

# Dharma Gate Buddhist College Quality Management Framework (MKR): The Buddhist Internal Quality Assurance (IQA) System (BMIR)

DGBC's IQA System (BMIR) was developed between April and November 2024.

The BMIR development initiative began with a 40-hour Quality Assurance training for DGBC stakeholders, in which we comprehensively examined the perspectives, frameworks, and standards of higher education quality, as well as the principles of academic operations.

Number of people involved: 27 (19 instructors, 6 staff members, 2 student representatives).

Discussion of the model: 16 October 2024.

The Senate approved the document: 28 November 2024. (Resolution No. 20/2024)

The programme enters into force: 1 December 2024.

## Tartalom

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## I. Context

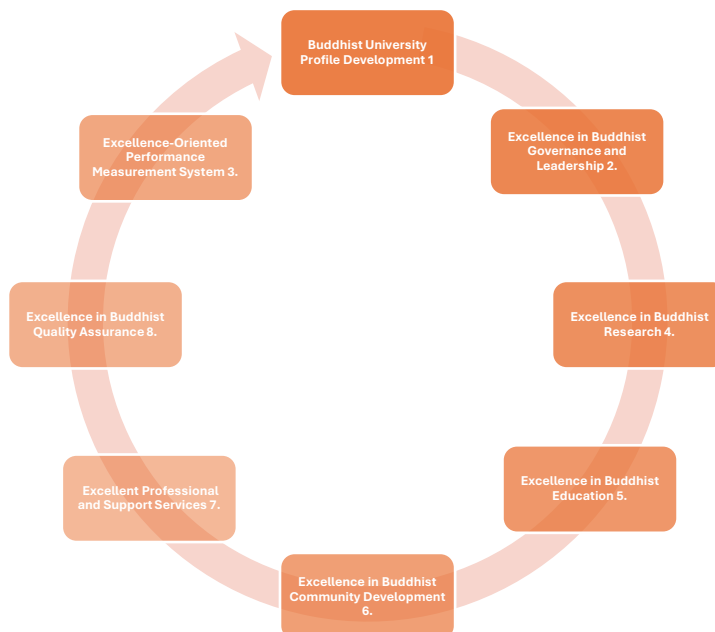
Dharma Gate Buddhist College is recognised by the Hungarian state; its accreditor is the Hungarian Accreditation Committee (MAB), which is listed in the European Quality Assurance Register for Higher Education (EQAR). It is not subject to any other international accreditation. State recognition is kept current through the ongoing review of the Qualifications Framework. The institution plans to transition to the higher-education institutional category of an ecclesiastical university, pursuant to the Higher Education Act (Ftv.). Dharma Gate Buddhist College is Europe's only recognised institution training Buddhist theologians and Buddhist religious professionals.

Its internal quality assurance (IQA) system supports external evaluations in line with the ESG and with the Hungarian Accreditation Committee's (MAB) integrated evaluation-and-recognition framework, including reviews tied to qualification recognition by the Academic Affairs Office and to DPR (Graduate Career Tracking) research.

The current internal quality assurance system (IQA, BMIR) enables the institution to obtain recognition under the EFQM 2025 framework, to compete in quality-innovation award programmes, and to achieve international recognition for its European University and mobility activities. Participation in domestic and international rankings is not practicable given the denominational fragmentation of ecclesiastical higher education, especially when contrasted with the large-university, orientalist model of Buddhist studies.

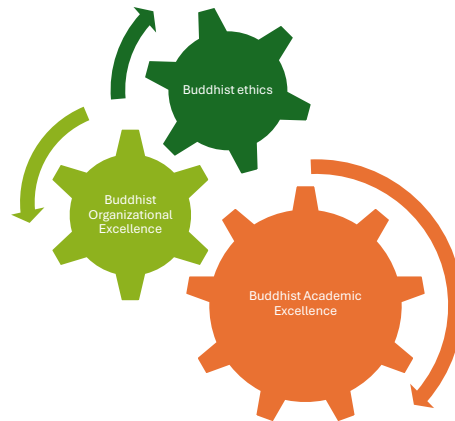
## II. KAMMA–DHAMMA–SANGHA Quality Wheel

PERSONAL DEVELOPMENT – TEAMWORK – COMPLIANCE WITH STANDARDS



### III. Interpretation of the DGBC Quality Cycle

DGBC's 2020 accreditation and the 2022 monitoring report found that the institution's quality system is grounded in the ISO management system and the 2015 ESG model, and has been accepted. The Hungarian Accreditation Committee (MAB) found the institution's ESG-centred operations to perform well.



For the 2025/26–2030 cycle, the quality target is to reach EFQM performance levels in sequence—good, then strong, culminating in excellent.

- **The institution's quality system needs**
  - Compliance with the Hungarian Accreditation Committee's (MAB) Integrated External Evaluation System
  - Developing the Qualifications Framework in the flexible higher-education model
  - Developing the quality system for research and the third mission
  - Establishing the strategic- and micro-level IQA system
- **Sources of the IQA**
  - ESG 2015, UK Theology and Religious Studies benchmark, Tuning Theology benchmark, Hungarian Rectors' Conference (MRK) Expected Learning Outcomes, international Buddhist training standards
  - MAB Integrated Guidelines, ISO 21001:2018 Educational Organizations Management (EOM), EFQM 2025 Model, Asian Quality Way
- **Introducing the new IQA: Breakthrough Management (Shiba Model)**
  - Identified needs include European BA and MA programmes, and a European doctoral programme in Buddhist leadership.
  - Implementing the new IQA: integrating results achieved to date into the new model.
  - Profile and programme development: ecclesiastical-university level and religious professions; programmes with a Buddhist identity.
  - Three-stage transformation: internal leadership; internal faculty and professional domains; external partners (commitment, mental breakthrough, technical breakthrough).
  - Removing constraints: distance-learning technology; English-language programmes; digital transformation – across leadership; education, research, and

community development; and partnerships –; new IT architecture. Visible and invisible breakthroughs—organizational (identity; legal and accreditation; programme development) and market (Buddhist religious professions; education–research–community development; branding; market design and actions).

- Development aligned with social values
  - Change Management Team (governance, development, implementation)
  - New human capacity (building on the existing, plus expanding educational capacity; English-language and doctoral programmes)
  - New work structure (R\&D, PhD, Department of Buddhist Religious Professions, English-language division, continuous improvement: renewal of core programmes)
  - New visible image and symbolic conduct
  - Customer results: new student segments, better outcomes, improved employability.

## IV. The comprehensive DGBC IQA levels

### 1. Governance

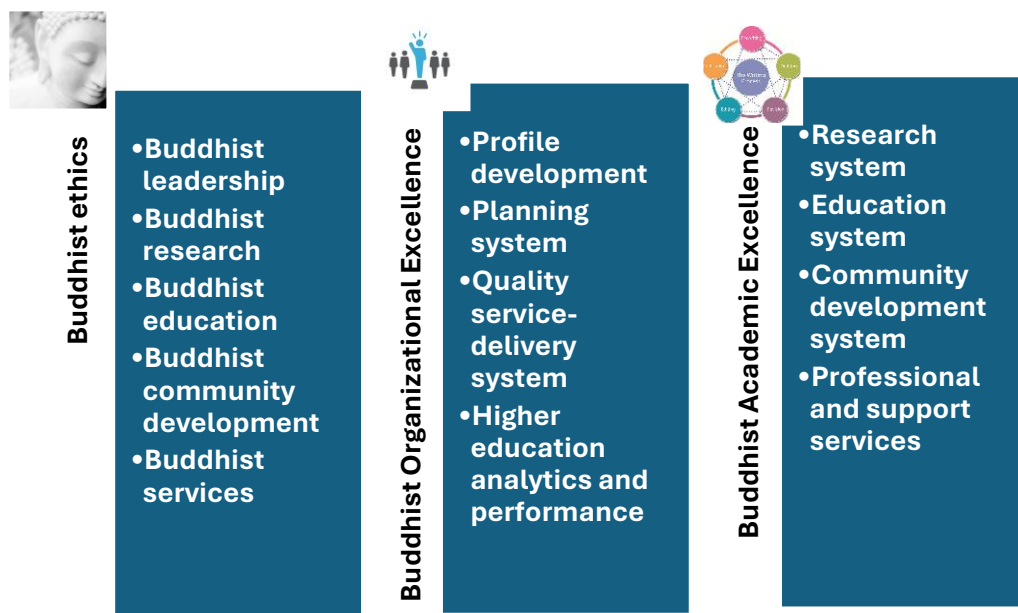
- Macro level: Strategic integration into global and European Buddhist communities by incorporating perspectives of Buddhist ethics into organizational activities.
- Meso level: Achieving organizational excellence based on the EFQM management methodology.

### 2. Operational implementation:

- Meso level: Research, education, community development
- Meso level: Professional and support services

### 3. Results:

- Higher education analytics and performance
- Quality service system (ESG, needs analysis, Quality Assurance and Quality Enhancement)



## V. Guidelines

### 1. Organizational profile development

**Profile development:** Within a Europeanized framework, as Europe’s only institution training leaders and professionals of Buddhist religious communities, as a key institution of European Buddhism, as Europe’s knowledge centre for global Buddhism, and through its Buddhist-based activities fostering the sustainable development of Hungarian and European society, the institution seeks to realise higher-education public goods (education, research, community development) in line with the perspectives of the EQF–NQF–QF–EHEA and the EFQM.

Leadership	Viewpoint	Documents	Performance measurement
Description of the organization	Organizational mission, vision, culture, core tasks, competitive environment, strategic challenges	Trend Analysis	Its purpose and long-term aims.
The regulatory environment	QF-EHEA, EKKR, MKKR, UNESCO	Higher Education Act; Government Decree. Act CCVI of 2011 on the Right to Freedom of Conscience and Religion, and on the Legal Status of Churches,	The organization’s recognition and accreditation

		Denominations and Religious Communities. PESTLE analysis	
<b>Profile and governance of an excellent Buddhist university</b>	Ecclesiastical institution	Founding document Organizational and Operational Regulations (SZMSZ)	Recognition as an ecclesiastical university
<b>Understanding students and their needs</b>	Programme specialisations tailored to student groups	Specialisation, English-language and online education,	Flexible educational model
<b>Instructors</b>	Special qualifications	Own PhD programme	Role model
<b>Maintainer</b>	Special relationships with the Church and communities	community development	Programme implementation
<b>Managing Authority</b>	Partnership	Relations with the Educational Authority (OH), the Hungarian Accreditation Committee (MAB), and the Hungarian Rectors' Conference (MRK)	Participation
<b>Interpreting the environment</b>	Hungarian, European, and global Buddhist community	Organizational membership Joint projects, joint programme development	Launched initiatives and programmes
<b>Business model</b>	Mix of state funding and self-financing	Research funding jointly with the Church	Long-term sustainability
<b>Competitors:</b>	Buddhist studies and training institutions	Advantage: the distinctive Buddhist teacher vocation and other Buddhist religious professions	Benchmarking: with alternative churches
<b>SWOT situation</b>	Programme opportunities	English-language education, online education, Online technologies	Attaining university status

## 2. Excellence-driven governance and organizational culture

### Concepts of the Buddhist path of leadership

- Keywords: maitrí (friendliness, kindness), karuná (compassion), muditá (shared joys), the well-being of society, effective and efficient leadership.

- Enlightened leadership (with concepts of excellence), acceptance of change, harmony among colleagues, respect for the dignity of every person, organizational development guided by the teaching of the Four Noble Truths (4NT), and striving for a better society through Right Livelihood, Right Speech, and Right View.

**Leadership, governance, strategic and operational planning:** A stakeholder-centred, context-embedded system for strategy, operations, planning, implementation, and evaluation (MAB Integrated, EFQM). DGBC's aim is to uncover the nature of each given situation, apply the transformative principle, realize common goods, and practice information-driven, enlightened leadership in order to understand the institution's actual standing and to gain personal insight into lived experiences and perspectives.

Leadership	Viewpoint	Documents	Performance measurement
Governance	Maintainer: President, Board of Directors	Strategic Directions	Records
Organizational autonomy	Rector, Senate	Updated Organizational and Operational Regulations (SZMSZ)	Number of meetings and topics
Operating license	Ongoing maintenance, accreditation, risk factors	Fitness of the institutional leadership	Continuous lawful operation
Public responsibility	Operating the higher-education IQA system	Programme costs; operational transparency	Graduate employment outcomes, Stakeholders' interests
Environmental sustainability	Sustainable operations	Distance education	Reducing energy costs
Planning and management information system	Strategic and operational planning, management information system, organizational research	Strategic digital transformation	Coherent higher-education analytics system
Strategic Planning	Student-centred excellence, Developing operational capacity	Developing students' learning motivation Developing academic processes	Strategy Implementing strategic actions
Leadership training	Quality culture Strategic management Personal mentoring	Records of training programmes	Well-prepared leadership activity



<b>Lawful and ethical conduct</b>	Organizational integrity	The organization's situation analyses and reports are realistic	Good self-assessments
<b>Two-way communication</b>	Detailed consultation on changes	Programme development and other consultations	Understanding the necessity of changes
<b>Innovative, creative environment</b>	Development of new religious professions, new skills	Programme descriptions Community events	Social innovation
<b>Community engagement: SDG 4.3. Flexible higher education</b>	The Buddhist economy as a complement to the Buddhist way of life: village self-sufficiency, local economy, enterprises, urban religious services, decent quality of life, the "Middle Way," that is, solidarity-based economic development. Launching a new programme	Poverty alleviation and well-being: securing livelihood through Right Livelihood. The happiness that comes from providing goods to family and friends, and the happiness of a debt-free life. The happiness that comes from a wholesome way of life.	The culture of Buddhist giving
<b>Faith in action program</b>	a high level of religious literacy among corporate leaders, and religion's role as culture in businesses, workplace policy on religious holidays REDI Index: religious organisational standard, programmes for religious groups, etc. Point 11	establishing ERG groups: interfaith workshops, religion-integrated talent development, incorporating spiritual elements into training, cultural competence, and developing religious-cultural branding within customer brands, CSR programmes concerning	Faith-friendly workplace programme

		religious communities	
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### 3. Excellence-driven performance system

#### **Effectiveness of higher-education operations, higher-education analytics, and digital transformation:**

Through the integration of DGBC's higher-education information system, and with the involvement of stakeholders to address their needs and expectations, the institution defines its internal and external information systems in line with strategic goals. This includes related information services, measuring the effectiveness of student, teaching, research, and community activities, assessing satisfaction levels, and setting up the system of reports, indicators, and channels for internal and external communication on efficiency and effectiveness (ESG-EQAR).

Leadership	Viewpoint	Documents	Performance measurement
EFQM-centred performance evaluation	Stakeholder results	Minutes of stakeholder forums	Evaluation of obtained results
Balanced results	Balanced Score Card-type planning	Strategic map	BSC results

<b>Excellence-centred Buddhist performance evaluation system</b>	Internal and external information system Strategic and operational management; management information system (MIS) Academic and study IQA system	Stakeholders' needs and expectations Balanced Scorecard Student lifecycle management Instructor lifecycle management	Needs map Higher Education Act (Ftv.) – Compliance Information Number of reports and evaluations academic performance information
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## VI. Implementation – The academic quality framework

### 4. Developing the knowledge base: research governance and management

#### Concepts of the Buddhist path of research

The Four Noble Truths as a research design framework: problem identification; cause-and-effect analysis; research planning; examination; independent observation (Kalama Sutta); problem solving through the research concept (vicaya); methodological rigour and strictness; correct interpretation of theories (sammā-ditṭhi); contextual dependence; diversity; variety of methods; multiplicity of theories and techniques.

The “Middle Way in research”: vision-centred, balanced, impartial, linked with the methodology of the Noble Eightfold Path (Right View, Right Intention, Right Speech, Right Action, Right Livelihood, Right Effort, Right Mindfulness, and Right Concentration).

**European and global Buddhist research system:** DGBC’s research is carried out along strategic objectives, with mission-centred research organization and governance, the operation of research networks, the application of the Frascati and Oslo Manuals, compliance with national research and innovation laws, the Hungarian Accreditation Committee’s (MAB) research and innovation evaluation system and faculty qualification system, as well as Hungary’s scientific metric and administrative system. The ERA HRS4R (Human Resources Strategy for Researchers) framework governs researchers’ HR management; for the planned PhD programme, the Salzburg II Principles and the Hungarian Accreditation Committee’s ESG-based quality principles are authoritative.

Research	Viewpoint	Documents	Performance measurement
<b>Buddhist path</b>	Research directions	Research strategy — a component of the IFT.	Mission-oriented evaluation

<b>Research management and leadership</b>	Scientific Council Rector	Records	2–4 meetings per year
<b>Research system and directions</b>	Mission-oriented research, platforms	Project description	Completed programmes, projects
<b>Research at the programme level</b>	Student activity Instructors' course research	Portfolio Course literature	Departmental evaluation
<b>Researcher training</b>	PhD education Research coordination	PhD programme documents	Number of students
<b>talent development</b>	TDK Special college	TDK Regulations Special college regulations	TDK competition Participation in OTDK (National Scientific Students' Associations Conference)
<b>Research coordination</b>	Research strategy and planning, research project, team leadership, research leadership, research, research ethics	Projects Research records	Research results Research dissemination and impact
<b>Scientific library</b>	Buddhism research library	Resources, subject catalogue	Buddhism databases, online resources
<b>Research documentation</b>	Field research, study of religious practices	Questionnaires, analyses, databases	In accordance with ethical and professional standards, library
<b>Intellectual property management</b>	Regulations according to the OH	Protected innovations Intellectual property utilization	Licences Annual intellectual property value
<b>Researcher employment and evaluation</b>	Regulations according to HR4R	Supplement to employment requirements	Relevant documents
<b>Research communication and conference organization</b>	Publication plan TDK external presentation	Research calendar	1 symposium and 1 TDK per year 1 international conference per year
<b>Evaluation of research performance</b>	Linked to annual expert evaluations	Annual research report	International and domestic scientific and community presence

## 5. Qualifications framework and education

**Concepts of the Buddhist path of education:**

- Buddhism as teaching (its purpose, content, organization, and traditions),
- principles of the Buddhist educational model (continuous training of instructors and teachers),
- pedagogy elevated to the level of art,
- methodology of teaching Buddhist practice, Buddhist educational terminology, transformative education,
- parallel training of mind and body, well-structured learning, attainment of different levels of happiness.

**European and globalized Buddhist qualifications framework:** Buddhism within the humanities prepares students for religious studies, theological, and Buddhism-oriented religious services, as well as other related training programs.

Within DGBC's own educational framework, it addresses major fields of study, Buddhist professions, and training programs for Buddhist laypeople based on UNESCO's global and European qualifications frameworks. The programmes are organized according to the EQF/NQF and UNESCO classification, and are also based on Asian educational collaborations within the framework of European and global mobility and recognition of qualifications. The quality of the programmes is governed by the standard principles of ESG and AQAF, together with the European standards for micro-credentials and digital education.

Education	Viewpoint	Documents	Performance measurement
<b>Buddhist path</b>	Transformative education	Quality Assurance manual	The hidden curriculum of the programmes
<b>Education management and leadership</b>	Single-faculty institution, faculty-level strategy	IFT 1–3 years	Strategic and quality actions
<b>Qualifications framework and education map</b>	According to QF-EHEA, EQF, NQF, and ISCED	Programme table	Indicator renewal every 5 years
<b>Internal and external accreditation of programmes</b>	Senate submission	After approval by the Educational Council	Self-assessment External evaluation
<b>Transformative, outcomes based education – curriculum (T-OBE) and programme description</b>	Curricular template for the different levels and functions of the programme	Model curriculum	Expert review
<b>Credit system, principles, allocation, and recognition</b>	Flexible education, student-centeredness	Credit regulations	Automatic credit recognition

<b>Admission methodology and procedures</b>	Readiness and needs analysis	Admissions regulations The new student segments	Characterization of student segments
<b>T-OBE methodology and assessment system</b>	According to theoretical and practical training	Methodological and assessment guide	Course description evaluation
<b>Programme organization and schedule of study-format courses</b>	Student-centered programme organization	Full-time, correspondence, blended	Integrated timetable
<b>Organization of digital education</b>	System development Methodology	E-learning professional development	Proportion of trained instructors
<b>Student mentoring, academic guidance, and student well-being support</b>	Transformative lifepath guidance Academic guidance Mental health counseling	Integrated student advisory guide including talent development, community work, internships, and thesis supervision	Quantity and effectiveness of the received services
<b>Development of academic resources</b>	E-learning material development	Library, IT facilities, meditation rooms	List of resources and their compliance
<b>International mobility</b>	Instructor and staff student	Contracts, course list	Completion
<b>Experiential learning</b>	Practical training sites Voluntary service	Contracts	Student report Satisfaction measurement
<b>Outcome assessment: thesis and final examination</b>	Portfolio, thesis regulations final examination	Expected learning outcomes based assessment and items	Expected learning outcomes based assessment and items
<b>Issuance of diploma and supplements</b>	After completion of each programme Student recommendation	Inclusion of hidden curriculum elements in the supplement	Additional recommendations for particularly strong areas
<b>Teaching evaluation</b>	Course/semester Module 1/cycle Program 1/cycle	Expert internal evaluation and self-assessment for each quality cycle	Accreditation renewal

## 6. Community engagement and service

### **The Buddhist Path of Social Development:**

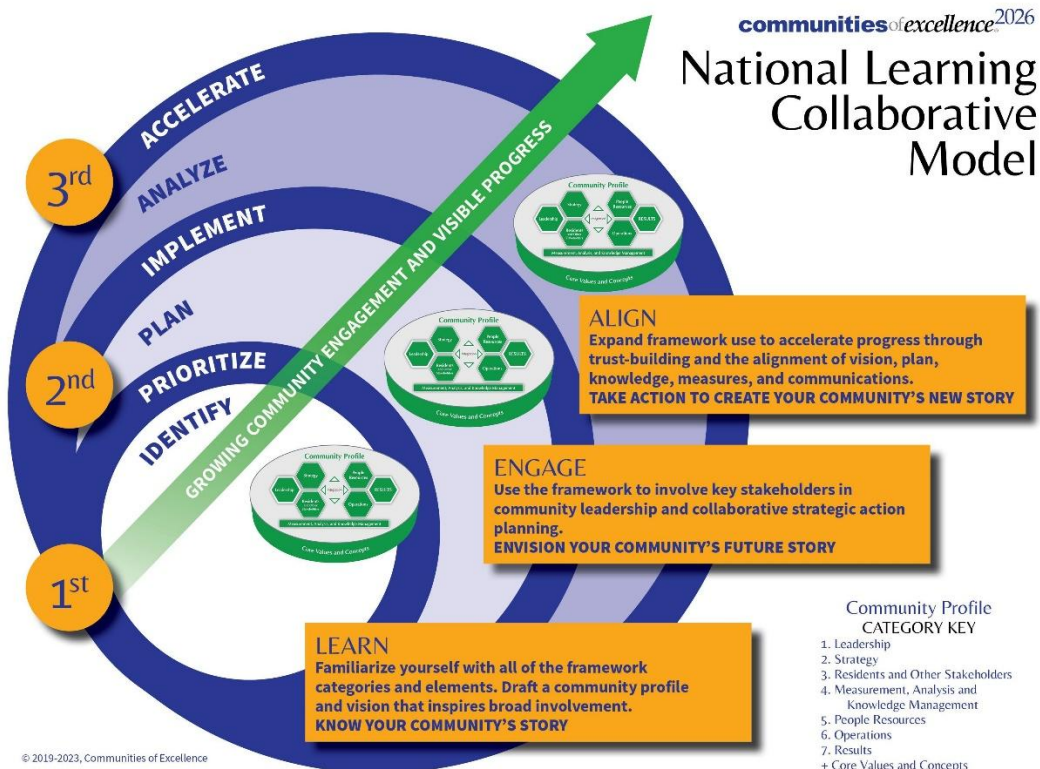
- DGBC bases its community engagement model on the perspective of socially committed, responsible Buddhism (Engaged Buddhism), which centers on a better society, social justice and equality, and the concepts of interdependence and interconnectedness.
- DGBC's academic community is built on the threefold path of social engagement:
  - In education, research, and teaching, they act based on the so-called higher-order morality and culture,
  - in their voluntary service, they rely on appropriate professional expertise, grounded in community-centered mental training,
  - striving for higher-level thinking and awareness, they become members of community networks by applying and uncovering causal relationships, sustainable and unsustainable behaviors, and effective means of implementation.

### **The European and globalized Buddhist system of community engagement:**

Engagement through education, research, and community service. DGBC's community development model is part of strategic planning, with the following levels:

- Institutional academic community level,
- Relations with the maintaining Church and Hungarian Buddhist communities,
- Network partnerships with domestic ecclesiastical and other higher education institutions,
- Partnerships with Erasmus and Erasmus Mundus, and with Asian and global Buddhist higher education networks, and
- relations with European and global Buddhist organisations.

DGBC implements these programmes through strategic collaborations, grant applications, organizational memberships, and other means. In implementing its programmes, DGBC follows the Baldrige Communities of Excellence model: it identifies the needs of religious, civil, and local communities, sets priorities, plans, implements, and analyzes them, understands the needs and key stakeholders, and develops frameworks for potential actions and initiatives.



community development	Viewpoint	Documents	Performance measurement
Buddhist path	Research	Study	Stakeholder feedback
Management and leadership of community development	It falls within the remit of the Scientific Council	Community development programme / strategic and annual	Community development actions
System and activities of community development	Multi-level system: global, European, national, and church community levels, as well as institutional level	According to level: Organizational membership, adult Buddhist education in Hungary, academic lectures annual program	Engagement, impact
Sustainable Development Goals	Goal 3. Healthy living Goal 4. Flexible higher education Goal 16: Peaceful and inclusive society	Study Integrated into curricula	Voluntary service



<b>Strategic partnerships</b>	By level	Contracts	Annual activity
<b>Faith in Action project</b>	Development of religious literacy in business organizations	Leadership programs	Religious dialogue programs
<b>NETWORK-BUILDING</b>	Church and Buddhist higher education institutions	European Buddhist Academy	Completed programs
<b>Levels of community development</b>	Individuals, groups/families/ organizations, macro-level	Spiritual counseling community development Leadership counseling Religious dialogue	Realized programs
<b>credit recognition</b>	Voluntary work	Part of curriculum	Mapping to a course
<b>talent development</b>	TDK, special college	Hidden curriculum	Mapping to a course
<b>Development and service projects</b>	Projects	Project description	Project evaluation
<b>Recognition of leadership, teaching, and staff performance</b>	Individual work allocation	Community activities in annual work performance	Impact assessment
<b>Evaluation of community development</b>	Linked to research evaluation	Report	Submission

## 7. Professional and support services

**The Buddhist path of professional and support services:** understanding the goals, defining the values, applying the causal impact of good services, avoiding destructive behaviors, cultivating quality thinking, finding a constructive and realistic approach: empathetic attitude, relieving others from suffering, that is, solving client problems, prioritizing the student, and providing student-centered services. Adaptation to new technologies, change-, flexibility-, and innovation-oriented thinking, and respect for clients and colleagues.

**Excellence- and well-being-centered educational, research, community development, and support services:** services are organized according to standards based on the principle of service quality, service-logic-based planning, service innovation, identification of quality gaps, and the logic of co-creation of services.

Professional services	Viewpoint	Documents	Performance measurement
<b>Buddhist path</b>			

<b>Excellence centered professional services</b>	Service planning Service technology Service behavior and interactions Service provider lifepath management	TH education organization, HR Finance, Information, Facilities	Standards Procedures Number of cases Service performance
<b>Institutional administrative services</b>	Stakeholder engagement Higher education compliance (operating license, accreditation) Risk management	Stakeholder policy regulations Permits Risk management	Stakeholder involvement, outcomes Obtained permits Case-free operation
<b>Academic administration services</b>	Student lifecycle management	Student personality, professional persona, lifepath management	Portfolio assessment Inclusive environment Technology
<b>International connections</b>	Excellent programmes, advising, practical placements, academic supervision, and guidance	International service regulations	Student achievement and satisfaction
<b>PR and marketing</b>	Communication strategy and platforms for the strategic cycle	Brand building, stakeholder-related actions	Admission and stakeholder effectiveness
<b>Financial management, intellectual property utilization</b>	Multi-year planning Task-oriented planning	Financial regulations, managerial accounting, cost and performance calculation	Long-term sustainable operations
<b>Human resource management and innovation services</b>	HRM aligned with the training map	Compliance with the HR4R standard	Strategic individual performance evaluation system
<b>Information and technology services</b>	Support for academic administration, online education, community programmes, and research management	Server, software, network, Wi-Fi, leadership, library, teamwork, IT and information security, email, telephone, and facility IT regulations	Software development, cloud services, cybersecurity, data analytics, AI, IT project management IT service management
<b>Facility management services</b>	Needs analysis, existing and developing facility services	Operation Cleaning Copying	Enlightenment through physical purity and clarity of

	„Clean the dust, purify the mind”	Transportation, communication Educational, research, and community spaces, satisfaction: own standard	thought (teaching of Cudapanthaka)
<b>Institutional governance services</b>	Documentation system	Senate SZMSZ Leadership procedures Councils’ procedures	Documents verifying operations
<b>Administrative services</b>	One-stop administration, 24-hour logging	Procedures for handling academic affairs	Number of appeals

## VII. Results

### 8. Internal Quality Assurance System

**The Buddhist path of quality:** human experiences involve suffering, which is expressed as dissatisfaction. The Wheel of Life includes the poisonous causes, dependent origination, impermanence, liberation from suffering, and the possibility of a life free from suffering. The Four Noble Truths (4NT) and the Noble Eightfold Path (NEP) serve simultaneously as a framework and a method; the five elements of human nature and the idea of Buddha-nature support enlightened organizational development and both personal and organizational perfection.

- Kamma is intentional action—such as kindness, generosity, and helpfulness—that brings about happiness. Personal development (Buddha), team building.
- The Dhamma is compliance with TQM standards.
- Cooperation (Sangha).
- Six Sigma (martial arts training, practice, examination).

**Principles and services of the quality service-delivery system:** the aim of quality services is to improve the quality of life of DGBC stakeholders and to enhance their prosperity, creativity, competitiveness, and satisfaction. Characteristics: aligning strategic and quality objectives, pursuing system-level improvements, cultivating knowledge to strengthen organizational intelligence, and achieving goals with integrity and voluntary participation. Characteristics: aligning strategic and quality objectives; pursuing system-level improvements; cultivating knowledge to strengthen organizational intelligence; and achieving goals with integrity and voluntary participation. Buddhist Path perspectives aim at harmonizing diverse viewpoints, fostering mutual understanding and respect, embracing a frugal and simple operational approach, and ensuring the efficient and effective use of limited resources. Applied Buddhist values: openness; boundless possibilities; managing change; and evaluating expected, planned, implemented, achieved, and perceived quality based on the principle of causality. Achieving an outstanding level of quality results from excellence in individual processes and from brand building.

Quality Assurance	Viewpoint	Documents	Performance measurement
Context	MAB INTEGRATED ESG	Integrated system Institutional viewpoint	Compliance Compliance
	EFQM	Strategic quality cycle	Production of public goods
	AQN Way	quality of human life	Efficient and economical use of resources
	Buddhist way Q	4NT, N8P	Kamma intentional action
Governance	Top management	Job description	Accountability
	SWOT, PESTLE, TREND and environment analysis	Study, brief summary Balanced Scorecard	BSC performance analysis
Leadership	Vice-Rector for Education	Quality Committee	Operational facts
Quality Services	Quality Office	Quality regulations	Unit-level quality responsibility
Quality Measurement	Educational, research, and community progress, effectiveness, and satisfaction	VIR (MIS) reports, NEPTUN reports, questionnaire-based and other satisfaction surveys.	Educational effectiveness Student effectiveness Student and instructor satisfaction
Quality Assurance	Program Subject Course	Accreditation Internal accreditation Class delivery	Success Syllabus evaluation Course evaluation
Quality improvement	BA program MA program Subject/course	Renewal 3 years Renewal 2 years Yearly	Records with stakeholder involvement
Quality enhancement	Quality expert training	CQI professional roadmap program	Function-based training
	Quality training for instructors	QF-EHEA transformative, outcomes-based education	1 methodology day per year
	Quality training for researchers	EARMA Research Management Model	1 methodology day per year
	Church community development	Church community organizing training	1 methodology day per year

	centered on meditation.		
<b>Innovation management</b>	Educational innovation	Program and model development	Program innovation
	Buddhist technological innovation	Texts On-line services	Buddhism online results
	Creative buddhism	Buddhist art	Intellectual property (IP) of artistic and meditative works
<b>External and internal monitoring and accreditation</b>	Accreditation gap analysis Pro forma internal evaluation Self-assessment Award competitions Innovation grants	Self-assessment methodology Self-assessment results Document annexes	External and internal awards and recognitions

## Annex: DGBC Regulations

1. Volume: Organizational and Operational Regulations (SZMSZ) : ORGANIZATIONAL AND OPERATIONAL REGULATIONS (SZMSZ), SZMSZ appendix: DGBC organizational chart 2021.05.27.
2. Volume: Student Requirements Framework (HKR)
3. HKR Annex 1.: 2. Study and Examination Regulations (TVSZ)
4. TVSZ Annex 1.: Collection of Dharma Works
5. TVSZ Appendix 1 to Annex 1: Dharma Works Collection Application Form
6. TVSZ Annex 2. appendix to annex 1. Meditation and Religious Practice Certificate (Dharma Gate Buddhist Church)
7. TVSZ Annex 3. appendix to annex 1 Plagiarism Declaration
8. HKR Annex 1/A: 2/A. General Student Procedural Code (HÁER)
9. HKR Annex 2: 3. Student Fees and Benefits Regulations (HTJSZ)
10. HTJSZ Annex 1: Base institutions and the method for calculating academic scholarships
11. HTJSZ Annex 2: Corrected Credit Index
12. HTJSZ Annex 3: Points-based scoring system for the evaluation of the National Higher Education Scholarship
13. HTJSZ Annex 4: Calculation of Regular Social Support
14. HTJSZ Annex 5: Regulations for the Special Scholarship for Disadvantaged Students
15. HTJSZ Annex 6: TDK Scholarship Regulations
16. HTJSZ Annex 7: Rate of self-financed tuition applicable from the 2023/2024 academic year
17. HKR Annex 3: 4. Student Disciplinary and Compensation Regulations (HFKSZ)
18. HKR Annex 4: 5. Dharma Gate Buddhist College Student Government Statutes (Statutes)
19. Statutes Annex 1: Conditions for registering student self-organized groups
20. Statutes Annex 2: Procedures for the registration of student self-organized groups
21. HKR Annex 5: 6. Admissions and Transfer Regulations (FÁISZ)
22. FÁISZ Annex 1: Specific Rules for Admission to Bachelor's Programmes
23. FÁISZ Appendix 1 to Annex 1: Specific Rules for Admission to the Buddhist Teacher Bachelor's Programme
24. FÁISZ Annex 2: Specific Rules for Admission to Master's Programmes
25. FÁISZ Appendix 1 to Annex 2: Specific Rules for Admission to the Buddhist Teacher Master's Programme
26. FÁISZ Annex 3: Specific Rules for Admission to Short-Cycle Higher Education Programmes
27. FÁISZ Appendix 1 to Annex 3: Specific Rules for Admission to the Buddhist-oriented Lifestyle Counsellor Assistant Short-Cycle Higher Education Programme
28. FÁISZ Appendix 2 to Annexes 1–3: Overview table of admissions point totals.
29. FÁISZ Annex 4: Rules for the Motivation Letter, the Admissions Interview, and the Aptitude Assessment
30. FÁISZ Appendix to the Admissions and Transfer Regulations
31. HKR Annex 6: 7. Scientific Students' Association Regulations
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