



# Programme Handbook

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

**2019/20 academic year**

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

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## Introduction

### Your Programme Handbook

The purpose of this Handbook is to introduce you to your programme of study and to direct you to other general information about studying at 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](mailto: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](mailto: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 21<sup>st</sup> 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 21<sup>st</sup> 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

Associate Professor, Programme Director

<b>ACADEMIC CALENDAR FOR BSC PROGRAMMES</b>		
<b>2019/2020 FALL SEMESTER</b>		
<b>Date</b>	<b>Place</b>	<b>Event</b>
21 August – 2 September	Neptun University Registry System	Enrollment/Registration period (first year students have to register 2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> year should set their status as active)
26 August – 7 September*	Neptun University Registry System	Course registration*(compulsory for <b>ALL</b> students)
31 August, 8 am	room B314	Orientation for BSc first year students
2 September		First day of teaching
16 August 1 <sup>st</sup> installment 15 October 2 <sup>nd</sup> installment 15 November 3 <sup>rd</sup> installment		Tuition fee payment deadline
28 September		Deadline for postponing studies (set status as passive) by request
21 September		Deadline for credit accreditation request
18 October	Room will be determined later	Registration fee payment deadline Programme Voice Group Meeting
21 October – 25 October		Fall break /Pre-Exam period for completing exam courses
30 September – 25 October	Neptun University Registry System	Thesis topic selection period in Neptun for BA 3
4 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the thesis + Deadline for submitting Mentor's evaluation /Internship fulfillment (BA 4 students)
11 November		Announcement of exam dates
15 November		Neptun exam application starting date
10 December		End of the fall semester – last day of teaching

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9-14 December and 2 – 22 January 2020		Exam period
16-18 December	Rooms and exact dates will be determined in November in Neptun	Thesis defence period for the BA 4 students
22-25 January 2020	Rooms and exact dates will be determined in November in Neptun	Make up defence for deferring students

## 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
Programme Coordinator	Edina Hamar	23166	B135	hamar.edina@ktk.pte.hu

#### Student website

For news of events, scholarships and other student activities students should visit: 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	<a href="mailto:bugar.gyongyi@ktk.pte.hu">bugar.gyongyi@ktk.pte.hu</a>
Business English	Marianne Szamosmenti, Dr.	23189	B429	<a href="mailto:szamosm@ktk.pte.hu">szamosm@ktk.pte.hu</a>
Quantitative Methods	Gyöngyi Bugár, Dr.	63289	B119	<a href="mailto:bugar.gyongyi@ktk.pte.hu">bugar.gyongyi@ktk.pte.hu</a>
Microeconomics	Katalin Erdős, Dr.	63134	B403	<a href="mailto:erdosk@ktk.pte.hu">erdosk@ktk.pte.hu</a>
Information Systems	Sándor Danka, Dr.	23142	B120	<a href="mailto:danka.sandor@ktk.pte.hu">danka.sandor@ktk.pte.hu</a>
Probability and Statistics	Dániel Kehl, Dr.	63144	B112	<a href="mailto:kehd@ktk.pte.hu">kehd@ktk.pte.hu</a>
Macroeconomics	Tamás Sebestyén, Dr.	63150	B403	<a href="mailto:sebestyent@ktk.pte.hu">sebestyent@ktk.pte.hu</a>
Business Statistics	Mónika Galambosné Tiszberger, Dr.	63146	B112	<a href="mailto:tiszbergerm@ktk.pte.hu">tiszbergerm@ktk.pte.hu</a>
Introduction to Accounting	András Takács, Dr.	23277	B246	<a href="mailto:takacsandras@ktk.pte.hu">takacsandras@ktk.pte.hu</a>
Corporate Finance	Mónika Kuti, Dr.	63124	B210	<a href="mailto:kutim@ktk.pte.hu">kutim@ktk.pte.hu</a>
Introduction to Marketing	Petra Rácz-Putzer, Dr.	23129	B226	<a href="mailto:putzerp@ktk.pte.hu">putzerp@ktk.pte.hu</a>
International Economics	Tamás Sebestyén, Dr.	63150	B403	<a href="mailto:sebestyent@ktk.pte.hu">sebestyent@ktk.pte.hu</a>
International Business Communication	Edit Gyarmatiné Banyai, Dr.	63373	B222	<a href="mailto:banyai.edit@ktk.pte.hu">banyai.edit@ktk.pte.hu</a>

Business Case Studies	Márta Somogyvári, Dr.	63384	B120	<a href="mailto:somogyvari.marta@tkk.pte.hu">somogyvari.marta@tkk.pte.hu</a>
Introduction to Social Sciences	Éva Somogyiné Komlósi, Dr.	-	B403	<a href="mailto:komlosi.eva@tkkpte.hu">komlosi.eva@tkkpte.hu</a>
The Art of Writing and Presenting	Kármén Kovács, Dr.	23186	B117	<a href="mailto:kovacs.karmen@tkk.pte.hu">kovacs.karmen@tkk.pte.hu</a>
Tourism Geography	János Csapó, Dr.	23276	B229	<a href="mailto:csapo.janos@tkk.pte.hu">csapo.janos@tkk.pte.hu</a>
System of Tourism	Zoltán Raffay, Dr.	23276	B229	<a href="mailto:raffay.zoltan@tkk.pte.hu">raffay.zoltan@tkk.pte.hu</a>
Foundations of Digital Marketing	János Csapó, Dr.	23276	B229	<a href="mailto:csapo.janos@tkk.pte.hu">csapo.janos@tkk.pte.hu</a>
Tourism Product Development	János Csapó, Dr.	23276	B229	<a href="mailto:csapo.janos@tkk.pte.hu">csapo.janos@tkk.pte.hu</a>
Marketing Calculations	Petra Rácz-Putzer, Dr.	23129	B226	<a href="mailto:putzerp@tkk.pte.hu">putzerp@tkk.pte.hu</a>
Tourism Enterprises	Petra Rácz-Putzer, Dr.	23129	B226	<a href="mailto:putzerp@tkk.pte.hu">putzerp@tkk.pte.hu</a>
Case Studies in Tourism Marketing	Zoltán Raffay, Dr.	23276	B229	<a href="mailto:raffay.zoltan@tkk.pte.hu">raffay.zoltan@tkk.pte.hu</a>
Tour Operation and Event Organization	Beatrix Lányi, Dr.	23182	B226	<a href="mailto:lanyi.beatrix@tkk.pte.hu">lanyi.beatrix@tkk.pte.hu</a>
Hospitality and Cultural Behavior	Valéria Pavluska, Dr.	23200	B226	<a href="mailto:pavluska.valeria@tkk.pte.hu">pavluska.valeria@tkk.pte.hu</a>
Lodging and Hotel Management	Zoltán Raffay, Dr.	23276	B229	<a href="mailto:raffay.zoltan@tkk.pte.hu">raffay.zoltan@tkk.pte.hu</a>
Booms and Crises in the European Economy	Mónika Galambosné Tiszberger, Dr.	63146	B112	<a href="mailto:tiszbergerm@tkk.pte.hu">tiszbergerm@tkk.pte.hu</a>
Business Simulation Workshop	Tibor Kiss, Dr.	23265	B120	<a href="mailto:kisst@tkk.pte.hu">kisst@tkk.pte.hu</a>
Competence Development	Edit Gyarmatiné Bányai, Dr.	63373	B222	<a href="mailto:banyai.edit@tkk.pte.hu">banyai.edit@tkk.pte.hu</a>
Data Analysis in R	Dániel Kehl, Dr.	63144	B112	<a href="mailto:kehd@tkk.pte.hu">kehd@tkk.pte.hu</a>
Environmental Economics	Katalin Erdős, Dr.	63134	B403	<a href="mailto:erdosk@tkk.pte.hu">erdosk@tkk.pte.hu</a>
Financial Accounting	Gábor Márkus, Dr.	23199	B216	<a href="mailto:markus.gabor@tkk.pte.hu">markus.gabor@tkk.pte.hu</a>
Game of Stocks	Vivien Csapi, Dr.	23124	B210	<a href="mailto:csapiv@tkk.pte.hu">csapiv@tkk.pte.hu</a>
Introduction to Entrepreneurship	Zsolt Bedő, Dr.	23436	B118	<a href="mailto:bedo.zsolt@tkk.pte.hu">bedo.zsolt@tkk.pte.hu</a>
Mobility elective	-			
Natural Resource Economics and CSR	Katalin Erdős, Dr.	63134	B403	<a href="mailto:erdosk@tkk.pte.hu">erdosk@tkk.pte.hu</a>
Regional Economics	Norbert Szabó	23382	B407	<a href="mailto:szabon@tkk.pte.hu">szabon@tkk.pte.hu</a>
Tourism Management	Zoltán Raffay, Dr.	23276	B229	<a href="mailto:raffay.zoltan@tkk.pte.hu">raffay.zoltan@tkk.pte.hu</a>
Visualizations with Spreadsheet	Ferenc Kruzslicz, Dr.	23113	B120	<a href="mailto:kruzslicz.ferenc@tkk.pte.hu">kruzslicz.ferenc@tkk.pte.hu</a>

Place Marketing	Viktória Gerdesics, Dr.	23343	B229	<a href="mailto:gerdesicsv@ktk.pte.hu">gerdesicsv@ktk.pte.hu</a>
Health Tourism	János Csapó, Dr.	23276	B229	<a href="mailto:csapo.janos@ktk.pte.hu">csapo.janos@ktk.pte.hu</a>

**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	23166	B135	<a href="mailto:hamar.edina@ktk.pte.hu">hamar.edina@ktk.pte.hu</a>
International Relations Coordinator, Exchange Programmes, International Student Support	Eszter Rozs	23160	B131	<a href="mailto:rozs.eszter@ktk.pte.hu">rozs.eszter@ktk.pte.hu</a>
Head of Technical Support	Tibor Fehér	23154	B135	<a href="mailto:feher.tibor@ktk.pte.hu">feher.tibor@ktk.pte.hu</a>
Web master, Online Support	József Varga	23344	B135	<a href="mailto:okiteki@ktk.pte.hu">okiteki@ktk.pte.hu</a>
Technical Support	Gábor Lovas	23364	B135	<a href="mailto:okiteki@ktk.pte.hu">okiteki@ktk.pte.hu</a>
Neptun Support	Tamás Gáspár / Balázs Pap	23334	B135	<a href="mailto:gaspar.tamas@ktk.pte.hu">gaspar.tamas@ktk.pte.hu</a> <a href="mailto:papb@ktk.pte.hu">papb@ktk.pte.hu</a>
Financial, Health Insurance, Student Card, Travel Discount Support	Central Registrar's Office, Customer Service	22545	Building Z, Dohány Street 1-3, basement	<a href="mailto:infokti@ktk.pte.hu">infokti@ktk.pte.hu</a>
Stipendium Hungaricum Scholarship Student Support	Áron Bánáti	18525	Rector's Office, Vasvári Pál Street 4	<a href="mailto:banati.aron@pte.hu">banati.aron@pte.hu</a>
Internship Coordinator, Employability Service, Coaching, Talent Spot	Ildikó Hargitai	23366	B129	<a href="mailto:hargitai.ildiko@ktk.pte.hu">hargitai.ildiko@ktk.pte.hu</a>

Head of Secretariat	Andrea Parag	23281	B410	<a href="mailto:parag.andrea@ktk.pte.hu">parag.andrea@ktk.pte.hu</a>
Library Support	Balázs Arató		Centre of Knowledge, Universitas Street 2, 3 <sup>rd</sup>	<a href="mailto:arato.balazs@lib.pte.hu">arato.balazs@lib.pte.hu</a>
Students' Government Representative ISOBE		NA	B038 NA	<a href="mailto:isobe@listserv.pte.hu">isobe@listserv.pte.hu</a>
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A,	<a href="mailto:magdali.csaba@pte.hu">magdali.csaba@pte.hu</a>

## 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 Careers Office (Talent Point) and at the Study Department.

## **Career Advice**

Students on the Bachelor of Arts Honors Business Administration 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 a semester (12 weeks without interruption) long placement. Placements are organized by the Faculty. This implies that the time length of the education for these students is 7 semesters. Detailed regulation is to be found here: <http://ktk.pte.hu/en/students/teaching-system>.

## **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

2950 €/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.	3000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Retake Fee	To be paid in case you are repeating an exam for the third or more times.	2500 Ft	The payment has to be created by you in Neptun by transcribing 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.	2000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how	

			much you have to pay.	
Late enrolment Fee	To be paid in case you miss setting your status as active in Neptun till the given deadline. It has to be requested on form D.	1000 Ft (request fee) + 2000 Ft (late enrolment fee) + further 600 Ft/day after the 9th day of the particular semester	The payment has to be created by you in Neptun by transcribing and item.	After the payment the Study Department can modify your status.
Late course registration Fee	To be paid in case you miss registering to your courses till the given deadline. It has to be requested on form A.	1000 Ft (request fee) + 4900 Ft (late course registration fee)/subject	The payment has to be created by you in Neptun by transcribing and item.	After the payment the Study Department can register you to the chosen subjects.

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

### Careers Advice

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

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

## BSC in Tourism and catering

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6	Semester 7
A1 Quantitative Methods	A1 Probability and Statistics	A1 Business Statistics	A1 Introduction to Marketing	A1 International Business Communication	B Case Studies in Tourism Marketing	D Internship
A1 Microeconomics	A1 Macroeconomics	A1 Introduction to Accounting	A1 International Economics	A1 Business Case Studies	B Tour Operation and Event Organisation	
A1 Information Systems	A1 Introduction to Social Sciences	A1 Corporate Finance	B Foundations of Digital Marketing	B Tourism Enterprises	B Hospitality and Cultural Behavior	
A2 The Art of Writing and Presenting	B System of Tourism	B Tourism Geography	B Tourism Product 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	
<b>28 credits</b>	<b>31 credits</b>	<b>31 credits</b>	<b>31 credits</b>	<b>34 credits</b>	<b>35 credits</b>	<b>20 credits</b>

### Your timetable

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

## 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+2	A	Credit criteria
Business English	1	0+2	A	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
<b>Number of credits to be completed</b>				<b>84</b>

### 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
<b>Number of credits to be completed</b>				<b>14</b>

### 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 Product 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 Organization	6	2+2	Exam	7
Hospitality and Cultural Behavior	6	2+2	Exam	7
Lodging and Hotel Management	6	2+2	Exam	7
<b>Number of credits to be completed</b>				<b>70</b>

### 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
<b>Number of credits to be completed</b>				<b>12</b>

#### D – Thesis, Field Practice

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

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: <http://oldktk.pte.hu/en/students/study-administration>

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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 Point (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: <http://neptun.pte.hu>.

MeetStreet is the unified intranet of the University of Pécs. It functions as the main source of the learning material available for students. MeetStreet can be reached through Neptun from the Faculty's website and it is advisable to be visited 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://ktk.pte.hu/hot>.

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://international.pte.hu/codes_and_guidelines).

### **Learning, Teaching and Assessment**

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

#### **Learning and teaching methods**

You will be actively involved in a range of learning, teaching and assessment approaches as part of your Bachelor of Sciences Business and Administration 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 2<sup>nd</sup> 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 4<sup>th</sup> 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 6<sup>th</sup> 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 1-2 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 (210 Hungarian credit points including 30 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 6<sup>th</sup> semester. The oral defence will take place at the end of the 7<sup>th</sup> semester, after the compulsory placement.

### **Final Examination – Thesis Defence (required only for the Hungarian diploma)**

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: <http://portal.ktk.pte.hu/index.php?p=contents&cid=457>

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://ktk.pte.hu/en/students/good-to-know/first-steps/support-disabled-students>

[https://international.pte.hu/where\\_go\\_case\\_you\\_need\\_medical\\_care](https://international.pte.hu/where_go_case_you_need_medical_care)

[https://international.pte.hu/health\\_insurance](https://international.pte.hu/health_insurance)

## Appendix 1: Programme Specifications

### BSc Economist in Tourism and Catering

## Programme Specification

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

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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.

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	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					
1	Introduction to Quantitative Methods	B19TVK01E		x												x							x			x	x		
	Business English	B19TVK02E	x			x	x																		x				
	Quantitative Methods	B19TVK03E		x												x								x			x	x	
	Microeconomics	B19TVK04E			x			x				x					x			x								x	
	Information Systems	B19TVK05E		x			x									x			x						x			x	x
	Probability and Statistics	B19TVK06E		x													x	x							x			x	x
	Macroeconomics	B19TVK07E	x		x			x				x														x			x
	Business Statistics	B19TVK08E		x								x			x					x			x					x	x
	Introduction to Accounting	B19TVK09E	x	x									x			x				x									x
	Corporate Finance	B19TVK10E			x					x	x						x	x								x			x
	Introduction to Marketing	B19TVK11E	x				x			x						x				x							x		
	International Economics	B19TVK12E	x			x				x			x							x							x		x
	International Business Communication	B19TVK13E	x													x	x	x	x						x	x	x	x	
	Business Case Studies	B19TVK14E	x	x		x	x	x								x	x	x	x	x	x				x	x	x		x
2	Introduction to Social Sciences	B19TVA02E	x				x	x									x							x			x	x	
	The Art of Writing and Presenting	B19TVA01E	x			x				x			x							x							x		x

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3	Tourism Geography	B19TVB01E	X				X							X				X			X	X	X	
	System of Tourism	B19TVB02E	X				X							X				X			X	X	X	
	Foundations of Digital Marketing	B19TVB03E	X				X							X				X			X	X	X	
	Tourism Product Development	B19TVB04E	X				X							X				X			X	X	X	
	Marketing Calculations	B19TVB05E	X				X							X				X			X	X	X	
	Tourism Enterprises	B19TVB06E	X				X							X				X			X	X	X	
	Case Studies in Tourism Marketing	B19TVB07E	X				X							X				X			X	X	X	
	Tour Operation and Event Organisation	B19TVB08E	X				X							X				X			X	X	X	
	Hospitality and Cultural Behavior	B19TVB09E	X				X							X				X			X	X	X	
	Lodging and Hotel Management	B19TVB10E	X				X							X				X			X	X	X	
4	Booms and Crises in the European Economy	B19TVC02E			X			X										X	X		X			
	Business Simulation Workshop	B19TVC03E				X		X						X		X			X	X	X	X	X	X
	Competence Development	B19TVC04E	X									X	X	X	X			X	X	X	X	X		
	Data Analysis in R	B19TVC05E	x			x			x					x	x	x		x				x	x	
	Environmental Economics	B19TVC06E			X	X					X			X							X	X		
	Financial Accounting	B19TVC07E			X					X				X										X
	Game of Stocks	B19TVC08E	x	x	x	x					x			x		x	x	x	x	x		x		x
	Introduction to Entrepreneurship	B19TVC09E				x	x					x			x	x				x	x	x	x	x

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Mobility Elective	B19TVC10E	NA																				
Natural Resource Economics and CSR	B19TVC11E			X	X					X		X		X					X	X		
Regional Economics	B19TVC12E	x			x					x				x						x	x	
Tourism Management	B19TVC13E				X	X				X			X	X					X	X		
Visualization with Spreadsheets	B19TVC14E		X								X		X	X		X			X		X	
Place Marketing	B19TVC15E	X			X		X								X						X	
Health Tourism	B19TVC16E	X			X		X								X						X	
Thesis-Research Methodology	B19TVD01E												X	X		X	X			X		
Thesis-Consultation	B19TVD02E												X	X		X	X					
Internship	B19TVD03E																				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)
<b>Week 8</b>	<b>FALL/SPRING BREAK</b>													

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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)	

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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	Hospitality and Cultural Behavior	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
<b>Week 8</b>	<b>FALL/SPRING BREAK</b>									
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)
<b>Week 8</b>												
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)	

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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
<b>Week 8</b>	<b>FALL/SPRING BREAK</b>		
Week 9		CP, P/G/TW, PR	CP, P/G/TW, PR

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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)												
<b>Week 8</b>	<b>FALL/SPRING BREAK</b>												
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)												

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Exam period	F (sum)	Thesis evaluations (sum)											
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## 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.	<b>Module code:</b>	B19TVK03E
2.	<b>Title:</b>	<b>QUANTITATIVE METHODS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>GYÖNGYI BUGÁR, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	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.	<b>Learning outcomes:</b>	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.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>Brief review of the basic concepts of Mathematics: introduction to the theory of sets, numbers, vectors and functions. Operations with sets, numbers and vectors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Elementary theory of matrices, matrix operations. Determinants, Cramer's Rule. Business applications. Excel applications for matrix operations</li> <li>• 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.</li> <li>• Elementary theory of several variable real functions. Convexity/concavity, extremal values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions.</li> <li>• The level curve method. The elements of linear and nonlinear programming. Graphical solution methods. Business applications.</li> <li>• Introduction to differential calculus. Basic concepts and calculus rules.</li> <li>• Complete analysis of single variable functions. Business applications.</li> <li>• The indefinite integral, basic rules for integration. Differential equations. Business applications.</li> <li>• The definite integral and its geometric meaning. The Newton-Leibniz Rule. Improper integrals.</li> <li>• Differential calculus for functions with several variables. Seeking for extremum. Business applications.</li> <li>• Systems of linear equations. Matrix equations. The inverse of a matrix. Vector space and coordinate transformation methods. The pivot algorithm. Excel applications for supporting the solution.</li> <li>• Unconstrained optimization problems.</li> <li>• Equality constrained optimization problems. The Lagrange Multiplier Rule.</li> </ul>												
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 Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>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). This will assess the full range of learning outcomes.</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 the Final Exam in order to receive a pass. In case of the Midterms there is no such requirement. Based on all of the assessment elements, however, more than 50% in aggregate is needed for the pass rate. As a consequence, only the final exam can be resat. Maximum of 25% missing is allowed; otherwise the semester will not be approved.</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>	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 %
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, 90 minutes in case of the Final Examination
15.	Learning materials	<ul style="list-style-type: none"> <li>• Essential <ul style="list-style-type: none"> <li>- K. Sydsæter, P. Hammond and A. Strøm: Essential Mathematics for Economic Analysis, Pearson Education, 4th edition, 2012.</li> <li>- Handouts uploaded to Neptun.</li> </ul> </li> <li>• Recommended <ul style="list-style-type: none"> <li>- 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.</li> </ul> </li> </ul>

1.	<b>Module code:</b>	B19TVK04E
2.	<b>Title:</b>	<b>MICROECONOMICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Fall
5.	<b>Module leader:</b>	<b>KATALIN ERDŐS, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
7.	• Other restrictions or requirements	none
	8.	<b>Aims:</b> The aim of the module is to provide an introduction to the field of microeconomics. It targets the discussion of the basic concepts and approaches, including optimization, equilibrium and empiricism. Discussion will cover consumer and producer decisions, market structures, and welfare issues. The module helps students to understand the role of economics in society and the way economists think and optimize under different conditions.
	9.	<b>Learning outcomes:</b> On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. explain ordinal and cardinal thinking,</li> <li>2. compare positive and normative approaches,</li> <li>3. analyse optimization methods behind consumption and production decisions</li> <li>4. compare a selection of key theories in the field.</li> <li>5. model economic processes,</li> <li>6. apply mathematical models in a microeconomic setting,</li> <li>7. organize data and information relevant in the field.</li> </ol>
	10.	<b>Syllabus:</b> <ul style="list-style-type: none"> <li>• The Principles and Practice of Economics</li> <li>• Economic Methods and Economic Questions</li> <li>• Optimization: Doing the Best You Can</li> <li>• Demand, Supply, and Equilibrium</li> </ul>

	<ul style="list-style-type: none"> <li>• Consumers and Incentives</li> <li>• Sellers and Incentives</li> <li>• Perfect Competition and the Invisible Hand</li> <li>• Trade</li> <li>• Externalities and Public Goods</li> <li>• Monopoly</li> <li>• Game Theory and Strategic Play</li> <li>• Oligopoly and Monopolistic Competition</li> <li>• Markets for Factors of Production</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></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>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Sample exams will be given to students to practice before the final and the midterm exams. The solutions to the exercises will be discussed during the seminars, so students get feedback in order to be able to assess their knowledge level and identify areas to be developed, and to request for further explanation if needed.</p> <p><b>Summative assessment scheme</b></p> <p>40% Midterm exam (LOs 1, 2, 3 and 5) If the student fails the first attempt of midterm exam, there is one retake opportunity in the study period. Should the student fail the midterm retake the student cannot participate the final exam and failed the module.</p> <p>60% Final exam (LOs 3, 4, 5 and 6) If the student fails the first attempt of the final exam, there is one retake opportunity in the examination period.</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%						
13.	<p><b>Timetabled examination required</b></p> <p>NO</p>						
14.	<p><b>Length of exam</b></p> <p>Midterm exam 75 minutes, final exam 120 minutes</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential Daron Acemoglu – David Laibson – John A. List (2016): Economics. Part I–III. Pearson Education</li> <li>• Recommended David Begg – Stanley Fischer – Rudiger Dornbusch: Economics. Part 1–3. McGraw-Hill. (seventh or newer edition).</li> </ul>						

1.	<b>Module code:</b>	B19TVK05E
2.	<b>Title:</b>	<b>INFORMATION SYSTEMS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>SÁNDOR DANKA, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
7.	• Other restrictions or requirements	none
	8.	<p><b>Aims:</b></p> <p>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.</p> <p>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.</p>
	9.	<p><b>Learning outcomes:</b></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Elaborate the role and characteristics of IT tools and methods in business life.</li> <li>2. Compare up-to-date technology development (hardware and software) and trends.</li> <li>3. Assess IS and modern info-communication technologies in the context of the business organization</li> <li>4. Demonstrate the IS development process, different approaches, advantages and risks in business</li> <li>5. Ability to compare the role and types of stand-alone and networked IT devices</li> <li>6. Plan to use information technology to develop competitive organizations</li> <li>7. Ability to examine dilemmas and controversies on IT and Information Management</li> <li>8. The usage of PC-based managerial support tools in their individual work.</li> </ol>
	10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Exploring Our Digital Planet; History on the Informatics</li> <li>• Introduction to the Microsoft Excel 2010, basic tasks</li> <li>• Hardware, Case study</li> <li>• Software: Applications, Aspects of software purchases, Case study</li> <li>• Software: Operating System, Applications of mobile technology and portable devices, Case study</li> <li>• Computers at Work, School and Home, Gamification as the motivation or training tool of the IT and economic workforce, Case study</li> <li>• Graphics, Digital Media and Multimedia, VR, extended reality, augmented humans, Excel Test</li> <li>• Internet of Things, Access Demo</li> <li>• National holiday</li> <li>• Networking and digital communication + The evolving internet, Big data, Case study, Access Exercises</li> <li>• Graphics, Digital Media, and Multimedia, Case study</li> </ul>

	<ul style="list-style-type: none"> <li>Information Security part 1. Protection/ security of information systems, attacks, abuses, Case study</li> <li>Information Security part 2. Utilizing User Data, Case study</li> <li>Information System in Business, The current market for enterprise management systems and enterprise resource planning (ERP) systems., Access Test</li> <li>E-commerce and E-Business, Cryptic money and corporate finance, financial services, Retake of tests</li> </ul>						
11.	<p>Learning and teaching strategy:</p> <p>Lectures (about 50% of classroom activities), practices and case studies (with individual preparatory work) will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related methods.</p> <p>Students are expected to engage in self-managed learning activities.</p> <p>Lab work meetings start with Q&amp;A session to make all terms of the week clear.</p>						
12.	<p>Assessment scheme:</p> <p>(a) Formative assessment scheme</p> <p>Formative feedback will be provided throughout this module through the discussion of problems given as topics for presentations and as homework.</p> <p>(b) Summative assessment scheme</p> <ol style="list-style-type: none"> <li>Excel Test (20%): Students will have a case study based evaluation at the IT Lab during the semester using Excel software on selected problems. These tests will mainly assess learning outcome (LO) 1, 5, 9.</li> <li>Access Test (20%): Students will have a case study based evaluation at the IT Lab at the end of the semester using Access software on selected problems. These tests will mainly assess learning outcome (LO) 2, 7, 9.</li> <li>Group Presentation (10%): Presentations will cover most of the LO's depending on the content of the given presentation (10%).</li> <li>Final Exam (50 %): At the end of the semester students will have a closed-book written exam (Final Examination). This will assess the full range of learning outcomes (50%).</li> </ol> <p>Resit opportunity: Excel and Access tests have to be fulfilled with at least 50,01 %. According to this, these assessments have one resit opportunity each at the last week of the study period. The final exam has a retake opportunity during the exam period..</p> <table border="1"> <tr> <td>Seen examination</td> <td>N/A</td> </tr> <tr> <td>Unseen examination</td> <td>90%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>10%</td> </tr> </table>	Seen examination	N/A	Unseen examination	90%	Coursework (no examination)	10%
Seen examination	N/A						
Unseen examination	90%						
Coursework (no examination)	10%						
13.	<table border="1"> <tr> <td>Timetabled examination required</td> <td>YES</td> </tr> </table>	Timetabled examination required	YES				
Timetabled examination required	YES						
14.	<table border="1"> <tr> <td>Length of exam</td> <td>Excel and Access Test: 75 minutes Group presentation: 25 minutes Final exam: 75 minutes</td> </tr> </table>	Length of exam	Excel and Access Test: 75 minutes Group presentation: 25 minutes Final exam: 75 minutes				
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15.	<table border="1"> <tr> <td>Learning materials</td> <td> <ul style="list-style-type: none"> <li>Essential</li> </ul> <p>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> </td> </tr> </table>	Learning materials	<ul style="list-style-type: none"> <li>Essential</li> </ul> <p>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>				
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	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<p>Excel 2010 Introduction: Part I, Excel 2010 Introduction: Part II, Excel 2010 Advanced Download: <a href="http://www.bookboon.com">http://www.bookboon.com</a></p>
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1.	<b>Module code:</b>	B19TVK06E
2.	<b>Title:</b>	<b>PROBABILITY AND STATISTICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>DANIEL KEHL, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	<ul style="list-style-type: none"> <li>Pre-requisite</li> </ul>	none
	<ul style="list-style-type: none"> <li>Programme restrictions</li> </ul>	BSc in Tourism and Catering
	<ul style="list-style-type: none"> <li>Level restrictions</li> </ul>	4
	<ul style="list-style-type: none"> <li>Other restrictions or requirements</li> </ul>	none
8.	<b>Aims:</b> To develop a basic understanding in probability theory (discrete and continuous distributions) and basic statistical methods (both descriptive and inferential). The course aims to build a basis in methodology for both theoretical and practical issues in the given field. The module helps to understand concepts and methods covered in more advanced statistics courses. Data analytic skills are among the most in-demand jobs nowadays and in the coming years.	
9.	<b>Learning outcomes:</b>  On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>analyse a population using descriptive statistics,</li> <li>summarise the key aspects of probability and random variables in the decision making process,</li> <li>infer population parameters based on a sample.</li> <li>solve numerical business problems,</li> <li>select the appropriate technique and method for the solution of such problems,</li> <li>apply theoretical concepts in a business environment.</li> </ol>	
10.	<b>Syllabus:</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Organizing and Visualizing Data</li> <li>Numerical Descriptive Measures</li> <li>Basic Probability</li> <li>Discrete Probability Distributions</li> <li>The Normal Distribution and Other Continuous Distributions</li> <li>Sampling and Sampling Distributions</li> <li>Confidence Interval Estimation</li> <li>Fundamentals of Hypothesis Testing: One-Sample Tests</li> <li>Two-Sample Tests</li> </ul>	
11.	<b>Learning and teaching strategy:</b>	

	<p>Two classes per week in which theory is explained and applications are demonstrated. An exercise comprising several problems issued at each lecture will form the basis of the follow-up seminars. A home assignment is given each week for the students to practice the newly learnt material. Students are expected to extend their knowledge of computer programs (primarily Microsoft Excel) to solve some of these problems. It is inevitable that students practice on their own at home based on the exercises and their solutions in the core learning materials. A Forum is provided to have the ability of a panel discussion about the material online on Moodle.</p>	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b> QA sessions before midterm tests and drop-in office hours.	
	<b>Summative assessment scheme</b> Midterm (15% each): Three written unseen tests in computer lab using Excel usually in weeks 4, 7 and 10 (LOs 1, 2, 3, 4 and 5) Take home assessments (15%): 30-question weekly quizzes in Moodle to be done at home(LOs 1, 2 and 3) Final exam(40%): unseen, written examination in computer lab, based on statistical problem-solving across the syllabus (LOs 1, 2, 3, 4, 5 and 6) Midterm tests and home assignments cannot be resat.	
	Seen examination	0%
	Unseen examination	85%
	Coursework (no examination)	15%
13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	1.5 hours
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<p>Basic Business Statistics: Global Edition 13/e Mark L Berenson, David Levine and Timothy C. Krehbiel ISBN: 9781292069029</p>

1.	<b>Module code:</b>	B19TVK07E
2.	<b>Title:</b>	<b>MACROECONOMICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>TAMÁS SEBESTYÉN, DR. \ RICHÁRD FARKAS</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
7.	• Other restrictions or requirements	none
	<b>8. Aims:</b> 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.	
	<b>9. Learning outcomes:</b> On completion of this module, the successful student will be able to: 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 6. provide and construct macroeconomic outlook for business decision support	
	<b>10. Syllabus:</b>  <ul style="list-style-type: none"> <li>• Introduction, measuring a nation's income, national income accounting</li> <li>• Measuring the cost of living</li> <li>• Production, long-run growth and development</li> <li>• Employment and unemployment, labor market</li> <li>• Credit Markets, saving decisions</li> <li>• Midterm exam</li> <li>• Monetary system, money, central banking</li> <li>• Short-run fluctuations, macroeconomic equilibrium</li> <li>• Countercyclical macroeconomic policy, monetary policy</li> <li>• Countercyclical Macroeconomic policy, fiscal policy</li> <li>• Macroeconomics and international trade, current account, financial account</li> <li>• Open economy macroeconomics, exchange rates, exchange markets, GDP</li> <li>• Case Study</li> <li>• Midterm exam resit</li> </ul>	
<b>11. Learning and teaching strategy:</b> The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces. 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.	
12.	<b>Assessment scheme:</b>	
	<b>(a) Formative assessment scheme</b>	
	<b>Case study:</b> 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.	
	<b>(b) Summative assessment scheme</b>	
	<i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>	
	<b>Case study analysis</b> regarding to basic macroeconomic tools. Groupwork, it gives <b>15%</b> of final grade.	
	<b>Midterm exam(6<sup>th</sup> week, March):</b> will be a 90 minutes test with definitions, curves, examples, calculations and theoretical questions. Subject: the material of the first 5 weeks. It gives <b>30%</b> of the final grade.	
	The <b>final examination</b> will be a 120 minutes test with some detailed theoretical questions, complex calculations and examples. It gives the remaining <b>55%</b> of the final grade.	
	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.	
	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.	
	Seen examination	0%
	Unseen examination	85 %
	Coursework (no examination)	15 %
13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	2 hours
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>Essential</li> </ul>	Acemoglu – Laibson – List: Economics, 2 <sup>nd</sup> edition
	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	Mankiw: Macroeconomics, 6 <sup>th</sup> edition

**A2 modules**

1.	<b>Module code:</b>	B19TVA01E
2.	<b>Title:</b>	<b>THE ART OF WRITING AND PRESENTING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>KÁRMEN KOVÁCS, DR./PETRA RÁCZ-PUTZER, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
7.	• Other restrictions or requirements	none
	<b>8. Aims:</b> 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.	
	<b>9. Learning outcomes:</b>  On completion of this module, the successful student will be able to:	
	<ol style="list-style-type: none"> <li>1. collect, select and critically evaluate professional literature and information sources;</li> <li>2. construct appropriate macro and micro structure in a paper;</li> <li>3. apply correct citation and referencing;</li> <li>4. define the basic elements of presentations;</li> <li>5. select effective presentation techniques in speech making.</li> <li>6. apply systematic approach and critical thinking to research and writing;</li> <li>7. conduct effective literature survey;</li> <li>8. show timed speaking activities for 2 to 10 minutes on a given topic.</li> </ol>	
10.	<b>Syllabus:</b>	
	<ul style="list-style-type: none"> <li>• Definition and types of research. Research proposal.</li> <li>• Types of professional sources. Online databases (EBSCOhost, Springer, Wiley etc.) and information sources.</li> <li>• Selection of sources. Assessing sources. Reading sources critically.</li> <li>• Integrating sources by quoting, paraphrasing and summarising. Critiquing sources.</li> <li>• Writing a literature review. The academic writing style.</li> <li>• Avoiding plagiarism. Citation and referencing.</li> <li>• Basics of presentations: Understand the situation and know your subject matter and know how to sell it.</li> <li>• Presentation tools and self-awareness.</li> <li>• Organizing information and writing the script of presentation.</li> <li>• Selecting appropriate visual aids.</li> <li>• Basics of body language.</li> <li>• Final group presentation project.</li> </ul>	

11.	<p><b>Learning and teaching strategy:</b> This module will be delivered via a combination of lectures and seminars. Lectures (75 minutes) are provided to establish the framework of researching, writing and presenting (LOs2, 4, 5). Professional guides and samples are applied for practice to develop LOs 1, 3,5, 6, 7 and 8. They are used during interactive seminars (75 minutes) and for written assignments. Virtual learning environment is used to develop LOs2, 3,5 and8. Feedback on home assignments and presentations will be given through emails and one-to-one meetings.</p>
12.	<p><b>Assessment scheme:</b> <b>(c) Formative assessment scheme</b> Feedback from lecturers on in-class activities, draft essays and work-in-progress presentations.</p>
	<p><b>(d) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p><b>Written assignment 1 (Research Proposal)(10%) in Week 4</b> Students will be required to write a Research Proposal to a business or economic topic (max. 1,000 words) (LOs 6)</p> <p><b>Midterm exam(20%) in Week 7</b> Students will have a closed-book written examination during the semester. (LOs 1,2,3,4,7 and 8)</p> <p><b>Written assignment 2 (Essay)(20%) in Week 9</b> 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 1,2,3,6 and 7)</p> <p><b>Coursework (presenting) (20%) in Week 9, 10, and 11</b> Students will practice the basic elements of presentation and the usage of body language using training techniques. (LOs 4 and8)</p> <p><b>Final group presentation (15%) in Week 12</b> 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 8)</p> <p><b>Written assignment 3 (Video analysis) (15%) in Week 13</b> 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>Students who do not gain more than 50% in the midterm exam, can write the retake midterm exam in the last week of the semester.</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>

	Seen examination	N/A
	Unseen examination	20%
	Coursework (no examination)	80%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	1 hour
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>• Essential</li>   <li>• Recommended</li> </ul>	<p>Deane, M. (2010), Academic Research, Writing &amp; Referencing. Harlow, Pearson.</p> <p>Russel, L. and Munter, M. (2014), Guide to Presentations (4th Edition). Harlow, Pearson.</p> <p>Anderson, C. J. (2016), TED Talks: The Official TED Guide to Public Speaking. Mariner Books</p> <p>Hart, C. (2008), Doing a Literature Review: Releasing the Social Science Research Imagination. London [etc.], Sage Publications.</p> <p>Krogerus, M. and Tschäppeler (2018), The Communication Book: 44 Ideas for Better Conversations Every Day. Penguin Books</p> <p>Ledden, E. (2014), The Communication Book: How to say it, mean it, and make it matter. Harlow, Pearson.</p> <p>Machi, L. A. and McEvoy, B. T. (2009), The Literature Review: Six Steps to Success. Thousand Oaks, Corwin Press.</p> <p>McMillan, K. and Weyers, J. (2013), How to Cite, Reference and Avoid Plagiarism at University. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2013), How to Improve Your Critical Thinking and Reflective Skills. Harlow, Pearson.</p> <p>McMillan, K. and Weyers, J. (2014), How to Complete a Successful Research Project. Harlow, Pearson.</p> <p>Moss, R. W. (2004), Strauss's Handbook of Business Information: A Guide for Librarians, Students, and Researchers. Westport, libraries Unlimited.</p> <p>Mukkavilli, S. (2015), Slide Spin: Your Power of Expression. Notion Press</p> <p>Neville, C. (2010), The Complete Guide to Referencing and Avoiding Plagiarism. 2<sup>nd</sup> ed. Maidenhead, Open University Press.</p> <p>Saunders, M., Lewis, P. and Thornhill, A. (2007), Research Methods for Business Students. 4th ed. Harlow; New York, Financial Times - Prentice Hall.</p>

1.	<b>Module code:</b>	B19TVA02E
2.	<b>Title:</b>	<b>INTRODUCTION TO SOCIAL SCIENCES</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring

5.	<b>Module leader:</b>	<b>Éva Somogyiné Komlósi, Dr.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<p><b>Aims:</b> Module aims to examine critically the theoretical and empirical background in the social sciences as it facilitates a deeper understanding of people and human acting on the market, in the market economy and in different organizations. This module offers brief introduction into the history of social sciences in order to understand the development of social thought. The module gives overview about the most important issues in close connection with business life and exposes students to the most important social and psychological issues that arise in various business contexts. This module invites students to adopt and apply knowledge in managerial problem solving. The module will also seek to promote students' ability to think critically.</p>	
9.	<p><b>Learning outcomes:</b></p> <p>On completion of this module the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. analyse the development of social thought from the 19th century to the present day.</li> <li>2. compare the main competing theories of current debate and analyse their applications in practice.</li> <li>3. examine and illustrate the social context in which business people operate. The different fields of activities and the rules relating there to; with special emphasis on the latest developments in Central Europe.</li> <li>4. analyse social issues in the globalised and Hungarian business environment.</li> <li>5. construct and carry out effective small-scale research (library use, literature research, referencing)</li> <li>6. demonstrate positive contribution to team working</li> <li>7. effectively explain ideas verbally</li> <li>8. contrast views with peers</li> </ol>	
10.	<p>Syllabus</p> <ul style="list-style-type: none"> <li>• Sociology as a social science. Sociological perspective. Sociological Imagination. Critical sensitivity</li> <li>• The "Ideal-Type" of "Homo Oeconomicus", "Homo Sociologicus" and "Homo Psychologicus". Integration at micro and macro level. Competitiveness. Social factors of competitiveness.</li> <li>• Culture and human behaviour. Roles, values and norms.</li> <li>• Socialization process.</li> <li>• Verbal and non-verbal communication.</li> <li>• Intelligence. Emotional intelligence. Interpersonal intelligence. Tests: IQ, EQ.</li> <li>• Conformity and deviance. Anomie-theory.</li> <li>• Social stratification and classes. Stratification models.</li> <li>• Groups and organizations.</li> <li>• Work and society. The social nature of work.</li> <li>• Fordism. Future of work. Post-Fordism. Flexibility debate. Globalization of society.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Modern Urbanism. Social Change. Post-industrial society? Globalization.</li> <li>• Methodology. Research process. Research methods</li> </ul>							
11.	<p><b>Learning and teaching strategy:</b></p> <p>This module will be delivered via a combination of lectures and seminars. Lectures (2 academic hours in duration) will be deployed to introduce key concepts, issues, and debates, whilst seminars (2 academic hours) will be used to promote active student involvement in the learning process by way of a diverse range of practical activities or reading based discussions.</p>							
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Monitoring learning process:</p> <ul style="list-style-type: none"> <li>- 10 minutes in class-test</li> <li>- discussions in seminars and team work of low point value</li> <li>- feedback on in-class activities and exercises</li> </ul>							
	<p><b>Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. Midterm exam (8<sup>th</sup> week) (30%) LOs 1, 2 If the student fails the first attempt of the midterm exam, there is one retake opportunity in the study period. Should the student fail the midterm retake the student cannot participate the final exam and failed the module.</li> <li>2. Final exam (50%) LOs 3, 4 If the student fails the first attempt of the final exam, there is one retake opportunity in the examination period. Should the student fail the retake exam the student failed the module.</li> <li>3. Seminar work (20%): 5% short seminar papers (LOs 1, 2,); team work: essay (500 words) (5<sup>th</sup> week) 5% (LOs 5,6,7,8) and seminar activity 10% (LOs 6,7,8)</li> </ol> <p>All 3 parts must be passed successfully (min.50.01%) in order to pass the module.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td rowspan="2">Unseen examination</td> <td>Midterm Examination 30%</td> </tr> <tr> <td>Final Examination 50%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>20%</td> </tr> </table>	Seen examination	0%	Unseen examination	Midterm Examination 30%	Final Examination 50%	Coursework (no examination)	20%
Seen examination	0%							
Unseen examination	Midterm Examination 30%							
	Final Examination 50%							
Coursework (no examination)	20%							
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>							
14.	<p><b>Length of exam</b></p> <p>2 hours</p>							
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul> <p>Giddens, Anthony (2017,2018) Sociology (with Philip W. Sutton) 7<sup>th</sup> and 8<sup>th</sup> Edition, Polity Press</p> <p>Competitiveness Report 2019/2020 <a href="http://www.weforum.org">www.weforum.org</a></p> <p>Joseph, Martin (1991) Sociology for Business – A Practical Approach. Polity</p> <p>Recommended</p>							

	Articles from different scientific papers
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## B modules

1.	<b>Module code:</b>	B19TVB02E
2.	<b>Title:</b>	<b>System of Tourism</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>Zoltán Raffay, Dr.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b>	<p>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.</p> <p>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.</p>
9.	<b>Learning outcomes:</b>	<p>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. The role of state in tourism. Characteristic features and trends in the international and Hungarian tourism sector.</p> <p>Students acquire basic tourism skills, get to know the operation of the sub-branches and activities of tourism (accommodation and catering facilities, travel organisers and tour operators, destination management organisation, other service providers etc), are able to evaluate them and find the relationships to other economic sectors.</p>
10.	<b>Syllabus:</b>	<ol style="list-style-type: none"> <li>1. Tourism as a science; categorisation of the tourism activities</li> <li>2. Demand of tourism</li> <li>3. The tourist</li> <li>4. Supply of tourism</li> <li>5. The central element of the tourism supply: the attraction</li> <li>6. The infra- and suprastructure of tourism</li> <li>7. In-class test</li> <li>8. Tourism as a system</li> <li>9. The development of tourism</li> <li>10. The future of tourism, trends in tourism</li> <li>11. Interpretation of tourism as a products</li> <li>12. Tourism policy. Planning and development of tourism</li> <li>13. The impacts of tourism</li> </ol>

11.	<p><b>Learning and teaching strategy:</b> 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>						
12.	<p><b>Assessment scheme:</b> 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>						
	<b>Formative assessment scheme</b>						
	<b>Summative Assessment Scheme</b>						
	<p><b>Summative assessment scheme</b> 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)	%						
13.	<b>Timetabled examination required</b>						
14.	<b>Length of exam</b>						
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>Morrison, M. – Mill, R. C. (2012): The Tourism System. Kendall Hunt Publishing, ISBN 13: 9780757599767</p> <p>Recommended</p> <p>Wyllie, R. W. (2011) An Introduction to Tourism. Venture Pub., Inc., ISBN-13: 978-1892132956 unwto.org</p>						

Year 2

**A1 Modules**

1.	<b>Module code:</b>	B19TVK08E
2.	<b>Title:</b>	<b>BUSINESS STATISTICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2020/21/1
5.	<b>Module leader:</b>	<b>MÓNKA GALAMBOSNÉ TISZBERGER, DR.</b>
6.	<b>Module restrictions:</b>	
	(a) Pre-requisite	none
	(b) Programme restrictions	BSc in Tourism and Catering
	(c) Level restrictions	2-3
	(d) Other restrictions or requirements	none
7.	<b>Aims:</b> 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.	<b>Learning outcomes:</b>  <b>Knowledge</b> On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. match statistical methods and procedures with business problems to solve them with the help of MS Excel</li> <li>2. explain and critically evaluate outcomes of analyses</li> <li>3. present the results to a general audience in a proper way considering ethical issues as well</li> <li>4. create and administer statistical datasets</li> </ol> <b>Skills</b> This module will call for the successful student to demonstrate <ol style="list-style-type: none"> <li>5. ability to conduct effective quantitative research</li> <li>6. appropriate evaluative judgements of numerical results</li> <li>7. positive contribution to group work</li> </ol>	
9.	<b>Syllabus:</b> <ul style="list-style-type: none"> <li>• Recall of descriptive and inferential statistics</li> <li>• Analysis of Variance</li> <li>• Chi-square test</li> <li>• Nonparametric procedures</li> <li>• Correlation</li> <li>• Simple Linear Regression</li> <li>• Multiple Linear Regression</li> <li>• Non-linear regression</li> <li>• Time series analysis (trends and forecasting)</li> <li>• Seasonal changes in time series</li> </ul>	
10.	<b>Learning and teaching strategy:</b> 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	

	<p>from the coming topic and fill in the online quiz. 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. At the end of the class they also have to solve a group work exercise. Feedback is given weekly. At the tutorials the teacher and the students solve the exercises together with MS Excel. Continuous learning is necessary to keep up with the course.</p>	
11.	<p><b>Formative assessment scheme</b></p> <p>Feedback on major quiz mistakes.</p> <p>Feedback on group work solutions.</p>	<p><b>Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li><b>1. Online quiz (10%) weekly</b> Online quiz through Neptun (multiple choice, T/F) before and after the topics. 10 questions for 10 minutes. It is a readiness/reading assessment. (LOs 1 and 2)</li> <li><b>2. Group work (10%) weekly</b> Topic related problem solution in 10-15 minutes at the end of the lecture part. (LOs 3 and 7)</li> <li><b>3. Midterm test 1 (15%) in Week 6</b> Problem solution with the help of MS Excel from the first four new topics. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 5 and 6)</li> <li><b>4. Midterm test 2 (15% in Week 13)</b> Problem solution with the help of MS Excel from topics of regression and time series analysis. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 5 and 6)</li> <li><b>5. Final exam (50%) in Exam Period</b> Problem solution with the help of MS Excel. Problems are more complex, students have to be able to match the problems with the proper methodology. Solutions are detailed and explained in the midterm paper. 4-5 problems for 70 minutes. (LOs 1, 2, 4, 5 and 6)</li> </ol>
	Seen examination	80% (LOs 1, 2, 4, 5 and 6)
	Unseen examination	0%
	Coursework (no examination)	20% (LOs 1, 2, 3 and 7)
12.	<b>Timetabled examination required</b>	No
13.	<b>Length of exam</b>	1.5 hours
14.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul>	<p><b>Essential reading</b></p> <p>Berenson, M.L. – Levine, D.M. – Szabat, K.A. (2015): Basic Business Statistics: Concepts and Applications, 13<sup>th</sup> Edition, Pearson</p>

	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<b>Recommended books</b> Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8 <sup>th</sup> Edition, Pearson
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<b>Module code:</b>	B19TVK09E
<b>Title:</b>	<b>INTRODUCTION TO ACCOUNTING</b>
<b>Credit points:</b>	7
<b>Start term:</b>	fall
<b>Module leader:</b>	<b>ANDRÁS TAKÁCS, DR.</b>
<b>Module restrictions:</b>	
<ul style="list-style-type: none"> <li>Pre-requisite</li> </ul>	none
<ul style="list-style-type: none"> <li>Programme restrictions</li> </ul>	BSc Tourism and Catering
<ul style="list-style-type: none"> <li>Level restrictions</li> </ul>	5
<ul style="list-style-type: none"> <li>Other restrictions or requirements</li> </ul>	none
<b>Aims:</b> 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.	
<b>Learning outcomes:</b>  On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. Use the main principles and key expressions of accounting, and the content of financial statements,</li> <li>2. Compare different accounting methods (depreciation, inventory costing etc.),</li> <li>3. Evaluate the impact of transactions on the firm's assets, equity, liabilities, revenues and/or expenses,</li> <li>4. Explain the relationship between the book-keeping system and the financial statements of the firm,</li> <li>5. Record usual transactions in the book-keeping system,</li> <li>6. Categorise book-keeping information and prepare financial statements,</li> <li>7. Compare different accounting methods and assess their effects on financial statements.</li> </ol>	
<b>Syllabus:</b> <ul style="list-style-type: none"> <li>Definition and basic principles of accounting, content of annual reports</li> <li>The balance sheet</li> <li>Valuation of items in the balance sheet</li> <li>The income statement</li> </ul>	

<ul style="list-style-type: none"> <li>• Deferrals and accruals</li> <li>• The basics of book-keeping: the accounting cycle, T-accounts, journal</li> <li>• Accounting for fixed assets</li> <li>• Accounting for current assets</li> <li>• Accounting for liabilities and shareholders' equity</li> <li>• Summary of the accounting cycle, relationship between book-keeping information and financial statements</li> </ul>	
<p><b>Learning and teaching strategy:</b></p> <p>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.</p>	
<p><b>Assessment scheme:</b></p>	
<p><b>(e) Formative assessment scheme</b></p> <p>Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes, online quiz game (Kahoot) at the end of each chapter.</p>	
<p><b>(f) Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li><b>1. Midterm exam (40%) in Week 7</b> A written exam, which contains 3-5 questions. (LOs 1, 2, 6 and 7)</li> <li><b>2. Final exam (60%) in the Exam Period</b> A written exam, which contains 5-6 questions. (Los 1, 2, 3, 4, 5, 6 and 7)</li> </ol> <p>Students have one resit opportunity in each assessment element.</p>	
Seen examination	0 %
Unseen examination	100 %
Coursework (no examination)	0 %
<b>Timetabled examination required</b>	YES
<b>Length of exam</b>	Midterm exam: 45 minutes Final exam: 75 minutes
<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• 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]</li> <li>• Recommended <i>Frank Wood – Sheila Robinson:</i> "Book-keeping and Accounts", 7nd Edition, Pearson, 2008</li> </ul>

1.	<b>Module code:</b>	B19TVK10E
2.	<b>Title:</b>	<b>CORPORATE FINANCE</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	
5.	<b>Module leader:</b>	<b>MÓNIKA KUTI, DR./ALEXANDRA POSZA</b>
6.	<b>Module restrictions:</b>	
	(e) Pre-requisite	none
	(f) Programme restrictions	BSc in Tourism and Catering
	(g) Level restrictions	3
	(h) Other restrictions or requirements	none
7.	<b>Aims:</b>	<p>The module aims</p> <ol style="list-style-type: none"> <li>1. to provide students with deepened knowledge and skills to equip them for a career in finance;</li> <li>2. to develop the student's competence in applying a range of financial analytical skills and valuation techniques;</li> <li>3. to help students understand the complexity of financial statements;</li> <li>4. to enhance the development of the students' existing skills base, allowing for a cumulative learning experience.</li> </ol>
8.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Explain the development of financial theories;</li> <li>2. Analyze risks imbedded in operating, investment and financial decisions;</li> <li>3. Evaluate the results of financial statement analysis, capital budgeting, and security valuation models;</li> <li>4. Assess the applicability and the limitations of financial models in practice.</li> <li>5. Deduct effective small-scale research (library use, information elicitation and handling, etc.);</li> <li>6. Test and analyse financial models and theories on datasets;</li> <li>7. Assess metrics to cope with uncertainty in financial decision making.</li> </ol>
9.	<b>Syllabus:</b>	<p>Introduction to Finance  Financial Statement Analysis and Growth  Working Capital Management  Long-Term Finance and Financial Markets  Capital Structure and Leverage  Dividend Policy  Time Value of Money  Risk and Return  Bond and Stock Valuation  Cost of Capital (WACC)  Capital Budgeting</p>

10.	<p><b>Learning and teaching strategy:</b></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"> <li>• Teaching session enables students to understand theoretical and analytical material.</li> <li>• Projects provide opportunities for students to practice skills and apply knowledge developed during the session, deepening theoretical background and critical thinking.</li> </ul>	
11.	<p><b>Formative Assessment Scheme</b></p> <p>Feedback on model application errors.</p> <p>Review of the links between security valuation and capital budgeting.</p> <p>Feedback on research topic proposition</p>	<p><b>Summative Assessment Scheme</b></p> <p>In-class assignments:</p> <ul style="list-style-type: none"> <li>• <b>Project 1</b> (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).</li> <li>• <b>Project 2</b> (20%) is the in-class task to apply CAPM to stock valuation, to calculate WACC, basic EVA, and to apply basic capital budgeting decisions to a corporate project. (LO 2, 3, 4, 6, 7).</li> <li>• <b>Project 3</b> (10%) is to design and submit a literature survey in any area of corporate finance (minimum 20 citations, use of academic databases). (LO5)</li> <li>• <b>Final exam</b> (50 points) (LO1, 3, 6).</li> </ul>
	<b>Seen examination</b>	<b>100 %</b>
	<b>Unseen examination</b>	<b>N/A</b>
	<b>Coursework examination) (no</b>	<b>N/A</b>
12.	<b>Timetabled examination required</b>	<u>Yes/NO</u>
13.	<b>Length of exam</b>	1,5 hours
14.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<p>Kuti Mónika (2017): Financial Analysis. Damodaran, A. (2010), Applied Corporate Finance. Wiley. 3<sup>rd</sup> edition.</p> <p>Damodaran: <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a> Clauss, F. J. (2010): Corporate financial analysis with Microsoft Excel. McGraw-Hill</p>

1.	<b>Module code:</b>	B20TVK11E
2.	<b>Title:</b>	<b>INTRODUCTION TO MARKETING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Dr. Petra Putzer, PhD Assistant professor Tibor Pál Guest Lecturer
6.	<b>Module restrictions:</b>	
	• Pre-requisite	-
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	-
6.	• Other restrictions or requirements	-
7.	<b>Aims:</b>	<p>To develop an integrated view and a complex understanding of modern marketing: a mixture of principles, practices and tools in an increasingly unpredictable environment</p> <p>To understand the marketing concepts and the basic steps of marketing management</p> <p>To consider the importance of predicting and analyzing consumer's responses to marketing activities</p> <p>To become familiar with the basic marketing research techniques and the fundamental marketing tools (marketing mix)</p> <p>To consider moral and social aspects of marketing activities</p> <p>To take part in group discussions and field research (projects)</p> <p>To promote students' interest in marketing as a career.</p>
8.	<b>Learning outcomes:</b>	<p><b>Knowledge:</b> Students upon completing the module</p> <ol style="list-style-type: none"> <li>will possess basic knowledge in marketing theory, marketing management activities, methods and tools used in the marketing process</li> <li>will be able to define basic marketing issues and problems</li> </ol> <p><b>Skills:</b> Students upon completing the module</p> <ol style="list-style-type: none"> <li>will gain the ability to apply fundamental theoretical frameworks in daily business-life</li> <li>will be able to recognize and solve basic marketing problems through creative thinking</li> <li>will demonstrate skills in field research and will be able to write reports and develop presentation</li> <li>will be able to develop team building skills and to work in group</li> </ol>
9.	<b>Syllabus:</b>	<ol style="list-style-type: none"> <li>Orientation / Class Presentation On-Boarding / Setting teams Lecture: Marketing: Creating Customer Value and Engagement (Ch1)</li> <li>Seminar: Class Presentation 1. – “Understanding the Marketplace and Customer needs.” Lecture: Company and marketing strategy: Partnering to build customer engagement, value and relationships (Ch2)</li> <li>Seminar: Class Presentation 2. – “Company and Marketing Strategy”</li> </ol>

	<p>Lecture: Analyzing the Marketing Environment (Ch3), Managing marketing information to gain customer insights (Ch4)</p> <p>4. Seminar: Class Presentation 3. – “Analyzing the Marketing Environment and Managing the Information”</p> <p>Lecture: Understanding Consumer and Business Buyer Behavior (Ch5)</p> <p>5. Seminar: Class Presentation 4. – „Understanding your WHO - Consumer segmentation”</p> <p>Lecture: Customer Value-Driven Marketing Strategy: Creating Value for Target Customers (Ch6)</p> <p>6. Midterm exam</p> <p>7. Seminar: Class Presentation 5. – “Customer Value-Driven Marketing Strategy”</p> <p>Lecture: Products, Services and Brands: Building Customer Value (Ch7), Developing New Products and Managing the Product Life Cycle (Ch8)</p> <p>8. WoP (World of Practice) Week: Guest Lecturer</p> <p>Lecture: Pricing: Understanding and Capturing Customer Value (Ch9)</p> <p>9. Seminar: Class Presentation 6. – „Developing Products, Services and Brands”</p> <p>Lecture: Marketing channels: Delivering Customer Value (Ch10), Retailing and Wholesaling (Ch11)</p> <p>10. Spring break</p> <p>11. International Teaching Week – Guest Lecturer</p> <p>Lecture: Engaging Consumers and Communicating Customer Value: Advertising and Public Relations (Ch 12)</p> <p>12. Seminar: Class Presentation 7. – „Product and Price”</p> <p>Lecture: Personal Selling and Sales Promotion (Ch13)</p> <p>13. Seminar: Class Presentation 8. – “Distribution, In-Store and Communication”</p> <p>Lecture: Direct, Online, Social Media and Mobile Marketing (Ch14)</p> <p>14. Final presentations</p>
10.	<p><b>Learning and teaching strategy:</b></p> <p>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>
11.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Class participation is compulsory.</p> <p>Student performance will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>• Seminar: 40% of your total grade. <ul style="list-style-type: none"> <li>• Seminar Evaluation (to reach max 40 points) will be based on the work you submit and present: <ul style="list-style-type: none"> <li>• Submitted Presentations: 5% / each (<b>40%</b> of the 40 Seminar points in total)</li> <li>• Class-presentation of one material to submit: <b>20%</b> of the 40 Seminar points)</li> <li>• Final Presentation: <b>40%</b> of the 40 seminar points.)</li> </ul> </li> <li>• Short tests, class work: 10% (K1, K2, S1, S2)</li> <li>• Midterm exam: 10% (K1, K2, S1, S2)</li> <li>• Final exam: 40% (K1, K2, S1, S2)</li> </ul> </li> </ul> <p>Presentation materials handed in after the deadline cannot be accepted.</p>

<p><b>Summative assessment scheme</b></p> <p><b>This seminar is aimed at bringing practical experience to you studies.</b></p> <ul style="list-style-type: none"> <li>You will be required to set up 8 teams, max 6 people / team.</li> <li><b>Every week</b> your team must prepare a <b>presentation</b> for your project, which contains the <b>key elements of the previous week's lecture</b> and <b>matching the requirements</b> presented in this document.</li> <li>During the semester you will be required to prepare <b>8 separate presentations in MS Power Point</b> which you will submit <b>every week</b>.</li> <li><b>Max length</b> of a presentation is <b>10 slides</b>.</li> <li>Each presentation needs to be <b>uploaded to Neptun's MeetStreet folder before the start of each week's Seminar</b>. (If late, 0 points)</li> <li><b>Every week one designated team</b> will hold their <b>presentation</b> (15 min) followed by a Q&amp;A. (Presentation also needs to be uploaded on time.)</li> </ul> <p><b>In week 14</b>, every team will have a <b>final presentation</b> (20 min, max 30 slides) <b>combining materials</b> from their 8 submissions.</p>	
Seen examination	%
Unseen examination	%
Coursework (no examination)	40 %
12. <b>Timetabled examination required</b>	Midterm exam - Week 6 Final exam – exam period Coursework – see Syllabus part
13. <b>Length of exam</b>	-
14. <b>Learning materials</b>	<ul style="list-style-type: none"> <li>Essential</li> </ul> <p>Armstrong, G. – Kotler, P. (2020): Marketing: An introduction, Pearson Education-Prentice-Hall. 492 pp Chapter 1-14, ISBN: 978-1-292-29486-5 Supporting online resources: Companion Website for students (visit <a href="http://www.pearsoned.co.uk/armstrong">http://www.pearsoned.co.uk/armstrong</a> ) For the presentations, handouts, please, visit the course Moodle site</p> <ul style="list-style-type: none"> <li>Recommended</li> </ul> <p>Reketye, Gábor – Liu, Jonathan (2018): Pricing: The New Frontier. Transnational Press London Józsa, László – Piskóti, István – Reketye, Gábor – Veres, József (2005): Decision-oriented Marketing. KJK – KERSZÖV Legal and Business Publishers Ltd. Budapest Kotler, Philip – Armstrong, Gary (2006): Principles of Marketing 11<sup>th</sup> International Edition. Prentice Hall Armstrong, Gary - Kotler, Philip – Harker, Michael – Brennan, Ross (2009): Marketing: An Introduction. Pearson Education-Prentice-Hall.</p>

1.	<b>Module code:</b>	B19TVK12E
2.	<b>Title:</b>	<b>INTERNATIONAL ECONOMICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>TAMÁS SEBESTYÉN, DR.</b>
6.	<b>Module restrictions:</b>	

	<ul style="list-style-type: none"> <li>• Pre-requisite</li> </ul>	Microeconomics, macroeconomics
	<ul style="list-style-type: none"> <li>• Programme restrictions</li> </ul>	BSc in Tourism and Catering
	<ul style="list-style-type: none"> <li>• Level restrictions</li> </ul>	UG
	<ul style="list-style-type: none"> <li>• Other restrictions or requirements</li> </ul>	none
7.	<p><b>Aims:</b> 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.</p>	
8.	<p><b>Learning outcomes:</b> <b>Knowledge</b></p> <p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. develop critical understanding of the competing concepts of international trade and income distribution</li> <li>2. critically evaluate the possible aims and tools of trade policy</li> <li>3. explain possible effects of trade policies on income distribution and economic welfare</li> <li>4. contrast the role of the foreign exchange market and the main factors in relation to exchange rate movements</li> </ol> <p><b>Skills</b></p> <p>This module will call for the successful student to demonstrate</p> <ol style="list-style-type: none"> <li>5. the ability to apply model-based thinking</li> <li>6. the ability to positively contribute to group (team) work</li> <li>7. the ability to effectively formulate their ideas verbally</li> </ol> <p>the ability to conduct effective small-scale research (library use, information elicitation and handling, etc.)</p>	
9.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Orientation and introduction. The topics of international economics. World trade and the gravity model.</li> <li>• Labour productivity and comparative advantage. Specific factors and income distribution.</li> <li>• Resources and trade. The standard trade model.</li> <li>• External Economies of scale, firms in the global economy.</li> <li>• Instruments of trade policy, the political economy of trade policy.</li> <li>• Trade policy in developing countries. Controversies in trade policy.</li> <li>• National income accounting and the balance of payments.</li> <li>• Exchange rates and the foreign exchange market.</li> <li>• Money, interest rates and the exchange rates.</li> <li>• Price levels and the exchange rate in the long run.</li> <li>• Output and exchange rates in the short run.</li> <li>• Fixed exchange rates and foreign exchange intervention.</li> <li>• International monetary systems, optimum currency areas.</li> </ul>	

	Financial globalization and developing countries.
10.	<p><b>Learning and teaching strategy:</b> 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><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Short quizzes are written at the end of every topic making it sure that students read the respective materials and have a solid understanding of the basic concepts. These are multiple choice questions which test if students are aware of the basic concepts of the given topic and able to provide an intuitive interpretation of these concepts. (LOs 1, 2, 3, 4, 5)</p> <p>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><b>Summative assessment scheme</b> 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></p> <p>All assessment elements must be accomplished at least at 51% to pass the course.</p>

	Short quizzes and group works can not 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.
	Seen examination %
	Unseen examination Term paper 1: 25% Term paper 2: 25%
	Coursework (no examination) Short quizzes: 25% Group work: 25%
12.	<b>Timetabled examination required</b> YES
13.	<b>Length of exam</b> 1 hour
14.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>Essential: Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory &amp; Practice (<u>ninth</u> edition or later).</li> <li>Recommended: Selected short essays on actual topics, news reflecting actual developments in international trade and finance</li> </ul>

## B modules

1.	<b>Module code:</b>	B19TVB01E
2.	<b>Title:</b>	<b>TOURISM GEOGRAPHY</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	<b>János Csapó, Dr.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	6
	Other restrictions or requirements	none
8.	<b>Aims:</b>	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.

9.	<p><b>Learning outcomes:</b></p> <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>
10.	<p><b>Syllabus:</b></p> <p>Lectures:</p> <ol style="list-style-type: none"> <li>1. An introduction to tourism geography</li> <li>2. General spatial trends of international tourism</li> <li>3. Tourism geography of the British Isles (Ireland United Kingdom)</li> <li>4. Tourism geography of the BENELUX states</li> <li>5. Tourism geography of France</li> <li>6. Tourism geography of Northern Europe</li> <li>7. Tourism geography of Germany and the Alpine countries (Austria, Switzerland)</li> <li>8. Tourism geography of the Iberian Peninsula (Spain and Portugal)</li> <li>9. Tourism geography of Italy and Greece</li> <li>10. Tourism geography of Central Europe</li> <li>11. Tourism geography of America</li> <li>12. Tourism geography of Asia and the Pacific region</li> <li>13. Tourism geography of Africa and Australia</li> </ol> <p>Seminar:</p> <ol style="list-style-type: none"> <li>1. An introduction to tourism geography – individual and group work</li> <li>2. How to analyse a tourism destination?</li> <li>3. General spatial trends of international tourism I. – individual and group work</li> <li>4. General spatial trends of international tourism II. – individual and group work</li> <li>5. The tourism geography analysis of a chosen European tourism destination – group presentation</li> <li>6. The tourism geography analysis of a chosen European tourism destination – group presentation</li> <li>7. The tourism geography analysis of a chosen European tourism destination – group presentation</li> <li>8. The tourism geography analysis of a chosen non-European tourism destination - individual and group work</li> <li>9. The tourism geography analysis of a chosen non-European tourism destination - individual and group work</li> <li>10. The tourism geography analysis of a chosen non-European tourism destination – group presentation</li> <li>11. The tourism geography analysis of a chosen non-European tourism destination – group presentation</li> <li>12. The tourism geography analysis of a chosen non-European tourism destination – group presentation</li> </ol>
11.	<p><b>Learning and teaching strategy:</b></p> <p>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>
12.	<p><b>Assessment scheme:</b></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>A requirement for the completion of the seminars is active participation in classes.</p> <p>Of the total grade, 20% is made by individual work (active participation in classes, completion of tasks and case studies, presentations). Students write a mid-term test for 30% of the grade. The remaining 50% is made by the end-term written examination.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>						
	<b>Formative assessment scheme</b>						
	<b>Summative Assessment Scheme</b>						
	<p><b>Summative assessment scheme</b> 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)	%						
13.	<b>Timetabled examination required</b>						
14.	<b>Length of exam</b> 1,5 hours						
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>Hall, C.M. – Page, S.J. (2014): The Geography of Tourism and Recreation: Environment, Place and Space. Routledge Taylor and Francis Group, 457 p.</p> <p>Lew, A.A., Hall, C.M. &amp; Timothy, D.J. (2011): World Regional Geography: Human Mobilities, Tourism Destinations, Sustainable Environments, Kendall Hunt, Phoenix</p> <p>Recommended</p> <p>Williams, S. – Lew, A.A. (2015): Tourism geography: critical understandings of place, space and experience. 3rd edition, London; New York: Routledge</p> <p>Lew, C.M., Hall, C.M. &amp; Timothy, D. (2008): World Geography of Travel and Tourism: A Regional Approach. Oxford: Elsevier</p>						

1.	<b>Module code:</b>	B20TVB03E
2.	<b>Title:</b>	<b>FOUNDATIONS OF DIGITAL MARKETING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>János Csapó, Dr.</b>
6.	<b>Module restrictions:</b>	
	Pre-requisite	-
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	-

	Other restrictions or requirements	-
7.	<p><b>Aims:</b> 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.	<p><b>Learning outcomes:</b> Students can find their way in the decision-making and the process of digital marketing, they are 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 for the management of the issue. 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. 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>	
11.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Online consumers and characteristics of consumer behaviour</li> <li>3. Online research</li> <li>4. Foundations of online communication: effective website</li> <li>5. Online advertisements (display, search, e-DM, listing)</li> <li>6. Online advertisements (Google Ads)</li> <li>7. Search marketing through PPC advertisements</li> <li>8. Search engine optimization</li> <li>9. Foundations of social media marketing</li> <li>10. Social media mix, its elements and users</li> <li>11. PPC advertisements in social media</li> <li>12. Online media</li> <li>13. Digital marketing – results and measurements</li> </ol>	
10.	<p><b>Learning and teaching strategy:</b> 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.	<b>Assessment scheme:</b> 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. Individual and group work related to the topics featured above, and making home assignments in order to imbed the information heard during the lectures. Class work (70 %); 2 in-class tests (30%) 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.
	<b>Formative assessment scheme</b>
	<b>Summative Assessment Scheme</b>
	<b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes
	Seen examination %
	Unseen examination %
	Coursework (no examination) %
12.	<b>Timetabled examination required</b>
13.	<b>Length of exam</b>
14.	<b>Learning materials</b> Essential  Recommended  Ian Dodson (2016): The Art of Digital Marketing: The Definitive Guide to Creating Strategic, Targeted, and Measurable Online Campaigns. Wiley. ISBN: 978-1-119-26570-2.  Dave Chaffey, Fiona Ellis-Chadwick (2015): Digital Marketing . 6th Edition. Pearson ISBN10: 1292077646  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

1.	<b>Module code:</b>	B20TVB04E
2.	<b>Title:</b>	<b>TOURISM PRODUCT DEVELOPMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>János Csapó, Dr.</b>
6.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
7.	<b>Aims:</b>	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

	<p>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.	<p><b>Learning outcomes:</b></p> <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.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Concept, definition and structure of the tourism product, its special features, classification of tourism products.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

	<p>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.</p> <p>11. Trends affecting tourism demand and new tourism products.</p> <p>12. The appreciation of the environment and health consciousness of consumers. Features of the LOHAS group and slow tourism.</p> <p>13. Process of tourism product development, tasks of tourism destination management organisations in product development: „innovation – distinctiveness – authenticity”.</p>
10.	<p><b>Learning and teaching strategy:</b> 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><b>Assessment scheme:</b> 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 – 25%, mid-term test – 25%.</p> <p>Final examination: 50%. 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.</p> <p>Excellent: above 85%, good: 75.1-85.0%, average: 65.1-75.0%, fair: 50.1-65.0%</p>
	<b>Formative assessment scheme</b>
	<b>Summative Assessment Scheme</b>
	<b>Summative assessment scheme</b>
	Indicate tasks and weightings and which tasks assess which learning outcomes
	Seen examination %
	Unseen examination %
	Coursework (no examination) %
12.	<b>Timetabled examination required</b>
13.	<b>Length of exam</b> 1 hour
14.	<p><b>Learning materials</b> 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 <a href="http://www.eturizmus.pte.hu/">http://www.eturizmus.pte.hu/</a></p>

	Recommended	<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>
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**Year 3**

**A1 modules**

1.	<b>Module code:</b>	B19TVK13E
2.	<b>Title:</b>	<b>INTERNATIONAL BUSINESS COMMUNICATION</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>EDIT GYARMATINÉ BÁNYAI, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
8.	<b>Aims:</b>	
	Module aims:	
	• 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.	
9.	<b>Learning outcomes:</b>	
	On completion of this module, the successful student will be able to:	
	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	

	<p>4. demonstrate high level of verbal, nonverbal and written communications skills</p> <p>5. make appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures</p> <p>6. communications skills, both speaking and writing, and the skills of writing essays and of presentation</p> <p>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</p>				
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• The Nature of Intercultural Communication</li> <li>• Contrasting Cultural Values</li> <li>• Cultural Shock</li> <li>• Oral Communication Patterns</li> <li>• Nonverbal Communication Patterns</li> <li>• Written Communication Patterns</li> <li>• Fundamental Skills for the Mobile-Digital-Social Workplace</li> <li>• Global Etiquette</li> <li>• Business and Social Customs</li> <li>• Intercultural Negotiation Process</li> <li>• Intercultural Negotiation Components</li> <li>• Laws Affecting International Business</li> <li>• General “dos” and don’ts” in international business</li> </ul>				
11.	<p><b>Learning and teaching strategy:</b> 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>				
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></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><b>Summative assessment scheme</b></p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <ul style="list-style-type: none"> <li>– 1 Final Examination 35 % (Los 1 – 5) (There is one resit opportunity)</li> <li>– Written Assessment (e.g. letters, reports): 15 % (Los 6, 7)</li> <li>– Course Work, Class Participation 50%, (Los 4-7) <ul style="list-style-type: none"> <li>○ quizzes (10 %)</li> <li>○ group work (25 %)</li> <li>○ class room activity (15 %)</li> </ul> </li> </ul> <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>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>35 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	35 %
Seen examination	0 %				
Unseen examination	35 %				

	Coursework (no examination)	65 %
13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	1 hours
15.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Essential  Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275</li> <li>• Recommended  Maude, B. (2011): Managing Cross-Cultural Communication. Palgrave Macmillan,  Gesteland, R.(2012): Cross-cultural Business Behaviour. Copenhagen Business School Press, Universitetsforlaget,  Bové, 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, Pearson, ISBN-13: 9780134729572</li> </ul>

1.	<b>Module code:</b>	B19TVK14E
2.	<b>Title:</b>	<b>BUSINESS CASE STUDIES</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2021/22/1
5.	<b>Module leader:</b>	<b>MÁRTA SOMOGYVÁRI, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	none
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	6
	Other restrictions or requirements	none
8.	<b>Aims:</b>	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.
9.	<p><b>Learning outcomes:</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. Critically interrogate and assess the external factors influencing the company</li> <li>2. Identify the main internal drivers of a business decision</li> <li>3. Link the real facets of a situation to a business model and to a type of strategy.</li> <li>4. Explore a new business environment</li> <li>5. Assess possible future outcomes and risks</li> <li>6. Elaborate alternative business solutions to a given problem.</li> </ol>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• The Case Study method</li> <li>• Foundations of Strategic Analysis: <ul style="list-style-type: none"> <li>• External Factors</li> <li>• Industry Analysis</li> <li>• Internal Analysis</li> <li>• Strategic Audit</li> <li>• Establishing Valuable Competitive Positions</li> <li>• Merger and acquisition.</li> <li>• Rivalry</li> <li>• Evaluating Corporate Ethics.</li> <li>• Decisions and climate change</li> <li>• Blue Ocean strategies.</li> <li>• Innovative business models in the circular economy.</li> </ul> </li> </ul>
11.	<p><b>Learning and teaching strategy:</b> 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. 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. 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>
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> 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><b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes 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, 2. Final theme (coursework, 35%)</p>

	<p>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, 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)						
13.	<table border="1"> <tr> <td><b>Timetabled examination required</b></td> <td>YES</td> </tr> </table>	<b>Timetabled examination required</b>	YES				
<b>Timetabled examination required</b>	YES						
14.	<table border="1"> <tr> <td><b>Length of exam</b></td> <td>1.5 hours</td> </tr> </table>	<b>Length of exam</b>	1.5 hours				
<b>Length of exam</b>	1.5 hours						
15.	<p><b>Learning materials</b> 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 HBSP.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 &amp; 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.	<b>Module code:</b>	B19TVB06E
2.	<b>Title:</b>	<b>TOURISM ENTERPRISES</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Petra Rácz-Putzer, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b>	

	<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>
9.	<p><b>Learning outcomes:</b></p> <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>
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Introduction: groups and system of marketing indices</li> <li>2. Major indices of the market position of a business</li> <li>3. Profitability indices</li> <li>4. Assessment of customers</li> <li>5. Main indices of product management</li> <li>6. Portfolio management</li> <li>7. Indices of pricing</li> <li>8. Indices of channel management</li> <li>9. Indices of sales management</li> <li>10. Promotion indices I.</li> <li>11. Promotion indices II.</li> <li>12. Other indices</li> <li>13. Complex case study</li> </ol>
11.	<p><b>Learning and teaching strategy:</b></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>
12.	<p><b>Assessment scheme:</b></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>						
	<b>Formative assessment scheme</b>						
	<b>Summative Assessment Scheme</b>						
	<p><b>Summative assessment scheme</b> 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)	%						
13.	<b>Timetabled examination required</b>						
14.	<b>Length of exam</b>						
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>Recommended</p> <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.	<b>Module code:</b>	B19TVB05E
2.	<b>Title:</b>	<b>MARKETING CALCULATIONS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Autumn
5.	<b>Module leader:</b>	Petra Rácz-Putzer, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	

8.	<p><b>Aims:</b></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> <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>
9.	<p><b>Learning outcomes:</b></p> <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>
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Introduction: groups and system of marketing indices</li> <li>2. Major indices of the market position of a business</li> <li>3. Profitability indices</li> <li>4. Assessment of customers</li> <li>5. Main indices of product management</li> <li>6. Portfolio management</li> <li>7. Indices of pricing</li> <li>8. Indices of channel management</li> <li>9. Indices of sales management</li> <li>10. Promotion indices I.</li> <li>11. Promotion indices II.</li> <li>12. Other indices</li> <li>13. Complex case study</li> </ol>
11.	<p><b>Learning and teaching strategy:</b></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>
12.	<p><b>Assessment scheme:</b></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>
	<b>Formative assessment scheme</b>
	<b>Summative Assessment Scheme</b>
	<b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes
	Seen examination %
	Unseen examination %
	Coursework (no examination) %
13.	<b>Timetabled examination required</b>
14.	<b>Length of exam</b>
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>Recommended</p> <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.	<b>Module code:</b>	B19TVB07E
2.	<b>Title:</b>	<b>CASE STUDIES IN TOURISM MARKETING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Zoltán Raffay, Dr.
6.	<b>Accredited by:</b>	-----

7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<p><b>Aims:</b></p> <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>	
9.	<p><b>Learning outcomes:</b></p> <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>	
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. The role of marketing in tourism</li> <li>2. The environment of tourism marketing</li> <li>3. Consumer behaviour in tourism</li> <li>4. Market segmentation in tourism</li> <li>5. Market research and forecasts</li> <li>6. Planning in tourism marketing</li> <li>7. Development of tourism products</li> <li>8. Distribution channels in tourism</li> <li>9. Pricing in tourism</li> <li>10. Marketing communication mix</li> <li>11. Advertisements and public relations</li> <li>12. Partnerships in tourism</li> <li>13. Destination marketing</li> </ol>	
11.	<p><b>Learning and teaching strategy:</b></p> <p>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>	
12.	<p><b>Assessment scheme:</b></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><b>Formative assessment scheme</b></p>	
	<p><b>Summative Assessment Scheme</b></p>	
	<p><b>Summative assessment scheme</b></p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p>	
	Seen examination	%
	Unseen examination	%

	Coursework (no examination)	%
13.	<b>Timetabled examination required</b>	
14.	<b>Length of exam</b>	
15.	<b>Learning materials</b> Essential  Recommended	Morrison, Alastair M. (2013): Marketing and Managing Tourism Destinations. Routledge, ISBN: 978-0-415-67250-4 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.	<b>Module code:</b>	B19TVB08E
2.	<b>Title:</b>	<b>TOUR OPERATION AND EVENT ORGANISATION</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Beatrix Lányi, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b>	<p>The aim of the subject is to let students know the following:            Concept of tour organisations, tour operators and travel agencies in tourism. Process of tour organisations, organisations of inbound and outbound tours. Preparatory phase: assessment of the demand, programme planning. Making of pre-calculations. Types of contracts to be made with service providers, methods of payment. Sales, the role and creation of catalogues. What is to be done prior to departure (administration, travel documents), implementation of the tour, keeping in touch with tour guides and local guides. Last minute and joker tours. Settling of the bills: post-calculation and evaluation. Sales of transport tickets (flight tickets, railway tickets). Mediation of accommodations and money exchange. Role and forms of travel insurances. Types and special features of tourism events. Tasks in organisation of programmes.</p> <p>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 the organisation of 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 relevant for tourism and the related organisational tasks.</p>
9.	<b>Learning outcomes:</b>	

	<p>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. They know the domestic and international market of tourism, its actors and features. They know the different types of tourism businesses, and also the principles and management methods related to the operation of them and the control of their market activities. They know the operation of the sub-sectors and activities of tourism (accommodations, catering facilities, attractions, travel agencies etc.), their evaluation and decision-making criteria.</p> <p>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.</p>
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. History of travel agencies, market positions of travel agencies in Hungary and in the international scene.</li> <li>2. Personal skills necessary for effective travel agency work, positions in the travel agencies.</li> <li>3. Legal regulation of the travel agency sector. Travel agencies and tour operators</li> <li>4. Process of the organisation of travel.</li> <li>5. Making up a travel package, preliminary and post-calculations.</li> <li>6. Activities of the travel agencies. Features of the organisation of outbound and inbound tours.</li> <li>7. Mid-term test</li> <li>8. Traditional and modern marketing tools in travel agencies.</li> <li>9. Online accommodation sales systems.</li> <li>10. Sales of tickets (flight tickets and rail tickets). Mediation of accommodations and money exchange. Role and forms of travel insurances</li> <li>11. Grouping of events/programmes relevant for tourism, their characteristic features, features of the demand and supply.</li> <li>12. The process of the organisation of events from the idea to implementation.</li> <li>13. Operative organisations tasks in the management of tourism events, pre- and post-calculations.</li> </ol>
11.	<p><b>Learning and teaching strategy:</b></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>
12.	<p><b>Assessment scheme:</b></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 must actively participate in the classes to be allowed to make the examination. The grade of the second in-class test 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.</p> <p>Calculation of the final grade: active participation in seminars – 25%, mid-term test – 15%.</p>

	<b>Formative assessment scheme</b>	
	<b>Summative Assessment Scheme</b>	
	<b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	%
13.	<b>Timetabled examination required</b>	
14.	<b>Length of exam</b>	
15.	<b>Learning materials</b> Essential  Recommended	Bhatia, A. K. (2012): The Business of Travel Agency & Tour Operations Management. Sterling Publishers Pvt.Ltd.  Fenich, George G. (2016): Meetings, Expositions, Events and Conventions: An Introduction to the Industry, Global Edition, 4/E. Pearson Fenich, George G. (2015): Planning and Management of Meetings, Expositions, Events and Conventions, Global Edition. Pearson

1.	<b>Module code:</b>	B19TVB09E
2.	<b>Title:</b>	<b>HOSPITALITY AND CULTURAL BEHAVIOR</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Valéria Pavluska, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b> 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.  The subject is designed to introduce students to the characteristic and work processes of catering activities, and behaviour culture related to the field of hospitality and catering.	
9.	<b>Learning outcomes:</b> - students are able to organise a catering project, to manage and control a smaller economic business;	

	<ul style="list-style-type: none"> <li>- they are able to explore, systematise and analyse basic correlations, to draw conclusions and make decision-making recommendations on their own</li> <li>they are able to creatively work out and initiate new practical solutions</li> <li>- students know the operational principles of the tourism sector and the related industries, with special regard to catering industry, know the market actors thereof, its characteristic features and connections to other tourism activities;</li> <li>- know the different types of catering facilities, and also the principles and management methods related to the operation of them and the control of their market activities;</li> <li>- know the operation of the catering facilities, their evaluations and decision-making criteria, the details of the catering activities and the connection points to other activities.</li> </ul>						
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to catering</li> <li>2. Material and personnel conditions of catering</li> <li>3. Staff etiquette and behaviour in general</li> <li>4. Staff etiquette and behaviour during communication with guests and colleagues</li> <li>5. Good and clean look – adequate clothing, personal hygiene and cosmetics</li> <li>6. Types of catering events – reception, party, events with seating charts, other social events (wine tasting, visitations)</li> <li>7. Foundations of catering – ingredients of meals and beverages</li> <li>8. Foundations of catering – men, meals and beverages</li> <li>9. In the restaurant – types and parts of restaurants</li> <li>10. Foundations of servicing – laying the table</li> <li>11. Reception and greeting of guests, addresses, salutation, order, seating chart</li> <li>12. Servicing of guest at the table. The process of servicing</li> <li>13. Catering outside restaurants.</li> </ol>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>In the seminars, problems related to the issue discussed are solved in individual and groups work. Some tasks can be completed as homework.</p>						
12.	<p><b>Assessment scheme:</b></p> <p>According to the Code of Studies and Exams, students are obliged to participate in the seminars. If they miss more than 30% of classes, students are not allowed to sit for an exam and have to repeat the full course.</p> <p>A condition for the completion of the course is at least 50.1% result in the following elements: active participation in classes (20%), a study made in teamwork (40%), and two in-class tests (20% each). Missed in-class test can be made up for once, at the end of the semester.</p>						
	<p><b>Formative assessment scheme</b></p>						
	<p><b>Summative Assessment Scheme</b></p>						
	<p><b>Summative assessment scheme</b></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> <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)	%						
13.	<p><b>Timetabled examination required</b></p>						

14.	<b>Length of exam</b>	
15.	<b>Learning materials</b> Essential  Recommended	<p>Kotschevar, Lendal Henry (2006): Presenting Service: The Ultimate Guide for the Foodservice Professional. John Wiley.</p> <p>Meyer, Danny (2009): Setting the Table: The Transforming Power of Hospitality in Business. Harper Collins Publ.</p> <p>National Restaurant Association (2011): ManageFirst: Hospitality and Restaurant Management with Answer Sheet . Prentice Hall/Pearson</p> <p>National Restaurant Association (2012): Foundations of Restaurant Management &amp; Culinary Arts: Level Two. Prentice Hall</p> <p>Walker, John R. (2016): Introduction to Hospitality. Prentice Hall</p> <p>Walker, John R. (2016): Introduction to Hospitality. Pearson</p> <p>Etiquette Scholar. <a href="https://www.etiquettescholar.com/index.html">https://www.etiquettescholar.com/index.html</a></p>

1.	<b>Module code:</b>	B19TVB10E
2.	<b>Title:</b>	<b>LODGING AND HOTEL MANAGEMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Zoltán Raffay, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b>	<p>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. Students must be able to make the economic management plan of a hotel and write the monthly reports. Students must learn the organisational and executive tasks within a hotel, and also the organisational units, formal and informal relationship systems. 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.</p> <p>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. Students must be able to make the economic management plan of a hotel and write the monthly reports. Students must learn the organisational and executive tasks within a hotel, and also the organisational units, formal and informal relationship systems. They should be able to creatively apply in their management decisions the basics of what they learned in other subjects.</p>

	Another goal is the creation and shaping of the management efficiency view of students.
9.	<p><b>Learning outcomes:</b> 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. They will play active and initiative role in making and implementation of plans made for sales and operation. Students with their state-of-the-art tourism skills and marketing view will try to understand and manage market problems. They will be able, after a short practice period, to lead hotels on their own.</p>
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Hotel management and environment. Management of a hotel business. Economic environment of a hotel business. External and internal elements of the environment, with special regard to the elements of the economic environment. Expected development directions of the economic environment. Interest representations of hotels. Position, role and economic relations of hotels in the process of tourism. Outer and inner information. Management Information System /MIS/</li> <li>2. Function of the hotel activity according to economic, labour and business management aspects. Definition of the goals of hotel management. Hotel works and management.</li> <li>3. Fields of the hotel resources and management. Characteristics of the resources in a hotel. Process and fields of management. Assets and property management of a hotel. Protection of property. Leadership tasks.</li> <li>4. Personnel requirements of hotel activities, the significant of labour as a resource in hotel industry. Main fields of staff management. Cost management of live labour. Productivity.</li> <li>5. Costs in a hotel, cost management. Grouping of costs by controlling aspects both in catering and hotels. Fields of cost management. Calculation of process at costs level in the hotel industry.</li> <li>6. Room rates in the hotels. Theoretical and practical aspects of pricing. Price policy in a hotel. Application and differentiation of prices in a hotel. Basic indices of price management.</li> <li>7. Profitability in hotels. Hotel profit and loss accounts, their structure, different levels of achievements. Profit and loss accounts of large hotels. Uniform System of Accounts for Hotels. Profitability data and indices.</li> <li>8. Management of room sales activity. Report of the achievements of room sales. Room sales and pricing, Yield Management. Content and analysis of room price revenue. Management and organisation of room sales unit, its leadership information system and indices of analysis.</li> <li>9. Management of catering activity. Catering profit and loss accounts. Catering sales and pricing, cost-accounting. Content and analysis of catering revenue. Management and organisation of catering unit, its leadership information system and indices of analysis.</li> </ol>

	<p>10. Role of other hotel services in the management of a hotel, their pricing system, cost accountings, accountability. Management and organisation of operational units, indices of analysis (wellness, medical services, laundry).</p> <p>11. Events in a hotel. Content and revenues of programmes, its special demands for assts. Direct costs. Management and organisation of a unit, analysis possibilities. Outsourcing activities in hotel management.</p> <p>12. Monthly liquidity of hotels, provision of cash flow. Fields of cash management. Financial revenues and expenses of hotels. Demonstration of the changes in the financial situation. Capital demand and financing of hotels.</p> <p>13. Hotel investment and reconstruction. Concept of hotel development. Investment – reconstruction – maintenance. Feasibility study. Pay-off calculations.</p> <p><b>Seminars:</b></p> <ol style="list-style-type: none"> <li>1. Research areas and opportunities. Professional periodicals. Hungarian and international publications. Analysis of the environment of hotels. Analysis of a given period of the Hungarian and international hotel market on the basis of statistical data. Development of the management organisation of hotels in Hungary.</li> <li>2. Analysis of a given period of the Hungarian and international hotel market on the basis of statistical data. (Trend Report)</li> <li>3. Planning and analysis of the material assets of a hotel and catering business. Survey of the tools of hotel and catering businesses.</li> <li>4. Planning of staff for a hotel business. Positions, tasks in the respective positions, staff standards. Remuneration systems. Demonstration of incentives of staff by concrete examples. Possibilities for enhancing productivity.</li> <li>5. Pricing in hotels. Analysis of the content of gross room rates in hotels of different star categories through empirical data collection. Average rate, REVPAR, TREVPAR calculation by concrete examples. Analysis of sales channels in hotels. Special tools in the sales of hotel rooms.</li> <li>6. Cost efficiency, cost analysis. Analysis of direct costs per rooms sold and rooms available by the example of a concrete hotel. Analysis of the cost structure, indirect, direct and fixed costs. Analysis of the changes in the cost level.</li> <li>7. Case study for the analysis of the hotel revenues. Calculation of gross operational results /GOP, GOP%, GOPPAR/ at different hotels by concrete examples. Analysis of net operational results. Result levels, comparative analyses /type, category, size/.</li> <li>8. Definition of the results of room sales, direct costs of marketing and sales. Analysis of the results of room sales. Problems solving recommendations.</li> <li>9. Differences of the indices of the results of catering activity and hotel result profit and loss accounts. Differences of the indices. Evaluation of different result levels by concrete examples.</li> <li>10. Comparative analysis of other activities /medical, wellness/ from profitability aspects, using hotel revenues reports. Special clientele, sales channels, special management tasks.</li> <li>11. Analysis of the cost level and structure of the general activities, their impacts on results / by examples analysed /! Evaluation of fixed costs.</li> <li>12. Assessment of hotel cash flow statements /in a monthly and quarterly breakdown /. Making of a Cash Flow plan, using data from hotels.</li> </ol> <p>Making a feasibility study for a hotel of a certain type and category, with a certain number of rooms. The investment process of a hotel.</p>
11.	<b>Learning and teaching strategy:</b>

	<p>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. They will play active and initiative role in making and implementation of plans made for sales and operation. Students with their state-of-the-art tourism skills and marketing view will try to understand and manage market problems. They will be able, after a short practice period, to lead hotels on their own.</p>						
12.	<p><b>Assessment scheme:</b></p> <p>Students must actively participate in the classes to be allowed to make the examination. The grade of the second in-class test 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 the missed mid-term test or for correction. Calculation of the final grade: active participation in seminars – 25%, mid-term test – 15%.</p> <p>Writing a test of all topics of the subject on the dates provided in examination time. (Students cannot apply for their first exam on the last examination date.) A condition for a successful examination is at least 50% achievement that is calculated as 60% of the final grade. Making up for missed tests and correction of poor ones as allowed by the relevant regulations.</p>						
	<p><b>Formative assessment scheme</b></p>						
	<p><b>Summative Assessment Scheme</b></p>						
	<p><b>Summative assessment scheme</b> 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)	%						
13.	<p><b>Timetabled examination required</b></p>						
14.	<p><b>Length of exam</b></p>						
15.	<p><b>Learning materials</b></p> <p>Essential</p> <p>Hayes, D. K. – Ninemeier, J. A. – Miller, A. A. (2012): Foundations of Lodging Management, 2nd Edition. Pearson Education, Upper Sadle River</p> <p>Recommended</p> <p>Walker, J. R. (2007): Introduction to hospitality management, 2nd Edition. Chapter 1. Pearson Education, Upper Sadle River.</p> <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 Journal of Contemporary Hospitality Management 16(4) pp. 220–230.</p>						

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

1.	<b>Module code:</b>	B19TVC02E
2.	<b>Title:</b>	<b>BOOMS AND CRISES IN THE EUROPEAN ECONOMY</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Zoltán Kaposi
6.	<b>Module restrictions:</b>	
	• Pre-requisite	
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	
	• Other restrictions or requirements	
7.	<b>Aims:</b>	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.
8.	<b>Learning outcomes:</b>	<ol style="list-style-type: none"> <li>1. General understanding of the economic processes</li> <li>2. General understanding of different economic theories</li> <li>3. General knowledge about the modern European and global economic history</li> </ol>
9.	<b>Syllabus:</b>	<p>Feb. 3. Development of market economy in Europe until 1914. The first and the second industrial revolution – The case of Robert Whitehead</p> <p>Feb. 10. The development of international transportation as the key element to globalization</p> <p>Feb. 17. Economic development between the World Wars</p> <p>Feb. 24. The 1929 Great Depression and its consequences.</p> <p>March 3. Keynesian Economics; Economic policy in Britain. Crisis management and recovery in the USA: the New Deal</p> <p>March 10.. Economic systems of the totalitarian regimes between the World Wars</p> <p>March 17. First term paper which takes 50% of the final grade</p> <p>March 24. Economic recovery in Europe after the Second World War. The Golden Age of economic growth during the 1950s and 1960s</p> <p>March 31 Development and functioning of the European economic integration. Planned economies in Eastern Europe</p> <p>Apr. 7. Eastern brake</p> <p>Apr. 14. The 1973 oil crisis and its economic consequences</p> <p>Apr. 21. The end of the cold war. New stage of globalization and global inequalities</p> <p>Apr. 28. The 2008-2009 world economic crisis and its implications.</p> <p>May 5. Second term paper which takes 50% of the final grade</p>
10.	<b>Learning and teaching strategy:</b>	After presenting a topic there are open discussions about the subject at the end of each lesson.

11.	<b>Assessment scheme:</b> <b>First term paper: 50%</b> <b>Second term paper: 50%</b> <b>Formative assessment scheme</b>
	<b>Summative assessment scheme</b>
	Seen examination %
	Unseen examination %
	Coursework (no examination) %
12.	<b>Timetabled examination required</b>
13.	<b>Length of exam</b> -
14.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential: Presentation slides on Neptun</li> </ul> <p>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</p> <p>Tipton, Frank B. – Aldrich, Robert (1987): <i>An Economic and Social History of Europe 1890-1939</i>. Baltimore. pp. 9-70; 163-199. ISBN 10: 033336807X</p> <ul style="list-style-type: none"> <li>• Tipton, Frank B. – Aldrich, Robert (1987): <i>An Economic and Social History of Europe from 1939 to the present</i>. Baltimore. pp. 112-165; 235-270. ISBN 10 0333423712</li> </ul> <ul style="list-style-type: none"> <li>• Recommended:</li> </ul> <p>Berend, Ivan T. (2012): <i>An economic history of nineteenth-century Europe: diversity and industrialization</i>. ISBN: 9781107030701</p> <p>Cameron, Rondo (1989): <i>A Concise Economic History of the World. From Paleolithic Times to the Present</i>. New York, Oxford. pp. 189-399. ISBN: 0-19-504677-3</p> <p>North, Douglass C. (2010): <i>Understanding the Process of Economic Change</i>. Princeton. pp. 1-8 ISBN: 9781400829484</p> <p>Reinhart, Carmen M. – Rogoff, Kenneth S. (2009): <i>This Time is Different. Eight Centuries of Financial Folly</i>. Princeton. pp. 1-20. ISBN: 9780691152646</p>

1.	<b>Module code:</b>	B19TVC03E
2.	<b>Title:</b>	<b>BUSINESS SIMULATION WORKSHOP</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>TIBOR KISS, DR./ROLAND SCHMUCK, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	6
7.	• Other restrictions or requirements	none
	<b>8. Aims:</b> 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, starts-up a business.	
	<b>9. Learning outcomes:</b> On completion of this module, the successful student will be able to: 1. Examine the connection between functional areas of a company, 2. Analyze the competitive market elements, 3. Analyze the company’s market position and competing power, 4. Evaluate production, marketing and accounting data, 5. Formulate multinational strategy, 6. Create and judge environment-conscious strategies, 7. Formulate decisions in uncertainty, 8. Construct decisions in team working.	
	<b>10 Syllabus</b> <ul style="list-style-type: none"> <li>• BSC: Introduction, trial session – basics</li> <li>• BSC: continuous work, MMG Group creation, trial session – decision 1</li> <li>• BSC: continuous work, MMG – trial session – decision 2</li> <li>• BSC: continuous work, MMG – trial session – decision 3</li> <li>• BSC: continuous work, MMG – trial session – decision 4</li> <li>• BSC: continuous work, MMG – trial session – decision 5, end of trial sessions</li> <li>• BSC: continuous work, MMG – competition mode – decision 1</li> <li>• BSC: continuous work, MMG – competition mode – decision 2</li> <li>• Neptun test, BSC: continuous work, MMG – competition mode – decision 3</li> <li>• Neptun retake test, BSC: continuous work, MMG – competition mode – decision 4</li> <li>• BSC: continuous work, MMG – competition mode – decision 5</li> <li>• BSC: continuous work, MMG – competition mode – decision 6</li> <li>• BSC: continuous work, MMG – competition mode – decision 7, end of MMG competition, Closing the course</li> </ul>	
<b>11. Learning and teaching strategy:</b> This module is delivered by using a four hour workshops.		

	Estimated Avg. Contact Hrs/week for students for the following activities Lecturer:0.0, Seminars:0.0, Tutorials:0.0, Workshops:2.0, Rehearsals:0.0, Other:0.0, TOTAL HRS: 2.0	
12.	<b>(g) Formative assessment scheme</b>	
	<p>Minimum requirements of the course:</p> <ul style="list-style-type: none"> <li>• 70% participation level. In the case of low participation level – below 70% - the student fail, no retake possibility.</li> <li>• During the semester students has to succeed (61%+) in a multiple-choice test to successfully complete the course. There is a retake possibility if the students fail to succeed the multiple-choice test. No points are given for the test in the evaluation – this is a precondition of the course,</li> <li>• BSC single player level 1 should be completed. In case the student does not complete BSC level 1 during the lessons, he or she fails the course. BSC level 1 is minimum requirement. There is no retake possibility in this case.</li> </ul>	
	<b>(h) Summative assessment scheme</b>	
	<p>BSC: <b>max. 55 points</b> in total.</p> <ul style="list-style-type: none"> <li>• BSC levels: <b>max. 55 points</b>, 10 points per accomplished levels for levels 1-5, 5 points for accomplished level 6. No points are given for further accomplished levels.</li> <li>• BSC can be practiced during the courses or outside the courses using the computers in front of the 'Hatchery'.</li> <li>• LOs 1, 2, 3, 4, 6, 7, 8</li> </ul> <p>MMG: <b>max 55 points</b> in total.</p> <ul style="list-style-type: none"> <li>• MMG is played in student groups. All group members receive the same amount of points.</li> <li>• MMG test mode: this is for training only, so no points are given for this. This session is for better understanding the game before the competition mode.</li> <li>• MMG competition mode: two competition mode games will be played, max. <b>27.5 points</b> can be received for each game based on the actual performance in the MMG simulation game. The points are calculated by the following formula using the cumulated points found in the evaluation part of the MMG report: (your points)/(winner's points)*27.5.</li> <li>• LOs 1, 2, 3, 4, 5, 7, 8</li> </ul> <p>Summary: <b>max. 110 points</b> can be given in total. 100 points are considered 100% when assessing the final marks. If students could not get 51 points from the 110 points allowed, then he or she fails the course. In this case there is no retake possibility, because team work is needed for playing games (getting points).</p>	
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	.....hours
15.	<b>Learning materials</b>	Kiss, T. <i>Player's Guide to the Business Simulation Challenge</i>



	<p>5. communicate intentionally and strategically in daily interactions to align their goals to outcomes and tailor messages to various audiences to maximize impact</p> <p>6. examine their personal influence through relationship building</p> <p>7. appraise self-recognition regarding their current and future personality</p>						
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• The basic managerial skills. Self-assessment based on the identified skills</li> <li>• Developing Self-Awareness and EI</li> <li>• Building Relationships by Communicating Supportively</li> <li>• Gaining Power and Influence, Motivating Others</li> <li>• Managing Conflict</li> <li>• Managing Stress and Well-Being,</li> <li>• Time-management</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></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>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> 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><b>Summative assessment scheme</b> 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"> <li>- Progress report: 40 % (Los 7)</li> <li>- Written essay about a selected managerial skill: 30% (Los 1-5) (There is one resit opportunity)</li> <li>- Class activities: (30 %) (Los 1-7) <ul style="list-style-type: none"> <li>- Participation in trainings, simulations 5 %</li> <li>- Participation in discussions 25 %</li> </ul> </li> </ul> <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...%						
13.	<p><b>Timetabled examination required</b></p> <p>NO</p>						
14.	<p><b>Length of exam</b></p> <p>.....hours</p>						
15.	<p><b>Learning materials</b></p>						



	<p>2. develop functions in R, 3. confidently handle basic building blocks and syntax of R, 4. analyse data at an advanced level, 5. choose appropriate methods of data analysis and functions, 6. articulate the benefits of programming.</p>						
9.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• R and RStudio</li> <li>• Basic elements of the R language</li> <li>• Scalars, vectors, strings, factors, data frames, lists</li> <li>• Introduction to tidyverse</li> <li>• Exploratory data analysis and visualisation, human perception</li> <li>• Transforming data</li> <li>• Programming basics</li> <li>• Statistical model building</li> <li>• Interactive and creative visualisation techniques</li> </ul>						
10.	<p><b>Learning and teaching strategy:</b> 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><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Feedback on weekly homework and programming assignments, learning activities, occasionally personalized.</p>						
	<p><b>Summative assessment scheme</b> Two tests during the semester. – unseen written examination in computer lab using R (LOs 1, 2, 3, 4, 5 and 6) Students have one re-sit opportunity in each assessment.</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><b>Timetabled examination required</b></p> <p>NO</p>						
13.	<p><b>Length of exam</b></p> <p>-</p>						
14.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential Hadley, Golemund: R for Data Science <a href="http://r4ds.had.co.nz/">http://r4ds.had.co.nz/</a> Slides and examples on Moodle</li> <li>• Recommended There are a lot of great resources on the Internet available.</li> </ul>						

1.	<b>Module code:</b>	B19TVC06E
2.	<b>Title:</b>	<b>ENVIRONMENTAL ECONOMICS</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>KATALIN ERDŐS, DR.</b>
6.	<b>Module restrictions:</b>	
	• Pre-requisite	none

	<ul style="list-style-type: none"> <li>• Programme restrictions</li> </ul>	BSc in Tourism and Catering
	<ul style="list-style-type: none"> <li>• Level restrictions</li> </ul>	4
	<ul style="list-style-type: none"> <li>• Other restrictions or requirements</li> </ul>	It is recommended to have Microeconomics passed before taking this module.
7.	<p><b>Aims:</b> Economic growth and environmental pollution seem to go hand-in-hand. Global issues give alarming signs of environmental and social crises. The aim of this course is to provide the students with an understanding of basic concepts and principles of environmental economics. The course enables the students to understand and critically analyse global issues and the potential answers to them. It also provides them with knowledge required for intermediate courses in environmental economics.</p>	
8.	<p><b>Learning outcomes:</b> On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. explain core issues in the field of environmental economics</li> <li>2. evaluate the applicability of theories in the changing global environment</li> <li>3. examine the characteristics of efficient pollution control policies</li> <li>4. design effective small-scale research</li> <li>5. propose solutions to complex issues related to environmental pollution</li> </ol> <p>model the costs and benefits of pollution control policies.</p>	
9.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Introduction, visions of the future</li> <li>• The economic approach: Property rights, externalities and environmental problems</li> <li>• Evaluating trade-offs: Benefit-cost analysis and other decision-making metrics</li> <li>• Valuing the environment: Methods</li> <li>• Economics of pollution control: An overview</li> <li>• Stationary-source local and regional air pollution</li> <li>• Climate change</li> <li>• Mobile-source air pollution</li> <li>• Water pollution</li> <li>• Toxic substances and environmental justice</li> <li>• History of environmental protection: Sustainability and welfare issue</li> <li>• Visions for the Future Revisited</li> </ul>	
10.	<p><b>Learning and teaching strategy:</b> 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 global issues. 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 environmental economics and develop critical thinking on comprehensive issues in this field. Groups then share their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.</p>	
11.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> 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><b>Summative assessment scheme</b> Group classwork gives 30% 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>	

	There is no resit opportunity for the classwork.	
	Individual research assignment gives 70% of the final grade. The assignment has to be submitted before the last week of the study period. In the assignment, the student has to critically discuss an issue in the field of environmental economics based on individual data collection and theoretical concepts. The topic has to be submitted for approval at least 4 weeks before the submission deadline. Assignments submitted on topics not approved by the lecturer will be automatically rejected without correction. (LO4 and 5)	
	If the student fails to achieve more than 50% on the individual research assignment, there is one resubmission opportunity during the first week of the examination period.	
	Seen examination	Seen examination
	Unseen examination	Unseen examination
	Coursework (no examination)	Coursework (no examination)
12.	<b>Timetabled examination required</b>	<b>Timetabled examination required</b>
13.	<b>Length of exam</b>	<b>Length of exam</b>
14.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential Tom Tietenberg – Lynne Lewis (2015): <i>Environmental &amp; Natural Resource Economics</i>. Pearson Education. 10<sup>th</sup> edition</li> <li>• Recommended David A. Anderson (2014): <i>Environmental Economics and Natural Resource Management</i>. London, New York: Routledge. 4<sup>th</sup> edition Katalin Erdős (2014): <i>Environmental Economics</i>. Faculty of Business and Economics, University of Pécs (e-book)</li> </ul>	

1.	<b>Module code:</b>	B19TVC07E
2.	<b>Title:</b>	<b>FINANCIAL ACCOUNTING</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>GÁBOR MÁRKUS, DR.</b>
6.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
	• Other restrictions or requirements	none
7.	<b>Aims:</b>	
		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.	<b>Learning outcomes:</b>	

	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. compare/contrast the main competing theories of current debate on accounting techniques, standards;</li> <li>2. evaluate the respective strengths and weaknesses of accounting theories with a special focus on the IFRS standards;</li> <li>3. criticise the applicability of the different techniques.</li> <li>4. ability to develop effective small-scale research on company financial data;</li> <li>5. ability to individually analyze financial information;</li> <li>6. evaluate and judge the work produced.</li> </ol>
9.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Basic expressions in the IFRS</li> <li>• Accounting for Property, Plant and Equipment (IAS 16)</li> <li>• Accounting for Inventories (IAS 2)</li> <li>• Accounting for Financial instruments (IFRS 9)</li> <li>• Borrowing Costs (IAS 23)</li> <li>• Revenue from Contracts with Customers (IFRS 15)</li> <li>• Leases (IFRS 16)</li> <li>• Accounting for receivables, liabilities and cash</li> <li>• Accounting for production costs</li> </ul>
10.	<p><b>Learning and teaching strategy:</b> 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><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.</p>
	<p><b>Summative assessment scheme</b></p> <p><b>Class works (10%) in Week 3, 5, 10 and 13:</b> 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><b>Midterm exam (30%) in Week 7</b> Students solve 3-5 accounting exercises during the class. (LOs 1, 2, 3, 5, 6)</p> <p><b>Final exam (60%) in the exam period</b></p>

	Students solve 3-5 accounting exercises during the class.  (LOs 1, 2, 3, 5, 6)  Students have one resit opportunity in midterm- and final exam assessment element.
	Seen examination 0%
	Unseen examination 100%
	Coursework (no examination) 0%
12.	<b>Timetabled examination required</b> YES
13.	<b>Length of exam</b> Midterm exam: 60 minutes  Final exam: 60 minutes
14.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential DR. TAKÁCS, A.; DR MÁRKUS G.: "The basics of IFRS", University of Pécs, Faculty of Business and Economics, 2018 (notes)</li> <li>• Recommended IFRS standards</li> </ul>

1.	<b>Module code:</b>	B19TVC08E
2.	<b>Title:</b>	<b>GAME OF STOCKS</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>VIVIEN CSAPI DR/ ÁKOS TÓTH-PAJOR /KLAUDIA RÁDÓCZY</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims</b>	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.
9.	<b>Learning outcomes</b>	<ol style="list-style-type: none"> <li>1. On completion of this module, the successful student will be able to:</li> <li>2. Develop investment strategies concerning equity investments;</li> </ol>

	<ol style="list-style-type: none"> <li>3. Apply analytical methods for equity valuation;</li> <li>4. Judge the risks of an investment;</li> <li>5. Model the fundamental value of an equity;</li> <li>6. Apply technical analysis to assess the performance of an equity;</li> <li>7. Criticise the applicability of the different investment strategies.</li> </ol>	
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Money management</li> <li>• Psychology of trading</li> <li>• Fundamental analysis</li> <li>• Technical analysis</li> <li>• Asset pricing</li> <li>• Mathematical applications in finance</li> <li>• Day trading</li> <li>• Algorithm trading</li> <li>• High frequency trading</li> <li>• Strategies for equity investment</li> <li>• Risk management</li> </ul>	
11.	<p><b>Learning and teaching strategy:</b></p> <p>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.</p> <p>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.</p> <p>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>	
12.	<p><b>Formative Assessment Scheme</b></p> <p>Feedback on the investment decisions made on the virtual stock exchange</p>	<p><b>Summative Assessment Scheme</b></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) Individual 2500 word report (80%)</p>

	Review of the investment policy report drafts in a “coursework surgery”	Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions and they have to assess the risks involved in their investment policy. We notify students about the acceptance of the report in 3 days after the submission. If the report is not accepted, students have the opportunity to rewrite the report once after the rejection until the end of the exam period. (LOs 1,3 and 6)
	Seen examination	0%
	Unseen examination	0%
	Coursework (no examination)	100%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	N/A
15.	<b>Learning materials</b> - 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 <a href="http://www.berkshirehathaway.com/letters/letters.html">http://www.berkshirehathaway.com/letters/letters.html</a>  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

		<p>Thomas J. Stanley és William D. Danko: The Millionaire Next Door</p> <p>T. Harv Eker: Secrets of the Millionaire Mind</p> <p>George Soros: Alchemy of Finance</p>
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1.	<b>Module code:</b>	B19TVC09E
2.	<b>Title:</b>	<b>INTRODUCTION TO ENTREPRENEURSHIP</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>ZSOLT BEDŐ, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
8.	• Other restrictions or requirements	none
	<b>Aims:</b>	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.
	<b>Learning outcomes:</b>	On the completion of this course you should be able to:
		<ul style="list-style-type: none"> <li>• Understand business context.</li> <li>• Analyze issues and solve problems in changing organizational contexts.</li> <li>• Appreciate context, engage others, and make thoughtful decisions while examining their consequences.</li> </ul> Think creatively and be able to translate problems into business opportunities.
10.	<b>Syllabus:</b>	<ol style="list-style-type: none"> <li>1. Introduction, team formation and problem validation</li> <li>2. Opportunity seeking and recognition. Value proposition</li> </ol>

	<ol style="list-style-type: none"> <li>3. Product – market fit (market segmentation, competitor analysis, persona construction)</li> <li>4. Minimum Viable Product building</li> <li>5. MVP testing/validation</li> <li>6. Profitability and scalability</li> <li>7. <i>Fall break</i></li> <li>8. Customer engagement</li> <li>9. Revenue and cost structure. Financial metrics</li> <li>10. Pitch training</li> <li>11. Pre-Pitch</li> <li>12. Final pitch event</li> <li>13. Discussion of the takeaways of the Final Pitch event, ways forward.</li> </ol>
11.	<p><b>Learning and teaching strategy:</b> The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage with 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.</p> <p>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>
12.	<p><b>Assessment scheme:</b></p> <ul style="list-style-type: none"> <li>Group business model (canvas, expanded material on the business model) – 40%</li> <li>Supporting documentation (Bug list, Idea tracker, Personas, Test and Learn cards [min 9]) – 10%</li> <li>Group pitch – 15%</li> <li>Ecosystem activity – 10%</li> <li>Class participation – 5%</li> <li>Pitch video – 20%</li> </ul>
	<p><b>Summative assessment scheme</b></p> <p><b>Group presentation</b> will be evaluated by me when I will be assessing not only the idea and the plan of execution but also group cohesion, dynamics. Here, as in the individual case, the "singer" will be as important as the "song".</p> <p><b>Class participation</b> will be assessed on your contribution to class discussions. It is very important that relevant and meaningful questions posed by you will also be taken into account as a good question is able to boost the discussion especially if it comes from you instead of me.</p> <p><b>Ecosystem activity:</b> you will have to make efforts to engage with the community of the <a href="http://openup.pt.e.hu">openup.pt.e.hu</a> members to increase co-learning. This will include you creating your high quality personal profile, your project profiles and also posting in the feed function of the platform to share knowledge. Those who are really dedicated can create teaching materials to further share knowledge on the peer-to-peer e-learning platform of <a href="http://openup.pt.e.hu">openup.pt.e.hu</a>.</p> <ol style="list-style-type: none"> <li>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)</li> <li>2. Group pitch – 20% (LO 6)</li> <li>3. Self-reflection video – 5% (LO4)</li> <li>4. Class participation – 5% (LO6)</li> <li>5. Video report on the Start up nation book – 15% (LO2)</li> </ol>

	Resubmission opportunity until the beginning of the exam period. Resubmitted work is taken into consideration at 50%.	
	Seen examination	.....%
	Unseen examination	.....%
	Coursework (no examination)	100%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	.....hours
15.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Business Model Generation, written by Alexander Osterwalder &amp; Yves Pigneur 2010, ISBN: 978-0470-87641-1</li> <li>• Start Up Nation, Dan Senior and Saul Singer, 2011.</li> <li>• Lean Startup, Eric Ries, 2010.</li> <li>• THE NUTS &amp; BOLTS OF GREAT BUSINESS PLANS, Michael H. Moris</li> </ul>

1.	<b>Module code:</b>	B19TVC011E
2.	<b>Title:</b>	<b>NATURAL RESOURCE ECONOMICS AND CSR</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>KATALIN ERDŐS, DR.</b> <b>PETRA RÁCZ-PUTZER, DR.</b>
6.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	It is recommended to have Environmental Economics passed before taking this module.
7.	<b>Aims:</b>	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.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. explain core issues in the field of natural resource economics</li> <li>2. evaluate the applicability of theories in the changing global environment</li> <li>3. examine the characteristics of efficient natural resource use practices</li> <li>4. design effective small-scale research</li> <li>5. propose solutions to complex issues related to the exploitation of natural resources</li> </ol> <p>model the costs and benefits of natural resource use</p>

9.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Dynamic efficiency and sustainable development</li> <li>• Depletable resource allocation: The role of longer time horizons, substitutes, and extraction cost</li> <li>• Energy: The transition from depletable to resources</li> <li>• Recyclable resources: Minerals, paper, bottles, and e-waste</li> <li>• Water: A confluence of renewable and depletable resources</li> <li>• A locally fixed, multipurpose resource: Land</li> <li>• Storable, renewable resources: Forests</li> <li>• Common-pool resources: Commercially valuable fisheries</li> <li>• Ecosystem goods and services: Nature's threatened bounty</li> <li>• Theoretical basics of Corporate Social Responsibility (CSR)</li> <li>• Corporate Social Initiatives: Six Options for Doing Good</li> <li>• Motivations and dark side of CSR</li> <li>• Best Practices for Doing the Most Good for the Company and the Cause</li> <li>• CSR reports and measurement</li> <li>• CSR – a marketing approach</li> </ul>						
10.	<p><b>Learning and teaching strategy:</b></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><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></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><b>Summative assessment scheme</b></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="255 1899 1402 2004"> <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.	<b>Timetabled examination required</b>	<b>Timetabled examination required</b>
13.	<b>Length of exam</b>	<b>Length of exam</b>
14.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential Tom Tietenberg – Lynne Lewis (2015): <i>Environmental &amp; Natural Resource Economics</i>. Pearson Education. 10<sup>th</sup> edition</li>   <li>David A. Anderson (2014): <i>Environmental Economics and Natural Resource Management</i>. London, New York: Routledge. 4<sup>th</sup> edition</li> <li>Edward B. Barbier (2005): <i>Natural Resources and Economic Development</i>. Cambridge University Press.</li>   <li>Kotler, Philip – Lee, Nancy (2004): <i>Corporate Social Responsibility – Doing the Most Good for Your Company and Your Cause</i>. John Wiley &amp; Sons</li>   <li>• Recommended Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011): <i>Natural Resource and Environmental Economics</i>. Pearson Education. 4<sup>th</sup> edition</li> </ul>	

1.	<b>Module code:</b>	B19TVC12E
2.	<b>Title:</b>	<b>REGIONAL ECONOMICS</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>NORBERT SZABÓ</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	Microeconomics
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b>  The module aims to introduce the basic principles of regional economics by discussing the role of space in economics at a micro and at a macroeconomic level. The lecture will allow student to get deeper knowledge of the logic of economic decision making extended by localities. By completing group works and exercises the course will provide students better understanding of the economics processes going on in the local economy.	
9.	<b>Learning outcomes:</b>  On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. compare the basic theories of regional economic development;</li> <li>2. critically evaluate the different approaches of theories on the role of space in economic development;</li> <li>3. identify the key factors the can contribute to local economic growth;</li> <li>4. apply fundamental tools and techniques in local economic analysis</li> </ol>	

	5. argue in favour/against different local economic development approaches.						
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Introduction to Regional economics. Schedule of the semester. Discussion of requirements. The main topics of the spatial economics.</li> <li>• Location choice theory. Objectives. Factors. Transportation cost.</li> <li>• Spatial competition. Market area. Hotelling model. Spatial price discrimination.</li> <li>• External economies, agglomeration, urbanization, why do cities exist?</li> <li>• Land use, Land market, Thunen model</li> <li>• Rural and urban land use I.</li> <li>• Location of urban places – Theory of central places</li> <li>• Regional development (the role of demand, supply and factors of production)</li> <li>• Regional development policy</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>This course is taught mainly as a lecture. But after smaller sub-chapters the lecture is stopped with 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 motivates them for further research in this field.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Students are further required to participate in classes (group works, discussions, debates, etc.) which can grant them additional 10% of total points. In these works students have to work out solutions for different relevant problems, discuss issues and make judgements on different local policy approaches. Students will get continuous feedbacks on these group work assignments. (LOs 3, 4, 5, 6)</p>						
	<p><b>Summative assessment scheme</b></p> <p><b>1. Midterm exam which contains (40%) in week 5</b> In the midterm exam students are required to demonstrate their skills and knowledge related to the theory of spatial economics and the most relevant methodological tools. (LOs 1, 2, 3 and 4)</p> <p><b>2. Final exam which contains (60%) in Exam period</b> The structure of the final exam is exactly the same as the midterm exam. (LOs 1, 2, 3 and 4)</p> <p>Resit opportunity: In case students fail at the midterm or the final exam they are provided with one retake exam opportunity. In case of the midterm exam this takes place two weeks after the midterm exam during class. In case of the final exam is possible during the exam period.</p> <table border="1" style="width: 100%;"> <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%						

13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	1 hours 15 minutes
15.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Essential <ul style="list-style-type: none"> <li>• Provided online materials (including the PowerPoint slides)</li> <li>• Edgar M. Hoover and Frank Giarratani (1984): An Introduction to Regional Economics. Knopf. Third Edition. <a href="http://www.rri.wvu.edu/WebBook/Giarratani/contents.htm">http://www.rri.wvu.edu/WebBook/Giarratani/contents.htm</a></li> </ul> </li> <li>• Recommended <ul style="list-style-type: none"> <li>• Mary E. Edwards (2007): Regional and Urban Economics and Economic Development: Theory and Methods. CRC Press.</li> <li>• Roberta Capello (2014): Regional Economics. Routledge.</li> </ul> </li> </ul>

1.	<b>Module code:</b>	B19TVC13E
2.	<b>Title:</b>	<b>TOURISM MANAGEMENT</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	2019/2020/2
5.	<b>Module leader:</b>	<b>ZOLTÁN RAFFAY, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	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.
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will demonstrate that they are able to:</p> <ol style="list-style-type: none"> <li>1. understand the operation of the tourism industry</li> <li>2. identify tourism attractions, infrastructure and services</li> <li>3. assess management techniques in the tourism industry (HR, risk management)</li> <li>4. evaluate the role of tourism and the impact of the industry on the economy, on society, culture and the environment</li> <li>5. create tourism development plans and assess the feasibility of tourism development projects</li> <li>6. interpret communication campaigns for tourism attractions</li> </ol>
10.	<b>Syllabus:</b>	

	<p><i>Topics to be covered:</i></p> <ol style="list-style-type: none"> <li>1. Principles, definitions, the place of tourism in science and economy</li> <li>2. Operation of the tourism industry. Demand side of tourism. Supply side of tourism</li> <li>3. The economic and social impacts of tourism. The environmental impacts of tourism</li> <li>4. Tourism trends. the future of tourism</li> <li>5. Making demand and supply meet: transportation in tourism</li> <li>6. Making demand and supply meet: tourism marketing</li> <li>7. Technology management and applications</li> <li>8. Communications and Public Relations</li> <li>9. Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres</li> <li>10. Human resource management in tourism</li> <li>11. Risk and crisis management in tourism</li> <li>12. Tourism in regional and urban development</li> <li>13. Tourism in rural development</li> <li>14. Tourism Destination Management</li> </ol>						
11.	<p><b>Learning and teaching strategy:</b> Presentations; case studies; site visits (to Zsolnay Heritage Centre, Pécs; Orfú Tourism Destination Management Organisation, Orfú; "Irány Pécs!" Tourism Destination Management Organisation, Pécs); problem solving; handouts Students are welcome to contact me not only during my office hours but practically any day after an appointment made by e-mail. Should questions arise, the classroom discussions or private consultations can help.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Classwork 1: written assignments and presentations 20% Classwork 2: discussions, dialogues 20%. The contribution of the students is registered by the lecturer. (Classwork total: 40%) Final exam: 60%</p>						
	<p><b>Summative assessment scheme</b> <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 %						
13.	<p><b>Timetabled examination required</b> Yes/<b><u>NO</u></b></p>						
14.	<p><b>Length of exam</b> Final exam: 1.5 hours</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275 ISBN:978-963-642-800-6</li> <li>• Recommended Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011</li> </ul>						

		<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>
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1.	<b>Module code:</b>	B20TVC14E
2.	<b>Title:</b>	<b>VISUALIZATIONS WITH SPREADSHEET</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Fall
5.	<b>Module leader:</b>	<b>FERENC KRUZSLICZ, DR.</b>
6.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	UG
6.	• Other restrictions or requirements	none
	7. <b>Aims:</b> 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.	
8.	<b>Learning outcomes:</b>	
	<b>Knowledge</b> On completion of this module, the successful student will be able to: <ol style="list-style-type: none"> <li>1. Understand and analyse business models, written in well-structured Excel.</li> <li>2. Solve business problems by using a wide range of advanced Excel functions and objects.</li> <li>3. Adjudge visualization quality of charts and graphical data representation.</li> <li>4. Demonstrate management decisions with Excel as a DSS application.</li> <li>5. Evaluate the role data issues (quality, errors) in decision making, research and investigations.</li> </ol> <b>Skills</b> This module will call for the successful student to demonstrate <ol style="list-style-type: none"> <li>6. Preprocess data of different types with advanced spreadsheet techniques.</li> <li>7. Produce high quality, dynamic charts and effective data summaries.</li> <li>8. Find proper visualization method for management decisions problems.</li> <li>9. Construct and organise large, complex datasets and decision models.</li> <li>10. Develop short VBA programs to automate and control an Excel model.</li> </ol>	
9.	<b>Syllabus:</b>	

	<p><b>Data visualisation</b></p> <ul style="list-style-type: none"> <li>• Introducing charts in Excel (Creating and editing charts and templates)</li> <li>• Customizing charts (Elements and formatting, series and markers)</li> <li>• Charts with trends (Trendline, forecasting, scatter matrix)</li> <li>• Charts of differences (Component comparison, waterfall charts)</li> <li>• Charts of relationships (Paired matching, correlation, radar charts)</li> <li>• Stock analysis charts (Data structure, OHLC and candlestick charts)</li> </ul> <p><b>Visualization with VBA</b></p> <ul style="list-style-type: none"> <li>• Advanced chart techniques (Dynamic charts with scrolling)</li> <li>• Pivot charts (Data cubes and pivoting, filtering and OLAP operators)</li> <li>• Visualization without charts (Ascii art, icons, conditional formatting, data bars)</li> <li>• Maps, shapes and graphs (Geographical data plot, smart art)</li> <li>• Advanced charting with VBA (Interactive, dynamic charts, exporting)</li> </ul>
10.	<p><b>Learning and teaching strategy:</b></p> <p>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.</p>
11.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>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.</p>
	<p><b>Summative assessment scheme</b></p> <p><b>1. Midterm1 exam (50%) in Week 7</b></p> <p>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)</p> <p><b>2. Midterm2 exam (50%) in Week 14</b></p> <p>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)</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.	<b>Timetabled examination required</b>	No
13.	<b>Length of exam</b>	1.5 hours
14.	<b>Learning materials</b>	
	Essential:	
	B. Jelen: Charts and Graphs: Microsoft Excel, Que, 2007/2010/2013 Tutorial notes and hand-over exercise texts	
	Recommended:	
	B. Jelen, T. Syrstad: VBA and Macros Microsoft Excel, Pearson, 2010	
	M. Alexander, J. Walkenbach: Excel Dashboards and Reports, Wiley, 2010	
	Wayne L. Winston: MS Excel 2010 Data Analysis and Business Modeling, MS Press, 2011	
	G. Knight: Analyzing Business Data with Excel, O'Reilly, 2006	
	P. Cornell: Excel as Your Database, Apress, 2007	
	B.D. Bissett: Automated Data Analysis Using Excel, CRC, 2007	

1.	<b>Module code:</b>	B19TVC15E
2.	<b>Title:</b>	<b>PLACE MARKETING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	Viktória Gerdesics, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
	Other restrictions or requirements	
8.	<b>Aims:</b>	
	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.	
	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.	
9.	<b>Learning outcomes:</b>	
	<ul style="list-style-type: none"> <li>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,</li> <li>they will get to know the basics and peculiarities of place marketing,</li> </ul>	

	<p>they will get to know the methodology of the planning and application of the marketing tools promoting the competitiveness of the spatial units..</p> <p>The students will recognise the marketing decision situations affecting the spatial units;</p> <p>The students will be able to make proposals for relevant decision preparation activities for the problems and the way they should be solved;</p> <p>The students will be able to build and initiate new practical solutions with creative self-determination.</p>						
10.	<p><b>Syllabus:</b></p> <ol style="list-style-type: none"> <li>1. Introduction to place marketing</li> <li>2. The theoretical basis for place marketing</li> <li>3. The target groups of place marketing</li> <li>4. The basics of tourism</li> <li>5. Place and brand</li> <li>6. Place brand and place image</li> <li>7. Researches in place marketing</li> <li>8. Place branding in practice I.</li> <li>9. Place branding in practice II.</li> <li>10. Communication in place marketing</li> <li>11. Place marketing in practice I.</li> <li>12. Place marketing in practice II.</li> <li>13. Place marketing in practice III.</li> </ol>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>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>						
12.	<p><b>Assessment scheme:</b></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 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%.</p> <p>For successful completion of the course, a minimum of 50.01% must be achieved in all activities!</p>						
	<p><b>Formative assessment scheme</b></p>						
	<p><b>Summative Assessment Scheme</b></p>						
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13.	<p><b>Timetabled examination required</b></p>						
14.	<p><b>Length of exam</b></p>						
15.	<p><b>Learning materials</b></p>						



1.	<b>Module code:</b>	B19TVC16E
2.	<b>Title:</b>	<b>HEALTH TOURISM</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	János Csapó, Dr.
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	Pre-requisite	
	Programme restrictions	BSc in Tourism and Catering
	Level restrictions	
7.	Other restrictions or requirements	
	<b>8. Aims:</b>	
	<p>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.</p> <p>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.</p>	
	<b>9. Learning outcomes:</b>	
<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>		
10.	<b>Syllabus:</b>	<ol style="list-style-type: none"> <li>1. Introduction, concepts of health tourism</li> <li>2. Position and role of health tourism in the system of tourism</li> <li>3. Health tourism as a tourism product, types of health tourism activities</li> <li>4. International and Hungarian history of health tourism</li> <li>5. Demand side of health tourism</li> <li>6. Operational environment of health tourism I.: natural environment and social environment</li> <li>7. In-class test</li> <li>8. Operational environment of health tourism II.: economic environment, technological and political/legal environment</li> <li>9. Relations of health tourism to other tourism products – active tourism</li> <li>10. International and domestic trends in health tourism</li> <li>11. Analysis of the Hungarian locations of health tourism, spatiality of health tourism in Hungary</li> <li>12. Analysis of the international locations of health tourism I.</li> </ol>

	13. Analysis of the international locations of health tourism II	
11.	<b>Learning and teaching strategy:</b> 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.	
12.	<b>Assessment scheme:</b> 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 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!	
	<b>Formative assessment scheme</b>	
	<b>Summative Assessment Scheme</b>	
	<b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes	
	Seen examination	%
	Unseen examination	%
	Coursework (no examination)	%
13.	<b>Timetabled examination required</b>	
14.	<b>Length of exam</b>	
15.	<b>Learning materials</b> Essential          Recommended	Smith, M. – Puczkó, L. (2014): Health, Tourism and Hospitality: Spas, Wellness and Medical Travel. 2nd Edition. Routledge Taylor & Francis Group, 544 p.  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)

**D modules**

1.	<b>Module code:</b>	B19TVD01E
2.	<b>Title:</b>	<b>THESIS-RESEARCH METHODOLOGY</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>ANDRÁS RIDEG, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	6
7.	• Other restrictions or requirements	none
8.	<b>Aims:</b> Module aims	<ul style="list-style-type: none"> <li>• to introduce research methodologies appropriate for the level</li> <li>• to introduce the general and (type&amp;topic-related) special requirements of a thesis</li> <li>• 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</li> <li>• to provide an overview of and practice the literature/empirical qualitative/quantitative methods</li> <li>• to help students gain competence in the thesis-writing process</li> </ul>
9.	<b>Learning outcomes:</b>	<p>On completion of this module, the successful student will be able to:</p> <ol style="list-style-type: none"> <li>1. select and apply a thesis research methodology;</li> <li>2. apply a level-appropriate knowledge of thesis requirements;</li> <li>3. Apply the theory to the practice of academic literature review and use justifiable qualitative/quantitative techniques of research.</li> <li>4. Choose a thesis topic and to form an appropriate structure for the thesis;</li> <li>5. Apply literature/empirical qualitative/quantitative methods;</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Types of theses</li> <li>• The general content and formal requirements of a thesis</li> <li>• Structure of theses</li> <li>• Literature overview: searching and summarizing academic sources</li> <li>• Literature review: criticising, synthesising and presenting academic arguments</li> <li>• Empirical research: the use of common quantitative methods of research</li> <li>• Empirical research: the use of common qualitative methods of research</li> <li>• Writing findings, recommendations, and conclusions</li> <li>• Special issues in business theses</li> <li>• Specialities of different thesis topics: economics</li> </ul>
11.	<b>Learning and teaching strategy:</b>	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.
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	Continuous feedback on in-class activities.
	<b>Summative assessment scheme</b>	

	<p><b>1. Coursework (20%): Short tasks.</b> Students are given short tasks related to the current topic each lecture to ensure continuous learning. Any tools (e.g. teaching material, internet, book) can be used to solve the tasks. (Short tasks cannot be resat.) (LOs 1,2,3,4 and 5)</p> <p><b>2. Homework (40%): Research paper.</b> The research paper is a 1500 words essay that has two parts. In the first part, students need to do the research into research methods, into their uses (e.g. strengths and shortcomings) and into the outcomes of applying them. In the second part, students make choices related to the research topic, the research approach, the methodology and use the theory and previous academic literature to justify it. (1 retake is possible if the Research paper does not meet the requirements.) (LOs 1,2,3 and 6)</p> <p><b>3. Final deliverable: Slide show (20%) and Presentation (20%).</b> Students present their research papers and justify their choices. The 5-7 minute presentation shall be illustrated with 3-5 (powerpoint or Prezi) slides. The Q&amp;A section will be about 2-3 minutes long. (1 retake is possible if Final deliverable does not meet the requirements.) (LOs 4 and 5)</p>	
	Seen examination	80%
	Unseen examination	0%
	Coursework (no examination)	20%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	–
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul>	<p><b>Essential:</b> Creswell, J. W. – Creswell, J. D. (2018): <i>Research Design. Qualitative &amp; Mixed Method Approaches</i>. 5th ed. London: Sage. Connolly, P. (2007). <i>Quantitative Data Analysis in Education</i>. New York: Routledge.</p>
	<ul style="list-style-type: none"> <li>• Recommended</li> </ul>	<p><b>Recommended:</b> Brown, R. B. (2006): <i>Doing your dissertation in business and management: The reality of researching and writing</i>. London: Sage. Other teaching material published on MeetStreet by the module leader.</p>

1.	<b>Module code:</b>	B19TVD02E
2.	<b>Title:</b>	<b>THESIS-CONSULTATION</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	Spring
5.	<b>Module leader:</b>	<b>Katalin ERDŐS, DR.</b>
6.	<b>Accredited by:</b>	-----
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Tourism and Catering
	• Level restrictions	6
7.	• Other restrictions or requirements	none
	<b>8. Aims:</b> This module is designed to keep track of the consultations between the graduating students and their thesis supervisor. At the same time it develops students' research skills as well as their ability to evaluate research and use its outcomes in managerial decision-making. It also develops academic skills which act as a bridge to more advanced study at the postgraduate level.	
	<b>9. Learning outcomes:</b> On completion of this module, the successful student will be able to: 1. design a research project and evaluate different data gathering techniques 2. survey and use existing literature to develop appropriate research objectives and research framework; 3. analyse and interpret the data using appropriate analytical techniques to derive conclusions, and demonstrate an understanding of limitations of the research; 4. construct a small-scale research project; 5. survey and evaluate academic and/or practitioner literature to conduct a literature review 6. use quantitative and/or qualitative data analysis techniques; 7. prepare a coherent, logical and correctly referenced piece of work.	
	<b>10. Syllabus:</b> <ul style="list-style-type: none"> <li>• Examination of the issues involved in carrying out the research project, including roles and responsibilities of the supervisor and the supervisee</li> <li>• Critical evaluation of qualitative and quantitative approaches to research</li> <li>• Quantitative data collection methods and analysis, with a primary focus on questionnaires</li> <li>• Qualitative data collections methods and analysis, focusing on different types of interviews</li> <li>• Writing up research, developing clear aims and objectives, reporting the relevant literature and developing a competent structure and writing style</li> </ul>	
11.	<b>Learning and teaching strategy:</b> This module relies heavily on self-study under supervision. Students will be required to attend at least the first two supervisory consultations and then to communicate with their supervisors for feedback. Students will make extensive use of library and online resources to complete the different stages of the assessment. In total three consultations are minimally required.	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b> <ul style="list-style-type: none"> <li>• Feedback on the research topic as well as the research plan and process will be provided by individual supervisors. Students should contact their allocated supervisor by the first week of the study period in which the thesis is to be submitted.</li> </ul>	

	<p><b>Summative assessment scheme</b></p> <ul style="list-style-type: none"> <li>• Students are required to consult with their supervisor the introduction and the literature review six weeks prior to the thesis submission deadline (LOs 1, 2, 4 and 5)</li> <li>• Students are required to consult with their supervisor the empirical analysis or the detailed theoretical elaboration (if there is no primary research done) including methodology two weeks prior to the thesis submission deadline (LOs 3, 6)</li> <li>• Students are required to consult with their supervisor the conclusions five working days prior to the thesis submission deadline (LOs 4 and 7)</li> <li>• Should the student miss to consult by his/her supervisor in due time, the supervisor has the right to deny the acceptance of consultation, the student fails Thesis – Consultation module and consequently cannot submit the thesis in the given semester</li> <li>• The final grade consists on an equal weight from the grades given by the thesis supervisor and the second marker of the thesis.</li> </ul>						
	<table border="1"> <tr> <td>Seen examination</td> <td>NA</td> </tr> <tr> <td>Unseen examination</td> <td>NA</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	NA	Unseen examination	NA	Coursework (no examination)	100%
Seen examination	NA						
Unseen examination	NA						
Coursework (no examination)	100%						
13.	<table border="1"> <tr> <td><b>Timetabled examination required</b></td> <td>NO</td> </tr> </table>	<b>Timetabled examination required</b>	NO				
<b>Timetabled examination required</b>	NO						
14.	<table border="1"> <tr> <td><b>Length of exam</b></td> <td>NA</td> </tr> </table>	<b>Length of exam</b>	NA				
<b>Length of exam</b>	NA						
15.	<table border="1"> <tr> <td> <p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul> </td> <td> <p>NA</p> <p>Umberto Eco (2015): <i>How to Write a Thesis?</i> The MIT Press, Cambridge, MA; London, England</p> </td> </tr> </table>	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<p>NA</p> <p>Umberto Eco (2015): <i>How to Write a Thesis?</i> The MIT Press, Cambridge, MA; London, England</p>				
<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<p>NA</p> <p>Umberto Eco (2015): <i>How to Write a Thesis?</i> The MIT Press, Cambridge, MA; London, England</p>						

## Appendix 4: Module Evaluation Form

<i>Module Feedback Form</i>					
<i>2017/18 academic year</i>					
<i>Spring Semester</i>					
Module feedback forms are distributed to students two times per academic year.					
The aim of this feedback process is to elicit your views on the quality of all the modules					
your have taken and your experience of being a student on your programme of study.					
Please mark your responses by filling the appropriate boxes like this: X					
<b>Name of module leader and module:</b>					
				definitely agree	mostly agree
				neither agree or disagree	mostly disagree
				definitely disagree	
1. The module learning outcomes were clearly expressed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The taught sessions have helped me achieve the module learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The taught sessions have been well structured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The taught sessions have been intellectually stimulating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I have been given the opportunity to participate actively in taught sessions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I have had the opportunity to consult my tutor concerning my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I have received helpful feedback on my work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The assessment requirements have been easy to understand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I feel that the assessment has allowed me to demonstrate that I have achieved the learning outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I have found that the workload for this module has been manageable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I found that the learning materials provided as part of the module were useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. The lecturer was receptive to students' ideas for this module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I would recommend this module to other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Overall I am satisfied with the quality of this module	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----					
15. What was the best aspect of this module?					
16. What was the worst aspect of this module?					
17. Please write any constructive comments on this module.					

## 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
<b>1. Topic quality (originality and relevance:)</b>		<b>0-12 points</b>	
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	
<b>2. Literature survey</b>		<b>0-8 points</b>	
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	
<b>3. Theoretical aspect</b>			
<b>Empirical aspect</b>			
<b>3.a. Choice and description of research method:</b>	<b>3.b. Method of data collection, validity of sample:</b>	<b>0-12 points</b>	
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	
<b>4.a. Application of research method:</b>	<b>4.b. Depth of data analysis:</b>	<b>0-8 points</b>	
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	
<b>5. Presentation and discussion of research findings and practical implementations</b>		<b>0-18 points</b>	

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	
<b>6. Structure of thesis</b>	<b>0-12 points</b>	
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	
<b>7. Quality and style of writing</b>	<b>0-10 points</b>	
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	
<b>8. Format, citation and referencing, bibliography and appendix / appendices</b>	<b>0-10 points</b>	
a. One or all of the following missing: citations and references in the text, bibliography: <b>*thesis has to be rejected with grade 1</b>	*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	
<b>9. Overall opinion</b>	<b>0-10 points</b>	
Please indicate your overall opinion of thesis on a 10-point scale, where 10 means 'excellent' and 1 means 'very poor'.		
<b>Total points</b>	<b>0-100 points</b>	

**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