DGBC
Service Quality Concept
(transformative, experience-centered services)

This document serves to guide the design, implementation, and evaluation of educational services and is grounded in the institution's relevant regulations. The purpose of the document is to improve, within institutional operations, the quality of operational processes and the quality of the experience for students, instructors, and staff.

Tartalom

1. Service Perspectives and Context

1.1. The Buddhist way of Professional and support services

- Primacy of the student; student-centered service coupled with respect for staff.
- Understanding objectives; defining values.
- Realising the causal impact of good service: avoiding destructive behaviours, adopting an empathetic attitude, alleviating suffering.
- Solving stakeholders' problems; adopting a supportive mindset; identifying constructive and realistic responses.
- Adaptation to new technologies; change; flexibility; and innovation-centered thinking.

1.2. 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
Buddhist path	student-centered excellence	Service concept	reducing service gaps
Excellence centered professional services	Service planning Service technology Service behavior and interactions Service provider lifepath management	TH education organization HR Financial Information Facility	Standards Procedures Number of cases Service performance
Institutional administrative services	Stakeholder engagement Higher education compliance (operating license, accreditation) risk management; documentation system	Stakeholder policy regulations Permits Risk management, Senate ORGANIZATIONAL AND OPERATIONAL REGULATIONS (SZMSZ) Leadership procedures Councils' procedures	Stakeholder involvement Obtained permits Case-free operation, Documents verifying operations
Academic administration services	Student lifecycle management, One-stop administration, 24-hour logging	Student personality, professional persona, lifepath management, Procedures for handling academic affairs	Portfolio assessment Inclusive environment Technology, Number of appeals

International connections	Excellent programmes, advising, practical placements, academic supervision, and guidance	International service regulations	Student achievement and satisfaction
PR and marketing	Communication strategy and platforms for the strategic cycle	Brand building, stakeholder-related actions	Admission and stakeholder effectiveness
Financial management, intellectual property utilization	Multi-year planning, Task-oriented planning	Financial regulations, managerial accounting, cost and performance calculation	Long-term sustainable operations
Human resource management, innovation	HRM aligned with the training map	Compliance with the HR4R standard	Strategic individual performance evaluation system
Information and technology services	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
Facility management services	Needs analysis, existing and developing facility services „Clean the dust, purify the mind"	operations, cleaning, printing and copying, transportation, communications Educational, research, and community spaces	satisfaction: own standard

1.3. Service Quality perspectives

1.3.1. SSME perspective: industry trends, regulations, competitiveness, the EHEA standards, organisational solutions, academic versus business culture, technological models, behaviours and interactions.

1.3.2. SERVQUAL perspective (RATER framework):
- Elements of service quality: reliability, assurance, tangibility, empathy, responsiveness.
- reducing service gaps: knowledge gap, standards gap, delivery gap, communications gap, satisfaction gap.

1.3.3. Service Design and Service Logic: co-creation of value – relational interaction capability, ethical interaction capability, personalised interaction capability, empowered interaction capability, developmental interaction capability, coordinated interaction capability.

2. DGBC Service Excellence Model

Outstanding Buddhist education services.	
Research, education, community development	**co-creation model**
Student academic services. SERVQAL	Organisation of training modalities: full-time, correspondence, distance, short-term, and foreign-language programmes — SERVQUAL.
	Support services, service ecosystem (SSME).

2.1. Governance: Academic calendar – Collaborative Programme Planning

- Academic calendar: annual document
- Timetable, Course Schedule
- Examination Schedule
- Syllabus Updates
- Semester Structure and Content: Student Portfolio Compilation
- Student Learning Needs Assessment, Finalization of Methodology
- Implementing Multiple Assessment Methods in Student Evaluation

Standard 1. Predictability of the Programme, the Academic Year, and Each Semester

- The student should be able to plan the entire academic year.
- Timetables and exam schedules should be student- and instructor-friendly.

2.2. Implementation through joint value creation

Standard 2. Co-creation in the educational process through student–instructor interactions.

- Updated syllabi and the compilation of the student portfolio align with the principles of problem-based learning.
- Tasks should be tailored to the student's career goals, fostering the development of skills and competencies, while providing challenges that enable the student's growth.
- The transformative element must be identified in student assignments, drawing on students' learning motivations.

Standard 3. Developing Interaction Skills

- Developing instructors' interaction skills by fostering empathy, high-quality thinking, and a constructive, realistic attitude.
- Discipline-specific techniques for instructors' interaction skills.

Standard 4. Student Performance Assessment System

- Assessment at the start of the course: a quick test, an essay, and students' expectations for the course.
- Assessment during the course to enhance its outcomes.
- Assessment at the end of the course, in summative form.

Standard 5. End-of-Semester Meeting, Evaluation of Taught Courses

- Outstanding assignment solutions, portfolio elements, student well-being, and the alleviation of suffering.
- Student research results, major student events – mid-semester experience report.

Standard 6. Supporting Instructors' Research and Community Development

- Defining the research portfolio for the academic year, along with related conferences, publications, teaching materials, and methodology development.
- Defining the community portfolio for the academic year in the spirit of joint value creation, including elements such as church relations, academic public engagement, international mobility, international partnerships, external academic lectures, retreats, Dharma teachings, and more.

Standard 7. Experience-centered student services in the spirit of joint value creation

- "No one left behind": developing student academic-administration capacity; introducing premium services; supporting students requiring specific accommodations; aiding students from disadvantaged backgrounds; donations; volunteering; etc.
- Developing student self-service systems by exploring new NEPTUN and other service solutions and innovations.
- Experience-centered library services.
- Narrow student satisfaction gaps by standardizing academic-administration workflows—for routine cases, staff-assisted requests, and special needs—supported by accessible FAQs, common-issue guides, and clear information that enables barrier-free progress.

Standard 8. Designing an exemplary model for internal and external information systems

- Regular instructor–student forums.
- Quality-focused student communications.
- Review, evaluation, and enhancement of policies—from an accessibility perspective.

Standard 9. Student Support Services System

- Start-of-year stress management, academic advising, talent development, career guidance, and career support delivered as advisory services.

- Student empowerment, volunteer service, Dharma works collection, and community-development programs.

Standard 10. Developing the Service Ecosystem

- Facilities, IT, and financial services ensure a proper, safe, friendly, and clean study environment.
- PR and marketing, community programs, international partnerships, and networking resources support the development of students' social capital.

Standard 11. Optimising programmes across full-time, evening, correspondence, and distance-learning study formats

- Involving evening, correspondence, and distance-learning students in improving institutional services.
- Integrated organisation of thematic weeks and retreats.

Standard 12. Innovative Development of Digital and International Education

- Digital education should not only meet European standards and support flexible learning, but also foster the development of students' online and remote-work skills. Develop instructors' remote work and assessment by integrating well-being frameworks from distance learning and distance education.
- Align international joint programmes with the European standards for joint programmes. Applying the principles and standards of intercultural communication across international programmes.

2.3. Data-driven, experience-centered evaluation of the academic year's effectiveness

- Number of students admitted, enrolled, who obtained the pre-degree certificate, and who graduated.
- Number of courses in the academic year.
- Number of students registered for courses in the academic year.
- Number of students who did not complete their courses.
- Course effectiveness.
- Number and success rate of theses.
- Number and effectiveness of practicums and retreats.
- Successful student and instructor, institutional topics, affairs, and projects.
- Instructor, student, or joint forums (including online formats).