



Programme Handbook

Faculty of Business and Economics, University of Pécs
Bachelor of Science Economist in Tourism and Catering
Programme

2021/22 academic year

Programme Director and Institutional Link Tutor: **János Csapó, Dr.**

Contents

Your Programme Handbook.....	4
Information in Alternative Formats.....	4
Welcome to BSc Economist in Tourism and Catering Programme!.....	5
Introduction to Faculty of Business and Economics (UPFBE)	5
Welcome from your Programme Director	7
Your Programme Team.....	9
Faculty's Leadership and Management.....	9
Student website	9
Teaching staff	9
Administrative and Service staff	11
Your Programme.....	12
When you finish your studies you will be an Economist in Tourism and Catering	12
Professions and jobs.....	13
Personal Development Planning (PDP)	13
Career Advice	13
Internship	14
Attendance requirements	14
Your timetable.....	17
Your Modules.....	18
Your Programme Feedback	21
How you can feed back to us/How to submit a complaint/request?	21
Student Surveys.....	21
Resources.....	23
Location of your classes/Study Department/Student Services.....	23
Library.....	23
IT facilities.....	24
E-mail	24
Your contact and personal details	24
Academic Registry System (Neptun) and Intranet (Neptun MeetStreet)	24
Programme Regulations	26
Learning and teaching methods	26
Assessment methods.....	26
Submission and receipt of coursework	27
Exams.....	27
Deferral of assessment	27
Extenuating Circumstances.....	27
Re-assessment.....	28
Return of coursework	29
Assessment Feedback.....	29
Progressing on your programme.....	30
Thesis	30

Final Examination – Thesis Defence (required only for the Hungarian diploma).....	31
Your achievement/Certificates	31
Academic Misconduct	32
Appeals.....	33
Health and Safety	33
Appendix 1: Programme Specifications.....	34
Professions and jobs you can do after finishing the programme.....	36
Appendix 2: Curriculum Map	38
Appendix 3: Assessment Schedule and Module Narratives	44
Appendix 4: Module Evaluation Form.....	144
Appendix 5: Thesis Evaluation Form.....	14750
THESIS REPORT	14750

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 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 in a timely manner.

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 **János Csapó** (csapo.janos@ktk.pte.hu).

Information in Alternative Formats

This handbook can be found online at: <https://ktk.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 Edina Hamar (hamar.edina@ktk.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.

Welcome to BSc Economist in Tourism and Catering Programme!

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 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 BSc Business Administration and Management is the latest result of this longstanding cooperation.

Our BA 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 BA and MSc degrees which graduates receive open the door to global careers.

Small class sizes 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.

In order 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 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.

Many other reforms are in progress. The Faculty of Business and Economics of the University of Pécs has received an eligibility status for being accredited by the EFMD and plans to acquire EPAS accreditation by 2019. In order to succeed this endeavor, we plan to extend the internationalization opportunities of our students, respectively would like to improve their connectivity to the business community.

In accordance with our belief that knowledge is responsibility, our mission is “Education and empowerment of future’s leaders for a better World”. 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 Economist in Tourism and Catering Programme. I hope that you find this introduction useful as a guide to the Bachelors Programme. This document serves to guide you through your first steps at the Faculty and the Programme.

It is important to note that further information on the Programme, your rights and duties etc. can be found in the official Programme Handbook. This document is available at the following website: <https://ktk.pte.hu/en/students/studies/bachelor-programs/student-handbooks> in electronic version, and also hard copy can be found in the Study Department.

Since tourism is one of the greatest players of international commerce, represents 7% of the world's exports in goods and services or contributes 10% to the global GDP or to global employment, it is definitely worth study and later on being occupied in this dynamically growing branch wherever you come from or wherever you would like to work later. If you see the business opportunities this industry offers you are the one we need.

With the acquired economic, business, social sciences, applied methodology and tourism and catering specialised knowledge you will be able to manage the tasks and challenges and the related workflows in a wide range of activities related to tourism and catering. You will be able to reveal and analyse the factors influencing the tourism demand, create an attractive and experience based supply and organise and fulfil the related services activities.

I will be your Programme Leader 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. habil János Csapó, PhD

Professor, Programme Director

ACADEMIC CALENDAR FOR BSC TOURISM AND CATERING PROGRAMME

2021/2022 SPRING SEMESTER

Date	Place	Event
17 January – 31 January	Neptun	Registration period (1 st , 2 nd , 3 rd , 4 th year should set their status as active or passive)
21 January – 30 January	Neptun	Course registration for all students (including Exam Courses) *
31 January – 5 February	Neptun	Modification of course registration
1 February		First day of teaching
14 January 1 st instalment 15 March 2 nd instalment 15 April 3 rd instalment		Tuition fee payment deadline for HUF/ € paying students
22 February	Study Department	Deadline for postponing studies (set status as passive) by request (Request form C)
19 February	Study Department	Deadline for credit accreditation request (Request form G)
28 February – 26 March	Neptun	Thesis topic selection period in Neptun for BSc 3
6 th week of teaching period	Room to be determined later	Programm Voice Group Meeting
9 April	Study Department	Deadline for handing in the Accreditation form and Letter of Acceptance **
19 April – 22 April		Spring break
27 April 1.00 pm	Neptun	Neptun exam application starting date
7 May	Study Department	Last day of teaching
9 May	Study Department	Deadline for handing in the Cooperation agreement **
9 May – 4 June		Exam period
30 June		End of spring semester

*After the 5th February it is impossible to sign up for a course in 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.

** For students who plan to complete their internship in the upcoming fall semester

National holidays: 15th March, 15th, and 18th April, 1st May, 6th June

Extra workdays: 26th March – Saturday – workday instead of 14th March

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@ktk.pte.hu
Vice-Dean	Krisztián Szűcs, Dr.	21313	B244	szucsk@ktk.pte.hu
Vice-Dean	András Takács, Dr.	23277	B246	takacsandras@ktk.pte.hu
Programme Director	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
Student Affairs Officer	Edina Hamar	23166	B135	hamar.edina@ktk.pte.hu

Student website

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

Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Introduction to Quantitative Methods	Gyöngyi Bugár, Dr.	63289	B119	bugar.gyongyi@ktk.pte.hu
Business English	Marianne Szamosmenti, Dr.	23189	B429	szamosm@ktk.pte.hu
Quantitative Methods	Gyöngyi Bugár, Dr.	63289	B119	bugar.gyongyi@ktk.pte.hu
Microeconomics	Katalin Erdős, Dr.	63134	B403	erdosk@ktk.pte.hu
Information Systems	Sándor Danka, Dr.	23142	B120	danka.sandor@ktk.pte.hu
Probability and Statistics	Dániel Kehl, Dr.	63144	B112	kehld@ktk.pte.hu
Macroeconomics	Richárd Farkas, Dr.	23395	B408	farkasr@ktk.pte.hu
Business Statistics	Mónika Galambosné Tiszberger, Dr.	63146	B112	tiszbergerm@ktk.pte.hu
Introduction to Accounting	András Takács, Dr.	23277	B246	takacs.andras@ktk.pte.hu
Corporate Finance	Mónika Kuti, Dr.	63124	B210	kutim@ktk.pte.hu
Introduction to Marketing	Petra Rácz-Putzer, Dr.	23129	B226	putzerp@ktk.pte.hu
International Economics	Norbert Szabó, Dr.	23382	B407	szabon@ktk.pte.hu
International Business Communication	Edit Gyarmatiné Banyai, Dr.	63373	B222	banyai.edit@ktk.pte.hu
Business Case Studies	Márta Somogyvári, Dr.	63384	B120	somogyvari.marta@ktk.pte.hu
Introduction to Social Sciences	Éva Somogyiné Komlósi, Dr.	23377	B403	komlosi.eva@ktk.pte.hu
The Art of Writing and Presenting	Kármén Kovács, Dr.	23186	B117	kovacs.karmen@ktk.pte.hu

Tourism Geography	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
System of Tourism	Zoltán Raffay, Dr.	23276	B229	raffay.zoltan@ktk.pte.hu
Foundations of Digital Marketing	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
Tourism Products and their Development	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
Marketing Calculations	Petra Rácz-Putzer, Dr.	23129	B226	putzerp@ktk.pte.hu
International Busniess	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
Case Studies in Tourism Marketing	Zoltán Raffay, Dr.	23276	B229	raffay.zoltan@ktk.pte.hu
Tour Operation and Event Organization	Beatrix Lányi, Dr.	23182	B226	lanyi.beatrix@ktk.pte.hu
Cultural and Heritage Tourism	Zoltán Kaposi, Dr..	63105		kaposi.zoltan@ktk.pte.hu
Lodging and Hotel Management	Judit Mátyas, Dr.	23188	B229	matyas.judit@ktk.pte.hu
Booms and Crises in the European Economy	Zoltán Kaposi, Dr.	63105	B230	kaposi.zoltan@ktk.pte.hu
Business Simulation Workshop	Márta Somogyvári, Dr.	63384	B120	somogyvari.marta@ktk.pte.hu
Competence Development	Edit Gyarmatiné Bányai, Dr.	63373	B222	banyai.edit@ktk.pte.hu
Data Analysis in R	Dániel Kehl, Dr.	63144	B112	kehd@ktk.pte.hu
Environmental Economics	Katalin Erdős, Dr.	63134	B403	erdosk@ktk.pte.hu
Financial Accounting	Gábor Márkus, Dr.	23199	B216	markus.gabor@ktk.pte.hu
Game of Stocks	Vivien Csapi, Dr.	23124	B210	csapiv@ktk.pte.hu
Introduction to Entrepreneurship	Zsolt Bedő, Dr.	23436	B118	bedo.zsolt@ktk.pte.hu
Mobility elective	-			
Natural Resource Economics and CSR	Katalin Erdős, Dr.	63134	B403	erdosk@ktk.pte.hu
Regional Economics	Norbert Szabó, Dr.	23382	B407	szabon@ktk.pte.hu
Tourism Management	Zoltán Raffay, Dr.	23276	B229	raffay.zoltan@ktk.pte.hu
Visualizations with Spreadsheet	Ferenc Kruzslicz, Dr.	23113	B120	kruzslicz.ferenc@ktk.pte.hu
Place Marketing	Viktória Gerdesics, Dr.	23343	B229	gerdesicsv@ktk.pte.hu
Health Tourism	János Csapó, Dr.	23276	B229	csapo.janos@ktk.pte.hu
Corporate experience – Internship Center	Zsolt Bedő, Dr.	23436	B118	bedo.zsolt@ktk.pte.hu
Hackathon	Zsolt Bedő, Dr.	23436	B118	bedo.zsolt@ktk.pte.hu
Scientific Student Group Activities	Zoltán Kaposi, Dr.	63105	B230	kaposi.zoltan@ktk.pte.hu

International HRM Project	Zsófia Ásványi, Dr.	63114	B223	asvanyizs@ktk.pte.hu
Sustainable Business	Beatrix Lányi, Dr	23182	B226	lanyi.beatrix@ktk.pte.hu
Thesis - Research Methodology	Kármén Kovács, Dr.	23186	B117	kovacs.karmen@ktk.pte.hu

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

Administrative and Service staff

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

Field of responsibility	Name	Extension	Location	E-mail
Academic Support, Study Counselling, Study Transferring	Edina Hamar	23135	B135	hamar.edina@ktk.pte.hu
International Relations Coordinator, Exchange Programmes, International Student Support	Eszter Rozs	23160	B131	rozs.eszter@ktk.pte.hu
Head of Technical Support	Tibor Fehér	23154	B135	feher.tibor@ktk.pte.hu
Web master, Online Support	József Varga	23344	B135	okiteki@ktk.pte.hu
Technical Support	Zoltán Jakab	61067	B135	okiteki@ktk.pte.hu
Neptun Support	Tamás Gáspár Balázs Pap	23334 23299	B135 B135	gaspar.tamas@ktk.pte.hu papb@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@ktk.pte.hu
Head of Secretariat	Andrea Parag	23281	B410	parag.andrea@ktk.pte.hu

Library Support	Balázs Arató		Centre of Knowledge, Universitas Street 2, 3 rd	arato.balazs@lib.pte.hu
Students' Government Representative ISOBE		NA	B038 NA	Isobe@listserv.pte.hu
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A,	magdali.csaba@pte.hu

Your Programme

As it is widely known, in the past decades tourism became one of the largest and fastest-growing economic sectors in the world. As the UNWTO (World Tourism Organization) highlights in the latest reports, this branch of industry turned into a key driver of socio-economic progress through the creation of jobs and enterprises, export revenues, and infrastructure development in both developed and developing countries. Newer and newer areas and markets appear both concerning inbound and outbound tourism and competition and diversification also became key issues in the global tourism processes.

Since tourism is one of the greatest players of international commerce, represents 7% of the world's exports in goods and services or contributes 10% to the global GDP or to global employment, it is definitely worth study and later on being occupied in this dynamically growing branch wherever you come from or wherever you would like to work later. If you see the business opportunities this industry offers you are the one we need.

When you finish your studies you will be an Economist in Tourism and Catering.

With the acquired economic, business, social sciences, applied methodology and tourism and catering specialised knowledge you will be able to manage the tasks and challenges and the related workflows in a wide range of activities related to tourism and catering. You will be able to reveal and analyse the factors influencing the tourism demand, create an attractive and experience based supply and organise and fulfil the related services activities.

At the end of our programme you will have the knowledge and skills of:

- You will understand the basic processes of the system of tourism and you will be able to be part of its professional operation;
- You will have the knowledge of the peculiar characteristics of tourism and catering businesses and their management;

- You will have practical and theoretical knowledge on the development of the different tourism products and the development and management of destinations

Professions and jobs

- tourism (destination, product) manager (both in private and public spheres – companies, local governments, state governing bodies)
- tourism planner, researcher, regional development expert
- hotel or restaurant manager
- hotel receptionist
- travel agent, travel organiser
- conference and event organiser
- tourism sales manager
- tourism marketing manager

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 is intended for both undergraduate and postgraduate students. 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 own 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 Spot and at the Study Department.

Career Advice

Students on the BSc in Tourism and Catering 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 Counseling Office 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. Several former students obtained employment this way. However, the responsibility of securing employment lies entirely with the students.

Internship

Students with the intention of earning the degree from the University of Pécs, Faculty of Business and Economics must take part in 2 semesters (12 weeks without interruption in the semester 7 and 8) long placement. Placements are organized by the Faculty. This implies that the time length of the education for these students is 8 semesters. Detailed regulation is to be found here: <https://ktk.pte.hu/en/students/studies/bachelor-programs/internship>

Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the programme on which they are enrolled.
2. Maximum rate of absence in case of every module is 25%. Student with higher rate of absence will not be allowed to take part on the final examination.
3. 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
4. Students must notify their academic tutor or other tutor 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.
5. 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.
6. Students must notify the Study Department in writing if they are withdrawing from a course.
7. Any period of absence over 28 days for whatever reason shall be reported to the Programme leader.
8. 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.
9. 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 on the letter from the Programme Leader

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.

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):

350,000 HUF/semester for EU-residents

3 500 €/semester for Non-EU residents

The tuition fee remains the same amount during your studies.

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.	3 000 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.	2 500 Ft	The payment has to be created by you in Neptun by transcribing and 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.	2 000 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 and item.	After the payment the Study Department can modify your status.
Late course registration/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/deregistration fee)/subject	The payment has to be created by you in Neptun by transcribing and item.	After the payment the Study Department can register/deregister you to the chosen subjects.

How to transcribe item guidance can be found at https://neptun.pte.hu/en/hallgatoi_segedlet?page=1

Careers Advice

Students on the BSc in Tourism and Catering 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 Spot 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 of securing employment lies entirely with the students.

BSC in Tourism and catering

First year		Second year		Third year		Forth year	
Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7	Semester 8
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communication	B Case Studies in Tourism Marketing	D Internship I.	D Internship II.
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B Tour Operation and Event Organization		
A1 Information Systems	A2 Introduction to Social Sciences	A1 Corporate Finance	B Foundations of Digital Marketing	B International Business	B Cultural and Heritage Tourism		
A2 The Art of Writing and Presenting	B The System of Tourism	B Tourism Geography	B Tourism Products and their Development	B Marketing Calculations	B Lodging and Hotel Management		
A1 Business English.	C*	C*	C*	C*			
A1 Introduction to Quantitative Methods				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							240 credits

*Please note, the list of the available C- optional modules will be announced at the beginning of each semester within course registration period. The number of students who can register for a course may be limited. If a course is full you need to choose another available one.

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.pt.e.hu/en/students/studies/bachelor-programs/timetables>

If your timetable is incomplete or if you have any queries about your timetable; then please contact the Student Affairs Officer.

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

Your Modules

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

A1 Core Methodology Modules

Module	Semester	Classes (lecture + tutorial)	Assessment	Credit
Introduction to Quantitative Methods	1	2+0	Signature	Credit criteria
Business English	1	0+2	Signature	Credit criteria
Quantitative Methods	1	2+2	Exam	7
Microeconomics	1	2+2	Exam	7
Information Systems	1	2+2	Exam	7
Probability and Statistics	2	2+2	Exam	7
Macroeconomics	2	2+2	Exam	7
Business Statistics	3	2+2	Exam	7
Introduction to Accounting	3	2+2	Exam	7
Corporate Finance	3	2+2	Exam	7
Introduction to Marketing	4	2+2	Exam	7
International Economics	4	2+2	Exam	7
International Business Communication	5	2+2	Exam	7
Business Case Studies	5	2+2	Exam	7
Number of credits to be completed				84

A2 Social Sciences Modules

Module	Semester	Classes (lecture + tutorial)	Assessment	Credit
--------	----------	------------------------------	------------	--------

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				14

B – Core Tourism and Catering Modules

Module	Semester	Classes	Assessment	Credit
Tourism Geography	3	2+2	Exam	7
System of Tourism	2	2+2	Exam	7
Foundations of Digital Marketing	4	2+2	Exam	7
Tourism Products and their Development	4	2+2	Exam	7
Marketing Calculations	5	2+2	Exam	7
Tourism Enterprises	5	2+2	Exam	7
Case Studies in Tourism Marketing	6	2+2	Exam	7
Tour Operation and Event Organisation	6	2+2	Exam	7
Cultural and Heritage Tourism	6	2+2	Exam	7
Lodging and Hotel Management	6	2+2	Exam	7
Number of credits to be completed				70

C – Optional Modules

Module	Semester	Classes	Assessment	Credit
Booms and Crises in the European Economy	Autumn	2+0	Exam	3
Business Simulation Workshop	Spring	0+2	Term Mark	3
Competence Development	Spring	0+2	Term mark	3
Data Analysis in R	Autumn	0+2	Term mark	3
Environmental Economics	Spring	0+2	Term mark	3

Financial Accounting	Spring	2+0	Exam	3
Game of Stocks	Autumn	0+2	Term mark	3
Introduction to Entrepreneurship	Autumn	0+2	Term mark	3
Mobility elective	Autumn / Spring	0+2	Exam	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
Visualizations with Spreadsheet	Autumn	2+0	Exam	3
Place Marketing	Spring	2+0	Exam	3
Health Tourism	Spring	2+0	Exam	3
Corporate experience – Internship Center	Autumn / Spring	0+2	Term mark	3
Hackathon	Autumn / Spring	24	Term mark	3
Scientific Student Group Activities	Autumn / Spring	0+2	Term mark	3
International HRM Project	Autumn	0+2	Term mark	3
Sustainable Business	Spring	2+0	Exam	3
Number of credits to be completed				12

D – Thesis, Field Practice

Module	Semester	Classes	Assessment	Credit
Thesis - Research Methodology	5	0+2	Term mark	3
Thesis - Consultation	6	70	Term mark	7
Internship I.	7	400	Term mark	20
Internship II.	8	400	Term mark	30
Number of credits to be completed				60

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 do not complete any elective module, she/he can decide whether she/he repeats the module as an Exam course 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.

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 in 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 feed back 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 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 filing 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

Student Surveys

You will be required to take part in the module evaluation procedure at the end of every semester through Neptun. The aim of this feedback process is 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 Director. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, 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 each programme is expected to produce a brief report or action plan to resolve any problems that have been identified.

[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 and third 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 Spot (please find the detailed information about the services in Your Programme Team chapter).

Library

The Library of the Faculty of Business and Economics was delocalized with the Central Library of UP into the well-equipped South-Transdanubian Regional Library and Knowledge Centre in the summer of 2010. In the Knowledge Centre there are 380 computers for readers and the possibility of both the group work and the individual research is provided. In the whole building WiFi is available. By opening the Knowledge Centre, the weekly opening hours of the Library have increased from 60 hours to 84 hours.

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 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 to the library is bound to registration at its reception with a student status certificate or student card. The Library Card entitles all students 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 two computer rooms with 97 computers for teaching purposes and further 8 computers for student usage which are available from 8 am till 8 pm from Monday to Friday. 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: <https://neptun.pte.hu/en>

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 on a regular basis in order 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 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.

It is important that 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 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>

Besides the Student Government international student have one additional organization to represent their concerns called ISOBE – International Student of Business and Economics. This organization was founded in order to better support the needs and more effectively present the merits of international students.

[Part Three - University Policies You Should Know](#)

Programme Regulations

The regulations of the BSc Economist in Tourism and Catering 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, <https://ktk.pte.hu/en/students>

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 Science Economist in Tourism and Catering 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. Increasingly your tutors will be 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 enhancement of learning and rising 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 on 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 some cases 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 date of the first exam. The dates of the **Midterm** examinations are determined by the module leaders and can be read in the module narratives. 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** period during the fall break which is available for finalist students to make up their missing credits.

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 an examination otherwise there will not be 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). 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. Should the student fail at the first attempt, one retake opportunity is available in case of the final exam and each assessment element that 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.

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 most cases, a student is required to pass *all elements* of assessment in order to pass the overall module (e.g. mid-term exam, project, presentation, final exam). It means that not only the final exam has to be successful, but the sum of the other assessment elements should make up more than 50% - as it is said above. Students, who fail a module in a semester, will be allowed one attempt to **retake** the final exam and/or the midterm exam 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.

Number of exams

A student will be allowed to participate in a **maximum of six** exam occasions for each module throughout the three years, if they do not default on passing the minimum number of modules at the end of semester 2nd, 4th and 6th (see below).

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** H 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** H 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** H credit points out of the maximum 190, otherwise the student will be made to withdraw from the Programme.

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 by means of 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.

In addition to the assignments for each module there will be an examination to be undertaken at the end of the programme. Participants will be examined by means of written, electronic or oral examination in the specified form according to the module specification. If there is a possibility of a failure or a distinction at the end of the programme, participants may also be required to have a viva voce examination.

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 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 reflect 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.

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 190 ECTS (240 Hungarian credit points including 50 credit points for internship).

After your exams your results will be recorded in Neptun.

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 syllabus) 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. If the third referee gives a grade 1 (fail)

then it is the responsibility of the Programme Director to decide whether to allow the student to defend the thesis, or if the student must rewrite it.

Thesis Evaluation Form can be seen in **Appendix 5**.

In case of the Hungarian degree 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 8th semester, after the compulsory placement.

Final Examination – Thesis Defence

In order to acquire the Hungarian diploma, the student is required to complete the final examination. The final examination consists of the preparation and arrangement of the thesis, viva voce and written examinations stipulated in the qualification requirements.

Defence procedure

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 Economis in Tourism and Catering 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

Required language competence/knowledge for successfully completing the program

To complete this program, students need to acquire language exams in two different languages. Based on the English working language, a successful final exam (thesis defence) is automatically regarded equivalent with an advanced level (C1) complex English language exam. Beyond this, in order to graduate, students need to dispose a complex *business* language exam in *another* (other than English or Hungarian or your mother tongue) language at least on intermediate (B2) level.

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 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 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 apply to Bachelor of Arts Business Administration and these are available on line at: https://adminisztracio.pte.hu/sites/adminisztracio.pte.hu/files/files/Adminisztracio/Szabalyzato_k_utasitasok/PTE_SZMSZ/5mell-tvsz20210616.pdf

<https://international.pte.hu/current-students/information-related-your-studies/codes-and-guidelines>

<https://ktk.pte.hu/en/students>

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.

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:

<https://ktk.pte.hu/en/students/good-to-know/first-steps/medical-service>

https://international.pte.hu/health_insurance

https://international.pte.hu/where_go_case_you_need_medical_care

Appendix 1: Programme Specifications

BSc Economist in Tourism and Catering

Programme Specification

1. Programme title	BSc Tourism and Catering
2. Teaching and awarding institution	University of Pécs
4. Details of accreditation by professional/statutory/regulatory body	University of Pécs
5. Final qualification	BSc
6. Year of validation	2018
Year of amendment	2018
7. Language of study	English
8. Mode of study	Full time

9. Criteria for admission to the programme

The Programme requires that students enrolling on the programme have capabilities in Mathematics and language capabilities in English. The programme requires the equivalent of 3 British or Scottish 'A' Levels at grade C or higher. The programme will consider students with qualifications from other professional or academic institutions of foreign countries upon written confirmation of the grades from those institutions.

The specific requirements are:

- Certificate of completion of secondary education.
- Certificate of school-leaving examination.
- Grades in Mathematics or any economics related module and English. The Hungarian equivalent is Matura.
- Applicant has to have any of the following language certificates:

Certificate of proficiency in English: TOEFL certificate no more than years old or an equivalent certificate of proficiency in English (for non-native speakers or those who did not obtain their secondary education in a school with English as the language of institution). For Hungarian students the C level State Language Examination certificate under two years old is accepted. For applicants who do not hold a certificate of proficiency in English there is the possibility of taking an entrance examination at the Faculty.

- A personal interview would be held only in case of foreign applicants whose qualification cannot be directly substituted.

Application procedure:

Interested students meeting the requirements of the programme, can apply by submitting the following documents along with those listed above:

- Curriculum vitae in English
- Completed application form
- 1 passport sized photographs

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

10. Aims of the programme

The programme aims to:

The underlying philosophy of this Programme is that students follow an accelerated track of study, which will enable them to make useful contributions to the organisations which they will join upon successfully completing the Programme.

The purpose of the Programme is to provide relevant education in order to prepare the students for careers in tourism and catering business. Its central concern is with the development of knowledge and skills required for the analysis of business problems of tourism and catering.

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

1. a solid foundation in tourism disciplines, and knowledge of the appropriate concepts to be used as tools of analysis for business situations;
2. analytical, planning and operating skills which can be applied in practical situations in tourism management;
4. subject expertise and functional specialism; and
5. 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.

11. Programme outcomes

With the acquired economic, business, social sciences, applied methodology and tourism and catering specialised knowledge you will be able to manage the tasks and challenges and the related workflows in a wide range of activities related to tourism and catering.

You will be able to reveal and analyse the factors influencing the tourism demand, create an attractive and experience based supply and organise and fulfil the related services activities.

- You will understand the basic processes of the system of tourism and you will be able to be part of its professional operation;
- You will have the knowledge of the peculiar characteristics of tourism and catering businesses and their management;
- You will have practical and theoretical knowledge on the development of the different tourism products and the development and management of destinations

Professions and jobs you can do after finishing the programme

- tourism (destination, product) manager (both in private and public spheres – companies, local governments, state governing bodies)
- tourism planner, researcher, regional development expert
- hotel or restaurant manager
- hotel receptionist
- travel agent, travel organiser
- conference and event organiser
- tourism sales manager
- tourism marketing manager

12. Programme structure

See above.

13. Curriculum map

See below.

14. Information about assessment regulations

See above.

15. Placement opportunities, requirements and support (if applicable)

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

16. Future careers (if applicable)

The Faculty organises several conferences each year where students can meet important business people. Several former students obtained employment this way. Students are also encouraged and supported to participate at employment fairs – such fair is held in every Spring semester on campus. Furthermore, the programme staff will also be able to provide suggestions as to potential employers. However, the responsibility of securing employment lies entirely with the students.

17. Particular support for learning (if applicable)

Particular support for learning include:

- English language support – Business English course

- Programme Handbook, Freshmen's guide
- Induction and orientation programme
- 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

18. 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 *Economist in Tourism and Catering*

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		Practical skills	
A1	The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background.	C1	Plan work activities including time management.
A2	The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes.	C2	Scan, gather, organise, record, and store information.
A3	The significance of the structure and performance of the economic system in the world and major institutions including financial institutions.	C3	Apply and use different managerial analytical tools.
A4	The globalised and Hungarian business environment.	C4	Conduct research into business and management issues.
A5	The globalised and Hungarian business functions and the processes appropriate to business operations.	C5	Demonstrate writing skills.
		C6	Demonstrate development of specific professional skills in management for application in the workplace.
Cognitive skills		Graduate Skills	
B1	Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments.	D1	Personal and career development including personal and managerial effective skills

BSc Economist in Tourism and Catering 2021/22

B2	Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance.	D2	Effective learning
B3	Evaluate management statements in terms of evidence.	D3	Communication, including listening, negotiating and persuading or influencing others.
B4	Define and generalise the financial and economic framework.	D4	Teamwork, including the ability to lead, team selection, delegation, development and management.
B5	Identify assumptions for successful management of organisations in the world.	D5	Information Technology
B6	Defend management and strategic choice.	D6	Substantial quantitative skills including the use of models of business situations.

BSc Economist in Tourism and Catering 2021/22

Module	Code	Programme outcomes																							
		A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	D6		
Introduction to Quantitative Methods	B20TVK01E		x										x						x			x	x		
Business English	B20TVK02E	x			x	x															x				
Quantitative Methods	B20TVK03E		x										x						x			x	x		
Microeconomics	B20TVK04E			x			x			x				x		x							x		
Information Systems	B20TVK05E		x			x							x		x				x			x	x		
Probability and Statistics	B20TVK06E		x										x	x					x			x	x		
Macroeconomics	B20TVK07E	x		x			x			x										x			x		
The Art of Writing and Presenting	B20TVA01E	x			x			x		x				x		x					x		x		
Introduction to Social Sciences	B20TVA02E	x				x	x						x				x		x	x					
System of Tourism	B20TVB02E	x				x							x				x			x	x	x			
Business Statistics	B20TVK08E		x							x		x		x		x		x				x	x		
Introduction to Accounting	B20TVK09E	x	x							x		x		x									x		
Corporate Finance	B20TVK10E			x				x	x				x	x						x			x		
Tourism Geography	B20TVB01E	x				x							x				x			x	x	x			
Introduction to Marketing	B20TVK11E	x				x		x				x			x		x				x				
International Economics	B20TVK12E	x			x			x		x				x		x					x		x		

BSc Economist in Tourism and Catering 2021/22

International Business Communication	B20TVK13E	X									X	X	X	X			X	X	X	X	X		
Business Case Studies	B20TVK14E	X	X		x	X	x					x	x	x	x	x	x		x	x	x		x
Foundations of Digital Marketing	B20TVB03E	X				X							X				X			X	X	X	
Tourism Product Development	B20TVB04E	X				X							X				X			X	X	X	
Marketing Calculations	B20TVB05E	X				X							X				X			X	X	X	
Tourism Enterprises	B20TVB06E	X				X							X				X			X	X	X	
Case Studies in Tourism Marketing	B20TVB07E	X				X							X				X			X	X	X	
Tour Operation and Event Organisation	B20TVB08E	X				X							X				X			X	X	X	
Cultural and Heritage Tourism	B20TVB09E	X				X							X				X			X	X	X	
Lodging and Hotel Management	B20TVB10E	X				X							X				X			X	X	X	
Booms and Crises in the European Economy	B20TVC02E19TV C02E			X			X										X	X		X			
Business Simulation Workshop	B20TVC03E19TV C03E				X		X						X		X			X	X	X	X	X	X
Competence Development	B20TVC04EB19T VC04E	X										X	X	X	X		X	X	X	X	X		
Data Analysis in R	B20TVC05EB19T VC05E	x			x			x					x	x	x		x					x	x
Environmental Economics	B20TVC06EB19T VC06E			X	X					X		X		X		X				X	X		

BSc Economist in Tourism and Catering 2021/22

Financial Accounting	B20TVC07E19TV C07E			X					X			X		X							X
Game of Stocks	B20TVC08EB19T VC08E	x	x	x	x					x		x		x	x	x	x	x		x	x
Introduction to Entrepreneurship	B20TVC09EB19T VC09E				x	x				x		x	x				x	x	x	x	x
Mobility Elective	B20TVC10EB19T VC10E	NA																			
Natural Resource Economics and CSR	B20TVC11E19TV C11E			X	X					X		X		X					X	X	
Regional Economics	B20TVC12E19TV C12E	x			x					x				x						x	x
Tourism Management	B20TVC13E19TV C13E				X	X			X			X		X					X	X	
Visualization with Spreadsheets	B20TVC14EB19T VC14E		X							X		X	X		X				X		X
Place Marketing	B20TVC15E19TV C15E	x			X		X							X							X
Health Tourism	B20TVC16E19TV C16E	x			X		X							X							X
Thesis-Research Methodology	B20TVD01E19TV D01E											X	X		X	X				X	
Thesis-Consultation	B20TVD02EB19T VD02E											X	X		X	X					

BSc Economist in Tourism and Catering 2021/22

Internship I.	B20TVC03E19TV D03E																				X	X	
Internship II.	B20TVD04E																				x	x	

Appendix 3: Assessment Schedule and 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.

Assessment Schedule

Forms of assessment:

P/G/TW: pair/group/team work

Q: quiz

PR: presentation

MT: midterm exam

PJ: project

F: final exam

CP: class participation

WA: written assignment

HW: homework

PE: practice exam

A1/A2 Modules

Learning week	Introduction to Quantitative Methods	Business English	Quantitative Methods	Microeconomics	Information Systems	Probability and Statistics	Macroeconomics	Business Statistics	Introduction to Accounting	Corporate Finance	Introduction to Marketing	International Economics	International Business Communication	Business Case Studies
Week 1			Q (form)			Q (form)		Q (form) GW (form)			P/G/TW (form)	CP (form)	CP, G (form)	CP (form)
Week 2			HW (form)	Q (form)	PR (form)	Q (form)		Q (form) GW (form)			Q, PR (form)	Q (form), CP (form), GW (form)	S, CP, G (form)	CP (form)
Week 3			HW (form)	Q (form)	PR (form)	Q (form)		Q (form) GW (form)			CP, P/G/TW (form)	Q (form), CP (form), HW (form)	S, CP, G, Q (form)	CP (form)
Week 4			HW (form)	Q (form)	PR (form)	MT (sum)		Q (form) GW (form)			Q, PR (form)	Q (form), CP (form), GW (form)	S, CP, G, Q (form)	CP (form)
Week 5			HW (form)	Q (form)	PR (form)	Q (form)		Q (form) GW (form)			CP, P/G/TW (form)	Q (form), CP (form), HW (form)	S, CP, G, Q (form)	CP (form)
Week 6			HW (form)	Q (form) Practice exam (form)	PR (form)	Q (form)	MT (sum)	MT (sum)		Q(form)	Q, PR (form)	Q (form), CP (form), GW (form)	S, CP, G, Q (form)	CP (form)
Week 7			MT (sum)	MT (sum)	PR (form) /MT (sum)	Q(form)		Q (form) GW (form)	MT (sum)	PJ (sum)	MT (sum)	MT (sum)	S, CP, G, Q (form)	MT (sum)
Week 8	FALL/SPRING BREAK													

BSc Economist in Tourism and Catering 2021/22

Week 9			HW (form)	Q (form)	PR (form)	MT (sum)		Q (form) GW (form)			Q, PR (form)	Q (form), CP (form), HW (form)	S, CP, G, Q (form)	CP, P/G/TW (form)
Week 10			HW (form)	Q (form)	PR (form)	Q (form)		Q (form) GW (form)			CP, P/G/TW (form)	Q (form), CP (form), GW (form)	S, CP, G, Q (form)	CP, P/G/TW (form)
Week 11			MT (sum)	Q (form)	PR (form)	Q (form)		Q (form) GW (form)		WA(form) Q(form)	Q, PR (form)	Q (form), CP (form), HW (form)	S, CP, G, Q (form)	CP, P/G/TW (form)
Week 12			HW (form)	Q (form)	PR (form)	Q (form)	GW (form)	Q (form) GW (form)		PJ (sum)	CP, P/G/TW (form)	Q (form), CP (form), GW (form)	S, CP, G, Q (form)	PJ, P/G/TW: (form)
Week 13			HW (form)	Q (form) Practice exam (form)	PR (form) /MT (sum)	MT (sum)	MT (sum)	MT (sum)		WA (sum)	PR (form)	Q (form), CP (form), HW (form)	S, CP, Q, WA (form)	PR, PJ, P/G/TW (form):
Exam period			F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (form)	F (sum)

Learning week	Introduction to Social Sciences	
Week 1	CP (form)	
Week 2	CP (form)	
Week 3	CP (form)	
Week 4	Q (form)	
Week 5	P/G/TW (form)	
Week 6	CP (form)	
Week 7	Q (form)	

BSc Economist in Tourism and Catering 2021/22

Week 8	FALL/SPRING BREAK	
Week 9	MT (sum)	
Week 10	CP (form)	
Week 11	CP (form)	
Week 12	Q(form)	
Week 13	CP (form)	
Exam period	F (sum)	

B1 Modules

Learning week	Tourism Geography	System of Tourism	Foundations of Digital Marketing	Tourism Product Development	Marketing Calculations	Tourism Enterprises	Case Studies in Tourism Marketing	Tour Operation and Event Organisation	Cultural and Heritage Tourism	Lodging and Hotel Management
Week 1	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 2	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 3	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 4	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 5	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 6	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 7	MT	MT	MT	MT	MT	MT	MT	MT	MT	MT
Week 8	FALL/SPRING BREAK									
Week 9	CP, P/G/TW, PR	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 10	CP, P/G/TW, PR	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 11	CP, P/G/TW, PR	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 12	CP, P/G/TW, PR	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Week 13	CP, P/G/TW, PR	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW, PR	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW	CP, P/G/TW
Exam period	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)	F (sum)

C Modules

Learning week	Booms and Crises in the European Economy	Business Simulation Workshop	Competence Development	Data Analysis in R	Natural Resource Economics and CSR	Financial Accounting	Game of Stocks	Introduction to Entrepreneurship	Environmental Economics	Regional Economics	Tourism Management	Visualisations with Spreadsheet
Week 1	CP (form)		CP, G (form)		P/G/TW (form)			CP (form)	P/G/TW (form)	CP (form)	CP, HW(form)	
Week 2	CP (form)	TW (form)	S, CP, G (form)		P/G/TW (form)		PR (sum)	CP(form)	P/G/TW (form)	CP (form)	CP, HW(form)	
Week 3	CP (form)	TW (form)	S, CP, G (form)		P/G/TW (form)	WA (form)	PR (sum)	CP (form)	P/G/TW (form)	G (form)	CP, HW(form)	HW (form)
Week 4	CP (form)	TW (form)	S, CP, G (form)		P/G/TW(form), WA (form)		PR (sum)	CP (form)	P/G/TW (form), WA (form)	CP (form)	CP, HW(form)	HW (form)
Week 5	MT (sum)	TW (form)	S, CP, G (form)		P/G/TW (form)		PR (sum)	CP (form)	P/G/TW (form)	CP (form)	CP, HW(form)	HW (form)
Week 6	CP (form)	TW (form)	S, CP, G (form)		MT (sum)	WA (form)	PR (sum)	CP (form)	MT (sum)	Q (sum)	CP, HW(form)	HW (form)
Week 7	CP (form)	TW (form)	S, CP, G (form)	MT (sum)	P/G/TW (form)	MT (sum)	PR (sum)	CP (form)	P/G/TW (form)	MT(sum)	CP, HW(form)	MT (sum)
Week 8												
Week 9	CP (form)	MT, TW (form)	S, CP, G (form)		P/G/TW (form)		PR (sum)	CP (form)	P/G/TW (form)	G (form)	CP, HW(form)	HW (form)
Week 10	CP (form)	TW (form)	S, CP, G (form)		P/G/TW (form)	WA (form)	PR (sum)	CP (form)	P/G/TW (form)	CP (form)	PR (form)	HW (form)
Week 11	CP (form)	TW (form)	S, CP, G (form)		P/G/TW(form), WA (form)		PR (sum)	CP (form)	P/G/TW (form), WA (form)	G (form)	PR (form)	

BSc Economist in Tourism and Catering 2021/22

Week 12	CP (form)	TW (form)	S, CP, G (form)		WA (sum)		PR (sum)	CP (form)	WA (sum)	CP (form)	PR (form)	
Week 13	F (sum)	TW (form)	S, CP, G, WA (sum)	MT (sum)	MT (sum)	WA (form)	WA(form)	PR (form)	MT (sum)	Q (sum)	PR (form)	MT (sum)
Exam period	-	-	-	-	-	F (sum)	WA(sum)	WA/PJ (sum)	-	F (sum)	F (sum)	

Learning week	Mobility Elective	Place Marketing	Health Tourism
Week 1		CP, P/G/TW	CP, P/G/TW
Week 2		CP, P/G/TW	CP, P/G/TW
Week 3		CP, P/G/TW	CP, P/G/TW
Week 4		CP, P/G/TW	CP, P/G/TW
Week 5		CP, P/G/TW	CP, P/G/TW
Week 6		CP, P/G/TW	CP, P/G/TW
Week 7		MT	MT
Week 8	FALL/SPRING BREAK		
Week 9		CP, P/G/TW, PR	CP, P/G/TW, PR

BSc Economist in Tourism and Catering 2021/22

Week 10		CP, P/G/TW, PR	CP, P/G/TW, PR
Week 11		CP, P/G/TW, PR	CP, P/G/TW, PR
Week 12		CP, P/G/TW, PR	CP, P/G/TW, PR
Week 13		CP, P/G/TW, PR	CP, P/G/TW, PR
Exam period		F (sum)	F (sum)

D Modules

Learning week	Thesis – Research Methodology	Thesis-Consultation	Internship										
Week 1	CP (form)	Topic discussion (form)											
Week 2	CP (form)												
Week 3	CP (form)												
Week 4	CP (form)												
Week 5	CP (form)	Introduction and literature review (sum)											
Week 6	CP (form)												
Week 7	CP (form)												
Week 8	FALL/SPRING BREAK												
Week 9	CP (form)												
Week 10	CP (form)	Methodology and analysis (sum)											
Week 11	CP (form)	Complete thesis (sum)											
Week 12	CP (form)												
Week 13	CP (form)												

BSc Economist in Tourism and Catering 2021/22

Exam period	F (sum)	Thesis evaluations (sum)											
-------------	---------	--------------------------	--	--	--	--	--	--	--	--	--	--	--

Module Narratives

A1: Core Methodology Modules (Economics and Business)

A2: Core Methodology Modules (Social Sciences)

B: Core Tourism and Catering Modules

C: Optional Modules

D: Thesis

Year 1

A1 Modules

1.	Module code:	B20TVK03E
2.	Title:	QUANTITATIVE METHODS
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Gyöngyi BUGÁR, Dr.
6.	Accredited by:	MUBS
7.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
	• Other restrictions or requirements	none
8.	Aims:	To make students aware of the usefulness of mathematics as an aid in formulating and solving business-related problems. To enable the students to understand the main features of deterministic phenomena and investigate their models. To provide a toolkit to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research and Operations Management.
9.	Learning outcomes:	On completion of this module, the successful student will be able to: 1. understand and appreciate the key aspects of function theory, optimisation theory and matrix algebra 2. demonstrate the role and significance of quantitative methods in decision making 3. distinguish the limitations of the different optimisation models and solution methods 4. examine and model deterministic phenomena from Business, Economics, Finance, etc. 5. develop and solve simple business-related optimisation problems 6. analyse and interpret the output given by Excel applications
10.	Syllabus:	<ul style="list-style-type: none"> Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors.

	<ul style="list-style-type: none"> Elementary theory of matrices, matrix operations. Determinants, Cramer's Rule. Business applications. <i>Excel applications for matrix operations</i> 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. Elementary theory of several variable real functions. Convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions. The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications. Introduction to differential calculus. Basic concepts and calculus rules. Complete analysis of single variable functions. Business applications. The indefinite integral, basic rules for integration. Differential equations. Business applications. The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals. Differential calculus for functions with several variables. Seeking for extremum. Business applications. Systems of linear equations. Matrix equations. The inverse of a matrix. Vector space and coordinate transformation methods. The pivot algorithm. <i>Excel applications for supporting the solution.</i> Unconstrained optimization problems. Equality constrained optimization problems. The Lagrangian Multiplier Rule. 										
11.	<p>Learning and teaching strategy: There will be weakly lectures (2 hrs/week) and seminars (2 hrs/week). Exercises and business-related problems will be set as the basis for discussion. The solutions will be supported by Excel applications wherever it is possible.</p>										
12.	<p>Assessment scheme:</p> <p>Formative assessment scheme Formative feedback will be provided throughout this module through the discussion of problems given as homework.</p> <p>Summative assessment scheme Students will have two closed-book written examinations during the semester (Midterm 1 and Midterm 2) on selected problems. At the end of the semester there will be a closed-book written exam (Final Examination). All exams will be organised digitally in a computer room (for each student a unique set of exercises will be generated).</p> <table border="1"> <tr> <td>Midterm 1 (it will assess LOs 1 and 5)</td> <td>15 %</td> </tr> <tr> <td>Midterm 2 (it will assess LOs 1, 2, 5 and 6)</td> <td>15 %</td> </tr> <tr> <td>Final Examination (it will assess the full range of LOs)</td> <td>70 %</td> </tr> </table> <p>It is required to achieve more than 50% of the scores on coursework (defined as Midterm 1 and Midterm 2) as well as on the Final Exam in order to receive a pass. There is no separate retake for midterm exams. Coursework retake covers the material of both midterms. 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. Based on all of the assessment elements, however, more than 50% in aggregate is needed for the pass rate.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>100%</td> </tr> </table>	Midterm 1 (it will assess LOs 1 and 5)	15 %	Midterm 2 (it will assess LOs 1, 2, 5 and 6)	15 %	Final Examination (it will assess the full range of LOs)	70 %	Seen examination	0%	Unseen examination	100%
Midterm 1 (it will assess LOs 1 and 5)	15 %										
Midterm 2 (it will assess LOs 1, 2, 5 and 6)	15 %										
Final Examination (it will assess the full range of LOs)	70 %										
Seen examination	0%										
Unseen examination	100%										

	Coursework (no examination)	0%
13.	Timetabled examination required	YES
14.	Length of exam	75 minutes in case of the Midterms, 80 minutes in case of the Final Examination
15.	Learning materials <ul style="list-style-type: none"> • Essential <ul style="list-style-type: none"> - K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012. - Handouts uploaded to Moodle. • Recommended <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. 	

1.	Module code:	B20TVK04E
2.	Title:	MICROECONOMICS
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Katalin ERDŐS, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
7.	Aims: <p>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.</p>	
8.	Learning outcomes: <p>Upon successful completion of this module, the student will be able to:</p> <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>), 	

	<ol style="list-style-type: none"> 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>). 																					
9.	<p>Syllabus: The discussion of topics is divided into the following twelve chapters:</p> <ol style="list-style-type: none"> 1. Economics and the Economic Problem 2. Demand and Supply, Elasticity 3. Efficiency and Equity 4. Utility and Demand 5. Possibilities, Preferences and Choices 6. Organizing Production 7. Output and Costs 8. Perfect Competition 9. Monopoly 10. Monopolistic Competition and Oligopoly 11. Externalities 12. Markets for Factors of Production 																					
10.	<p>Learning and teaching strategy:</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>																					
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme 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> <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>40%</td> <td>exam</td> <td>A written exam based on Part I-III, containing single-choice, calculus, and theoretical questions.</td> <td>one retake opportunity</td> <td>yes</td> <td>1,2,3,5</td> </tr> <tr> <td>Final exam</td> <td>60%</td> <td>exam</td> <td>A written exam based on Part IV-VI, containing single-choice, calculus, and</td> <td>one retake opportunity</td> <td>yes</td> <td>3,4,5,6</td> </tr> </tbody> </table>	Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs	Midterm exam	40%	exam	A written exam based on Part I-III, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	1,2,3,5	Final exam	60%	exam	A written exam based on Part IV-VI, containing single-choice, calculus, and	one retake opportunity	yes	3,4,5,6
Name of the element	Weight	Type	Details	Retake opportunity	Req.*	Related CILOs																
Midterm exam	40%	exam	A written exam based on Part I-III, containing single-choice, calculus, and theoretical questions.	one retake opportunity	yes	1,2,3,5																
Final exam	60%	exam	A written exam based on Part IV-VI, containing single-choice, calculus, and	one retake opportunity	yes	3,4,5,6																

			theoretical questions.			
* <i>Req.: Completion of the element is required to pass the course, irrespective of the performance in other elements.</i>						
100% final exam in case of exam course.						
Seen examination			0%			
Unseen examination			100%			
Coursework (no examination)			0%			
12.	Timetabled examination required		NO			
13.	Length of exam		-			
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <p><i>Michael PARKIN: Economics. Pearson. 13th Edition.</i></p> <ul style="list-style-type: none"> • Recommended <p><i>David BEGG – Stanley FISCHER – Rudiger DORNBUSCH: Economics. McGraw-Hill. (seventh or newer edition).</i></p>					

1.	Module code:	B20TVK05E
2.	Title:	INFORMATION SYSTEMS
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Sándor DANKA, Dr.
6.	Module restrictions:	-
	• Pre-requisite	-
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	-
	• Other restrictions or requirements	-
7.	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.
8.	Learning outcomes:	

	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. Elaborate the role and characteristics of IT tools and methods in business life. 2. Compare up-to-date technology development (hardware and software) and trends. 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 5. Ability to compare the role and types of stand-alone and networked IT devices 6. Plan to use information technology to develop competitive organizations 7. Ability to examine dilemmas and controversies on IT and Information Management 8. The usage of PC-based managerial support tools in their individual work.
9.	<p>Syllabus: The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 13. Introduction 14. Why can a hardware be important 15. How to create an effective software strategy 16. Difficulties creating an IT product 17. How to sell and negotiate with your IT products 18. Guest Lecturer- ERP systems 19. Brand Differentiation through Customer Relationship Management 20. Internet of Things 21. E-commerce technologies and models 22. Cyber security 23. FinTech and crypto currencies
10.	<p>Learning and teaching strategy:</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 information 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 software.</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>
11.	<p>Assessment scheme: Formative assessment scheme</p>

Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.					
Summative assessment scheme					
Name of the element	Weight	Type	Details	Retake opportunity	Req.*
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
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
Final exam	50%	exam	A written exam based on lecture materials containing essay like, and short open questions.	One retake opportunity	yes
Seen examination			% N/A		
Unseen examination			% 100		
Coursework (no examination)			% N/A		
12.	Timetabled examination required		YES		
13.	Length of exam		75 min		
14.	Learning materials <ol style="list-style-type: none"> Jane P. Laudon, Kenneth C: Management Information Systems: Managing the Digital Firm, 13th Edition, Pearson, ISBN-13: 978-0133050691 Beekman, G: Digital Planet, Tomorrow's Technology and You, 10th edition, Pearson, ISBN13: 9780132737524; ISBN10: 0132737523 Gardner, C.-Rathswohl, E.: MIS Cases using application software Wiley, 2011; ISBN: 978-0-470-10122-3 <p>Course cases:</p> <ul style="list-style-type: none"> The Rise and Fall of Nokia, https://hbsp.harvard.edu/product/714428-PDF-ENG?Ntt=rise+and+fall+of+nokia&itemFindingMethod=Search Novell: Open Source Software Strategy, https://hbsp.harvard.edu/product/605009-PDF-ENG?Ntt=novell+open+source&itemFindingMethod=Search Siebel Systems: Anatomy of a Sale, https://hbsp.harvard.edu/product/503021-PDF-ENG?Ntt=siebel+systems&itemFindingMethod=Search Hilton Hotels: Brand Differentiation through Customer Relationship Management, https://hbsp.harvard.edu/product/809029-PDF-ENG?Ntt=hilton+hoet+crm&itemFindingMethod=Search 				

<ul style="list-style-type: none"> • The Internet of Things (IoT): Shaping the Future of e-Commerce, https://hbsp.harvard.edu/product/HK1063-PDF-ENG?Ntt=iot+ecommerce&itemFindingMethod=Search • AmazonFresh: Rekindling the Online Grocery Market https://hbsp.harvard.edu/product/615013-PDF-ENG • Cyber Breach at Target https://hbsp.harvard.edu/product/117027-PDF-ENG?Ntt=cyber+breach+at+target+&itemFindingMethod=Search <p>Drinks-Up! The Pitfalls of Digital Innovation, https://hbsp.harvard.edu/product/W19293-PDF-ENG?Ntt=drinks+up&itemFindingMethod=Search</p>
--

1.	Module code:	B20TVK06E	
2.	Title:	PROBABILITY AND STATISTICS	
3.	Credit points:	7	
4.	Start term:	spring	
5.	Module leader:	Dániel KEHL, Dr.	
6.	Module restrictions:		
	• Pre-requisite	none	
	• Programme restrictions	BSc in Tourism and Catering	
	• Level restrictions	4	
6.	• Other restrictions or requirements	none	
	7.	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.	
	8.	Learning outcomes: Upon the successful completion of this course, students should be able to:	
		<ol style="list-style-type: none"> 1. analyse a population using descriptive statistics, 2. summarise the key aspects of probability and random variables in the decision making process, 3. infer population parameters based on a sample, 4. solve numerical business problems, 5. select appropriate techniques and methods for the solution of such problems, 6. apply theoretical concepts in a business environment. 	
9.	Syllabus: The discussion of topics is divided into the following ten chapters:		
	<ol style="list-style-type: none"> 1. Introduction 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 Two-Sample Tests							
10.	<p>Learning and teaching strategy: 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. The seminars extend the students' knowledge of computer programs (primarily Microsoft Excel) to solve business related problems based on the material of the book. A home assignment is given each week for the students to practice the newly learnt material in form of quizzes. Students are expected to read subchapters before class so they can ask their questions related to the material and we can focus more on problematic concepts.</p> <p>It is inevitable that students practice on their own 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>							
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme 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>Summative assessment scheme Midterm (20-20%): Two written unseen tests in computer lab using Excel Take home assessments (10%): 30-question weekly quizzes in Moodle to be done at home Final exam (50%): unseen, written examination in computer lab, based on statistical problem-solving across the syllabus Midterm tests and home assignments cannot be resat.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>90%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>10%</td> </tr> </table>		Seen examination	0%	Unseen examination	90%	Coursework (no examination)	10%
Seen examination	0%							
Unseen examination	90%							
Coursework (no examination)	10%							
12.	Timetabled examination required	YES						
13.	Length of exam	90 minutes						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> Essential Recommended 	<p>BERENSON, M. L., LEVINE, D., SZABAT, K., AND STEPHAN, D. (2019): Basic Business Statistics: Global Edition 14/e, ISBN: 978-0134684840</p> <p>SHARPE, N. R., DE VEAUX, R. D., VELLEMAN, P. F. (2022): Business Statistics, Global Edition, Pearson, ISBN: 9781292269313</p> <p>NEWBOLD, P., CARLSON, W. L., THORNE, B. M. (2019): Statistics for Business and Economics, Global Edition, Pearson, 9781292315034</p>						

1.	Module code:	B20TVK07E
2.	Title:	MACROECONOMICS
3.	Credit points:	7

4.	Start term:	Spring
5.	Module leader:	Richárd FARKAS, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
	• Other restrictions or requirements	none
7.	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.
8.	Learning outcomes:	On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> 1. analyse fundamental economic data (GDP, inflation, unemployment) 2. construct and examine trends in basic macroeconomic variables 3. compare the basic mechanisms behind fiscal and monetary interventions 4. select, classify and summarise the most important short and long run effects of economic shocks 5. understand key concepts in international trade and open economy macroeconomics provide and construct macroeconomic outlook for business decision support
9.	Syllabus:	<ul style="list-style-type: none"> • Introduction, measuring a nation's income, national income accounting • Output and aggregate demand, the multiplier • Fiscal policy and foreign trade • Money and banking, the monetary base, interest rate and monetary transmission • Monetary and fiscal policy, IS-LM model • Midterm exam • Aggregate supply, inflation, expectations • Unemployment, the labor market • Exchange rates, the balance of payment, open economy macroeconomics • Economic growth • Case Study Midterm exam resit
10.	Learning and teaching strategy:	<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 papers to practise the calculations and have readings about macroeconomic problems.</p>
11.	Assessment scheme:	Formative assessment scheme

	<p>Case study: analysing a case study in group work with regard to the materials that have been gone over. Feedback to solutions whether students apply macroeconomic tools correctly.</p>						
	<p>Summative assessment scheme <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>Coursework: practicing exercises of the theoretical issues on real data each practice. Groupwork, which gives 10% of final grade</p> <p>Case study analysis: regarding to basic macroeconomic tools. Groupwork, it gives 10% of final grade.</p> <p>Midterm exam (6th week, March): will be a 90 minutes test with definitions, curves, examples, calculations and theoretical questions. Subject: the material of the first 5 weeks. It gives 30% of the final grade.</p> <p>The final examination will be a 120 minutes test with some detailed theoretical questions, complex calculations and examples. It gives the remaining 50% of the final grade.</p> <p>A midterm exam resit opportunity is available on last week. By the case of any other assessment element general rules of Students' Handbook are authoritative.</p> <p>Students are allowed to drop in at weekly office hours in the whole semester as well as in exam period when they can require for help understanding the material if it is needed. After correcting both of the midterm and final exams students are allowed to take an insight into the exams at certain times.</p> <p>Exam course assessment: Final exam serves 100% of the final grade. Learning material is the same that is listed by section 15. "Learning materials".</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>80%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>20%</td> </tr> </table>	Seen examination	0%	Unseen examination	80%	Coursework (no examination)	20%
Seen examination	0%						
Unseen examination	80%						
Coursework (no examination)	20%						
12.	<table border="1"> <tr> <td>Timetabled examination required</td> <td>YES</td> </tr> </table>	Timetabled examination required	YES				
Timetabled examination required	YES						
13.	<table border="1"> <tr> <td>Length of exam</td> <td>90 minutes</td> </tr> </table>	Length of exam	90 minutes				
Length of exam	90 minutes						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential Begg, D. – Fischer, S. – Dornbusch, R.: Economics Chapters 19-30 (7th or later edition) • Recommended N. Gregory Mankiw: Macroeconomics, 6th edition 						

A2 modules

1.	Module code:	B20TVA01E
2.	Title:	THE ART OF WRITING AND PRESENTING
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Kármén KOVÁCS, Dr./Petra RÁCZ-PUTZER, Dr. / Péter NÉMETH, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	none
	• Other restrictions or requirements	none
7.	Aims:	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.
8.	Learning outcomes:	<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>
9.	Syllabus:	<p>The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 24. Definition and types of research. Research proposal. 25. Types of professional sources. Online databases (EBSCOhost, Springer etc.) and information sources. 26. Selection of sources. Assessing sources. Reading sources critically. 27. Integrating sources by quoting, paraphrasing and summarising. Critiquing sources. 28. Writing a literature review. The academic writing style. 29. Avoiding plagiarism. Citation and referencing. 30. Basics of presentations: Understand the situation and know your subject matter and know how to sell it. 31. Presentation tools and self-awareness. 32. Organizing information and writing the script of presentation.

	<p>33. Selecting appropriate visual aids. 34. Basics of body language. 35. Final group presentation project.</p>
10	<p>Learning and teaching strategy: 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>
11	<p>Assessment scheme: Formative assessment scheme Feedback from lecturers on in-class activities, draft essays and work-in-progress presentations.</p> <p>(a) Summative assessment scheme <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p>Written assignment 1 (Research Proposal) (10%) Students will be required to write a Research Proposal to a business or economic topic (max. 1,000 words) (LO 1)</p> <p>Midterm exam (20%) Closed-book tests in each topic of writing. (LOs 1, 2 and 3)</p> <p>Written assignment 2 (Essay) (20%) Students will be required to write 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. (LOs 1,2 and 3)</p> <p>Coursework (presenting) (20%) Students will practice the basic elements of presentation and the usage of body language using training techniques. (LOs 5 and 6)</p> <p>Written assignment 3 (Video analysis) (15%) 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) (LOs 4 and 5)</p> <p>Final group presentation (15%) 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 (LO 6)</p> <p>After deadline, any submission of the tasks will be refused.</p> <p>Based on all of the assessment elements, more than 50% in aggregate is required to pass the course.</p>
	<p>Seen examination N/A%</p>

	Unseen examination	20%
	Coursework (no examination)	80%
12	Timetabled examination required	NO
13	Length of exam	-
14	Learning materials <ul style="list-style-type: none"> • Essential Deane, M. (2010), Academic Research, Writing & Referencing. Harlow, Pearson. Russel, L. and Munter, M. (2014), Guide to Presentations (4th Edition). Harlow, Pearson. • Recommended Anderson, C. J. (2016), TED Talks: The Official TED Guide to Public Speaking. Mariner Books Hart, C. (2008), Doing a Literature Review: Releasing the Social Science Research Imagination. London [etc.], Sage Publications. Krogerus, M. and Tschäppeler (2018), The Communication Book: 44 Ideas for Better Conversations Every Day. Penguin Books Ledden, E. (2014), The Communication Book: How to say it, mean it, and make it matter. Harlow, Pearson. Machi, L. A. and McEvoy, B. T. (2009), The Literature Review: Six Steps to Success. Thousand Oaks, Corwin Press. McMillan, K. and Weyers, J. (2013), How to Cite, Reference and Avoid Plagiarism at University. Harlow, Pearson. McMillan, K. and Weyers, J. (2013), How to Improve Your Critical Thinking and Reflective Skills. Harlow, Pearson. McMillan, K. and Weyers, J. (2014), How to Complete a Successful Research Project. Harlow, Pearson. Mukkavilli, S. (2015), Slide Spin: Your Power of Expression. Notion Press Neville, C. (2010), The Complete Guide to Referencing and Avoiding Plagiarism. 2nd ed. Maidenhead, Open University Press. Saunders, M., Lewis, P. and Thornhill, A. (2007), Research Methods for Business Students. 4th ed. Harlow; New York, Financial Times - Prentice Hall. 	

1.	Module code:	B20TVA02E
2.	Title:	INTRODUCTION TO SOCIAL SCIENCES
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Éva SOMOGYINÉ KOMLÓSI , assistant lecturer
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
7.	Aims:	This course is designed to introduce students to the theoretical and empirical foundations of the social forces and processes that shape human personality and behavior, culture, institutions, and society. This module provides a brief introduction to the history of the social sciences in order to understand the development of social thought. Through class

	<p>discussions, students gain an understanding of both classical and contemporary views of social interaction, social institutions, and social change. In-class activities and exercises allow students to develop their sociological imagination and apply it to new situations. In addition, the module provides an overview of important social issues closely related to work and economic life and introduces students to social patterns that change over time and in different contexts, including the business context. In this way, this module helps students acquire and apply the knowledge needed to solve management problems. By pointing out the social foundations of daily life, which is often distorted by fake news, fraud, and hoaxes, this introductory course also helps develop students' critical thinking skills.</p>
8.	<p>Learning outcomes: Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. discover and develop social imagination and apply it to a variety of social issues in daily life, including the business environment (PILO 1), 2. explain, compare and apply basic sociological perspectives and concepts (PILO 1), 3. recognise and evaluate social patterns that influence individual decisions and social interactions (PILO 1,2), 4. understand how social background and inequalities can alter individual life chances (PILO 8), 5. distinguish different research methods in the social sciences and understand their advantages and limitations (PILO 3), 6. collect, analyse and evaluate data and information as a result of in-class exercises (worksheet, group work, case study) (PILO 3), <p>effectively explain ideas, contrast perspectives, and work in teams as a result of class discussions and assignments (PILO 5).</p>
9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Introduction to the instructor, course objectives, syllabus. <i>What is sociology? How can sociology help us in our personal and professional lives? Why do science, government, and business benefit from the study of sociology? Key features of sociological thinking. Basic concepts and modern theoretical approaches.</i> 2. <i>How do we ask and answer sociological questions? Building blocks of basic social research. Introduction to research approaches.</i> 3. <i>Does nature or culture (nurture) influence human behavior more? How easily can culture be changed? The sociological study of culture. Cultural conformity or diversity, group influence. Ethnocentrism and relativism.</i> 4. <i>How do we learn the rules of a society? How does socialization affect our lives? The role of socialization over the life course. Nature vs. nurture. Theories and research on socialization.</i> 5. <i>Why do humans need social interaction? Social interaction in the age of the Internet. Theories and contemporary research on social interaction.</i> 6. <i>How do we interact with each other as individuals or as groups? Different groups in sociology. Theories and contemporary research on groups, networks, and organizations.</i> 7. <i>Why do people violate the norms and rules of a society? How is deviance socially constructed? Conformity, deviance, and crime. Sociological theories and research on crime and deviance.</i>

	<p>8. <i>Why do people have different access to valued resources?</i> Social stratification and the importance of social background. Theories and research on stratification in modern societies.</p> <p>9. <i>How are people treated differently because of their gender, race or ethnicity?</i> Social inequalities. Gender inequality, race, ethnicity, and racism. Understanding global inequality.</p> <p>10. <i>What is a family? What changes in family structures have occurred around the world?</i> Sociological theoretical and historical perspectives on families.</p> <p>11. <i>What are the social functions of schooling?</i> Education, social mobility, and inequality. Major sociological perspectives on the role of schooling. Theory of cultural and social capital.</p> <p>12. <i>Why is work a classic topic of sociological research?</i> Sociological dimensions of work. The (changing) nature of work in modern societies and the major changes affecting economic life today. The future of work.</p> <p><i>What is the trend of urbanization in the world? What are the implications of population growth?</i> Demographic processes, urbanization, global cities, urban problems. Environment and human ecology, theories of population size and control.</p>						
10.	<p>Learning and teaching strategy: This module consists of a combination of lectures and seminars. The lectures introduce students to theories, concepts, and debates on the topic at hand. Students in seminars are encouraged to actively participate in the educational process by discussing the actual themes, conducting class activities (group work, assignments), and analyzing offline and online (digital) resources (such as videos, podcasts, articles, worksheets). Student reflection on the material and active participation in class discussions and group work are considered important components of the learning process. This requires that students come to class prepared by reading the assigned chapter of the textbook for the sessions in advance.</p>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme Oral feedback on class activities, discussion of individual and group assignments solved in class, and online quizzes on various core material blocks that students solve at home.</p> <p>Summative assessment scheme</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td> <ul style="list-style-type: none"> • 25% midterm exam (a written exam based on topics 1-7, with short answer and essay questions.), • 50% final exam (a written exam based on topics 8-13, with short answer and essay questions.) </td> </tr> <tr> <td>Coursework (no examination)</td> <td> <ul style="list-style-type: none"> • 10% Take-home quizzes (individual, written, open book online test, only single-choice questions), • 15% Project work presentation (group work, written & oral) </td> </tr> </table>	Seen examination	0%	Unseen examination	<ul style="list-style-type: none"> • 25% midterm exam (a written exam based on topics 1-7, with short answer and essay questions.), • 50% final exam (a written exam based on topics 8-13, with short answer and essay questions.) 	Coursework (no examination)	<ul style="list-style-type: none"> • 10% Take-home quizzes (individual, written, open book online test, only single-choice questions), • 15% Project work presentation (group work, written & oral)
Seen examination	0%						
Unseen examination	<ul style="list-style-type: none"> • 25% midterm exam (a written exam based on topics 1-7, with short answer and essay questions.), • 50% final exam (a written exam based on topics 8-13, with short answer and essay questions.) 						
Coursework (no examination)	<ul style="list-style-type: none"> • 10% Take-home quizzes (individual, written, open book online test, only single-choice questions), • 15% Project work presentation (group work, written & oral) 						
12.	<p>Timetabled examination required YES</p>						
13.	<p>Length of exam Midterm exam 75 minutes Final exam 2 hours</p>						
14.	<p>Learning materials Essential</p>						

	<ul style="list-style-type: none"> • Anthony Giddens, Mitchell Duneier, Richard P. Appelbaum, Deborah Carr, (2018): Introduction into Sociology, 11th edition. New York: W.W. Norton & Company, INC. (core textbook) • Anthony Giddens, Philip W. Sutton (2017): Sociology, 8th Edition, Cambridge: Polity Press. • Class Slides (PowerPoint slides shown in class can be downloaded from Moodle). • Other learning materials might be shared with the students during the semester on MS Teams and/or Moodle. <p>Recommended</p> <ul style="list-style-type: none"> – Martin Joseph (1989): Sociology for Business – A Practical Approach. Cambridge: Polity
--	---

B modules

1.	Module code:	B20TVB02E
2.	Title:	System of Tourism
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Zoltán Raffay, Dr.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	Aims:	The aim of the course is to let students know the basic concepts and the system of tourism and to allow students to analyse the tendencies and trends of international and domestic tourism.
8.	Learning outcomes:	Needs, their change and analysis. Supply and demand of tourism. Making up a tourism product, features of the respective touristic products. Measurement of the tourism phenomenon. Micro- and macro-economic features of tourism, its impacts and role in the economy, and its socio-e, cultural and environmental impacts. The role of the central state administration, of government in tourism. Characteristic features and trends in the international and Hungarian tourism sector. Students acquire basic tourism skills, get to know the operation of the sub-branches and activities of tourism (accommodation and catering facilities, tourism marketing organisations, destination management organisation, other service providers etc), are able to evaluate them and find the relationships to other economic sectors.
9.	Syllabus:	<ol style="list-style-type: none"> 1. Tourism as a science; categorisation of tourism activities 2. The history of tourism

	<ol style="list-style-type: none"> 3. Operation of the tourism industry 1. Demand side of tourism 4. Operation of the tourism industry 2. Supply side of tourism 5. Making demand and supply meet 1: Transportation in tourism 6. Making demand and supply meet 2: Tourism marketing 7. In-class test I 8. The impacts of tourism 9. The future of tourism, trends in tourism 10. Tourism policy. Planning and development of tourism 11. Visit to the Zsolnay Cultural Quarter/Cella Septichora 12. A guided tour, downtown Pécs 13. In-class test II 						
10.	<p>Learning and teaching strategy: Case studies and project assignments related to the topics of the lectures, press reviews and analyses. A requirement for the completion of the seminars is active participation in classes and making project works individually and in groups. At the end of the course an oral examination is made.</p>						
11.	<p>Assessment scheme: Of the total grade, 20% is made by individual work (active participation in classes, completion of tasks and case studies completion of tasks and case studies). In the middle and on the last class of the term students write in-class tests for 30% of the grade (each test makes 15%). The remaining 50% is made by the oral examination. For successful completion of the course, a minimum on 50.01% must be achieved in all activities! In the seminar classes individual and groups work is done, realised in minor tasks and case studies related to the topics of the lectures.</p> <p>Formative assessment scheme Feedbacks and assignments on a weekly basis on issues like top tourism attractions of the world; evaluation of marketing campaign films, image films; what tourists and the tourism industry can do to lessen the negative impacts of tourism etc.</p>						
	<p>Summative assessment scheme 2 mid-terms tests (week 7 and 13) and a final written examination</p> <table border="1"> <tr> <td>Seen examination</td> <td>% 40</td> </tr> <tr> <td>Unseen examination</td> <td>% 40</td> </tr> <tr> <td>Coursework (no examination)</td> <td>% 20</td> </tr> </table>	Seen examination	% 40	Unseen examination	% 40	Coursework (no examination)	% 20
Seen examination	% 40						
Unseen examination	% 40						
Coursework (no examination)	% 20						
12.	<p>Timetabled examination required NO</p>						
13.	<p>Length of exam 90 minutes for both final exam and mid-term tests</p>						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <p>Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275 ISBN:978-963-642-800-6</p> <p>Cooper C. and Hall M. (2016) Contemporary Tourism: An International Approach (3rd ed.) Goodfellow publishers</p> <p>Presentations uploaded to the Meet Street platform</p> <ul style="list-style-type: none"> • Recommended: 						

<p>Wyllie, R. W. (2011) An Introduction to Tourism. Venture Pub., Inc., ISBN-13: 978-1892132956</p> <p>Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011</p> <p>Swarbrooke, J. and Page, Stephen J.: Development and Management of Visitor Attractions. Routledge, London and New York 2011</p> <p>Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005</p> <p>Periodical 'Tourism management'</p> <p>Case studies provided by the lecturer</p> <p>unwto.org</p>

Year 2

A1 Modules

1.	Module code:	B20TVK08E
2.	Title:	BUSINESS STATISTICS
3.	Credit points:	7
4.	Start term:	2021/22/1
5.	Module leader:	Mónika GALAMBOSNÉ TISZBERGER, Dr.
6.	Module restrictions:	
	(a) Pre-requisite	none
	(b) Programme restrictions	BSc in Tourism and Catering
	(c) Level restrictions	2-3
	(d) Other restrictions or requirements	It is recommended to finish successfully Probability and Statistics.
7.	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.	
8.	Learning outcomes:	
	<ol style="list-style-type: none"> 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) 2. Describe uncertainty in estimations and hypothesis tests 3. Explain statistical reports and conclusions 4. Solve certain business problems based on data 5. Use basic statistical terminology 	

	6. Confidently apply Ms Excel as a basic data analysis tool	
9.	Syllabus: <ul style="list-style-type: none"> • Recall of descriptive and inferential statistics • Analysis of Variance • Chi-square test • Nonparametric procedures • Correlation • Simple Linear Regression • Multiple Linear Regression • Non-linear regression • Time series analysis (trends and forecasting) • Seasonal changes in time series 	
10.	Learning and teaching strategy: 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 (LO4, LO5). 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 (LO1, LO2, LO5). At the end of the class they also have to solve a group work exercise (LO3, LO4) 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 (LO4, LO6). Continuous learning and individual practising is necessary to keep up with the course and ensure successful performance. A forum is open all along the semester in MS Teams or Moodle to questions and answers.	
11.	Formative assessment scheme Feedback on major quiz mistakes. Feedback on group work solutions.	Summative assessment scheme <ol style="list-style-type: none"> 1. Take home assessment (quiz) (10%) weekly 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. (LOs 4 and 5) 2. Group work (10%) weekly Topic related problem solution in 10-15 minutes at the end of the lecture part. (LOs 2, 3 and 4) 3. Midterm tests (15-15%) in Week 5 and 11 Problem solution with the help of MS Excel. Direct questions. Only numeric solutions are required. 4-5 problems for 50 minutes. (LOs 1, 4, 5 and 6) 4. Final exam (50%) in Exam Period 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. (LOs 1, 2, 3, 4, 5 and 6)
	Seen examination	80% (LOs 1, 2, 3, 4, 5 and 6)
	Unseen examination	0%
	Coursework (no examination)	20% (LOs 2, 3 and 4)
12.	Timetabled examination required	No
13.	Length of exam	1.5 hours
14.	Learning materials	
	<ul style="list-style-type: none"> Essential 	Essential reading Berenson, M.L. – Levine, D.M. – Szabat, K.A. (2015): Basic Business Statistics: Concepts and Applications, 13 th Edition, Pearson
	<ul style="list-style-type: none"> Recommended 	Recommended books Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8 th Edition, Pearson

Module code:	B20TVK09E
Title:	INTRODUCTION TO ACCOUNTING
Credit points:	7
Start term:	fall
Module leader:	András TAKÁCS, Dr.
Module restrictions:	
<ul style="list-style-type: none"> Pre-requisite 	none
<ul style="list-style-type: none"> Programme restrictions 	BSc Tourism and Catering
<ul style="list-style-type: none"> Level restrictions 	5
<ul style="list-style-type: none"> Other restrictions or requirements 	none
Aims:	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.

Learning outcomes:

On completion of this module, the successful student will be able to:

1. Use the main principles and key expressions of accounting, and the content of financial statements,
2. Compare different accounting methods (depreciation, inventory costing etc.),
3. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses,
4. Explain the relationship between the book-keeping system and the financial statements of the firm,
5. Record usual transactions in the book-keeping system,
6. Categorise book-keeping information and prepare financial statements,
7. Compare different accounting methods and assess their effects on financial statements.

Syllabus:

- Definition and basic principles of accounting, content of annual reports
- The balance sheet
- Valuation of items in the balance sheet
- The income statement
- Deferrals and accruals
- The basics of book-keeping: the accounting cycle, T-accounts, journal
- Accounting for fixed assets
- Accounting for current assets
- Accounting for liabilities and shareholders' equity
- Summary of the accounting cycle, relationship between book-keeping information and financial statements

Learning and teaching strategy:

This module will be delivered via a combination of lectures and practical exercises. The weekly classes will be divided into two parts: the first part is a lecture, which will be deployed to introduce the theoretical background, main concepts and issues related to the given topic, while the second part will be used to discuss practical problems and to solve practical exercises.

Assessment scheme:

(b) Formative assessment scheme

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.

(c) Summative assessment scheme

1. **Midterm exam (40%) in Week 7**
A written exam, which contains 3-5 questions.
(LOs 1, 2, 6 and 7)
2. **Final exam (60%) in the Exam Period**
A written exam, which contains 5-6 questions.
(Los 1, 2, 3, 4, 5, 6 and 7)

Students have one resit opportunity in each assessment element.	
Seen examination	0 %
Unseen examination	100 %
Coursework (no examination)	0 %
Timetabled examination required	YES
Length of exam	Midterm exam: 45 minutes Final exam: 75 minutes
Learning materials	<ul style="list-style-type: none"> • Essential <i>TAKÁCS, A.:</i> "Introduction to Accounting" e-book, University of Pécs, Faculty of Business and Economics, 2019 [downloadable in pdf format from the Neptun system] • Recommended <i>Frank Wood – Sheila Robinson:</i> "Book-keeping and Accounts", 7nd Edition, Pearson, 2008

1.	Module code:	B20TVK10E
2.	Title:	CORPORATE FINANCE
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	Mónika KUTI, Dr. / Alexandra POSZA, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
7.	Aims:	<p>The module aims</p> <ol style="list-style-type: none"> 1. to provide students with deepened knowledge and skills to equip them for a career in finance; 2. to develop the student's competence in applying a range of financial analytical skills and valuation techniques; 3. to help students understand the complexity of financial statements; 4. to enhance the development of the students' existing skills base, allowing for a cumulative learning experience.
8.	Learning outcomes:	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Explain the development of financial theories; 2. Analyse risks embedded in operating, investment and financial decisions;

	<ol style="list-style-type: none"> 3. Evaluate the results of financial statement analysis, capital budgeting, and security valuation models; 4. Assess the applicability and the limitations of financial models in practice; 5. Deduct effective small-scale research (library use, information elicitation and handling, etc.); 6. Test and analyse financial models and theories on datasets; 7. Assess metrics to cope with uncertainty in financial decision making. 				
9.	<p>Syllabus:</p> <p>The discussion of topics is divided into the following topics:</p> <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 10. Long-Term Finance and Financial Markets 11. Capital Structure and Leverage 12. Dividend Policy 13. Green and Sustainable Corporate Finance (SCF) 				
10.	<p>Learning and teaching strategy:</p> <p>There are key elements in this module, which use a range of differing strategies to achieve the objectives:</p> <ul style="list-style-type: none"> • Teaching session enables students to understand theoretical and analytical material. • Projects provide opportunities for students to practice skills and apply knowledge developed during the session, deepening theoretical background and critical thinking. 				
11.	<p>Assessment scheme:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="263 1400 837 1444" style="width: 50%;">Formative Assessment Scheme</th> <th data-bbox="837 1400 1423 1444" style="width: 50%;">Summative Assessment Scheme</th> </tr> </thead> <tbody> <tr> <td data-bbox="263 1444 837 2038"> <p>Review of the links between security valuation and capital budgeting.</p> <p>Feedback on model application errors.</p> </td> <td data-bbox="837 1444 1423 2038"> <p>In-class assignments:</p> <ul style="list-style-type: none"> • Project 1 (20%) is the in-class task to apply CAPM to stock valuation, to calculate WACC, and to apply basic capital budgeting decisions to a corporate project. (LO 2, 3, 4, 6, 7). • Project 2 (20%) is to perform a financial statement analysis of a multinational company: ratio analysis, interpretation of cash flow statement, working capital management, growth, DOL, DFL, DCL, payout policy. (LO 2, 3, 4, 6, 7). </td> </tr> </tbody> </table>	Formative Assessment Scheme	Summative Assessment Scheme	<p>Review of the links between security valuation and capital budgeting.</p> <p>Feedback on model application errors.</p>	<p>In-class assignments:</p> <ul style="list-style-type: none"> • Project 1 (20%) is the in-class task to apply CAPM to stock valuation, to calculate WACC, and to apply basic capital budgeting decisions to a corporate project. (LO 2, 3, 4, 6, 7). • Project 2 (20%) is to perform a financial statement analysis of a multinational company: ratio analysis, interpretation of cash flow statement, working capital management, growth, DOL, DFL, DCL, payout policy. (LO 2, 3, 4, 6, 7).
Formative Assessment Scheme	Summative Assessment Scheme				
<p>Review of the links between security valuation and capital budgeting.</p> <p>Feedback on model application errors.</p>	<p>In-class assignments:</p> <ul style="list-style-type: none"> • Project 1 (20%) is the in-class task to apply CAPM to stock valuation, to calculate WACC, and to apply basic capital budgeting decisions to a corporate project. (LO 2, 3, 4, 6, 7). • Project 2 (20%) is to perform a financial statement analysis of a multinational company: ratio analysis, interpretation of cash flow statement, working capital management, growth, DOL, DFL, DCL, payout policy. (LO 2, 3, 4, 6, 7). 				

	Feedback on research topic proposition	<ul style="list-style-type: none"> • Project 3 (10%) is to design and submit a literature survey in any area of corporate finance (minimum 20 citations, use of academic databases). (LO5) • Final exam (50 points) (LO1, 3, 6).
	Seen examination	100 %
	Unseen examination	N/A
	Coursework (no examination)	N/A
12.	Timetabled examination required	YES/NO
13.	Length of exam	1,5 hours
14.	Learning materials <ul style="list-style-type: none"> • Essential <ul style="list-style-type: none"> • DAMODARAN, A. (2010), Applied Corporate Finance. Wiley. 3rd edition. • KUTI, M. (2016): Financial Analysis, e-book, , University of Pécs, Faculty of Business and Economics. 	

1.	Module code:	B20TVK11E
2.	Title:	Introduction to Marketing
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Dr. Petra Putzer, PhD, Assistant professor Bence Vereckei-Poór, PhD student
6.	Module restrictions:	
	• Pre-requisite	-
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	-
	• Other restrictions or requirements	-
7.	Aims: Introduction to Marketing is an introductory course to modern marketing theory and its practical application. It provides an overview of the principles and core concepts of modern marketing, basics to consumer behaviour, marketing information, marketing management process and marketing tools. The course is a blend of lectures, seminars and off-class work. Theoretical issues are brought to practice by examples, case studies, in-class exercises and student-run field research. Aims: To develop an integrated view and a complex understanding of modern marketing: a mixture of principles, practices and tools in an increasingly unpredictable environment To understand the marketing concepts and the basic steps of marketing management To consider the importance of predicting and analysing consumer's responses to marketing activities To become familiar with the basic marketing research techniques and the fundamental marketing tools (marketing mix)	

	<p>To consider moral and social aspects of marketing activities To take part in group discussions and field research (projects) To promote students' interest in marketing as a career.</p>
8.	<p>Learning outcomes: Knowledge Students upon completing the module</p> <ol style="list-style-type: none"> 1. will possess basic knowledge in marketing theory, marketing management activities, methods and tools used in the marketing process 2. will be able to define basic marketing issues and problems <p>Skills: Students upon completing the module</p> <ol style="list-style-type: none"> 1. will gain the ability to apply fundamental theoretical frameworks in daily business-life 2. will be able to recognize and solve basic marketing problems through creative thinking 3. will demonstrate skills in field research and will be able to write reports and develop presentation 4. will be able to develop team building skills and to work in group
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Orienting / Class Presentation On-Boarding / Setting teams <p>Lecture: Marketing: Creating Customer Value and Engagement (Ch1) 2. Seminar: Class Presentation 1. – “Understanding the Marketplace and Customer needs.”</p> <p>Lecture: Company and marketing strategy: Partnering to build customer engagement, value and relationships (Ch2) 3.Seminar: Class Presentation 2. – “Company and Marketing Strategy” Lecture: Analyzing the Marketing Environment (Ch3), Managing marketing information to gain customer insights (Ch4) 4.Seminar: Class Presentation 3. – “Analyzing the Marketing Environment and Managing the Information” Lecture: Understanding Consumer and Business Buyer Behavior (Ch5) 5.Seminar: Class Presentation 4. – „Understanding your WHO - Consumer segmentation” Lecture: Customer Value-Driven Marketing Strategy: Creating Value for Target Customers (Ch6) 6.Seminar: Classwork – “Midterm exam” – trial test Lecture: Discussion 7.Seminar: Class Presentation 5. – “Customer Value-Driven Marketing Strategy” Lecture: Products, Services and Brands: Building Customer Value (Ch7), Developing New Products and Managing the Product Life Cycle (Ch8) 8.Seminar: Class Presentation 6. – „Developing Products, Services and Brands” Lecture: Pricing: Understanding and Capturing Customer Value (Ch9) 9.Seminar: WoP week: Guest lecture Lecture: Marketing channels: Delivering Customer Value (Ch10), Retailing and Wholesaling (Ch11) 10.Seminar: International Teaching Week Lecture: Engaging Consumers and Communicating Customer Value: Advertising and Public Relations (Ch 12) 11.Seminar: Class Presentation 7. – „Product and Price”</p>

	<p>Lecture: Personal Selling and Sales Promotion (Ch13) 12.Spring break 13.Seminar: Class Presentation 8. – “Distribution, In-Store and Communication” Lecture: Direct, Online, Social Media and Mobile Marketing (Ch14) 14.Final presentations</p>						
10.	<p>Learning and teaching strategy: The course will be taught through the combination of lectures, seminars and project works. Seminars include discussions of the actual themes, completion of class exercises and homework, mini case studies, online and offline resource analysis etc. Students will have to prepare individually and/or in groups for the following class by reading the assigned chapter of the textbook and/or completing other assignments. Students' reflections on the actual material and their contributions to the discussion are considered to be important elements of the learning process. Therefore, students are required to attend prepared and ready for critical thinking.</p> <p>This seminar is aimed at bringing practical experience to you studies.</p> <ul style="list-style-type: none"> You will be required to set up 16 teams, max 4 people / team. Every week your team must prepare a presentation for your project, which contains the key elements of the previous week's lecture and matching the requirements presented in this document. During the semester you will be required to prepare 8 separate presentations in MS Power Point which you will submit every week. Max length of a presentation is 15 slides. Each presentation needs to be uploaded to Moodle before the start of each week's Seminar. (If late, 0 points) Every week two teams will hold their presentation (20 min) followed by a Q&A. (Presentation also needs to be uploaded on time.) <p>In week 14, every team will have a final presentation (8 min, max 10 slides) combining materials from their 8 submissions.</p>						
11.	<p>Assessment scheme: Class participation is compulsory. Student performance will be assessed on the following criteria:</p> <ul style="list-style-type: none"> Seminar: 45% of your total grade. <ul style="list-style-type: none"> Seminar Evaluation (to reach max 100 points) will be based on the work you submit and present: <ul style="list-style-type: none"> Submitted Presentations: 5% / each (40% of the Seminar points) Evaluation of the other teams 1% / each (15% of the Seminar points) Class-presentation of one material to submit: 15% of the Seminar points) Final Presentation: 30% of the seminar points.) Short tests, class work (including the trial midterm) - max 10 points / week: 10% (K1, K2, S1, S2) Final exam: 45% (K1, K2, S1, S2) <p>Presentation materials handed in after the deadline cannot be accepted.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative assessment scheme</p> <table border="1"> <tr> <td>Seen examination</td> <td>55%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>45%</td> </tr> </table>	Seen examination	55%	Unseen examination	%	Coursework (no examination)	45%
Seen examination	55%						
Unseen examination	%						
Coursework (no examination)	45%						

12.	Timetabled examination required	Short tests at the end of the lectures. Final exam in the exam period, date is given by the Study Department.
13.	Length of exam	60 min
14.	Learning materials	<ul style="list-style-type: none"> • Essential <p>Armstrong, G. – Kotler, P. (2017): Marketing: An introduction, Pearson Education-Prentice-Hall. 13 ed. 492 pp Chapter 1-14. ISBN: 978-1-292-29486-5</p> <p>Supporting online resources: Companion Website for students (visit http://www.pearsoned.co.uk)</p> <p>For the presentations, handouts, please, visit the course Moodle site</p> <ul style="list-style-type: none"> • Recommended <p>Rekettye, Gábor – Liu, Jonathan (2018): Pricing: The New Frontier. Transnational Press London</p> <p>Józsa, László – Piskóti, István – Rekettye, Gábor – Veres, József (2005): Decision-oriented Marketing. KJK – KERSZÖV Legal and Business Publishers Ltd. Budapest</p> <p>Kotler, Philip – Armstrong, Gary (2006): Principles of Marketing 11th International Edition. Prentice Hall</p> <p>Armstrong, Gary - Kotler, Philip – Harker, Michael – Brennan, Ross (2009): Marketing: An Introduction. Pearson Education-Prentice-Hall.</p>

1.	Module code:	B20TVK12E
2.	Title:	INTERNATIONAL ECONOMICS
3.	Credit points:	7
4.	Start term:	spring
5.	Module leader:	Norbert SZABÓ, Dr.
6.	Module restrictions:	
	• Pre-requisite	Microeconomics, macroeconomics
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
7.	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.
8.	Learning outcomes:	
	Knowledge	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. develop critical understanding of the competing concepts of international trade and income distribution 2. critically evaluate the possible aims and tools of trade policy

	<p>3. explain possible effects of trade policies on income distribution and economic welfare</p> <p>4. contrast the role of the foreign exchange market and the main factors in relation to exchange rate movements</p> <p>Skills This module will call for the successful student to demonstrate</p> <p>5. the ability to apply model-based thinking</p> <p>6. the ability to positively contribute to group (team) work</p> <p>7. the ability to effectively formulate their ideas verbally</p> <p>the ability to conduct effective small-scale research (library use, information elicitation and handling, etc.)</p>
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Orientation and introduction. The topics of international economics. World trade and the gravity model. • Labour productivity and comparative advantage. Specific factors and income distribution. • Resources and trade. The standard trade model. • External Economies of scale, firms in the global economy. • Instruments of trade policy, the political economy of trade policy. • Trade policy in developing countries. Controversies in trade policy. • National income accounting and the balance of payments. • Exchange rates and the foreign exchange market. • Money, interest rates and the exchange rates. • Price levels and the exchange rate in the long run. • Output and exchange rates in the short run. • Fixed exchange rates and foreign exchange intervention. • International monetary systems, optimum currency areas. <p>Financial globalization and developing countries.</p>
10.	<p>Learning and teaching strategy: 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>
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme Short quizzes are written at the beginning and the end of every lecture 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. (LOs 1, 2, 3, 4, 5)</p>

	<p>In the seminars individual and 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. (Los 5, 6, 7, 8)</p>							
	<p>Summative assessment scheme Summative assessment of the course is split into two parts and consists of two term papers. One 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. (LOs 1, 2, 3, 4, 5, 7)</p> <p><i>Resit opportunities</i> All assessment elements must be accomplished at least at 51% to pass the course. Short quizzes and individual/group works cannot be resit by default. Upon special and <i>proven</i> circumstances (illness, etc.) individual derogations may be applied (delayed deadline, extra work, etc.). Students must apply for these derogations until deadline of the given task at latest. There are one resit opportunity for each term papers during the exam period.</p> <table border="1"> <tr> <td>Seen examination</td> <td></td> </tr> <tr> <td>Unseen examination</td> <td> <ul style="list-style-type: none"> • Term paper 1: 25% • Term paper 2: 25% </td> </tr> <tr> <td>Coursework (no examination)</td> <td> <ul style="list-style-type: none"> • Short quizzes: 25% • Group work : 25% </td> </tr> </table>		Seen examination		Unseen examination	<ul style="list-style-type: none"> • Term paper 1: 25% • Term paper 2: 25% 	Coursework (no examination)	<ul style="list-style-type: none"> • Short quizzes: 25% • Group work : 25%
Seen examination								
Unseen examination	<ul style="list-style-type: none"> • Term paper 1: 25% • Term paper 2: 25% 							
Coursework (no examination)	<ul style="list-style-type: none"> • Short quizzes: 25% • Group work : 25% 							
12.	Timetabled examination required	YES						
13.	Length of exam	60 minutes						
14.	Learning materials	<table border="0"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Essential </td> <td style="padding-left: 20px;"> 1) Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (<u>ninth</u> edition or later). </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Recommended </td> <td style="padding-left: 20px;"> 1) Selected short essays on actual topics, news reflecting actual developments in international trade and finance </td> </tr> </table>	<ul style="list-style-type: none"> • Essential 	1) Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (<u>ninth</u> edition or later).	<ul style="list-style-type: none"> • Recommended 	1) Selected short essays on actual topics, news reflecting actual developments in international trade and finance		
<ul style="list-style-type: none"> • Essential 	1) Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (<u>ninth</u> edition or later).							
<ul style="list-style-type: none"> • Recommended 	1) Selected short essays on actual topics, news reflecting actual developments in international trade and finance							

B modules

1.	Module code:	B20TVB01E
2.	Title:	TOURISM GEOGRAPHY
3.	Credit points:	7
4.	Start term:	Fall
5.	Module leader:	János CSAPÓ, Dr.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	6
	• Other restrictions or requirements	none
7.	Aims:	The aim of the subject is to let students know the basic concepts and the system of the geography of tourism. Students must be able to recognise the role of geographical factors in tourism and must be aware of the analysis methods of regional tourism geography. They should also be able to analyse trends and processes in international and domestic tourism.
8.	Learning outcomes:	<p>Participants of the course are able to critically analyse the regional tourism trends and can also recommend complex solutions. Having completed the course, students know theoretical and practical skills related to tourism geography and are able to apply geographical approach in tourism development. Students are able to integrate and use in practice the pieces on information related to the subject. They are able to recognise market changes, adapt to that and make relevant decisions.</p> <p>Students are able to realistically assess the tourism supply of a destination and can make recommendations for the creation of tourism development strategy. They become sensitive to problems, proactive, and have an environment conscious and practice-oriented attitude.</p>
9.	Syllabus:	<p>Lectures:</p> <ol style="list-style-type: none"> 1. An introduction to tourism geography 2. General spatial trends of international tourism 3. Tourism geography of the British Isles (Ireland United Kingdom) 4. Tourism geography of the BENELUX states 5. Tourism geography of France 6. Tourism geography of Northern Europe 7. Tourism geography of Germany and the Alpine countries (Austria, Switzerland) 8. Tourism geography of the Iberian Peninsula (Spain and Portugal) 9. Tourism geography of Italy and Greece 10. Tourism geography of Central Europe 11. Tourism geography of America 12. Tourism geography of Asia and the Pacific region 13. Tourism geography of Africa and Australia <p>Seminar:</p> <ol style="list-style-type: none"> 1. An introduction to tourism geography – individual and group work 2. How to analyse a tourism destination? 3. General spatial trends of international tourism I. – individual and group work

	<p>4. General spatial trends of international tourism II. – individual and group work</p> <p>5. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>6. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>7. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>8. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>9. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>10. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>11. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>12. The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p> <p>The tourism geography analysis of a chosen non-European tourism destination – group presentation, discussion</p>						
10.	<p>Learning and teaching strategy: In the seminar classes individual and groups work is done, realised in minor tasks, homeworks and case studies related to the topics of the lectures, and also in holding presentations.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>A requirement for the completion of the seminars is active participation in classes.</p> <p>Of the total grade, 40% is made by individual work (active participation in classes, completion of tasks and case studies, presentations). The remaining 60% is made by the end-term written examination. For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative assessment scheme</p>						
	<table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam 1 hour</p>						

14.	<p>Learning materials</p> <p>Essential:</p> <ul style="list-style-type: none"> • Hall, C.M. – Page, S.J. (2014): The Geography of Tourism and Recreation: Environment, Place and Space. Routledge Taylor and Francis Group, 457 p. • Lew, A.A., Hall, C.M. & Timothy, D.J. (2011): World Regional Geography: Human Mobilities, Tourism Destinations, Sustainable Environments, Kendall Hunt, Phoenix <p>Recommended:</p> <ul style="list-style-type: none"> • Williams, S. – Lew, A.A. (2015): Tourism geography: critical understandings of place, space and experience. 3rd edition, London; New York: Routledge • Lew, C.M., Hall, C.M. & Timothy, D. (2008): World Geography of Travel and Tourism: A Regional Approach. Oxford: Elsevier
-----	--

1.	Module code:	B20TVB03E
2.	Title:	FOUNDATIONS OF DIGITAL MARKETING
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	János CSAPO, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>Students get an insight into the concept of digital marketing, its operation and tools; they get to know the basic concept of the creation of digital marketing campaigns. A further goal to make more effective of the marketing strategy of businesses by the combination of digital marketing solutions with the classical marketing tools. Students must be able to apply this in practice. The subject promotes the understanding of the relationship of electronic business (e-business) and marketing, points out the advantages and disadvantages of online media and online marketing tools, and the practicing of interactive marketing solutions.</p> <p>Students get an insight into the concept of digital marketing, its operation and tools; they get to know the basic concept of the creation of digital marketing campaigns. A further goal to make more effective of the marketing strategy of businesses by the combination of digital marketing solutions with the classical marketing tools. Students must be able to apply this in practice. The subject promotes the understanding of the relationship of electronic business (e-business) and marketing, points out the advantages and disadvantages of online media and online marketing tools, and the practicing of interactive marketing solutions.</p>
8.	Learning outcomes:	<p>Students can find their way in the decision-making and the process of digital marketing, they able to recognise rapid market changes and adapt to them. They are able to analyse market situations, make up effective programmes and control their implementation, and write related reports and surveys. Students possess ICT skills necessary of the management of the issue.</p>

	<p>The subject enlarges the marketing and communication skills of students. Students know the basic forms of e-business, the mechanisms and organisations of digital marketing, Its operational principles and development trends; its role in the operation of a company; its tools and methodology.</p> <p>Students acquire critical analysing, organising and planning ability, they will realise decision-making situations and problems in marketing, and can solve them using the tools of online marketing and with a market-oriented view.</p>						
9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Introduction to the world of e-business and digital marketing. The impact of internet on marketing. The development of the web. Digital marketing trends. 2. Online consumers and characteristics of consumer behaviour 3. Online research 4. Foundations of online communication: effective website 5. Online advertisements (display, search, e-DM, listing) 6. Online advertisements (Google Ads) 7. Search marketing through PPC advertisements 8. Search engine optimization 9. Foundations of social media marketing 10. Social media mix, its elements and users 11. PPC advertisements in social media 12. Online media <p>Digital marketing – results and measurements</p>						
10.	<p>Learning and teaching strategy:</p> <p>Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students have not completed the course.</p> <p>Individual and group work related to the topics featured above, and making home assignments in order to imbed the information heard during the lectures.</p> <p>Class work (70 %); 2 in-class tests (30%)</p> <p>The subject is a seminar subject and cannot be completed in the examination time. In examination time it is only missed in-class tests that can be made up for.</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam</p>						
14.	<p>Learning materials Essential</p> <p>Ian Dodson (2016): The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and</p>						

	Recommended	<p>Measurable Online Campaigns. Wiley. ISBN: 978-1-119-26570-2.</p> <p>Dave Chaffey, Fiona Ellis-Chadwick (2015): Digital Marketing . 6th Edition. Pearson ISBN10: 1292077646</p> <p>David Meerman Scott (2017): The New Rules of Marketing and PR: How to Use Social Media, Online Video, Mobile Applications, Blogs, News Releases, and Viral Marketing to Reach Buyers Directly. 6th Edition. Wiley. ISBN-10: 1119362415, ISBN-13: 978-1119362418</p>
--	-------------	--

1.	Module code:	B20TVB04E
2.	Title:	TOURISM PRODUCTS AND THEIR DEVELOPMENT
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	János CSAPO, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>A detailed analysis is given of the theoretical background of the tourism product and the main products types with international and Hungarian focus as well. Students also learn the basics of tourism product development. They get to know the principles and features of the operation of the tourism industry, the complexity of tourism products, the features of the related services and the features of the demand and supply side.</p> <p>The subject gives an introduction to the product-oriented approach to tourism, and also the structure, categorisation and life cycles of tourism products. A detailed analysis is provided of all components of tourism products: attraction, elements of infra- and suprastructure. Students are given a comprehensive picture of tourism products, allowing them to interpret these products and understand the similarities and differences among them.</p>
8.	Learning outcomes:	<p>Students will have a comprehensive view over the structures of the respective tourism products, and will be able to act as creative managers in the development of the attractions and also the creation of the auxiliary services. Having learnt the characteristic features of the tourism products types and the related consumers' expectations and motivations, students will be able to join the process of the development of tourism products, renewing in an innovative way the related services as well. They are able to explore, systemise and analyse facts and correlations. On this ground, they can make sovereign statements, make preparations for decision-making and make the necessary decisions.</p> <p>Students aim, with modern tourism skills and marketing attitude, at understanding and handling regional and product-related market problems. They can innovatively contribute to the renewal of the respective tourism product type and the provision and development of high level auxiliary services.</p>
9.	Syllabus:	

	<ol style="list-style-type: none"> 1. Concept, definition and structure of the tourism product, its special features, classification of tourism products. 2. Demand for tourism, the role of needs and motivations in demand. Trends and counter-trends in tourism demand and their role in product development. 3. Features, concept, history and trends of cultural and heritage tourism. The market and demand of cultural tourism, elements of its infrastructure. Birth and concept of heritage tourism, model for the creation of a heritage product. 4. Features, concept, history and trends of MICE tourism. Tourism product types and supply of MICE tourism. The market, demand and impacts of MICE tourism. Possible synergies with other tourism products. 5. Features, concept, history and trends of active tourism and sport tourism and their sub products. Demand and trends of active and sport tourism. Definition of the different related sub products, their historical preliminaries and birth. The market, demand and motivation of active tourism sub products. 6. Features, concept, history and trends of ecotourism. Demand analysis and development of the supply of ecotourism. Ecotourism qualification systems, environmental trademarks. The market and demand of ecotourism. 7. Features, concept, history and trends of responsible and sustainable tourism. The aspects of development in tourism product development. The market and demand of responsible and sustainable tourism. The impacts of climate change on tourism. 8. Features, concept, history and trends of enological and gastronomical tourism. Demand side of enological and gastronomical tourism, its connections to other tourism products. The market and demand of enological and gastronomical tourism. 9. Features, concept, history and trends of rural tourism and its sub products. The market demand and supply of rural tourism, the role of human resources in the operation of rural tourism. 10. Features, concept, history and trends of health tourism and its sub products. The infra- and suprastructure of health tourism, its market, demand and supply. 11. Trends affecting tourism demand and new tourism products. 12. The appreciation of the environment and health consciousness of consumers. Features of the LOHAS group and slow tourism. 13. Process of tourism product development, tasks of tourism destination management organisations in product development: „innovation – distinctiveness – authenticity”.
10.	<p>Learning and teaching strategy: Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solved tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot take part in an exam and must repeat the complete course.</p> <p>Students must actively participate in the classes to be allowed to make the examination. The grade of the in-class tests must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for a missed assignment or for corrections. Calculation of the final grade: active participation in seminars – 40%. Final examination: 60%. Writing a test from the total of the subject in the examination period. (Students cannot apply for their first exam on the last examination date.) Course is completed if the result of the test is at least 50%, calculated as 60% of the</p>

	final grade. Making up for missed tests and correction of poor ones as specified in the Code of Studies and Exams. Excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%
	Formative assessment scheme
	Summative Assessment Scheme
	Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes.
	Seen examination 60%
	Unseen examination %
	Coursework (no examination) 40%
12.	Timetabled examination required
13.	Length of exam 1 HOUR
14.	<p>Learning materials</p> <p>Essential</p> <p>Bob McKercher, Towards a taxonomy of tourism products, Tourism Management, Volume 54, 2016, Pages 196-208.</p> <p>Abdelati M. Benur, Bill Bramwell, Tourism product development and product diversification in destinations, Tourism Management, Volume 50, 2015, Pages 213-224,</p> <p>Michalkó G. (ed) (2011): Design and development of touristic products.(e-book) University of Pécs http://www.eturizmus.pte.hu/</p> <p>World Tourism Organization (UNWTO) and European Travel Commission (ETC) (2011): Handbook on Tourism Product Development. UNWTO, 142 p.</p> <p>Lohmann, G. (2016): Tourism theory: Concepts, Models and Systems. CABI Publishing, 268 p.</p> <p>Recommended</p>

Year 3

A1 modules

1.	Module code:	B20TVK13E
2.	Title:	INTERNATIONAL BUSINESS COMMUNICATION
3.	Credit points:	7
4.	Start term:	fall
5.	Module leader:	Edit GYARMATINÉ BÁNYAI, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering

	<ul style="list-style-type: none"> • Level restrictions 	4
	<ul style="list-style-type: none"> • Other restrictions or requirements 	none
7.	<p>Aims: Module aims:</p> <ul style="list-style-type: none"> • to improve knowledge about the nature of intercultural (business) communication • 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 • to give special insight into good communication strategies relevant for international business. Students will develop practical oral and written skills in business to business and business to customer communication 	
8.	<p>Learning outcomes:</p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> 1. explain the importance of and classify the main elements of cross-cultural business communication, international negotiations and business ethics 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 3. explain why in certain situations people from other cultures behave in a different way, how culture impacts communication, and how intercultural communication works 4. demonstrate high level of verbal, nonverbal and written communications skills 5. make appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures 6. communications skills, both speaking and writing, and the skills of writing essays and of presentation 7. 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 	
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • The Nature of Intercultural Communication • Contrasting Cultural Values • Cultural Shock • Oral Communication Patterns • Nonverbal Communication Patterns • Written Communication Patterns • Fundamental Skills for the Mobile-Digital-Social Workplace • Global Etiquette • Business and Social Customs • Intercultural Negotiation Process • Intercultural Negotiation Components 	

	<ul style="list-style-type: none"> • Laws Affecting International Business • General “dos” and don’ts” in international business 						
10.	<p>Learning and teaching strategy: 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>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme</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>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <ul style="list-style-type: none"> – 1 Final Examination 35 % (Los 1 – 5) (There is one resit opportunity) – Written Assessment (e.g. letters, reports): 15 % (Los 6, 7) – Course Work, Class Participation 50%, (Los 4-7) <ul style="list-style-type: none"> o quizzes (10 %) o group work (25 %) o class room activity (15 %) <p>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.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>35 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>65 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	35 %	Coursework (no examination)	65 %
Seen examination	0 %						
Unseen examination	35 %						
Coursework (no examination)	65 %						
12.	<p>Timetabled examination required</p> <p>YES</p>						
13.	<p>Length of exam</p> <p>1 hours</p>						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275 • Recommended Maude, B. (2011): Managing Cross-Cultural Communication. Palgrave Macmillan, Gesteland, R.(2012): Cross-cultural Business Behaviour. Copenhagen Business School Press, Universitetsforlaget, Bovée, Dourtland Thill (2013): Business Communication Essentials. A skills-based approach to vital business English. 6. ed. New Jersey: Pearson. ISBN: 9781292023366 Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital- 						

	Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572
--	---

1.	Module code:	B20TVK14E
2.	Title:	BUSINESS CASE STUDIES
3.	Credit points:	7
4.	Start term:	2021/22/1
5.	Module leader:	Márta SOMOGYVÁRI, Dr.
6.	Module restrictions:	
	Pre-requisite	none
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	6
	Other restrictions or requirements	none
7.	Aims: 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. This module also assists students in developing professional and entrepreneurial skills such as creativity, analysis of ill-structured problems, logical reasoning, problem-solving teamwork.	
8.	Learning outcomes: On completion of this module, the successful student will be able to: 1. Critically interrogate and assess the external factors influencing the company 2. Identify the main internal drivers of a business decision 3. Link the real facets of a situation to a business model and to a type of strategy. 4. Explore a new business environment 5. Assess possible future outcomes and risks 6. Elaborate alternative business solutions to a given problem.	
9.	Syllabus: <ul style="list-style-type: none"> • The Case Study method • Foundations of Strategic Analysis: <ul style="list-style-type: none"> • External Factors • Industry Analysis • Internal Analysis • Strategic Audit • Establishing Valuable Competitive Positions • Merger and acquisition. • Rivalry • Evaluating Corporate Ethics. • Decisions and climate change • Blue Ocean strategies. • Innovative business models in the circular economy. 	
10.	Learning and teaching strategy:	

	<p>Class room sessions: The class room 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.</p> <p>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> <p>Final theme presentation (coursework as groupwork): The students have to analyse the strategic posture of a real business company on the basis of an interview with the strategic CEO of a company. This is a written work of max. 15 pages that focuses on a critical situation of a company. In the last class every group gives a presentation about their findings.</p>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme Short test about the takeaways of the last case at the beginning of every class (LO 3,5,6) Review of the draft plan of the final theme (LO 2,3,4,5,6)</p>						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>1. Midterm exam in the middle of the semester (15%) Students will have to demonstrate their knowledge and skills related to assessment methods in connection with strategy and solving a case study. Los 1,2,3,</p> <p>2. Final theme (coursework, 35%) Students have to demonstrate that they are able to analyse a real business situation and defend their findings in the class. Los 1,2,3,4,5,6,</p> <p>3. Final exam at the end of the semester (50%) Students have to solve a case in order to demonstrate the knowledge of basic strategic theory, their skills to analyse the future societal and business environment, estimate the risks, elaborate decision alternatives and choose the best decision in a critical business situation. Los 3,4,5,6 Only the final exam can be resat in case of failure or other extenuating circumstance.</p> <table border="1"> <tr> <td>Seen examination</td> <td>15 % (LO 1,2,3)</td> </tr> <tr> <td>Unseen examination</td> <td>50 % (LO 3,4,5,6)</td> </tr> <tr> <td>Coursework (no examination)</td> <td>35 % (LO 1,2,3,4,5,6)</td> </tr> </table>	Seen examination	15 % (LO 1,2,3)	Unseen examination	50 % (LO 3,4,5,6)	Coursework (no examination)	35 % (LO 1,2,3,4,5,6)
Seen examination	15 % (LO 1,2,3)						
Unseen examination	50 % (LO 3,4,5,6)						
Coursework (no examination)	35 % (LO 1,2,3,4,5,6)						
12.	<p>Timetabled examination required</p> <p>YES</p>						
13.	<p>Length of exam</p> <p>1.5 hours</p>						
14.	<p>Learning materials Essential 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 HBS.2015 Recommended Kaplan- Norton: Having Trouble with Strategy? Then Map it! In: Putting the Balanced Scorecard to Work pp. 49-60</p> <p>Michael A. Hitt (Author), R. Duane Ireland (Author), Robert E. Hoskisson: Strategic Management: Concepts: Competitiveness and Globalization 11th Edition. ISBN-13: 978-1285425184</p>						

<p>W. L. Hill, Melissa A. Schilling, Gareth R. Jones. 2017, Strategic Management: Theory & Cases: An Integrated Approach 12th Edition, ISBN-13: 978-1305502277</p> <p>Journals: Harvard Business Review MIT Sloan Management Review Journal of Business Cases and Applications</p>
--

B modules

1.	Module code:	B20TVB06E
2.	Title:	TOURISM ENTERPRISES
3.	Credit points:	7
4.	Start term:	Autumn
5.	Module leader:	Petra RÁCZ-PUTZER, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
7.	Other restrictions or requirements	
	Aims:	<p>Students get to know the forms and tasks of tourism businesses. In addition to theory they also get practical skills about the legal regulation of businesses, and the tasks related to their foundation and operation. Students get to know the typical activities of tourism businesses and will be able to carry out daily tasks.</p> <p>They get to know the special features of the service providers and attraction operators relevant for the tourism industry, and the related organisational tasks.</p> <p>The aim of the subject is to teach the students the forms and tasks of tourism enterprises and businesses. In addition to theory they also get practical skills about the legal regulation of businesses, and the tasks related to their foundation and operation. Students get to know the typical activities of tourism businesses and will be able to carry out daily tasks.</p> <p>They get to know the special features of the service providers and attraction operators relevant for the tourism industry, and the related organisational tasks.</p>
8.	Learning outcomes:	<p>Students completing the course will be able to analyse and assess of the different fields of marketing with the help of indices, to make different calculations, and the basis of this to make up information tables for the management and the preparation of further decisions.</p> <p>Students with their analyses will be able to support the foundation and preparation of a market-oriented marketing strategy, and can participate in the measurement of its effectiveness.</p> <p>Students acquire (marketing) calculations and interpretation skills related to the four basic Ps of marketing. They learn how to connect the marketing skills acquired and how to measure their effectiveness with the use of indices.</p>

9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Introduction: groups and system of marketing indices 2. Major indices of the market position of a business 3. Profitability indices 4. Assessment of customers 5. Main indices of product management 6. Portfolio management 7. Indices of pricing 8. Indices of channel management 9. Indices of sales management 10. Promotion indices I. 11. Promotion indices II. 12. Other indices 13. Complex case study 						
10.	<p>Learning and teaching strategy: Completion of tasks and case studies connected to the theory, application and interpretation of the indices learnt by concrete company examples, and writing short individual analyses.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>In the seminars of the course problems related to the issue discussed are solved in individual and groups work, realised in minor tasks and case studies related to the topics of the lectures.</p> <p>During teamwork team of up to 4 persons make the full, complex analysis of a company chosen using the indices learnt, and they will also evaluate the indices gained and analyse the situation of the company.</p> <p>Seminars can only be completed by active participation in the classes.</p> <p>In the seminar classes individual and groups work is done for 20% of the final grade.</p> <p>Analysis task done in teamwork makes 30% of the final grade.</p> <p>In term-time two in-class tests are written for 20% of the final grade.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p> <p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1" data-bbox="264 1767 1431 1872"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam</p>						
14.	<p>Learning materials Essential</p>						

Recommended	<p>Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2010): Marketing Metrics: The Definitive Guide to Measuring Marketing Performance (2nd Edition) , Pearson Education, ISBN-10: 0-13-705829-2</p> <p>Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2006) Marketing Metrics: 50+ Metrics Every Executive Should Master, Wharton School Publishing-Pearson Education, ISBN-10: 0131873709</p> <p>James D. Lenskold (2003): Marketing ROI: The Path to Campaign, Customer, and Corporate Profitability, American Marketing Association, ISBN-10: 0071413634</p>
-------------	---

1.	Module code:	B20TVB05E
2.	Title:	MARKETING CALCULATIONS
3.	Credit points:	7
4.	Start term:	Autumn
5.	Module leader:	Petra RÁCZ-PUTZER, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	<p>The measurement of the respective fields related to the four Ps is a very important task, as they are the basis for the evaluation of the success of a certain activity. Accordingly, it is a must that students are able to quantify the result of an activity and make an ex-ante assessment of their expected efficiency. For this purpose the course introduces students to the major indices related to the respective areas, their usability and interpretation. The aim of the course is to allow students to calculate and comprehend indices from the data available and on the basis of this make basis calculations and make recommendations.</p> <p>The measurement of the respective fields related to the four Ps is a very important task, as they are the basis for the evaluation of the success of a certain activity. Accordingly, it is a must that students are able to quantify the result of an activity and make an ex-ante assessment of their expected efficiency. For this purpose the course introduces students to the major indices related to the respective areas, their usability and interpretation. The aim of the course is to allow students to calculate and comprehend indices from the data available and on the basis of this make basis calculations and make recommendations.</p>
8.	Learning outcomes:	<p>Students completing the course will be able to analyse and assess of the different fields of marketing with the help of indices, to make different calculations, and the basis of this to make up information tables for the management and the preparation of further decisions.</p>

	<p>Students with their analyses will be able to support the foundation and preparation of a market-oriented marketing strategy, and can participate in the measurement of its effectiveness.</p> <p>Students acquire (marketing) calculations and interpretation skills related to the four basic Ps of marketing. They learn how to connect the marketing skills acquired and how to measure their effectiveness with the use of indices.</p>		
9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Introduction: groups and system of marketing indices 2. Major indices of the market position of a business 3. Profitability indices 4. Assessment of customers 5. Main indices of product management 6. Portfolio management 7. Indices of pricing 8. Indices of channel management 9. Indices of sales management 10. Promotion indices I. 11. Promotion indices II. 12. Other indices 13. Complex case study 		
10.	<p>Learning and teaching strategy:</p> <p>Completion of tasks and case studies connected to the theory, application and interpretation of the indices learnt by concrete company examples, and writing short individual analyses.</p>		
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>In the seminars of the course problems related to the issue discussed are solved in individual and groups work, realised in minor tasks and case studies related to the topics of the lectures.</p> <p>During teamwork team of up to 4 persons make the full, complex analysis of a company chosen using the indices learnt, and they will also evaluate the indices gained and analyse the situation of the company.</p> <p>Seminars can only be completed by active participation in the classes.</p> <p>In the seminar classes individual and groups work is done for 20% of the final grade.</p> <p>Analysis task done in teamwork makes 30% of the final grade.</p> <p>In term-time two in-class tests are written for 20% of the final grade.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>		
	<p>Formative assessment scheme</p>		
	<p>Summative Assessment Scheme</p>		
	<p>Summative assessment scheme</p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p>		
	<table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> </table>	Seen examination	%
Seen examination	%		

	Unseen examination	%
	Coursework (no examination)	%
12.	Timetabled examination required	
13.	Length of exam	
14.	Learning materials Essential Recommended	<p>Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2010): Marketing Metrics: The Definitive Guide to Measuring Marketing Performance (2nd Edition) , Pearson Education, ISBN-10: 0-13-705829-2</p> <p>Paul W. Farris, Neil T. Bendle, Phillip E. Pfeifer, David J. Reibstein (2006) Marketing Metrics: 50+ Metrics Every Executive Should Master, Wharton School Publishing-Pearson Education, ISBN-10: 0131873709</p> <p>James D. Lenskold (2003): Marketing ROI: The Path to Campaign, Customer, and Corporate Profitability, American Marketing Association, ISBN-10: 0071413634</p>

1.	Module code:	B20TVB07E
2.	Title:	CASE STUDIES IN TOURISM MARKETING
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Zoltán Raffay, Dr.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	Aims:	<p>To let students know how tourism marketing is working in the practice. Students will be introduced to case studies of tourism businesses. Basic marketing skills are needed, the knowledge of the concepts and tools of marketing.</p> <p>The aim of the course is to introduce students with appropriate case studies in tourism in order to better understand the practical role of tourism marketing in the processes of tourism.</p>
8.	Learning outcomes:	<p>Through the presented case studies students will find experiences and draw conclusions from them. They will be able to make recommendations for the creation of a suitable marketing strategy.</p> <p>Creative and independent thinking, problem solving. Students are able to clearly communicate their conclusions and the knowledge and reasoning behind them, both to professional and non-professional audience.</p>

9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. The role of marketing in tourism 2. Consumption behaviour in tourism 3. Market segmentation in tourism 4. The tourism product 5. Distribution channels in tourism 6. Pricing in tourism 7. The marketing communication mix in tourism 8. Marketing in the hotel and catering industry 9. Marketing of transport companies and travel agencies 10. Marketing of active and rural tourism 11. Marketing of cultural tourism 12. Marketing of national parks and ecotourism 13. Destination marketing 						
10.	<p>Learning and teaching strategy:</p> <p>In the presentations by the lecturer different issues of marketing in tourism, based on the four P's of marketing, are discussed, followed by the analysis of the marketing activities of specific tourism businesses (accommodations and catering facilities; travel agencies) or tourism products active and rural tourism; cultural tourism). In the seminar classes individual and groups work is done, realised in minor tasks and case studies related to the topics of the lectures. Demonstration and analysis of case studies; making own case studies of a chosen tourism enterprise.</p>						
11.	<p>Assessment scheme:</p> <p>There will be one written test, with one possibility for correction. Evaluation categories: excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%.</p> <p>Formative assessment scheme</p> <p>Classwork 1: written assignments and presentations 20%</p> <p>Classwork 2: discussions, dialogues 20%. The contribution of the students is registered by the lecturer.</p> <p>(Classwork total: 40%)</p> <p>Final exam: 60%</p>						
	<p>Summative assessment scheme</p> <p>Individual assignments on the following topics during semester:</p> <ol style="list-style-type: none"> 1. Technology in tourism marketing 2. Analysis of destination marketing campaign videos 3. Marketing activity of bicycle routes in Europe 4. Analysis of the marketing activity of a chosen amusement/theme park 5. Analysis of the website of a chosen national park 6. Analysis of the marketing activity of a chosen destination <p>More extended individual assignments at the end semester:</p> <p>Analysis of the marketing activity of a chosen tourism enterprise</p> <table border="1" data-bbox="263 1870 678 1971"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>50%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>50 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	50%	Coursework (no examination)	50 %
Seen examination	0 %						
Unseen examination	50%						
Coursework (no examination)	50 %						
12.	<p>Timetabled examination required</p> <p>Yes/<u>NO</u></p>						

13.	Length of exam	90 minutes
14.	Learning materials	<ul style="list-style-type: none"> • Essential: Morrison, Alastair M. (2013): Marketing and Managing Tourism Destinations. Routledge, ISBN: 978-0-415-67250-4 • Recommended: Ray, N, Kumar, D. D., Kumar, R. (2017) Tourism Marketing: A Strategic Approach. Apple Academic Press, ISBN 9781771884709 - CAT# N11774 Rickerby, S. (2008): Travel and Tourism Case Studies. Travel and Tourism Publishing Limited, ISBN 10: 0955019060

1.	Module code:	B20TVB08E
2.	Title:	TOUR OPERATION AND EVENT ORGANISATION
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Beatrix LÁNYI, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
7.	Aims:	
		The aim of the course is to let students know the concept of tour organisations, tour operators and travel agencies in tourism as well as the features of events and the related organisational tasks. Students get to know the tasks of tour organising companies, the process of the compilation and organisation of travel programmes. In addition to theory they also get practical skills in the organisation of the tasks related to outbound and inbound tours. Students get to know the operation of a travel agency, become able to carry out the daily routine tasks of travel agencies. They also get to know the features of events and the related organisational tasks.
8.	Learning outcomes:	Students get to know the system of travel agencies available for tourists, the main types of tourism and catering events, and their features. They become capable of the organisation of events. Students get basic information on the operation of travel agencies, they learn the principles and characteristics of the intermediary sector in tourism, the complex character of travel agency products, the features of the related services, and the typical features of the demand and supply side. Students know the operational principles of the tourism sector. Students with their state-of-the-art tourism skills and marketing view will try to understand market demands and reacting to that create adequate supply for travel agencies. They will be able to innovatively contribute to the creation of tourism packages, the organisation and implementation of touristic events.
11.	Syllabus:	<ul style="list-style-type: none"> 1. Introduction. The Package Holiday and the Rise of the Tour Operator 2. Tour Operators and the Operating Environment 3. Tour Operator Product Development 4. Small and Medium-sized Tour Operators 5. Tour Operators and Key Travel Regulations 6. Crisis Management & Challenges and Issues in Tour Operation: A Look Ahead

	<p>7. Introduction. Theory of Event Management 8. Event Administration 9. Event Coordination 10. Event Marketing 11. Legal, Ethical Issues in Event Management 12. Technology and Career Advancement in Event Management 13. Field Trip to a Event Organizer or a Tour Operator Company</p>						
10.	<p>Learning and teaching strategy: Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned readings and be prepared to answer and discuss selected questions and cases proposed at the end of the different parts of the book. From the second class, students have to prepare themselves and discuss case studies. In the seminars, problems related to the issue discussed are solved in individual and groups work. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course. Students must actively participate in the classes to be allowed to make the examination. The grade of the final exam must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for a missed assignment or for corrections. Calculation of the final grade: 50% Classwork = 20% Moodle quizzes + 30% Tasks solved at seminars 50% Final exam</p>						
	<p>Formative assessment scheme</p>						
	<p>Summative Assessment Scheme</p>						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<p>Timetabled examination required</p>						
13.	<p>Length of exam</p>						
14.	<table border="1"> <tr> <td> <p>Learning materials Essential</p> </td> <td> <ul style="list-style-type: none"> Leslie, D., Holland, J. (2017): Tour Operators and Operations: Development, Management and Responsibility, CABI Publisher <p>Fenich, G. G. (2019): Meetings, Expositions, Events, and Conventions: An Introduction to the Industry, 5th Edition</p> </td> </tr> <tr> <td> <p>Recommended</p> </td> <td> <p>Bhatia, A. K. (2012): The Business of Travel Agency & Tour Operations Management. Sterling Publishers Pvt.Ltd.</p> <p>Fenich, George G. (2016): Meetings, Expositions, Events and Conventions: An Introduction to the Industry, Global Edition, 4/E. Pearson</p> </td> </tr> </table>	<p>Learning materials Essential</p>	<ul style="list-style-type: none"> Leslie, D., Holland, J. (2017): Tour Operators and Operations: Development, Management and Responsibility, CABI Publisher <p>Fenich, G. G. (2019): Meetings, Expositions, Events, and Conventions: An Introduction to the Industry, 5th Edition</p>	<p>Recommended</p>	<p>Bhatia, A. K. (2012): The Business of Travel Agency & Tour Operations Management. Sterling Publishers Pvt.Ltd.</p> <p>Fenich, George G. (2016): Meetings, Expositions, Events and Conventions: An Introduction to the Industry, Global Edition, 4/E. Pearson</p>		
<p>Learning materials Essential</p>	<ul style="list-style-type: none"> Leslie, D., Holland, J. (2017): Tour Operators and Operations: Development, Management and Responsibility, CABI Publisher <p>Fenich, G. G. (2019): Meetings, Expositions, Events, and Conventions: An Introduction to the Industry, 5th Edition</p>						
<p>Recommended</p>	<p>Bhatia, A. K. (2012): The Business of Travel Agency & Tour Operations Management. Sterling Publishers Pvt.Ltd.</p> <p>Fenich, George G. (2016): Meetings, Expositions, Events and Conventions: An Introduction to the Industry, Global Edition, 4/E. Pearson</p>						

	Fenich, George G. (2015): Planning and Management of Meetings, Expositions, Events and Conventions, Global Edition. Pearson
--	---

1.	Module code:	B20TVB09E
2.	Title:	Cultural and Heritage Tourism
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Dr. Kaposi Zoltán
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	Aims:	The aim of the course is to acquaint students with the long-term, long-lasting connections between tourism and cultural heritage, to see and understand their interactions, and to be able to view culture as one of the defining resources of tourism.
8.	Learning outcomes:	The knowledge acquired during the course creates the knowledge through which they can evaluate the cultural heritage of a region or form of settlement. The goal is to create a student attitude that securely recognizes cultural value.
9.	Syllabus:	
	1.	Cultural Heritage: Concepts, definitions, contents. Science and intellectual education: university and academic culture in Europe.
	2.	The history of Museums. Museums and cultural institutions in the society: the ICOM
	3.	The diversity of European cities. Development of Hungarian cities. Significance of fairs and exhibitions.
	4.	World Heritage Site (UNESCO). Intellectual heritage and social freedom. Museums, archives, writing and libraries. The written heritage.
	5.	Religious tourism
	6.	The heritage of different nations across Europe
	7.	Industrial culture, industrial heritage. Case Study: Museum of Transport – The largest cultural brownfield investment in Central Europe.

8.	Castles as military heritage and castle tourism in Europe						
9.	Castles as cultural heritage and castle tourism in Europe						
10.	Development of bathing culture and bathing life						
11.	Coastal and mountain tourism						
12.	The importance of natural culture						
13.	European Capital of Culture title						
10.	<p>Learning and teaching strategy:</p> <p>The teacher will keep lessons and the students will keep presentations, every student once in the semester.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot take part in an exam and must repeat the complete course. Students must actively participate in the classes to be allowed to make the examination. The grade of the in-class tests must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for a missed assignment or for corrections. Calculation of the final grade: active participation in seminars and keep one presentation per student – 40%. Final examination: 60%. Writing a test from the total of the subject in the examination period. (Students cannot apply for their first exam on the last examination date.) Course is completed if the result of the test is at least 50%, calculated as 60% of the final grade. Making up for missed tests and correction of poor ones as specified in the Code of Studies and Exams. Excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%</p> <p>Formative assessment scheme</p> <p>Summative assessment scheme</p> <table border="1"> <tr> <td>Seen examination</td> <td>60%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>40%</td> </tr> </table>	Seen examination	60%	Unseen examination	%	Coursework (no examination)	40%
Seen examination	60%						
Unseen examination	%						
Coursework (no examination)	40%						
12.	Timetabled examination required						
13.	Length of exam - 75 min.						
14.	Learning materials						

	<ul style="list-style-type: none"> • Essential • slides • Recommended: <ul style="list-style-type: none"> • Melinda Jászberényi: Tourism mobility and sustainable development. In. The role of the cultural economy and tourism in the renewal of cities. Pécs, 2012. • Melany Smith: Issues in Cultural Tourism Studies. London, 2015, Taylor & Francis Ltd • Beverly Serrell: Judging Exhibitions. A Framework for Assessing Excellence. New York, 2016, Routledge • Neil G Kotler, Philip Kotler, Wendy I Kotler: Museum Marketing and Strategy: Designing Missions, Building Audiences, Generating Revenue and Resources. 2016
--	--

1.	Module code:	B20TVB10E
2.	Title:	LODGING AND HOTEL MANAGEMENT
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Judit MÁTYÁS, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	Aims:	This course will provide students with a comprehensive introduction to the management of hotels and lodging properties that combines detailed presentations of each department along with a close examination of organizational structure and the interdependent relationship among departments. The goal is to give our students complex skills and attitudes that after some practice will allow them to manage a hotel business. Students must know and learn the management skills that are necessary for making all kinds of management decisions, at different levels of the management of a hotel. They should be able to creatively apply in their management decisions the basics of what they learned in other subjects. Another goal is the creation and shaping of the management efficiency view of students.
8.	Learning outcomes:	Students get basic knowledge on the most decisive part of tourism services: hotels. They get to know the management of hotels, the characteristic features of their operation and the theoretical and practical skills needed for hotel management activity. With their comprehensive hotel management skills students understand the operation of hotels, will be able to effectively join the operation of the working organisation, the definition and control of tasks.
9.	Syllabus:	<ol style="list-style-type: none"> 1. The Hotel Industry: Overview and Professional Career Opportunities 2. Guest Service 3. The Hotel General Manager 4. Management, Supervision and Service Skills for the G.M. 5. Human Resources

	<p>6. Accounting 7. Revenue Management 8. Sales and Marketing 9. The Front Office 10. Housekeeping 11. Food and Beverage 12. Facility Engineering and Maintenance 13. Safety and Property Security</p>						
10.	<p>Learning and teaching strategy: Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to have read the assigned readings and be prepared to answer and discuss selected questions and cases proposed at the end of the different parts of the book. From the second class, students have to prepare themselves and discuss case studies. In the seminars, problems related to the issue discussed are solved in individual and groups work. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course. Students must actively participate in the classes to be allowed to make the examination. The grade of the final exam must be at least fair. Achievement in seminars is evaluated by the seminar leader. One occasion during term-time is provided for each student to make up for a missed assignment or for corrections. Calculation of the final grade: 50% Classwork = 20% Moodle quizzes + 30% Tasks solved at seminars 50% Final exam</p>						
	Formative assessment scheme						
	Summative Assessment Scheme						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	Timetabled examination required						
13.	Length of exam -						
14.	<p>Learning materials</p> <p>Essential</p> <p>Hayes, D. K., Ninemeier, J. D., Miller, A. A. (2017): Hotel Operations Management, 3rd Edition. Pearson Education</p> <p>Recommended</p> <ul style="list-style-type: none"> Walker, J. R. (2007): Introduction to hospitality management, 2nd Edition. Chapter 1. Pearson Education, Upper Sadle River. <p>Scott-Halsell S. A. – Blum, S. C. – Huffmann, L. (2008): A Study of Emotional Intelligence Levels in Hospitality Industry Professionals. Journal of Human Recources in Hospitality and Tourism Vol. 7(2) pp. 135-152.</p> <p>Langhorn, S. (2004). How emotional intelligence can improve management performance. International</p>						

		Journal of Contemporary Hospitality Management 16(4) pp. 220–230.
--	--	--

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

1.	Module code:	B20TVC02E
2.	Title:	BOOMS AND CRISES IN THE EUROPEAN ECONOMY
3.	Credit points:	3
4.	Start term:	Spring
5.	Module leader:	Zoltán KAPOSÍ, Dr.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	Aims:	<p>The course focuses on the main stages and tendencies of the modern economic history, including socio-cultural implications, from the beginning of the industrialization until our days, with special focus on Europe but within global context. The main objective is that, by the end of the semester, the students have a wide range of knowledge and general understanding about the subject.</p> <p>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.</p>
8.	Learning outcomes:	
	Learning Outcomes: Knowledge	
	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	
	Learning Outcomes: Skills	
	1. Ability of analytical and critical thinking about economic policy issues	
	2. Ability to use appropriate terminology	
9.	Syllabus:	
	II. 2.	Development of market economy in Europe until 1914. The first and the second industrial revolution – The case of Robert Whitehead

II. 9.	The development of international transportation as the key element to globalization
II. 16.	Economic development between the World Wars
II. 23.	The 1929 Great Depression and its consequences.
III. 2.	Keynesian Economics; Economic policy in Britain. Crisis management and recovery in the USA: the New Deal
III. 9	Economic systems of the totalitarian regimes between the World Wars
III. 16.	First term paper which takes 50% of the final grade
III. 23.	We will not have a lesson on this day.
III. 30.	Economic recovery in Europe after the Second World War. The Golden Age of economic growth during the 1950s and 1960s
IV. 6.	Development and functioning of the European economic integration. Planned economies in Eastern Europe
IV. 13.	The 1973 oil crisis and its economic consequences
IV. 27.	The end of the cold war. New stage of globalization and global inequalities. The 2008-2009 world economic crisis and its implications.
V. 4.	Second term paper which takes 50% of the final grade
10.	Learning and teaching strategy: The teacher keeps lessons.
11.	Assessment scheme: a midterm and a final test during the semester
	Formative assessment scheme
	Summative assessment scheme
	Seen examination 100%
	Unseen examination %
	Coursework (no examination) %
12.	Timetabled examination required
13.	Length of exam 2x75 minutes
14.	Learning materials • Essential: Marján, Attila (ed.) (2014): <i>European Economic and Monetary Integration</i> . 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

- Recommended:
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

1.	Module code:	B20TVC03E
2.	Title:	BUSINESS SIMULATION WORKSHOP
3.	Credit points:	3
4.	Start term:	spring
5.	Module leader:	Márta SOMOGYVÁRI, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
6.	• Other restrictions or requirements	
7.	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.
8.	Learning outcomes:	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)	
9.	Syllabus: <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.. • Week 3 Generic strategies, Snow Hotel cost leadership game 1. -3 decision, Report: Functional assessment of the company structure • Week 4. Snow Hotel Cost leadership game 4-6 decision • Week 5. Snow Hotel Cost leadership game end, result, Starting differentiation game 1-3 decision • Week 6. Differentiation game 4-6 decision.Report: strategic plan for the competition • Week 7. Snow Hotel 1. competition game 1-2. decision Report: strategy plan for the 1 competition • Week 8. Snow Hotel 1. competition game 3-4. decision • Week 9. Snow Hotel 1. competition game 5-6. decision. End of 1. competition game, Results. • Week 10. Snow Hotel 2. competition game 1-2. decision Report: Strategy for the 2. competition game • Week 11. Snow Hotel 2. competition game 3-4. decision • Week 12. Snow Hotel 2. competition game 5-6. decision Week 13 Snow Hotel 2. competition game 7-8. decision. End of 2. competition game, results 	
10.	Learning and teaching strategy: 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.	
11.	(d) Formative assessment scheme Minimum requirements of the course: <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 	
	(e) Summative assessment scheme	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
12.	Timetabled examination required	-
13.	Length of exam	-

	<p>6. examine their personal influence through relationship building</p> <p>7. appraise self-recognition regarding their current and future personality</p>						
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • The basic managerial skills. Self-assessment based on the identified skills • Developing Self-Awareness and EI • Building Relationships by Communicating Supportively • Gaining Power and Influence, Motivating Others • Managing Conflict • Managing Stress and Well-Being, • Time-management 						
10.	<p>Learning and teaching strategy:</p> <p>The teaching method is focus on experimental and practical experience. Teaching methods include classroom discussion, simulation and training exercises.</p> <p>The course follows skill-building approach, which helps students comprehend and apply effective study, communication and work skills through class discussion, and encourage high student involvement.</p>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme 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 skills important for career and personal success – soft skills.</p>						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes This course is evaluated based on 3 factors:</p> <ul style="list-style-type: none"> - Progress report: 40 % (Los 7) - Written essay about a selected managerial skill: 30% (Los 1-5) (There is one resit opportunity) - Class activities: (30 %) (Los 1-7) <ul style="list-style-type: none"> - Participation in trainings, simulations 5 % - Participation in discussions 25 % <p>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.</p> <table border="1" style="width: 100%;"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100...%</td> </tr> </table>	Seen examination%	Unseen examination%	Coursework (no examination)	100...%
Seen examination%						
Unseen examination%						
Coursework (no examination)	100...%						
12.	<p>Timetabled examination required</p> <p>NO</p>						
13.	<p>Length of exam</p> <p>.....hours</p>						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential 						

	<ul style="list-style-type: none"> Recommended 	<p>D,A. Whetten, K. S. Cameron (2016): Developing Management Skills, 9th Edition, Pearson, ISBN-13: 9780133128116</p> <p>Tom Rath (2007): StrengthsFinder 2.0 , Gallup Press; 1 edition (February 1, 2007), ISBN-13: 978-1595620156</p> <p>Dr. Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830</p> <p>Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change</p> <p>Charles Duhigg (2014):The Power of Habit: Why We Do What We Do in Life and Business</p> <p>David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity</p> <p>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</p> <p>Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722</p>
--	---	---

1.	Module code:	B19TVC05E
2.	Title:	DATA ANALYSIS IN R
3.	Credit points:	3
4.	Start term:	Fall
5.	Module leader:	Dániel KEHL, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to complete Probability and Statistics and Business Statistics module before registering to the course.
7.	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.
8.	Learning outcomes:	

	<p>Upon successful completion of this module, the student will be able to:</p> <ol style="list-style-type: none"> 1. competently read and write basic data analysis code in R, 2. develop functions in R, 3. confidently handle basic building blocks and syntax of R, 4. analyse data at an advanced level, 5. select the appropriate technique and method for the solution of such problems, 6. articulate the benefits of programming. 						
9.	<p>Syllabus: The discussion of topics is divided into the following nine chapters:</p> <ol style="list-style-type: none"> 36. R and RStudio 37. Basic elements of the R language 38. Scalars, vectors, strings, factors, data frames, lists 39. Programming basics 40. Introduction to the tidyverse 41. Exploratory data analysis and visualisation, human perception 42. Transforming data 43. Statistical model building 44. Interactive and creative visualisation techniques 						
10.	<p>Learning and teaching strategy: 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.</p>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme 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>Summative assessment scheme Two midterm tests, 50% each.</p> <table border="1"> <tr> <td>Seen examination</td> <td>100%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	100%	Unseen examination	%	Coursework (no examination)	%
Seen examination	100%						
Unseen examination	%						
Coursework (no examination)	%						
12.	<table border="1"> <tr> <td>Timetabled examination required</td> <td>NO</td> </tr> </table>	Timetabled examination required	NO				
Timetabled examination required	NO						
13.	<table border="1"> <tr> <td>Length of exam</td> <td>-</td> </tr> </table>	Length of exam	-				
Length of exam	-						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <ul style="list-style-type: none"> • Hadley, Golemund: R for Data Science, http://r4ds.had.co.nz/ • Slides and examples on Moodle • Recommended <ul style="list-style-type: none"> • There are a lot of great resources on the Internet available 						

1.	Module code:	B20TVC06E
2.	Title:	ENVIRONMENTAL ECONOMICS
3.	Credit points:	3

4.	Start term:	Spring
5.	Module leader:	Katalin ERDŐS, Dr.
6.	Module restrictions:	
	• Pre-requisite	-
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	-
	• Other restrictions or requirements	
7.	Aims:	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.
8.	Learning outcomes:	<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 environmental economics, 3. evaluate the applicability of theories in the changing global environment, 4. examine the characteristics of efficient pollution control policies, 5. design and carry out effective small-scale research, 6. propose solutions to complex issues related to environmental pollution, 8. model the costs and benefits of pollution control policies.
9.	Syllabus:	<p>The discussion of topics is divided into the following twelve chapters:</p> <ul style="list-style-type: none"> • Introduction, visions of the future • The economic approach: Property rights, externalities and environmental problems • Evaluating trade-offs: Benefit-cost analysis and other decision-making metrics • Valuing the environment: Methods • Economics of pollution control: An overview • Stationary-source local and regional air pollution • Climate change • Mobile-source air pollution • Water pollution • Toxic substances and environmental justice • History of environmental protection: Sustainability and welfare issues • Visions for the Future Revisited
10.	Learning and teaching strategy:	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.
11.	Assessment scheme:	
	Formative assessment scheme	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.
	Summative assessment scheme	

	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
12.	Timetabled examination required	No
13.	Length of exam	-
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential David A. Anderson (2014): <i>Environmental Economics and Natural Resource Management</i>. London, New York: Routledge. 4th edition Tom Tietenberg – Lynne Lewis (2015): <i>Environmental & Natural Resource Economics</i>. Pearson Education. 10th edition • Recommended Edward B. Barbier (2005): <i>Natural Resources and Economic Development</i>. Cambridge University Press. Katalin Erdős (2014): <i>Environmental Economics</i>. Faculty of Business and Economics, University of Pécs (e-book) Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011): <i>Natural Resource and Environmental Economics</i>. Pearson Education. 4th edition 	

1.	Module code:	B20TVC07E
2.	Title:	FINANCIAL ACCOUNTING
3.	Credit points:	3
4.	Start term:	spring
5.	Module leader:	Gábor MÁRKUS, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc Tourism and Catering
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to have Introduction to Accounting module passed before taking this module.
7.	Aims:	This course is intended to give students a chance to get a proper insight into the International Financial Reporting System (IFRS). It is a good opportunity to acquire the basic knowledge and skills that is necessary to do accounting tasks at firms operating in the European Union.
8.	Learning outcomes:	On completion of this module, the successful student will be able to: 1. compare/contrast the main competing theories of current debate on accounting techniques, standards;

	<p>2. evaluate the respective strengths and weaknesses of accounting theories with a special focus on the IFRS standards;</p> <p>3. criticise the applicability of the different techniques.</p> <p>4. ability to develop effective small-scale research on company financial data;</p> <p>5. ability to individually analyze financial information;</p> <p>6. evaluate and judge the work produced.</p>						
9.	<p>Syllabus:</p> <ul style="list-style-type: none"> • Basic expressions in the IFRS • Accounting for Property, Plant and Equipment (IAS 16) • Accounting for Inventories (IAS 2) • Accounting for Financial instruments (IFRS 9) • Borrowing Costs (IAS 23) • Revenue from Contracts with Customers (IFRS 15) • Leases (IFRS 16) • Accounting for receivables, liabilities and cash • Accounting for production costs 						
10.	<p>Learning and teaching strategy: The course is primarily focusing on practical skills. The necessary theoretical background of each topic will be presented by the lecturer in short, which will always be followed by many practical exercises.</p>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.</p> <p>Summative assessment scheme</p> <p>Class works (10%) in Week 3, 5, 10 and 13: Students solve 1 or 2 short accounting practice exercise(s) during the first 10 minutes of the classes four times in a semester. (LOs 2, 3, 4)</p> <p>Midterm exam (30%) in Week 7 Students solve 3-5 accounting exercises during the class. (LOs 1, 2, 3, 5, 6)</p> <p>Final exam (60%) in the exam period Students solve 3-5 accounting exercises during the class. (LOs 1, 2, 3, 5, 6)</p> <p>Students have one resit opportunity in midterm- and final exam assessment element.</p>						
	<p><i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>100%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>0%</td> </tr> </table>	Seen examination	0%	Unseen examination	100%	Coursework (no examination)	0%
Seen examination	0%						
Unseen examination	100%						
Coursework (no examination)	0%						
12.	<p>Timetabled examination required</p> <p>YES</p>						
13.	<p>Length of exam</p> <p>Midterm exam: 60 minutes Final exam: 60 minutes</p>						

14.	Learning materials	
	<ul style="list-style-type: none"> Essential 	<i>DR. TAKÁCS, A.; DR MÁRKUS G.:</i> “The basics of IFRS”, University of Pécs, Faculty of Business and Economics, 2018 (notes)
	<ul style="list-style-type: none"> Recommended 	IFRS standards

1.	Module code:	B20TVC08E
2.	Title:	GAME OF STOCKS
3.	Credit points:	3
4.	Start term:	spring
5.	Module leader:	VIVIEN CSAPI DR/ ÁKOS TÓTH-PAJOR /KLAUDIA RÁDÓCZY
6.	Module restrictions:	
	<ul style="list-style-type: none"> Pre-requisite 	none
	<ul style="list-style-type: none"> Programme restrictions 	BSc Tourism and Catering
	<ul style="list-style-type: none"> Level restrictions 	4
	<ul style="list-style-type: none"> Other restrictions or requirements 	none
7.	Aims	<p>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.</p>
8.	Learning outcomes	<ol style="list-style-type: none"> On completion of this module, the successful student will be able to: Develop investment strategies concerning equity investments; Apply analytical methods for equity valuation; Judge the risks of an investment; Model the fundamental value of an equity; Apply technical analysis to assess the performance of an equity; Criticise the applicability of the different investment strategies.
9.	Syllabus:	<ul style="list-style-type: none"> Money management Psychology of trading

	<ul style="list-style-type: none"> • Fundamental analysis • Technical analysis • Asset pricing • Mathematical applications in finance • Day trading • Algorithm trading • High frequency trading • Strategies for equity investment • Risk management 				
10.	<p>Learning and teaching strategy: 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. 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>				
11.	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">Formative Assessment Scheme</th> <th style="width: 50%; text-align: left;">Summative Assessment Scheme</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p> </td> <td style="vertical-align: top;"> <p>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)</p> <p>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</p> </td> </tr> </tbody> </table>	Formative Assessment Scheme	Summative Assessment Scheme	<p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p>	<p>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)</p> <p>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</p>
Formative Assessment Scheme	Summative Assessment Scheme				
<p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p>	<p>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)</p> <p>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</p>				

		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)
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
12.	Timetabled examination required	NO
13.	Length of exam	N/A
14.	Learning materials - Essential	Essential: Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", Sixth Edition, Irwin, 2005.
	- Recommended	Recommended books: 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

1.	Module code:	B20TVC09E
2.	Title:	INTRODUCTION TO ENTREPRENEURSHIP
3.	Credit points:	3
4.	Start term:	spring
5.	Module leader:	Zsolt BEDŐ, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc Tourism and Catering
	• Level restrictions	4
6.	• Other restrictions or requirements	none
	7. Aims:	
	The course aims at opening your creative part of your mind and also linking your imagination to real life business opportunities. We want you to be able to think further in situation when you pose a statement like: "How great it would be...". We equip you with a tool kit to generate new ideas with business potential, organize these ideas based on your own knowledge and skill set and also on environmental factors. You will also be provided with the means of formalizing these ideas for the business world to enable you to search for business partners or investors in the future.	
	8. Learning outcomes:	
On completion of this module, the successful student will be able to:		
1. Compare between viable and non-viable business opportunities,		
2. Analyse socio-economic problems as business opportunities,		
3. Model viable business models,		
4. deploy problem-oriented creative thinking and self-assessment,		
5. select teams and delegate work,		
6. apply networking and negotiations skills.		
9.	Syllabus:	
<ul style="list-style-type: none"> • Introduction, introduction of the "bug list" concept for opportunity recognition and problem definition. • What does it mean to be an entrepreneur? Introduction of team "bug lists". Matching the personal competences and capabilities to the selected bugs and choosing the problem that is to be solved. Introduction of the business model canvas. • Assessment of the business model canvas in light of the team project. Do you have your hypothesis for the target market? Is your value proposition communicated correctly? • Social entrepreneurship, what role they play in the socio-economic environment? How does the business model canvas transform for a social venture? • Competing on the base of business models, the competitive advantage of Multi-Sided Platforms (MSPs). How do these MSPs work, what is their economic impact, how do they change the way of business doing? • Do you have the resources for your business? What are the key activities, resources and partners that you have to have to succeed? • How does your financials look like? What are your revenues and what are the costs? Do you need funding for your project? If yes, how much, and how should the funding cycles be timed? • What is the investor looking for in a pitch? When you what to raise funds for your project you have a couple of minutes to tell your story to an investor. This 		

	<p>is the reason why you have to structure your pitch in a way that all the important information is presented within those couple of minutes.</p> <ul style="list-style-type: none"> • Introduction of the concept of crowdfunding. Platforms, varieties of CF, how does it work, what are the objectives of the project owner, how to run a campaign? Assessing the CF-ability of the team projects. • Finalizing your business models. What has been validated, what have you learnt, is your pitch video able to communicate your value proposition? • Entrepreneurial ecosystems, the importance of the environment in the process of entrepreneurial evolution. • Pitching your project, discussion and evaluation. 						
10.	<p>Learning and teaching strategy: The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems. You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create". For group assignment you will have to formulate groups of 3 on the first week.</p>						
11.	<p>Assessment scheme: Formative assessment scheme Weekly stand up report on the status of each project.</p>						
	<p>Summative assessment scheme</p> <ol style="list-style-type: none"> 1. Final deliverable – 55%: Group business model (canvas, expanded material on the business model) – 30%; Supporting documentation (Bug list, Idea tracker, Personas, Test and Learn cards [min 9]) – 10% (LO 1-3), Pitch video – 15% (LO3) 2. Group pitch – 20% (LO 6) 3. Self-reflection video – 5% (LO4) 4. Class participation – 5% (LO6) 5. Video report on the Start up nation book – 15% (LO2) <p>Resubmission opportunity until the beginning of the exam period. Resubmitted work is taken into consideration at 50%.</p> <table border="1"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination%	Unseen examination%	Coursework (no examination)	100%
Seen examination%						
Unseen examination%						
Coursework (no examination)	100%						
12.	<p>Timetabled examination required</p> <p>NO</p>						
13.	<p>Length of exam</p> <p>.....hours</p>						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <ul style="list-style-type: none"> • Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 • Start Up Nation, Dan Senor and Saul Singer, 2011. • Lean Startup, Eric Ries, 2010. • The nuts and bolts of a great business plan, Michael H. Moris • Recommended <ul style="list-style-type: none"> • HBR articles 						

1.	Module code:	B20TVC11E
2.	Title:	NATURAL RESOURCE ECONOMICS AND CSR
3.	Credit points:	3
4.	Start term:	Spring
5.	Module leader:	Katalin ERDŐS, Dr. Petra RÁCZ-PUTZER, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
6.	• Other restrictions or requirements	It is recommended to have Environmental Economics passed before taking this module.
	Aims:	Ecosystem services provide the very basics of survival for mankind and that of economic growth. Overexploitation of resources is at a critical point and transition towards sustainable development requires action from policymakers and business managers alike. This course provides the necessary knowledge and skills to support the establishment of 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.
8.	Learning outcomes:	On completion of this module, the successful student will be able to: <ul style="list-style-type: none"> 1. explain core issues in the field of natural resource economics 2. evaluate the applicability of theories in the changing global environment 3. examine the characteristics of efficient natural resource use practices 4. design effective small-scale research 5. propose solutions to complex issues related to the exploitation of natural resources model the costs and benefits of natural resource use
9.	Syllabus:	<ul style="list-style-type: none"> • Dynamic efficiency and sustainable development • Depletable resource allocation: The role of longer time horizons, substitutes, and extraction cost • Energy: The transition from depletable to resources • Recyclable resources: Minerals, paper, bottles, and e-waste • Water: A confluence of renewable and depletable resources • A locally fixed, multipurpose resource: Land • Storable, renewable resources: Forests • Common-pool resources: Commercially valuable fisheries • Ecosystem goods and services: Nature's threatened bounty • Theoretical basics of Corporate Social Responsibility (CSR) • Corporate Social Initiatives: Six Options for Doing Good • Motivations and dark side of CSR • Best Practices for Doing the Most Good for the Company and the Cause • CSR reports and measurement • CSR – a marketing approach

10.	<p>Learning and teaching strategy:</p> <p>Seminars will be introduced by a quick quiz on basic facts and causations related to the topic to be discussed in order to awake students' interest and increase their sensibility on overexploitation of natural resources and the related responsibility of firms. Following this, students are required to work in groups on real-life examples and case studies that help them to practically apply theoretical concepts of natural resource economics and CSR and develop critical thinking on comprehensive issues in these fields. Groups then have to present their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.</p>							
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>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>Summative assessment scheme</p> <p>Group classwork gives 20% of the final grade. Groups are requested to contribute to the complete solution of the in-class work (see formative assessment). It provides an opportunity for students to demonstrate their ability to apply theoretical concepts to address practical problems. (LOs 1, 2, 3, 5, and 6)</p> <p>There is no resit opportunity for the classwork.</p> <p>Two individual research assignments give 80% of the final grade (40% each). The first assignment is related to natural resource economics, the second is related to CSR topics. (LO4 and 5)</p> <p>If the student fails to achieve more than 50% on any individual research assignment, there is one resubmission opportunity for the given assignment.</p> <table border="1" data-bbox="263 1265 1410 1377"> <tr> <td>Seen examination</td> <td>Seen examination</td> </tr> <tr> <td>Unseen examination</td> <td>Unseen examination</td> </tr> <tr> <td>Coursework (no examination)</td> <td>Coursework (no examination)</td> </tr> </table>		Seen examination	Seen examination	Unseen examination	Unseen examination	Coursework (no examination)	Coursework (no examination)
Seen examination	Seen examination							
Unseen examination	Unseen examination							
Coursework (no examination)	Coursework (no examination)							
12.	Timetabled examination required	Timetabled examination required						
13.	Length of exam	Length of exam						
14.	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <p>Tom Tietenberg – Lynne Lewis (2015): <i>Environmental & Natural Resource Economics</i>. Pearson Education. 10th edition</p> <p>David A. Anderson (2014): <i>Environmental Economics and Natural Resource Management</i>. London, New York: Routledge. 4th edition</p> <p>Edward B. Barbier (2005): <i>Natural Resources and Economic Development</i>. Cambridge University Press.</p> <p>Kotler, Philip – Lee, Nancy (2004): <i>Corporate Social Responsibility – Doing the Most Good for Your Company and Your Cause</i>. John Wiley & Sons</p> <ul style="list-style-type: none"> • Recommended 							

Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray
(2011): *Natural Resource and Environmental Economics*. Pearson Education. 4th edition

1.	Module code:	B20TVC12E
2.	Title:	REGIONAL ECONOMICS
3.	Credit points:	3
4.	Start term:	spring
5.	Module leader:	Norbert SZABÓ, Dr.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc and in Tourism and Catering
	• Level restrictions	5
	• Other restrictions or requirements	-
7.	Aims:	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.
8.	Learning outcomes:	<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, PILO5</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 CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
9.	Syllabus:	<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.

	<p>4. External economies, agglomeration, urbanization, why do cities exist?</p> <p>5. Rural land use and land market- the von Thunen model</p> <p>6. Urban land use</p> <p>7. Location of urban places – Theory of central places</p> <p>8. Regional development (the role of demand)</p> <p>9. Regional development (the role of supply and factors of production)</p> <p>10. Regional development policy</p>						
10.	<p>Learning and teaching strategy: 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>						
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme 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. (LOs 1, 2, 3, 5, 8)</p> <p>Summative assessment scheme Summative assessment of the course is split into two parts and consists of a midterm and a final exam. The mid-term exam focuses on the first half of the topics , while the final exam focuses mainly on the second half of the topics however questions from the first half can be expected with a smaller weight. Both 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 (around 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. (LOs 1, 2, 3, 4, 8)</p> <p>Resit opportunities There is one resit opportunity for the midterm and final exams during the exam period.</p> <table border="1"> <tr> <td>Seen examination</td> <td>-</td> </tr> <tr> <td>Unseen examination</td> <td>Midterm exam: 30% Final exam: 60%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>10%</td> </tr> </table>	Seen examination	-	Unseen examination	Midterm exam: 30% Final exam: 60%	Coursework (no examination)	10%
Seen examination	-						
Unseen examination	Midterm exam: 30% Final exam: 60%						
Coursework (no examination)	10%						
13.	<p>Timetabled examination required</p> <p>Yes</p>						
14.	<p>Length of exam</p> <p>60 minutes</p>						
15.	<p>Learning materials</p> <ul style="list-style-type: none"> Essential <p>1) Edwards, Mary E. (2007): Regional and Urban Economics and Economic Development. Theory and Methods. Taylor & Francis.</p>						

	<ul style="list-style-type: none"> Recommended 	<p>1) Pyke, Andy - Rodriguez-Pose, Andrés - Tomaney, John (2017): Local and Regional Development. Routledge, New York. 2) McCann, Philip (2013): Modern urban and regional economics. Oxford University Press. 3) Capello, Roberta (2016): Regional Economics. Routledge.</p>
--	---	---

1.	Module code:	B20TVC13E
2.	Title:	TOURISM MANAGEMENT
3.	Credit points:	3
4.	Start term:	Spring
5.	Module leader:	ZOLTÁN RAFFAY, DR.
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	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.
8.	Learning outcomes:	<p>On completion of this module, the successful student will demonstrate that they are able to:</p> <ol style="list-style-type: none"> 1. understand the operation of the tourism industry 2. identify tourism attractions, infrastructure and services 3. assess management techniques in the tourism industry (HR, risk management) 4. evaluate the role of tourism and the impact of the industry on the economy, on society, culture and the environment 5. create tourism development plans and assess the feasibility of tourism development projects 6. interpret communication campaigns for tourism attractions
9.	Syllabus:	<ol style="list-style-type: none"> 1. Principles, definitions, the place of tourism in science and economy 2. Operation of the tourism industry. Demand side of tourism. Supply side of tourism 3. The economic and social impacts of tourism. The environmental impacts of tourism 4. Tourism trends. the future of tourism 5. Making demand and supply meet: transportation in tourism

	<p>6. Making demand and supply meet: tourism marketing</p> <p>7. Technology management and applications</p> <p>8. Communications and Public Relations in tourism</p> <p>9. Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres</p> <p>10. Human resource management in tourism</p> <p>11. Risk and crisis management in tourism</p> <p>12. Tourism in regional and urban development</p> <p>13. Tourism in rural development</p>						
10.	<p>Learning and teaching strategy:</p> <p>In the presentations by the lecturer different issues of tourism presented in the syllabus are discussed in an interactive way, by dialogues with the students. Tasks to be done by students are follows: presentations; case studies; active participation in site visits (to Zsolnay Heritage Centre, Pécs; Orfű Tourism Destination Management Organisation, Orfű; "Irány Pécs!" Tourism Destination Management Organisation, Pécs); problem solving; handouts.</p>						
11.	<p>Assessment scheme:</p> <p>There will be one written test, with one possibility for correction. Evaluation categories: excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%.</p> <p>Formative assessment scheme:</p> <p>Classwork 1: written assignments and presentations 20%</p> <p>Classwork 2: discussions, dialogues 20%. The contribution of the students is registered by the lecturer.</p> <p>(Classwork total: 40%)</p> <p>Final exam: 60%</p>						
	<p>Summative assessment scheme:</p> <p>Individual assignments on the following topics during semester:</p> <p>A travel on my bucket list – a brief essay</p> <p>Ethical tourism, Global Code of Ethics for Tourism. Environment friendly management of tourism</p> <p>Evaluation of Pécs as a tourism destination</p> <p>Evaluation of marketing campaigns and image films of Hungary</p> <p>HR in tourism – human skills expected</p> <table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>50 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>50 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	50 %	Coursework (no examination)	50 %
Seen examination	0 %						
Unseen examination	50 %						
Coursework (no examination)	50 %						
12.	<p>Timetabled examination required</p> <p>Yes/<u>NO</u></p>						
13.	<p>Length of exam</p> <p>Final exam: 90 minutes</p>						
14.	<p>Learning materials</p>						

	<ul style="list-style-type: none"> • Essential: Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275 ISBN:978-963-642-800-6 • Recommended: Handouts by the lecturer 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 Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005
--	---

1.	Module code:	B20TVC15E
2.	Title:	PLACE MARKETING
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	Viktória Gerdesics, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
7.	Aims:	<p>The aim of this subject is to gain students with basic knowledge and proficiency in place marketing as a peculiar area of marketing. Within the framework of the course the students will acquire the basic concepts of place marketing, the spatial approach of marketing, the marketing activity processes promoting regional competitiveness, the important marketing strategic decisions and the applied marketing tools.</p> <p>The aim of this subject is to gain students with basic knowledge and proficiency in place marketing as a peculiar area of marketing. Within the framework of the course the students will acquire the basic concepts of place marketing, the spatial approach of marketing, the marketing activity processes promoting regional competitiveness, the important marketing strategic decisions and the applied marketing tools.</p>
	Learning outcomes:	<ul style="list-style-type: none"> • The students will get a basic knowledge in the fields of marketing thinking, marketing strategy and operative marketing activities decidedly in the spatial relations of place marketing, • they will get to know the basics and peculiarities of place marketing, they will get to know the methodology of the planning and application of the marketing tools promoting the competitiveness of the spatial units.. <p>The students will recognise the marketing decision situations affecting the spatial units; The students will be able to make proposals for relevant decision preparation activities for the problems and the way they should be solved; The students will be able to build and initiate new practical solutions with creative self-determination.</p>
9.	Syllabus:	

	<ol style="list-style-type: none"> 1. Introduction to place marketing 2. The theoretical basis for place marketing 3. The target groups of place marketing 4. The basics of tourism 5. Place and brand 6. Place brand and place image 7. Researches in place marketing 8. Place branding in practice I. 9. Place branding in practice II. 10. Communication in place marketing 11. Place marketing in practice I. 12. Place marketing in practice II. 13. Place marketing in practice III. 						
10.	<p>Learning and teaching strategy: Besides the frontal lectures individual and group work in the topics will be analysed through the course. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>						
11.	<p>Assessment scheme: According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>Students must actively participate in the classes to be allowed to make the examination. Calculation of the final grade: active participation in seminars – 10%, project – 40%, examination in the exam period – 50%. For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>						
	Formative assessment scheme						
	Summative Assessment Scheme						
	<p>Summative assessment scheme Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Seen examination</td> <td>%</td> </tr> <tr> <td>Unseen examination</td> <td>%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>%</td> </tr> </table>	Seen examination	%	Unseen examination	%	Coursework (no examination)	%
Seen examination	%						
Unseen examination	%						
Coursework (no examination)	%						
12.	Timetabled examination required						
13.	Length of exam						
14.	<p>Learning materials</p> <p>Essential</p> <p>Recommended</p> <p>Campelo, A. (ed.) (2017): Handbook on Place Branding and Marketing. Edward Elgar Publishing, 272 p.</p> <p>Anholt, S. (2007): Competitive Identity – The New Brand Management for Nations, Cities and Regions. Palgrave Macmillan, Basingstoke</p>						

		<p>Buhalis, D. (2000): Marketing the competitive destination of the future. <i>Tourism Management</i>. no. 21. pp. 97-116.</p> <p>Dinnie, K. (2004): Place branding: Overview of an emerging literature. <i>Place Branding</i>. no. 1. pp. 106-110.</p> <p>Tasci, A. D. – Gartner, W. C. – Cavusgil, S. T (2007): Conceptualization and Operationalisation of Destination Image. <i>Journal of Hospitality and Tourism Research</i>. 31. 194.</p> <p>Anholt, S. – Hildreth, J. (2010): <i>Brand America. The making, unmaking and remaking of the greatest national image of all time.</i> Marshall Cavendish Business, London.</p>
1.	Module code:	B20TVC14E
2.	Title:	Visualizations with Spreadsheet
3.	Credit points:	3
4.	Start term:	Fall
5.	Module leader:	Ferenc KRUSZLICZ, Dr.
6.	Module restrictions:	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
	• Other restrictions or requirements	none
7.	Aims:	<p><i>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 modelling and visualization. VBA is important even in financial industry, because its integration into Microsoft Office, especially Excel. You will probably need to use VBA if you go into a financial or insurance company. Generally knowing how to design beautiful charts is a definite advantage for your future career.</i></p>
8.	Learning outcomes:	<p>Knowledge</p> <p><i>On completion of this module, the successful student will be able to:</i></p> <ol style="list-style-type: none"> <i>1. Understand and analyse business models, written in well-structured Excel.</i> <i>2. Solve business problems by using a wide range of advanced Excel functions and objects.</i> <i>3. Adjudge visualization quality of charts and graphical data representation.</i> <i>4. Demonstrate management decisions with Excel as a DSS application.</i> <i>5. Evaluate the role data issues (quality, errors) in decision making, research and investigations.</i> <p>Skills</p>

	<p><i>This module will call for the successful student to demonstrate</i></p> <ol style="list-style-type: none"> 6. <i>Preprocess data of different types with advanced spreadsheet techniques.</i> 7. <i>Produce high quality, dynamic charts and effective data summaries.</i> 8. <i>Find proper visualization method for management decisions problems.</i> 9. <i>Construct and organise large, complex datasets and decision models.</i> 10. <i>Develop short VBA programs to automate and control an Excel model.</i>
9.	<p>Syllabus:</p> <p>Data visualisation</p> <ul style="list-style-type: none"> • <i>Introducing charts in Excel (Creating and editing charts and templates)</i> • <i>Customizing charts (Elements and formatting, series and markers)</i> • <i>Charts with trends (Trendline, forecasting, scatter matrix)</i> • <i>Charts of differences (Component comparison, waterfall charts)</i> • <i>Charts of relationships (Paired matching, correlation, radar charts)</i> • <i>Stock analysis charts (Data structure, OHLC and candlestick charts)</i> <p>Visualization with VBA</p> <ul style="list-style-type: none"> • <i>Advanced chart techniques (Dynamic charts with scrolling)</i> • <i>Pivot charts (Data cubes and pivoting, filtering and OLAP operators)</i> • <i>Visualization without charts (Ascii art, icons, conditional formatting, data bars)</i> • <i>Maps, shapes and graphs (Geographical data plot, smart art)</i> • <i>Advanced charting with VBA (Interactive, dynamic charts, exporting)</i>
10.	<p>Learning and teaching strategy:</p> <p><i>Due to time constraints, the tutor will not be able to give you a lot of details. You will need to read the reference books yourself, probably accompany with exercises, if you want to learn further. Learning computer related technologies is like this: First you encounter a problem. Then you need to find a solution to overcome your problem. So you scan through sections of reference books or browse the web to find possible ways to reach the solution. Next you come up with several possible ways to solution and you study the details. Finally you work out the solution. At this point you will have learned a lot relating to your problem.</i></p>
11.	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p><i>Weekly homeworks of small case studies with step by step instructions. Feedback on errors, in-class demonstration of best solutions. Homeworks about special chart techniques for different decision making. Finding good and bad examples of visualization.</i></p>
	<p>Summative assessment scheme</p> <p>1. Midterm1 exam (50%) in Week 7</p>

	<p><i>Working with builtin charts. Students are given a static visualization example created by professional designers, which they have to understand, interpret, reconstruct and finally visually enhance. Length of the midterm is 75 minutes and beside technical skills it contains a charting based terminology section as well. (LOs 1, 2, 3 and 6, 7)</i></p> <p>2. Midterm2 exam (50%) in Week 14</p> <p><i>Working with dashboard elements. Students are provided a larger data sets, which have to be preprocessed (filtered and aggregated) making suitable to display on visually integrated, dynamic charts, forming a simple dashboard. (LOs 4, 5 and 8, 9, 10)</i></p> <p>Both midterm exams have resit opportunities in the first week of the exam period, with the same exam structure and schedule.</p>	
	Seen examination	%
	Unseen examination	100 %
	Coursework (no examination)	%
12.	Timetabled examination required	No
13.	Length of exam	1.5 hours
14.	<p>Learning materials</p> <p><i>Essential:</i></p> <p><i>B. Jelen: Charts and Graphs: Microsoft Excel, Que, 2007/2010/2013 Tutorial notes and hand-over exercise texts</i></p> <p><i>Recommended:</i></p> <p><i>B. Jelen, T. Syrstad: VBA and Macros Microsoft Excel, Pearson, 2010</i></p> <p><i>M. Alexander, J. Walkenbach: Excel Dashboards and Reports, Wiley, 2010</i></p> <p><i>Wayne L. Winston: MS Excel 2010 Data Analysis and Business Modeling, MS Press, 2011</i></p> <p><i>G. Knight: Analyzing Business Data with Excel, O'Reilly, 2006</i></p> <p><i>P. Cornell: Excel as Your Database, Apress, 2007</i></p> <p><i>B.D. Bissett: Automated Data Analysis Using Excel, CRC, 2007</i></p>	

1.	Module code:	B20TVC16E
2.	Title:	HEALTH TOURISM
3.	Credit points:	7
4.	Start term:	Spring
5.	Module leader:	János CSAPÓ, Dr.
6.	Module restrictions:	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
7.	Other restrictions or requirements	
	Aims:	Students acquire the concepts of health tourism, the theoretical basis and the operational environment of the sector, during which they get a knowledge that allows them to comprehend domestic and international trends and processes of health tourism, and the role and significance of the sector in Hungarian and international tourism.

	The goal of the subject is to give a comprehensive view of the complex system of health tourism both in a theoretical and a practical approach. Students must learn the demand and supply side of health tourism, and also the operational environment of the sector both in Hungarian and international respects.
8.	<p>Learning outcomes:</p> <p>Students of the course get to know the principle of the operation of health tourism and the related sectors, they know the Hungarian and international markets of health tourism, the actors, characteristic features and connections of the branch.</p> <p>Students of the course, by the application of the learnt theories and practical methods, will be able to explore, systematise and analyse basic correlations, to draw conclusions and make critical remarks on their own. They are able to analyse the operation of the demand and supply side of health tourism and can make recommendations for the design and development of this tourism product.</p> <p>Having completed the course students will be sensitive to problems; they will have proactive, environment sensitive and practice-oriented attitude.</p>
9.	<p>Syllabus:</p> <ol style="list-style-type: none"> 1. Introduction, concepts of health tourism 2. Position and role of health tourism in the system of tourism 3. Health tourism as a tourism product, types of health tourism activities 4. International and Hungarian history of health tourism 5. Demand side of health tourism 6. Operational environment of health tourism I.: natural environment and social environment 7. In-class test 8. Operational environment of health tourism II.: economic environment, technological and political/legal environment 9. Relations of health tourism to other tourism products – active tourism 10. International and domestic trends in health tourism 11. Analysis of the Hungarian locations of health tourism, spatiality of health tourism in Hungary 12. Analysis of the international locations of health tourism I. 13. Analysis of the international locations of health tourism II
10.	<p>Learning and teaching strategy:</p> <p>Individual and group work in the topics to be analysed. Students missing a class can electronically send the seminar leader the solution of the tasks assigned until the time of the next seminar. Some tasks can be completed as homework.</p>
11.	<p>Assessment scheme:</p> <p>According to the Code of Studies and Exams, students are obliged to participate in the lectures and seminars. If they miss more than 30% of classes, students cannot sit for an exam and must repeat the whole of the course.</p> <p>Students write a mid-term test for 30% of the grade. The remaining 70% is made by the end-term written examination. For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>
	Formative assessment scheme
	Summative Assessment Scheme
	Summative assessment scheme
	Indicate tasks and weightings and which tasks assess which learning outcomes
	Seen examination
	%

	Unseen examination	%
	Coursework (no examination)	%
12.	Timetabled examination required	
13.	Length of exam	
14.	Learning materials Essential Recommended	<p>Smith, M. – Puczkó, L. (2014): Health, Tourism and Hospitality: Spas, Wellness and Medical Travel. 2nd Edition. Routledge Taylor & Francis Group, 544 p.</p> <ol style="list-style-type: none"> 1. Smith, M. – Puczkó, L. (2008): Health and Wellness Tourism. Oxford: Butterworth-Heinemann Ltd., 416 p. 2. Connel, J. (2011): Medical Tourism. CABI Publishing, 224 p. 3. Jónás-Berki, M. – Csapó, J. – Pálfi, A. – Aubert, A. 2014: A Market and Spatial Perspective of Health Tourism Destinations: The Hungarian Experience INTERNATIONAL JOURNAL OF TOURISM RESEARCH 2014: (2014)

1.	Module code:	B12ENTC02
2.	Title:	ENTREPRENEURIAL BUSINESS CONSULTING
3.	Credit points:	3
4.	Start term:	Fall
5.	Module leader:	Roland SCHMUCK, Lecturer: Csaba RÚZSA
6.	Module restrictions:	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	<p>Aims: The course is designed to overview the various aspects of consulting profession issues. Effort will be placed on developing proficiencies in a range of skills required to practice consulting. Moreover, the aim of this module is to provide students with the opportunity to apply concepts learned in their BSc study to real world business situation. Through this module students will provide confidential consulting to business enterprises under the direction of the supervisor.</p> <p>The course is practically useful to those who are specifically interested in consulting careers or whose current or future jobs involve consulting or line management using consultants.</p>	
8.	<p>Learning outcomes: This course provides a synthesised knowledge on business and a potential of understanding real life business problems.</p>	

9.	<p>Syllabus: Sessions (weeks) (The schedule is tentative, and subject to change.)</p> <ol style="list-style-type: none"> 1. Introduction. What do we expect from each other and from the course? A Brief introduction to Management Consulting. 2. Definition of management consulting. What consultants do? 3. Process of management consulting. Student presentations about Management Consulting market. 4. Methods of management consulting. 5. International tendencies of management consulting. 6. Methods of diagnosis in management consulting 7. Autumn break 8. New approaches and critics of consulting methods. Student group work. 9. Consulting and project management. 10. Covid aspects in consulting, International trends and changes to expect due to covid. 11. Reading week 12. Best practices in business consulting. 13. Summary, prep for exam <p>(Exam in the exam period. Details to be announced later.)</p>
10.	<p>Learning and teaching strategy: Students learn in lectures about the basics of business consulting. Students have to make presentations in team work on real world problems.</p>
11.	<p>Assessment scheme: Students' knowledge and understanding is assessed by individual exam and team work tasks.</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p> <p>Formative assessment scheme 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.</p> <p>Evaluation consists of:</p> <ul style="list-style-type: none"> • Final exam (50%) • Presentations (2x25=50%) <p>Presentations should be made in team work. Each team should make two presentations throughout the semester. The presentations will be scheduled at the beginning of the</p>

	semester. Topic of them should be the topic of the particular lesson. Students should find real world examples and show them in the presentations. Presentations should be practical, not theoretical.	
	<p>Summative assessment scheme</p> <p>Evaluation:</p> <ul style="list-style-type: none"> • 0%-51%: fail (1) • 51.1%-59.9%: pass (2) • 60%-74.9%: fair (3) • 75%-87.9%: good (4) • 88%-100%: excellent (5) <p>Maximum 20% missing (3 classes) is acceptable.</p>	
	Seen examination	50%
	Unseen examination	0%
	Coursework (no examination)	50%
12.	Timetabled examination required	1
13.	Length of exam	90 minutes including 75 minutes effective time
14.	<p>Learning materials</p> <p>Essential</p> <ul style="list-style-type: none"> • Kubr M, 2002 : Management Consulting – A guide to the profession. International Labour Office Geneva. 3-85, 153-261, 547-575 pp. <p>Recommended</p> <ul style="list-style-type: none"> • Altman, W., 2008: what's the point of management consultants?. In.: Engineering & Technology (17509637); 7/5/2008, Vol. 3 Issue 12, p80-83, 4p, • Biswas, Sugata – Twitchell, Daryl: Management Consulting, 2nd Edition, John Wiley & Sons. Inc., New York, 1999, 2002 pp. 5-28; 69-73; 101-126; 209-237. • Economist, 2011: Advice for consultants. In The Economist. 6/4/2011, • Markham, Calvert: Developing Consulting Skills = Consulting to Management - C2M, 2005, Vol. 16. Issue 4, pp. 33-37. • Nadler A.,D., 2005: Confession of a trusted consultant. In: HBR, 2005/sept. 68-77 pp. • Poór, József – Gross, Andrew: Management Consultancy in an Eastern European Context, KJK-Kerszöv, Budapest, 2003 pp. 13-39; 57-72; 145-156. • Sadler, Philip (ed.): Management Consultancy, Kogan page, London 2001. pp. 293-321. • RASIEL ETHAN M., FRIGA PAUL N.: The McKinsey Mind. McGraw-Hill. 2002. 1-103 pp. • Schiffman, Stephan: The Consultant's Handbook, 2nd Edition, Adams Media Corporation Holbrook, Massachusetts, 2001 pp. 103-135. 	

1.	Module code:	B20TVC21E
2.	Title:	Sustainable Business
3.	Credit points:	3
4.	Start term:	Fall

5.	Module leader:	Beatrix Lányi
6.	Module restrictions:	-
	• Pre-requisite	-
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	-
	• Other restrictions or requirements	-
7.	Aims:	In the 21th century environmental challenges stand in the focal point of business practices and a paradigm shift in environmental practices can be observed. The course aims to touch the diverse aspects of sustainability, starting from global issues leading to the micro level management of it. The course also pays attention to the proactive environmental management opportunities.
8.	Learning outcomes:	<p>Upon the successful completion of this course, students should be able to:</p> <ol style="list-style-type: none"> 1. Identify and analyse business problems and their social and environmental consequences in global contexts. 2. Gather, analyse, and evaluate business data and information and transform empirical data into useful and actionable information. 3. Exercise initiative and take personal responsibility for one's own work in terms of timeliness, professional behaviour, and personal motivation. 4. Demonstrate awareness of ethical issues in for- and non-profit organizations and contribute to the strengthening of economic, social and environmental resilience.
9.	Syllabus:	The following table contains the topics of lectures and the name of professors from six different universities.

Title of the lecture	Name of the lecturer(s)	University	Date	Time
Sustainable policies: global issues, economy and environment	Katalin Erdős	Pécs	07.02.2022	5.30pm-6.15pm
Positive thinking and sustainable marketing	Beatrix Lányi	Pécs	07.02.2022	6.15pm-7.00pm
Stakeholder analysis	Ondrej Castek and Martin Cenek	Masaryk	10.02.2022	9am-11am
Sustainable HR	Zsófia Ásványi	Pécs	14.02.2022	5.30pm-6.30pm
Sustainable Finance	Mónika Kuti	Pécs	17.02.2022	7.00pm-8.00pm
Ethics and management	Christophe Vignon Gilda Simoni Caroline Ruiller	Rennes 1 & Nanterre	21.02.2022	9am-10.30am
Environmental, social and governance analysis	Andrea Melis	Cagliari	24.02.2022	9 am – 10.30 am
Positive business models	Béatrice Bellini	Nanterre	28.02.2022	9am-11am 5pm-6pm
Sustainable Operation management	Sándor Danko	Pécs	01.03.2022	5.30pm-6.30pm
Sustainable transportation	Massimiliano Piras	Cagliari	10.03.2022	3.30 pm - 4.30 pm
Sustainable tourism	Béatrice Bellini	Nanterre	14.03.2022	5.30pm-6.30pm
Sustainable corporate governance	Andrea Melis	Cagliari	16.03.2022	Exact time is announced later
Sustainability and digital transformation	André Ullrich	Potsdam	21.03.2022	4 pm – 6 pm
Sustainable corporate governance	Andrea Melis	Cagliari	24.03.2022	9 am – 10.30 am
Sustainable corporate governance	Andrea Melis	Cagliari	25.03.2022	3 pm – 4.30 pm

10. **Learning and teaching strategy:**
Lecturers will present each topic via Microsoft Teams. They will be also recorded, so students can review it if it is needed.

11. **Assessment scheme: 100 % Exam**

Formative assessment scheme

Summative assessment scheme

Seen examination %

Unseen examination %

Coursework (no examination) %

12.	Timetabled examination required	
13.	Length of exam	-
14.	Learning materials <ul style="list-style-type: none">• Essential Laasch O., Conaway R. (2017) Responsible Business: The Textbook for Management Learning, Competence and Innovation, Routledge, Oxon, USA • Recommended Blaga S. (2013) Rethinking Business sustainability, 6(1), Review of Economic Studies & Research Virgil Madgearu, p. 5-21.	

D modules

1.	Module code:	B20TVD01E
2.	Title:	THESIS-RESEARCH METHODOLOGY
3.	Credit points:	3
4.	Start term:	Fall
5.	Module leader:	Kármén KOVÁCS, Dr.
6.	Module restrictions:	
	• Pre-requisite	The Art of Writing and Presenting
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	6
	• Other restrictions or requirements	none
7.	Aims: Module aims	<ul style="list-style-type: none"> • 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.
8.	Learning outcomes: Upon the successful completion of this course, students should be able to:	<ol style="list-style-type: none"> 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). <p><i>(The remarks in brackets express each CILO's connection to the Program Intended Learning Outcomes (PILOs).)</i></p>
9.	Syllabus:	<p>The discussion of topics is divided into the following chapters:</p> <ol style="list-style-type: none"> 45. The general content and requirements of a thesis. 46. Clarifying the research topic and formulating the research design. 47. Types and structure of thesis. 48. Literature overview: searching and summarizing academic sources. 49. Literature review: criticising, synthesising and presenting academic arguments. 50. Empirical research: the use of common quantitative methods of research. 51. Questionnaire design.

	<p>52. Empirical research: the use of common qualitative methods of research.</p> <p>53. Planning qualitative research.</p> <p>54. Meeting the assessment criteria.</p> <p>55. Most common mistakes in thesis.</p>						
10	<p>Learning and teaching strategy:</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>						
11	<p>Assessment scheme:</p> <p>Formative assessment scheme</p> <p>Feedback from lecturers on in-class activities and work-in-progress thesis.</p>						
	<p>Summative assessment scheme</p> <p>1. Empirical research design (20%) Qualitative and quantitative research have to be planned.</p> <p>2. Midterm exam (40%) A closed-book written exam based on topics 1-9. (One retake opportunity.)</p> <p>3. Research paper (40%) In the first part of the paper, the research methods have to be described. The second part is a literature review. (One retake opportunity.) After deadline, any Research paper will be refused.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>40%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>60%</td> </tr> </table>	Seen examination	0%	Unseen examination	40%	Coursework (no examination)	60%
Seen examination	0%						
Unseen examination	40%						
Coursework (no examination)	60%						
12	<p>Timetabled examination required</p> <p>No</p>						
13	<p>Length of exam</p> <p>60 minutes</p>						
14	<p>Learning materials</p> <ul style="list-style-type: none"> • Essential <p>Fisher, C., Buglear, J., Lowry, D., Mutch, A. and Tansley, C. (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> • Recommended <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> 						

McMillan, K. and Weyers, J. (2014), *How to Complete a Successful Research Project*. Harlow, Pearson.

Neville, C. (2010), *The Complete Guide to Referencing and Avoiding Plagiarism*. 2nd ed. Maidenhead, Open University Press.

Quinlan, C. (2011), *Business Research Methods*. Andover, South-Western Cengage Learning.

Saunders, M., Lewis, P. and Thornhill, A. (2007), *Research Methods for Business Students*. 4th ed. Harlow; New York, Financial Times - Prentice Hall.

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
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
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