Dharma Gate Buddhist College

Institutional Accreditation

Site-visit Team Report

Annex to Decision No. 2026/3/VIII

Table of contents

Pursuant to Section 70(1) of Act CCIV of 2011 on National Higher Education (hereinafter: Nftv.), the Hungarian Accreditation Committee (hereinafter: MAB) is an independent national expert body established for the external evaluation of the quality of higher education training, scientific research, artistic creation, and the functioning of the internal quality assurance system of higher education institutions, which participates as an expert in procedures related to higher education institutions in the manner regulated by this Act.

Definition of Task

The higher education institution requested the MAB to act as an expert in conducting the institution's quality assurance and accreditation procedure.

The evaluation is based on the quality assurance standards and guidelines of the European Higher Education Area (EHEA) (ESG in force at any given time) and aims to provide professional assistance for the development of the higher education institution. The Self-Assessment Guide for the institutional accreditation procedure is available on the MAB website (www.mab.hu).

The purpose of the accreditation procedure is to examine whether the higher education institution plans and conducts its activities in accordance with the ESG, continuously monitors and evaluates compliance with the standards, and actively participates in the development of measures and processes to facilitate implementation based on the results of the evaluations (PDCA cycle).

The evaluation is retrospective in nature, examining the period between the current and the most recent accreditation procedures, with particular attention to the measures that were implemented based on the previous evaluation.

Site Visit Team

The Site Visit Team was appointed by the Theological College of the MAB at its meeting 11 June 2025 and is composed of the following members:

Chair: Szilveszter Füsti-Molnár

Members: (in alphabetical order)
Natalia Greniewska
István Pásztori-Kupán
Ágnes Tolnai
Patrick Van den Bosch

The accreditation procedure is coordinated by the following MAB programme officers:
Judit Tarsoly
Péter Levente Lakatos

I. Accreditation proposal

Dharma Gate Buddhist College	**Decision no. 2026/3/VIII** **Accreditation of the institution is valid until 30 June 2031 with a written follow-up report submitted by 31st December 2028.**

Explanation of the accreditation proposal

Based on the self-evaluation report and the site visit, it can be concluded that Dharma Gate Buddhist College (DGBC) operates assurance system based on the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area) standards,

The quality assurance and development processes of institution are planned its planning, monitoring, measurement and evaluation procedures are regular. The relationship between management processes and quality assurance processes is strong the management of education is adequate the management of research is good; its direction fits into the institutional strategy.

Supporting processes (e.g., financial, management, IT, facility management and infrastructure) provide a good background for educational and research activities.

On this basis, the institution can be accredited for **a period of 5 years, until 30 June 2031** with a written follow-up report submitted by 31st December 2028.

Reasoning:

Based on the self-assessment report and the panel interviews, it can be concluded that the institution is committed to quality as a concept and to provide quality based education. The HEI understands and applies the PDCA cycle in its documents and procedures however the "ACT" phase needs to be reinforced, and the informal feedback/channels should be replaced by formal channels as the institution expands in the forthcoming period. The systematic operation of quality assurance is widely ensured, the efficient cooperation between the management and the founding church provides a solid base for the institution to achieve its medium- and long-term goals as indicated: internationalisation, becoming a university in five years, furthermore, to provide doctoral studies for its graduated students.

The aim of the follow-up report is to introduce how the institution implemented the recommendations and suggestions provided by the Site Visit Team into its procedures and the other objective is to give the Site Visit Team an insight into the goals that have been achieved since the visit.

II. Key Evidence of the Accreditation Proposal

- The institution operates a coherent, consistent quality assurance system, but greater emphasis should be placed on the final phase of the PDCA principle and on monitoring and follow-up processes.
- Multiple quality assurance tools are in place and use however a well-structured career and alumni system is necessary to be developed.

- The lack of Act Phase from PDCA cycle is noticeable in case of programme design, programme development.
- The DGBC puts great emphasise onto student centred learning and teaching which is reflected at the panel interviews though the student's survey of tutor's performance needs to be refined in the future. There's room for further improvement in case of the mentor programme as well.
- Considering the syllabus, the pre-study requirements are required to indicate clearly and transparently. Institution's ATR needs further improvement to provide transparent admission information.
- Teacher's staff needs to be recruited from different backgrounds to enrich the portfolio of the teachers. To become more international, the English proficiency of teachers needs to be improved.
- DGBC provides appropriate infrastructure for delivering its study programmes however to increase the number of students, the construction of an own dormitory seems to be inevitable soon.
- Data management is appropriate, data consolidation including transparent connection between data, decision making and follow-up procedures will be a significant task to complete.
- The English website needs to be improved, in case the institution would like to welcome more international students for full-time / for part time studies.

III. General overview of the higher education institution

The Dharma Gate Buddhist College (DGBC) is a small and distinctive higher education institution within the Hungarian landscape of ecclesiastical and religious education. It combines a clearly defined spiritual and academic mission with an increasingly structured institutional framework, shaped by both national regulatory expectations and European quality assurance principles. Over the past accreditation cycle, DGBC has sought to strengthen its strategic orientation, expand its educational profile, and develop internal systems that support sustainable quality enhancement. The site visit discussions confirmed an institution that is consciously positioning itself within a broader international context, while remaining closely connected to its maintainer and its specific religious vocation.

The institutional overview communicates a clear leadership agenda for the current cycle. Key objectives include balanced enrollment growth, programme diversification, staff capacity building, consolidation of research activities, and broadened community engagement. These goals are explicitly tied to strengthening institutional stability and to refining quality assurance mechanisms aligned with ESG standards. Rather than standing as isolated ambitions, these directions appear to be embedded in the existing governance framework and decision-making practices, supported by Senate resolutions, updated regulations, and an expanding portfolio of strategic documents.

The adoption of the "Transformative Buddhist Path University Strategy 2025–2035" marks a move from short-term planning to more sustained strategic thinking. This longer-term perspective places DGBC more firmly within both the Hungarian and the wider European higher education environment.

The College presents itself as a small, faith-based higher education institution with a specific mission profile. Its role within Hungarian religious higher education is increasingly visible. The self-assessment notes a 62% increase in student enrollment during the current cycle—a growth that,

according to records reviewed by the Team, has been primarily supported by greater public awareness and diversified academic offerings.

Parallel to this expansion, the institution has introduced organizational adjustments, including new vice-rector roles, strengthened middle management, and a more systematic inclusion of internal and external stakeholders in decision-making processes. The Team found that governance structures are transparent, and reporting lines are well defined. In conversations with heads of units, this clarity was repeatedly mentioned as a practical advantage in everyday administration. The Senate continues to provide central oversight, supported by several advisory and preparatory bodies. Their integration into the Accreditation Committee's work points to a conscious effort to link strategic, academic, and quality-related deliberations.

This integrative approach to governance represents a significant strength, particularly in an institution of DGBC's size, where clarity of roles and close coordination can easily become critical challenges.

The self-assessment highlights an ongoing commitment to fostering an everyday concern for quality. The development and formal adoption of the Buddhist Quality Management System (BQMS) stand out as an original initiative that seeks to translate ESG principles into the institution's religious and educational context. The model is conceptually well thought out, yet the overview focuses somewhat more on structures and regulatory frameworks than on demonstrable outcomes. Most improvements are described in terms of implementation stages ("adopted", "introduced", "in progress") rather than measurable changes in educational effectiveness, such as student progression, completion, or indicators of learning quality.

In terms of resources and sustainability, DGBC has gradually diversified its financial base. A reduced dependency on normative state funding, together with an increase in tuition-based and project-related revenues, suggests greater strategic autonomy. However, the financial overview would benefit from a more explicit discussion of risk management and scenario planning beyond historical data, especially in the light of projected growth.

Overall, the College presents a picture of institutional maturity and self-awareness. This impression was consistent across documents and meetings during the visit, even if not all processes are equally developed yet. The overview offers a balanced assessment of mission, size, and ambition, avoiding overstatement while maintaining a forward-looking vision. The capacity to integrate Buddhist identity, academic standards, and ESG-aligned governance emerges as a distinctive feature. At the same time, the overview could further enhance its analytical depth by more systematically linking strategic measures to concrete institutional outcomes.

Recommendations:

1. Strengthen the analytical dimension of the institutional overview by linking strategic objectives more directly to observable outcomes and available institutional data (e.g., student progression, completion, graduate pathways, or staff development trends), in line with ESG expectations regarding information management and quality monitoring.
2. Further clarify how the institution identifies and addresses potential strategic risks, particularly in relation to enrollment developments, staffing capacity, and long-term financial sustainability, in order to support the credibility and feasibility of DGBC's future ambitions.

IV. Quality assessment

The College integrates quality assessment using both quantitative and qualitative tools. Regular programme reviews, student feedback, and external consultations inform improvements, while the PDCA cycle guides planning and implementation. The system continues to develop its "checking and acting" phases to ensure a robust, ESG-aligned, and transformative quality culture.

IV/1. Enforcement of the PDCA principle

The institution demonstrates a clear commitment to the PDCA principle, although its implementation is currently more mature in the planning and doing phases than in the systematic consolidation of checking and acting. Strategic objectives and quality goals are well articulated in the Mission Statement, the Quality Assurance Policy, and the recently developed Buddhist Quality Management System (BQMS), which together provide a coherent planning framework aligned with the ESG 2015. The institution effectively implements many of these goals through structured governance bodies, regular surveys, programme reviews, and stakeholder dialogue. A wide range of quality assurance tools is used as well, including student evaluation of teaching, graduate tracking, annual Quality Assurance Reports, and the Rector's annual report, which together allow for informed monitoring of institutional performance.

At the same time, the follow-up of identified issues often relies on ad hoc or dialogue-based practices, which are effective in a small, trust-based institutional context but not always formally embedded in closed feedback loops. The institution is aware of this limitation and has explicitly identified the need to further systematise quality processes, define clearer timelines, indicators, and responsibilities, and strengthen the "Act" phase of the PDCA cycle. Developments, such as the creation of the BQMS, the appointment of dedicated quality leadership, and the planned consolidation of measurement tools, indicate a credible trajectory towards a more robust and enforceable PDCA-based quality system.

IV/2. Extent of use of certain methods

The application of quality assurance methods at the institutional level is broadly coherent, but not entirely uniform. Core processes such as student evaluation of teaching, programme reviews, governance through the Senate and the Quality Management Committee are applied consistently across the institution. At the same time, variation exists in the implementation of certain practices, particularly in teaching and assessment methods, mentoring arrangements, and the handling of feedback, which reflects the diversity of study modes, student profiles, and Buddhist teaching traditions. This heterogeneity is largely intentional and aligned with the institution's educational philosophy, which values dialogue, reflection, and contextualised learning.

IV/3. Dissemination of good practices

The development of the Buddhist Quality Management System explicitly aims to extend quality assurance and good practice sharing to research, community engagement, and services. The institution participates in inter-institutional learning primarily through, Erasmus+, international guest lecturers, and cooperation with Buddhist and academic partner organisations, which provides external reference points and informal benchmarking. While effective in practice, the further

documentation and formalisation of these dissemination mechanisms would strengthen institutional learning, particularly in view of internationalisation and future growth.

IV/4. Data-driven improvements

The institution evaluates its core activities in relation to its strategic and quality objectives using a combination of quantitative and qualitative tools. These include student administration data, student evaluation of teaching, admission and progression data, graduate tracking, and structured stakeholder feedback, complemented by dialogue-based reflection. The results of these evaluations have informed concrete improvements in curricula, assessment practices, student support, and governance structures. Outcomes are consolidated in Annual Quality Assurance Reports and the Rector's annual report and discussed in formal decision-making bodies, ensuring feedback to internal stakeholders. While the data basis is sound, the institution acknowledges that further consolidation of indicators and closed feedback loops remains a development priority.

ESG 1.1 Policy for quality assurance

> **Standard:** Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

The institution has strengthened its Quality Assurance system in recent years, which is recognised as one of its key achievements. Strategic objectives and quality goals are well articulated in the Mission Statement, the Quality Assurance Policy, and the in recent years developed Buddhist Quality Management System (BQMS), which together provide a coherent planning framework aligned with the ESG 2015. The institution effectively implements many of these goals through structured governance bodies, regular surveys, programme reviews, and stakeholder dialogue. A wide range of quality assurance tools is used as well, including student evaluation of teaching, graduate tracking, annual Quality Assurance Reports, and the Rector's annual report, which together allow for informed monitoring of institutional performance. A structured career and alumni network system needs to be established and further improved.

The institution demonstrates a clear commitment to the PDCA principle, although its implementation is currently more mature in the planning and doing phases than in the systematic consolidation of checking and acting. However, curriculum development illustrates the institution actively deals with improving. For example, part-time weekend courses were reorganised and partially delivered through blended learning based on students' demand, while the grading system was revised and the number of courses per semester reduced from eleven to nine, with credits increased to reflect out-of-class learning. Students are actively involved through surveys, forums, informal dialogue, and student representatives, ensuring that their perspectives feed directly into improvements.

At the same time, follow-up of identified issues often relies on ad hoc or dialogue-based practices. While effective in the context of a small, trust-based community, these practices are not yet systematically embedded in formal feedback loops. The institution is aware of this limitation and has explicitly identified the need to further systematise quality processes, define clearer timelines, indicators, and responsibilities, and strengthen the "Act" phase of the PDCA cycle. Developments such

as the creation of the BQMS, the appointment of dedicated quality leadership, and the planned consolidation of measurement tools indicate a credible trajectory towards a more robust and enforceable PDCA-based quality system.

The institution operates campuses in Budapest and in the countryside and also delivers blended learning, which requires the QA system to be attentive remaining to have implement fit for purpose quality assurance tools across diverse locations, learning formats, and the planned English-language programme.

The institution places a strong emphasis on excellence and transformative learning. The institution's understanding and operationalisation of quality, excellence, and transformation were not always immediately clear from the Self-Assessment Report and supporting documents. During the site visit, these concepts and their interrelations were further clarified. Excellence is measured both quantitatively through student assessments and learning outcomes and qualitatively through feedback on transformative learning and personal development. Transformation emphasises outcome-based learning that integrates Buddhist perspectives and fosters intellectual, practical, and spiritual growth. Quality is understood broadly, encompassing institutional values such as wisdom, community engagement, and cultural awareness. Curriculum modifications, mentoring programmes, psycho-social student support, and flexible study pathways demonstrate a holistic approach to quality, excellence, and transformation, rooted in dialogue, reflection, and a student-centred ethos. This integrative approach seems to work well. However, the institution needs to keep in having in mind that fulfilling the ESG, in a closed PDCA loop, need to remain the basis of its educational quality assurance.

Recommendations

1. Formalise feedback loops by ensuring that ad hoc and informal follow-up of topics and issues is structurally recorded and linked to formal PDCA cycles.
2. Strengthen the "Act" phase. Define clear actions, deadlines, and responsibilities for addressing identified improvement points.
3. Consider appointing a dedicated quality coordinator to actively oversee the PDCA cycle.
4. Ensure that the QA system is consistently applied across all campuses and learning formats such as the second campus, the blended formats and programmes in other language.
5. By growing as institution, assure more the reporting of informal actions. Translate effective informal dialogue and mentoring between students and staff into formal quality documentation, while avoiding becoming more formalistic.

ESG 1.2 and 1.9 Design and approval training programmes; on-going monitoring and periodic review of programmes

Standards: Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher

education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Programme design and approval procedures involve multiple academic and administrative bodies. Several bodies take part in the process. The Programme Committee prepares curricula, the Scientific Council supports its changes. The Faculty Meeting discusses curriculum changes, the College Council reviews proposals, and the Senate is the body decides on the programmes in a complex mean. The Quality Management Committee evaluates the impact annually. Students' representatives participate in the process by taking part in the committees. External stakeholders, mostly the maintainer church is also involved. Classic labour market needs influence programme development only indirectly due to the religious nature of programmes. However, ESCO competencies from the side of teaching and community were also used in curriculum design. Curriculum updates reflect on new research, their integration results new modules or course content that keeps programmes scientifically current and relevant.

Study programmes are evaluated in every 5 years. QA feedback procedures are applied to get information about programmes like Midterm Surveys, Graduate Surveys, Graduate Career Tracking System, semesterly Student Forums, and the Student Evaluation of Teaching. Mentor–Tutor Programme also provides ongoing feedback. Quality Assurance Reports summarize the results of the questionaries and enrolment trends.

Annual QA reports are structured by the applied measures. Rector's annual report as a summary focuses on the most important questions on yearly achievements of the institution and raise awareness on relevant topics. Educations programmes have a separate chapter where the evaluation reflects on teachers progress and mobility.

However, recommendations and feedback on the programmes do not appear in an integrated part that would summarize the Acts derive from the results of the questionaries. It does not show evidence for inbuilding programme development goals, there is no reflection for their achievements. Goals of programme development are not clearly defined in the reports, rather fragmented or run parallel with other QA activities. Defining the acts does not result in clear or explicit task allocation. System introduced in DGBC Qualifications System And Programmes 2025–2035 documents could provide adequate background for programme follow-up and evaluation. The elements of the documents should apply systematically in the next years, integrate them into the PDCA cycle. PDCA cycle needs to be completed and closed.

Students' needs and their characteristics directly affect programme development, the labour market needs, enrolment and Graduate Career Tracking System appear like indirect elements. Student-centred curriculum modification resulted higher course credits, introduction of portfolio or blended programmes. New specializations were also introduced reflecting on students' feedback.

Information on study programmes is available, curriculum, profile of the studies and requirements are clearly defined. Study requirements are clearly defined. Course descriptions contain the learning outcomes and the assessment methods, as well. Curriculum and course descriptions are available

online. Credit values are reviewed during curriculum reform and approved through the institution's formal governance structure. Launching Buddhist Lifestyle Counsellor Assistant Higher Education Vocational Training programmes in 2022 brought training system as a new element. The course description clearly determines the learning outcomes and main tasks, however there is no information about the quality expectations toward the training providers and training instructors.

Recommendations

1. PDCA cycle should be clearly defined in programme development, the cycle must be closed in the formal documentation process as well.
2. Questionary-results based acts on programmes should be involved in a more significant way into annual reports.
3. The quality expectations toward the training providers and training instructors must be clearly defined and communicated to stakeholders.
4. Institution should link annual QA activities to programme development to follow the step taken to achieve formerly set goals. Results of yearly curriculum evaluation should be connected to the yearly report to close the PDCA cycle.
5. New programme evaluation structure needs stricter understanding from the part of the head of the programmes to use these tools more effectively in programme development.

ESG 1.3 Student-centred learning, teaching and assessment

Standard: Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

The Dharma Gate Buddhist College organises its teaching to foster students' active involvement in shaping their learning experiences. It accommodates learner diversity and their needs through flexible pathways, nurtures autonomy with balanced tutor guidance and support, upholds mutual respect in student-teacher relations, and maintains formal procedures and mechanisms, outlined in the General Student Procedural Code, for addressing complaints and appeals. Course syllabi, assessment methods and marking criteria are made available in advance in the Neptune system. The Student Requirements Framework (published bilingually in Hungarian and English on the institution's website) contains the framework for meeting this standard, including the requirements concerning individual study schedule.

Based on SAR, the DGBC employs a diverse array of pedagogical approaches and teaching methods recorded in course syllabi and subject to periodic review at Faculty Meetings. Its educational philosophy centres on nurturing personal development and self-awareness through practices that harmonise mind and body, grounded in an outcome-oriented model infused with Buddhist perspectives, which integrates traditional learning traditions (such as Nālandā, question-and-answer dialogues, role modelling, scholarly immersion, and Zen kōan method) alongside contemporary student-centred principles. Learner requirements and needs are an identified via pre-enrolment/ initial surveys, with continuous feedback and evaluation embedded throughout the learning process, while particular attention is devoted to accommodating the wide-ranging backgrounds and ages (17– 70 years) of students through tailored support.

Student insights are systematically gathered through Freshmen, Midterm, and Graduate Surveys (encompassing satisfaction with complaint resolution) to inform requisite adjustments. Only the Student Evaluation of Teaching survey remains somewhat rudimentary and lacking in detail (limited to three questions). The institution deploys a field-specific assessment tool, the Dharma Creation Portfolio (SAR, Annex 11, p. 85), as an innovative alternative to conventional BA theses. Formal student applications are processed solely via the Neptun system (SAR, p. 11). There is an evolving Mentor–Tutor Programme for exceptionally gifted learners or those facing motivational or other challenges, which is going to be bolstered by mentor training and expansion activities announced during the Site Visit. Mobility opportunities, including Erasmus+ initiatives, are actively promoted and well-advertised through regular email communications, dedicated mobility weeks (with recordings for absent students), and post-return presentations by participants.

Students consider the study programmes to be flexible and tailored to their needs. A notable advantage and asset lie in the absence of supplementary fees for pursuing a second specialisation, complemented by robust support for academic transitions including o changing paths, online class options for those unable to attend in person and bespoke study plans for students encountering difficulties. Institutional enhancements, based on formal and informal feedback from students (via surveys and teacher consultations), encompass expanded meditation sessions and retreats, increased weekend seminars type teaching to address concentration challenges during full-day lectures in the week, reduced contact hours for part-time learners, refined meditation practices for greater efficacy, streamlined course offerings with greater emphasis on independent tasks and self-directed study (particularly for correspondence students), alongside supplementary community service activities such as gardening and book digitisation and others, which align with Buddhist tenets while fulfilling personal learner aspirations.

During the Site Visit, students expressed profound appreciation for the personal connection with faculty and staff, alongside the congenial community initiatives, affirming their confidence that their voice is heard, their concerns are acknowledged, and they can ask for help if needed. They advocated for broader international exchange opportunities, especially with institutions in Asia, enhanced language provision, the establishment of doctoral programmes, and expanded offerings in Buddhist pedagogy, critical thinking classes through debates, and practical applications of Buddhism. Part-time students voiced concerns over the substantial programme materials, seeking greater flexibility in participating in weekend events, starting as early as Friday, which would allow them not to miss out on important content.

Recommendations

1. It is recommended to consider the extension and refinement of Student Evaluation of Teaching surveys.
2. The Site Visit Team recommends further development of the Mentor–Tutor Programme.
3. The Site Visit Team recommends expansion of international exchange partnerships, particularly with institutions in Asia.
4. The Site Visit Team recommends the augmentation of language instruction offerings.
5. It is recommended to enrich the curriculum with courses on Buddhist pedagogy, debate based critical thinking, and the practical application of Buddhist principles.

ESG 1.4 Student admission, progression, recognition and certification

> **Standard:** Institutions should consistently apply pre-defined and published regulations covering all phases of the student "life cycle", e.g. student admission, progression, recognition and certification.

The DGBC regulates the relevant procedures (tracking student progress, academic administration, credit recognition, thesis, absolutorium, final exam) in the Study and Examination Regulations (SER), the Admission and Transfer Regulations (ATR) and the General Study and Progress Regulations (GSPR). Regulations are publicly available on the institutional website.

The date of issue and the validity of the regulation is clearly marked, as the changed sections in the regulations. However, in the case of the ATR, the scope of applicability is not clearly defined, as the title indicates that it is intended to use specifically in the 2022 admission procedure.

The institution applies profession-specific requirements due to the religious nature of its programmes. In the BA programme, applicants participate in an admission interview on their motivation and interest in Buddhism. In the MA programme, structured aptitude test is applied on understanding of Buddhism, communication skills, personal suitability, and practical exercises. In the case of applicants with disabilities, pedagogical, psychological, or methodological expert is involved in the process who takes part at the admission interview / aptitude test. The procedures are regulated in ATR, however, its annexes on specific rules of each study programmes contains only the programme and outcome requirements. Annex 4 of ATR describes all the tools used in all the levels but does not specify them by study levels. Admission site of DGBC provide detailed information only on MA level.

Pre-study requirements are regulated in SER stating that these are defined in curriculum. However, the curricula of the programmes themselves do not show any pre-study requirements at any subject (even thematically coherent, f.e. language subjects). Course descriptions lack pre-study requirements either.

The institution has a regulated procedure covering formal, non-formal, and informal learning. Prior learning recognition is regulated by ATR (admission process) and SER (prior and during studies credit transfer). The process is overseen by the Student Affairs Committee (SAfC), which also operates as Credit Transfer Committee. In special cases like the recognition of meditation or practical skills, the Dharma Council assists SAfC.

Course announcements are approved by the Senate; the leaders of study programmes verify their availability in Neptun. Electives courses are provided in each semester with certain limitations relate to capacity and the credit limits of Praxis-courses. Praxis-based courses provide credit recognition of voluntary work.

The institution monitors student progression each semester using Neptun data and internal statistics. The Neptun system enables transparent tracking of course completion, prerequisites, and credit accumulation. DGBC identifies groups at risk of prolongation and provides targeted support.

Students who take part is Erasmus mobility programme take part in prior consultation on their individual study plan and credit recognition procedure. The institution provides full recognition of mobility credits.

The institution hosts international lecturers and monastic teachers to offer English-language courses and intensive block modules. Participation in adult education certificate programme "Foundation Training in Buddhist Chaplaincy/Spiritual Care" also enrich the courses in English-language.

Recommendations

1. Based on the Site Visit Team's suggestion, annexes of ATR are required clearly define the institutional admission procedure by study level.
2. The Site Visit Team recommends detailed indication of pre-study requirements in the curriculum and in the course descriptions, in accordance with SAR
3. The College should develop a course list in English to open for more incoming students via Erasmus programme.

ESG 1.5 Teaching staff

Standard: Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

The DGBC has highly qualified and experienced teaching staff, who are capable of fulfilling the most important educational and scientific tasks within the academic community. The proportion of faculty members holding a PhD has increased recently (seven new lecturers holding PhD degrees have been given permanent contracts), and the training of in-house lecturers and the recruitment of new academic staff is ongoing.

It is an openly professed policy of the institution to attract alumni of the College into becoming educators (see Self-Assessment Report, p. 15). This decision may prove to be useful for the current stage in the history of DGBC (in consolidating its teaching, meditational and research practices), yet in the future a revision could be welcome to facilitate the influx of different ideas and methods, which instructors coming from a different training background might be able to offer.

Through amendments to employment contracts, DGBC enhanced collective salary conditions in three steps (2020, 2021, 2022), which also contributed towards making the College attractive as a place of employment.

The brief, yet precise Employment Requirements System (ERS) and its annexes deal with whole series of issues concerning the teaching staff, including the detailed rules for certain job positions, remuneration, job description, employer's information on fundamental rights and obligations arising from employment etc. Special institutional requirements for instructor advancement are also presented in the document and based on the onsite and online discussion with staff members; these are also followed consistently.

Onsite and online discussions with groups and individual staff members as well as students demonstrated that the institution has a clear policy on the selection and promotion of teaching staff, its composition is conscientiously analysed (including the percentage of PhD holders amongst them), and improvements are implemented conscientiously and continually. Although a simultaneous satisfaction of the mostly secular academic-accreditational requirements and of the parallel spiritual-ecclesiastical expectations might be challenging, the DGBC meets these challenges head on, and demonstrates resilience and flexibility in solving the equation.

Student feedback is gathered and taken seriously: also it is evident on a more personal level, which influences educational programme policies and spiritual exercises. As it became evident in individual discussions, the rise in popularity of the College and the increasing number of new students is largely due to the 'word of mouth' of satisfied current and former students. Even the physical location of the

College has been ranked higher in terms of public safety and urban attractiveness since DGBC was established there.

Recommendations

1. The inclusion of former alumni into the teaching staff is beneficial for the continuity of the College's educational and spiritual tradition, but at some point, parallel with the increase of students, it is advisable to consider recruiting teachers with different backgrounds both to enhance the portfolio of the College and to integrate alternate methods of scientific and research practices.
2. As part of the College's internationalisation, improvement of the teaching staff's foreign language abilities would be recommended.

ESG 1.6 Learning resources and student support

Standard: Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

The DGBC allocates adequate funding to its educational endeavours, ensuring the provision of suitable, readily accessible learning materials and robust student support mechanisms. In devising and distributing these resources, the institution accommodates the varied needs of its diverse student body, including mature and part-time students, those in employment, international students, and persons with disabilities—while keeping students fully apprised of available services.

The Site Visit Team observed that the institution endeavours to address the distinct requirements and challenges faced by students, faculty, and staff alike. During the meetings, it was repeatedly emphasised from various stakeholders that students can be true partners there. The institution does not have many students yet, so they can provide individual, effective and personalised support. Integration and help services for first-year learners is facilitated through freshman orientation days, tutoring, mentoring, and Students' Union initiatives. A Mentoring Programme, accessible to all years, offers guidance for seamless progression and programme completion, albeit lacking formal evaluation of its impact, which should be changed. Administrative processes are characterised by student accessibility, short waiting times, and extensive digital provision: personalised consultations, swift electronic replies, and Neptun system functionalities collectively afford efficient, adaptable management consonant with contemporary standards. Although no formal career or alumni framework exists, students receive regular updates on employment prospects.

The DGBC offers psychological support whilst embedding self-reliance within its curriculum, consonant with Buddhist tenets that emphasise autonomous problem-solving. The College provides a specialist counselling as well for persons with disabilities and dedicated assistance for international students, including cultural orientation and accommodation despite their limited numbers. Flexible scheduling, online consultations, and personalised counselling accommodate learners from diverse cultural, religious, and socioeconomic contexts, including those with familial responsibilities or employment commitments, thereby advancing not only scholarly achievement but also personal flourishing, welfare, and communal cohesion. The Disability Coordinator sustains ongoing engagement with the students concerned, facilitating adaptations for assessments and coursework

alongside essential technological aids (such as screen readers) or personal aides, with online class attendance extended as required.

Students receive comprehensive updates through both formal and informal channels (emails, the Neptun system, and Moodle) by the College and Students' Union, ensuring awareness of opportunities and support provisions. The Students' Union maintains visibility via social media and by co-ordinating events such as Dharma Day, semesterly thematic weeks (with online access), freshman day, and community initiatives like picnics, exhibitions, and clothing swaps. A robust support framework fosters communal growth, life guidance, responsible citizenship, and constructive living through Thematic Weeks, conferences on contemporary issues from a Buddhist vantage, and volunteer services, cultivating in attendees mindful agency for personal and societal betterment.

The institution extends financial aid to students through initiatives such as talent programme with scholarships, the Fehér Judit Award (recognising the five or six most outstanding theses), and state-funded grants, including mobility stipends, governed by the Student Tuition and Benefits Regulations. Social scholarships are allocated via institution-specific criteria, with active Students' Union involvement, though acknowledged shortcomings in addressing diverse life circumstances necessitate forthcoming reforms for enhanced equity and adaptability.

Extracurricular language enhancement features dedicated camps, alongside regular English-medium offerings like guest lectures, retreats, and seminars by monastic instructors (affording two to three supplementary foreign-language engagements per term). Sports provisions incorporate movement meditation, movement practices, organised excursions and voluntary contributions to the maintenance of buildings and garden. The latter activity is very popular among students.

For blended and distance learning, the TANTÁR platform integrates seamlessly with Google Meet to deliver secure, user-friendly online sessions in evening part-time and remote formats and in the consultations, supported by institutional Google Workspace for Education accounts (@edu.tkbf.hu; 15 GB storage) that facilitate both scholarly pursuits and communal interaction.

The Institution occupies two buildings, one newly constructed, the other slated for reconstruction, both fully accessible to persons with disabilities. Amenities encompass a tea kitchen (with a forthcoming buffet), gender-segregated changing rooms equipped with showers, dedicated meditation spaces, instructional facilities, a computer laboratory, a recreation area, and a Students' Union office, all underpinned by comprehensive Wi-Fi coverage. The proximate library, open to the public and aligned with the student's timetable on weekdays, features a large reading hall specialising in Buddhist texts, research room, and supplementary study/reading areas. Its extensive collections, both printed and digital, have been thoroughly digitised and enhanced based on user surveys to extend opening hours and prioritise new acquisitions; the library also offers swift delivery of scanned materials (usually within two days). A specialised study room and specialised literature collection support the correspondence programme at Mánfa, where digitised resources predominate. Full-time students may access limited dormitory accommodation (four places each for males and females) owned by the maintaining church in nearby 2 flats, deemed adequate for present needs despite prospective church acquisitions and a long-term goal for an institution-led dormitory (SAR, p. 52), meanwhile, correspondence students are offered weekend lodging in 14 rooms accommodating up to 40 individuals.

Recommendations

1. It is recommended to create formal evaluation mechanisms to assess the efficacy of the Mentoring Programme.
2. The Site Visit Team recommends to establish a structured career and alumni network/system.
3. The Site Visit Team recommends to reform the allocation of social scholarships governed by the Student Tuition and Benefits Regulations to enhance equity and adaptability.
4. It is worth considering the establishment of an on-site College dormitory to accommodate any prospective expansion in student numbers.

ESG 1.7 Information management

> **Standard:** Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

The Site Visit Team finds that the institution has built up a broad and functionally diverse information base to support management and quality-related decision-making. Multiple data sources are in use, including student administration systems, national higher education databases, student surveys, graduate tracking tools, and internal quality reports. Enrolment and graduation figures, data on progression according to the model curriculum, drop-out data and DPR results are routinely monitored at institutional level. These sources are not used in isolation; they are regularly referred to in leadership discussions and in quality assurance processes. This is a real strength.

During the discussions, several staff members underlined that data are not collected merely for reporting purposes. Information is actively used to identify tendencies, to notice emerging issues at an early stage, and to support internal reflection at different organisational levels. Student feedback from the national OMHV system and from local surveys, in particular, appears to play a visible role in programme-level conversations and in the preparation of institutional reports. Records of TDK participation and other talent-management activities are also taken into account when discussing the development of programmes and support services. The Site Visit Team considers this approach consistent with the developmental intent of ESG 1.7.

At the same time, the information management system is not equally developed in all parts of the institution. Data collection is extensive and, in many areas, well embedded in everyday practice, but the way in which different datasets are brought together into one institution-wide analytical picture is not yet described in a way that everyone can easily follow. Written procedures set out a structured flow of information, yet some differences between what is written and what happens in everyday practice were also noted during the visit. In several cases, interpretation relies strongly on individual expertise rather than on shared analytical reference points.

The self-assessment refers to data-driven management and strategic information use, but concrete examples of how specific indicators directly led to institutional decisions are presented unevenly across areas. In some domains—such as student feedback and programme monitoring—the link between data, discussion, and action is relatively clear. For example, feedback on workload and assessment has led to adjustments in the timing of assignments in several programmes and rising drop-out rates in a particular cohort prompted the introduction of additional mentoring activities. In other areas, especially those related to longer-term strategic steering, it is still difficult to see from the documentation how exactly information feeds into decisions.

The Site Visit Team also observed that the institution works with a lot of informal and narrative information. This includes written comments from students, reflections gathered in forums, and informal inputs from staff and stakeholders. These elements help to build a more fine-grained picture of how the institution actually works. However, they are not always turned into stable, comparable indicators that could support analysis over a longer period. As a result, trends are sometimes described convincingly but are not consistently measured.

Responsibility for data handling and interpretation is generally well understood at the operational level. Programme leaders, quality officers, and senior management all appear to be aware of their roles. Key data are made available through internal platforms where standard reports on enrolment, progression, drop-out and student feedback can be accessed by programme leaders and heads of units. However, the boundaries among data provision, validation, and strategic interpretation could be made more explicit. Clarifying these roles would reduce dependence on individual actors and strengthen continuity when staff roles change.

Overall, the Site Visit Team finds that the basic elements of a workable information system are already in place and used in practice. The main task now is not to collect ever more data, but to consolidate what is already there: fewer indicators, clearer ownership, and more visible links between data, decision-making, and follow-up actions.

Recommendations

1. The Site Visit Team recommends that the institution define a limited set of institution-wide key indicators, formally endorsed by senior management, to strengthen coherence between data collection, strategic decision-making, and quality development.
2. The Site Visit Team further recommends clarifying responsibilities for data validation and interpretation, in order to reduce reliance on individual expertise and to ensure continuity across organisational cycles.
3. Finally, the Site Visit Team recommends strengthening the explicit documentation of how analysed information leads to concrete decisions and follow-up measures, particularly in areas related to long-term strategic planning, in line with ESG 1.7 expectations.

ESG 1.8 Public information

Standard: Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

The Site Visit Team finds that the institution provides a large amount of information that is publicly accessible concerning its programmes, admission requirements, regulations, organisational structure, and governance framework. The main website is organised into sections on the institution, study programmes, research, quality assurance and regulations, which gives a clear basic structure, even if the internal layering of documents is sometimes complex. Core documents are available online, and the Hungarian-language content is generally detailed, up to date, and aligned with national higher education requirements (SAR II.8.). Admission procedures and requirements are clearly set out on the website and updated in line with national regulations, and prospective students can find step-by-step information on deadlines, criteria and required documentation. From a formal compliance perspective, the basic expectations of ESG 1.8 are met.

During the site visit and the online discussions, several staff members emphasised that public information is seen as part of the institution's responsibility to society rather than as a purely administrative task. This attitude can be recognised in the careful presentation of programme structures, qualification frameworks, curricula and subject descriptions, and internal regulations. Prospective and current students appear to have access to the key documents they need in order to find their way through their studies. This is a clear institutional strength.

At the same time, the Site Visit Team noted some imbalances in the way public information is presented. While the overall amount of information is considerable, it is not always obvious which documents are most important or where an external user should start. Some documents are comprehensive and detailed, others exist only in shorter versions, and navigation between related materials sometimes presupposes prior institutional knowledge. This does not point to a lack of willingness to be transparent, but rather to a level of complexity that can be hard for first-time users. Operational and performance data are available mainly in internal reports. Only a limited number of outcome indicators are currently published externally, which restricts the visibility of performance trends for the wider public.

The institution's efforts to strengthen its English-language presence deserve explicit recognition. English-language websites and programme descriptions support the stated internationalisation strategy, and staff clearly see this as an area of ongoing work. However, the availability and depth of English-language materials remain uneven. Several strategic and quality-related documents are accessible only in Hungarian or in summary form. As a result, international partners and prospective students may only get a partial picture of how the institution actually works and what its main priorities are. This should be addressed if the institution wishes to strengthen its international outreach.

The Site Visit Team also observes that public information mainly reflects the institution's intentions, structures, and formal regulations. Information on outcomes—such as aggregated graduate pathways, student progression trends, or the effects of support services—is less visible in the public domain. While such data are available internally and discussed within quality assurance processes, publishing a carefully selected subset could help to strengthen external credibility and trust.

Another point that emerged from discussions concerns version control and the clarity of dates. Although documents are regularly updated, the date of last revision and the period of validity are not always immediately apparent. This may create uncertainty for users who want to know whether a document reflects current practice or an earlier situation. Clearer indication of dates would improve usability without adding much administrative burden. Taken together, the structure and content of the website reflect an institution that is formally well regulated and takes its public role seriously, even if further work is needed to present key information in a more user-friendly way.

Overall, the Site Visit Team finds that the institution demonstrates a genuine commitment to transparency and public accountability. The key task is not to open more information, but to present what already exists in a more coherent way: highlighting the most relevant information and arranging it so that different external audiences can find what they need more easily.

Recommendations

1. The Site Visit Team recommends that the institution further structure its public information by clearly distinguishing between core, supporting, and archival documents, with particular attention to external usability.
2. The Site Visit Team further recommends expanding and harmonising English-language content, especially for strategic and quality-related documents, in line with the institution's internationalisation objectives.
3. Finally, the Site Visit Team recommends improving version control and the visibility of revision dates for publicly available documents and selectively publishing outcome-oriented information to strengthen transparency and external trust, in accordance with ESG 1.8 principles.

ESG 1.10 Cyclical external quality assurance

> **Standard:** Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Beyond the mandatory MAB assessment, the institution does not engage in other formal external quality assurance processes. Nevertheless, the institution learns from other quality assurance methodologies through joint programmes with MCU (Thailand) and the EBU Chaplaincy Training Programme, which provide partner feedback. The Buddhist Quality Management System (BQMS) offers a framework for international consultation and alignment with global Buddhist QA standards. While formal external audits beyond MAB are not yet systematic, the institution shows a proactive approach to voluntary participation in benchmarking. These initiatives complement internal QA processes and support continuous improvement.

V. Scientific activities of the institution / field of training

There are numerous and recognisable scientific research activities and achievements within DGBC. The website of the institution provides useful and verifiable information in both Hungarian and English. The East–West Research Institute serves to coordinate scientific research of the Buddhist tradition within the College. It promotes the publication and documentation of these results in cooperation with the Library, facilitating the access of outstanding students to publication opportunities. One of its strategic goals is to embed Hungarian Buddhism in the international, including the European, or specifically to the professional and scientific public life in Southeast Asia.

The research areas pursued by the academic community in DGBC is impressive. To list only a handful: teachers and students are processing Indic language sources (Vedic, Sanskrit and Pali), which involves philological research, critical edition, translation and analysis of Vedic and Sanskrit sources relevant to Buddhism (https://dgbc.hu/research/source-translations/). Similarly, Tibetan language sources are also researched, including field work in Asian countries like Tibet, India, Japan etc. as well as visiting not only Buddhist monuments and archaeological heritage sites, but also living masters and communities. Given the fact that students of the College are also participating in these activities, these are exceptional opportunities to widen their scientific and spiritual horizon.

The comparative research in philosophy as well as history and philosophy of religion betrays a keen interest towards contemporary scientific methods. Researching parallels between Western mysticism and Eastern mysticism, symbol systems, including the immersion into the history of philosophy, e.g.

the emergence of Buddhism in Western philosophy and its inspirational influence from Schopenhauer to contemporary philosophy of mind speak of a very broad yet thoroughgoing interest in these domains.

Beside these mostly theoretical pursuits, the academic community of DGBC is strongly involved in various practical and applied studies, like research related to applied Buddhism, a highly interesting and multifaceted area of research and activities involving integrating science and contemplative practice/meditation, Buddhism and lifestyle, Buddhism, philosophy and contemporary society, Buddhism and cognitive sciences: embodied mind, consciousness studies, cognitive linguistics. Further, the parallels between Buddhism and modern psychology and psychotherapy, possible psychological uses of the Buddhist approach are also examined. The current teachability and applicability of Buddhism (adult education, children's education, school education, higher education, etc.), as well as the effectiveness of traditional and modern methods (frontal education, practice-oriented education, distance education, meditation education, etc.) are amongst the areas of interest within the academic community of the College.

The portfolio also includes the specific area of Buddhism and art, including traditional arts of Zen Buddhism and the possibilities of their contemporary application, i.e. Buddhism and modern art. Such DGBC activities certainly assist students in learning ancient forms of art, their applicability and influence upon our contemporary reality, and last but not least, it enhances creativity and spirituality.

These specific domains of activity are distributed amongst the teaching staff of the College (https://dgbc.hu/research/areas-groups-2022-2025/), which reveals a well organised and coordinated research plan, the results of which are attested by the relevant publications diligently included in the most important scientific databases, especially the MTMT (Magyar Tudományos Művek Tára). The peer-reviewed academic journal of the College entitled *Keréknyomok* (*Wheel tracks*) is included within the most relevant national databases like Országos Széchenyi Könyvtár (National Széchenyi Library https://epa.oszk.hu/04200/04204) and MTMT (https://m2.mtmt.hu/api/journal/41917).

The College is well integrated into the global academic network, evincing international collaborations and joint academic programs like Joint research with the Institute of Buddhist Studies of Mahacsulalongkorn Rajavidjalaya University (MCU) in Thailand. The website of the College contains a list of partner institutions (https://www.tkbf.hu/foiskola/nemzetkoziesites/partnerintezmenyek/) ranging from Australia to South Korea, India, Japan, Mianmar, Mongolia, Sri Lanka, Taiwan, and Thailand, but also with European universities in Poland (Warsaw) and Germany (Hamburg).

Recommendations:

Given the fact that DGBC is unique of its kind in Europe (other institutions where Buddhism is taught are rather secular faculties and departments of 'philosophical, linguistic, cultural and religious studies', not 'theological colleges' or vocational/ecclesiastical Institutions of Higher Education), on the one hand it would be important to pursue collaborations with such institutions (perhaps even attracting/inviting visiting scholars to Budapest for periodic teaching and research activities), and on the other hand, DGBC could become a very important stakeholder in representing and transmitting authentic Buddhist philosophy by publishing translations as well as research outputs in modern European languages to increase the international visibility and reputation of the College.

VI. Summary evaluation of religious programs offered by the institution

The institution offers the following religious study programmes: BA in Buddhist Dharma (full-time, evening, correspondence, and distance learning), MA in Buddhist Dharma – Buddhist Theory and Practice (full-time), and Buddhist Lifestyle Assistant Advisor Higher Education Vocational Training (full-time). From 2022, correspondence training appears as a new type of training, followed by distance learning from 2023. The teaching materials have been optimised for distance learning.

In addition to the original Budapest campus, the institution also operates Mánfa campus for correspondence and distance learning from 2022.

In the correspondence programme, teaching is organised in intensive blocks to accommodate the schedules of students who typically work full-time. In the full-time programme, the reform of the curriculum significantly increased the credit value of courses. On one hand, in this way, credits meet more exactly the workload specified in the course descriptions of each course. On the other hand, it also reduced teachers' workload by decreasing the number of courses. The reduction in the number of courses made it possible to introduce a three-day teaching week in the full-time programme, thereby providing students with more time for individual study tasks.

Due to higher education legislation, the programme and outcome requirements (POR) of the religious programmes are defined by the religious denomination. PORs of all the study programmes were changed in 2025. During this process EQF, NQF, QF-EHEA, ESCO as guidelines were considered. The maintainer's expectations have been incorporated into the new TORs.

The curriculum of each programme is built on its POR. In the case of the BA and MA programmes, the competences defined in the POR are reflected in the course descriptions. The foreign language and communication competences specified in point 9 of the BA and point 11 of the MA requirements are ensured through compulsory courses of the curriculum. However, the compulsory courses do not cover the financial-informatics and labour market knowledge required in point 9 of the BA and point 11 of the MA, which point are applied to the entire programme regardless of any specialisation. The POR of the Higher Education Vocational Training also changed in 2025, but the curriculum has not yet been updated.

The training and outcome requirements, the curriculum, and the course descriptions are available on the institution's website.

The institution's programmes are linked to its strategic mission as a faith-based Buddhist higher education institution. Strategic and quality goals of programme development are clear in the institution's strategic documents. New MA and doctoral programmes are also strategic goals.

The scientific and professional activities of the teaching staff is available on the institution's website. The CVs follow a uniform structure and include publication records (with MTMT links), professional experience, and qualifications. Based on their publications and professional experience, subject directors have relevant scientific work in the subject areas they are responsible for. The number of lecturers holding a doctoral degree is increasing, and the institution supports the completion of doctoral studies.

The teaching load of lecturers meets their position and employment status. Their responsibilities as subject directors comply with legal requirements. Programme leaders and subject directors meet accreditation criteria. However, in some field of study, the requirement is not fully completed as the responsible lecturer is not the subject director of any subject of the field of study.

The future vision outlined in the development plans can only be achieved through significant expansion of the current teaching staff to ensure that teaching loads remain optimal.

The infrastructural conditions adequately support teaching, learning, and research activities.

Recommendations

1. The financial-informatics and labour-market knowledge specified in the training and outcome requirements of the BA and MA programmes must be incorporated into the compulsory courses.
2. The curriculum and course descriptions of the Higher Education Vocational Training programme must be revised due to new training and outcome requirements.
3. Those who are responsible for a field of study must take part in the field of study as subject director for one course or at least 3 credits.
4. Teaching staff capacity must be increased to support the launch of additional programmes.

VII. Annexes

VII.1. Terms of Reference

ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area

HEI – Higher Education Institution

MAB – Magyar Felsőoktatási Akkreditációs Bizottság (Hungarian Accreditation Committee)

PDCA – Plan–Do–Check–Act cycle

DGBC – Dharma Gate Buddhist College

ESCO - European Skills, Competences, Qualifications and Occupations

SVT – Site Visit Team

SAfc – Student Affairs Committee

SAR – Self-assessment report

VII.2. Site Visit Schedule

Time	Panel	Institutional Participants
		Position
09:00–10:00	Meeting with the Management of the College	Rector
		Vice-Rector for Student Affairs, IT, and Operations
		Vice-Rector for Education, Quality Enhancement, and International Affairs, Head of the Quality Assurance Committee
		Head of the Rector's Office and Director of Student Affairs
		Director of Finance
		Progam Leaders (BA, MA)
		Chair of Scientific Council and East-West Research Institute
		Representative of the Church (Director)

Time	Panel	Institutional Participants
10:00-11:30	Infrastructure visit	Main Buildings
		Library
		Lecturers Rooms, Coach/Talent Support Offices
		International Office
		Office of Students Affairs
		SU

Time	Panel	Institutional Participants
		Position
08:30-08:50	Site Visit Team Closed Meeting	
09:00-10:00	Opening and Strategic Panel	Rector
		Vice-Rector for Student Affairs, IT, and Operations
		Vice-Rector for Education, Quality Enhancement, and International Affairs, and Head of the Quality Management Committee
		Director of Finance
		Head of the Rector's Office and Director of Student Affairs
		Representative of the Church
		Chair of the Scientific Council and East-West Research Institute
10:15-11:00	Quality assurance on the institution level	Institutional Quality Management Strategy and System
		Advisor Mentor of Institutional Development and Quality Enhancement
		Member of the Quality Management Committee
		Member of Scientific Council
		Student Member of QMC
11:15-12:00	Educational Institute and Head of Programs (Teaching & Learning & Assessment)	Vice-Rector for Education, Quality Enhancement, and International Affairs
		Program Leaders (BA, MA)
		Chair of the Scientific Council and East-West Research Institute
		Heads of Specialisations
		Colleagues from teaching staff
12:00-12:30	Lunch	
12:30-13:15	Education management, administration	Head of the Rector's Office and Director of Student Affairs
		International Office
		Student Affairs Committee
		Lead Mentor
		Director of the Library

Time	Panel	Institutional Participants		
		Position		
		Media Group		
13:30–14:15	Student's Union (HÖK)	President of SG and delegated members		
14.30–15:15	Student's Forum	Students from all levels (full time, part time, correspondent), international students		
		Full-time BA		
		Part-time BA		
		Correspondent BA		
		Distance learning BA		
		Full-time MA		
		Part-time MA		
		International		
15:30–16:15	Alumni & stakeholder panel	Former graduated students		
		Full-time BA		
		Part-time BA		
		Correspondent BA		
		Part-time MA		
		External stakeholders		
16:30–17:15	SVT meeting, closed session			
17:30–18:00	Final meeting (open meeting)	Management of the HEI, same participants as in opening session, plus teaching, non-teaching staff		