

## **ANNEX 3 TO THE ADMISSION AND TRANSFER REGULATIONS**

### **Specific Rules for Admission to Short-Cycle Higher Education Programmes**

The Specific Rules for Admission to the Buddhist Lifestyle Advisor Assistant Short-Cycle Higher Education Programm can be found in appendix 1.

No other short -cycle higher education programmes are currently offered at The Dharma Gate Buddhist College.

**Appendix 1 to Annex 3.**

### **The Specific Rules for Admission to the Buddhist Lifestyle Advisor Assistant Short-Cycle Higher Education Programm**

#### **1. Programme and Learning Outcomes Requirements of the programme**

##### **1.1 Name of the short-cycle higher education programme Buddhist Lifestyle Assistant Advisor Short-cycle Higher Education**

English Designation: Buddhist lifestyle assistant advisor short-cycle higher education

##### **1.2 Designation of the professional qualification as stated on the diploma**

Buddhist Lifestyle Assistant Advisor

##### **1.3 Field of study: religious education**

##### **1.4 FEOR (Hungarian Standard Classification of Occupations) occupation(s) most typically filled with this short-cycle higher education qualification**

3730 other religious occupations

##### **1.5 Programme duration in semesters:4 semesters**

##### **1.6 Number of credits to be accumulated for obtaining the short-cycle higher education qualification: 120credits**

- Programme orientation: highly practice-oriented (70–80 percent).
- Number of credits to be recognized toward further study within the field: at least 51 credits
- Duration of the continuous traineeship in full-time training: 1 semester.

##### **1.7 The aim of the short-cycle higher education programme**

The aim of the higher education vocational training is to train well-prepared Buddhist Lifestyle Advisor Assistants at higher-education level who, for the establishment and maintenance of a Buddhist-oriented lifestyle, provide religious education, spiritual guidance, and moral support to individuals and communities, under the supervision of a certified or bachelor's-qualified Buddhist teacher.

Professional competencies to be acquired

#### **a) Knowledge**

- They possess a sufficient understanding of Buddhist philosophy and religious history, as well as the key theories and interpretative frameworks of Buddhist studies, necessary for establishing and maintaining a Buddhist lifestyle.
- They are familiar with the specialized terminology of Buddhism to the extent required for developing and sustaining a Buddhist lifestyle.
- Their theoretical and practical knowledge is organized into a structured system.
- They acquire the methods of knowledge acquisition and problem-solving related to the main theories of the field (historical, exegetical, and meditative approaches in religion and philosophy).
- They have a solid understanding of the practical methods and tools necessary for the long-term and high-level practice of the role of Buddhist Lifestyle Advisor Assistant.

#### **B) Abilities:**

- They perform tasks appropriate to their professional qualifications.
- Understands and utilizes the online and printed literature of their field in both Hungarian and foreign languages (primarily English).
- They possess knowledge of effective information retrieval and processing related to their area of expertise.
- They have the necessary digital competencies (Word, Excel, PPT) to create the most important text types in Buddhist studies (such as teachings, educational articles, and academic papers) and to illustrate professional presentations.
- They plan and solve the tasks of their profession by selecting, individually and comprehensively applying, the necessary methods and tools.
- Their native and foreign language communication skills enable them to collaborate professionally.
- They develop their knowledge by applying various learning and self-development methods and can effectively use the latest information and communication tools.

- They recognize the connection between their personal growth and serving the common good.
- They are capable of lifelong learning, planning, and organizing their independent training while utilizing the widest possible range of ever-evolving and accessible resources.

#### c) Attitude:

- They approach contemporary society, its moral, intellectual, and historical phenomena, problems, and challenges, as well as everyday human conflicts, with the three attitudes of the Buddha-Dharma (Teaching): wisdom, virtue, and meditation.
- With knowledge of traditional Buddhist practices (meditation, yoga, qigong), they integrate a health-conscious mindset and lifestyle into their daily lives.
- They are open to authentically conveying and transmitting the comprehensive thinking and fundamental practical aspects of Buddhism, as well as to learning about, accepting, and accurately communicating professional and technological advancements and innovations in their field.
- They strive to solve problems independently or, if their abilities and knowledge are insufficient, in collaboration with others. They are open to professional cooperation with experts from related but different fields.
- They are committed to continuous self-education, self-awareness, and deepening their understanding of themselves.
- They practice self-criticism regarding their own work.
- They accept and authentically represent the social role and values of their profession.
- Even in new and unexpected situations, they make decisions with full consideration of legal regulations and ethical standards.

#### D) Autonomy and responsibilities:

- They act responsibly in the interpretation of Buddhism and the transmission of its teachings.
- They lead their life according to Buddhist ethics and spiritual attitudes, serving as an example to others.
- Through their meditation practice, they achieve a deep understanding and direct experience of what they have learned, allowing them to approach others with openness and a willingness to help.
- They perform their work independently while maintaining continuous self-monitoring.
- They take responsibility for their own work as well as for the performance, results, and shortcomings of the professional group they lead.
- They possess a level of responsibility appropriate to their qualifications and reflect on the consequences of their actions.

#### 1.8 Modules of the higher education vocational training and their credit values

- common module for the field of study: 30 credits,
- the vocational training module: 90 ECTS, including 30 ECTS of continuous traineeship.

#### 1.9 Criteria for the continuous traineeship component of the higher education vocational training

Traineeship placements are designated by the higher education institution, in line with the programme's quality principles. Traineeship must be carried out at an external site (Buddhist communities, retreat centres).

#### 1.10 Conditions for admission to Short-cycle higher education programmes

Admission to a higher education vocational programme requires successful completion of the school-leaving examination.

Based on the special provisions of Act CCIV of 2011 on National Higher Education concerning ecclesiastical higher education institutions, the content of the programme is determined by the ecclesiastical legal entity.

#### 1.11. Existing study formats

1.11.1. full-time (day) programme,

1.11.2. evening programme (part-time),

#### 1.12. Existing languages of instruction:

1.12.1. Hungarian

#### 1.13. Existing funding schemes:

1.13.1. state-funded (partial) scholarship programme,

1.13.2. self-financed programme.

## 2. Internal structuring of the programme for the purposes of admission administration

2.1. Admission is to the programme. Applications and admission are to the programme. The choice of specialisation takes place after the first semester.

2.2. An admission procedure may be conducted, in the given programme and training level, in programme segments jointly determined by the study formats (modes of study) and the languages of instruction. Actual admission procedures are conducted in the existing segments defined by the existing places of study and study schedules and the existing languages of instruction (hereinafter: segment). The current number of segments is 2

(full-time, Hungarian-language; evening, Hungarian-language).

2.3. One or both of the existing funding schemes may be assigned to a segment, provided there is no legal obstacle to this.

### 3. Entry requirements

3.1. Successful upper-intermediate school-leaving examination in all compulsory subjects.

3.2. Successful upper-intermediate school-leaving examination in the compulsory elective subject.

3.3. The appropriate modifications shall be applied in the case of a school-leaving examination not taken under the rules of the current Hungarian school-leaving examination system.

3.4. An advanced-level school-leaving examination entitles the applicant to additional admission points as specified in Section 7.2.1., otherwise it is neutral for the purposes of admission.

### 4. Principles of admission decision-making

4.1. Admission decisions within the segment concerned shall be made first by applying exclusion criteria, then by ranking using a uniform scoring method. As a result, the quotas of applicants admissible to state (partial) scholarship-supported and self-financed programmes shall be fully filled—or to the extent possible—from among the applicants who have achieved the minimum admission score per component set by the Senate.

4.2. Within the segment concerned, if there is an insufficient number or quality of applications to launch the given segment in practice, all applicants must be offered the opportunity to apply either for a segment that is actually launched or for a higher education vocational programme. Should the applicant not avail themselves of this option, the College will reject the admission application.

### 5. volume and structure of admission points obtainable by applicants

5.1. In the admission procedure, a maximum of 450 points may be obtained through examination components—partly in a way that takes secondary-school studies and school-leaving examination results into account.

5.2. For specified and evidenced knowledge, abilities and competences, a total of up to 50 additional points may be awarded, which can only be credited to the extent that bridges the gap between the points achieved through the examination components and the maximum score.

### 6. Obtaining admission points

6.1. Obtaining the admission points available through examination components (see 7.1)

6.1.1. Points obtainable in the written examination

6.1.1.1. Up to 100 points may be obtained in a written examination based on a test on the life of the Buddha and basic Buddhist concepts, to be solved on the basis of the scholarly literature published on the College's website.

6.1.1.2. Up to 100 points may be obtained in the written examination by completing the essay section of the written paper, consisting of three parts as follows:

a) a reading-comprehension task related to an approximately half-page passage quoted from the scholarly literature referred to in 8.1.1.1;

b) an interpretation task related to the text referred to in point a);

c) answering one of the optional essay questions concerning Buddhism and/or areas relevant to the applicant's future college studies.

The essay section is scored on the following basis:

– Reading comprehension: 0–20 points;

– Text interpretation: 0–20 points;

– Formulation of independent opinion: 0–30 points;

– Spelling: 0–15 points;

– Grammatical correctness: 0–15 points.

6.1.2. Points obtainable through oral components

6.1.2.1. Up to 150 points may be obtained on the basis of an oral component (admission interview) assessing the applicant's personal commitment (motivation) to Buddhism and/or to areas covered by the short-cycle higher education programme.

6.1.2.2. Up to 100 points may be obtained on the basis of an oral component assessing the applicant's suitability to participate in higher education, as follows:

6.1.2.2.1. At the end of Year 11 and Year 12 of public education and in the school-leaving examination, the numeric values of grades achieved (3, 4, 5) in the subjects of history and a foreign language [mother tongue (national minority language) and literature]—or, in the absence of the latter, Hungarian language and literature (Hungarian as a foreign language)—shall be added together; the result shall then be halved and, if necessary, rounded to a whole number in accordance with the general rules of rounding, and this value shall be taken into account as admission points. In the case of secondary-school studies pursued in a foreign public-education system, a decision may be taken at discretion on the points to be awarded within the above 50-point framework.

When determining and finalising points under this sub-point, the study results and school-leaving examination results not yet available at the time of the oral component must be awaited, or, failing that, the reasonable deadline set for their receipt must expire.

6.1.2.2.2. Up to 50 points may be obtained in a conversation aimed at assessing the applicant's general knowledge. The score is determined at discretion.

6.1.2.2.3. If doubling the score under 6.1.2.2.2 yields a result more favourable to the applicant than adding together the results under 6.1.2.2.1 and 6.1.2.2.2, the admission score shall be determined by doubling the score under 6.1.2.2.2. The admission score for applicants holding a higher-education degree shall likewise be determined by doubling the score under 6.1.2.2.2.

6.2. Obtaining additional points (see 5.2)

6.2.1. Additional points obtainable for advanced-level school-leaving examinations (per subject)

6.2.1.1. An advanced-level school-leaving examination passed with excellent (5) results: 16 additional points.

6.2.1.2. An advanced-level school-leaving examination passed with good (4) results: 13 additional points.

6.2.1.3. An advanced-level school-leaving examination passed with satisfactory (3) results: 10 additional points.

6.2.1.4. Under 6.2.1.1–3, additional points shall be determined per subject for all compulsory and compulsory-elective school-leaving examination subjects completed at advanced level by the applicant.

6.2.2. Additional points obtainable for results achieved in academic competitions

6.2.2.1. Per subject, 40 additional points are awarded for a top-10 placing in any subject at the National Secondary-School Academic Competition (OKTV).

6.2.2.2. The placings entitling the applicant to additional points per subject are identical to those that confer additional points in the central admission procedure.

6.2.2.3. The Competition in School-leaving Subjects (National Vocational Academic Competition) also qualifies as a National Secondary-School Academic Competition.

6.2.3. Additional points obtainable for higher-education degrees

6.2.3.1. A master's degree (university undergraduate degree): 23 additional points.

6.2.3.2. A bachelor's degree (college undergraduate degree): 13 additional points.

6.2.3.3. Additional admission points may be awarded in respect of more than one higher-education degree.

6.2.3.4. A supplementary undergraduate programme also qualifies as a master's (university undergraduate) programme.

6.2.4. Additional points obtainable for foreign-language proficiency

6.2.4.1. A state-recognised advanced-level, complex (type C) language examination: 33 additional points. A state-recognised advanced-level type A or B language examination: 23 additional points.

6.2.4.2. A state-recognised intermediate-level, complex (type C) language examination: 23 additional points. A state-recognised intermediate-level type A or B language examination: 13 additional points.

6.2.4.3. Under 6.2.4.1–2, additional points may be awarded in any one language only once, in the manner most favourable to the applicant.

6.2.4.4. A further two additional points are awarded if the language examination under 6.2.4.1–2 was taken in another language relevant to a specialisation of the programme.

6.2.4.5. The provisions of 6.2.4.1–4 shall and must be applied *mutatis mutandis* in the case of a type A or B examination if, due to the applicant's certified special educational needs, they are unable to take a complex (type C) examination.

6.2.5. Restrictions on obtaining certain additional points

6.2.5.1. If the applicant holds a state-recognised language examination as an advanced-level school-leaving examination, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

6.2.5.2. If the applicant holds a state-recognised language examination as a degree obtained in a master's (university undergraduate) or bachelor's (college undergraduate) programme, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

6.2.5.3. If the applicant's advanced-level school-leaving examination and/or degree obtained in a master's (university) or bachelor's (college) programme qualifies as a state-recognised language examination in the same language, additional points may be awarded on only one of these grounds—the more favourable for the applicant.

## 7. Amount of the institutional procedure fee

The institutional procedure fee in all segments and specialisations is HUF 6,000 (six thousand).