



UNIVERSITY OF PÉCS
Faculty of Business and Economics

PROGRAMME HANDBOOK

FACULTY OF BUSINESS AND ECONOMICS
UNIVERSITY OF PÉCS

BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT
PROGRAMME

2021/22 academic year

Programme Director: Katalin Erdős, Dr.



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INTRODUCTION

Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at the Faculty of Business and Economics University of Pécs. The material in this document is as accurate as possible at the date of production; however, you will be informed of any major changes on time.

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to **Katalin Erdős** (erdosk@tkk.pte.hu).

Information in Alternative Formats

This handbook can be found online at: <https://tkk.pte.hu/en/students/studies/bachelor-programs/student-handbooks>

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact **Eszter Szemerei-Bergics** (szemerei.eszter@tkk.pte.hu).

We can supply sections from this publication as:

- a Word document with enlarged type — sent by email
- printed copy with enlarged type

Other formats may be possible. We will do our best to respond promptly. To help us, please be as specific as you can about the information you require and include details of your disability.

The University Regulations

As a student of the University of Pécs you agree to abide by the University Regulations when you enrol and therefore you should read this handbook in conjunction with the UPFBE Regulations which are available online at: https://international.pte.hu/codes_and_guidelines

WELCOME TO BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT!

Introduction to Faculty of Business and Economics (UPFBE)

During the time of founding the first universities in Central Europe, King Louis established the first Hungarian university in Pécs in 1367. Its persistence, however, remains uncertain. According to historical research, there must have been a separate College of Law and a College of Theology in Pécs by the end of the 15th century, replacing the university. In 1785 Emperor Joseph II moved the Royal Academy from Győr to Pécs, which was, however, relocated again in 1802.

In 1833 bishop Ignác Szepessy, in co-operation with the town council, established the Academy of Pécs, which worked with faculties of law and arts. On 15th June 1921 the Hungarian Parliament passed a bill in which the Elisabeth University, previously operating in Pozsony, was transferred to Pécs. From 1923 the institution included faculties of law, medicine, humanities and theological studies at the university. The Faculty of Humanities was brought to Kolozsvár in 1941. In 1951 the Faculty of Medicine became independent, so the University of Pécs had a single Faculty of Law.

In 1975, the Faculty of Economics was organised which, since 1970, had worked as a transferred branch of the Karl Marx University of Economics in Pécs.

The Teacher Training College of Pécs became integrated as a Faculty to the university in 1982.

The first step towards the present university with ten faculties was set up in 1991 when the Faculty of Teacher Training, after undergoing major structural changes, split into the Faculty of Humanities and the Faculty of Sciences. The Pollack Mihály Technical College was integrated into the university and the Faculty of Performing and Fine Arts was established in 1995.

The university has been running International Programs in English for non-Hungarian students since 1987. These programmes work with a professional team of academics who are able to offer courses under a wide scope of Central and Eastern European Studies.

The BA Business Administration program was launched in 1996 with a solid foundation of cooperation by the University of Pécs, Hungary and Middlesex University, UK. Since then, the MSc Applied Management and MSc Enterprise Development and Entrepreneurship programs have built upon the quality and excellence of both of these prime examples of Hungarian and British institutions of higher education. The BA Business Administration was changed to BSc in Business Administration and Management in accordance with the terminology of the national legislation.

Our BSc and MSc programs bring together a diverse student body: full-time students from a variety of countries such as Pakistan, India, China, Vietnam, Cambodia, Kazakhstan, Nigeria and a large number of exchange students mostly from the EU add variety to the programs. The BSc and MSc degrees received by graduates open the door to global careers.

The international atmosphere of the classes and the opportunities for personal consultation with the professors ensure that your personal advancement will be given close, individualized attention. An emphasis is put on how to apply theory in practice.

Thanks to the wide range of elective courses the program can be shaped to the needs and interest of every class. The regular group- and individual presentations enhance the communication skills of our students and help them to develop into a confident and competent cosmopolitan business professional.

To deliver the best learning experience and outcome for our students the programme is under continuous improvement to maintain the optimal module portfolio that meets the requirements of the 21st century. Most recent actions include the introduction of new elective modules that support a better understanding of current business and developmental trends of the globalized world. Simultaneously, there has been a restructuring of business core and elective modules among others in order to facilitate internationalization at home and increased social and ethical sensitivity of graduates.

The Faculty of Business and Economics of the University of Pécs has acquired EFMD accreditation in 2020. Also this inspires us for continuous improvement of the programme, including among others internationalization opportunities and interaction with external stakeholders. The Faculty of Business and Economics aims to become part of the United Nations Principles for Responsible Management Education as well.

In accordance with our belief that knowledge is responsibility, our mission is “Tradition and innovation in student-centred education of responsible business professionals”. The BAM programme is designed to educate leaders of the 21st century who based on their knowledge, skills and competences ethically and responsibly act for a sustainable future let them be entrepreneurs, business managers, NGO activists or governmental professionals.

WELCOME FROM YOUR PROGRAMME DIRECTOR

Welcome to the Bachelor of Science in Business Administration and Management Programme (BAM). I hope that you find this introduction useful as a guide to the bachelor's programme. This document serves to guide you through your first steps at the Faculty and the Programme.

In the 21st century, cutting-edge knowledge and responsible behaviour is about crucial importance in every segment of personal and professional life. Mankind is at a critical point. On the one hand, the 20th century brought some great achievements in the field of science, technology and business that improved quality of life. On the other hand, there are still many people living in deep poverty, without access to healthy and secure shelter, food and water, and the side-effects of the economic growth are also a source of concern. Well-prepared, enthusiastic and dedicated change-makers are needed to meet these challenges.

This Programme aims to prepare you for the theory and practice of business management in a global, competitive and ever-changing business environment. The BAM Programme has been designed to help you develop skills and competencies that are needed to unfold the full potential in you and to successfully contribute to the advancement of humanity.

I will be your Programme Director and will in the course of time meet and greet you. My primary role is to support and advise you in your academic progress through the programme. My colleagues and I look forward to working with you and helping you to achieve your learning and career aspirations.

I wish you every success for an exciting programme of study.



Dr. Katalin Erdős, PhD

Assistant Professor, Programme Director

ACADEMIC CALENDAR FOR BSc PROGRAMMES		
2020/2021 FALL SEMESTER		
Date	Place	Event
23 August – 5 September	Neptun University Registry System	Enrollment/Registration period (first year students have to register 2 nd , 3 rd , 4 th year should set their status as active)
30 August – 5 September*	Neptun University Registry System	Course registration*(compulsory for ALL students)
3 September		Orientation for BSc first year students
6 September		First day of teaching
19 August 1 st installment 15 October 2 nd installment 15 November 3 rd installment		Tuition fee payment deadline
2 October		Deadline for postponing studies (set status as passive) by request
25 September		Deadline for credit accreditation request
28 October	Room will be determined later	Programme Voice Group Meeting
18 October – 22 October		Fall break /Pre-Exam period for completing exam courses for the 4th year students
27 September – 24 October	Neptun University Registry System	Thesis topic selection period in Neptun for BA 3
2 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the thesis + Deadline for submitting Mentor's evaluation /Internship fulfillment (BA 4 students) Deadline for submitting Internship Mentor's evaluations
8 November		Announcement of exam dates
17 November		Neptun exam application starting date
11 December		End of the fall semester – last day of teaching
13 -18 December and 3 – 22 January 2022		Exam period
20-21 December	Rooms and exact dates will be determined in November in Neptun	Thesis defence period 1 (you can choose between the December and January date)
20-22 January 2020	Rooms and exact dates will be determined in November in Neptun	Thesis defence period 2

*After the 5th September it is impossible to sign up for a course in the Neptun. Please, do not forget that if you are not signed up for a course in the Neptun you are not allowed to take an exam and receive a grade and the credits for the given course.

PART ONE: PROGRAMME DETAILS

Your Programme Team

Faculty's Leadership and Management

Field of responsibility	Name	Extension	Location	E-mail
Dean	Zoltán Schepp, Dr.	23155	B235	schepp.zoltan@ktk.pte.hu
Vice-Dean	Krisztián Szűcs, Dr.	23115	B244	szucsk@ktk.pte.hu
Vice-Dean	András Takács, Dr.	23277	B246	takacs.andras@ktk.pte.hu
Programme Director	Katalin Erdős, Dr.	63134	B403	erdosk@ktk.pte.hu
Programme Coordinator	Eszter Szemerei-Bergics	23159	B135	szemerei.eszter@ktk.pte.hu

Student website

For news of events, scholarships and other student activities students should visit: and Hungarian students can also visit: <https://ktk.pte.hu/en>.

Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Advertising and Sales Promotion	Ákos Nagy, Dr.	63133	B226	nagya@ktk.pte.hu
Banking and Finance	Zoltán Gál, Dr.	23267	B409	galz@ktk.pte.hu
Booms and Crises in the European Economy	Máton Pelles	63105	B224	pelles.marton@ktk.pte.hu
Business Case Studies, Business Simulation Workshop	Márta Somogyvári, Dr.	63384	B120	somogyv@ktk.pte.hu
Business Statistics	Mónika Galambosné Tiszberger, Dr.	63146	B112	tiszbergerm@ktk.pte.hu
Competence Development, International Business Communication	Edit Gyarmatiné Bányai, Dr.	63373	B222	banyai.edit@ktk.pte.hu
Corporate Finance, Financial Analysis	Mónika Kuti, Dr. and Alexandra Posza	63124 23141	B210 B213	kutim@ktk.pte.hu poszaa@ktk.pte.hu
Financial Accounting	Gábor Márkus, Dr.	23199	B216	markus.gabor@ktk.pte.hu
Game of Stocks	Ákos Tóth-Pajor and Klaudia Rádóczy	23130 23126	B213 B217	toth-pajor.akos@ktk.pte.hu radoczy.klaudia@ktk.pte.hu
Human Resource Management, Organizational Behaviour	Zsuzsanna Vitai, Dr. and Judit Potó	23198 23369	B220 B219	vital.zsuzsanna@ktk.pte.hu poto.judit@ktk.pte.hu
Information Systems	Sándor Danka, Dr.	23142	B120	danka.sandor@ktk.pte.hu
International Business	Viktória Gerdesics, Dr. and János Csapó, Dr.	23276 23343	B229 B229	csapo.janos@ktk.pte.hu gerdesicsv@ktk.pte.hu
International Career Management	Gábor Balogh, Dr. and Brigitta Szabóné Bálint, Dr.	23275 23254	B221 B222	baloghg@ktk.pte.hu balintb@ktk.pte.hu
International HRM Project	Zsófia Ásványi, Dr.	63114	B223	asvanyizs@ktk.pte.hu

Introduction to Accounting	András Takács, Dr.	23277	B246	takacs.andras@ktk.pte.hu
Introduction to Management	Norbert Sipos, Dr.	23132	B221	sipos.norbert@ktk.pte.hu
Introduction to Marketing, Marketing Research, Consumer Behaviour	Krisztián Szűcs, Dr. and Péter Németh, Dr. and Erika Lázár, Dr.	23115 23129	B244 B226	szucsk@ktk.pte.hu nemeth.peter@ktk.pte.hu lazar.erika@ktk.pte.hu
Introduction to Social Sciences	Éva Somogyiné Komlósi Dr.	23377	B409	komlosi.eva@ktk.pte.hu
Investments	Vivien Csapi, Dr. and Alexandra Posza	23124	B210	csapiv@ktk.pte.hu
Macroeconomics, International Economics	Richárd Farkas	23395	B408	farkasr@ktk.pte.hu
Microeconomics, Natural Resource Economics and CSR, Environmental Economics, Sustainability in the 21st century, Thesis – Consultation	Katalin Erdős, Dr.	63134	B403	erdosk@ktk.pte.hu
Operations Management	Zsuzsanna Hauck, Dr. and Sándor Danka, Dr.	63153 23142	B119 B120	hauckzs@ktk.pte.hu danka.sandor@ktk.pte.hu
Probability and Statistics, Data Analysis in R	Dániel Kehl, Dr.	63144	B112	kehld@ktk.pte.hu
Quantitative Methods	Gyöngyi Bugár, Dr. and Dóra Longauer	63289	B119	bugar.gyongyi@ktk.pte.hu
Regional Economics	Norbert Szabó	23382	B407	szabon@ktk.pte.hu
Small Business Management and Development, Introduction to Entrepreneurship, Simonyi Summer Social Entrepreneurship Programme	Zsolt Bedó, Dr.	23436	B118	bedo.zsolt@ktk.pte.hu
The Art of Writing and Presenting	Kármén Kovács, Dr. and Petra Rácz-	23186 23129 23129	B117 B226 B226	kovacs.karmen@ktk.pte.hu putzerp@ktk.pte.hu

	Putzer, Dr. and Péter Németh, Dr.			nemeth.peter@tkk.pte.hu
Thesis – Research Methodology, Small Business Management and Development	Kármén Kovács, Dr.	23186	B117	kovacs.karmen@tkk.pte.hu
Tourism Management	Zoltán Raffay, Dr.	23276	B229	raffay.zoltan@tkk.pte.hu
Visualization with Spreadsheets	Ferenc Kruzslicz, Dr.	23113	B120	kruzslicz.ferenc@tkk.pte.hu

Note: Professors' office hours are subject to change and therefore always to be checked at the Secretariat.

Your Programme

The first business degree program in English started in 1996. as a result of the cooperation between Faculty of Business and Economics, University of Pécs and the Business School at Middlesex University London.

The overall purpose of our programs is to train and educate professionals who can manage ethically, sensitively and holistically a range of organizations in an increasingly global and rapidly changing environment. Our graduates are to be found in almost all walks of business, industrial, community- and professional life.

The aims and objectives of the Programme are that on completion students should have:

- a solid foundation in business disciplines, and knowledge of the appropriate concepts to be used as tools of analysis for business situations;
- a thorough understanding of the business environment, of business functions and of the processes appropriate to business operations;
- analytical, planning and operating skills which can be applied to complex, business situations;
- subject expertise and functional specialism; and
- a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world.

In order to meet the requirements of the 21st century two certificates are available for interested students. By completing Data Analysis in R and Visualization with Spreadsheets students can earn a Business Intelligence certificate, whereas completing Environmental Economics and Natural Resource Economics and CSR courses students are eligible for a Sustainability and Ethics in Business certificate.

Attendance requirements

1. Students in general, are required to attend all scheduled classes and prescribed activities for the programme on which they are enrolled. However, it is the professors' decision to keep a record of the attendance or not.

The maximum rate of absence is determined by the Code of Studies and Examination of the University of Pécs, article 45: https://international.pte.hu/codes_and_guidelines.

2. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available
3. Students must notify their module leader in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
4. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
5. Students must notify the Study Department in writing if they are withdrawing from a course.
6. Any period of absence over 28 days for whatever reason shall be reported to the Programme Director.
7. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
8. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance if known. Otherwise, it should be given as the date of the letter from the Programme Director requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.
9. Students, who fail to register for the programme after four weeks of starting the programme, without any good cause, will be considered to have passive student status in the particular semester or non-enrolled if they were freshmen. In this case only determined amount of the fees is possible to be refunded.

Fees

Regular fee (tuition fee):

1150 € (350,000 HUF) /semester for EU-residents

3500 €/semester for Non-EU residents

The tuition fee remains the same amount during your studies.

Deadlines of payments are always communicated via email before the particular semester starts.

Extra fees (to be paid in special cases)

Type	When	Amount	Where/How	Note
Tuition fee late payment	To be paid in case you pay your tuition fee after the given deadline.	6% of the particular item	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Course Repetition - Exam Course Fee	To be paid in case you failed a module previously and you register to it for the second, third or more times.	3000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Retake Fee	To be paid in case you are repeating an exam for the third or more times.	2500 Ft	The payment has to be created by you in Neptun by transcribing an item. <u>Note: without transcription you will not be able to register for the particular exam.</u>	After the payment you can register to the particular exam.
Exam Absence Fee	To be paid in case you miss an exam for which you signed up for without submitting a medical certificate.	2000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Late enrolment Fee	To be paid in case you miss setting your status as active in Neptun till the given deadline. It has to be requested on form D.	1000 Ft (request fee) + 2000 Ft (late enrolment fee) + further 600 Ft/day after the 9th day of the particular semester	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department can modify your status.
Late course registration and deregistration Fee	To be paid in case you miss registering to or deregistering from your courses till the given deadline. It has to be requested on form A.	1000 Ft (request fee) + 4900 Ft (late course registration and deregistration fee)/subject	The payment has to be created by you in Neptun by transcribing an item.	After the payment the Study Department can register or deregister you to the chosen subjects.

How to transcribe item guidance can be found at <https://h.neptun.pte.hu/hallgato/login.aspx>.

Employability

Employability is the level of compliance to labor market needs of the graduating students that includes knowledge and skills. These sets of knowledge and skills enable students to enhance their labor market value.

The curriculum structure is designed to enable students to develop these necessary sets of knowledge and skills.

BSc in Business Administration and Management programme is committed to supporting you in enhancing your employability and helping you to develop professionalism in your field of choice as employers constantly tell us that they are looking for polished graduates who not only have a good degree but who also have the right skills, attributes and values to support their knowledge.

The Confederation of British Industry (CBI) defines employability as 'a set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace, to the benefit of themselves, their employer and the wider economy'.

Employability and your programme

The development of employability skills is an integral part of the BSc in Business Administration and Business Programme although this may not always be evident to you as it will not always be presented as such.

To maximize your labor market value and your employability the curriculum of the programme is designed to provide you the basic business and economics knowledge in the first two semesters. Besides the basic business (finance, accounting, management...etc.) and economics (micro-, macroeconomics) modules students will gain knowledge in methodology related subjects (mathematics, statistics...etc.) as well.

The development of skills required in the field of business is to be generated from the 3rd semester in subjects of the functional areas of business. These skills include teamwork, self-management, business and customer awareness, communication, literacy and numeracy.

Although this highlights to a certain extent how employability has been embedded in the BSc in Business Administration and Management Programme curriculum, it is still your responsibility to actively seek out these skills and identify what is covered where.

Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It offers a structured way to reflect on what you are good at and what you need to develop further. You will learn to review your own skill levels and what you have learned from different situations and

environments, including your studies, part-time work, voluntary work and other activities. You will record your reflections and use them to help you think about and plan your future development.

This is an important part of your personal development and reflects the working environment where employers encourage new graduates to assess their continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Students can seek support in PDP at the Talent and Competence Development Spot and at the Study Department.

Careers Advice

Students on the BSc in Business Administration and Management Programme are entitled to participate at the career fairs of the University of Pécs and also at fairs where other University of Pécs students are participating.

Career-related guidance and coaching can be obtained at the Talent and Competence Development Spot of the Faculty of Business and Economics during their office hours. The Study Department may be able to provide information, but at present only occasionally. The Faculty organizes several conferences each year where students can meet important business actors. Numerous amount of former students obtained employment this way. However, the responsibility for securing employment lies entirely with the students.

Internship

Students must take part in a semester (12 weeks without interruption) long placement. Placements are organized by the Faculty. This implies that the time length of the education is 7 semesters. Detailed regulation is to be found here: <https://ktk.pte.hu/en/students/studies/bachelor-programs/internship>.

Programme Structure Diagram

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communicati on	B1 Banking and Finance	Internship
A2 The Art of Writing and Presenting	A2 Introduction to Social Sciences	B1 Organizational Behavior	B1 Human Resource Management	B1 International Business	B1 Operations Management	
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B2	
A1 Information Systems	B1 Introduction to Management	A1 Corporate Finance	B2	B2	B2	
	C	C	C	C		
				D Thesis- Research Methodology	D Thesis- Consultation	
28 credits	31 credits	31 credits	31 credits	34 credits	35 credits	
Total number of credits to be acquired:						210

A1: Core Methodology Modules (Economics and Business)

A2: Core Methodology Modules (Social Sciences)

B1: Core Business Modules

B2: Elective Business Modules

C: Optional Modules

D: Thesis and Internship

Please find the detailed information in Your Modules chapter.

Your timetable

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Your timetable is available on the following website: <https://ktk.pte.hu/en/students/studies/timetables>

If your timetable is incomplete or if you have any queries about your timetable; then please contact the Programme Coordinator.

Any changes to your timetable will be notified to you by email.

PROGRAMME SPECIFICATION

Please see Appendix 1 on page 41.

YOUR MODULES

You can find the course syllabus – detailed course description – of every module in **Appendix 3**.

A1/A2 – Core Methodology Modules

Module	Semester	Classes (lecture + tutorial)	Assessment	Credit
Business Case Studies	5	2+2	Exam	7
Business Statistics	3	2+2	Exam	7
Corporate Finance	3	2+2	Exam	7
Information Systems	1	2+2	Exam	7
International Business Communication	5	2+2	Exam	7
International Economics	4	2+2	Exam	7
Introduction to Accounting	3	2+2	Exam	7
Introduction to Marketing	4	2+2	Exam	7
Macroeconomics	2	2+2	Exam	7
Microeconomics	1	2+2	Exam	7
Probability and Statistics	2	2+2	Exam	7
Quantitative Methods	1	2+2	Exam	7
The Art of Writing and Presenting	1	2+2	Term mark	7
Introduction to Social Sciences	2	2+2	Exam	7
Number of credits to be completed				98

B1 – Core Business Modules

Module	Semester	Classes	Assessment	Credit
Banking and Finance	6	2+2	Exam	7
Human Resource Management	4	2+2	Exam	7
International Business	5	2+2	Exam	7
Introduction to Management	2	2+2	Term mark	7
Operations Management	6	2+2	Exam	7
Organizational Behavior	3	2+2	Exam	7
Number of credits to be completed				42

B2 – Elective Business Modules

Module	Semester	Classes	Assessment	Credit
Advertising and Sales Promotion	6	2+2	Exam	7
Consumer Behavior	4	2+2	Exam	7
International HRM Project	5	0+4	Term mark	7
Financial Analysis	6	2+2	Exam	7
International Career Management	6	2+2	Exam	7
Investments	6	2+2	Exam	7
Marketing Research	6	2+2	Exam	7
Simonyi Summer Social Entrepreneurship Programme	5	0+4	Term mark	7
Small Business Management and Development	4	2+2	Exam	7
Number of credits to be completed				28

C – Optional Modules

Module	Semester	Classes	Assessment	Credit
Booms and Crises in the European Economy	Fall and spring	2+0	Term mark	3

Business Simulation Workshop	Spring	0+2	Term mark	3
Competence Development	Spring	0+2	Term mark	3
Data Analysis in R	Fall	0+2	Term mark	3
Environmental Economics	Spring	0+2	Term mark	3
Financial Accounting	Spring	2+0	Exam	3
Game of Stocks	Fall	0+2	Term mark	3
Introduction to Entrepreneurship	Fall	0+2	Term mark	3
Mobility elective	Not relevant			3
Natural Resource Economics and CSR	Spring	0+2	Term mark	3
Regional Economics	Spring	2+0	Exam	3
Tourism Management	Spring	2+0	Exam	3
Visualisation with Spreadsheets	Fall	2+0	Exam	3
Number of credits to be completed				12

Elective Business modules and Optional modules can be replaced with each other within the same category in case of failure. If a student fails or does not complete an elective module, she/he can decide whether she/he repeats the same module (in case of courses assessed with term mark) or takes the module as an Exam course (in cases of modules assessed with exam) or chooses another available module of the same category in one of the following semesters. The point is to complete the required amount of credits of every module category of the sample curriculum.

D – Thesis (compulsory for both degrees) and Internship (compulsory for the Hungarian degree)

Module	Semester	Classes	Assessment	Credit
Thesis - Research Methodology	5	0+2	Term mark	3
Thesis - Consultation	6	70	Term mark	7
Internship	7	400	Term mark	20
Number of credits to be completed				30

Please note that though the name and the learning outcomes of the modules can never change during your studies; all the other content can be subject to change every semester. For this reason, the included syllabi are for general information only. The actual syllabi are made available in Neptun at the beginning of every semester.

YOUR PROGRAMME FEEDBACK

How you can feedback to us/How to submit a complaint/request?

If you have a suggestion or a complaint about any aspect, please raise it with the person concerned in the first instance. If you are not satisfied with the outcome you can progress the matter through informal and formal procedures step by step up the management structure of the University of Pécs, Faculty of Business and Economics:

1. Programme Coordinator
2. Programme Director
3. Vice-Dean/Dean

You can submit your complaint/request in written format – sending an email or filling the relevant request form – or by person during office hours. The outcome of your complaint/request will be communicated within two weeks in the format the complaint/request was submitted. Request forms to be found in printed format at the Study Department or on the following link: <https://ktk.pte.hu/en/students/administration/forms-and-guides>

You can request the following things by submitting the relevant form:

- Individual/special timetable and exam schedule
- Credit accreditation
- Late enrolment
- Late course registration
- Any other issue

Programme Voice Group Meeting

This is a forum where student voice leaders and staff meet to discuss the matters emerging on the BAM programme. This includes any issues but also deals with future developments and things that are going well. The PVG meeting also looks at student survey results and the reports from External Examiners.

The membership of a PVG meeting includes:

- Student voice leaders
- Faculty leadership
- Programme Director
- Programme coordinator and other academic staff involved in the delivery of the programme and/or modules
- Head of the Study Department
- Head of the International Office
- EFMD Coordinator
- Representative of the Talent and Competence Development Spot

- Support services representatives (if it is necessary)

The **student voice leaders** are elected by the end of week 2 at the beginning of every academic year to ensure that the interests of students on the programme are represented. They are also responsible for feeding back the outcomes of any meetings or events they attend.

Student voice leaders will be selected, either by election or self-nomination. If you are elected as a student voice leader your role will be to gather the views and opinions of the students you represent, to present these at the meetings you attend and to feed back the results and information to other students following the meeting.

Being a student voice leader can be immensely rewarding. Much of the experience you obtain through being a voice leader can be linked to personal development and employability. The graduate market is very competitive and prospective employers are looking for people who stand out and can demonstrate, with real examples, skills listed in CVs. As a voice leader you get to put skills into action, such as communication, leadership, teamwork, problem-solving and time management.

As well as attending PVG meetings student voice leaders are often asked to give their feedback on other issues relevant to students through focus groups or other committee meetings which are organised on a more ad-hoc basis.

Minutes are recorded of the discussion and decisions of each PVG meeting and these are circulated to members with outcomes via email. The minutes are included with the Programme Quality Monitoring Report. The points raised at the meeting are carefully recorded so action can be taken upon them, and they are available at the Programme Coordinator.

Students receive information on actions arising from PVG meetings via the Student voice leaders.

Meeting Dates

Generally, 6th week of each semester.

Student Surveys

Students are required to take part in the module evaluation procedure at the end of every semester through Neptun. This feedback process aims to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your programme of study.

Module evaluation form examines each module in some detail. Programme questionnaires invite comment on your programme in general – it is to be done electronically during a given period in Neptun.

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Programme Coordinator. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during PVG meeting and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will

also be reviewed regularly to ensure that it is effective in helping to provide a good quality experience for students.

Questions can be seen in **Appendix 4**.

Results of the survey are available by the start of the new academic year and the programme is expected to produce a brief report or action plan to resolve any problems that have been identified.

How we consider your feedback

The feedback you give through your student voice leaders, through surveys and at PVG meetings play an important part in reviewing the BAM programme during and at the end of the academic year. Some of the changes we have made to the programme have been a result of student feedback.

How your Programme is Quality Assured

You may have not heard the terms 'quality assurance', 'academic quality', 'academic standards' before and now you have you may think they have nothing to do with you, however, these terms are important to you and your programme. The below definitions explain why;

'**Quality**' refers to how well UPFBE support you in your learning and covers the following areas: the teaching, the support available, the resources available, and how you are assessed.

'**Standards**' refers to the level of achievement you need to succeed in your course and get your qualification. Standards should not vary from one higher education provider to another.

Having both quality and standards means that you and everyone else can have confidence in your degree and your education.

Quality assurance is therefore mainly about maintaining standards and ensuring you have the best possible experience at UPFBE. The range of quality assurance processes and procedures includes the following:

- Annual monitoring – How the University reviews how programmes are doing every year.
- External Examining – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
- Student feedback and representation – This includes student surveys, PVG meeting and student representation.

Quality enhancement refers to how universities seek to continually review and improve quality and standards. By getting involved in quality assurance you can help to enhance the programmes we run and also the experience of students.

Double-degree opportunity

Students of the BSc BAM programme can apply to the double-degree programme organized jointly with the ESDES School of Management, Université Catholique de Lyon. Bachelor students with

UPFBE as their home university will obtain a bachelor diploma in Global Business Development (GBD) at ESDES and a bachelor degree in Business Administration and Management at UPFBE, when they have successfully completed the double degree programme.

Students can apply for the programme if they

- a) have 120 ECTS for entry into the final year;
- b) have reached an average of 4.0 over the two year period;
- c) are able to follow courses in English (TOEFL 550 or equivalent is required).

Students who have fulfilled all the prerequisites, applied within the framework number and have a recommendation from the Programme Director can study for one academic year (semesters 5 and 6) at ESDES. The minimum credits taken in ESDES are 60 ECTS, which includes Consultancy project, but does not include the internship (plus they have to accomplish Thesis – Research Methodology and Thesis – Consultation at UPFBE). The optional courses are published at the beginning of the academic year.

Internationalization requirements

Every student has to collect 20 ECTS credits in internationalization during the 7 semesters. Depending on the status of the student (scholarship holder, fee-paying), either physical mobility or internationalization at home is requested. Physical mobility can happen in the frame of a double-degree programme and/or supported mobility programmes. Internationalization at home can happen in the frame of selected international events and ecourses delivered in international co-operation. The up-to-date list of the double-degree and mobility programmes, internationalization events and courses is published at the beginning of the academic year.

PART TWO - RESOURCES AND SUPPORT AVAILABLE

RESOURCES

Location of your classes/Study Department/Student Services

Your classes are taking place in the classrooms of the Faculty of Business and Economics (Pécs, Rákóczi Street 80). Classrooms are to be found on the ground, first, third and fourth floors.

All of your businesses in connection to your studies are dealt with the Study Department which is on the first floor – room 135 – together with the International Relations Office and the Talent and Competence Development Spot (please find the detailed information about the services in Your Programme Team chapter).

Library

The Library of the Faculty of Business and Economics together with the Central Library of UP is located in the well-equipped South-Transdanubian Regional Library and Knowledge Centre. In the Knowledge Centre there are 380 computers for readers and the possibility of both the group work and the individual research is provided. WiFi is available in the whole building. The Library is open 84 hours a week.

The Library of the Faculty of Business and Economics is located on the third floor of the Knowledge Centre where there are about 100,000 documents. English language books, textbooks, academic journals and periodicals in all the fields of business and economics can be found there. In the last few years, the collection of the Library of the Faculty of Business and Economics increased by about 5,000 items per year. Students are supported by English language assistance. As the Libraries of the Knowledge Centre integrated their services, the Knowledge Centre operates as a large library and circa 1 million items are available for the readers.

Subscribed databases are available for the students and researchers via the university network, some of them contain business and economic e-journals and e-books such as Business Source Premier (EBSCOhost), JSTOR, Regional Business News (EBSCOhost), ScienceDirect, Scopus, and Springer Link.

Furthermore, the Library of UP has taken up the digitalization of the physical collection so that the documents would be better available and researchable for the readers.

Since 1996, the Library has become the Depository Library of the World Bank, thus providing excellent data and document sources for interested researchers and students.

Joining the Library

Joining the library is bound to registration at its reception with a student status certificate or student card. The Library Card entitles you to use any of the library services.

Reservations and Interlibrary Loans

Books on loan from any of the libraries may be reserved by another borrower and recalled. Books and journals not in stock may be borrowed from elsewhere.

The Collection of Documents of the European Union

There is a special collection of the documents of the European Union, established with the help of the PHARE programme. This is presently under the supervision of the Faculty of Law. The collection is located in the Knowledge Centre, and open for all students of UP. This mainly English language collection comprises journals, periodicals, statistics and annuals issued by the EU and provide up-to-date information for researchers. The collection is supported by CD-ROM and Internet search systems.

IT facilities

The Faculty has three computer rooms with 134 computers for teaching purposes. The campus has full WiFi coverage. Printing and scanning are available at the Student Help Desk operated by the Student Government.

E-mail

Students will be approached frequently via email. For this reason, they are required to make sure that their email address provided in **Neptun** (electronic academic registry system – see below) is always up to date because they will be informed through the system.

Your contact and personal details

You should ensure that we are kept up to date of your contact details to guarantee that all important communication reaches you. In case you wish to modify any of your personal details or availability please contact the Programme Coordinator.

Academic Registry System (Neptun) and Intranet (Neptun MeetStreet)

At the beginning of each semester, it is your responsibility to set your status in Neptun as active and to sign up for your courses in the course registration period. Furthermore, in the exam period you have to sign up for each examination date otherwise you will not be allowed to participate in the examination. Neptun is available from the Faculty's website: <http://neptun.pte.hu>.

MeetStreet is the unified intranet of the University of Pécs. It functions as the main source of the learning material available for students. MeetStreet can be reached through Neptun from the Faculty's website and it is advisable to be visited regularly to learn all important information.

At the beginning of your studies, you will receive an intensive training program that will provide you with all the information on the options of the intranet. To log into the intranet, you will have to use your Neptun code and password that was provided to you at the beginning of your studies. If you have any difficulties using the intranet, please contact the Programme Coordinator.

Student Support

Administrative and Service staff

Students can easily reach different kinds of support either on campus or at the different departments of the UP. Please see the chart below.

Field of responsibility	Name	Extension	Location	E-mail
Programme Coordinator: Academic Support, Study Counselling, Study Transferring	Eszter Szemerei- Bergics	23159	B135	szemerei.eszter@ktk.pte.hu
International Relations Manager	Eszter Rozs	23160	B131	rozs.eszter@ktk.pte.hu
Exchange Programmes Coordinator	Réka Battyáni	23165	B131	lajos.maria@ktk.pte.hu
Admission Coordinator	Mária Vivien Lajos	23160	B131	battyani.reka@ktk.pte.hu
Head of Technical Support	Tibor Fehér	23154	B135	feher.tibor@pte.hu
Webmaster, Online Support	József Varga	23344	B135	okiteki@ktk.pte.hu
Technical Support	Gábor Lovas	23364	B135	okiteki@ktk.pte.hu
Neptun Support	Tamás Gáspár / Balázs Pap	23334	B135	gaspar.tamas@ktk.pte.hu
Financial, Health Insurance, Student Card, Travel Discount Support	Central Registrar's Office, Customer Service	22545	Building Z, Dohány Street 1-3, basement	infokti@ktk.pte.hu
Stipendium Hungaricum Scholarship Student Support	Áron Bánáti	18525	Rector's Office, Vasvári Pál Street 4	banati.aron@pte.hu

Internship Coordinator, Employability Service, Coaching, Talent Spot	Ildikó Hargitai	23366	B129	hargitai.ildiko@kttk.pte.hu
Head of Secretariat	Andrea Parag	23281	B410	parag.andrea@kttk.pte.hu
Library Support	Balázs Arató		Centre of Knowledge, Universitas Street 2, 3 rd Floor	arato.balazs@lib.pte.hu
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A, office 120	magdali.csaba@pte.hu

Student Government

The Student Government has the main purpose of making the students' life easier and more colourful at the University. It operates with five members, whose main tasks are the advocacy of students in different committees, cooperation with the Study Department, information transfer, keeping in touch with the Student Organizations, and organizing programmes.

Our students can rely on the Government if they have any affairs regarding their studies or the university processes.

Our traditional events – besides offering joyful moments – are attempting to create a special atmosphere that makes students become a great community.

The activity of the Government are opened to the public, anyone who is interested, has some motivation to help them occasionally, or has any questions, should feel free to contact them by person or by email: <http://pteehok.hu/en>.

PART THREE - UNIVERSITY POLICIES YOU SHOULD KNOW

PROGRAMME REGULATIONS

The regulations of the BAM programme can be read in this Student Handbook and also in Annex 7 of Codes of Regulation and Examination of UP which is to be found here:

https://international.pte.hu/codes_and_guidelines.

Academic Misconduct

Plagiarism is the presentation by a student, as his or her own work, of a body of material (written, visual or oral) which is wholly or partly the work of another. In fact, plagiarism extends to cover one's own work previously assessed or published which is also required to be properly referenced.

Taking unfair advantage over other authors, students or oneself in this way is considered by the University of Pécs, Faculty of Business and Economics, to be a serious offence. The University of Pécs, Faculty of Business and Economics, will take serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Make sure written material, ideas, theories, formulae, etc. are acknowledged using quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from <http://libweb.anglia.ac.uk/referencing/harvard.htm>. Academic misconduct also covers cheating in examinations.

Plagiarism – in more details – is taking someone else's work or ideas and passing them off as your own. Remember plagiarism isn't just restricted to essays or reports it can also happen with visual work as well. It includes:

- copying – submission of someone else's entire work as your own. The original work could be from the internet, a classmate, or a student in a previous year;
- failing to indicate a direct quote (quotation marks should be used) in the text;
- paraphrasing or synthesising material from a book, journal article or internet site without acknowledging the source in the text;
- composing a paragraph by joining together sentences from a number of sources and not acknowledging them in the text;
- using your own previous work in another assignment without acknowledging it.

In the case of plagiarism, the student will have to face the Ethical Committee of the University and bear the consequences of their deed.

If you have any questions regarding plagiarism or academic misconduct, then please contact the Programme Director.

Detecting plagiarism

A plagiarism check for each submitted dissertation and written assignment is conducted in the programme. Checking plagiarism for dissertations is the programme management's responsibility, while the checking of any other submitted written materials is the responsibility of module leaders. For this purpose, the Turn-It-in software is available for both the programme management and for all teaching staff members.

Appeals

Students can appeal against assessment board decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals are available on line at: https://international.pte.hu/codes_and_guidelines.

The terminology may not be familiar in all cases as it refers to University of Pécs staff and committees. If you are involved in any action under these regulations and do not understand the process involved, please contact the Programme Director.

Complaints

The complaints procedures of BSc in Business Administration and Management programme must be followed.

Research Ethics

Principles of ethical research should be taken into consideration at every activity carried out during your studies. Some important principles of research ethics are include:

1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community
2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved.
3. Respect for the **privacy, confidentiality and anonymity** of participants
4. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate
5. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided
6. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.

7. Research should **not involve any illegal activity**, and researchers must comply with all relevant laws

All students completing a dissertation or independent project will be required to undertake an ethical review process.

LEARNING, TEACHING AND ASSESSMENT

The learning, teaching and assessment approaches used throughout your programme will encourage you to be actively involved in your learning and to co-operate with other students. We aim to give prompt feedback on your learning as well as opportunities to reflect upon and learn from that feedback.

Learning and teaching methods

You will be actively involved in a range of learning, teaching and assessment approaches as part of your Bachelor of Sciences in Business and Administration and Management study programme. Such active learning approaches aim to put you at the centre of your learning, so you are involved and engaged in all aspects of your learning and its assessment. Your programme will require your active participation in learning activities and engagement with your fellow students both individually and collaboratively, working and learning with other students as part of a small group. Learning activities may also occur both within and outside the classroom.

Your learning will also be supported by technology. Your tutors will be increasingly using existing and emerging learning technologies to engage you in e-learning activities. Your programme will be facilitated using a variety of media and online tools (podcasts, wikis, etc.) which will allow you flexible access to a diverse range of online resources, quizzes and learning materials as well as collaborative tools with which you can engage and learn with your peers. Not confined by time and space you will be able to take part in online discussions and learning activities from wherever you are studying. Your tutors will provide any support you may need whilst learning online.

By engaging with e-learning you will also be developing skills which are essential for your learning and are also highly valued by employers. These include but are not limited to: working flexibly, communication, understanding of IT, team working and creating shared understandings based on quality resources and access to global expertise.

Assessment methods

Assessment is an integral part of learning and you may hear it referred to as formative or summative.

Formative assessment is developmental in nature and is designed to give feedback to students on their performance and how it can be improved therefore you will not receive a grade for formative assessment. Formative assessment is an important part of the learning process and has been shown to contribute to the enhancement of learning and raising of standards. **Summative assessment** is designed to measure the extent to which you have achieved the intended learning outcomes of a module and therefore the appropriate grade to be awarded. The summative component of an assessment task is designed to measure achievement of a learning outcome. Summative assessment should assess achievement of all learning outcomes in a secure, fair and accurate manner.

Assessment may also involve **self, peer or group approaches**. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where you can see you have room to improve. Assessment may also be a peer process where students, individually or as groups, offer feedback on one another's work. **Group**

assessment may also be part of your programme. This part of the assessment requires you to demonstrate your ability to work as part of a group and possibly receive a group mark.

Please see the assessment schedule and module narratives in this handbook for more detail about the assessment for each module in **Appendix 3: Assessment Schedule and Module Narratives**.

Submission and receipt of coursework

Submission of coursework should be done upon the request of the module leader: either in print or in electronic format or in both formats. If a student is explicitly asked to hand in coursework electronically then s/he has to do so. An electronic receipt, however, is at the discretion of the module instructor and may not be available.

Exams

Final examinations are held only in the exam periods – December/January, and May/June. The dates of the exams are determined by the Study Department which announces them one month before the date of the first exam. The dates of the **Midterm** examinations are determined by the module leaders. Exams belonging to **Exam Courses** can be done during the teaching period also but only once and the exam has to be the subject of the student and the professor. The only exemption is the centrally organized **pre-exam** in September which is available for finalist students to make up their missing credits. The Programme Coordinator surveys demand for pre-exams by the end of August. Requests not expressed during this survey cannot be taken into consideration.

Deferral of assessment

Deferral of assessment can be requested only because of medical reasons (illness, accident). You have to prove with an official medical certificate if you were unable to participate in an examination otherwise there will not be a possibility for replacement. In the final examination period exams can be taken only in the appointed times. There is no possibility to organize final exams individually and outside the schedule.

Extenuating Circumstances

With extenuating circumstances (payment deferral, credit transfer, sport activity, work placement, absence, etc.) you have to contact the Programme Coordinator first and ask about your duties.

Assessment results

The minimum **pass mark** for each module is grade 2 (pass).

In case of modules assessed with exam (see Your Modules tables starting on p. 17), a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable *and* passes the final exam *and* every assessment element that has a 40% or higher weight in the assessment structure *and* achieves more than 50% on the total of the course-work elements. Should the student fail at the first attempt, one retake opportunity is available in case of the final exam and each assessment element that on its own has a 40% or higher weight in the assessment structure.

In case of modules assessed with term mark (see Your Modules tables starting on p. 17) a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable *and*

passes every assessment element that has a 40% or higher weight in the assessment structure. Should the student fail at the first attempt, one retake opportunity is available in case of each assessment element that on its own has a 40% or higher weight in the assessment structure.

Assignments will be marked using the following five-point marking scale shown below – 5 being the best and 1 being the worst. There is no opportunity for improver/correctional exam.

GRADE	DESCRIPTION	PERCENTAGE
5	Excellent	88.01-100
4	Good	75.01-88
3	Fair	60.01-75
2	Pass	50.01-60
1	Fail	0-50

Re-assessment

In case of modules assessed with exam (see Your Modules tables starting on p. 19) the completion of the module is unsuccessful if the student fails to achieve more than 50% from the 100% of the total marks obtainable *or* fails the final exam *or* any assessment element that has a 40% or higher weight in the assessment structure *or fails to* achieve more than 50% on the total of the course-work elements. Students who failed will be allowed one attempt to **retake** the final exam and/or the midterm exam and/or any assessment element that has at least 40% weight in the final grade. In case of any other assessment components, it is the module leader's discretion whether a retake opportunity will be provided or not. The same grading scale applies in the case of the retake exams as in the case of final exams. Should the student fail to pass the module after the resit/resubmission, the student will be allowed to participate in an **Exam Course** for this module for which they have to register to in one of the following semesters. Taking an Exam Course, the student must complete a single exam that will represent 100% of the grade of the module. Again, the same grading scale applies.

In case of modules assessed with term mark (see Your Modules tables starting on p. 19) the completion of the module is unsuccessful if the student fails to achieve more than 50% from the 100% of the total marks obtainable *and* fails any assessment element that has a 40% or higher weight in the assessment structure. Students who failed will be allowed one attempt to **retake** the assessment element that has at least 40% weight in the final grade. In case of any other assessment components, it is the module leader's discretion whether a retake opportunity will be provided or not. The same grading scale applies in the case of the retake of the element as in the case of first attempt. Should the student fail to pass the module after the resit/resubmission, the student will receive a class rejected and has to register the course in one of the next academic years (or in case of C modules the student can opt to register to another C module instead in the next semesters).

Number of exams

A student will be allowed to participate in a **maximum of six** exam occasions for each module throughout the seven semesters, if they do not default on passing the minimum number of modules at the end of semester 2nd, 4th and 6th (see below). Should the student fail six times from the same module, the student will be made to withdraw from the programme.

Class participation/Absence

If the course syllabi require the student to participate a certain number of classes, the student must bear in mind that missing more classes than the permissible level can result in being forbidden to participate the final exam. Should the student face such situation, s/he will have to retake the whole course when available.

Credit Minimum Criterion

A student failing more than *half* in the first year and more than *one third* in the second and third year of the total **credit requirements** will be made to withdraw from the programme:

- By the end of the 2nd semester the student must realize at least 31 credit points out of the maximum 59, otherwise the student will be made to withdraw from the Programme.
- By the end of the 4th semester the student must realize at least 80 credit points out of the maximum 121, otherwise the student will be made to withdraw from the Programme.
- By the end of the 6th semester the student must realize at least 126 credit points out of the maximum 190, otherwise the student will be made to withdraw from the Programme.

Marking, internal and external moderation

All assessment is sent to the External Examiner after the Faculty's Department has accepted it, with all the coursework set for the students. After each semester there will be two moderations, internal by a UPFBE faculty member and external by the External Examiner. The decision of the External Examiner on a specific mark is final till the Assessment Board's decision.

All modules are overseen by both the Internal and the External Examiner, especially those modules in which the assessment grade is derived from a combination of coursework and examination. Special attention is paid to all borderline and fail candidates.

Assignments

Students will generally be required to submit assignments in the modules that should be completed by the deadlines set. Individual progress will be monitored utilizing these assignments and/or class participation. The precise terms of reference, including deadlines and word limits, for an assignment must be observed otherwise marks may be deducted. The pattern of assignments and assessment will be given at the start of the module.

Please ensure that you are familiar with these requirements. Please note that if your performance is likely to be adversely affected by personal circumstances, the facts must be drawn to the attention of the Programme Director in writing, with supporting evidence, **two weeks before** the due dates.

Assignments are designed to test the participant's individual ability. While co-operation and discussion with others may be useful and desirable, participants are reminded that copying and collusion are breaches of examination regulations.

All material from other sources must be acknowledged.

Return of coursework

Coursework will not normally be returned to the students, but it has to be filed for two years according to law. If a student explicitly needs a piece of coursework for any reason s/he has to produce it in more copies than one. The Study Department has no right to give coursework back.

Assessment Feedback

Feedback on your assessment (both formative and summative) provides the opportunity for you to receive reflection on your work and to use this feedback as the basis for learning and improvement.

Feedback can take many forms, and may be informal, for example, it may be offered and discussed in classroom sessions either collectively or individually. It may also be more formal and delivered, for example, in written or oral form from peers or academic staff. Understanding your feedback is very important and to achieve this you are encouraged to discuss feedback with your peers and academic staff.

Receiving feedback on your work is an essential and important part of your learning and therefore all programmes provide regular opportunities for formative assessment, the purpose of which is to get just detailed feedback (rather than marks) on your performance so that you can get a regular update on how you are developing and to prepare you for any summative assessment (summative assessment counts towards your final grade).

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with the regulations of the Student Handbook.

You will normally be provided with feedback within 3 working days of the published submission date.

External Examiners

External Examiners are one way we assure the academic quality of your programme. Among other things they approve all exam papers before they are taken, attend the assessment board and write a report at the end of the year. You can obtain a copy of this report by contacting your student voice leader.

The External Examiner(s) for the BAM programme are: Phil Clements and Richard Watkinson.

IMPORTANT: It is inappropriate for you or any other student to make direct contact with an External Examiner. The appeal and complaints systems exist to allow you to express any concerns you have, including the marks you have been given for your performance.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/quality-code>.

PROGRESSING ON YOUR PROGRAMME

Your credits

All modules in the Programme (except Business English and Introduction to Quantitative Methods which carry 0 credit but compulsory criterion) carry equal weight and are rated as 7/3 ECTS (7/3 Hungarian credit points) credit point on the accumulative credit scheme. Upon successful completion of the Programme student will earn maximum 210 ECTS (including 20 credit points for placement).

Your progression

After your exams your results will be recorded in Neptun. It is important to know that these results must be considered and confirmed by the Assessment Board. The Assessment Board consists of the following members: UP professors, External Examiners, Programme Director. If you have successfully completed your assessment you will be able to progress to the next year or graduate. Once the Assessment Board has met you will be able to view your results and progression status in the official board scripts at the Study Department.

The Assessment Board can determine the following progression categories:

1. Pass Proceed – the student completed all the courses that are prescribed in the sample curriculum for the particular year
2. Exam Course – the student has some incomplete course(s)
3. Excluded – the student could not complete the minimum credit criterion therefore they have to be dismissed
4. Withdrawn/Passive – the student suspended their studies by their own will
5. Pending – the decision on the progression cannot take place yet because of missing grades (study abroad)

Thesis

The overall objective of the Thesis is to reinforce the student's learning by requiring that experience be brought to bear upon a real-life business problem. The range of problems that may be addressed is extensive. The Thesis modules (see Thesis syllabi) is designed to give an insight into the problems businesses face and to provide students with the necessary tools to resolve these problems. The Thesis modules are independent modules in which students work towards their thesis. The calculation scheme of the marks of the Thesis modules can be read in the course syllabi.

Topics for the Thesis can be freely selected by the students through Neptun during a given period. The Thesis will be evaluated by the supervisor and by an opponent – referees – suggested by the supervisor. Both referees' judgement has the same weight therefore if both give grade 1 (fail) for the Thesis then the student is not allowed to defend the work and has to rewrite it. If one of the referees gives a grade 1 (fail) and the other gives a grade 2 (pass) or better, then the thesis must be seen by a third referee. The student can defend the thesis only if the third referee gives a grade 2 (pass) or better. In this case, the third referee's grade steps into the place of grade 1 given by the previous referee. Thesis Evaluation Form can be seen in **Appendix 5**.

The Final Examination – Thesis Defence consists of the oral defence of the Thesis. Moreover, students must prove their general knowledge and preparation in the topic(s) associated with the Thesis. The due date of the thesis is the end of the 6th semester. The oral defence will take place at the end of the 7th semester, after the compulsory placement.

Final Examination – Thesis Defence

Students are required to complete the final examination that consists of the preparation and arrangement of the thesis, viva voce and written examinations stipulated in the qualification requirements.

Defence procedure

Detailed information for the defence procedure is available at: <https://ktk.pte.hu/en/students/studies/bachelor-programs/final-examination-thesis-defence>.

Students get informed about the exact schedule of the defence two weeks before the defence. The schedule will be sent out through Neptun to those who registered themselves to the defence during the given period in Neptun. At the defence students will be asked two questions by the committee in connection with the topic of their theses. In addition to that students must prepare a 10-minutes long presentation about their thesis. The defence is about 20 – 25 minutes long per student. If the thesis is confidential then only the supervisor, the committee and the student can be present at the defence. After the defence both copies of their thesis are given back to the students. The result of the defence and the diploma is calculated according to the calculation scheme below:

Weighted grand average of all results + grand average of the thesis (2 grades from referees and the grade of the defence):2 = qualification.

The announcement of the results will be right after the defence.

Your achievement/Certificates

After successfully completing the final examination, a Certificate (Degree) in Business Administration and Management is issued by the UPFBE. The qualification of the Certificate (Degree) is determined by the weighted average mark of all credited courses, the thesis and the final examination. The qualification of the Certificate (Degree) is based on the average mark as follows:

5.00	Distinction
4.51-4.99	Excellent
4.00-4.50	Good
3.00-3.99	Fair
2.00-2.99	Satisfactory

Health and Safety

Students are expected to behave according to general Faculty regulations and not endanger their own or anybody else's health and safety. Students are liable for any damage that is caused by them to anyone else on the premises. Please find more information about health services on the following links:
Healthcare: https://adminisztracio.pte.hu/english/health_services

Psychological support: <http://counselling.pte.hu/>

APPENDIX 1: PROGRAMME SPECIFICATIONS

BSc in Business Administration and Management

Criteria for admission to the programme

The programme requires students to have appropriate capabilities in Mathematics and English language. Generally, eligibility to the programme is based on three British or Scottish A Levels, or equivalent, at grade C or above. Students with qualifications from other professional or academic institutions of foreign countries will be considered upon written confirmation of grade equivalence. Applicants must also show evidence of GCSEs (grades A to C) in Mathematics and English Language or their equivalent. *

For non-native speakers of English, or those applicants who did not obtain their secondary education in an institution where the language of instruction was English, an internationally recognised certificate of proficiency in English at Level B2 or higher is also required.

For Hungarian students the Higher Education Law decides the procedure of application that may be subject to change every year. Please find the details at www.felvi.hu

* The Hungarian equivalent is Matura.

Aims of the programme

The overall purpose of the programmes of the FBEUP is to develop professionals who can manage ethically, sensitively and holistically a range of organisations in an increasingly global and rapidly changing environment. The primary objective of the BSc BAM Programme is to be an influential, attractive provider of education for future global business managers seeking to earn a Hungarian/European bachelor's degree in English in a multicultural learning environment. The philosophy underlying this programme is the development of knowledge and skills required for the analysis of business problems and for the formulation and implementation of solutions. The programme aims to enable students to make useful contributions to the organisations they join upon graduation. Specifically, the programme aims graduates will have:

- A sound foundation in the use of appropriate concepts, analytical tools and decision-making techniques commonly deployed in business situations;
- An understanding of business functions, of the business environment and of processes appropriate to business operations, and
- a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world.

Upon completion of the BSc in Business Administration and Management Programme students will be able to ...	
Knowledge and understanding	PILO1: employ theoretical and conceptual knowledge to identify and analyse business problems and their social and environmental consequences in global contexts.
	PILO2: identify and place into practice information-based decision-making approaches to business problems.
Skills	<i>Intellectual skills</i>
	PILO3: gather, analyse, and evaluate business data and information and transform empirical data into useful and actionable information.
	PILO4: interpret and analyse complex business and management issues from multiple perspectives and critically review academic literature and other relevant information sources
	<i>Practical skills</i>
	PILO5: operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills.
Attitudes	PILO6: communicate effectively in oral and written formats in the physical and virtual space using communication and information technology for business applications and is able to prepare and present reports.
	PILO7: exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation.
	PILO8: demonstrate awareness of ethical issues in for- and non-profit organizations and contribute to the strengthening of economic, social and environmental resilience.

Programme structure (levels, modules, credits and progression requirements)**Overall structure of the programme**

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communication	B1 Banking and Finance	D Internship
A2 The Art of Writing and Presenting	A2 Introduction to Social Sciences	B1 Organizational Behavior	B1 Human Resource Management	B1 International Business	B1 Operations Management	
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B2	
A1 Information Systems	B1 Introduction to Management	A1 Corporate Finance	B2	B2 IHRMP or SSSEP	B2	
	C	C	C	C		
				D Thesis-Research Methodology	D Thesis- Consultation	

A1: Core Methodology Modules (Economics and Business)

A2: Core Methodology Modules (Social Sciences)

B1: Core Business Modules

B2: Elective Business Modules

C: Optional Modules

D: Thesis and Internship

C modules: Data Analysis in R, Visualization with Spreadsheets, Introduction to Entrepreneurship, Regional Economics, Natural Resource Economics and CSR, Environmental Economics, Financial Accounting, Business Simulation Workshop, Tourism Management, Competence Development, Booms and Crises in the European Economy, Game of Stocks, Mobility elective

B2 modules: Consumer Behaviour, Small Business Management and Development, Simonyi Summer Social Entrepreneurship Programme (SSSEP), International HRM Project (IHRMP), International Career Management, Financial Analysis, Advertising and Sales Promotion, Investments, Marketing Research

In the 1st semester students are assessed on English language. Based on the results student is either required to take Business English or is exempt. Students are either put into level 1 (intermediate) or level 2 (advanced) groups. Exempt students can participate without having to have to take part in the assessment. Business English is not credited but must be passed in order to progress further in the structure.

In the 1st semester, students are assessed on basic mathematical skills. Based on the results student is either required to take Introduction to Quantitative Methods or is exempt. Exempt students can participate without having to have to take part in the assessment. Introduction to Quantitative Methods is not credited but must be passed in order to progress further in the structure.

D modules: Thesis – Research Methodology, Thesis – Consultation, : Internship.

Certificates: by combining certain modules the following certificates can be acquired from the UPFBE: By completing Data Analysis in R and Visualization with Spreadsheets students can earn a Business Intelligence certificate, whereas completing Environmental Economics and Natural Resource Economics and CSR courses students are eligible for a Sustainability and Ethics in Business certificate.

Levels and modules		
Level 4 (year 1)		
COMPULSORY	ELECTIVE/OPTIONAL	PROGRESSION REQUIREMENTS
Quantitative Methods		Required to progress to level 5
The Art of Writing and Presenting		Required to progress to level 5
Microeconomics		Required to progress to level 5
Information Systems		Required to progress to level 5
Probability and Statistics		Required to progress to level 5
Introduction to Social Sciences		Required to progress to level 5
Macroeconomics		Required to progress to level 5
Introduction to Management		Required to progress to level 5
	One C module from the following portfolio: Booms and Crises in the European Economy, Environmental Economics, Tourism Management, Mobility elective	Required to progress to level 5
Level 5 (year 2)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Organizational Behaviour		Required to progress to level 6
Business Statistics		Required to progress to level 6
Introduction to Accounting		Required to progress to level 6
Corporate Finance		Required to progress to level 6
Introduction to Marketing		Required to progress to level 6
Human Resource Management		Required to progress to level 6
International Economics		Required to progress to level 6
	Two C modules from the following portfolio: Data Analysis in R, Visualization with Spreadsheets, Introduction to Entrepreneurship, Regional Economics, Natural Resource Economics and CSR, Environmental Economics, Financial Accounting, Tourism	

	Management, Competence Development, Booms and Crises in the European Economy, Game of Stocks, Mobility elective	
	One B2 module from the following: Consumer Behaviour, Small Business Management and Development	Required to progress to level 6
Level 6 (year 3)		
COMPULSORY	OPTIONAL	PROGRESSION REQUIREMENTS
Banking and Finance		Required to gain BAM degree
International Business		Required to gain BAM degree
Business Case Studies		Required to gain BAM degree
International Business Communication		Required to gain BAM degree
Operations Management		Required to gain BAM degree
Thesis- Research Methodology		Required to gain BAM degree
Thesis-Consultation		Required to gain BAM degree
	One C module from the following portfolio: Data Analysis in R, Visualization with Spreadsheets, Introduction to Entrepreneurship, Regional Economics, Natural Resource Economics and CSR, Environmental Economics, Financial Accounting, Business Simulation Workshop, Tourism Management, Competence Development, Booms and Crises in the European Economy, Game of Stocks, Mobility elective	Required to gain BAM degree

	One of the following B2 modules: International HRM project, Simonyi Summer Social Entrepreneurship Programme, plus two modules of the following portfolio: International Career Management, Financial Analysis, Advertising and Sales Promotion, Investments, Marketing Research	Required to gain BAM degree
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Curriculum map

See in Appendix 2.

Information about assessment regulations

University of Pecs, Faculty of Economics and Business Assessment Regulations
http://international.pte.hu/codes_and_guidelines

Placement opportunities, requirements and support (if applicable)

In order to receive a Hungarian certificate, the Hungarian Higher Education Law requires a compulsory industrial placement. In this case the Faculty is obliged to secure attachment.

Future careers (if applicable)

The Faculty organises several conferences each year where students can meet professionals and business executives. Several former students obtained employment this way. Students are also encouraged and supported to participate in employment fairs held in every Spring semester on campus. There is a counselling office at the faculty that is also at the disposal of BAM students. Furthermore, the programme staff will also be able to guide students towards potential employers. However, the responsibility of securing employment lies entirely with the students.

17. Particular support for learning (if applicable)

Particular support for learning includes:

- English language support – Business English course
- Programme Handbook, Freshmen's guide
- Orientation programme for freshmen
- Student e-mail and internet access
- Extensive library provision of English language texts and journals
- Feedback on assessed work
- Student support services
- Placements
- Labs/computers
- Academic advisors
- Staff research
- Mentoring, coaching
- Student Organizations both for Hungarian and International students

Other information

Please note programme specifications provide a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve if s/he takes full advantage of the learning opportunities that are provided. More detailed information about the programme can be found in the student programme handbook and the University Regulations.

APPENDIX 2: CURRICULUM MAP

Curriculum map for [BSc in Business Administration and Management]

This section shows the highest level at which programme outcomes are to be achieved by all graduates, and maps programme learning outcomes against the modules in which they are assessed.

Programme learning outcomes

Knowledge and understanding

ILO1: employ theoretical and conceptual knowledge to identify and analyse business problems in global contexts.

ILO2: identify and place into practice information-based decision-making approaches to business problems.

Skills

Intellectual skills

ILO3: gather, analyse, and evaluate business data and information and transform empirical data into useful and actionable information.

ILO4: interpret and analyse complex business and management issues from multiple perspectives and critically review academic literature and other relevant information sources.ŭ

Practical skills

ILO5: operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills.

ILO6: communicate effectively in oral, written and electronic formats using communication and information technology for business applications and is able to prepare and present reports.

Attitudes

ILO7: exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation.

ILO8: demonstrate awareness of ethical issues in business and contribute to the improvement of the broader social and environmental conditions.

	Module	Code	Programme learning outcomes								
			PILO1	PILO2	PILO3	PILO4	PILO5	PILO6	PILO7	PILO8	
1	Quantitative Methods	B19A01E		X							
	Microeconomics	B19A02E			X				X		
	Information Systems	B19A03E		X			X				
	Probability and Statistics	B19A04E		X							
	Macroeconomics	B19A05E	X		X			X			
	Introduction to Management	B19A06E	X	X			X		X		
	Business Statistics	B19A07E		X							X
	Introduction to Accounting	B19A08E	X	X							
	Corporate Finance	B19A09E			X					X	X
	Introduction to Marketing	B19A10E	X				X		X		
	International Economics	B19A11E	X			X			X		
	International Business Communication	B19A12E	X								
	The Art of Writing and Presenting	B19A20E	X	X						X	X
2	Business Case Studies	B19A13E	X	X		X	X	X			
	Introduction to Social Sciences	B19A21E	X				X	X			
	Organizational Behaviour	B19B01E						X	X		
	Human Resource Management	B19B02E	X						X		
	International Business	B19B03E				X	X	X			
	Banking and Finance	B19B04E			X						
	Operations Management	B19B05E	X	X		X	X	X	X		
	Thesis-Research Methodology	B19D01E									
	Thesis-Consultation	B19D02E				X	X		X	X	
	Consumer Behaviour	B19B20E	X						X		
	Small Business Management and Development	B19B21E			X	X	X		X		
	Simonyi Summer Social Entrepreneurship Programme	B19B22E				X	X	X			
	3	Foreign Direct Investment Project	B19B23E	X			X	X	X	X	
International Career Management		B19B24E		X		X					
Financial Analysis		B19B25E			X						X
Advertising and Sales Promotion		B19B26E				X			X		
Investments		B19B27E			X						
Marketing Research		B19B28E		X			X		X		
Data Analysis in R		B19C02E	X			X			X		
Visualization with Spreadsheets		B19C03E		X							
Introduction to Entrepreneurship		B19C04E				X	X				
Regional Economics		B19C05E	X			X					
Environmental Economics		B19C06E			X	X					
Natural Resource Economics and CSR		B19C07E			X	X					
Financial Accounting		B19C08E			X						X
Business Simulation Workshop	B19C09E				X		X				
Tourism Management	B19C10E				X	X				X	
Competence Development	B19C11E	X									
Booms and Crises in the European Economy	B19C12E			X				X			

Game of Stocks	B19C13E	X	X	X	X				
Mobility elective	B19C14E								

APPENDIX 3: MODULE NARRATIVES

In this section you will find details of all the modules associated with your programme so that you can see what is involved in your programme and make any choices over option modules (if applicable).

The narratives were correct at the time this handbook went to print but details change over time and therefore you should always refer to the latest version available on Neptun MeetStreet.

Module Narratives

A1: Core Methodology Modules (Economics and Business)

A2: Core Methodology Modules (Social Sciences)

B1: Core Business Modules

B2: Elective Business Modules

C: Optional Modules

D: Thesis

Year 1

A1 Modules

1.	Module code:	B19A01E
2.	Title:	QUANTITATIVE METHODS
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	GYÖNGYI BUGÁR, DR.
6.	Further lecturer(s):	DÓRA LONGAUER
7.	Accredited by:	EFMD
8.	Module restrictions:	
	<ul style="list-style-type: none"> • Pre-requisite 	none
	<ul style="list-style-type: none"> • Programme restrictions 	BSc in Business Administration and Management
	<ul style="list-style-type: none"> • Level restrictions 	4
	<ul style="list-style-type: none"> • Other restrictions or requirements 	<i>The course builds on the solid knowledge of high-school Mathematics. For those students who do not possess this knowledge, successful completion of the course Introduction to Quantitative Methods is highly recommended.</i>
9.	Description and aims:	
		<p>The module aims to make students aware of the usefulness of Mathematics as an aid in formulating and solving business-related problems. It is intended to enable the students to understand the main features of deterministic phenomena and investigate their models as well as to provide a toolkit to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research and Operations Management.</p>
10.	Intended Learning Outcomes (ILOs):	
		<p>Upon the successful completion of this course, students should be able to</p> <ol style="list-style-type: none"> 1. understand and appreciate the key aspects of function theory, optimisation theory and matrix algebra (PILO1) 2. demonstrate the role and significance of quantitative methods in decision making (PILO2) 3. distinguish the limitations of the different optimisation models and solution methods (PILO4) 4. examine and model deterministic phenomena from Business, Economics, Finance, etc. (PILO3) 5. develop and solve simple business-related optimisation problems (PILO3) 6. analyse and interpret the output given by Excel applications (PILO4)

	The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).
11.	<p>Content, schedule:</p> <p>The course material will cover the topics as follows.</p> <ol style="list-style-type: none"> 1. Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors. 2. Elementary theory of matrices, matrix operations. Determinants, Cramer's Rule. Business applications. Excel applications for matrix operations 3. Elementary theory of single variable real functions. Continuity, monotonicity, convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of single variable real functions. Business applications. 4. Elementary theory of several variable real functions. Convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions. 5. The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications. 6. Introduction to differential calculus. Basic concepts and calculus rules. 7. Complete analysis of single variable functions. Business applications. 8. The indefinite integral, basic rules for integration. Differential equations. Business applications. 9. The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals. 10. Differential calculus for functions with several variables. Seeking for extremum. Business applications. 11. Systems of linear equations. Matrix equations. The inverse of a matrix. Vector space and coordinate transformation methods. The pivot algorithm. Excel applications for supporting the solution. 12. Unconstrained optimization problems. Equality constrained optimization problems. The Lagrangian Multiplier Rule.
12.	<p>Learning and teaching strategy, methodology:</p> <p><i>There will be weekly lectures (2 hrs/week) and seminars (2 hrs/week). Exercises and business-related problems will be set as the basis for discussion. For all exercises worked answers will</i></p>

	<i>be provided after the relevant seminar in order to guide students to check their own solution and help them identify their mistakes as well as the missing gaps in their knowledge. The solutions will be supported by Excel applications wherever it is possible. All exams will be organised digitally in a computer room (for each student a unique set of exercises will be generated).</i>						
13.	Assessment:						
	<i>Formative assessment elements</i>						
	Formative feedback will be provided throughout this module through the discussion of problems given as homework.						
	Summative assessment elements						
	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
	Midterm 1	15%	exam	A digital exam based on the material of the first 6 weeks, 4 problems to be solved	coursework retake**	no	1,5
	Midterm 2	15%	exam	A digital exam based on the material of 7-11 weeks, 4 problems to be solved	coursework retake**	no	1,2,5,6
	Final exam	70%	exam	A digital exam covering the material for the whole semester, 4 problems to be solved	one retake opportunity	yes	1,2,3,4,5,6
	* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.						
	** There is no separate retake for midterm exams. Coursework retake covers the material of both midterms, i.e. the material of 1-11 weeks. It is offered only for those students who have not achieved at least 50% of all scores considering the performance in Midterm 1 along with Midterm 2.						
14.	Learning materials:						
	Core leaning materials						
	<ul style="list-style-type: none"> • Handouts (ppt files of lectures and worked answers in pdf files) provided by the lecturers. 						

	<ul style="list-style-type: none">• K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012. <p>Optional learning material</p> <ul style="list-style-type: none">• E. F. Haeussler, R. S. Paul and R. J. Wood: Introductory Mathematical Analysis for Business, Economics and Life and Social Sciences, Pearson Education, Thirteenth edition, 2011.
15.	Further information: -

1.	Module code:	B19A02E
2.	Title:	MICROECONOMICS
3.	ECTS credits:	7
4.	Semester:	Fall
5.	Module leader:	KATALIN ERDŐS, DR.
6.	Further lecturer(s):	RICHÁRD FARKAS
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
		The course aims to provide an introduction to the field of microeconomics. It targets the discussion of the basic concepts and approaches, including optimization, equilibrium, and empiricism. The discussion will cover consumer and producer decisions, market structures, and welfare issues. The module helps students understand the role of economics in society and how economists think and optimize under different conditions. Social and environmental consequences of economics will also be dealt with by analyzing imperfect market conditions, externalities, and taxation.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		<ol style="list-style-type: none"> 1. explain ordinal and cardinal thinking (<i>PILO1</i>), 2. compare positive and normative economic approaches (<i>PILO1</i>), 3. analyze optimization methods behind consumption and production decisions (<i>PILO2</i>), 4. compare a selection of key theories in the field (<i>PILO1</i>), 5. model economic processes under different market conditions (<i>PILO1,8</i>), 6. apply mathematical models in a microeconomic setting (<i>PILO2</i>), 7. organize data and information relevant to the field (<i>PILO3</i>).
		<i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>

11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following twelve chapters:</p> <ol style="list-style-type: none"> 1. The Principles and Practice of Economics 2. Economic Methods and Economic Questions 3. Optimization: Doing the Best You Can 4. Demand, Supply, and Equilibrium 5. Consumers and Incentives 6. Sellers and Incentives 7. Perfect Competition and the Invisible Hand 8. Externalities and Public Goods 9. Monopoly 10. Game Theory and Strategic Play 11. Oligopoly and Monopolistic Competition 12. Markets for Factors of Production
12.	<p>Learning and teaching strategy, methodology:</p> <p>Lectures focus on the interpretation of theory. Seminars aim to help students apply the theoretical concepts on calculus and everyday examples. Weekly on-line quizzes give an incentive to students to revise chapters discussed during the previous class and get feedback on their level of knowledge. It also supports understanding of the new learning material by refreshing the most important concepts of the previous lecture.</p> <p>Exercises will be available online for individual practice. The key questions covered will include: household decisions, consumer choice; firm's output and input decisions in case of different market structures; production; factor demand and supply decisions; micro-effects of taxation; externalities.</p>
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Sample exams for practice will be given to students before the final and the midterm exams. The solutions to the exercises will be discussed during the seminars, so students get feedback to be able to assess their knowledge level and identify areas to be developed, and request further explanation if needed.</p>

<i>Summative assessment elements:</i>						
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Midterm exam	40%	exam	A written exam based on chapters 1-5, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	1,2,3,5
Final exam	60%	exam	A written exam based on chapters 1-12, 15, 16, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	3,4,5,6
* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.						
14.	Learning materials					
	<i>David BEGG – Stanley FISCHER – Rudiger DORNBUSCH: Economics. Part 1–3. McGraw-Hill. (seventh or newer edition).</i>					
15.	Further information:					
	-					

1.	Module code:	B19A03E
2.	Title:	INFORMATION SYSTEMS
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	SÁNDOR DANKA, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
		The course intends to present basic knowledge on modern information technology in general and an overview on business applications to establish the necessary level of understanding, the roles and potential of these technologies and methods in everyday business life. The course covers the uses of data, information, technology, software, networking, manpower, organization, and will conclude by discussing information management, IT business planning, competitiveness and the problems of the Information Society.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		1. Elaborate the role and characteristics of IT tools and methods in business life (<i>PILO1</i>).
		2. Compare up-to-date technology development (hardware and software) and trends. (<i>PILO4</i>)
		3. Assess IS and modern info-communication technologies in the context of the business organization
		4. Demonstrate the IS development process, different approaches, advantages and risks in business (<i>PILO2</i>)
		5. Ability to compare the role and types of stand-alone and networked IT devices (<i>PILO2</i>)
		6. Plan to use information technology to develop competitive organizations(<i>PILO1</i>)
		7. Ability to examine dilemmas and controversies on IT and Information Management(<i>PILO2</i>)
		8. The usage of PC-based managerial support tools in their individual work. (<i>PILO3</i>)

	<i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>
11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 1. Introduction 2. Why can a hardware be important 3. How to create an effective software strategy 4. Difficulites creating an IT product 5. How to sell and negotiate with your IT products 6. Guest Lecturer- ERP systems 7. Brand Differentiation through Customer Relationship Management 8. Internet of Things 9. E-commerce technologies and models 10. Cyber security 11. FinTech and crypto currencies
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module is delivered via a combination of lectures and practical sessions, both covering related case studies. The weekly classes are divided into two parts: Lectures cover actual business cases related to the field of informtation systems and technology establishing a theoretical framework and demonstrating the relevance of the field in a business environment.</p> <p>Practical sessions take place in the computer lab where students are introduced to MS Excel and Access softwares, by simplified business data relates case studies. These enable students to understand some and solve common business problems in a computer environment and to use the necessary softwares.</p> <p>The course presumes students to be prepared for weekly for every class by doing all the required reading and research to be able to argue and address critically issues during classes.</p>
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.</p>

<i>Summative assessment elements:</i>						
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
Excel Test	25%	exam	A computer based practical exam on students MS Excel knowledge, containing the material of practice session of week 1-5.	One combined (MS Excel and Access) retake opportunity	yes	1,2,3
Access Test	25%	exam	A computer based practical exam on students MS Access knowledge, containing the material of practice session of week 7-11.	One combined (MS Excel and Access) retake opportunity	yes	1,2,3
Final exam	50%	exam	A written exam based on lecture materials containing essay like, and short open questions.	One retake opportunity	yes	1,2,3,4,
* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.						
14.	Learning materials <ol style="list-style-type: none"> 1. Jane P. Laudon, Kenneth C: Management Information Systems: Managing the Digital Firm,13th Edition, Pearson, ISBN-13: 978-0133050691 2. Beekman, G: Digital Planet, Tomorrow's Technology and You, 10th edition, Pearson, ISBN13: 9780132737524; ISBN10: 0132737523 3. Gardner, C.-Rathswohl, E.: MIS Cases using application software Wiley, 2011; ISBN: 978-0-470-10122-3 					
15.	Further information: -					

1.	Module code:	B19A04E
2.	Title:	PROBABILITY AND STATISTICS
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	DÁNIEL KEHL, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
		The module aims to develop a basic understanding in probability theory (discrete and continuous distributions) and basic statistical methods (both descriptive and inferential). It builds a basis in methodology for both theoretical and practical issues in the given field. The module helps to understand ethical questions, concepts of data analysis and methods covered in more advanced statistics courses. Data analytic skills are among the most in-demand jobs nowadays and in the coming years.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		<ol style="list-style-type: none"> 1. analyse a population using descriptive statistics (<i>PILO3</i>), 2. summarise the key aspects of probability and random variables in the decision making process (<i>PILO2</i>), 3. infer population parameters based on a sample (<i>PILO3</i>), 4. solve numerical business problems (<i>PILO3</i>), 5. select appropriate techniques and methods for the solution of such problems (<i>PILO4</i>), 6. apply theoretical concepts in a business environment (<i>PILO1</i>). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	
		The discussion of topics is divided into the following ten chapters:
		<ol style="list-style-type: none"> 1. Introduction

	<ol style="list-style-type: none"> 2. Organizing and Visualizing Data 3. Numerical Descriptive Measures 4. Basic Probability 5. Discrete Probability Distributions 6. The Normal Distribution and Other Continuous Distributions 7. Sampling and Sampling Distributions 8. Confidence Interval Estimation 9. Fundamentals of Hypothesis Testing: One-Sample Tests 10. Two-Sample Tests 																																										
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module is delivered via a combination of lectures and practical exercises. Two classes per week in which theory is explained and applications are demonstrated. An exercise comprising several problems issued at each lecture will form the basis of the follow-up seminars. A home assignment is given each week for the students to practice the newly learnt material. Students are expected to extend their knowledge of computer programs (primarily Microsoft Excel) to solve some of these problems.</p> <p>It is inevitable that students practice on their own at home based on the exercises and their solutions in the core learning materials. A Forum is provided to have the ability of a panel discussion about the material online on Moodle.</p>																																										
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, QA sessions before midterm tests, and drop-in office hours.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm 1</td> <td>15%</td> <td>exam</td> <td>A written exam based on chapters 1-3, containing 3-5 questions.</td> <td>-</td> <td>no</td> <td>1, 4, 5</td> </tr> <tr> <td>Midterm 2</td> <td>15%</td> <td>exam</td> <td>A written exam based on chapters 4-6, containing 3-5 questions.</td> <td>-</td> <td>no</td> <td>2, 4, 5</td> </tr> <tr> <td>Midterm 3</td> <td>15%</td> <td>exam</td> <td>A written exam based on chapters 7-10, containing 3-5 questions.</td> <td>-</td> <td>no</td> <td>3, 4, 5</td> </tr> <tr> <td>Take home assessments</td> <td>15%</td> <td>quiz</td> <td>30-question weekly quizzes completed at home</td> <td>-</td> <td>no</td> <td>1, 2, 3, 4, 5</td> </tr> <tr> <td>Final exam</td> <td>40%</td> <td>exam</td> <td>A written exam based on chapters 1-10, containing 5-6 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1, 2, 3, 4, 5, 6, 7</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm 1	15%	exam	A written exam based on chapters 1-3, containing 3-5 questions.	-	no	1, 4, 5	Midterm 2	15%	exam	A written exam based on chapters 4-6, containing 3-5 questions.	-	no	2, 4, 5	Midterm 3	15%	exam	A written exam based on chapters 7-10, containing 3-5 questions.	-	no	3, 4, 5	Take home assessments	15%	quiz	30-question weekly quizzes completed at home	-	no	1, 2, 3, 4, 5	Final exam	40%	exam	A written exam based on chapters 1-10, containing 5-6 questions.	one retake opportunity	yes	1, 2, 3, 4, 5, 6, 7
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Midterm 3	15%	exam	A written exam based on chapters 7-10, containing 3-5 questions.	-	no	3, 4, 5																																					
Take home assessments	15%	quiz	30-question weekly quizzes completed at home	-	no	1, 2, 3, 4, 5																																					
Final exam	40%	exam	A written exam based on chapters 1-10, containing 5-6 questions.	one retake opportunity	yes	1, 2, 3, 4, 5, 6, 7																																					

	<i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i>
	Learning materials BERENSON, M. L., LEVINE, D., SZABAT, K., AND STEPHAN, D. (2019): Basic Business Statistics: Global Edition 14/e, ISBN: 978-0134684840
14.	Further information: -

1.	Module code:	B19A05E
2.	Title:	MACROECONOMICS
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	RICHÁRD FARKAS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	The module aims to introduce the most important aspects of macroeconomics and to get the students understand how the economy works as a whole. The course introduces basic macroeconomic models, the fiscal and monetary decisions, the real and the money market and the principles of foreign trade and economic growth. The module also aims to provide the students with a critical overview of different schools of macroeconomics and draw the attention on the complexity of the subject.
10.	Intended Learning Outcomes (ILOs):	<p>Learning outcomes:</p> <p>Upon completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. analyse fundamental economic data (GDP, inflation, unemployment) (PILO 3) 2. construct and examine trends in basic macroeconomic variables (PILO 1) 3. compare the basic mechanisms behind fiscal and monetary interventions (PILO 1) 4. select, classify and summarise the most important short and long run effects of economic shocks (PILO 2) 5. understand key concepts in international trade and open economy macroeconomics (PILO 1, PILO 2) 6. provide and construct macroeconomic outlook for business decision support (PILO 2) 7. recognize and analyze the ethical issues of fiscal and monetary interventions (seigniorage tax, etc.) (PILO 8) <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following nine chapters:</p> <ol style="list-style-type: none"> 1. Introduction, measuring a nation's income, national income accounting 2. Output and aggregate demand, the multiplier 3. Fiscal policy and foreign trade 4. Money and banking, the monetary base, interest rate and monetary transmission 5. Monetary and fiscal policy, IS-LM model 6. Aggregate supply, inflation, expectations 7. Unemployment, the labor market

	<p>8. Exchange rates, the balance of payment, open economy macroeconomics</p> <p>9. Economic growth</p>																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces.</p> <p>The lectures of macroeconomics are focused on the key concepts and on the basic models in a closed and in an open economy. Every week the students receive homework to practise the calculations on real data and have readings about macroeconomic problems.</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>30%</td> <td>exam</td> <td>A written exam based on chapters 1-5, containing 8-11 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6</td> </tr> <tr> <td>Final exam</td> <td>50%</td> <td>exam</td> <td>A written exam based on chapters 1-10, containing 15-20 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4,5,6,7</td> </tr> <tr> <td>Homeworks</td> <td>10%</td> <td>exercise</td> <td>A groupwork exercise based on the related chapter</td> <td>no retake opportunity</td> <td>yes</td> <td>1,6</td> </tr> <tr> <td>Case study analysis</td> <td>10%</td> <td>exercise</td> <td>A groupwork based on the learning material</td> <td>no retake opportunity</td> <td>yes</td> <td>1,4,6</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm exam	30%	exam	A written exam based on chapters 1-5, containing 8-11 questions.	one retake opportunity	yes	1,2,6	Final exam	50%	exam	A written exam based on chapters 1-10, containing 15-20 questions.	one retake opportunity	yes	1,2,3,4,5,6,7	Homeworks	10%	exercise	A groupwork exercise based on the related chapter	no retake opportunity	yes	1,6	Case study analysis	10%	exercise	A groupwork based on the learning material	no retake opportunity	yes	1,4,6
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14.	<p>Learning materials</p> <p>Begg, D. – Fischer, S. – Dornbusch, R.: Economics Chapters 19-30 (7th or later edition), essential</p> <p>Mankiw: Macroeconomics, 6th edition, recommended</p>																																			
15.	<p>Further information:</p> <p>-</p>																																			

A2 modules

1.	Module code:	B19A20E
2.	Title:	THE ART OF WRITING AND PRESENTING
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	KÁRMEN KOVÁCS, DR. HABIL.
6.	Further lecturer(s):	PETRA RÁCZ-PUTZER, DR., PÉTER NÉMETH, DR.
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	<p>Module aims to introduce students to the practice of researching, writing and presenting for academic purposes. It also provides a guide for finding useful professional sources, assessing their relevance and reading them critically and introduces how to integrate sources into a paper by quoting, paraphrasing, summarising, critiquing and acknowledging in a scholarly way. Students learn to avoid plagiarism and apply citation and referencing in a correct way. Module aims to prepare students for work in subsequent courses in which researching, writing and presenting are requirements.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. apply systematic approach and critical thinking to research and writing (PILO4), 2. collect, select and critically evaluate professional literature and information sources (PILO4), 3. understand and apply correct citation and referencing (PILO6), 4. define the basic elements of presentations (PILO2), 5. understand and select effective presentation techniques in speech making (PILO6), 6. show timed speaking activities for 2 to 10 minutes on a given topic (PILO6). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>

<p>11.</p>	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 1. Definition and types of research. Research proposal. 2. Types of professional sources. Online databases (EBSCOhost, Springer etc.) and information sources. 3. Selection of sources. Assessing sources. Reading sources critically. 4. Integrating sources by quoting, paraphrasing and summarising. Critiquing sources. 5. Writing a literature review. The academic writing style. 6. Avoiding plagiarism. Citation and referencing. 7. Basics of presentations: Understand the situation and know your subject matter and know how to sell it. 8. Presentation tools and self-awareness. 9. Organizing information and writing the script of presentation. 10. Selecting appropriate visual aids. 11. Basics of body language. 12. Final group presentation project.
<p>12.</p>	<p>Learning and teaching strategy, methodology:</p> <p>This module will be delivered via a combination of lectures and seminars. Lectures are provided to establish the framework of researching, writing and presenting (CILOs 1, 2, 4 and 5). Professional guides and samples are applied for practice to develop CILOs 2, 3 and 6. They are used during interactive seminars and for written assignments. Virtual learning environment is used to develop CILOs 1, 2, 3, 5 and 6. Feedback on home assignments and presentations will be given through e-learning solutions and one-to-one meetings.</p>

13. **Assessment:**

Formative assessment elements: Feedback from lecturers on in-class activities, draft essays and work-in-progress presentations.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunities	Required*	Related CILO
Written assignment 1 (Research Proposal)	10%	written coursework	Research Proposal to a business or economic topic (max. 1,000 words)	No	No	1
Written assignment 2 (Essay)	20%	written coursework	An essay about a business or economic topic in a scholarly way (max. 3,000 words). Literature review, correct citation and referencing, appropriate paper structure and professional writing style are required.	No	No	1,2,3
Midterm exam	20%	exam	A closed-book written exam in each topic of writing.	No	No	1,2,3
Presentation	20%	oral coursework	Students will practice the basic elements of presentation and the usage of body language using training techniques.	No	No	5, 6
Written assignment 3 (Video analysis)	15%	written coursework	Students will be required to create groups and as a group to produce a critical report of a chosen video in an identified context of presentation techniques and body language. (max. 1,000 words)	No	No	4, 5
Final group presentation	15%	oral coursework	Students will be required to create groups and as a group to create a 15-minute presentation in a chosen economic topic and perform it.	No	No	6

	<p>** Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p> <p>After deadline, any submission of the tasks will be refused.</p> <p>Learning materials</p> <p><i>Essential</i></p> <p>Deane, M. (2010), <i>Academic Research, Writing & Referencing</i>. Harlow, Pearson.</p> <p>Russel, L. and Munter, M. (2014), <i>Guide to Presentations</i>. 4th ed. Harlow, Pearson.</p> <p><i>Recommended</i></p> <p>Anderson, C. J. (2016), <i>TED Talks: The Official TED Guide to Public Speaking</i>. Mariner Books.</p> <p>Hart, C. (2008), <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>. London [etc.], Sage Publications.</p> <p>Krogerus, M. and Tschäppeler (2018), <i>The Communication Book: 44 Ideas for Better Conversations Every Day</i>. Penguin Books.</p> <p>Ledden, E. (2014), <i>The Communication Book: How to Say It, Mean It, and Make It Matter</i>. Harlow, Pearson.</p> <p>Machi, L. A. and McEvoy, B. T. (2009), <i>The Literature Review: Six Steps to Success</i>. Thousand Oaks, Corwin Press.</p> <p>McMillan, K. and Weyers, J. (2013), <i>How to Cite, Reference and Avoid Plagiarism at University</i>. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2013), <i>How to Improve Your Critical Thinking and Reflective Skills</i>. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2014), <i>How to Complete a Successful Research Project</i>. Harlow, Pearson.</p> <p>Mukkavilli, S. (2015), <i>Slide Spin: Your Power of Expression</i>. Notion Press.</p> <p>Neville, C. (2010), <i>The Complete Guide to Referencing and Avoiding Plagiarism</i>. 2nd ed. Maidenhead, Open University Press.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2007), <i>Research Methods for Business Students</i>. 4th ed. Harlow; New York, Financial Times - Prentice Hall.</p>
14.	<p>Further information:</p> <p>-</p>

1.	Module code:	B19A21E
2.	Title:	INTRODUCTION TO SOCIAL SCIENCES
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ÉVA SOMOGYINÉ KOMLÓSI, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
		The module aims to examine critically the theoretical and empirical background in the social sciences as it facilitates a deeper understanding of people and human actions on the market, in the market economy, and in different organizations. This module offers a brief introduction to the history of social sciences in order to understand the development of social thought. The module gives an overview of the most important issues in close connection with business life and exposes students to the most important social and psychological issues that arise in various business contexts. This module invites students to adopt and apply knowledge in managerial problem-solving. The module will also seek to promote students' ability to think critically.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		1. Students will be able to understand and employ significant theoretical perspectives used in the study of social problems and society. (ILO 1)
		2. Students will be able to define the main steps of scientific research used in the social sciences, understand the limitations of the numerous methodologies, and apply various techniques of data collection. (ILO 3)
		3. Students will be familiar with the basis of different types of societies, and demonstrate an understanding of the socialization processes and cognitive developments over a life span. (ILO 1)

	<p>4. Students can link the different values, norms, beliefs with cultures, recognize the relevance of the cultural context, and will be able to perceive and explain cross-cultural differences and commonalties. (ILO 8)</p> <p>5. Students can perceive how deviance and conformity are socially constructe. (ILO 8)</p> <p>6. Students can explain the sociological significance of social groups, determine the historical and contemporary levels of social conflict between various groups. (ILO 8)</p> <p>7. Students will be able to demonstrate an understanding of how social class alter individual life chances. Students will be able to interprete how it influences social interactions. (ILO 8)</p> <p>8. Student construct and carry out effective small-scale research (library use, literature research, referencing). (ILO 3)</p> <p>9. Student can effectively explain ideas verbally, contrast views, and demonstrate positive contribution to team working. (ILO 5)</p> <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
<p>11.</p>	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following thirteen chapters:</p> <ol style="list-style-type: none"> 1. Sociology as a social science. The sociological imagination. The development of sociological thinking. Central Sociological Concepts. Modern theoretical approaches. 2. Sociological research. Understanding cause and effect. Sociological research methods. The influence of sociology. 3. Culture and human behavior. Group influence. Characteristics and elements of culture. Cultural diversity. The sociological study of culture.

	<p>4. Socialization process. Theories of socialization. Socialization over the life course. Research on socialization today.</p> <p>5. Social Interaction in the age of the internet. Theories of social interactions. Contemporary research on social interaction</p> <p>6. Groups, organizations, and networks. Theories of groups, organizations, and networks. Contemporary research on groups and networks</p> <p>7. Conformity and deviance. Sociological theories of crime and deviance (functionalist, interactionist, conflict, control theory) Research on crime and deviance.</p> <p>8. Social stratification and the importance of social background. Theories of Stratification in Modern Societies. Research on social stratification.</p> <p>9. Social inequalities. Global inequality. Evaluating theories of global inequalities and social change (global inequalities (market-oriented, dependency, world-systems, and global commodity-chains). Research on global inequality. Gender inequality, race, and ethnicity.</p> <p>10. Understanding the social functions of schooling. Education and social mobility. Inequality and education. Major sociological perspectives on the role of schooling in society. Pierre Bourdieu's capital theory. Cultural and social capital</p> <p>11. Work and economic life. The social nature of work. Fordism, Post-Fordism. Future of work.</p> <p>12. Population growth, urbanization, environmental challenges. Demographic processes. Urbanization. Environment and human ecology. Global cities. Urban problems (gentrification, urban renewal, racial segregation)</p> <p>13. Globalization of society. Factors contributing to globalization. Effect of globalization. Risks, inequality, wealth, social change, global governance.</p>
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module will be delivered via a combination of lectures and seminars. Lectures (2 academic hours in duration) will be deployed to introduce key concepts, issues, and debates, whilst seminars (2 academic hours) will be used to promote active student involvement in the learning process by way of a diverse range of practical activities or reading based discussions.</p>
13.	<p>Assessment:</p>

Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of group work exercises solved during the classes.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs
Take-home quiz	10%	written coursework	There will be three online, open book, multichoice quizzes during the semester connected to previously acquired knowledge.	no retake	yes	8
Case study solution	10%	written and oral coursework	Group work exercise	no retake	yes	8, 9
Midterm exam	30%	exam	A written exam based on chapters 1-7, consists of 75 minutes, containing 20 multiple-choice and true-false questions, and 1 essay question.	no retake	yes	1-7
Final exam	50%	exam	A written exam based on chapters 8-13, consists of 90 minutes, containing 10 multiple-choice and true-false questions, 4 short answers, and 2 essays.	one retake opportunity	yes	1-7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Learning materials

Required:

DEBORAH CARR, ANTHONY GIDDENS, MITCHELL DUNEIER, RICHARD P. APPELBAUM (2018): Introduction into Sociology, 11th edition. New York London W.W. Norton & Company, INC.

GIDDENS, ANTHONY (2017,2018) Sociology (with Philip W. Sutton) 7th and 8th Edition, Polity Press

Optional:

JOSEPH, MARTIN (1991) Sociology for Business – A Practical Approach. Polity

14. Further information:

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B1 modules

1.	Module code:	B19A06E
2.	Title:	INTRODUCTION TO MANAGEMENT
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	NORBERT SIPOS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	The aim of the module, on the one hand, is to provide students with a holistic view and basic tools to acquire a solid knowledge in the principles of management (planning, organizing, leading and controlling). On the other hand, it is essential that the students achieve a deep understanding of the fundamentals which are required for other specific modules.
10.	Intended Learning Outcomes (ILOs):	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. understand the theoretical and conceptual background knowledge (structure, control, diversity, ethical issues, planning, decision-making) of managing a business in local and global context (PILO1) 2. compare and contrast major management evolution-related schools (PILO2) 3. interpret and analyse complex management issues from multiple perspectives through case studies (PILO4) 4. operate effectively within a (multicultural) team environment demonstrating teambuilding and intercultural communication skills by taking part in group work exercises (PILO5) 5. communicate effectively in oral and written formats in the physical and virtual space using communication and information technology for business applications and able to prepare and present reports (PILO6) 6. exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation (PILO7) <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Clarification of the course expectations. Managers and Management 1 2. The Management Environment 2 3. Integrative Managerial Issues 3 4. Organizational Structure and Design 6 5. Foundations of Planning 5 6. Introduction to Managing Human Resource 7 7. Midterm examination. Foundations of Decision Making 4

	<p>8. Managing Change and Innovation 8</p> <p>9. Foundations of Individual Behavior and Individual Work 9</p> <p>10. Understanding Groups and Managing Work Teams 10</p> <p>11. Foundations of Motivation and Rewarding Systems, Managing Communication and Information 11, 13</p> <p>12. Foundations of Control, Operations Management 14, 15</p> <p>13. Final examination in computer room, Summary in classroom</p>																																										
12.	<p>Learning and teaching strategy, methodology:</p> <p>Each of the participants has to take a presentation on the topic selected (lecturers offer a list) in week 1 (see CILO 2, 4, 5, and 6).</p> <p>Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to answer and discuss selected questions and cases proposed at the end of the different parts of the book (see CILO 3, 4, 6, and 7), 10 times they should be submitted via e-mail. During lectures, several exercises will demonstrate the practical applicability of themes. Students will be provided with material added to the textbook to increase their knowledge of specific themes (see CILO 1, 2).</p>																																										
13.	<p>Assessment:</p> <p>Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, written feedback about the presentations including peers and professor (CILO 3-6).</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Relat CIOs</th> </tr> </thead> <tbody> <tr> <td>Presentation</td> <td>20%</td> <td>oral course work</td> <td>The students have to take 15 minutes of presentation plus Q&A and feedback. (20%) The topics are covering the core learning material and fixed in the first week. Evaluation criteria: 5 points for presentation style and quality of slideshow, 5 points for peer involvement, 10 points for content quality and how it addresses the topic.</td> <td>no</td> <td>No</td> <td>1, 2, 4</td> </tr> <tr> <td>Multichoize quiz</td> <td>10%</td> <td>written course work</td> <td>At the beginning of 10 unspecified lessons, there will be an online, multichoize quiz (10%) connected to previously acquired knowledge. If 60% of answers are correct, one point can be earned, a maximum of 10 points for the semester</td> <td>no</td> <td>no</td> <td>1, 2, 6</td> </tr> <tr> <td>Case-study solution</td> <td></td> <td>written course work</td> <td>in 10 unspecified occasions the students should solve and send case study no later than the given week's Sunday, 4 p.m. to the lecturer</td> <td>no</td> <td>no</td> <td>1, 2, 3, 5, 6</td> </tr> <tr> <td>Midterm exam</td> <td>20%</td> <td>written exam</td> <td>consists of 40 minutes of exam taken in the classroom, including true-false questions (20 pcs for 10 points-10%), and small essays (4 pcs for 20 points converted to 10%) in the topics discussed until that point.</td> <td>no</td> <td>no</td> <td>1,2, 5,</td> </tr> <tr> <td>Final term exam</td> <td>40%</td> <td>written exam</td> <td>consists of 75 minutes of exam, including 20 multi-choice questions</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2, 5,</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Relat CIOs	Presentation	20%	oral course work	The students have to take 15 minutes of presentation plus Q&A and feedback. (20%) The topics are covering the core learning material and fixed in the first week. Evaluation criteria: 5 points for presentation style and quality of slideshow, 5 points for peer involvement, 10 points for content quality and how it addresses the topic.	no	No	1, 2, 4	Multichoize quiz	10%	written course work	At the beginning of 10 unspecified lessons, there will be an online, multichoize quiz (10%) connected to previously acquired knowledge. If 60% of answers are correct, one point can be earned, a maximum of 10 points for the semester	no	no	1, 2, 6	Case-study solution		written course work	in 10 unspecified occasions the students should solve and send case study no later than the given week's Sunday, 4 p.m. to the lecturer	no	no	1, 2, 3, 5, 6	Midterm exam	20%	written exam	consists of 40 minutes of exam taken in the classroom, including true-false questions (20 pcs for 10 points-10%), and small essays (4 pcs for 20 points converted to 10%) in the topics discussed until that point.	no	no	1,2, 5,	Final term exam	40%	written exam	consists of 75 minutes of exam, including 20 multi-choice questions	one retake opportunity	yes	1,2, 5,
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Multichoize quiz	10%	written course work	At the beginning of 10 unspecified lessons, there will be an online, multichoize quiz (10%) connected to previously acquired knowledge. If 60% of answers are correct, one point can be earned, a maximum of 10 points for the semester	no	no	1, 2, 6																																					
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Final term exam	40%	written exam	consists of 75 minutes of exam, including 20 multi-choice questions	one retake opportunity	yes	1,2, 5,																																					

				for 20 points and 3 essay questions for 30 points.				
	<p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p> <p>The midterm examination can be taken in the following lesson in case of absence, and the final term examination can be taken in the first week of the examination period in case of absence. The final term exam can be retaken only.</p>							
13.	<p>Learning materials:</p> <ul style="list-style-type: none"> • Essential Robbins, S. P., Coulter, M. & De Cenzo, D. (2021): Fundamentals of Management, Pearson, 11th edition, ISBN: 9780135640999 • Recommended Robbins, S. P. & Coulter, M. (2012): Management. Prentice Hall, 11th edition, ISBN 978-0-13-216384-2 Robbins, S. P., De Cenzo, D. & Coulter, M. (2017): Fundamentals of Management: Management Myths Debunked!, Prentice Hall, 10th edition, ISBN 9781292146942 							
	<p>Further information:</p> <p>-</p>							

Year 2

A1 Modules

1.	Module code:	B19A07E
2.	Title:	BUSINESS STATISTICS
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	MÓNIKA GALAMBOSNÉ TISZBERGER, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to finish successfully Probability and Statistics.
9.	Description and aims:	
		The module aims to provide students with an understanding of both the theory and practice of Business Statistics. Using the MS Excel as a statistical tool, students will be able to use the special features of a commonly used program and at the same time they will get an overview over the background of the calculations. The main focus of the module is to introduce students to the complex tools of statistics to enable them to research business and management problems in their further studies and work. Students will also be able to understand statistical reports and critically evaluate their content.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		1. Define measurement scale of the input variables, recognize statistical problems and match the proper basic methodology (hypothesis test, analysis of stochastic relationships, linear regression model, time series analysis) (PILO2)
		2. Describe uncertainty in estimations and hypothesis tests (PILO4)
		3. Explain statistical reports and conclusions (PILO4)
		4. Solve certain business problems based on data (PILO3)
		5. Use basic statistical terminology (PILO4)
		6. Confidently apply Ms Excel as a basic data analysis tool (PILO3)
		<i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>

11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none">1. Recall of descriptive and inferential statistics2. Analysis of Variance3. Chi-square test4. Nonparametric procedures5. Correlation6. Simple Linear Regression7. Multiple Linear Regression8. Non-linear regression9. Time series analysis (trends and forecasting)10. Seasonal changes in time series
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module will be taught through joint application of theoretical and practical teaching methods, which should enable students to understand mechanisms of business decision making applying statistical methods. To achieve this objective “flipped classroom” techniques are applied. Before the lecture the students have to prepare from the coming topic and fill in the online quiz (CILO4, CILO5). Feedback on quiz will be given weekly for the class in general and individually if necessary. During the lecture time students work in random groups of 3-4 and work out the guiding questions of the topic (CILO1, CILO2, CILO5). At the end of the class they also have to solve a group work exercise (CILO3, CILO4) with calculations and conclusions. Feedback is given weekly. At the tutorials in the computer lab the teacher and the students solve the exercises together with MS Excel (CILO4, CILO6). Continuous learning and individual practising is necessary to keep up with the course and ensure successful performance.</p> <p>A forum is open all along the semester in MS Teams or Moodle to questions and answers.</p>

13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on quizzes and group work weekly. Discussion of the solution of practical exercises solved during the classes.</p> <p><i>Summative assessment elements:</i></p> <table border="1" data-bbox="276 450 1406 1205"> <thead> <tr> <th data-bbox="276 450 456 562">Name of the element</th> <th data-bbox="456 450 571 562">Weight</th> <th data-bbox="571 450 727 562">Type</th> <th data-bbox="727 450 1099 562">Details</th> <th data-bbox="1099 450 1275 562">Retake opportunity</th> <th data-bbox="1275 450 1374 562">Req.*</th> <th data-bbox="1374 450 1406 562">Re CIL</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 562 456 763">Take home assessment</td> <td data-bbox="456 562 571 763">10%</td> <td data-bbox="571 562 727 763">quiz</td> <td data-bbox="727 562 1099 763">Multiple choice, T/F quiz in Moodle before and after the topics each week. Open for more days. 12 questions for 12 minutes. It is a readiness/reading assessment.</td> <td data-bbox="1099 562 1275 763">no retake</td> <td data-bbox="1275 562 1374 763">no</td> <td data-bbox="1374 562 1406 763">4, 5</td> </tr> <tr> <td data-bbox="276 763 456 869">Group work</td> <td data-bbox="456 763 571 869">10%</td> <td data-bbox="571 763 727 869">coursework</td> <td data-bbox="727 763 1099 869">Topic related problem solution in 10-15 minutes at the end of each lecture.</td> <td data-bbox="1099 763 1275 869">no retake</td> <td data-bbox="1275 763 1374 869">no</td> <td data-bbox="1374 763 1406 869">2, 3</td> </tr> <tr> <td data-bbox="276 869 456 1003">Midterm tests (2)</td> <td data-bbox="456 869 571 1003">15-15%</td> <td data-bbox="571 869 727 1003">exam</td> <td data-bbox="727 869 1099 1003">Problem solution with the help of MS Excel. Direct questions. Only numeric solutions are required. 4-5 problems for 50 minutes.</td> <td data-bbox="1099 869 1275 1003">no retake</td> <td data-bbox="1275 869 1374 1003">no</td> <td data-bbox="1374 869 1406 1003">1, 4</td> </tr> <tr> <td data-bbox="276 1003 456 1205">Final exam</td> <td data-bbox="456 1003 571 1205">50%</td> <td data-bbox="571 1003 727 1205">exam</td> <td data-bbox="727 1003 1099 1205">Problem solution with the help of MS Excel. More complex questions. Interpretation of the results is required beside numeric solutions 5-6 problems for 90 minutes.</td> <td data-bbox="1099 1003 1275 1205">one retake opportunity</td> <td data-bbox="1275 1003 1374 1205">yes</td> <td data-bbox="1374 1003 1406 1205">1, 2, 5, 6</td> </tr> </tbody> </table> <p data-bbox="276 1245 1302 1301">* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p> <p data-bbox="276 1339 1302 1368">Quizzes, group work and midterm tests are required to pass TOGETHER, irrespective of the composition.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Re CIL	Take home assessment	10%	quiz	Multiple choice, T/F quiz in Moodle before and after the topics each week. Open for more days. 12 questions for 12 minutes. It is a readiness/reading assessment.	no retake	no	4, 5	Group work	10%	coursework	Topic related problem solution in 10-15 minutes at the end of each lecture.	no retake	no	2, 3	Midterm tests (2)	15-15%	exam	Problem solution with the help of MS Excel. Direct questions. Only numeric solutions are required. 4-5 problems for 50 minutes.	no retake	no	1, 4	Final exam	50%	exam	Problem solution with the help of MS Excel. More complex questions. Interpretation of the results is required beside numeric solutions 5-6 problems for 90 minutes.	one retake opportunity	yes	1, 2, 5, 6
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14.	<p>Learning materials:</p> <p>Essential: Berenson, M.L. – Levine, D.M. – Szabat, K.A. (2015): Basic Business Statistics: Concepts and Applications, 13th Edition, Pearson</p> <p>Recommended: Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8th Edition, Pearson</p> <p>Videos (and belonging datasets) of the lecturer are provided for every exercise type, which guide through the steps of calculations in MS Excel. Students are encouraged to watch these individually and practise the exercise solutions.</p>																																			
15.	<p>Further information:</p> <p>-</p>																																			

1.	Module code:	B19A08E
2.	Title:	INTRODUCTION TO ACCOUNTING
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	ANDRÁS TAKÁCS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
9.	Description and aims:	<p>This module aims to examine basic theories and practices of accounting. Based on the discussion of the related key expressions and techniques, it helps students understand the book-keeping system and the financial statements of companies, as well as the relationship between them. This module also assists students in developing practical skills such as recording book-keeping entries, preparing financial statements, comparing different methods (i.e. inventory costing, depreciation) and showing their effects on the financial statements of the firm.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 7. Use the main principles and key expressions of accounting, book-keeping and financial statements (<i>PILO1</i>), 8. Compare different accounting methods (depreciation, inventory costing etc.) (<i>PILO2</i>), 9. Record usual transactions in the book-keeping system (<i>PILO3</i>), 10. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses (<i>PILO3</i>), 11. Explain the relationship between the book-keeping system and the financial statements of the firm (<i>PILO3</i>), 12. Categorise book-keeping information and prepare financial statements (<i>PILO3</i>), 13. Explain the effects of different accounting methods on financial statements (<i>PILO4</i>). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 14. Definition and basic principles of accounting, content of annual reports 15. The balance sheet 16. Valuation of items in the balance sheet 17. The income statement 18. Deferrals and accruals 19. The basics of book-keeping: the accounting cycle, T-accounts, journal 20. Accounting for fixed assets 21. Accounting for current assets 22. Accounting for liabilities and shareholders' equity

	23. Summary of the accounting cycle, relationship between book-keeping information and financial statements																										
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part is used to discuss practical problems and to solve practical exercises.</p>																										
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online quiz game (Kahoot) at the end of each chapter.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Rela CILC</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>40%</td> <td>exam</td> <td>A written exam based on chapters 1-5, containing 3-5 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6</td> </tr> <tr> <td>Final exam</td> <td>60%</td> <td>exam</td> <td>A written exam based on chapters 6-10, containing 5-6 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,5,6,7</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>						Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Rela CILC	Midterm exam	40%	exam	A written exam based on chapters 1-5, containing 3-5 questions.	one retake opportunity	yes	1,2,6	Final exam	60%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,5,6,7
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Final exam	60%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,5,6,7																					
14.	<p>Learning materials</p> <p><i>TAKÁCS, A. (2019):</i> Introduction to Accounting, e-book, University of Pécs, Faculty of Business and Economics, ISBN: 9789634293460, 158 p.</p>																										
15.	<p>Further information:</p> <p>-</p>																										

1.	Module code:	B19B04E
2.	Title:	CORPORATE FINANCE
3.	ECTS credits:	7
4.	Semester:	2021/22/2
5.	Module leader:	MÓNIKA KUTI, DR.
6.	Further lecturer(s):	ALEXANDRA POSZA
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
		The module aims to provide students with deepened knowledge and skills to equip them for a career in finance. It also develops the student's competence in applying a range of financial analytical skills and valuation techniques, helps students understand the complexity of financial statements and enhances the development of the students' existing skills base, allowing for a cumulative learning experience.
10.	Intended Learning Outcomes (ILOs):	
		Upon the successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. Explain the development of financial theories (<i>PILO1</i>); 2. Analyse risks embedded in operating, investment and financial decisions (<i>PILO2</i>); 3. Evaluate the results of financial statement analysis, capital budgeting, and security valuation models (<i>PILO3</i>); 4. Assess the applicability and the limitations of financial models in practice(<i>PILO2</i>); 5. Deduct effective small-scale research (library use, information elicitation and handling, etc.) (<i>PILO4</i>); 6. Test and analyse financial models and theories on datasets (<i>PILO3</i>); 7. Assess metrics to cope with uncertainty in financial decision making(<i>PILO3</i>); <i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>
11.	Content, schedule:	
		The discussion of topics is divided into the following twelve topics: <ol style="list-style-type: none"> 1. Introduction to Finance 2. Time Value of Money 3. Risk and Return 4. Bond Valuation 5. Stock Valuation 6. Cost of Capital (WACC) 7. Capital Budgeting 8. Financial Statement Analysis and Growth 9. Working Capital Management

	<p>10. Long-Term Finance and Financial Markets</p> <p>11. Capital Structure and Leverage</p> <p>12. Dividend Policy</p> <p>13. Green and Sustainable Corporate Finance (SCF)</p>																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>There are key elements in this module, which use a range of different strategies to achieve the objectives: Teaching session enables students to understand theoretical and analytical material, and projects provide opportunities for students to practice skills and apply knowledge developed during the session, deepening theoretical background and critical thinking</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, review of the links between security valuation and capital budgeting (Project 1), feedback on model application errors (Project 2), feedback on research topic proposition (Project 3).</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Project 1</td> <td>20%</td> <td>coursework</td> <td>In-class task based on topics 4-7, individual work</td> <td>one retake opportunity</td> <td>No</td> <td>2,3,4,6,7</td> </tr> <tr> <td>Project 2</td> <td>20%</td> <td>coursework</td> <td>In-class task based on topics 8-12, individual work</td> <td>one retake opportunity</td> <td>No</td> <td>2,3,4,6,7</td> </tr> <tr> <td>Project 3</td> <td>10%</td> <td>coursework</td> <td>A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work</td> <td>No</td> <td>No</td> <td>5</td> </tr> <tr> <td>Final exam</td> <td>50%</td> <td>exam</td> <td>Final exam, length of exam: 1,5 hours</td> <td>one retake opportunity</td> <td>yes</td> <td>1, 3, 6</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Project 1	20%	coursework	In-class task based on topics 4-7, individual work	one retake opportunity	No	2,3,4,6,7	Project 2	20%	coursework	In-class task based on topics 8-12, individual work	one retake opportunity	No	2,3,4,6,7	Project 3	10%	coursework	A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work	No	No	5	Final exam	50%	exam	Final exam, length of exam: 1,5 hours	one retake opportunity	yes	1, 3, 6
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs																														
Project 1	20%	coursework	In-class task based on topics 4-7, individual work	one retake opportunity	No	2,3,4,6,7																														
Project 2	20%	coursework	In-class task based on topics 8-12, individual work	one retake opportunity	No	2,3,4,6,7																														
Project 3	10%	coursework	A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work	No	No	5																														
Final exam	50%	exam	Final exam, length of exam: 1,5 hours	one retake opportunity	yes	1, 3, 6																														
14.	<p>Learning materials</p> <p>DAMODARAN, A. (2010), Applied Corporate Finance. Wiley. 3rd edition.</p> <p>KUTI, M. (2016): Financial Analysis, e-book, , University of Pécs, Faculty of Business and Economics.</p>																																			
15.	<p>Further information:</p> <p>-</p>																																			

1.	Module code:	B19A11E
2.	Title:	INTERNATIONAL ECONOMICS
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	TAMÁS SEBESTYÉN, DR.
6.	Further lecturer(s):	NORBERT SZABÓ
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to take this module once Microeconomics and Macroeconomics modules are passed.
9.	Description and aims:	
		The module aims to introduce the most important areas of international economics in a comprehensive perspective. The course provides introduction to the theory of trade and trade policy as well as the policy practices. It is also an important aim to analyze the macroeconomic theories when international economic relationships are considered as an inherent part of these models. The second half of the module is devoted to issues of international finance and monetary integration.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		<ol style="list-style-type: none"> 1. assess and compare different concepts of international trade and income distribution (<i>PILO1</i>); 2. critically evaluate the possible aims and tools of trade policy (<i>PILO2</i>); 3. explain possible effects of trade policies on income distribution and economic welfare (<i>PILO4, PILO8</i>); 4. explain and identify the main factors driving exchange rate movements (<i>PILO1, PILO2</i>); 5. evaluate the processes and possible effects of international monetary integration (<i>PILO2, PILO4</i>); 6. apply model-based thinking on international economic problems (<i>PILO1, PILO4</i>); <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	
		The discussion of the learning material is divided into the following weekly topics:
		<ol style="list-style-type: none"> 1. Introduction to world trade – facts and processes 2. The gains from trade – the Ricardian trade model 3. Trade and income distribution 4. Economies of scale and trade 5. Trade policy 6. Balance of payments and exchange rates 7. Factors behind exchange rate movements: interest parity and purchasing power parity

	8. Open economy macroeconomics 9. Fixed exchange rates 10. International monetary integration																					
12.	<p>Learning and teaching strategy, methodology:</p> <p>The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces behind international trade and the macroeconomic relationships in an open economy. Students are required to follow the study material throughout the course. Active participation in class discussions and group works as well as completing weekly quizzes require them to come to classes prepared by pre-reading the relevant parts of the textbook for the sessions. In the beginning of each session a case study illuminates the practical relevance of the topic and the discussion focuses on the most important aspects. Students are encouraged to raise their questions which drive the sessions to those parts of the topic which are less clear for them. Group work at the end of the sessions drive students to apply their knowledge to real or imaginary situations of international trade policies. Weekly sessions are closed with a short quiz in order to make sure that students indeed follow the study material.</p>																					
13.	<p>Assessment: <i>Formative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Topic quizzes</td> <td>25%</td> <td>test</td> <td>Short quizzes are written at the end of every topic making it sure that students read the respective materials and have a solid understanding of the basic concepts. These are multiple choice questions which test if students are aware of the basic concepts of the given topic and able to provide an intuitive interpretation of these concepts.</td> <td>Upon special and proven circumstances (illness, etc.).</td> <td>yes</td> <td>1, 4, 5</td> </tr> <tr> <td>Group works</td> <td>25%</td> <td>calculations, essay, small-scale research</td> <td>Group works are held weekly. The objective of these is to drive students to apply their knowledge from the given topic in relation to a specific case/problem derived from real life examples on the one hand and develop their skills in model-based thinking through calculation exercises on the other.</td> <td>Upon special and proven circumstances (illness, etc.).</td> <td>yes</td> <td>1, 2, 3, 4, 5, 6</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Topic quizzes	25%	test	Short quizzes are written at the end of every topic making it sure that students read the respective materials and have a solid understanding of the basic concepts. These are multiple choice questions which test if students are aware of the basic concepts of the given topic and able to provide an intuitive interpretation of these concepts.	Upon special and proven circumstances (illness, etc.).	yes	1, 4, 5	Group works	25%	calculations, essay, small-scale research	Group works are held weekly. The objective of these is to drive students to apply their knowledge from the given topic in relation to a specific case/problem derived from real life examples on the one hand and develop their skills in model-based thinking through calculation exercises on the other.	Upon special and proven circumstances (illness, etc.).	yes	1, 2, 3, 4, 5, 6
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<i>Summative assessment elements:</i>							
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	
Term paper 1	25%	exam	The first term paper is written in mid-term and focuses on the first half of the topics (trade theory and trade policy), while the second is written at the end of the semester and focuses on the second half of the topics (international finance). Both term papers are made up of two parts. In the first part with multiple choice questions students are called to prove that they are aware of the main concepts of the material and are able to interpret the main messages of the models they have learnt. In the second part students are given questions which they have to answer by providing a short (5-10 sentences) comprehensive essay. These questions focus on how the students can apply the learnt concepts in some cases and also how they can match different aspects/parts of the learning material by providing a complex answer.	one retake opportunity	yes	1, 2, 3, 4, 5, 6	
Term paper 2	25%	exam		one retake opportunity	yes	1, 2, 3, 4, 5, 6	
<i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i>							
14.	Learning materials: Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (ninth edition or later). Pearson Education, ISBN: 9780136879039.						
15.	Further information: -						

B1 modules

1.	Module code:	B19B01E
2.	Title:	ORGANIZATIONAL BEHAVIOUR
3.	ECTS credits:	7
4.	Semester:	2020/21/1
5.	Module leader:	ZSUZSANNA VITAI, DR.
6.	Further lecturer(s):	JUDIT PÓTÓ
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	<i>It is advisable though not absolutely necessary that students take an introductory management course before taking Organizational Behaviour.</i>
9.	Description and aims:	The module aims to provide a compass to the study of individuals and groups within the organization, and to the study of the organization itself. It intends to build a deep awareness of the evolving difficulties and opportunities in people management. The module uses a conscious psychological approach and focuses on the human aspect of management. It provides an evidence-based and professional understanding of the reasons of human behaviour and tries to give useful tools for solving management problems.
10.	Intended Learning Outcomes (ILOs):	Upon the successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. Understand what OB is and why it is important (Knowledge) 2. Know the theories that support management practices (Knowledge) 3. Link theories and practice and successfully apply theoretically – based solutions to practical management problems (Knowledge) 4. Learn how to apply ethical practices to diversity and inclusion (Knowledge, attitudes) 5. Learn how sound and ethical management contributes towards sustainable operations (Skills, attitudes) 6. Demonstrate ability: (Skills and attitudes) <ul style="list-style-type: none"> ○ to interact with people in the work environment; ○ to argue their ideas professionally; ○ to critically judge real-life management problems; ○ to give positive contribution to the group (team) work ○ to manage time efficiently
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Introduction requirements. What is Organizational Behaviour? Tutorial: <i>How much do we already know?</i> 2. Diversity in Organizations, Attitudes and Job Satisfaction ☺ Tutorial: <i>What about your attitudes?</i> 3. Personality and Values ☺

	<p>Tutorial: Who are we?</p> <p>4. Perception 😊</p> <p>Tutorial: Are you sure?</p> <p>5. Learning 😊</p> <p>Tutorial: How do people learn?</p> <p>6. Motivation; Concepts</p> <p>Tutorial: Are you driven to succeed?</p> <p>7. Midterm examination via the computer!</p> <p>(Topics: What is Organizational Behaviour? Diversity in Organizations, Attitudes and Job Satisfaction, Personality and Values, Perception, Learning)</p> <p>8. Autumn break!</p> <p>9. Communication 😊</p> <p>Tutorial: Can you express what you want to say?</p> <p>10. Foundations of Group Behaviour 😊</p> <p>Tutorial: Are you a creative manager?</p> <p>11. Leadership Theories and Issues 😊</p> <p>Tutorial: Are you a leader?</p> <p>12. Power and Politics 😊</p> <p>Tutorial: Can you use power?</p> <p>13. Conflict and Negotiation 😊</p> <p>Tutorial: Can you defend your interest?</p> <p>14. Pre-examination Revision Week – no class, reading week!</p> <p><i>(Topics of the final examination: Motivation; Concepts, Communication, Foundations of Group Behaviour, Leadership Theories, and Issues, Power and Politics, Conflict and Negotiation)</i></p> <p>All topics are in the textbook: Robbins., S.P.: Organisational Behavior 14th edition or any later edition, either European or the U.S.</p>
12.	<p>Learning and teaching strategy, methodology:</p> <p>Directed study will guide the students. Lectures are at the beginning of the week, on Tuesday, on Thursday at tutorials; the material will be analyzed and deeply explored via exercises, case studies, video analyses. Students eventually will be provided with material additional to the textbook to increase their knowledge of specific themes. Students have to read class material in advance, and a quiz will check their knowledge every week.</p>
13.	<p>Assessment:</p> <p>Formative assessment:</p> <p style="padding-left: 40px;">Weekly computer quizzes: 6* 50 = 300 points 10%</p> <p style="padding-left: 120px;">Three homework essays: 3 * 100 = 300 points 10%</p> <p style="padding-left: 120px;">Class participation: 10 * 20 = 200 points 10%</p> <p>Summative assessment:</p>

	Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/exam)	Details of the element in the case of exam: the type of the exam (midterm exam, final exam etc.), length of the exam in the case of coursework: the type of coursework (e.g. individual vs. group work, assignment, presentation etc.)	Retake opportunities	Required to pass the course irrespectively of the performance in other assessment elements (yes/no)	Related CILO
	Midterm exam	20%	Exam	Midterm exam	One	Yes	1,2,3,5
	Final exam	50%	Exam	Final exam	One	Yes	All
14.	Learning materials: Robbins., S.P.: Organisational Behavior 14 th edition or any later edition, either European or the U.S. Course slides						
15.	Further information: -						

1.	Module code:	B19B02E
2.	Title:	HUMAN RESOURCE MANAGEMENT
3.	ECTS credits:	7
4.	Semester:	2020/21/2
5.	Module leader:	ZSUZSANNA VITAI, DR.
6.	Further lecturer(s):	JUDIT PÓTÓ
7.	Accredited by:	EFMD
8.	Module restrictions:	
	<ul style="list-style-type: none"> • Pre-requisite 	none
	<ul style="list-style-type: none"> • Programme restrictions 	BSc in Business Administration and Management
	<ul style="list-style-type: none"> • Level restrictions 	5
	<ul style="list-style-type: none"> • Other restrictions or requirements 	<i>Students need to complete an introductory management course, or an Organizational Behaviour course before taking this module.</i>
9.	Description and aims:	<p>Human Resource Management is a critical function of every organization. It is also the most expensive, approximately 50% of the operating budget of the organization is for paying people who work there. HRM is to design management systems to ensure that human talent is used effectively and efficiently to accomplish organizational goals according to our textbook. This module seeks to provide introductory knowledge of the efficient management of people at work by exploring a series of the main issues relating to HRM. It shows students how HRM as a business function can contribute to the competitiveness and productivity of an organization. The course takes a practical view, the core aim is to familiarize students with those HRM practices that can be used immediately when they start to work. HRM is everybody's business, so no matter what specialization the student will take HRM will be useful as a tool to become a successful manager.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Developing an understanding of the strengths and weaknesses of various techniques, concepts, and theories of Human Resource Management (HRM). (Knowledge) 2. Understand and apply the main HRM functions and their role in business value creation. (Knowledge) 3. Learn how to apply ethical practices to diversity and inclusion (Knowledge, attitudes) 4. Acquire specific HRM related skills and obtain capabilities to apply them in the reality of business life. (Skills attitudes) 5. Enhance existing analytical and critical thinking skills to problem solving. (Knowledge, skills, attitudes) 6. Improve team – building and collaborative working skills in the international environment. (Skills, attitudes)
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Introduction, Requirements. What is HR? <ul style="list-style-type: none"> • <i>Grouping, referencing. Tutorial.</i> 2. The Legal Environment – USA and Europe and Managing Diversity, Equal Employment <ul style="list-style-type: none"> • <i>Was it legal and fair? Tutorial</i> 3. Workforce, Jobs, and Job Analysis <ul style="list-style-type: none"> • <i>What are you doing in the workplace? Tutorial</i> 4. Individual/Organization Relations and Retention

	<ul style="list-style-type: none"> • <i>Do you want to stay or leave? Tutorial</i> <p>5. Recruiting High - Quality Talent</p> <ul style="list-style-type: none"> • <i>Will you come and work for us? Tutorial</i> <p>6. Selecting Human Resources</p> <ul style="list-style-type: none"> • <i>Are you fit to work? Tutorial</i> <p>7. ELECTRONIC MIDTERM EXAM</p> <p>8. Training Human Resources</p> <ul style="list-style-type: none"> • <i>Why should we train at all? Tutorial</i> <p>9. Performance Management and Appraisal</p> <ul style="list-style-type: none"> • <i>Are you good enough to work here? Tutorial</i> <p>10. SPRING BREAK NO CLASS!</p> <p>11. Total Rewards and Compensation</p> <ul style="list-style-type: none"> • <i>How much will you pay them? Tutorial</i> <p>12. Variable Pay and Executive Compensation, Managing Employee Benefits</p> <ul style="list-style-type: none"> • <i>Is that leave legal? Tutorial</i> <p>13. Employee Rights and Responsibilities</p> <ul style="list-style-type: none"> • <i>Earring, really? Tutorial</i> <p>14. Strategic HR Management and Planning</p> <ul style="list-style-type: none"> • Q and A about the exam <p>All topics are included in the textbook: Mathis, R.L., Jackson, J.H.: Human Resource Management 12th or any later edition Thomson South-Western</p>														
<p>12.</p>	<p>Learning and teaching strategy, methodology:</p> <p>We expect students to participate actively in classes. In the first part of the class, a seminar-like discussion highlights and explains concepts. In the second part, students get practical exercises, case studies to analyze and apply the concepts they heard before.</p> <p>Students have to form teams in the first tutorial, and they will be assigned a company. Every week a study team prepares a presentation about the company based on the previous week's lecture. The presentation will be peer and lecturer evaluated. The other teams have to prepare a one page summary of that particular topic in their company.</p>														
<p>13.</p>	<p>Assessment:</p> <p>Formative assessment: Class participation:</p> <ul style="list-style-type: none"> • Presentations: 100 points 10% • Summaries: 10*10 points = 100 points 10% • Tutorials participation: 10 * 10 (5 for showing up + 5 for adding value) points = 100 points 10% <p>Summative assessment:</p> <table border="1" data-bbox="277 1778 1410 2033"> <thead> <tr> <th>Name of the element</th> <th>Weight of the element in the assessment structure</th> <th>Type of the element (coursework/exam)</th> <th>Details of the element in the case of exam: the type of the exam (midterm</th> <th>Retake opportunities</th> <th>Required to pass the course irrespectively of the performance in other</th> <th>Related CILO</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/exam)	Details of the element in the case of exam: the type of the exam (midterm	Retake opportunities	Required to pass the course irrespectively of the performance in other	Related CILO							
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				exam, final exam etc.), length of the exam in the case of coursework: the type of coursework (e.g. individual vs. group work, assignment, presentation etc.)		assessment elements (yes/no)	
	Midterm exam	20%	Exam	Midterm exam	One	Yes	1,2,3,5
	Final exam	50%	Exam	Final exam	One	Yes	All
14.	Learning materials: Mathis, R.L., Jackson, J.H. , Sean R. Valentine S.R., Meglich, P. (2017): Human Resource Management 15th Edition						
15.	Further information: -						

B2 modules

1.	Module code:	B19B20E
2.	Title:	CONSUMER BEHAVIOUR
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	KRISZTIÁN SZÚCS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
9.	Description and aims:	<p>Exploring consumers' decision-making procedures is an exciting field of marketing with significant contributions from other disciplines (e.g. psychology, sociology, anthropology). Knowledge of the principles of consumer behaviour enables marketing managers to develop new, valuable products and attractive communication for the target audience.</p> <p>Investigating relevant factors that can influence consumers' behaviour is essential to anyone who would like to understand the framework and the main elements of the decision-making processes in different situations. With this module, students can learn about the influencing factors and also the standard process of consumers' decision-making.</p>
10.	Intended Learning Outcomes (ILOs):	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. categorize the main drivers of different consumer behaviours (PILO4), 2. identify external and internal forces that influence consumer behaviour (PILO3), 3. model given patterns of the consumers' decision-making process (PILO2), 4. explain the general steps of the decision-making process (PILO2), 5. demonstrate high proficiency in critical thinking through interpretation, evaluation, and presentation of marketing concepts (PILO6). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Buying, Having, and Being: An Introduction to Consumer Behaviour 2. Consumer and Social Well-Being 3. Perception 4. Learning and Memory 5. Motivation and Affect 6. The Self: Mind, Gender, and Body 7. Personality, Lifestyles, and Values 8. Attitudes and Persuasive Communications 9. Decision Making 10. Buying, Using, and Disposing

	11. Groups and Social Media 12. Income and Social Class 13. Subcultures 14. Culture																																										
12.	<p>Learning and teaching strategy, methodology:</p> <p>Combining directed readings with case study discussions the strategy would be to provide opportunities for students to conflict opinions about the phenomenon actually presented in the classroom with creating an inspirational and interactive platform where lecturers can moderate different point of views.</p>																																										
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Continuous feedback on students' classroom performance (one slides): 10%.</p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Teamworks</td> <td>10%</td> <td>Oral presentation</td> <td>Applied summary on the topics discussed in each chapters</td> <td>no</td> <td>yes</td> <td>3,4</td> </tr> <tr> <td>Projectwork</td> <td>30%</td> <td>Oral presentation</td> <td>Presentation about a topic chosen in teams.</td> <td>no</td> <td>yes</td> <td>3,5</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Quizzes</td> <td>20%</td> <td>Online quiz</td> <td>Instant measures of each chapters</td> <td>no</td> <td>yes</td> <td>1,2,4</td> </tr> <tr> <td>Final exam</td> <td>40%</td> <td>exam</td> <td>A written exam based on chapters 6-10, containing 5-6 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,4</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Teamworks	10%	Oral presentation	Applied summary on the topics discussed in each chapters	no	yes	3,4	Projectwork	30%	Oral presentation	Presentation about a topic chosen in teams.	no	yes	3,5	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Quizzes	20%	Online quiz	Instant measures of each chapters	no	yes	1,2,4	Final exam	40%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,4
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14.	<p>Learning materials:</p> <p>Michael R. Solomon: <i>Consumer Behavior: Buying, Having, and Being</i>. Global Edition, 12/E, ISBN-13: 9781292153100, ©2018 • Paper, 632 pp</p> <p>Case studies</p>																																										
15.	<p>Further information:</p> <p>Kahneman, D. (2011): <i>Thinking, fast and slow</i>. New York: Farrar, Straus and Giroux. (Chapter 1)</p> <p>Ariely, Dan (2010): <i>Predictably irrational : the hidden forces that shape our decisions</i>. New York: Harper Perennial</p>																																										

1.	Module code:	B19B21E
2.	Title:	SMALL BUSINESS MANAGEMENT AND DEVELOPMENT
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ZSOLT BEDŐ, DR./ANDRÁS RIDEG, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
9.	Description and aims:	<p>The module is intended to bring students closer to understand the process of creating a business concept around an innovative idea, company project or technology. Students develop skills in business planning, modeling and company creation by actively participating in the process. Using experiential learning methodology students will proactively work with companies as clients with implementable project ideas and will develop a business concept around these initiatives. Teams of students will have to engage with the stakeholders of the project in the framework of validation activities to make their business concept as implementable as possible. During the lean business concept development process students will get acquainted with a particular issue, problem that the client company is intended to solve that will broaden their knowledge horizon. The real life process of business concept development and validation will also advance the networking skills of the participating students.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. critically evaluate new business ideas from the aspect of a potential financier, <i>(PILO1)</i> 2. contest the different organizational structure concepts when designing business entity, <i>(PILO2)</i> 3. evaluate the respective strengths and weaknesses of such theories, <i>(PILO2)</i> 4. critically analyse their applications in practice, <i>(PILO4)</i> 5. ability to conduct effective small-scale research, <i>(PILO3)</i> 6. positive contribution to group (team) working, <i>(PILO5)</i> 7. effective verbal presentation of ideas, <i>(PILO4)</i> 8. effectiveness in argument and debate with peers, <i>(PILO5)</i> <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction, Team formation,

Video discussion:

https://www.ted.com/talks/ernesto_sirolli_want_to_help_someone_shut_up_and_listen?language=en

Reading assignment discussion:

Why Write a Business Plan? How do you see the project? Team formation.

2. *Project:*

Create your consulting company, set up your team, roles and responsibilities. Show your organization's website. What will be your industry focus in terms of expertise? How can you help your future client? How can you be competitive?

Reading assignment discussion: Developing and Screening Business Ideas

3. *Project:*

Introduce your client, its core business, company set up. What does your client need help in? What will be the project you have to assist your client in by designing a BP?

Reading assignment discussion: The Litmus Test of a Plan

4. *Project:*

No project presentation and discussion, work on your project alone in a remote fashion.

Reading assignment discussion: Introduction, Executive Summary, and Company Description

5. *Project:*

Present the finalized project plan. What is the objective of the client company with the project? What is the target industry and market segment?

Reading assignment discussion: Industry Analysis

6. *Project:*

Industry analysis of the project. Are there any disrupters within the industry? How risky is it in terms of technological change?

Reading assignment discussion: Market Analysis

7. *Project:*

Make sure you segment the market and then you help your client to find the first adopters if it is about the introduction of a new/old product in an existing/new market.

	<p><i>Reading assignment discussion:</i> Marketing Plan</p> <p>8. <i>Project:</i> Recommend channels and means to reach out to new customers. Don't forget about customer relationship!</p> <p><i>Reading assignment discussion:</i> Management and Organizational Structure</p> <p>9. <i>Project:</i> How will your plan to possibly expand your client's operations effect its organization setting and structure? Does your client need additional human resource capacity?</p> <p>10. Spring break</p> <p><i>Reading assignment discussion:</i> Operations Plan and Product Development</p> <p>11. <i>Project:</i> How will the planed activity effect your client's daily operation? Will it need new facility, IT infrastructure, vehicles, etc.?</p> <p><i>Reading assignment discussion:</i> Analysis of Financial Projections</p> <p><i>Project:</i></p> <p>12. What does the project mean to your client in terms of funding (investment outlay) and additional costs to run the new operation? Where it will get the funding from? Help to prepare a presentation to acquire the funding.</p> <p>13. <i>Final presentation of your BP and discussion of the takeaways of the course.</i></p> <p>14. <i>iExpo</i></p>
<p>12.</p>	<p>Learning and teaching strategy, methodology: The module is based on experiential learning methodology, and flipped classroom techniques. Students are required to discuss, argue and debate their results during class based on the reading assignments and their own research necessary within the framework of their project. Students will apply the knowledge that they acquire in the framework of the reading assignment part of the course by engaging in consultancy with real life companies. These client companies have to be selected by the students. The client company needs to have a real business challenge that it wants to have solved. In order for the students to maximize the development of their skillset they are required to work intensively and proactively during the semester and to create deliverables with real added value to the marketable research results. Students have to form teams of 5 and have to create their own consulting company. They have to create roles such as CEO, CMO, CFO, COO, ... These</p>

	<p>'consulting companies' have to prepare the weekly progress of the business development and also complete reading assignments. Due to the coronavirus epidemic all contact classes will be channeled via Microsoft 365 Team application. Weekly classes will be managed via Team, while learning materials will be distributed through Neptun, Tasks will be collected via Neptun as well.</p> <p>The course is designed that by completing the weekly assignments and incorporating the feedback given at each meeting will enable teams to build the final deliverable (business plan) to an almost finalized version as they proceed week-by-week. Teams working consistently on the weekly base should have their final deliverable ready by the end of the semester, before the exam period.</p>																																																	
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, and on the weekly project progress.</p> <p><i>Summative assessment elements:</i></p> <table border="1" data-bbox="280 725 1382 1742"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CIOs</th> </tr> </thead> <tbody> <tr> <td>Final deliverables (group)</td> <td>35%</td> <td>report</td> <td>Business plan, marketing materials, financial plan</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6,7</td> </tr> <tr> <td>Weekly reading assignment</td> <td>2x5%=10%</td> <td>oral</td> <td>oral presentation</td> <td>non</td> <td>no</td> <td>1,2,3,4</td> </tr> <tr> <td>Reading assignment report</td> <td>10x1%=10%</td> <td>document</td> <td>ppt file to be uploaded into Neptun on the weekly base</td> <td>non</td> <td>no</td> <td>4, 5, 6</td> </tr> <tr> <td>Consulting company profile</td> <td>20%</td> <td>document, website, social media profile</td> <td>website, online presence, value proposition, portfolio of activity, etc.</td> <td>non</td> <td>yes</td> <td>6, 7</td> </tr> <tr> <td>Final presentation (group)</td> <td>20%</td> <td>oral</td> <td></td> <td>non</td> <td>yes</td> <td>5, 6</td> </tr> <tr> <td>Class participation (individual)</td> <td>5%</td> <td>oral</td> <td></td> <td>non</td> <td>no</td> <td></td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	Final deliverables (group)	35%	report	Business plan, marketing materials, financial plan	one retake opportunity	yes	1,2,6,7	Weekly reading assignment	2x5%=10%	oral	oral presentation	non	no	1,2,3,4	Reading assignment report	10x1%=10%	document	ppt file to be uploaded into Neptun on the weekly base	non	no	4, 5, 6	Consulting company profile	20%	document, website, social media profile	website, online presence, value proposition, portfolio of activity, etc.	non	yes	6, 7	Final presentation (group)	20%	oral		non	yes	5, 6	Class participation (individual)	5%	oral		non	no	
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14.	<p>Learning materials:</p> <ol style="list-style-type: none"> Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach, Global Edition, 2015. Mariotti, et al.: Entrepreneurship and Small Business Management, Second Edition, Global Edition, 2015. 																																																	

	<ol style="list-style-type: none">3. Michael H. Morris: Nuts and bolts of a great business plan, Florida State University, 2015.4. You can purchase books at: www.prospero.hu, www.universitatis.hu, tnusser@ibs-b.hu5. HBR articles distributed during the semester
15.	Further information: -

Year 3

A1 modules

1.	Module code:	B19A12E
2.	Title:	INTERNATIONAL BUSINESS COMMUNICATION
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	EDIT GYARMATINÉ BÁNYAI, DR.
6.	Further lecturer(s):	BRIGITTA SZABÓ-BÁLINT, DR., PÉTER MERZA, DR.
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	
	This module aims:	
	• to improve knowledge about the nature business communication in an intercultural environment	
	• to raise the awareness of the importance of understanding and managing cultural differences in contemporary global business environment. Mastering intercultural communication is important for many managerial tasks and business situations, including: negotiating, socializing, giving presentations, advertising, applying for a job, managing and working in multicultural teams etc.	
	• to develop skills in business communication, to help students in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts.	
10.	Intended Learning Outcomes (ILOs):	
	Upon successful completion of this module, the student will be able to:	
	1. understand the importance and classify the main elements of cross-cultural business communication, international negotiations and business ethics (<i>PILO1</i>),	
	2. apply general principles for professional business communication, and develop an understanding of how contextual factors such as national culture, values, attitudes and organizational culture influence communication and decisions in an organization (<i>PILO2</i>),	
	3. compare and contrast cultural differences and similarities in global business processes (<i>PILO1, PILO2</i>),	
	4. understand why people from other cultures in certain situations behave in a different way, how culture impacts communication, and how intercultural communication works (<i>PILO1, PILO2</i>),	
	5. demonstrate high level of verbal, nonverbal and written communications skills (<i>PILO5, PILO6</i>)	

	<ol style="list-style-type: none"> 6. understanding of the importance of coping with and managing cultural differences in a way that they become an opportunity (PILO3, PILO4), 7. skills of making appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures (PILO5, PILO6, PILO7, PILO8), 8. communications skills, both speaking and writing, and the skills of writing essays and of presentation (PILO5, PILO6, PILO7, PILO8), 9. ability to create effective messages, write business letters and emails, communicate with partners and customers through social media, prepare and conduct meetings, communicate in teams, in telephone conversations and face-to-face, give oral presentations, write business reports, apply for positions, prepare and follow up interviews, prepare and conduct international negotiations (PILO5, PILO6). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
<p>11.</p>	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction. Course description: Course Contents and Learning Objectives etc. Professional Communication in Today's Digital, Social, Mobile World 2. The Nature of Intercultural Communication 3. Oral Communication Patterns in an intercultural environment 4. Nonverbal Communication Patterns in an intercultural environment 5. Collaboration, Interpersonal Communication, and Business Etiquette 6. Written Communication Patterns 7. Developing and Delivering Business Presentations 8. Contrasting Cultural Values 9. Cultural Shock 10. Intercultural Negotiation Process and Components 11. Fundamental Skills for the Mobile-Digital-Social Workplace 12. Communication and sustainability (The way of sustainable communication) 13. Student presentations (peer evaluation, giving feedback)
<p>12.</p>	<p>Learning and teaching strategy, methodology:</p> <p>The teaching methods include lectures, cases, training exercises and written and oral assignments (including both individual and group assignments). It puts emphases on teamwork, on student presentations and interactive discussions.</p>
<p>13.</p>	<p>Assessment:</p> <p>Teaching methods include classroom discussion, simulation and training exercises.</p> <p>A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher as an instructor as well as fellow classmates.</p> <p>Each exercise consists of an activity designed to get students thinking about, practicing, and discussing communication skills.</p> <p><i>Summative assessment elements:</i></p>

Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CIOs
Written Assessment	15%	written assignments	e.g. letters, reports			5, 9
Course Work, Class Participation	50%		See below in details:			6, 7, 8, 9
<i>group work</i>	30%	e.g.: Presentation	Every group has to choose a presentation topic and present it at the end of the semester.	date of presentation cannot rescheduled, but students have one possible retake opportunity, but they after the date they can earn half points for presentation	yes	
<i>class room activity</i>	20%	oral assignments	Short individual exercises during the classes			
Final exam	35%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,4, 5
* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.						
14.	Learning materials: Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Pearson, ISBN-13: 9780134729572 Presentations of lectures					
15.	Further information: -					

1.	Module code:	B19B03E
2.	Title:	INTERNATIONAL BUSINESS
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	VIKTÓRIA GERDESICS DR. / JÁNOS CSAPÓ DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	Pre-requisite	none
	Programme restrictions	BSc in Business Administration and Management
	Level restrictions	6
	Other restrictions or requirements	none
9.	Description and aims:	<p>This module has been designed for undergraduate students. The module introduces students to the important area of international business. The factors influencing the firm's decision as to the degree of internationalisation and the methods adopted are considered, as is the theoretical and institutional framework within which international business must operate. External challenges to the international firm are examined, such as those in the economic, political, cultural, ethical and legal fields or concerning ethics, responsible and sustainable business and work in international business and in intercultural business communication. Possible internal responses, solutions to these challenges are considered, including strategic, human relations, marketing, accounting, and logistical responses. The importance of multi-disciplinary perspective for purposes of analysis will be adopted throughout, as will the use of up-to-date case study and applied materials. Students should gain an appreciation for the complexity of the international environment facing businesses in the 21st century. Business principles learned in other modules are applied here, but from an international perspective. This module aims to: Define the academic framework within which international business has developed, and distinguish between this type of business and globalisation. Provide analytical tools for systematically dissecting the various motivations behind international business development. Emphasise the various ways in which companies seek to gain competitive advantage at the international level. Apply current research innovations to interpretations of international business strategies.</p>
10.	Intended Learning Outcomes (ILOs):	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the key theoretical concepts in international business and, in particular, the distinctive characteristics of managerial processes within the international business environment (<i>PILO1, PILO2</i>); 2. Analyse how companies enter foreign markets and how they manage foreign operations in volatile environments (<i>PILO3</i>); 3. Assess issues in international trade, including the role of trading blocs such as the EU, and their effect on company strategy (<i>PILO1, PILO3</i>); 4. Assess the impact of cultural differences and cross-cultural communication on global marketing and research and identify appropriate opportunities in given situations (<i>PILO3, PILO4</i>). 5. Evaluate foreign investment decisions of international businesses in terms of aims, structure and options (<i>PILO3, PILO4</i>);

	6. Work in teams to apply theory to practical problems (<i>PILO6, PILO7, PILO8</i>).														
11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following 13 chapters:</p> <ol style="list-style-type: none"> 1. Introduction – Globalisation 2. Cross-cultural business 3. Political economy and ethics 4. Economic development of nations 5. International trade theory, Political economy of trade 6. Foreign direct investment 7. Regional economic integration 8. International strategy and organization 9. Analysing international opportunities 10. Selecting and managing entry modes 11. Developing and marketing products 12. Managing international operations 13. Hiring and managing people 														
12.	<p>Learning and teaching strategy, methodology:</p> <p>The module will be delivered through a continuous combination of lecture and seminar-type work. The latter, as coursework, will comprise a combination of tasks, discussions and quick studies in the international business issues, developing example projects and discussing case study analysis for group work. The emphasis will be on assisting students to ‘make sense’ of the world of international business. Thus extensive use will be made of contemporary examples in order to ground student learning through the identification of topical and recognisable cases from practice. Consultative sessions prior to and following delivery of the group assessment will also feature the teaching programme</p>														
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Continuous feedback on class work (during the work and after assessment as well), supporting the student to understand the method of applying theory in practice, and getting to know the problematic areas of knowledge. Interactive classes immediately provide the opportunity to help understanding of the lecture but questions or need of clarifying some topics are free any time in the classroom or in the office hours of the lecturers.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Coursework</td> <td>40%</td> <td>coursework</td> <td>Each student should participate in different kinds of coursework. During the meetings several tasks will be published by</td> <td>In case the student misses the class, there is an opportunity to resit the given task by writing it individually and submitting</td> <td>yes</td> <td>1,2,3,4,6,7, 8</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Coursework	40%	coursework	Each student should participate in different kinds of coursework. During the meetings several tasks will be published by	In case the student misses the class, there is an opportunity to resit the given task by writing it individually and submitting	yes	1,2,3,4,6,7, 8
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				the tutor connected to the given week's learning material and the students will be involved in group discussions, and/or asked to submit a written material as a result (essay or draft). The coursework aims to help the practical application of the theoretical knowledge.	it until the next week's class.		
	Final exam	60%	exam	Final exam will consist of true-false, multiple choice and short answer questions covering the learning materials. It can be resat during the exam period.	one retake opportunity	yes	1,2,3,4, 5,6,7, 8
* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.							
14.	Learning materials: Wild, J.J., Wild, K.L. (2019): International Business: The Challenges of Globalization, 9th edition, Pearson Useful websites: www.worldbank.org , www.imf.org , www.wto.org , www.intracen.org , www.unctad.org , europa.eu , www.economist.com , www.ft.com , www.wsj.com , www.bbc.com , www.cnn.com , www.bbj.com						
15.	Further information: Other learning materials might be shared with the students during the semester on MS Teams and/or Moodle.						

1.	Module code:	B19A13E
2.	Title:	BUSINESS CASE STUDIES
3.	ECTS credits:	7
4.	Semester:	2021/22/1
5.	Module leader:	MÁRTA SOMOGYVÁRI, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	Pre-requisite	none
	Programme restrictions	BSc in Business Administration and Management
	Level restrictions	6
	Other restrictions or requirements	none
9.	Description and aims:	<p>This module aims to examine decision alternatives in a strategically important business situation. The course is based on business cases where students have the possibility to explore real business situations, assess the impact of politics and society on critical managerial decisions and elaborate alternative decisions, then estimate the risks and enforceability of these decisions from the company point of view. This course aims to provide a nuanced understanding of strategy and management decisions in a business context.</p> <p>This module also assists students in developing professional and entrepreneurial skills such as creativity, analysis of ill-structured problems, logical reasoning, problem-solving teamwork.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1.critically interrogate and assess the external and internal factors influencing the company (PILO1) 2. Identify the main internal drivers of a business decision(PILO4) 3. link the real facets of a situation to a business model and to a type of strategy (PILO2) 4. explore a new business environment (PILO3) 5. assess possible future outcomes and risks (PILO8) 6. elaborate alternative business solutions to a given problem (PILO6), 7. work in multinational teams (PILO5).
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Introduction 2. Strategy process 3. External Environment 4. Five Forces Model 5. Internal Environment 6. Business Level Strategy 7. Corporate Level Strategy 8. Reading week 9. Strategy Control 10. Innovation 11. Quality, Service Development 12. Market Development 13. Rivalry

12.	<p>Learning and teaching strategy, methodology:</p> <p>This is modul is delivered via classroom sessions. The first part of the classroom sessions focus on establishing a common theoretical framework of strategic management to explore and interpret business cases. This information serves as a basis for understanding the highly competitive conditions under which contemporary businesses operate. In the second part of the classromm sessions active and voluntary participation in class discussions is required. The course requires students to be prepared properly for every class, i.e. doing all the required reading and research, to address the readings critically during class, thus displaying a good understanding of the subject matter, to analyse and solve ill-structured problems.</p>																												
13.	<p>Assessment:</p> <p><i>Summative assessment elements</i></p> <table border="1" data-bbox="277 622 1428 1234"> <thead> <tr> <th data-bbox="277 622 451 981"><i>Name of the element</i></th> <th data-bbox="451 622 625 981"><i>Weight of the element in the assessment structure</i></th> <th data-bbox="625 622 799 981"><i>Type of the element (coursework/exam)</i></th> <th data-bbox="799 622 973 981"></th> <th data-bbox="973 622 1147 981"><i>Retake opportunities</i></th> <th data-bbox="1147 622 1321 981"><i>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</i></th> <th data-bbox="1321 622 1428 981"><i>Related CLO</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="277 981 451 1126">Coursework</td> <td data-bbox="451 981 625 1126">40%</td> <td data-bbox="625 981 799 1126">groupwork written and oral assignments</td> <td data-bbox="799 981 973 1126"></td> <td data-bbox="973 981 1147 1126">no</td> <td data-bbox="1147 981 1321 1126">yes</td> <td data-bbox="1321 981 1428 1126">1,2,3,4,5,7,8</td> </tr> <tr> <td data-bbox="277 1126 451 1234">Final exam</td> <td data-bbox="451 1126 625 1234">60%</td> <td data-bbox="625 1126 799 1234">exam: Case study</td> <td data-bbox="799 1126 973 1234"></td> <td data-bbox="973 1126 1147 1234">yes</td> <td data-bbox="1147 1126 1321 1234">yes</td> <td data-bbox="1321 1126 1428 1234">1,4,6,8</td> </tr> <tr> <td data-bbox="277 1234 451 1305"></td> <td data-bbox="451 1234 625 1305"></td> <td data-bbox="625 1234 799 1305"></td> <td data-bbox="799 1234 973 1305"></td> <td data-bbox="973 1234 1147 1305"></td> <td data-bbox="1147 1234 1321 1305"></td> <td data-bbox="1321 1234 1428 1305"></td> </tr> </tbody> </table>	<i>Name of the element</i>	<i>Weight of the element in the assessment structure</i>	<i>Type of the element (coursework/exam)</i>		<i>Retake opportunities</i>	<i>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</i>	<i>Related CLO</i>	Coursework	40%	groupwork written and oral assignments		no	yes	1,2,3,4,5,7,8	Final exam	60%	exam: Case study		yes	yes	1,4,6,8							
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14.	<p>Learning materials:</p> <p>Core learning Material: Fred R. David, Francis Forest R. David: Strategic Management: A Competitive Advantage Approach, Concepts and Cases, Global Edition, 16/E. 2017 Pearson W. Chan Kim, Rénee Mauborgne: Blue Ocean Strategy, Expanded Edition: How to Create Uncontested Market Space and Make the Competition Irrelevant HBSP.2015 Michael A. Hitt (Author), R. Duane Ireland (Author), Robert E. Hoskisson: Strategic Management: Concepts: Competitiveness and Globalization 11th Edition. ISBN-13: 978-1285425184</p>																												
15.	<p>Further information:</p> <p>-</p>																												

B1 modules

1.	Module code:	B19A09E
2.	Title:	BANKING AND FINANCE
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ZOLTÁN GÁL, PHD
6.	Further lecturer(s):	KLAUDIA RÁDÓCZY
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	<p>This module aims to examine the role of money in the economy and demonstrate how the workings of financial markets affect your everyday life. It also examine how financial institutions such as banks, investment and insurance companies work, foreign exchange and capital markets operate. Heavy emphasis is put on the international perspective of financial markets that determine the performance and opportunities of companies in the globalized economy. This module discusses some of the contemporary issues facing banking activities through global framework and presents the trends in financial digitalization, its impact on banking intermediation, payment systems, and regulatory challenges and central bank responses to financial digitization. The course is concerned with institutions and regulatory environment of financial markets, that govern the financial sector. The course will help students recognize the importance of financial markets in the economy and understand how changes in financial intermediation, regulation and financial innovation affect banking and the economy.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the main theoretical and conceptual knowledge to identify the main foundation of the financial system in global contexts and able to critically analyse the practical significance of financial theories, <i>(PILO1)</i>, 2. Compare the impact of the different financial systems and recognize the importance of financial markets in the economy <i>(PILO1)</i>, 3. Understand how financial intermediation and financial innovation affect banking and the economy, <i>(PILO1)</i>, 4. Describe the factors that affect the money market and the equilibrium interest rate, <i>(PILO4)</i>, 5. Understand the main activities of bank management, identify risks, cope with uncertainties and able to analyse bank balance sheet, <i>(PILO2, PILO3, PILO4)</i>, 6. Recognize the key features of the banking system and Identify the key structural and regulatory changes in the commercial banking industry and understand the the role of the central bank within the regulatory system, <i>(PILO2, PILO4)</i>, 7. Assess the innovative nature of new business models that determine the digital transformation of banks, to analyze risk and to plan and manage project activities in teams <i>(PILO1, PILO5)</i>, 8. Explain the main drivers of financial globalization, the development of international financial markets and International Financial Centres, <i>(PILO1)</i>,

	<p>9. Identify the key features and the types financial crisis, (PILO1),</p> <p>10. Develop their arguments and debate with peers and able to work and positively contributing to team working. (PILO5, PILO6),</p> <p>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).</p>																					
11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the following eleven chapters:</p> <ol style="list-style-type: none"> 1. An Overview of the Financial System 2. What Is Money? 3. Understanding interest rates 4. The Stock Market and related theories 5. Economic Analysis of Financial Structure and risk management 6. Money supply and Bank Management 7. Development & structure of banking industry (Commercial banking) 8. Financial Regulations and central banking 9. Financial innovations and Digitalization of banking (FinTech challenges) 10. International financial markets and IFCs 11. Financial crisis 																					
12.	<p>Learning and teaching strategy, methodology:</p> <p>In this course both, theoretical and practical connotations requires a lectures on the concepts and principles while analysing of its practical implications. This module is delivered via a combination of lectures and some analytical and practical exercises. The weekly classes in the case of chapters with practical business relevance are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part is used to discuss practical issues in the forms of analysing financial data, solving management issues or working on case studies in teams to elaborate business problems. Students' reflections on the recommended reading material and their contributions to the discussion are considered important elements of the learning process.</p>																					
13.	<p>Assessment:</p> <p>Formative assessment elements: Oral feedback on in-class activities, discussion of the solution of analytical exercises solved during the classes and team works or assigned short reaction papers at the end of certain chapters.</p> <p>Summative assessment scheme</p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>25%</td> <td>exam</td> <td>A written exam based on selected chapters 1-6,</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2, 4, 5, 6,</td> </tr> <tr> <td>Final exam</td> <td>45%</td> <td>exam</td> <td>A complex written exam based on all chapters</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4, 5,6,7, 8,9,10,</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Midterm exam	25%	exam	A written exam based on selected chapters 1-6,	one retake opportunity	yes	1,2, 4, 5, 6,	Final exam	45%	exam	A complex written exam based on all chapters	one retake opportunity	yes	1,2,3,4, 5,6,7, 8,9,10,
Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs																
Midterm exam	25%	exam	A written exam based on selected chapters 1-6,	one retake opportunity	yes	1,2, 4, 5, 6,																
Final exam	45%	exam	A complex written exam based on all chapters	one retake opportunity	yes	1,2,3,4, 5,6,7, 8,9,10,																

	Case studies/team works	15%	case studies	Case study presentations (team works), reaction papers	no	no	7,8,9,10,
	Analytical/practical exercises	15%	analytical tasks	Numerical exercises	no	no	4,5,7
<p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p> <p>To pass the module, the student must achieve more than 50% of the points attainable in <i>each assessment element</i>.</p>							
14.	<p>Learning materials:</p> <p>Essential: Mishkin, F.C.: The Economics of Money, Banking and Financial Markets, Addison-Wesley 2016. 12th edition, ISBN-13: 9780133836790</p> <p>Recommended: Lawrence J. Gitman: Principles of Managerial Finance, Addison - Wesley 10th Edition</p>						
15.	<p>Further information:</p> <p>-</p>						

1.	Module code:	B19B05E
2.	Title:	OPERATIONS MANAGEMENT
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ZSUZSANNA HAUCK, DR.
6.	Further lecturer(s):	SÁNDOR DANKA, DR., DÓRA LONGAUER
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	The source of success at the majority of top companies worldwide is inevitably based on outstanding products/services and/or efficient operations processes. Thus, operations are one of the most important functions in a company. Additionally, any activity that has outcome is a process and the knowledge and skills provided by operations management can be applied in many other functional areas as well. This line of argument describes the basic rationale of the module.
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Use the main principles and key expressions of operations management (<i>PILO1</i>), 2. Analyse the role of operations in the value creation process and have the knowledge to recognise different operations systems required to help achieve company aims (<i>PILO1</i>), 3. Compare different methods and implement learnt material to business problems (<i>PILO2, PILO3</i>), 4. Demonstrate accuracy in quantitative methods to support decisions (<i>PILO3, PILO4</i>) 5. Show skills in designing and controlling operations systems, making long, medium, and short-term decisions (<i>PILO3, PILO4</i>), 6. Demonstrate awareness of economic, social and environmental aspects in the decision making process and provide with sustainable and resilient. (<i>PILO08</i>) <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 1. Using operations to compete. 2. Developing missions and strategies 3. Major process decisions. 4. Capacity planning. 5. Facility location. 6. Facility layout.

	<p>7. Aggregate planning.</p> <p>8. Material requirement planning.</p> <p>9. Managing inventory.</p> <p>10. Supply chain management with special attention to sustainability.</p> <p>11. Lean systems.</p>																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module will be taught through weekly lectures and interactive seminars directly followed by each other. Lectures will introduce students to various theories associated with Operations Management. During the interactive seminars, students will receive case studies and calculation exercises related to the weekly topic. They will have to come up with suggestions using the theory from the lectures that far. Thus, continuous learning is required. Lecture slides and other materials will be available on Moodle.</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of case studies and practical exercises solved during the classes.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Coursework exercises</td> <td>15%</td> <td>course-work</td> <td>Case studies, calculations during the seminars.</td> <td>none</td> <td>no</td> <td>1,2,3,4,5,6</td> </tr> <tr> <td>Midterm exam</td> <td>15%</td> <td>exam</td> <td>A written exam based on topics 1-6 with theoretical questions, calculations and a case study.</td> <td>none</td> <td>no</td> <td>1,2,3,4,5,6</td> </tr> <tr> <td>Final exam</td> <td>70%</td> <td>exam</td> <td>A written exam based on all chapters. Same structure as the midterm but more question in all three types of exercises.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4,5,6</td> </tr> <tr> <td>Extra points in class</td> <td>max. +5%</td> <td>course-work</td> <td>Extra point during classes for excellent solutions or comments.</td> <td>none</td> <td>no</td> <td>1,2,3,4,5,6</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Coursework exercises	15%	course-work	Case studies, calculations during the seminars.	none	no	1,2,3,4,5,6	Midterm exam	15%	exam	A written exam based on topics 1-6 with theoretical questions, calculations and a case study.	none	no	1,2,3,4,5,6	Final exam	70%	exam	A written exam based on all chapters. Same structure as the midterm but more question in all three types of exercises.	one retake opportunity	yes	1,2,3,4,5,6	Extra points in class	max. +5%	course-work	Extra point during classes for excellent solutions or comments.	none	no	1,2,3,4,5,6
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14.	<p>Learning materials:</p> <p>HEIZER, J. - RENDER, B. M. - MUNSON, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017</p> <p>HAUCK ZS. – KISS V.: Operations Management, collection of exercises 2020, ISBN: 9789636424558 (available in Moodle)</p> <p>Up-to-date case studies provided weekly in class</p>																																			
15.	<p>Further information:</p> <p>-</p>																																			

B2 modules

1.	Module code:	B19B23E
2.	Title:	INTERNATIONAL HRM PROJECT
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ZSÓFIA ÁSVÁNYI, DR.
6.	Further lecturer(s):	TIINA MEHTO
7.	Accredited by:	EFMD
8.	Module restrictions:	
	(a) Pre-requisite	
	(b) Programme restrictions	BSc in Business Administration and Management
	(c) Level restrictions	6
	(d) Other restrictions or requirements	none
9.	Description and aims:	<p>International HRM Project module is a virtual exchange between University Pécs FBE and Haaga-Helia University (Helsinki, Finland). The goal of this module is to provide a rich virtual learning context to students in an international environment. The course enables students to develop their knowledge and competencies as HR professionals in international business context with the help of virtual lectures and international virtual team-meetings. The content of the course covers all international HRM practices including expatriate management. The aim is also to improve generic competence of intercultural-, presentation skills of bachelor students.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of the module, students should be able to:</p> <ol style="list-style-type: none"> 1. compare the similarities and differences between theoretical and practical aspects of domestic and international HRM (PILO1); 2. evaluate and formulate international HRM policies (PILO3); 3. propose HRM related management decisions (PILO4); 4. recommend work schemes in multi-cultural business setting (PILO5); 5. understand and propose sustainable HRM practices to management (PILO8); 6. elaborate cooperation methods with fellow students from a distance via ICT tools (PILO6); 7. evaluate the relationship between expectations of international & virtual project work and realizations (PILO7); 8. prove self-reflection (PILO7).
11.	Content, schedule:	<p>Topics that are covered by the course:</p> <ol style="list-style-type: none"> 1. Basic principles of human resource management 2. Differences between domestic and international HRM (incl. International industrial relations) 3. HR in matrix organizations 4. Recruitment & selection in global context 5. Expatriate and inpatriate assignments

	6. Performance management in international environment 7. International human resource development 8. International compensation schemes 9. Summary of the framework of HRM and International HRM																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>This course is built up as a combination of live virtual lectures and project-based teamwork. Virtual lectures are delivered on domestic-, and international HRM topics by one lecturer from Haaga-Helia University Finland and one from UPFBE week by week. Strongly attached to lecture topics, students work on assignments in international virtual teams by which they gain experience of being a member of an international consultant team. International teams consist of Haaga-Helia- and UP students, where teamwork is facilitated by professors from both universities. By the end of the course teams present their final proposal on international HRM practices to professors.</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment</i> is an integral part of the learning process. During the whole course both Finnish and Hungarian professors offer weekly feedback to students and groups on their performance and proceedings in order to raise the standards of team work as well as the value of the final outcome of their cooperation.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opp.</th> <th>Req. *</th> <th>Related CILO</th> </tr> </thead> <tbody> <tr> <td>Learning Diary</td> <td>20%</td> <td>coursework</td> <td>individual</td> <td></td> <td>yes</td> <td>6, 7, 8</td> </tr> <tr> <td>Closed book exam</td> <td>20%</td> <td>exam</td> <td>midterm (75 mins)</td> <td>one retake</td> <td>yes</td> <td>1, 2, 3, 4, 5</td> </tr> <tr> <td>Project work</td> <td>20%</td> <td>coursework</td> <td>group work</td> <td></td> <td>yes</td> <td>all CILOs</td> </tr> <tr> <td>Final project presentation</td> <td>40%</td> <td>exam</td> <td>final (25 mins)</td> <td>one retake</td> <td>yes</td> <td>all CILOs</td> </tr> </tbody> </table> <p><i>*Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opp.	Req. *	Related CILO	Learning Diary	20%	coursework	individual		yes	6, 7, 8	Closed book exam	20%	exam	midterm (75 mins)	one retake	yes	1, 2, 3, 4, 5	Project work	20%	coursework	group work		yes	all CILOs	Final project presentation	40%	exam	final (25 mins)	one retake	yes	all CILOs
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14.	<p>Learning materials:</p> <ol style="list-style-type: none"> Peter J. Dowling, Marion Festing, Allen D. Engle Sr.: International Human Resource Management 6th Edition, Cengage Learning EMEA, 2013. Tony Edwards, Chris Rees: International Human Resource Management: Globalization, National Systems and Multinational Companies, 3rd Edition, Pearson 2017. 																																			
15.	<p>Further information:</p> <p>-</p>																																			

1.	Module code:	B19B22E
2.	Title:	SIMONYI SUMMER SOCIAL ENTREPRENEURSHIP PROGRAM
3.	ECTS credits:	7
4.	Semester:	fall
5.	Module leader:	ZSOLT BEDŐ, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	<p>Entrepreneurial activity does not have to be motivated by profit generation, but by triggering social change in the world. Social entrepreneurs look for opportunities, problems if you will, that affect society but the solution does not carry significant monetary (profit) potential on the other hand does generate significant social change. Students throughout the course will learn about such social and environmental challenges that must be answered by someone in the form of a financially sustainable solution (product or service). Students teams will have the freedom of selecting a social problem to be solved with the application of the business model generation framework studied and applied in the Introduction to Entrepreneurship course. Beside the BMG method teams will implement the lean startup method in order to build concept that are validated and as a result carry the real life implementation potential.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand UN SDGs and their impact on the global and local environment. <i>(PILO1)</i> 2. Apply the method of opportunity seeking and recognition. <i>(PILO2)</i> 3. Apply the method of business model and value proposition generation method. <i>(PILO2)</i> 4. Analyze opportunities that emerge from different socio-economic challenges. <i>(PILO4)</i> 5. Evaluate feedback from future users given to the MVP produced by students <i>(PILO3)</i> 6. Create product and service concepts that can serve as a base for venture capital inclusion into their startup business. <i>(PILO5)</i> 7. Pull together resources in order to succeed in the product and or service building process <i>(PILO5)</i> <p><i>(The remarks in brackets express each CLO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction of the course, defining social entrepreneurial activity 2. Team formation, Discussion on the UN SDGs and examples 3. Opportunity seeking and recognition 4. Business Model generation revisited 5. Value proposition 6. Product – market fit

	<ul style="list-style-type: none"> 7. Minimum Viable Product 8. MVP testing, hypothesis testing 9. Revenue model and cost structure and salability 10. Engaging your customers 11. Pitching your business concept 12. International Hackathon in biomedical area 2021.11.04-05. ONLINE 																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module applies Experiential learning method, which implies that students are required to actively engage in the so called learning by doing activity. After understanding the concept of startups and the business model generation along with the lean methodology students have to start building their own business concept while experiencing the theoretical underlying in operation. Students have to engage with the stakeholders of the real life business environment to test their product, service and business concepts. Being able to gather information during these validation events and to be able to process, analyze the gathered information will be crucial to succeed. Students at the end of the course will have the opportunity to pitch their business idea to real life venture capitalist. If their concept is viable investors might provide further funding to take the business to the next phase.</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, and on the weekly project progress.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Group business model</td> <td>50%</td> <td>report</td> <td>canvas, expanded material on the business model</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6,7</td> </tr> <tr> <td>Supporting documentation</td> <td>15%</td> <td>documents</td> <td>Bug list, MVP, Personas, Validation documents</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4</td> </tr> <tr> <td>Pitch</td> <td>15%</td> <td>oral</td> <td>in the framework of the final pitch presentation event</td> <td>non</td> <td>yes</td> <td>4, 5, 6</td> </tr> <tr> <td>Hackathon participation</td> <td>20%</td> <td></td> <td></td> <td>non</td> <td>yes</td> <td>6, 7</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Group business model	50%	report	canvas, expanded material on the business model	one retake opportunity	yes	1,2,6,7	Supporting documentation	15%	documents	Bug list, MVP, Personas, Validation documents	one retake opportunity	yes	1,2,3,4	Pitch	15%	oral	in the framework of the final pitch presentation event	non	yes	4, 5, 6	Hackathon participation	20%			non	yes	6, 7
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14.	<p>Learning materials:</p> <ul style="list-style-type: none"> • Constant Beugre, (2016). Social entrepreneurship, Managing and creation of social value, Routledge. • https://sdgs.un.org/goals • Alexander Osterwalder & Yves Pigneur: Business Model Generation, 2010, ISBN: 978-0470-87641-1 • Eric Ries: Lean Startup, 2010. • All templates and tutorial will be accessible in the https://openup.pte.hu/feed platform's project room. • HBR articles distributed during the semester 																																			
15.	Further information:																																			

	-	
1.	Module code:	B19B26E
2.	Title:	ADVERTISING AND SALES PROMOTION
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	ÁKOS NAGY, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	Introduction to Marketing
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims: This module aims <ul style="list-style-type: none"> - to develop an overall perspective of advertising This course is designed to help you develop an overall perspective of advertising as a communication process and the relationship of advertising to the marketing process. Specifically, you should gain knowledge in the resources and tools that are available to advertisers and how these are used to make strategic advertising decisions. You should also gain an awareness of the role of advertising within society and the marketplace in general and the relationship between advertising and the individual consumer in particular. - to make valuable decisions when facing marketing communication planning tasks, problems in a real life business environment On the long term the course is designed to help students develop their professional attitude and experiential ground for deciding whether a particular communication idea, a proposed advertisement or media is good or not in terms of the company's current situation, goals and brand communication policies. <p>The course is divided into five broad, but overlapping and interactive areas. The first deals with advertising and its role in our society and the marketplace, with particular emphasis on its relationship with the consumer. Second, we will examine the components of the advertising process including research, market analysis, product investigation, marketing strategies, consumer behaviour, and the communication process. Third, the function of media as carriers of advertising messages will be examined including gaining an understanding of media characteristics, audience characteristics, and the determination of media effectiveness. Fourth, the creation and production of advertising for the various media, the creative process, creative strategy, and campaign planning will be discussed. Fifth, the role of advertising and other marketing communication elements working together in the marketplace to assist brands to grow.</p> <p>Although it is useful in the study of advertising to divide it into these areas, it is also important at the outset of this course that you recognize the interrelationship of these areas and the dependency of one upon the others.</p>	
10.	Intended Learning Outcomes (ILOs):	

	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. appraise the different (for profit – non-profit) areas of advertising (<i>PILO1 and PILO8</i>) 2. evaluate how media types, campaign planning, and organizing activities will impact on a successful advertising campaign 3. create effective integrated marketing communication campaigns for a brand (<i>PILO3</i>) 4. elaborate on own ideas, propose adequate advertising concepts and techniques (<i>PILO5 and PILO 6</i>) <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	<p>Content, schedule:</p> <p>The discussion of topics is divided into the followings in the following order:</p> <ol style="list-style-type: none"> 1. Orientation - The Concept of Advertising, Social, ethical and environmental issues in advertising 2. Advertising and the Marketing Process, IMC, Advertising Background 3. Planning and Strategy I. – II. 4. Creative side of advertising I. –II. 5. Media planning 6. Print Media, Broadcast Media 7. <i>Midterm exam</i>, Interactive Online Media I. 8. Interactive Online Media II. 9. Promotions, Retail, B to B, International Advertising 10. Direct Response Marketing, Non-profit advertising 11. Public Relations, CSR 12. <i>Course presentations</i>
12.	<p>Learning and teaching strategy, methodology:</p> <p>Because advertising is a practical discipline that involves art as much as science, this course will be taught through a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant marketing (advertising) issues. Award winning case study videos will be shown and daily news from relevant fields of advertising will be discussed. The module will be taught through lectures, and seminars. Students will have to prepare individually and in teams for the sessions. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared. Students are expected to have read in advance of class the chapter assignments so that we may have meaningful discussions in class and we can address any questions a student might have regarding the material. The discussion will be facilitated in class through a blended learning environment, where ideas can be shared via digital platforms.</p>
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i></p> <p>Feedback from lecturers on in-class practice activities, work-in-progress presentations, and there will be self-reflection questions at the end of classes.</p> <p>Beside these, in every lesson there will be an online quiz, which serves as a basis for monitoring students' learning process, and providing ongoing feedback that can be used by the instructor to improve teaching. It will help students to identify their strengths and weaknesses and target areas where they need more effort and work. It will also be used to check class participation.</p>

The opportunity to consult with the instructor on draft coursework presentations will be also given during the seminars.

Summative assessment elements:

Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs
Campaign project – Coursework presentation	30%	presentation	Students will work week to week on a revitalization campaign for a chosen for profit or non-profit organization or brand. At the end, they will have to integrate their weekly team projects into a final (10 minutes long) presentation and demonstrate their own integrated marketing communication campaign.	Students have to hand in at least half of the given weekly assignments to get a certain amount of points based on their aggregated achieved average level of submitted work. After every week's assignment deadline, students have a "grace period" (3 days) to submit their solutions. Students who cannot attend classes (e.g. custom curriculum, or are on Erasmus leave) can hand in every week's assignments up until the beginning of the exam period. When none of the group members is available from the group to give the presentation or in case of individual solution (e.g. custom curriculum, or are on Erasmus leave) the coursework presentation (in ppt format) can be submitted via e-mail.	yes	3,4

Case study (e.g.: Ombre, Tie- Dye, Splat Hair: Trends or Fads? "Pull" and "Push" Social Media Strategies at L'Oréal Paris or The Pepsi Refresh Project: A Thirst for Change)	15%	case study	A marketing communication case study selected from the Harvard case study center. Students will have to come prepared (previously read the case) and we will have a discussion about it in class. Then students will have to prepare a case summary answering the arised questions in the case and hand it in until the next class.	Those who cannot attend the class on the day of the case study will have the opportunity to hand in together with all the other students until the deadline their case summary.	not	3,4
Midterm exam	10%	exam	This will assess the fundamental knowledge and understanding of the first 7 lectures and connected chapters of the core learning material. This will include essay-based and multi-choice questions.	Those who cannot attend the class on the day of the midterm exam will have another opportunity given (discussed and agreed on with the module leader), when they can write the exam. Students who cannot attend classes (e.g. custom curriculum, sickness, or are on Erasmus leave) are not obliged to write the exam and in this case their final exam will count for 70% of the grade.	not	1,2
Final exam	60%	exam	A written exam based on all topics and chapters covered. This will assess the fundamental knowledge and understanding of the breadth of the syllabus and will include essay-based and multi-choice questions	Those who fail or are not able to be present during the final exam can take the retake exam.	yes	1,2

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

<p>14.</p>	<p>Learning materials:</p> <p><i>Essential:</i></p> <p><i>WELLS-BURNETT-MORIARTY: Advertising & IMC: Principles & Practice, Global Edition, Prentice Hall Europe, Ninth Edition (2011) or later editions</i></p> <p><i>Recommended:</i></p> <p>Belch And M.A. Belch: Advertising And Promotion: An Integrated Marketing Communications Perspective, Mcgraw Hill, 8/E (2009) or later editions</p> <p>Arens, William F: Contemporary Advertising Mcgraw-Hill/Irwin; 12 Edition (2008) or later editions</p> <p>David Ogilvy: Confessions Of An Advertising Man, Southbank Publishing (August 1, 2004) or later editions</p> <p>Clow, Kenneth E. And Baack, Donald E.: Integrated Advertising, Promotion And Marketing Communications, 5/E (2010) or later editions</p> <p>Online magazines:</p> <p>http://www.adweek.com/</p> <p>http://adage.com/</p> <p>http://creativity-online.com/</p> <p>Blogs:</p> <p>http://theinspirationroom.com/daily/</p> <p>http://adsoftheworld.com/</p> <p>http://adrants.com/</p> <p>http://www.adverblog.com/</p> <p>http://scaryideas.com/</p>
<p>15.</p>	<p>Further information:</p> <p>-</p>

1.	Module code:	B19B25E
2.	Title:	FINANCIAL ANALYSIS
3.	ECTS credits:	7
4.	Semester:	2021/22/2
5.	Module leader:	MÓNIKA KUTI, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	(e) Pre-requisite	none
	(f) Programme restrictions	BSc in Business Administration and Management
	(g) Level restrictions	6
	(h) Other restrictions or requirements	none
9.	Description and aims:	
		The module aims to provide students with deepened knowledge and skills in financial analysis to equip them for a career in finance departments and in the financial sector. It develops the student's competence in applying a range of financial analytical skills, risk management techniques, and basic valuation techniques, allowing for a cumulative learning experience.
10.	Intended Learning Outcomes (ILOs):	
		Upon the successful completion of this course, students should be able to:
		<ol style="list-style-type: none"> 1. Explain the relationship between corporate strategy and financial statements (<i>PILO1</i>); 2. Analyse financial statements, including earnings management techniques (<i>PILO2</i>); 3. Evaluate the risk exposure and risk management techniques (<i>PILO3</i>); 4. Assess valuation models and M&A transactions (<i>PILO2</i>); 5. Deduct effective small-scale research (library use, information elicitation and handling, etc.) (<i>PILO4</i>); 6. Test and analyse capital structure and payout policy choices (<i>PILO3</i>); 7. Assess ESG metrics and the links with financial performance (<i>PILO3</i>); <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	
		The discussion of topics is divided into the following topics:
		<ol style="list-style-type: none"> 1. The Link between Corporate Strategy and Financial Statements 2. Advanced Financial Statement Analysis 3. Earnings Management Techniques 4. Financial Planning 5. Corporate Risk Management 6. Basic Measures of Valuation 7. Capital Structure Decisions I. 8. Capital Structure Decisions II. 9. Payout Policy 10. Mergers and acquisitions 11. FinTech solutions 12. Sustainable Finance and ESG metrics

12.	<p>Learning and teaching strategy, methodology: There are key elements in this module, which use a range of different strategies to achieve the objectives: teaching session enables students to understand theoretical and analytical material, and projects provide opportunities for students to practice skills and apply knowledge developed during the session, deepening theoretical background and critical thinking. This module utilizes a learner-centered approach, employing directed reading, resource-based learning and online tutorial guidance as primary supports. Students are required to undertake research on a chosen company and related industry, to analyze financial data from marketwatch.com website on a continuous basis, to apply relevant financial analysis techniques in practice, and to highlight the limitations of financial models in their oral presentation.</p>																																			
13.	<p>Assessment: <i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of review of the links between strategy and finance (Project 1), feedback on capital structure policy, payout policy, M&A (Project 2), feedback on research topic proposition (Project 3). <i>Summative assessment elements:</i></p> <table border="1" data-bbox="277 786 1420 1361"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Project 1</td> <td>20%</td> <td>coursework</td> <td>In-class oral presentation based on topics 1-5, individual work</td> <td>No</td> <td>No</td> <td>1,2,3</td> </tr> <tr> <td>Project 2</td> <td>20%</td> <td>coursework</td> <td>In-class oral presentation on topics 5-10, individual work</td> <td>No</td> <td>No</td> <td>4,6,7</td> </tr> <tr> <td>Project 3</td> <td>10%</td> <td>coursework</td> <td>A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work</td> <td>No</td> <td>No</td> <td>5</td> </tr> <tr> <td>Final exam</td> <td>50%</td> <td>exam</td> <td>Final exam, length of exam: 1,5 hours</td> <td>one retake opportunity</td> <td>yes</td> <td>2, 3, 6</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Project 1	20%	coursework	In-class oral presentation based on topics 1-5, individual work	No	No	1,2,3	Project 2	20%	coursework	In-class oral presentation on topics 5-10, individual work	No	No	4,6,7	Project 3	10%	coursework	A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work	No	No	5	Final exam	50%	exam	Final exam, length of exam: 1,5 hours	one retake opportunity	yes	2, 3, 6
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs																														
Project 1	20%	coursework	In-class oral presentation based on topics 1-5, individual work	No	No	1,2,3																														
Project 2	20%	coursework	In-class oral presentation on topics 5-10, individual work	No	No	4,6,7																														
Project 3	10%	coursework	A literature survey in any area of corporate finance (minimum 20 citations, use of academic databases), individual work	No	No	5																														
Final exam	50%	exam	Final exam, length of exam: 1,5 hours	one retake opportunity	yes	2, 3, 6																														
14.	<p>Learning materials: DAMODARAN, A. (2010), Applied Corporate Finance. Wiley. 3rd edition. KUTI, M. (2016): Financial Analysis, e-book, University of Pécs, Faculty of Business and Economics. BRAGG, S. M. (2012): Business Ratios and Formulas. Wiley and Sons</p>																																			
15.	<p>Further information: -</p>																																			

1.	Module code:	B19B24E
2.	Title:	INTERNATIONAL CAREER MANAGEMENT
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	GÁBOR BALOGH, DR
6.	Further lecturer(s):	BRIGITTA SZABÓ-BÁLINT, DR.
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	<p>The overall objectives of the course are to increase students' knowledge according to the topic of career management. The aim of the course is to show the importance of self-awareness, self-exploration, self-consciousness, self-management, self-improvement, self-coaching in professional career and personal life planning; to motivate the students to explore and develop their skills and competences. The method of this course is practice-oriented (simulations, presentations, role-plays, situations, disputes, etc.).</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Combine the most important aspects of preparing a successful CV and cover letter (<i>PILO3, PILO6</i>), 2. Predict and explain the Hungarian and international specialities of the labour market (<i>PILO1, PILO3, PILO4</i>), 3. Select, categorise, combine, assess and formulate the goal-setting methods (<i>PILO1, PILO5</i>), 4. Create and elaborate their career development plan (design and construct a career plan) (<i>PILO2, PILO3, PILO7</i>), 5. Test, evaluate their own skills in a recruitment and selection process (learn how to distinguish themselves during an interview and an assessment center) (<i>PILO3, PILO6</i>), 6. Develop and use coping skills in stress management and solving techniques in time management (<i>PILO3, PILO7</i>). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction. CV, cover letter 2. Notion of career and international career management 3. Interview, AC and ideal job in international context 4. Goal setting. Time management 5. Labour market, job searching methods. Working abroad, EURES 6. Self-exploration, self-knowledge. Gender and generation issues 7. Selection techniques, employment contract

	<ul style="list-style-type: none"> 8. Career development plan 9. Stress management and other risks at work 10. Organizational career management, career success 11. Self-coaching, self-branding. Creativity, inspiration 12. Career management practices 13. Etiquette at work 																																										
12.	<p>Learning and teaching strategy, methodology:</p> <p>A combination of lecture, seminar and workshop. The first part is a short theoretical overview about the topic and that follows a discussion or simulation with more involvement of students. The activity of students is essential for the active learning and development of new skills and thoughts. The teaching method based on coaching approach that contains asking questions to motivate the students to think over and comprehend the topic.</p>																																										
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities (from students too), discussion of the solution of practical exercises solved during the classes, online quiz game (Kahoot) at the end of some topics.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CIOs</th> </tr> </thead> <tbody> <tr> <td>Coursework</td> <td>20%</td> <td>written assignments</td> <td>details see below</td> <td>after deadline students can earn half points</td> <td>yes</td> <td></td> </tr> <tr> <td>My ideal job</td> <td>5%</td> <td>written assignment</td> <td>students describe their own ideal job</td> <td>after deadline students can earn half points</td> <td>yes</td> <td>7, 2</td> </tr> <tr> <td>CV in Week 6</td> <td>5%</td> <td>written assignment</td> <td>students prepare their own CV after teacher's lecture about instruction how to create a successful CV</td> <td>after deadline students can earn half points</td> <td>yes</td> <td>1, 4, 5</td> </tr> <tr> <td>Cover letter in Week 6</td> <td>5%</td> <td>written assignment</td> <td>students prepare their own cover letter after teacher's lecture about instruction 'how to create a successful cover letter' as an attachment of CV</td> <td>after deadline students can earn half points</td> <td>yes</td> <td>1, 4, 5</td> </tr> <tr> <td>Career plan in Week 8</td> <td>5%</td> <td>written assignment</td> <td>we discuss the methodology of goal-setting in career and everyday life with students in Week 4 and after that they will prepare their own goal-setting plan</td> <td>after deadline students can earn half points</td> <td>yes</td> <td>3, 4</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CIOs	Coursework	20%	written assignments	details see below	after deadline students can earn half points	yes		My ideal job	5%	written assignment	students describe their own ideal job	after deadline students can earn half points	yes	7, 2	CV in Week 6	5%	written assignment	students prepare their own CV after teacher's lecture about instruction how to create a successful CV	after deadline students can earn half points	yes	1, 4, 5	Cover letter in Week 6	5%	written assignment	students prepare their own cover letter after teacher's lecture about instruction 'how to create a successful cover letter' as an attachment of CV	after deadline students can earn half points	yes	1, 4, 5	Career plan in Week 8	5%	written assignment	we discuss the methodology of goal-setting in career and everyday life with students in Week 4 and after that they will prepare their own goal-setting plan	after deadline students can earn half points	yes	3, 4
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	Practical	20%	presentations	scheduled for every week, one student must hold one presentation	date of presentation cannot rescheduled, but students have one possible retake opportunity, but they after the date they can earn half points for presentation	yes	2, 3, 4, 5, 6
	Final exam	60%	exam	A written exam based on the lectures, containing 5-6 questions and single choice questions (up so 20%)	one retake opportunity	yes	1, 2
* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.							
14.	Learning materials:						
	<ul style="list-style-type: none"> • Presentations of lectures will be submitted in Moodle System • Greenhaus, J. H. – Callanan, G. A. – Godshalk, V. M.: Career Management 3rd ed, The Dryden Press 2000 						
15.	Further information:						
	-						

1.	Module code:	B19B27E
2.	Title:	INVESTMENTS
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	VIVIEN CSAPI, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	(i) Pre-requisite	Corporate Finance
	(j) Programme restrictions	BSc in Business Administration and Management
	(k) Level restrictions	6
	(l) Other restrictions or requirements	none
9.	Description and aims:	<p>The aim of this course is to provide you with an understanding of both the theory and practice of finance and portfolio decision making. The combined application of theory and practice will enable you to understand market forces, equity evaluation methods, and market mechanisms. Besides introducing you to evaluation techniques and models you will have a broad understanding of the investment market from portfolio to venture capital investment. Discussions during class will develop your general financial literacy and intelligence. Not just your knowledge in the field of investment will be developed but exercises, readings and discussions will further strengthen your argumentation and computational skills. During the class discussions you will work in groups to form opinions in issues like the financial and economic crises situations in the past.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the corporate factors driving stock prices (<i>PILO1</i>). 2. Understand the basic equilibrium forces of stock markets (<i>PILO1</i>). 3. Predict investors intentions and risk attitude (<i>PILO2</i>). 4. Determine the investment attitudes for different actors (<i>PILO3</i>). 5. Design a portfolio for companies with different risk preferences (<i>PILO4</i>). 6. Value different financial assets (<i>PILO3</i>). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following twelve chapters:</p> <ol style="list-style-type: none"> 1. Introduction and Risk and return 2. Capital allocation basics 3. Capital allocation between risky and risk free assets. 4. Optimal risky portfolio I. 5. Case study group work 6. Bonds and their valuation 7. Green investments (Green bonds, CAT bonds, SLBs) 8. Shares and their valuation 9. Introduction to options theory 10. Option valuation Binomial pricing, BS pricing

	<p>11. Option valuation trading strategies</p> <p>12. Weather risk management with derivatives</p>																												
12.	<p>Learning and teaching strategy, methodology:</p> <p>The joint application of theoretical and practical teaching methods should enable students to understand mechanisms driving financial instrument investment decisions, bond and equity prices. The continuous observation of weekly events on news channels should bring practice closer to theory, providing an invaluable tool for student. In order to achieve the best outcome student is required to monitor real life economic events, which with the application of available market data (Reuters' database) can be analyzed in class and at home.</p>																												
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online Moodle practice exercises at the end of each topic.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>60%</td> <td>exam</td> <td>A written exam based on TOPIC 1-12, containing 5 questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4,5,6</td> </tr> <tr> <td>Practice problems</td> <td>25%</td> <td>homework test</td> <td>Moodle test open 5 day long for each topic (5*5=25%)</td> <td>no retake opportunities</td> <td>yes</td> <td>1,2,3,4,5,6</td> </tr> <tr> <td>Group work</td> <td>15%</td> <td>teamwork</td> <td>oral presentation of an in-class case solution</td> <td>no retake opportunity</td> <td>yes</td> <td>4,5,6</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm exam	60%	exam	A written exam based on TOPIC 1-12, containing 5 questions.	one retake opportunity	yes	1,2,3,4,5,6	Practice problems	25%	homework test	Moodle test open 5 day long for each topic (5*5=25%)	no retake opportunities	yes	1,2,3,4,5,6	Group work	15%	teamwork	oral presentation of an in-class case solution	no retake opportunity	yes	4,5,6
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Group work	15%	teamwork	oral presentation of an in-class case solution	no retake opportunity	yes	4,5,6																							
14.	<p>Learning materials:</p> <p><i>Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", 12th Edition, McGraw-Hill Education, 2020</i></p>																												
15.	<p>Further information:</p> <p>-</p>																												

1.	Module code:	B19B28E
2.	Title:	MARKETING RESEARCH
3.	ECTS credits:	7
4.	Semester:	spring
5.	Module leader:	KRISZITÁN SZÚCS, DR.
6.	Further lecturer(s):	PÉTER NÉMETH, DR., ERIKA LÁZÁR, Dr.
7.	Accredited by:	EFMD
8.	Module restrictions:	
	Pre-requisite	Introduction to Marketing
	Programme restrictions	BSc in Business Administration and Management
	Level restrictions	6
	Other restrictions or requirements	Introduction to marketing is necessary to be passed
9.	Description and aims:	The aim of the module is to build the understanding and the ability to define market research problems properly and to match the required methodology to these. Furthermore it is intended to enable students to evaluate research outcomes including the appropriateness of statistical analysis applied.
10.	Intended Learning Outcomes (ILOs):	Upon the successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. evaluate marketing research as a process that involves a sequence of activities, each compatible with the preceding stage [PILO3] 2. solve given marketing research problem by designing complex market research methodology [PILO1] 3. assess the strengths and weaknesses of alternative research designs, and be able to combine different research methods [PILO1] 4. be aware of the many sources of marketing information and be aware of the various means for gathering such information, and predict based on the results [PILO2, PILO4] 5. translate a marketing problem into a feasible research question, and recommend suitable methodology [PILO2] 6. be able to design and formulate a basic survey research project, evaluate the results, and conclude the main thoughts [PILO5, PILO6]
11.	Content, schedule:	<ol style="list-style-type: none"> 1. Introduction to Marketing Research 2. Defining the Marketing Research Problem and Developing an Approach 3. Research Design 4. Exploratory Research Design: Secondary Data 5. Exploratory Research Design: Qualitative Research 6. Descriptive Research Design: Survey and Observation 7. Measurement and Scaling: Fundamentals and Comparative Scaling 8. Measurement and Scaling: Noncomparative Scaling Techniques 9. Questionnaire and Form Design 10. Sampling: Design and Procedures, Final and Initial Sample Size Determination 11. Framework of Field Work 12. Data Preparation, Data Analysis 13. Report and Presentation
12.	Learning and teaching strategy, methodology:	

<p>On the lectures of the module, students will get lectures about those topics that are mentioned in the content session. In the seminars, students will work on corporate project in groups. During the semester students will conduct a market research – the whole project from the briefing part to the research presentation part.</p>							
13.	Assessment:						
	Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/exam)	Details of the element <ul style="list-style-type: none"> - in the case of exam: the type of the exam (midterm exam, final exam etc.), length of the exam - in the case of coursework: the type of coursework (e.g. individual vs. group work, assignment, presentation etc.) 	Retake opportunities	Required to pass the course irrespectively of the performance in other assessment elements (yes/no)	Related CILO
	short test	10%	coursework	a short test in the beginning of each lectures	none	no	CILO1, CILO4
	team presentation of research quotes	20%	coursework	students will work in team, and they have to prepare a research quote based on a research brief that they will get in the beginning of the semester	the quote should be prepared individually by the student retaking this part of the assessment	yes	CILO2, CILO3, CILO5
	team presentation of research results	20%	coursework	students will work in team, and they have to conduct a research project based on the research quote that they prepare. At the end of the semester student have to present the main research results.	a presentation should be prepared about a given topic	yes	CILO6
	final exam	50%	exam	final exam	retake exam	yes	CILO1, CILO3, CILO4

14.	Learning materials: Essential <ul style="list-style-type: none">- Naresh K. Malhotra: Basic Marketing Research. International edition. 4th edition. Pearson 2011 Recommended <ul style="list-style-type: none">- Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6 1996 p.16-20.- Hofstede et al.: An investigation into the association pattern technique as a quantitative approach to measure means-end chains. International Journal of Research in Marketing 15 1998 p.37-50- Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spring 2000 p. 36-41- Wilson, A., Laskey N.: Internet base marketing research: a serious alternative to traditional research methods? Marketing Intelligence and Planning 21/2 2003 p.79-84
15.	Further information: -

C modules (available for all students with regard of the suggested level restrictions)

1.	Module code:	B19C12E
2.	Title:	BOOMS AND CRISES IN THE EUROPEAN ECONOMY
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	ZOLTÁN KAPOSÍ, DR
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	The course aims to introduce the modern economic processes and theories within a historical approach and context. By the acquired knowledge, the students will have a general understanding about the subject and they can better understand the current European and global economic and political context.
10.	Intended Learning Outcomes:	<ol style="list-style-type: none"> 1. General understanding of the economic processes 2. General understanding of different economic theories 3. General knowledge about the modern European and global economic history
11.	Content, schedule:	<p>Feb. 3. Development of market economy in Europe until 1914. The first and the second industrial revolution – The case of Robert Whitehead</p> <p>Feb. 10. The development of international transportation as the key element to globalization</p> <p>Feb. 17. Economic development between the World Wars</p> <p>Feb. 24. The 1929 Great Depression and its consequences.</p> <p>March 3. Keynesian Economics; Economic policy in Britain. Crisis management and recovery in the USA: the New Deal</p> <p>March 10.. Economic systems of the totalitarian regimes between the World Wars</p> <p>March 17. First term paper which takes 50% of the final grade</p> <p>March 24. Economic recovery in Europe after the Second World War. The Golden Age of economic growth during the 1950s and 1960s</p> <p>March 31 Development and functioning of the European economic integration. Planned economies in Eastern Europe</p> <p>Apr. 7. Eastern brake</p> <p>Apr. 14. The 1973 oil crisis and its economic consequences</p> <p>Apr. 21. The end of the cold war. New stage of globalization and global inequalities</p> <p>Apr. 28. The 2008-2009 world economic crisis and its implications.</p> <p>May 5. Second term paper which takes 50% of the final grade</p>
12.	Learning and teaching strategy, methodology:	After presenting a topic there are open discussions about the subject at the end of each lesson.
13.	Assessment:	<p>Assessment scheme:</p> <p>First term paper: 50%</p>

	Second term paper: 50%
14.	<p>Learning materials:</p> <p>Essential:</p> <ul style="list-style-type: none"> - Presentation slides on Neptun - Marján, Attila (ed.) (2014): European Economic and Monetary Integration. National University of Public Service Institute of International Studies, Budapest. pp. 59-72. ISBN: 978-615-5305-69-6 - Tipton, Frank B. – Aldrich, Robert (1987): An Economic and Social History of Europe 1890-1939. Baltimore. pp. 9-70; 163-199. ISBN 10: 033336807X - Tipton, Frank B. – Aldrich, Robert (1987): An Economic and Social History of Europe from 1939 to the present. Baltimore. pp. 112-165; 235-270. ISBN 10 0333423712 <p>Recommended:</p> <ul style="list-style-type: none"> - Berend, Ivan T. (2012): An economic history of nineteenth-century Europe: diversity and industrialization. ISBN: 9781107030701 - Cameron, Rondo (1989): A Concise Economic History of the World. From Paleolithic Times to the Present. New York, Oxford. pp. 189-399. ISBN: 0-19-504677-3 - North, Douglass C. (2010): Understanding the Process of Economic Change. Princeton. pp. 1-8 ISBN: 9781400829484 - Reinhart, Carmen M. – Rogoff, Kenneth S. (2009): This Time is Different. Eight Centuries of Financial Folly. Princeton. pp. 1-20. ISBN: 9780691152646
15.	<p>Further information:</p> <p>-</p>

1.	Module code:	B19C09E
2.	Title:	BUSINESS SIMULATION WORKSHOP
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	MÁRTA SOMOGYVÁRI , DR.
6.	Further lecturer(s):	KRABATNÉ FEHÉR ZSÓFIA
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	The rationale of the Business Simulation Workshop is to provide an interactive learning tool for the acquisition of such managerial skills that are missing from traditional education. A business simulation demonstrates the connections between the different functional areas of a company, integrates them and allows for a comprehensive view, to see the “big picture”. The management (participants) operates a simulated firm, tries strategies, compete with each other in groups.
10.	Intended Learning Outcomes (ILOs):	Upon the successful completion of this course, students should be able to: <ol style="list-style-type: none"> 1. Examine the connection between functional areas of a company, (PILO 1) 2. Analyze a competitive market and the company’s market position and competing power,(PILO4) 3. Evaluate production, marketing and accounting data,(PILO3) 4. Create and judge business strategies,(PILO2) 5. Formulate decisions in uncertainty under time-pressure, (PILO7) 6. Construct decisions in team working.(PILO5)
11.	Content, schedule:	<ul style="list-style-type: none"> • Week 1. Introduction, student group formation, start of SNOW HOTEL trial game decision 1-2 • Week 2. SNOW HOTEL trial game decision 3-4..Report: Functional assessment of the company structure • Week 3. trial game decision 5. SNOW HOTEL internal and external company strategy assessment. Report: market description • Week 4. SNOW HOTEL trial game decision 5-6, • Week 5. SNOW HOTEL trial game decision 7. Report: balance sheet and financial data analysis • Week 6. SNOW HOTEL trial game decision 8.Report: strategic plan for the competition • Week 7. SNOW HOTEL competition I. decision 1-2 • Week 8. SNOW HOTEL competition I. decision 3-4. • Week 9. SNOW HOTEL competition I. decision 5-6. Ending the competition I game and starting the competition II game. SNOW HOTEL competition II. decision 1. • Week 10. SNOW HOTEL competition II. decision 7-8. • Week 11. SNOW HOTEL competition II. decision 9-10.

	<ul style="list-style-type: none"> Week 12. End of SNOW HOTEL competition II game. Closing the course. 																												
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module is delivered by using a two hour workshops via an easy-to-use online educational software SNOW HOTEL developed by EcoSym. The students work in groups make decisions together, every member is responsible for the decisions made by the group.</p>																												
13.	<p>Assessment:</p> <p>Formative assessment:</p> <p>Minimum requirements of the course:</p> <ul style="list-style-type: none"> 70% participation level. In the case of low participation level – below 70% - the student fail, no retake possibility. Active participation in the group decisions <p>Summative assessment elements</p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight of the element in the assessment structure</th> <th>Type of the element (coursework/exam)</th> <th>Details of the element</th> <th>Retake opportunities</th> <th>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</th> <th>Related CILO</th> </tr> </thead> <tbody> <tr> <td>Assignments</td> <td>30</td> <td>Reports</td> <td></td> <td>no</td> <td>yes</td> <td>1,4,3</td> </tr> <tr> <td>Competition result</td> <td>70</td> <td></td> <td></td> <td>no</td> <td>Yes</td> <td>1,2,3,4,5,7</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>* Two competition mode games will be played, max. 35 points can be received for each game based on the actual performance in the simulation game. Winning and second team gets 35 points in each competition. Third and more positions: $(\text{your points})/(\text{second team's points}) * 35$.</p>	Name of the element	Weight of the element in the assessment structure	Type of the element (coursework/exam)	Details of the element	Retake opportunities	Required to pass the course irrespective of the performance in other assessment elements (yes/no)	Related CILO	Assignments	30	Reports		no	yes	1,4,3	Competition result	70			no	Yes	1,2,3,4,5,7							
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Assignments	30	Reports		no	yes	1,4,3																							
Competition result	70			no	Yes	1,2,3,4,5,7																							
14.	<p>Learning materials:</p> <p>ECOSIM: Snow Hotel manual Witcher, B.J: Absolute Essentials of Strategic Management. Routledge.2020</p>																												
15.	<p>Further information:</p> <p>-</p>																												

1.	Module code:	B19C11E
2.	Title:	COMPETENCE DEVELOPMENT
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	EDIT GYARMATINÉ BÁNYAI, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
9.	Description and aims: Module aims:	
	a.	to provide students with basic knowledge, skills and the right (ethical and responsible) attitude to succeed in university and future professional working environment
	b.	to teach a set of skills grounded in behavioural science theory and research that are essential for a successful career in management.
	c.	to develop students' soft skills for workplace success; personal and interpersonal skills, emotional intelligence, networking, teamwork, cooperation, decision-making, communication, and time management will help them become effective employees and managers.
10.	Intended Learning Outcomes (ILOs): On completion of this module, the successful student will be able to:	
	1.	distinguish the typical managerial skills, and understand the importance of their development (PILO 1)
	2.	learn and apply the theories of group dynamics; contribute positively to group (team) working (PILO 1)
	3.	define and contrast concerns and misunderstandings associated with emotional intelligence (EI), emotional-social intelligence (ESI); how emotions work to influence thought and behaviour; and how EI and ESI is learned and developed (PILO 1, 5, 6, 7, 8)
	4.	distinguished the different types of interpersonal conflict and apply the type-appropriate conflict resolution practices (PILO 6, 7, 8)
	5.	communicate intentionally and strategically in daily interactions to align their goals to outcomes and tailor messages to various audiences to maximize impact (PILO 6, 7, 8)
	6.	examine their influence through relationship building, understand the ethical aspect of behaviour (PILO 5,6,7,8)
	7.	appraise self-recognition regarding their current and future personality (PILO 7)
		<i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>
11.	Content, schedule:	
	1.	The basic managerial skills
	2.	Self-assessment based on the identified skills
	3.	Developing Self-Awareness

	<ol style="list-style-type: none"> 4. Developing Emotional Intelligence 5. Interpersonal skills 6. Building Relationships by Communicating Supportively 7. Gaining Power and Influence 8. Motivating Others 9. Managing Conflict 10. Managing Stress and Well-Being 11. Time-management 12. Summary of what has been learned 																					
12.	<p>Learning and teaching strategy, methodology:</p> <p>The teaching method is focused on experimental and practical experience. Teaching methods include classroom discussion, simulation and training exercises. The course follows a skill-building approach, which helps students comprehend and apply effective study, communication and work skills through class discussion and encourage high student involvement. (see CILO 1-7).</p>																					
13.	<p>Assessment:</p> <p>Formative assessment elements: Teaching methods include classroom discussion, simulation and training exercises.</p> <p>A high emphasis is placed on participation in simulation exercises with subsequent coaching and feedback by both the teacher and classmates.</p> <p>Each exercise consists of an activity designed to get students thinking about, practising, and discussing skills essential for career and personal success – soft skills.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CIOs</th> </tr> </thead> <tbody> <tr> <td>Progress report</td> <td>40%</td> <td>written course and homework</td> <td>Students have to fill in the Progress Report (word doc) developed for each module.</td> <td>no</td> <td>No</td> <td>7</td> </tr> <tr> <td>Development plan</td> <td>10 %</td> <td>written homework</td> <td>Students have to fill in the Development Plan (word doc) developed for each module.</td> <td></td> <td></td> <td>1,6,7</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CIOs	Progress report	40%	written course and homework	Students have to fill in the Progress Report (word doc) developed for each module.	no	No	7	Development plan	10 %	written homework	Students have to fill in the Development Plan (word doc) developed for each module.			1,6,7
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Development plan	10 %	written homework	Students have to fill in the Development Plan (word doc) developed for each module.			1,6,7																

Written essay about a selected managerial skill	20%	written homework	Students have to select a managerial skill; competence analyze it based on these aspects: <ul style="list-style-type: none"> How important are they among the managerial competencies? In which business situations are they critical? How they can be developed (tools, methods)? Use scholarly sources, books and journal articles (minimum number of sources: 10). Projects must be carried out according to the rules of scientific work; students must follow appropriate scientific conduct at all times. Be careful and avoid plagiarism. Formal requirements: <ul style="list-style-type: none"> Number of pages: 7-15 Font size: 12 Line spacing: 1.5 	There is one resit opportunity	no	1,
Class activities: Participation in trainings, simulations	5 %	oral course work	Classroom discussion, simulation and training exercises. Self and peer evaluation.	no	no	1, 2, 3, 4, 5, 6, 7
Class activities: Participation in discussions	25%	oral course work	Classroom discussion, simulation and training exercises. Self and peer evaluation.	no	no	1,2, 3, 4, 5, 6, 7

* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.

Students must pass all of these elements to be deemed to have passed the module. They have to achieve a minimum of 51% of each element to pass it.

14. Learning materials:

- Essential

D, A. Whetten, K. S. Cameron (2016): Developing Management Skills, 9th Edition, Pearson, ISBN-13: 9780133128116

- Recommended

Tom Rath (2007): StrengthsFinder 2.0 , Gallup Press; 1 edition (February 1, 2007), ISBN-13: 978-1595620156

Dr. Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830

Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change

Charles Duhigg (2014):The Power of Habit: Why We Do What We Do in Life and Business

David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity

Fleming (2015): The Leader's Guide to Emotional Agility (Emotional Intelligence): How to Use Soft Skills to Get Hard Results FT Press, SBN-13: 9781292083049

	Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722
15.	Further information: -

1.	Module code:	B19C02E
2.	Title:	DATA ANALYSIS IN R
3.	ECTS credits:	3
4.	Semester:	Fall
5.	Module leader:	DÁNIEL KEHL, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to complete Probability and Statistics and Business Statistics module before registering to the course.
9.	Description and aims:	
		The module aims to introduce an open source script based statistical computing and visualisation environment. Data analysts need tools that operate in many different environments and are capable of handling large datasets. One of these tools is the R project. The course aims to support students to develop basic programming skills. Besides learning basic syntax of the language the course focuses on classical and even interactive visualisation tools.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 1. competently read and write basic data analysis code in R, <i>(PILO3)</i>, 2. develop functions in R <i>(PILO3)</i>, 3. confidently handle basic building blocks and syntax of R <i>(PILO3)</i>, 4. analyse data at an advanced level <i>(PILO4)</i>, 5. select the appropriate technique and method for the solution of such problems <i>(PILO3)</i>, 6. articulate the benefits of programming <i>(PILO2)</i>. <i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>
11.	Content, schedule:	
		The discussion of topics is divided into the following nine chapters: <ol style="list-style-type: none"> 1. R and RStudio 2. Basic elements of the R language 3. Scalars, vectors, strings, factors, data frames, lists 4. Programming basics 5. Introduction to the tidyverse 6. Exploratory data analysis and visualisation, human perception 7. Transforming data 8. Statistical model building 9. Interactive and creative visualisation techniques
12.	Learning and teaching strategy, methodology:	
		Teaching needs a computer lab or alternatively students can bring their own computers. In class teaching is focused on understanding concepts but also on running code chunks. Students have to keep up with the material by completing home assignments every week.

13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities and weekly homeworks, discussion of the program code of practical exercises solved during the classes, QA sessions before midterm tests, and drop-in office hours.</p> <p><i>Summative assessment elements:</i></p> <table border="1" data-bbox="276 394 1433 600"> <thead> <tr> <th data-bbox="276 394 480 465">Name of the element</th> <th data-bbox="480 394 596 465">Weight</th> <th data-bbox="596 394 687 465">Type</th> <th data-bbox="687 394 1098 465">Details</th> <th data-bbox="1098 394 1270 465">Retake opportunity</th> <th data-bbox="1270 394 1369 465">Req.*</th> <th data-bbox="1369 394 1433 465">Rela CILC</th> </tr> </thead> <tbody> <tr> <td data-bbox="276 465 480 533">Midterm 1</td> <td data-bbox="480 465 596 533">50%</td> <td data-bbox="596 465 687 533">exam</td> <td data-bbox="687 465 1098 533">A written exam based on chapters 1-4, containing 4-5 questions.</td> <td data-bbox="1098 465 1270 533">one retake opportunity</td> <td data-bbox="1270 465 1369 533">yes</td> <td data-bbox="1369 465 1433 533">1, 2,</td> </tr> <tr> <td data-bbox="276 533 480 600">Midterm 2</td> <td data-bbox="480 533 596 600">50%</td> <td data-bbox="596 533 687 600">exam</td> <td data-bbox="687 533 1098 600">A written exam based on chapters 5-9, containing 6-8 questions.</td> <td data-bbox="1098 533 1270 600">one retake opportunity</td> <td data-bbox="1270 533 1369 600">yes</td> <td data-bbox="1369 533 1433 600">1, 4,</td> </tr> </tbody> </table> <p data-bbox="276 600 1433 663">* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Rela CILC	Midterm 1	50%	exam	A written exam based on chapters 1-4, containing 4-5 questions.	one retake opportunity	yes	1, 2,	Midterm 2	50%	exam	A written exam based on chapters 5-9, containing 6-8 questions.	one retake opportunity	yes	1, 4,
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Rela CILC																
Midterm 1	50%	exam	A written exam based on chapters 1-4, containing 4-5 questions.	one retake opportunity	yes	1, 2,																
Midterm 2	50%	exam	A written exam based on chapters 5-9, containing 6-8 questions.	one retake opportunity	yes	1, 4,																
14.	<p>Learning materials:</p> <p>WICKHAM, H., GROLEMUND, G. (2021): R for Data Science, http://r4ds.had.co.nz/</p>																					
15.	<p>Further information:</p> <p>-</p>																					

1.	Module code:	B19C06E
2.	Title:	ENVIRONMENTAL ECONOMICS
3.	ECTS credits:	3
4.	Semester:	Spring
5.	Module leader:	KATALIN ERDŐS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	It is recommended to have Microeconomics passed before taking this module.
9.	Description and aims:	<p>Economic growth and environmental pollution seem to go hand-in-hand. Global issues give alarming signs of ecological and social crises. This course aims to provide the students with an understanding of basic concepts and principles of environmental economics. The system enables the students to understand and critically analyze global issues and the potential answers to them. It also provides them with the knowledge required for intermediate studies in environmental economics.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. explain core issues in the field of environmental economics (<i>PILO1</i>), 2. evaluate the applicability of theories in the changing global environment (<i>PILO2</i>), 3. examine the characteristics of efficient pollution control policies (<i>PILO4</i>), 4. design and carry out effective small-scale research (<i>PILO7</i>), 5. propose solutions to complex issues related to environmental pollution (<i>PILO1,6,8</i>), 6. model the costs and benefits of pollution control policies (<i>PILO3</i>), <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following twelve chapters:</p> <ol style="list-style-type: none"> 1. Introduction, visions of the future 2. The economic approach: Property rights, externalities and environmental problems 3. Evaluating trade-offs: Benefit-cost analysis and other decision-making metrics 4. Valuing the environment: Methods 5. Economics of pollution control: An overview 6. Stationary-source local and regional air pollution 7. Climate change 8. Mobile-source air pollution 9. Water pollution 10. Toxic substances and environmental justice 11. History of environmental protection: Sustainability and welfare issues 12. Visions for the Future Revisited
12.	Learning and teaching strategy, methodology:	

	<p>Seminars will be introduced by a quick quiz on basic facts and causations related to the topic to be discussed to awaken students' interest and increase their sensibility on global issues. Following this, students must work in groups on real-life examples and case studies that help them practically apply theoretical concepts of environmental economics and develop critical thinking on comprehensive issues in this field. Groups then share their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.</p>																										
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Real-life or hypothetical case studies are processed in groups in order to enhance better understanding of theoretical concepts and support the understanding of the application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Groupwork in class</td> <td>30%</td> <td>coursework</td> <td>Groups are requested to contribute to the complete solution of the in-class work.</td> <td>no</td> <td>no</td> <td>1,2,3,5,6</td> </tr> <tr> <td>Individual research assignment</td> <td>70%</td> <td>coursework</td> <td>In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.</td> <td>one resubmission opportunity</td> <td>yes</td> <td>4,5</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>						Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Groupwork in class	30%	coursework	Groups are requested to contribute to the complete solution of the in-class work.	no	no	1,2,3,5,6	Individual research assignment	70%	coursework	In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5
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14.	<p>Learning materials:</p> <p>Tom TIETENBERG – Lynne LEWIS (2015): Environmental & Natural Resource Economics. Pearson Education. 10th edition</p>																										
15.	<p>Further information:</p> <p>The assignment has to be submitted before the last week of the study period. The topic has to be submitted for approval at least four weeks before the submission deadline. Assignments submitted on topics not approved by the lecturer will be automatically rejected without correction.</p>																										

1.	Module code:	B19C08E
2.	Title:	FINANCIAL ACCOUNTING
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	GÁBOR MÁRKUS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to have Introduction to Accounting module passed before taking this module.
9.	Description and aims:	
		This module aims to examine basic theories and practices of International Financial Reporting System (IFRS). Based on the discussion of the related key expressions and techniques, it helps students understand the IFRS system and the financial statements of large international companies, as well as the relationship between them. This module also assists students in developing practical skills such as recording book-keeping entries, value corporate assets and liabilities, comparing different methods (i.e. inventory costing, depreciation) and showing their effects on the financial statements of the firm.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to:
		<ol style="list-style-type: none"> 1. Use the main principles and key expressions of International Financial Reporting System (IFRS) (<i>PILO1</i>), 2. Compare different accounting methods (depreciation, inventory costing etc.) (<i>PILO2</i>), 3. Record usual transactions in the book-keeping system (<i>PILO3</i>), 4. Determine the valuation techniques on the firm's assets, equity, liabilities, revenues and/or expenses (<i>PILO3</i>) 5. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses (<i>PILO3</i>), 6. Explain the relationship between the book-keeping system and the financial statements of the firm (<i>PILO3</i>), 7. Explain the effects of different accounting methods on financial statements (<i>PILO4</i>). <p>(The remarks in brackets express each CLO's connection to the Program Intended Learning Outcomes (PILOs).)</p>
11.	Content, schedule:	
		The discussion of topics is divided into the following nine chapters:
		<ol style="list-style-type: none"> 1. Basic expressions in the IFRS 2. Accounting for Property, Plant and Equipment (IAS 16) 3. Accounting for Inventories (IAS 2) 4. Accounting for Financial instruments (IFRS 9) 5. Borrowing Costs (IAS 23) 6. Revenue from Contracts with Customers (IFRS 15) 7. Leases (IFRS 16) 8. Accounting for receivables, liabilities and cash

	9. Accounting for production costs						
12.	Learning and teaching strategy, methodology: This module is delivered via a combination of lectures and practical exercises. The weekly classes are divided into two parts: the first part is a lecture, which is deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part is used to discuss practical problems and to solve practical exercises.						
13.	Assessment: <i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes. <i>Summative assessment elements:</i>						
	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs
	Midterm exam	40%	exam	A written exam based on chapters 1-5, containing 3-5 questions.	one retake opportunity	yes	1,2,6,7
	Final exam	60%	exam	A written exam based on chapters 6-10, containing 5-6 questions.	one retake opportunity	yes	1,2,3,4,5,6,7
	<i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i>						
14.	Learning materials: <i>TAKÁCS, A.; MÁRKUS G. (2018): "The basics of IFRS", University of Pécs, Faculty of Business and Economics; notes</i>						
15.	Further information: -						

1.	Module code:	B19C13E
2.	Title:	GAME OF STOCKS
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	VIVIEN CSAPI DR/ ÁKOS TÓTH-PAJOR /KLAUDIA RÁDÓCZY
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	This module aims to examine theories and practices of equity investment. Game of Stocks is a virtual stock market competition with the purpose to promote financial literacy and self-care among the students of the University of Pécs, to connect students with future employers through networking events, and to develop them into exceptional analysts concerning equities. The course provide real world financial experience in the field of equity investment. Thus, it prepares students for the real world investment and analysis situations.
10.	Intended Learning Outcomes:	<ol style="list-style-type: none"> 1. On completion of this module, the successful student will be able to: 2. Develop investment strategies concerning equity investments; 3. Apply analytical methods for equity valuation; 4. Judge the risks of an investment; 5. Model the fundamental value of an equity; 6. Apply technical analysis to assess the performance of an equity; 7. Criticise the applicability of the different investment strategies.
11.	Content, schedule:	<ul style="list-style-type: none"> - Money management - Psychology of trading - Fundamental analysis - Technical analysis - Asset pricing - Mathematical applications in finance - Day trading ☐ Algorithm trading - High frequency trading Strategies for equity investment - Risk management
12.	Learning and teaching strategy, methodology:	In every week, we organize guest lectures about one of the syllabus topics. We choose guest lecturers from the corporate partners of our university, but we also provide opportunity for the faculty members with similar research interest. Students have to take part in a stock market competition, which is organized on the MarketWatch Virtual Stock Exchange, where they can challenge themselves by developing their own investment strategy based on real time data. The students participate at the weekly meetings, workshops and guest lectures, where they can acquire the crucial skillset needed to make their own investment decisions and they can discuss the results of their investment strategies. In one of the weekly meetings, students have to deliver a presentation about their investment decisions on the virtual stock exchange.

	<p>After the presentation, we discuss the pros and cons of their decisions with them, so they get oral feedback about their investment decisions and presentation technique. This discussion is an opportunity for the students to ask questions, which clarify the covered topics before preparing their final report. At the end of the semester, students have to write a report about their investment policy. On the last weekly meeting, we organize a “coursework surgery” to provide feedback about the drafts of their investment policy report. If the finalized report is not accepted, students have the opportunity to rewrite the report until the end of the exam period.</p>
13.	<p>Assessment:</p> <p>Formative Assessment Scheme: Feedback on the investment decisions made on the virtual stock exchange Review of the investment policy report drafts in a “coursework surgery”</p> <p>Summative Assessment Scheme: Individual presentations about investment decisions made on the virtual stock exchange (20%) in Weeks 2-12 Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy. (LOs 2,4 and 5) Individual 2500 word report (80%) Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions and they have to assess the risks involved in their investment policy. We notify students about the acceptance of the report in 3 days after the submission. If the report is not accepted, students have the opportunity to rewrite the report once after the rejection until the end of the exam period. (LOs 1,3 and 6) Course work (no examination): 100%</p>
14.	<p>Learning materials:</p> <p>Essential:</p> <ul style="list-style-type: none"> - Zvi Bodie, Alex Kane, Alan J. Marcus: “Investments”, Sixth Edition, Irwin, 2005. <p>Recommended:</p> <ul style="list-style-type: none"> - Warren E. Buffett: Berkshire Hathaway letters to shareholders 1965-2017 http://www.berkshirehathaway.com/letters/letters.html - Benjamin Graham: The intelligent investor - Peter L. Bernstein: Capital Ideas: The Improbable Origins of Modern Wall Street - Damodaran: Investment Valuation - Walter Isaacson: Steve Jobs - Seth Klarman: Margin of safety - Edwin Lefèvre: Reminiscences of a Stock Operator - Jack Schwager: Market Wizards series - Thomas J. Stanley és William D. Danko: The Millionaire Next Door - T. Harv Eker: Secrets of the Millionaire Mind - George Soros: Alchemy of Finance
15.	<p>Further information:</p> <p>-</p>

1.	Module code:	B19C04E
2.	Title:	INTRODUCTION TO ENTREPRENEURSHIP
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	ZSOLT BEDŐ, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	<p>The module introduces students to the startup world, which shapes today's global economy to a great extent. Students will be exposed to real life challenges that they have to discover on their own in the process of opportunity seeking and recognition, complemented by the research of the latest trends in technology. Via this experiential learning method students will build their own startup business concept using state of the art methods, which also require them to step outside of their own comfort zone and to conduct business concept validation actions in the real life environment. It will be necessary for all participants to build the Minimum Viable Product version of the product or service that they think is valuable on the market not just to map out the business on paper.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand the global startup world and its impact on the global economy. <i>(PILO1)</i> 2. Apply the method of opportunity seeking and recognition. <i>(PILO2)</i> 3. Apply the method of business model and value proposition generation method. <i>(PILO2)</i> 4. Analyze business opportunities that emerge from different socio-economic challenges. <i>(PILO4)</i> 5. Evaluate feedback from future users given to the MVP produced by students <i>(PILO3)</i> 6. Create product and service concepts that can serve as a base for venture capital inclusion into their startup business. <i>(PILO5)</i> 7. Pull together resources in order to succeed in the product and or service building process <i>(PILO5)</i> <p><i>(The remarks in brackets express each CLO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction to the startup world 2. Team formation, opportunity seeking and recognition 3. Value proposition 4. Product – market fit

	<ul style="list-style-type: none"> 5. Minimum Viable Product 6. MVP testing, hypothesis testing 7. Profitability and scalability 8. Revenue model and cost structure 9. Engaging your customers 10. Pitching your business concept 																																			
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module applies Experiential learning method, which implies that students are required to actively engage in the so called learning by doing activity. After understanding the concept of startups and the business model generation along with the lean methodology students have to start building their own business concept while experiencing the theoretical underlying in operation. Students have to engage with the stakeholders of the real life business environment to test their product, service and business concepts. Being able to gather information during these validation events and to be able to process, analyze the gathered information will be crucial to succeed. Students at the end of the course will have the opportunity to pitch their business idea to real life venture capitalist. If their concept is viable investors might provide further funding to take the business to the next phase.</p>																																			
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, and on the weekly project progress.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CLOs</th> </tr> </thead> <tbody> <tr> <td>Group business model</td> <td>60%</td> <td>report</td> <td>canvas, expanded material on the business model</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6,7</td> </tr> <tr> <td>Supporting documentation</td> <td>20%</td> <td>documents</td> <td>Bug list, MVP, Personas, Validation documents</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4</td> </tr> <tr> <td>Pitch</td> <td>15%</td> <td>oral</td> <td>in the framework of the final pitch presentation event</td> <td>non</td> <td>yes</td> <td>4, 5, 6</td> </tr> <tr> <td>Class participation</td> <td>5%</td> <td></td> <td></td> <td>non</td> <td>yes</td> <td>6, 7</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CLOs	Group business model	60%	report	canvas, expanded material on the business model	one retake opportunity	yes	1,2,6,7	Supporting documentation	20%	documents	Bug list, MVP, Personas, Validation documents	one retake opportunity	yes	1,2,3,4	Pitch	15%	oral	in the framework of the final pitch presentation event	non	yes	4, 5, 6	Class participation	5%			non	yes	6, 7
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14.	<p>Learning materials:</p> <p>Alexander Osterwalder & Yves Pigneur: Business Model Generation, 2010, ISBN: 978-0470-87641-1</p> <p>Dan Senor and Saul Singer Start Up Nation, 2011.</p> <p>Eric Ries: Lean Startup, 2010.</p> <p>THE NUTS & BOLTS OF GREAT BUSINESS PLANS, Michael H. Morris</p> <p>All templates and tutorial will be accessible in the https://openup.pt.e.hu/feed platform's project room.</p> <p>HBR articles distributed during the semester</p>																																			
15.	<p>Further information:</p> <p>Further sources of information on the industry:</p> <p>https://startupstash.com/</p>																																			

<https://www.businessinsider.com/>
<https://www.entrepreneur.com/>
<https://yourstory.com/>
<https://startup.google.com/stories/>
<https://www.startupdeals.tech/>
<https://www.fundz.net/startup-companies-ultimate-guide>
<https://www.seedtable.com/>
<https://angel.co/>
<https://sifted.eu/>
<https://www.startupranking.com/>
<https://www.beststartup.co.uk/>
<https://500.co/>
<https://medium.com/startup-foundation-stories>
<https://startup.info/>
<https://www.foentrepreneurs.com/>

1.	Module code:	B19C07E
2.	Title:	NATURAL RESOURCE ECONOMICS AND CSR
3.	ECTS credits:	3
4.	Semester:	Spring
5.	Module leader:	KATALIN ERDŐS, DR.
6.	Further lecturer(s):	PETRA RÁCZ-PUTZER, DR.
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to have Environmental Economics passed before taking this module.
9.	Description and aims:	Ecosystem services provide the very basics of survival for humanity and that of economic growth. Overexploitation of resources is critical, and transition towards sustainable development requires action from policymakers and business managers alike. This course provides the necessary knowledge and skills to support sustainable economies, societies and the environment. Corporate Social Responsibility (CSR) aspects will be explored in the context of natural resource economics to enable students to act responsibly in their professional lives.
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 2. explain core issues in the field of natural resource economics (<i>PILO1</i>), 3. evaluate the applicability of theories in the changing global environment (<i>PILO2</i>), 4. examine the characteristics of efficient natural resource use practices (<i>PILO4</i>), 5. design and carry out effective small-scale research (<i>PILO7</i>), 6. propose solutions to complex issues related to the exploitation of natural resources (<i>PILO1,6,8</i>), 7. model the costs and benefits of natural resource use (<i>PILO3</i>), <p>(The remarks in brackets express each CLO's connection to the Program Intended Learning Outcomes (PILOs).)</p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following twelve chapters:</p> <ol style="list-style-type: none"> 1. Dynamic efficiency and sustainable development. Depletable resource allocation: The role of longer time horizons, substitutes, and extraction cost 2. Energy: The transition from depletable to resources 3. Recyclable resources: Minerals, paper, bottles, and e-waste 4. Water: A confluence of renewable and depletable resources 5. A locally fixed, multipurpose resource: Land. Storable, renewable resources: Forests 6. Common-pool resources: Commercially valuable fisheries. Ecosystem goods and services: Nature's threatened bounty 7. Theoretical basics of Corporate Social Responsibility (CSR) 8. Corporate Social Initiatives: Six Options for Doing Good 9. Motivations and dark side of CSR 10. Best Practices for Doing the Most Good for the Company and the Cause 11. CSR reports and measurement 12. CSR – a marketing approach

12.	<p>Learning and teaching strategy, methodology:</p> <p>Seminars will be introduced by a quick quiz on basic facts and causations related to the topic to be discussed to awaken students' interest and increase their sensibility on overexploitation of natural resources and the related responsibility of firms. Following this, students must work in groups on real-life examples and case studies that help them practically apply theoretical concepts of natural resource economics and CSR and develop critical thinking on comprehensive issues in these fields. Groups then share their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.</p>																												
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Real-life or hypothetical case studies are processed in groups in order to enhance better understanding of theoretical concepts and support the understanding of the application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.</p> <p><i>Summative assessment elements:</i></p> <table border="1" data-bbox="277 808 1414 1480"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Groupwork in class</td> <td>20%</td> <td>coursework</td> <td>Groups are requested to contribute to the complete solution of the in-class work.</td> <td>no</td> <td>no</td> <td>1,2,3,5,6</td> </tr> <tr> <td>Individual research assignment on natural resource economics</td> <td>40%</td> <td>coursework</td> <td>In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.</td> <td>one resubmission opportunity</td> <td>yes</td> <td>4,5</td> </tr> <tr> <td>Individual research assignment on CSR</td> <td>40%</td> <td>coursework</td> <td>In the assignment, the student has to critically discuss an issue in the field of CSR based on individual data collection and theoretical concepts.</td> <td>one resubmission opportunity</td> <td>yes</td> <td>4,5</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Groupwork in class	20%	coursework	Groups are requested to contribute to the complete solution of the in-class work.	no	no	1,2,3,5,6	Individual research assignment on natural resource economics	40%	coursework	In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5	Individual research assignment on CSR	40%	coursework	In the assignment, the student has to critically discuss an issue in the field of CSR based on individual data collection and theoretical concepts.	one resubmission opportunity	yes	4,5
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14.	<p>Learning materials:</p> <p><i>Tom TIETENBERG – Lynne LEWIS (2015): Environmental & Natural Resource Economics. Pearson Education. 10th edition</i></p> <p><i>Kotler, PHILIP – Lee, NANCY (2004): Corporate Social Responsibility – Doing the Most Good for Your Company and Your Cause. John Wiley & Sons</i></p>																												
15.	<p>Further information:</p> <p>The individual research assignment on natural resource economics has to be submitted before the last week of the study period. The topic has to be submitted for approval at least four weeks before the submission deadline. Assignments submitted on topics not approved by the lecturer will be automatically rejected without correction.</p>																												

1.	Module code:	B19C05E
2.	Title:	REGIONAL ECONOMICS
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	NORBERT SZABÓ
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	Microeconomics
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
9.	Description and aims:	<p>The module aims to introduce the basic principles of regional economics by discussing the role of space in economics at the micro and macroeconomic levels. At the micro level, the lecture will allow students to get a deeper knowledge of the logic of economic decision-making extended by localities. At the macro level, students will better understand how the system of cities and regions works, and how spatial inequalities, local growth and its sustainability can be dealt with and fostered by different policies. By completing group works and exercises, the course will provide students a better understanding of the economic processes going on in the local economy both at the micro and macro levels.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the basic theories of regional economic development (<i>PILO1</i>), 2. Examine the different approaches of theories on the role of space in economic development (<i>PILO1</i>), 3. Distinguish the key factors that can affect local economic growth and account for the potential consequences of growth (<i>PILO1,PILO8</i>), 4. Use the basic methodological tools in local economic analysis (e.g. location quotient) (<i>PILO2,PILO3</i>), 5. Deduct relevant conclusions from applied teamwork exercises designed for spatial economic problems (<i>PILO3</i>), 6. Criticize the different local economic development approaches (<i>PILO4</i>). 7. Evaluate the potential of different policies aimed at fostering local growth and its sustainability (<i>PILO3</i>) <p><i>(The remarks in brackets express each CLO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introduction to Regional economics. Schedule of the semester. Discussion of requirements. The main topics of spatial economics. 2. Location choice theory. Objectives. Factors. Transportation cost. 3. Spatial competition. Market area. Hotelling model. Spatial price discrimination.

	<ol style="list-style-type: none"> 4. External economies, agglomeration, urbanization, why do cities exist? 5. Rural land use and land market- the von Thunen model 6. Urban land use 7. Location of urban places – Theory of central places 8. Regional development (the role of demand, supply and factors of production) 9. Regional development policy 10. Urban growth and sustainability 																					
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module is taught mainly as a lecture. But after smaller sub-chapters, the lecture is augmented by small teamwork assignments where students can demonstrate their ability to work in groups, to think critically and to create well-founded arguments in relevant topics. These assignments are later discussed together concluding the main conclusions. Apart from that students are questioned in form of online quizzes and they are also provided by further online content (videos, further readings) which helps them prepare for the final assessment and also motives them for further research in this field.</p>																					
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Oral feedback on in-class activities, discussion of the solution of practical exercises and group-works solved during the classes, online quiz games (e.g. Kahoot) occasionally.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm exam</td> <td>40%</td> <td>exam</td> <td>A written exam based on chapters 1-5, containing single choice and theoretical questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4</td> </tr> <tr> <td>Final exam</td> <td>60%</td> <td>exam</td> <td>A written exam based on chapters 6-10, containing single choice, calculus and theoretical questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4, 8</td> </tr> </tbody> </table> <p><i>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i></p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm exam	40%	exam	A written exam based on chapters 1-5, containing single choice and theoretical questions.	one retake opportunity	yes	1,2,3,4	Final exam	60%	exam	A written exam based on chapters 6-10, containing single choice, calculus and theoretical questions.	one retake opportunity	yes	1,2,3,4, 8
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14.	<p>Learning materials:</p> <p><i>Edwards, Mary E. (2007): Regional and Urban Economics and Economic Development. Theory and Methods. Taylor & Francis. 752 p.</i></p>																					
15.	<p>Further information:</p> <p>-</p>																					

1.	Module code:	B19C10E
2.	Title:	TOURISM MANAGEMENT
3.	ECTS credits:	3
4.	Semester:	2019/2020/2
5.	Module leader:	ZOLTÁN RAFFAY, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	I think this is typically the course that can be completed by anybody who has a general intelligence and curiosity about the world we live in. I do not recommend any specific further studies, all interested students are welcome to this course, irrespective of their previous studies.
9.	Description and aims:	The aim is to get a comprehensive knowledge of the operation of tourism industry and the management techniques of attractions and destinations, human resources and touristic developments. Students successfully completing this module will have a general understanding of the tourism industry, its role in modern economy, and also its positive and negative economic, socio-cultural and environmental impacts. Basic human resources management, crisis management and visitor management techniques will also be acquired by enthusiastic, curious and open students. Should any of the students work later in the tourism industry, they will know what they will have to learn to be good tourism experts.
10.	Intended Learning Outcomes (ILOs):	Upon the successful completion of this course, students should be able to
	1.	analyse the nature and structure of the tourism industry;
	2.	understand the role of tourism and the impacts of the industry on the economy, on society, culture and the environment;
	3.	gather, categorise and analyse tourism information and data;
	4.	understand, analyse and apply management functions to varied tourism contexts;
	5.	evaluate issues surrounding the management of tourism businesses and destinations;
	6.	appreciate professional skills required for the management of contemporary tourism;
	7.	identify, analyse and offer solutions for a contemporary tourism management issue.
11.	Content, schedule:	
	24.	Principles, definitions, the place of tourism in science and economy
	25.	Operation of the tourism industry. Demand side of tourism. Supply side of tourism
	26.	The economic and social impacts of tourism. The environmental impacts of tourism
	27.	Tourism trends. the future of tourism
	28.	Making demand and supply meet: transportation in tourism
	29.	Making demand and supply meet: tourism marketing
	30.	Technology management and applications in tourism

	<p>31. Communications and Public Relations in tourism</p> <p>32. Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres</p> <p>33. Human resource management in tourism</p> <p>34. Risk and crisis management in tourism</p> <p>35. Tourism in regional and urban development; tourism in rural development</p> <p>36. Tourism Destination Management</p>															
12.	<p>Learning and teaching strategy, methodology:</p> <p>Seventy-five-minute lectures will introduce concepts and provide a framework for understanding topics (ILOS 1, 2). Students are expected to supplement the lectures with their own readings provided or recommended by the instructor (ILOS 2, 3, 4). A part of the sessions will be devoted to discussing issues covered in the lecture. Time will also be allocated for work on group assignments (ILOS 2, 3, 4, 6, 7). Students are expected to undertake work prior to the seminars and be prepared to present/discuss their findings (ILOS 3, 5, 6, 7). The short fieldtrips in and around the city of Pécs will provide students with the opportunity to recognise and analyse the role of management in a variety of contexts (ILOS 4, 6, 7). For this purpose, site visits are made to at least two of the following places: Zsolnay Heritage Centre, Pécs; Cella Septichora Visitor Centre, Pécs; Orfú Tourism Destination Management Organisation, Orfú; and "Irány Pécs!" Tourism Destination Management Organisation, Pécs; a guided city tour downtown Pécs. Apart from the field trips, all this can be done via electronic means (Teams, Zoom etc.)</p>															
13.	<p>Assessment:</p> <p><i>Summative assessment elements</i></p> <table border="1"> <thead> <tr> <th><i>Name of the element</i></th> <th><i>Weight of the element in the assessment structure</i></th> <th><i>Type of the element (coursework/exam)</i></th> <th><i>Details of the element</i></th> <th><i>Retake opportunities</i></th> <th><i>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</i></th> <th><i>Related CILO</i></th> </tr> </thead> <tbody> <tr> <td>Assignment 1</td> <td>25%</td> <td>Individual</td> <td>1,500 word report on management activity of a chosen tourism enterprise</td> <td>Students will work individually and introduce a tourism enterprise that they know (worked for or visited), focusing on the management issues discussed during the semester (product development, marketing, human resources management, risk management,</td> <td>No</td> <td></td> <td>3, 4, 5, 6, 7</td> </tr> </tbody> </table>	<i>Name of the element</i>	<i>Weight of the element in the assessment structure</i>	<i>Type of the element (coursework/exam)</i>	<i>Details of the element</i>	<i>Retake opportunities</i>	<i>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</i>	<i>Related CILO</i>	Assignment 1	25%	Individual	1,500 word report on management activity of a chosen tourism enterprise	Students will work individually and introduce a tourism enterprise that they know (worked for or visited), focusing on the management issues discussed during the semester (product development, marketing, human resources management, risk management,	No		3, 4, 5, 6, 7
<i>Name of the element</i>	<i>Weight of the element in the assessment structure</i>	<i>Type of the element (coursework/exam)</i>	<i>Details of the element</i>	<i>Retake opportunities</i>	<i>Required to pass the course irrespective of the performance in other assessment elements (yes/no)</i>	<i>Related CILO</i>										
Assignment 1	25%	Individual	1,500 word report on management activity of a chosen tourism enterprise	Students will work individually and introduce a tourism enterprise that they know (worked for or visited), focusing on the management issues discussed during the semester (product development, marketing, human resources management, risk management,	No		3, 4, 5, 6, 7									

			communication strategy, CSR etc.)			
Assignment 2	25%	Individual 1,500 word report on management activity of a chosen tourism destination	Students will work individually and introduce a tourism destination that they know (live there or visited it), focusing on the issues discussed during the semester (natural and man-made attractions, accessibility, the complex tourism supply of the destination, marketing activity of the destination etc.).	No		3, 4, 5, 6, 7
Presentation	10%	Students make a brief (10 minute) Power Point or video presentation on the region that they are from	A brief promotional material, focusing on the summary of attractions and not management issues.	No		3, 5, 7
Exam	40%	Final exam	Students will write a concise final essay in which different tasks (multiple choices, yes or no answers and brief essays to be written) will be made.	Yes		1, 2, 3, 4, 5, 6, 7
<p>14. Learning materials:</p> <ul style="list-style-type: none"> • Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275 ISBN:978-963-642-800-6 • Cooper C. and Hall M. (2016) Contemporary Tourism: An International Approach (3rd ed.) Goodfellow publishers • Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011 • Swarbrooke, J. and Page, Stephen J.: Development and Management of Visitor Attractions. Routledge, London and New York 2011 						

	<ul style="list-style-type: none">• Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005• Periodical 'Tourism Management'• Case studies provided by the lecturer
15.	Further information: -

1.	Module code:	B19C03E
2.	Title:	VISUALIZATION WITH SPREADSHEETS
3.	ECTS credits:	3
4.	Semester:	spring
5.	Module leader:	FERENC KRUZSLICZ, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
9.	Description and aims:	<p>This course allows participants to gain practical experience with chart design and corresponding VBA through a series of practice sessions and problem solving workshops. The instructor will take students through various learning outcomes and then consolidate each laboratory work with hands on examples whereby students can utilize the tools provided and apply them in various decision making and programming situations. The course starts with learning how to use advanced charting tools of Excel, then goes on to learn to write VBA programs to help in professional modeling and visualization. VBA is important even in financial industry, because its integration into Microsoft Office, especially Excel. Generally knowing how to design beautiful charts is a definite advantage for your future career.</p>
10.	Intended Learning Outcomes (ILOs):	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Understand and analyse business models, written in well-structured Excel. <i>(PILO1)</i>, 2. Solve business problems by using a wide range of advanced Excel functions and objects. <i>(PILO2)</i>, 3. Adjudge visualization quality of charts and graphical data representation. <i>(PILO3)</i>, 4. Demonstrate management decisions with Excel as a DSS application.s <i>(PILO3)</i>, 5. Evaluate the role data issues (quality, errors) in decision making, research and investigations. <i>(PILO3)</i>, 6. Preprocess data of different types with advanced spreadsheet techniques. <i>(PILO3)</i>, 7. Produce high quality, dynamic charts and effective data summaries. <i>(PILO4)</i>. 8. Find proper visualization method for management decisions problems. () 9. Construct and organise large, complex datasets and decision models. () 10. Develop short VBA programs to automate and control an Excel model. () <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
11.	Content, schedule:	<p>The discussion of topics is divided into the following ten chapters:</p> <ol style="list-style-type: none"> 1. Introducing charts in Excel: Creating and editing charts and templates (PILO 6) 2. Customizing charts: Elements and formatting, series and markers (PILO 2) 3. Charts with trends: Trendline, forecasting, scatter matrix (PILO 2) 4. Charts of differences: Component comparison, waterfall charts (PILO 2) 5. Charts of relationships: Paired matching, correlation, radar charts (PILO 3) 6. Stock analysis charts: Data structure, OHLC and candlestick charts (PILO 3) 7. Advanced chart techniques: Dynamic charts with scrolling (PILO 3)

	<p>8. Pivot charts: Data cubes and pivoting, filtering and OLAP operators (PILO 4)</p> <p>9. Visualization without charts: Ascii art, conditional formatting, data bars (PILO 4)</p> <p>10. Maps, shapes and graphs: Geographical data plot, smart art (PILO 4)</p> <p>11. Advanced charting with VBA: Interactive, dynamic charts, exporting (PILO 4)</p>																					
12.	<p>Learning and teaching strategy, methodology:</p> <p>This module has a practical focus. Every week a new concept is introduced and discussed. Teaching method is a case and example based problem solving using computer related best practice technologies. Reading the reference books, accompany with exercises, gives you further learning possibilities.</p>																					
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Optional weekly home works to reproduce charts created by professionals. Solutions are voted, shared and best ones are discussed with in-class demonstration.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req.*</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Midterm 1 exam</td> <td>50%</td> <td>exam</td> <td>Computer exam about basic charts based on chapters 1-6 (CILOs 1, 2, 3 and 6, 7)</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,6,7</td> </tr> <tr> <td>Midter 2 exam</td> <td>50%</td> <td>exam</td> <td>Computer exam about advanced charts based on chapters 7-14 (CILOs 4, 5 and 8, 9, 10)</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,4, 5,6,7</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm 1 exam	50%	exam	Computer exam about basic charts based on chapters 1-6 (CILOs 1, 2, 3 and 6, 7)	one retake opportunity	yes	1,2,6,7	Midter 2 exam	50%	exam	Computer exam about advanced charts based on chapters 7-14 (CILOs 4, 5 and 8, 9, 10)	one retake opportunity	yes	1,2,3,4, 5,6,7
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs																
Midterm 1 exam	50%	exam	Computer exam about basic charts based on chapters 1-6 (CILOs 1, 2, 3 and 6, 7)	one retake opportunity	yes	1,2,6,7																
Midter 2 exam	50%	exam	Computer exam about advanced charts based on chapters 7-14 (CILOs 4, 5 and 8, 9, 10)	one retake opportunity	yes	1,2,3,4, 5,6,7																
14.	<p>Learning materials:</p> <p><i>Essential: B. Jelen: Charts and Graphs: Microsoft Excel (2007/2010/2013), Que, 2007, ISBN: 9780789736109, p. 480</i></p> <p><i>Recommneded: M. Alexander, J. Walkenbach: Excel Dashboards and Reports (1st or 2nd ed), Wiley, 2010, ISBN: 9781118257500, p. 456</i></p>																					
15.	<p>Further information:</p> <p>-</p>																					

D modules

1.	Module code:	B19D01E
2.	Title:	THESIS-RESEARCH METHODOLOGY
3.	ECTS credits:	3
4.	Semester:	fall
5.	Module leader:	KÁRMEN KOVÁCS, DR.
6.	Further lecturer(s):	-
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	Pre-requisite: The Art of Writing and Presenting
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	
	Module aims	
	• to introduce research methodologies appropriate for the level,	
	• to introduce the general and (type&topic-related) special requirements of a thesis,	
	• to support students to choose a thesis topic, form the structure of the thesis and provide an overview of the most typical characteristics of thesis chapters,	
	• to provide an overview of and practice the literature/empirical qualitative/quantitative methods,	
	• to help students gain competence in the thesis-writing process.	
10.	Intended Learning Outcomes (ILOs):	
	Upon the successful completion of this course, students should be able to:	
	1. select and apply a thesis research methodology (PILO4),	
	2. apply a level-appropriate knowledge of thesis requirements (PILO3),	
	3. apply the theory to the practice of academic literature review and use justifiable qualitative/quantitative techniques of research (PILO4),	
	4. choose a thesis topic and to form an appropriate structure for the thesis (PILO6),	
	5. apply literature/empirical qualitative/quantitative methods (PILO5).	
	<i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>	
11.	Content, schedule:	
	The discussion of topics is divided into the following chapters:	
	1. The general content and requirements of a thesis.	
	2. Clarifying the research topic and formulating the research design.	
	3. Types and structure of thesis.	
	4. Literature overview: searching and summarizing academic sources.	
	5. Literature review: criticising, synthesising and presenting academic arguments.	

	<p>6. Empirical research: the use of common quantitative methods of research.</p> <p>7. Questionnaire design.</p> <p>8. Empirical research: the use of common qualitative methods of research.</p> <p>9. Planning qualitative research.</p> <p>10. Meeting the assessment criteria.</p> <p>11. Most common mistakes in thesis.</p>																												
12.	<p>Learning and teaching strategy, methodology:</p> <p>In addition to weekly lectures, teaching and learning in this module are based on worked examples and exercises that help explore key issues and deepen knowledge in thesis-research methodology.</p>																												
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Feedback from lecturers on in-class activities and work-in-progress thesis.</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunities</th> <th>Required*</th> <th>Related CLO</th> </tr> </thead> <tbody> <tr> <td>Empirical research design</td> <td>20%</td> <td>written coursework</td> <td>Qualitative and quantitative research have to be planned.</td> <td>No</td> <td>No</td> <td>5</td> </tr> <tr> <td>Midterm exam</td> <td>40%</td> <td>exam</td> <td>A closed-book written exam based on chapters 1-9.</td> <td>one retake opportunity</td> <td>Yes</td> <td>1,2</td> </tr> <tr> <td>Research paper</td> <td>40%</td> <td>written coursework</td> <td>In the first part of the paper, the research methods have to be described. The second part is a literature review.</td> <td>one retake opportunity</td> <td>Yes</td> <td>1,2,3,4,5</td> </tr> </tbody> </table> <p>* Completion of the element is required to pass the course, irrespective of the performance in other elements.</p> <p>After deadline, any Research paper will be refused.</p>	Name of the element	Weight	Type	Details	Retake opportunities	Required*	Related CLO	Empirical research design	20%	written coursework	Qualitative and quantitative research have to be planned.	No	No	5	Midterm exam	40%	exam	A closed-book written exam based on chapters 1-9.	one retake opportunity	Yes	1,2	Research paper	40%	written coursework	In the first part of the paper, the research methods have to be described. The second part is a literature review.	one retake opportunity	Yes	1,2,3,4,5
Name of the element	Weight	Type	Details	Retake opportunities	Required*	Related CLO																							
Empirical research design	20%	written coursework	Qualitative and quantitative research have to be planned.	No	No	5																							
Midterm exam	40%	exam	A closed-book written exam based on chapters 1-9.	one retake opportunity	Yes	1,2																							
Research paper	40%	written coursework	In the first part of the paper, the research methods have to be described. The second part is a literature review.	one retake opportunity	Yes	1,2,3,4,5																							
14.	<p>Learning materials:</p> <p><i>Essential</i></p> <p>Fisher, C. M. and Buglear, J. (2007), <i>Researching and Writing a Dissertation: A Guidebook for Business Students</i>. 2nd ed. Harlow, Financial Times Prentice Hall.</p> <p>Zikmund, W. G., Babin, B. J., Carr, J. C. and Griffin, M. (2010), <i>Business Research Methods</i>. 8. ed. [Mason], South-Western Cengage Learning.</p> <p><i>Recommended</i></p> <p>Brown, R. B. (2006), <i>Doing Your Dissertation in Business and Management: The Reality of Researching and Writing</i>. London, Sage Publications.</p> <p>Hart, C. (2008), <i>Doing a Literature Review: Releasing the Social Science Research Imagination</i>. London [etc.], Sage Publications.</p> <p>Machi, L. A. and McEvoy, B. T. (2009), <i>The Literature Review: Six Steps to Success</i>. Thousand Oaks, Corwin Press.</p> <p>McMillan, K. and Weyers, J. (2014), <i>How to Complete a Successful Research Project</i>. Harlow, Pearson.</p> <p>Neville, C. (2010), <i>The Complete Guide to Referencing and Avoiding Plagiarism</i>. 2nd ed. Maidenhead, Open University Press.</p> <p>Quinlan, C. (2011), <i>Business Research Methods</i>. Andover, South-Western Cengage Learning.</p>																												

	Saunders, M., Lewis, P. and Thornhill, A. (2007), <i>Research Methods for Business Students</i> . 4th ed. Harlow; New York, Financial Times - Prentice Hall.
15.	Further information: -

1.	Module code:	B19D02E
2.	Title:	THESIS-CONSULTATION
3.	ECTS credits:	7
4.	Semester:	Spring
5.	Module leader:	KATALIN ERDŐS, DR.
6.	Further lecturer(s):	THESIS SUPERVISOR
7.	Accredited by:	EFMD
8.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
9.	Description and aims:	
		This module is designed to keep track of the consultations between the graduating students and their thesis supervisors. At the same time, it develops students' research skills and their ability to evaluate research and use its outcomes in managerial decision-making. It also develops academic skills that act as a bridge to more advanced study at the postgraduate level.
10.	Intended Learning Outcomes (ILOs):	
		Upon successful completion of this module, the student will be able to: <ol style="list-style-type: none"> 1. design a research project and evaluate different data gathering techniques (<i>PILO</i>, 2. survey and use existing literature to develop appropriate research objectives and research framework (<i>PILO4</i>); 3. analyse and interpret the data using appropriate analytical techniques to derive conclusions, and demonstrate an understanding of limitations of the research (<i>PILO3</i>); 4. construct a small-scale research project (<i>PILO1,7</i>); 5. survey and evaluate academic and/or practitioner literature to conduct a literature review (<i>PILO4</i>); 6. use quantitative and/or qualitative data analysis techniques (<i>PILO3</i>); 7. prepare a coherent, logical, and correctly referenced piece of work (<i>PILO6</i>). <i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i>
11.	Content, schedule:	
		The consultations should touch the following topics: <ol style="list-style-type: none"> 1. Examination of the issues involved in carrying out the research project, including roles and responsibilities of the supervisor and the supervisee 2. Critical evaluation of qualitative and quantitative approaches to research 3. Quantitative data collection methods and analysis, with a primary focus on questionnaires 4. Qualitative data collections methods and analysis, focusing on different types of interviews 5. Writing up research, developing clear aims and objectives, reporting the relevant literature, and developing a competent structure and writing style
12.	Learning and teaching strategy, methodology:	

	<p>This module relies heavily on self-study under supervision. Students will be required to attend at least the first two supervisory consultations and communicate with their supervisors for feedback. Students will make extensive use of the library and online resources to complete the different stages of the assessment. In total, three consultations are minimally required.</p>																					
13.	<p>Assessment:</p> <p><i>Formative assessment elements:</i> Feedback on the research topic, the research plan and process will be provided by individual supervisors. Students should contact their allocated supervisor by the first week of the study period in which the thesis is to be submitted.</p> <p>Students are required to consult with their supervisor on the introduction and the literature review six weeks before the thesis submission deadline (CILOs 1, 2, 4 and 5)</p> <p>Students are required to consult with their supervisor the empirical analysis or the detailed theoretical elaboration (if there is no primary research done), including methodology two weeks before the thesis submission deadline (CILOs 3, 6)</p> <p>Students are required to consult with their supervisor the conclusions five working days before the thesis submission deadline (CILOs 4 and 7)</p> <p>Should the student miss to consult by his/her supervisor in due time, the supervisor has the right to deny the acceptance of consultation, the student fails Thesis – Consultation module and consequently cannot submit the thesis in the given semester</p> <p><i>Summative assessment elements:</i></p> <table border="1"> <thead> <tr> <th>Name of the element</th> <th>Weight</th> <th>Type</th> <th>Details</th> <th>Retake opportunity</th> <th>Req. *</th> <th>Related CILOs</th> </tr> </thead> <tbody> <tr> <td>Thesis evaluation 1</td> <td>50%</td> <td>coursework</td> <td>Grade given by the thesis supervisor</td> <td>no</td> <td>yes</td> <td>1,2,3,4,5,6,7</td> </tr> <tr> <td>Thesis evaluation 2</td> <td>50%</td> <td>coursework</td> <td>Grade given by the second marker of the thesis</td> <td>no</td> <td>yes</td> <td>1,2,3,4,5,6,7</td> </tr> </tbody> </table> <p>* Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</p>	Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs	Thesis evaluation 1	50%	coursework	Grade given by the thesis supervisor	no	yes	1,2,3,4,5,6,7	Thesis evaluation 2	50%	coursework	Grade given by the second marker of the thesis	no	yes	1,2,3,4,5,6,7
Name of the element	Weight	Type	Details	Retake opportunity	Req. *	Related CILOs																
Thesis evaluation 1	50%	coursework	Grade given by the thesis supervisor	no	yes	1,2,3,4,5,6,7																
Thesis evaluation 2	50%	coursework	Grade given by the second marker of the thesis	no	yes	1,2,3,4,5,6,7																
14.	<p>Learning materials:</p> <p>Umberto ECO (2015): <i>How to Write a Thesis?</i> The MIT Press, Cambridge, MA; London, England</p>																					
15.	<p>Further information:</p> <p>Requirements for the thesis are available at https://ktk.pte.hu/en/students/studies/bachelor-programmes/thesis.</p>																					

Appendix 4: Module Evaluation Form

Approximately how many per cent of the classes did you visit? (radiobox, answer is compulsory)

- less than 25%
- 25%-50%
- 51%-75%
- more than 75%

Evaluation of the course (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not want to answer	Remark (non-compulsory)
Course content *							
Information of syllabus and requirements							
Comprehensibility of teaching material							
Accessibility of teaching material							
Matching of teaching material and syllabus							
Structure of classes							
Active student participation was possible in the classes							
Classes assisted the successful acquisition of the teaching material							
In-semester activity expected from the students assisted the acquisition of the teaching material							
Manageability of in-semester							

workload expected from the students							
Helpfulness of feedbacks given to work by students							
How interesting was the course?							
On the whole, how much were you satisfied with the course?							

* Capacity of the course to share general social or economic attitude, enlargement of horizon, theoretical foundation and /or practice-orientation.

Strengths of the course: (text, answer is not compulsory)

Weaknesses of the course: (text, answer is not compulsory)

Evaluation of lecturer(s) (to be filled out separately for each lecturer of the course)

Did you participate in at least one of the classes held by the lecturer above? (radiobox, filling out is compulsory)

yes

no

(If yes: questions concerning the lecturer show up. If no, the only question below shows up:)

What is the reason for your not participating in the classes held by the lecturer above? (one of the two options must be specified)

..... (text)

OR

I do not want to answer

(The questions below will show up if the student said yes for the participation)

The lecturer is (1 = very bad; 5 = excellent) (radiobox, answer is compulsory)

	1	2	3	4	5	I do not know / I do not want to answer	Remark (non-compulsory)
Competence							
Way of presentation							
Comprehensibility							
Helpfulness							
Consistency							
Accessibility (personally or online)							
Contact with the students							

Strengths of the lecturer: (text, answer is not compulsory)

Things the lecturer could develop in: (text, answer is not compulsory)

Appendix 5: Thesis Evaluation Form

THESIS REPORT

Candidate's name:

Title of thesis:

Examiner's name:

Type of thesis: a) mostly theoretical b) mostly empirical

Criteria for Evaluation		Scale of points	Points given
1. Topic quality (originality and relevance:)		0-12 points	
a. Does not address a problem at all		0 point	
b. Topic only marginally relevant, aims and objectives not addressed at all		1-4 points	
c. Relevant topic but not addressed properly		5-8 points	
d. Relevant topic, aims and objectives addressed properly		9-12 points	
2. Literature survey		0-8 points	
a. No literature survey, no theoretical basis		0 point	
b. Some literature survey but relevant literature missing, poor interpretation		1-3 points	
c. Reasonable literature survey but some relevant literature missing, partially inappropriate interpretation		4-6 points	
d. Thorough and extensive literature survey with appropriate interpretation, a range of views presented		7-8 points	
3. Theoretical aspect		Empirical aspect	
3.a. Choice and description of research method:	3.b. Method of data collection, validity of sample:	0-12 points	
a. No clear description of research method	a. No clear description of method of data collection	0 point	
b. Description only partially correct, important aspects missing	b. Data collection not clearly organised, no clear sampling	1-4 points	
c. Clear description but some aspects are missing	c. Sampling and data collection only partly acceptable	5-8 points	
d. Clear and thorough description with all important aspects included	d. Systematic data collection, sampling acceptable	9-12 points	
4.a. Application of research method:	4.b. Depth of data analysis:	0-8 points	
a. One-sided use of research method, relevant literature missing	a. Basic methods used only: percentage calculation, frequency, etc.	0-4 points	
b. Alternative ways shown, but some aspects missing	b. A range of methods used: correlation and hypothesis analysis, etc.	5-8 points	

c. Critical overview given in a coherent way	c. More sophisticated methods are also utilised: correlation and hypotheses analysis, etc.	7-8 points	
5. Presentation and discussion of research findings and practical implementations		0-18 points	
a. Poor presentation and discussion, no practical relevance and/or recommended implementation plan		0 point	
b. Some evidence of presentation or discussion skills but evaluation lacks depth, some practical relevance and/or implementation plan		1-6 points	
c. Good presentation and discussion , practical relevance and implementation plan offered but some points missing		7-12 points	
d. High level of presentation and discussion, clear practical relevance, detailed and well-grounded implementation plan		13-18 points	
6. Structure of thesis		0-12 points	
a. Unclear and weak structure		0 point	
b. Some parts clear but thesis lacks overall coherency		1-4 points	
c. Adequate structure but some parts not coherent		5-8 points	
d. Clear and coherent throughout		9-12 points	
7. Quality and style of writing		0-10 points	
a. Poor use of English, frequent grammatical mistakes, inadequate grasp of style		0 point	
b. Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style		1-3 points	
c. Mostly accurate English, correct choice of vocabulary, good awareness of style		4-6 points	
d. Excellent command of English, correct use of register and vocabulary		7-10 points	
8. Format, citation and referencing, bibliography and appendix / appendices		0-10 points	
a. One or all of the following missing: citations and references in the text, bibliography: *thesis has to be rejected with grade 1		*0	
b. Bibliography present but not all references indicated in it; appendix / appendices inappropriate or even inadequate		1-4 points	
c. Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate		5-8 points	
b. All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices		9-10 points	
9. Overall opinion		0-10 points	
Please indicate your overall opinion of thesis on a 10-point scale, where 10 means 'excellent' and 1 means 'very poor'.			
Total points		0-100 points	

Grading scale: 0-50 fail (1), 51-60 pass (2), 61-74 fair (3), 75-87 good (4), 88-100 excellent (5)

Remarks (if the grade is fair or below remarks are compulsory):

Questions for oral defence of thesis:

1.

2.

Pécs,

Examiner's signature