUN ID for the following:

- a) quality enhancement reports approved by the Senate,
- b) studies based on surveys of the opinions of leaders, teaching, research, and non-teaching, non-research staff,
- c) application and admission data along with committee opinions on their trends,
- d) committee opinions containing data from NEPTUN queries conducted under this regulation and their evaluations,
- e) studies based on the Freshmen Survey results,
- f) studies based on student survey results,
- g) protocols containing OMHV results, with the explicit written consent of the instructor,
- h) studies based on the results of graduate tracking surveys.

teljes terjedelemben hozzáférhetővé teszi a NEPTUN azonosítóval rendelkezők számára a Főiskola belső honlapján (intranet rendszerében).

10.4.2. The rector decides, based on the position of the Training Committee, which of the information generated from NEPTUN queries conducted under this regulation regarding the Educational Institute's teaching, educational organization, and examination practices can be made available to the internal public.

10.4.3. Protocols containing OMHV results—provided the respective instructor has given explicit written consent—become accessible to those with a NEPTUN ID on the 15th day after access has been granted to the instructor. The protocol is available for the advertised course during the course registration period. The content of the aggregated results consists of a table for each course, which includes, broken down by question: the average for the given course and the average for the course in the previous semester. In the table, alongside the averages, the standard deviation of the responses to each question is also included, together with the percentage of students who answered. The protocol does not include students' written comments; these may only be read by the instructor, the head of the relevant working group of the Educational Council, the chair of the Quality Management Committee, the chair of the Student Government, and any authorized person who, on behalf of the aforementioned or the College, prepares a College-level summary from the instructors' protocols.

10.4.4. The Office regularly provides information on the reports, studies, committee opinions specified in section 10.4.1, and data and information related to the tasks defined in this regulation on the College's website through the director of academic affairs.

## 10.5. Data Protection

10.5.1. During data processing under this regulation, full compliance must be ensured with Regulation (EU) 2016/679 of the European Parliament and of the Council (April 27, 2016) on the protection of natural persons regarding the processing of personal data and the free movement of such data, repealing Directive 95/46/EC (General Data Protection Regulation – GDPR), as well as Act CXII of 2011 on the Right of Informational Self-Determination and Freedom of Information (Infotv.), the Higher Education Act (Nftv.), the College's Data Protection and Data Management Regulations (AASZ), and the Information Technology and Security Regulations (ITSZ).

10.5.2. All questionnaire-based data provision is voluntary. Before commencing data processing related to this, the applicant must be informed in content and manner that comply with the requirements of the GDPR and the Infotv. In the case of written data provision, information about the aforementioned must be included in the form designed for data provision or in the related instructions, or in an equivalent information document, in a manner that allows the applicant to review it before providing the data (data protection information notice). The data protection information notice must be maintained on the College's website in an always current and accessible manner.

10.5.3. The questions included in the questionnaire must always be compiled in accordance with the external and internal legal regulations specified in section 10.5.1.

10.5.4. During the implementation of this regulation, personal data may only be processed for the duration, extent, and manner necessary for the purpose of data processing. After the purpose of data processing has been fulfilled, personal data must be destroyed or rendered unidentifiable.

## 10.6. Legal remedy

10.6.1. In case of a violation of the rights set forth in this regulation, any student of the College may turn to the Student Appeals Committee for the investigation of their complaint.

10.6.2. In case of a violation of the rights set forth in this regulation, any instructor, researcher, non-teaching, or non-research employee of the College may turn to the Vice-Rector for Education for the investigation of their complaint. 10.6.3. In the event of proven violation of the provisions on opinion surveys set forth in this regulation,

- a) the given opinion shall not be taken into account,
- b) the obtained result must be destroyed,
- c) if justified—and if possible—a new evaluation may be conducted.

## 10.7. Material and Financial Conditions

10.7.1. The College ensures in its annual budget the funding for

- a) quality enhancement reports,
- b) surveys of the opinions of leaders, instructors, researchers, and non-teaching and non-research staff,
- c) analysis of application data,
- d) the Freshmen Survey,
- e) the preparation and administration expenses of the student evaluation of teaching work (in the case of electronic administration).

The Student Government also contributes to the preparation and administration of the Freshmen Survey and the student evaluation of teaching work with professional and financial support.

10.7.2. The Senate of the College – based on a justified proposal to this effect – provides a separate funding source in the College's budget for the expenses of the

- a) the analysis of NEPTUN data,
- b) the student survey,
- c) for the preparation and administration of the graduate tracking survey.

10.7.3. For any expenses arising from the application of additional methods, procedures, or tools used by the Educational Council, the Scientific Council, or the Rector's Office for measuring, evaluating, and improving the quality of core higher education activities beyond those defined in this regulation, the body applying them is responsible for ensuring the funding prior to their implementation. 10.7.4. The expenses specified in sections 10.7.1–10.7.3 may also be covered by grant funding.

## 10.8. Closing provisions

10.8.1. The comprehensive amendment of this regulation was adopted by the Senate in Resolution No. 21/2019 (05.02.) on May 2, 2019.

10.8.2. The Student Government's Student Representation gave its consent to this regulation, particularly regarding the order of student evaluation of teaching work (10.2.17.), in its resolution dated April 25, 2019, attached to the minutes of the Senate meeting on May 2, 2019, along with the supplementary statement made in the Senate minutes.

10.8.3. The processes defined in this regulation must be applied starting from the first (autumn) semester of the 2020/2021 academic year.

10.8.4. Amendment No. 2 to the Quality Assurance and Quality Enhancement Regulations (MBSZ)

10.8.4.1 The Quality Assurance and Quality Enhancement Regulation (MBSZ), which forms Annex 2 of the Regulations of Dharma Gate Buddhist College IV. Other Requirements System (EKR), is replaced in its Annexes 2 and 4 by Annexes 1 and 2 of the present regulation amendment.

10.8.4.2 The questionnaires introduced with the present regulation amendment are to be applied starting from the 2019/2020 academic year. 10.8.4.3 The present regulation amendment was adopted by the Senate in Resolution No. 42/2019 (09.26.) dated September 26, 2019.

10.8.4.4 The Student Government's Student Representation gave its consent regarding the questionnaires introduced

with this regulation amendment in its resolution No. 3/2019 (09.26.) dated September 26, 2019, attached to the minutes of the Senate meeting on September 26, 2019.

10.8.5. Amendment No. 3 to the Quality Assurance and Quality Enhancement Regulations (MBSZ)

10.8.5.1 Annexes 1 and 2 of this amendment to the Quality Assurance and Quality Enhancement Regulations shall replace Annexes 3 and 5 of the Regulations.

10.8.5.2 The questionnaires introduced by this amendment to the regulations shall be applied from the 2019/2020 academic year. 10.8.5.3 This amendment to the regulations was adopted by the Senate with Resolution No. 51/2019. (12.05.), dated December 5, 2019.

10.8.5.4 The Student Government's Student Representation gave its consent regarding the questionnaires introduced by this amendment to the regulations with its resolution dated November 27, 2019, attached to the minutes of the Senate meeting held on December 5, 2019.

10.8.5.5. This amendment to the Quality Assurance and Quality Enhancement Regulations shall enter into force on December 8, 2022. The revised student feedback method and the base questionnaire are to be implemented starting from the autumn semester of the 2022/2023 academic year.

Issued in Budapest on December 8, 2022.

---

Gábor Karsai rector

---

Kincsó Orsolya Szabó, Vice President of the Student Government