



**UNIVERSITY OF PÉCS**  
Faculty of Business and Economics

# PROGRAMME HANDBOOK

**FACULTY OF BUSINESS AND ECONOMICS, UNIVERSITY OF PÉCS**

**BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT PROGRAMME**

**2020/21 academic year**

Programme Director: Katalin Erdős, Dr.



## Contents

<b>Your Programme Handbook</b> .....	4
<b>Information in Alternative Formats</b> .....	4
<b>The University Regulations</b> .....	4
<b>Welcome to BSc in Business Administration and Management!</b> .....	5
<b>Introduction to Faculty of Business and Economics (UPFBE)</b> .....	5
<b>Welcome from your Programme Director</b> .....	7
<b>Your Programme Team</b> .....	9
<b>Faculty's Leadership and Management</b> .....	9
<b>Student website</b> .....	9
<b>Teaching staff</b> .....	9
<b>Your Programme</b> .....	11
<b>Attendance requirements</b> .....	12
<b>Programme Structure Diagram</b> .....	16
<b>Your timetable</b> .....	16
<b>Programme Specification</b> .....	18
<b>Your Modules</b> .....	18
<b>Your Programme Feedback</b> .....	21
<b>How you can feedback to us/How to submit a complaint/request?</b> .....	21
<b>Programme Voice Group Meeting</b> .....	21
<b>Meeting Dates</b> .....	22
<b>Student Surveys</b> .....	22
<b>How we consider your feedback</b> .....	23
<b>Resources</b> .....	25
<b>Location of your classes/Study Department/Student Services</b> .....	25
<b>Library</b> .....	25
<b>IT facilities</b> .....	26
<b>E-mail</b> .....	26
<b>Your contact and personal details</b> .....	26
<b>Academic Registry System (Neptun) and Intranet (Neptun MeetStreet)</b> .....	27
<b>Student Support</b> .....	28
<b>Administrative and Service staff</b> .....	28
<b>Programme Regulations</b> .....	30
<b>Academic Misconduct</b> .....	30
<b>Appeals</b> .....	31
<b>Research Ethics</b> .....	31

<b>Learning and teaching methods</b> .....	33
<b>Assessment methods</b> .....	33
<b>Submission and receipt of coursework</b> .....	34
<b>Exams</b> .....	34
<b>Deferral of assessment</b> .....	34
<b>Extenuating Circumstances</b> .....	34
<b>Re-assessment</b> .....	35
<b>Marking, internal and external moderation</b> .....	36
<b>Return of coursework</b> .....	37
<b>Assessment Feedback</b> .....	37
<b>Progressing on your programme</b> .....	39
<b>Your progression</b> .....	39
<b>Thesis</b> .....	39
<b>Final Examination – Thesis Defence</b> .....	40
<b>Your achievement/Certificates</b> .....	41
<b>Health and Safety</b> .....	41
Appendix 1: Programme Specifications .....	42
Appendix 2: Curriculum Map .....	49
Appendix 3: Module Narratives .....	52
Appendix 4: Module Evaluation Form .....	162
Appendix 5: Thesis Evaluation Form .....	165

# INTRODUCTION

## Your Programme Handbook

---

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

Your comments on any improvements to this handbook are welcome. Please put them in writing (an email will suffice) with the name of the Programme Handbook to **Katalin Erdős** ([erdosk@ktk.pte.hu](mailto:erdosk@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 **Livia K. Tóth** ([toth.livia@ktk.pte.hu](mailto:toth.livia@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.

## The University Regulations

---

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

# WELCOME TO BSC IN BUSINESS ADMINISTRATION AND MANAGEMENT!

## Introduction to Faculty of Business and Economics (UPFBE)

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

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

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

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

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

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

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

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

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

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

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

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

In accordance with our belief that knowledge is responsibility, our mission is “Tradition and innovation in student-centred education of responsible business professionals”. The BAM programme is designed to educate leaders of the 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 in Business Administration and Management Programme (BAM). I hope that you find this introduction useful as a guide to the bachelor's programme. This document serves to guide you through your first steps at the Faculty and the Programme.

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

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

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

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



Dr. Katalin Erdős, PhD

Assistant Professor, Programme Director

<b>ACADEMIC CALENDAR FOR BSc PROGRAMMES</b>		
<b>2020/2021 FALL SEMESTER</b>		
<b>Date</b>	<b>Place</b>	<b>Event</b>
31 August – 6 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)
31 August – 6 September*	Neptun University Registry System	Course registration*(compulsory for <b>ALL</b> students)
4 September		Orientation for BSc first year students
7 September		First day of teaching
15 August 1 <sup>st</sup> installment 15 October 2 <sup>nd</sup> installment 15 November 3 <sup>rd</sup> installment		Tuition fee payment deadline
3 October		Deadline for postponing studies (set status as passive) by request
26 September		Deadline for credit accreditation request
22 October	Room will be determined later	Programme Voice Group Meeting
19 October – 23 October		Fall break /Pre-Exam period for completing exam courses for the 4th year students
28 September – 24 October	Neptun University Registry System	Thesis topic selection period in Neptun for BA 3
2 November (+ one week for 1000 HUF/day delay fee)		Deadline for (re)submitting the thesis + Deadline for submitting Mentor's evaluation /Internship fulfillment (BA 4 students) Deadline for submitting Internship Mentor's evaluations
9 November		Announcement of exam dates
18 November		Neptun exam application starting date
5 December		End of the fall semester – last day of teaching
7 -12 December and 4 – 23 January 2021		Exam period
14-16 December	Rooms and exact dates will be determined in November in Neptun	Thesis defence period for the BA 4 students
20-23 January 2020	Rooms and exact dates will be determined in November in Neptun	Make up defence for deferring students

\*After the 7th September it is impossible to sign up for a course in the Neptun. Please, do not forget that if you are not signed up for a course in the Neptun you are not allowed to take an exam and receive a grade and the credits for the given course.

## PART ONE: PROGRAMME DETAILS

### Your Programme Team

#### Faculty's Leadership and Management

Field of responsibility	Name	Extension	Location	E-mail
Dean	Zoltán Schepp, Dr.	23155	B235	<a href="mailto:schepp.zoltan@ktk.pte.hu">schepp.zoltan@ktk.pte.hu</a>
Vice-Dean	Krisztián Szűcs, Dr.	21313	B244	<a href="mailto:szucsk@ktk.pte.hu">szucsk@ktk.pte.hu</a>
Vice-Dean	András Takács, Dr.	23277	B246	<a href="mailto:takacs.andras@ktk.pte.hu">takacs.andras@ktk.pte.hu</a>
Programme Director	Katalin Erdős, Dr.	63134	B403	<a href="mailto:erdosk@ktk.pte.hu">erdosk@ktk.pte.hu</a>
Programme Coordinator	Livia K. Tóth	23135	B135	<a href="mailto:toth.livia@ktk.pte.hu">toth.livia@ktk.pte.hu</a>

#### Student website

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

#### Teaching staff

Module Title	Lecturer(s) in Charge	Extension	Location	E-mail
Advertising and Sales Promotion	Ákos Nagy, Dr.	63133	B226	<a href="mailto:nagya@ktk.pte.hu">nagya@ktk.pte.hu</a>
Banking and Finance	Zoltán Gál, Dr.	23267	B409	<a href="mailto:galz@ktk.pte.hu">galz@ktk.pte.hu</a>
Booms and Crises in the European Economy	Máton Pelles	63105	B224	<a href="mailto:pelles.marton@ktk.pte.hu">pelles.marton@ktk.pte.hu</a>
Business Case Studies	Márta Somogyvári, Dr.	63384	B120	<a href="mailto:somogyv@ktk.pte.hu">somogyv@ktk.pte.hu</a>
Business Simulation Workshop	Roland Schmuck, Dr.	23369	B219	<a href="mailto:schmuck.roland@ktk.pte.hu">schmuck.roland@ktk.pte.hu</a>
Business Statistics	Mónika Galambosné Tiszberger, Dr.	63146	B112	<a href="mailto:tiszbergerm@ktk.pte.hu">tiszbergerm@ktk.pte.hu</a>
Competence Development,	Edit Gyarmatiné Bányai, Dr.	63373	B222	<a href="mailto:banyai.edit@ktk.pte.hu">banyai.edit@ktk.pte.hu</a>
Corporate Finance, Financial Analysis	Mónika Kuti, Dr. and Alexandra Posza	63124 23141	B210 B213	<a href="mailto:kutim@ktk.pte.hu">kutim@ktk.pte.hu</a> <a href="mailto:poszaa@ktk.pte.hu">poszaa@ktk.pte.hu</a>
International HRM Project	Zsófia Ásványi, Dr.	63114	B223	<a href="mailto:asvanyizs@ktk.pte.hu">asvanyizs@ktk.pte.hu</a>
Financial Accounting	Gábor Márkus, Dr.	23199	B216	<a href="mailto:markus.gabor@ktk.pte.hu">markus.gabor@ktk.pte.hu</a>

Game of Stocks	Ákos Tóth-Pajor and Klaudia Rádóczy	23130	B213	<a href="mailto:toth-pajor.akos@ktk.pte.hu">toth-pajor.akos@ktk.pte.hu</a>
Introduction to Marketing, Marketing Research, Consumer Behaviour	Krisztián Szűcs, Dr. and Petra Rácz-Putzer, Dr. and Péter Németh, Dr	23115 23129 23129	B244 B226 B226	<a href="mailto:szucsk@ktk.pte.hu">szucsk@ktk.pte.hu</a> <a href="mailto:putzerp@ktk.pte.hu">putzerp@ktk.pte.hu</a> <a href="mailto:nemeth.peter@ktk.pte.hu">nemeth.peter@ktk.pte.hu</a>
Human Resource Management, Organizational Behaviour	Zsuzsanna Vitai, Dr. and Julianna Sz.Németh, Judit Potó	23198 23198	B220 B220	<a href="mailto:vitai.zsuzsanna@ktk.pte.hu">vitai.zsuzsanna@ktk.pte.hu</a> <a href="mailto:nemethj@ktk.pte.hu">nemethj@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>
International Business	Viktória Gerdesics, Dr.	23276 23343	B229 B229	<a href="mailto:csapo.janos@ktk.pte.hu">csapo.janos@ktk.pte.hu</a> <a href="mailto:gerdesicsv@ktk.pte.hu">gerdesicsv@ktk.pte.hu</a>
Investments	Vivien Csapi, Dr. and Alexandra Posza	23124	B210	<a href="mailto:csapiv@ktk.pte.hu">csapiv@ktk.pte.hu</a>
International Career Management	Gábor Balogh, Dr. and Brigitta Szabóné Bálint	23275	B221	<a href="mailto:baloghg@ktk.pte.hu">baloghg@ktk.pte.hu</a> <a href="mailto:balintb@ktk.pte.hu">balintb@ktk.pte.hu</a>
Introduction to Accounting	András Takács, Dr.	23277	B246	<a href="mailto:takacs.andras@ktk.pte.hu">takacs.andras@ktk.pte.hu</a>
Introduction to Management	Norbert Sipos, Dr.	23132	B221	<a href="mailto:sipos.norbert@ktk.pte.hu">sipos.norbert@ktk.pte.hu</a>
Introduction to Social Sciences	Éva Somogyiné Komlósi Dr.	23377	B409	<a href="mailto:komlosi.eva@ktk.pte.hu">komlosi.eva@ktk.pte.hu</a>
Macroeconomics, International Economics	Richárd Farkas	23395	B408	<a href="mailto:farkasr@ktk.pte.hu">farkasr@ktk.pte.hu</a>
Microeconomics, Natural Resource Economics and CSR, Environmental Economics, Thesis – Consultation	Katalin Erdős, Dr.	63134	B403	<a href="mailto:erdosk@ktk.pte.hu">erdosk@ktk.pte.hu</a>
Operations Management	Zsuzsanna Hauck, Dr. and Sándor Danka, Dr.	63153	B119	<a href="mailto:hauckzs@ktk.pte.hu">hauckzs@ktk.pte.hu</a>
Probability and Statistics, Data Analysis in R	Dániel Kehl, Dr.	63144	B112	<a href="mailto:kehld@ktk.pte.hu">kehld@ktk.pte.hu</a>
Quantitative Methods	Gyöngyi Bugár, Dr. and Dóra Longauer	63289	B119	<a href="mailto:bugar.gyongyi@ktk.pte.hu">bugar.gyongyi@ktk.pte.hu</a>
Regional Economics	Norbert Szabó	23382	B407	<a href="mailto:szabon@ktk.pte.hu">szabon@ktk.pte.hu</a>
Small Business Management and Development, Introduction to	Zsolt Bedő, Dr.	23436	B118	<a href="mailto:bedo.zsolt@ktk.pte.hu">bedo.zsolt@ktk.pte.hu</a>

Entrepreneurship, Simonyi Summer Social Entrepreneurship Programme				
The Art of Writing and Presenting	Kármén Kovács, Dr. and Petra Rácz-Putzer, Dr.	23186	B117	<a href="mailto:kovacs.karmen@tkk.pte.hu">kovacs.karmen@tkk.pte.hu</a>
Thesis – Research Methodology, Small Business Management and Development	András Rideg, Dr.	63383	B117	<a href="mailto:ridega@tkk.pte.hu">ridega@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>
Visualization with Spreadsheets	Ferenc Kruzslicz, Dr.	23113	B120	<a href="mailto:kruzslicz.ferenc@tkk.pte.hu">kruzslicz.ferenc@tkk.pte.hu</a>

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

## Your Programme

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

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

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

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

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

## Changing your programme

Till 2021 the previous version of your study programme – BA in Business Administration – with a different curriculum also operates on campus. Please note that it is not possible to change your course of study to this programme. In the same time due to legislative burdens, switching from the old BABA programme to the new BSc BAM programme is only possible for students by quitting their old student status and by re-applying for the new programme.

## Attendance requirements

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

The maximum rate of absence is determined by the Code of Studies and Examination of the University of Pécs, article 45: [https://international.pte.hu/codes\\_and\\_guidelines](https://international.pte.hu/codes_and_guidelines).

2. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available
3. Students must notify their module leader in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
4. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
5. Students must notify the Study Department in writing if they are withdrawing from a course.
6. Any period of absence over 28 days for whatever reason shall be reported to the Programme Director.
7. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
8. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance if known. Otherwise, it should be given as the date of the letter from the Programme Director requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

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.

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

### Extra fees (to be paid in special cases)

Type	When	Amount	Where/How	Note
Tuition fee late payment	To be paid in case you pay your tuition fee after the given deadline.	6% of the particular item	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Course Repetition - Exam Course Fee	To be paid in case you failed a module previously and you register to it for the second, third or more times.	3000 Ft	Central Registrar's Office creates the payment in Neptun and warns you in a letter when/how much you have to pay.	
Retake Fee	To be paid in case you are repeating an exam for the third or more times.	2500 Ft	The payment has to be created by you in Neptun by transcribing 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>.

## Employability

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

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

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

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

## Employability and your programme

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

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

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

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

## Personal Development Planning (PDP)

Personal Development Planning will provide you with an opportunity to assess the value of the skills and knowledge you are developing and identify your future learning and development needs. It 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 continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

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

### Careers Advice

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

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

### Internship

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

### Programme Structure Diagram

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

*A1: Core Methodology Modules (Economics and Business)*

*A2: Core Methodology Modules (Social Sciences)*

*B1: Core Business Modules*

*B2: Elective Business Modules*

*C: Optional Modules*

*D: Thesis and Internship*

Please find the detailed information in Your Modules chapter.

### Your timetable

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

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

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

## PROGRAMME SPECIFICATION

Please see Appendix 1 on page 41.

## YOUR MODULES

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

### A1/A2 – Core Methodology Modules

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

**B1 – Core Business Modules**

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

**B2 – Elective Business Modules**

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

**C – Optional Modules**

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

Business Simulation Workshop	Spring	0+2	Term mark	3
Competence Development	Spring	0+2	Term mark	3
Data Analysis in R	Fall	0+2	Term mark	3
Environmental Economics	Spring	0+2	Term mark	3
Financial Accounting	Spring	2+0	Exam	3
Game of Stocks	Fall	0+2	Term mark	3
Introduction to Entrepreneurship	Fall	0+2	Term mark	3
Mobility elective	Not relevant			3
Natural Resource Economics and CSR	Spring	0+2	Term mark	3
Regional Economics	Spring	2+0	Exam	3
Tourism Management	Spring	2+0	Exam	3
Visualisation with Spreadsheets	Fall	2+0	Exam	3
<b>Number of credits to be completed</b>				<b>12</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 does not complete an elective module, she/he can decide whether she/he repeats the same module (in case of courses assessed with term mark) or takes the module as an Exam course (in cases of modules assessed with exam) or chooses another available module of the same category in one of the following semesters. The point is to complete the required amount of credits of every module category of the sample curriculum.

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

Module	Semester	Classes	Assessment	Credit
Thesis - Research Methodology	5	0+2	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>

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

## YOUR PROGRAMME FEEDBACK

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

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

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

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

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

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

### Programme Voice Group Meeting

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

The membership of a PVG meeting includes:

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

- Support services representatives (if it is necessary)

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

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

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

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

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

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

### Meeting Dates

Generally, 6<sup>th</sup> week of each semester.

## Student Surveys

---

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

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

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

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

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

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

### **How we consider your feedback**

---

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

## How your Programme is Quality Assured

---

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

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

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

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

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

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

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

## Part Two - Resources and Support Available

# RESOURCES

### Location of your classes/Study Department/Student Services

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

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

### Library

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

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

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

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

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

## Joining the Library

---

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

### *Reservations and Interlibrary Loans*

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

## The Collection of Documents of the European Union

---

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

## IT facilities

---

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

## E-mail

---

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

## Your contact and personal details

---

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

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

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

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

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

## Student Support

### Administrative and Service staff

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

Field of responsibility	Name	Extension	Location	E-mail
Programme Coordinator: Academic Support, Study Counselling, Study Transferring	Lívía K. Tóth	23135	B135	<a href="mailto:toth.livia@ktk.pte.hu">toth.livia@ktk.pte.hu</a>
International Relations Manager	Eszter Rozs	23160	B131	<a href="mailto:rozs.eszter@ktk.pte.hu">rozs.eszter@ktk.pte.hu</a>
Exchange Programmes Coordinator	Réka Battyáni	23165	B131	<a href="mailto:lajos.maria@ktk.pte.hu">lajos.maria@ktk.pte.hu</a>
Admission Coordinator	Mária Vivien Lajos	23160	B131	<a href="mailto:battyani.reka@ktk.pte.hu">battyani.reka@ktk.pte.hu</a>
Head of Technical Support	Tibor Fehér	23154	B135	<a href="mailto:feher.tibor@pte.hu">feher.tibor@pte.hu</a>
Webmaster, 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>
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> Floor	<a href="mailto:arato.balazs@lib.pte.hu">arato.balazs@lib.pte.hu</a>
Disability Support	Csaba Magdali	24018	Faculty of Science and Humanities, building A, office 120	<a href="mailto:magdali.csaba@pte.hu">magdali.csaba@pte.hu</a>

### Student Government

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

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

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

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

Part Three - University Policies You Should Know

## PROGRAMME REGULATIONS

The regulations of the BAM programme can be read in this Student Handbook and also in Annex 7 of Codes of Regulation and Examination of UP which is to be found here: [https://international.pte.hu/codes\\_and\\_guidelines](https://international.pte.hu/codes_and_guidelines).

### Academic Misconduct

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

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

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

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

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

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

## Detecting plagiarism

---

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

## Appeals

---

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

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

## Complaints

---

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

## Research Ethics

---

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

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

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

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

## LEARNING, TEACHING AND ASSESSMENT

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

### Learning and teaching methods

---

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

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

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

### Assessment methods

---

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

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

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

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

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

### Submission and receipt of coursework

---

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

### Exams

---

**Final** examinations are held only in the exam periods – December/January, and May/June. The dates of the exams are determined by the Study Department which announces them one month before the date of the first exam. The dates of the **Midterm** examinations are determined by the module leaders. Exams belonging to **Exam Courses** can be done during the teaching period also but only once and the exam has to be the subject of the student and the professor. The only exemption is the centrally organized **pre-exam** 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 in an examination otherwise there will not be a possibility for replacement. In the final examination period exams can be taken only in the appointed times. There is no possibility to organize final exams individually and outside the schedule.

### Extenuating Circumstances

---

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

### Assessment results

---

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

In case of modules assessed with exam (see Your Modules tables starting on p. 19), a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable *and* passes the final exam *and* every assessment element that has a 40% or higher weight in the assessment structure *and* achieves more than 50% on the total of the course-work elements. Should the student fail at the first attempt, one retake opportunity is available in case of the final exam and each assessment element that on its own has a 40% or higher weight in the assessment structure.

In case of modules assessed with term mark (see Your Modules tables starting on p. 19) a pass grade can be achieved if a student achieves more than 50% from the 100% of the total marks obtainable *and* passes every assessment element that has a 40% or higher weight in the assessment structure. Should

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

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

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

## Re-assessment

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

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

## Number of exams

A student will be allowed to participate in a **maximum of six** exam occasions for each module throughout the seven semesters, if they do not default on passing the minimum number of modules

at the end of semester 2nd, 4th and 6th (see below). Should the student fail six times from the same module, the student will be made to withdraw from the programme.

### Class participation/Absence

---

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

### Credit Minimum Criterion

---

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

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

### Marking, internal and external moderation

---

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

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

### Assignments

---

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

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

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

All material from other sources must be acknowledged.

### **Return of coursework**

---

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

### **Assessment Feedback**

---

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

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

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

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

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

## External Examiners

---

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

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

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

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

## PROGRESSING ON YOUR PROGRAMME

### Your credits

---

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

### Your progression

---

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

The Assessment Board can determine the following progression categories:

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

### Thesis

---

The overall objective of the Thesis is to reinforce the student's learning by requiring that experience be brought to bear upon a real-life business problem. The range of problems that may be addressed is extensive. The Thesis modules (see Thesis 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**.

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

---

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

### Defence procedure

---

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

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

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

## Your achievement/Certificates

---

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

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

## Health and Safety

---

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

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

## APPENDIX 1: PROGRAMME SPECIFICATIONS

### BSc in Business Administration and Management

---

#### Criteria for admission to the programme

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

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

For Hungarian students the Higher Education Law decides the procedure of application that may be subject to change every year. Please find the details at [www.felvi.hu](http://www.felvi.hu)

\* The Hungarian equivalent is Matura.

#### Aims of the programme

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

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

#### Programme outcomes

Upon completion of the BSc in Business Administration and management Programme students will be able to ...

##### Knowledge and understanding

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

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

### **Skills**

#### *Intellectual skills*

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

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

#### *Practical skills*

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

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

### **Attitudes**

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

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

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

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

**A1: Core Methodology Modules (Economics and Business)****A2: Core Methodology Modules (Social Sciences)****B1: Core Business Modules****B2: Elective Business Modules****C: Optional Modules****D: Thesis and Internship**

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

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

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

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

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

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

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

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

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

**Curriculum map**

See in Appendix 2.

#### Information about assessment regulations

University of Pecs, Faculty of Economics and Business Assessment Regulations  
[http://international.pte.hu/codes\\_and\\_guidelines](http://international.pte.hu/codes_and_guidelines)

#### Placement opportunities, requirements and support (if applicable)

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

#### Future careers (if applicable)

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

#### 17. Particular support for learning (if applicable)

Particular support for learning includes:

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

#### Other information

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

## APPENDIX 2: CURRICULUM MAP

### Curriculum map for [BSc in Business Administration and Management]

---

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

### Programme learning outcomes

---

#### Knowledge and understanding

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

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

#### Skills

##### *Intellectual skills*

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

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

##### *Practical skills*

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

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

#### Attitudes

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

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

	Module	Code	Learning outcomes								
			ILO 1	IL O2	IL O3	ILO 4	IL O5	IL O6	IL O7	IL O8	
1	Quantitative Methods	B19A01E		X							
	Microeconomics	B19A02E			X			X			
	Information Systems	B19A03E		X			X				
	Probability and Statistics	B19A04E		X							
	Macroeconomics	B19A05E	X		X			X			
	Introduction to Management	B19A06E	X	X			X		X		
	Business Statistics	B19A07E		X							X
	Introduction to Accounting	B19A08E	X	X							
	Corporate Finance	B19A09E			X					X	X
	Introduction to Marketing	B19A10E	X				X		X		
	International Economics	B19A11E	X			X			X		
	International Business Communication	B19A12E	X								
2	Business Case Studies	B19A13E	X	X		X	X	X			
	The Art of Writing and Presenting	B19A20E	X	X					X	X	
	Introduction to Social Sciences	B19A21E	X				X	X			
	Organizational Behaviour	B19B01E						X	X		
	Human Resource Management	B19B02E	X						X		
	International Business	B19B03E				X	X	X			
	Banking and Finance	B19B04E			X						
	Operations Management	B19B05E	X	X		X	X	X	X		
	Thesis-Research Methodology	B19D01E									
	Thesis-Consultation	B19D02E				X	X		X	X	
	Consumer Behaviour	B19B20E	X						X		
	Small Business Management and Development	B19B21E			X	X	X		X		
	Simonyi Summer Social Entrepreneurship Programme	B19B22E				X	X	X			
3	Foreign Direct Investment Project	B19B23E	X			X	X	X	X		
	International Career Management	B19B24E		X		X					
	Financial Analysis	B19B25E			X						X
	Advertising and Sales Promotion	B19B26E				X			X		
	Investments	B19B27E			X						
	Marketing Research	B19B28E		X			X		X		
	Data Analysis in R	B19C02E	X			X			X		
	Visualization with Spreadsheets	B19C03E		X							
	Introduction to Entrepreneurship	B19C04E				X	X				
	Regional Economics	B19C05E	X			X					
	Environmental Economics	B19C06E			X	X					
	Natural Resource Economics and CSR	B19C07E			X	X					
	Financial Accounting	B19C08E			X						X
	Business Simulation Workshop	B19C09E				X		X			
	Tourism Management	B19C10E				X	X				X
Competence Development	B19C11E	X									
Booms and Crises in the European Economy	B19C12E			X				X			

Game of Stocks	B19C13E	X	X	X	X				
Mobility elective	B19C14E								

## **APPENDIX 3: MODULE NARRATIVES**

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

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

## Module Narratives

A1: Core Methodology Modules (Economics and Business)

A2: Core Methodology Modules (Social Sciences)

B1: Core Business Modules

B2: Elective Business Modules

C: Optional Modules

D: Thesis

### Year 1

#### A1 Modules

1.	<b>Module code:</b>	B19A01E
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>	EFMD
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• 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.</p> <p>Maximum of 25% missing is allowed; otherwise the semester will not be approved.</p>	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 %
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 %						
	<table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> </table>	Seen examination	0 %				
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.	<p>Learning materials</p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<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> <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>

1.	<b>Module code:</b>	B19A02E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• 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> <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.	<b>Learning and teaching strategy:</b>	<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</p>

	market structures; production; factor demand and supply decisions; micro-effects of taxation; externalities.	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b> 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.	
	<b>Summative assessment scheme</b> 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.  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.	
	Seen examination	0%
	Unseen examination	100%
	Coursework (no examination)	0%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	Midterm exam 75 minutes, final exam 120 minutes
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>• Essential David Begg – Stanley Fischer – Rudiger Dornbusch: Economics. Part 1–3. McGraw-Hill. (seventh or newer edition).</li> <li>• Recommended Daron Acemoglu – David Laibson – John A. List (2016): Economics. Part I–III. Pearson Education</li> </ul>	

1.	<b>Module code:</b>	B19A03E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<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.	<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. 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.	<b>Syllabus:</b>	<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				
Length of exam	Excel and Access Test: 75 minutes Group presentation: 25 minutes Final exam: 75 minutes						
15.	<table border="1"> <tr> <td>Learning materials</td> <td>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</td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>Essential</li> </ul> </td> <td></td> </tr> </table>	Learning materials	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	<ul style="list-style-type: none"> <li>Essential</li> </ul>			
Learning materials	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						
<ul style="list-style-type: none"> <li>Essential</li> </ul>							

	<ul style="list-style-type: none"><li>• Recommended</li></ul>	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>
--	---	---

1.	<b>Module code:</b>	B19A04E
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>DÁNIEL KEHL, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	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: 1. analyse a population using descriptive statistics, 2. summarise the key aspects of probability and random variables in the decision making process, 3. infer population parameters based on a sample. 4. solve numerical business problems, 5. select the appropriate technique and method for the solution of such problems, 6. apply theoretical concepts in a business environment.	
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> 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.	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	

	QA sessions before midterm tests and drop-in office hours.	
	<p><b>Summative assessment scheme</b></p> <p>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)</p> <p>Take home assessments (15%): 30-question weekly quizzes in Moodle to be done at home(LOs 1, 2 and 3)</p> <p>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)</p> <p>Midterm tests and home assignments cannot be resat.</p>	
	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.	<p><b>Learning materials</b></p> <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>	B19A05E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>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.
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. analyse fundamental economic data (GDP, inflation, unemployment)</li> <li>2. construct and examine trends in basic macroeconomic variables</li> <li>3. compare the basic mechanisms behind fiscal and monetary interventions</li> <li>4. select, classify and summarise the most important short and long run effects of economic shocks</li> <li>5. understand key concepts in international trade and open economy macroeconomics</li> <li>6. provide and construct macroeconomic outlook for business decision support</li> </ol>
10.	<b>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>
11.	<b>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>	B19A20E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>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.
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. 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 <p>Deane, M. (2010), Academic Research, Writing &amp; Referencing. Harlow, Pearson.  Russel, L. and Munter, M. (2014), Guide to Presentations (4th Edition). Harlow, Pearson.</p> </li> <li>• Recommended <p>Anderson, C. J. (2016), TED Talks: The Official TED Guide to Public Speaking. Mariner Books  Hart, C. (2008), Doing a Literature Review: Releasing the Social Science Research Imagination. London [etc.], Sage Publications.  Krogerus, M. and Tschäppeler (2018), The Communication Book: 44 Ideas for Better Conversations Every Day. Penguin Books  Ledden, E. (2014), The Communication Book: How to say it, mean it, and make it matter. Harlow, Pearson.  Machi, L. A. and McEvoy, B. T. (2009), The Literature Review: Six Steps to Success. Thousand Oaks, Corwin Press.  McMillan, K. and Weyers, J. (2013), How to Cite, Reference and Avoid Plagiarism at University. Harlow, Pearson.  McMillan, K. and Weyers, J. (2013), How to Improve Your Critical Thinking and Reflective Skills. Harlow, Pearson.  McMillan, K. and Weyers, J. (2014), How to Complete a Successful Research Project. Harlow, Pearson.  Moss, R. W. (2004), Strauss's Handbook of Business Information: A Guide for Librarians, Students, and Researchers. Westport, libraries Unlimited.  Mukkavilli, S. (2015), Slide Spin: Your Power of Expression. Notion Press  Neville, C. (2010), The Complete Guide to Referencing and Avoiding Plagiarism. 2<sup>nd</sup> ed. Maidenhead, Open University Press.  Saunders, M., Lewis, P. and Thornhill, A. (2007), Research Methods for Business Students. 4th ed. Harlow; New York, Financial Times - Prentice Hall.</p> </li> </ul>

1.	<b>Module code:</b>	B19A21E
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>CSABA PAUKER, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>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.</p> <p>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.	<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. 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.	<b>Syllabus</b>	<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> </ul>

	<ul style="list-style-type: none"> <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> <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>Unseen examination</td> <td>Midterm Examination 30% 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>						

	Recommended	Joseph, Martin (1991) Sociology for Business – A Practical Approach. Polity  Articles from different scientific papers
--	-------------	--

## B1 modules

1.	<b>Module code:</b>	B19A06E
2.	<b>Title:</b>	<b>INTRODUCTION TO MANAGEMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>NORBERT SIPOS, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	The aim of the course, on the one hand, is to provide students with a holistic view and basic tools to acquire a solid knowledge in the principles of management (planning, organizing, leading and controlling). On the other hand, it is essential that the students achieve a deep understanding of the fundamentals which are required for other specific modules.
9.	<b>Learning outcomes:</b>	On completion of this module, the successful student will be able to: 1. compare and contrast major management evolution-related schools 2. evaluate management functions of an organization, explain how these can be formed and maintained 3. identify the factors influencing the manager's work and analyse characteristics of leadership 4. list the role and intercorrelations of the different organizational functions 5. show individual communication skills through presentations 6. outline computer literacy and tech skills by making presentations 7. analyse different perspectives by participation in case studies'
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Clarification of the course expectations. Managers and Management</li> <li>• The Management Environment</li> <li>• Integrative Managerial Issues</li> <li>• Organizational Structure and Design</li> <li>• Foundations of Planning</li> <li>• Introduction to Managing Human Resource</li> <li>• Midterm examination. Foundations of Decision Making</li> <li>• Managing Change and Innovation</li> <li>• Foundations of Individual Behavior and Individual Work</li> <li>• Understanding Groups and Managing Work Teams</li> <li>• Foundations of Motivation and Rewarding Systems, Managing Communication and Information</li> <li>• Foundations of Control, Operations Management</li> <li>• Final examination in computer room, Summary in classroom</li> </ul>
11.	<b>Learning and teaching strategy:</b>	Each of the participants starting from week 3 has to take a presentation on the topic selected (lecturer offers a list) in week 1 (see learning outcomes 1-2 and 5-6).

	Subjects covered in the assigned chapters of the text will be presented and discussed in class. Students are expected to answer and discuss selected questions and cases proposed at the end of the different parts of the book (see learning outcome 7), 10 times they should be submitted via e-mail. During lectures, several exercises will demonstrate the practical applicability of themes. Students will be provided with material added to the textbook to increase their knowledge of specific themes (see learning outcomes 3-4).	
12.	<p><b>Formative assessment scheme</b></p> <p>Feedback on multiple choice quizzes.</p> <p>Feedback from peers, practice exercises</p> <p>Feedback on group work solutions.</p>	<p><b>Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. The students have to take 15 minutes of <b>presentation</b> plus Q&amp;A and feedback. <b>(30%)</b> The topics are covering the core learning material and fixed in the first week (LO 1-2, 5-7). Evaluation criteria: 5 points for presentation style and quality of slideshow, 10 points for peer involvement, 15 points for content quality and how it addresses the topic.</li> <li>2. The <b>midterm examination(20%)</b> consists of 40 minutes of exam taken in the computer room (only Faculty computers are allowed to be used), including 20 multi-choice questions for 20 points-20% in the topics discussed until that point. (LO 1-4)</li> <li>3. The <b>final examination(50%)</b> consists of 75 minutes of exam taken in the classroom, including multi-choice questions (30 pcs for 30 points-30%), and small essays related to a case-study (20 points converted to 20%). (LO 1-4,7)</li> </ol> <p>The midterm examination can be taken in the following lesson in case of absence, and the final examination can be taken in the examination period in case of absence. If any of the two exams should be retaken it is only possible in the examination period.</p>
	Seen examination	0%
	Unseen examination	70%
	Coursework (no examination)	30%
13.	Timetabled examination required	YES
14.	Length of exam	40 minutes for the midterm, 75 minutes for the final examination
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul>	<p>Essential reading</p> <p>Robbins, S. P., De Cenzo, D. &amp; Coulter, M. (2017): Fundamentals of Management:</p>

		Management Myths Debunked!, Prentice Hall, 10 <sup>th</sup> edition, ISBN 9781292146942
	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	<p>Recommended books</p> <p>Robbins, S. P. &amp; Coulter, M. (2012): Management. Prentice Hall, 11<sup>th</sup> edition, ISBN 978-0-13-216384-2</p> <p>Robbins, S. P. (2016): Fundamentals of Management: Essential Concepts and Applications, Pearson, 10<sup>th</sup> edition, ISBN: 9780134237473</p>

## Year 2

## A1 Modules

1.	<b>Module code:</b>	B19A07E
2.	<b>Title:</b>	<b>BUSINESS STATISTICS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>MÓNIKA GALAMBOSNÉ TISZBERGER, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<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.
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. 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. illustrate results to a general audience in a proper way considering ethical issues as well</li> <li>4. construct and administer statistical datasets</li> <li>5. propose effective quantitative research</li> <li>6. explain numerical results</li> </ol>
10.	<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>
11.	<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 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.
12.	<p><b>Formative assessment scheme</b> QA sessions before midterm tests and drop-in office hours</p> <p><b>Summative assessment scheme</b> Online quiz (10%) weekly 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) Group work (10%) weekly Topic related problem solution in 10-15 minutes at the end of the lecture part. (LOs 3) Midterm test 1 (15%) in Week 6 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) Midterm test 2 (15%) in Week 13 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) Elements 1-4. cannot be resat. Final exam (50%) in Exam Period 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) It can be resat during the exam period.</p>
	<p><b>Seen examination</b> 0%</p> <p><b>Unseen examination</b> 80% (LOs 1, 2, 4, 5 and 6)</p> <p><b>Coursework (no examination)</b> 20% (LOs 1, 2, and 3)</p>
13.	<b>Timetabled examination required</b> YES
14.	<b>Length of exam</b> 1.5 hours
15.	<p><b>Learning materials Essential</b></p> <p>Essential reading Berenson, M.L. – Levine, D.M. – Szabat, K.A. (2015): Basic Business Statistics: Concepts and Applications, 13th Edition, Pearson</p> <p><b>Recommended</b></p> <p>Recommended books Levine, D.M. – Stephan, D.F. – Szabat, K.A. (2017): Statistics for Managers Using Microsoft Excel, 8th Edition, Pearson</p>

1.	<b>Module code:</b>	B19A08E
2.	<b>Title:</b>	<b>INTRODUCTION TO ACCOUNTING</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>ANDRÁS TAKÁCS, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<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.
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. 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>
10.	<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> <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>
11.	<b>Learning and teaching strategy:</b>	

	<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>	
12.	<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> <p><b>1. Midterm exam (40%) in Week 7</b> A written exam, which contains 3-5 questions. (LOs 1, 2, 6 and 7)</p> <p><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)</p> <p>Students have one resit opportunity in each assessment element.</p>	
	Seen examination	0 %
	Unseen examination	100 %
	Coursework (no examination)	0 %
13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	Midterm exam: 45 minutes Final exam: 75 minutes
15.	<b>Learning materials</b>	<p>• Essential <i>TAKÁCS, A.: "Introduction to Accounting" e-book, University of Pécs, Faculty of Business and Economics, 2019 [downloadable in pdf format from the Neptun system]</i></p> <p>• Recommended <i>Frank Wood – Sheila Robinson: "Book-keeping and Accounts", 7nd Edition, Pearson, 2008</i></p>

1.	<b>Module code:</b>	B19B04E
2.	<b>Title:</b>	<b>CORPORATE FINANCE</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2021/22/2
5.	<b>Module leader:</b>	<b>MÓNIKA KUTI, DR./ALEXANDRA POSZA</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	
	The module aims	
	1. to provide students with deepened knowledge and skills to equip them for a career in finance;	
	2. to develop the student's competence in applying a range of financial analytical skills and valuation techniques;	
	3. to help students understand the complexity of financial statements;	
	4. to enhance the development of the students' existing skills base, allowing for a cumulative learning experience.	
9.	<b>Learning outcomes:</b>	
	On completion of this module, the successful student will be able to:	
	1. Analyze the development of financial theories;	
	2. Analyze risks imbedded in operating, investment and financial decisions;	
	3. Compare the results of financial statement analysis, capital budgeting, and security valuation models;	
	4. Examine the applicability and the limitations of financial models in practice.	
	5. Construct effective small-scale research (library use, information elicitation and handling, etc.);	
	6. Test and analyse financial models and theories on datasets;	
	7. Examine metrics to cope with uncertainty in financial decision making.	
10.	<b>Syllabus:</b>	
	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	
11.	<b>Learning and teaching strategy:</b>  There are key elements in this module, which use a range of differing strategies to achieve the objectives: <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>	
12.	<b>Formative Assessment Scheme</b>  Feedback on model application errors.  Review of the links between security valuation and capital budgeting.  Feedback on research topic proposition	<b>Summative Assessment Scheme</b>  In-class assignments: <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 (no examination)</b>	<b>N/A</b>
13.	<b>Timetabled examination required</b>	<u>Yes</u> /NO
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>	

1.	<b>Module code:</b>	B19A11E
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>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to take this module once Microeconomics and Macroeconomics modules are passed.
8.	<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 analyse 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.
9.	<b>Learning outcomes:</b>	
		On completion of this module, the successful student will be able to:
		1. assess and compare different concepts of international trade and income distribution
		2. critically evaluate the possible aims and tools of trade policy
		3. explain possible effects of trade policies on income distribution and economic welfare
		4. explain the main factors in relation to exchange rate movements
		5. apply model-based thinking
		6. positively contribute to group (team) work
		7. effectively formulate their ideas verbally
		8. conclude small-scale research results
10.	<b>Syllabus:</b>	
		<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>

	<ul style="list-style-type: none"> <li>• Financial globalization and developing countries.</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces behind international trade and the macroeconomic relationships in an open economy. Students are required to read the relevant parts of the textbook for sessions then each session starts with a short test. Then, a case study lights 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 is 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.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>At the beginning of the classes, students are called to raise their questions. This time slot provides feedback on their home assignments, group works and also they have the chance to drive the discussion of the given topic into a direction which is most suitable for them (they prepare for the topics in advance).</p> <p>Students are encouraged to use office hours (held once a week) to gain feedback on their progress.</p> <p><b>Summative assessment scheme</b></p> <p>Short quizzes are written at the beginning of classes, making sure that students read the respective materials in advance. 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)</p> <p>Group works are held at the end of every second-third session. The objective of these discussions is to drive students to apply their knowledge with respect to a specific case/problem derived from real life examples. (LOs 6, 7, 8)</p> <p>Home assignments are designed to test students' understanding of the topics through model calculations. Using the models learnt in class they have to solve numerical examples and they also have to apply these models in a creative way to solve some real-case scenarios. (LOs 5)</p> <p>Two term papers provide a comprehensive assessment of students' ability to interpret and use their knowledge. One is written 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><b>Resit opportunities</b></p> <p>All assessment elements must be accomplished at least at 51% to pass the course.</p>

	<p>Short quizzes, group discussions and home assignments cannot be resit. Upon special and proven 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.</p> <p>There are one resit opportunity for each term papers during the exam period.</p>						
	<table border="1"> <tr> <td>Seen examination</td> <td></td> </tr> <tr> <td>Unseen examination</td> <td> <ul style="list-style-type: none"> <li>• Term paper 1: 30%</li> <li>• Term paper 2: 30%</li> </ul> </td> </tr> <tr> <td>Coursework (no examination)</td> <td> <ul style="list-style-type: none"> <li>• Short quizzes: 20%</li> <li>• Group work + Home assignments: 20%</li> </ul> </td> </tr> </table>	Seen examination		Unseen examination	<ul style="list-style-type: none"> <li>• Term paper 1: 30%</li> <li>• Term paper 2: 30%</li> </ul>	Coursework (no examination)	<ul style="list-style-type: none"> <li>• Short quizzes: 20%</li> <li>• Group work + Home assignments: 20%</li> </ul>
Seen examination							
Unseen examination	<ul style="list-style-type: none"> <li>• Term paper 1: 30%</li> <li>• Term paper 2: 30%</li> </ul>						
Coursework (no examination)	<ul style="list-style-type: none"> <li>• Short quizzes: 20%</li> <li>• Group work + Home assignments: 20%</li> </ul>						
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1 hour</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul> <p><u>Essential:</u> Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory &amp; Practice (<u>ninth</u> edition or later).</p> <p><u>Recommended:</u> Selected short essays on actual topics, news reflecting actual developments in international trade and finance</p>						

**B1 modules**

1.	<b>Module code:</b>	B19B01E
2.	<b>Title:</b>	<b>ORGANIZATIONAL BEHAVIOUR</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2020/21/1
5.	<b>Module leader:</b>	<b>ZSUZSANNA VITAI, DR./JULIANNA NÉMETH</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	Although technical knowledge in management is vital for managerial effectiveness, the practicing manager will use human skills from day one in the workplace. This module aims to improve students' knowledge about human behavior with specific emphasis on theory-based analysis and critical application of knowledge. We will address individual, group and organization-wide issues with the aim of proving students the value of systematic study and diagnostic thinking.
9.	<b>Learning outcomes:</b>	On completion of this module, the successful student will be able to: 1. identify the causes of discussed human behaviour 2. interpret the dynamics of interpersonal and group behaviour 3. assess the value of theories in practical management of people 4. develop management and leadership potential 5. communicate and interact with people in the work environment, 6. assess the significance of difficult situations and handle them efficiently, 7. use theory-based problem-solving approaches 8. work in groups in a friendly and value-adding manner.
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Introduction, requirements. What is Organizational Behaviour?</li> <li>• Tutorial: How much do we already know?</li> <li>• Diversity in Organizations, Attitudes and Job Satisfaction</li> <li>• Tutorial: What about your attitudes?</li> <li>• Personality and Values</li> <li>• Tutorial: Who we are?</li> <li>• Perception</li> <li>• Tutorial: Are you sure?</li> <li>• Learning</li> <li>• Tutorial: How do people learn?</li> <li>• Motivation; Concepts</li> <li>• Tutorial: Are you driven to succeed?</li> <li>• Midterm examination</li> <li>• Communication</li> <li>• Tutorial: Can you express what you want to say?</li> <li>• Foundations of Group Behaviour</li> <li>• Tutorial: How tough are you?</li> </ul>

	<ul style="list-style-type: none"> <li>• Leadership Theories and Issues</li> <li>• Tutorial: Are you a leader?</li> <li>• Power and Politics</li> <li>• Tutorial: Can you use power?</li> <li>• Conflict and Negotiation</li> <li>• Tutorial: Can you defend your interest?</li> <li>• Pre-examination revision week. No class, reading week.</li> </ul>												
11.	<p><b>Learning and teaching strategy:</b> Directed study with a half-flipped classroom: lectures will be held at the beginning of the week, on Tuesday, on Thursday at tutorials the material will be analyzed and deeply explored via exercises, case studies, video analyses. Students will be provided with material additional to the textbook to increase their knowledge of specific themes. Students have to read class material in advance, and a small quiz will check their knowledge every week. Lectures serve to clarify and enlarge upon important issues, questioning and discussion is encouraged in class.</p>												
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Every week a short quiz to send message about the depth of learning, in the beginning of the semester easy questions, at the end small case studies will be assigned to be solved by the next week. Tutorials help students to express themselves in English, answer questions, work in international groups, solving problems together. Every tutorial is graded based on individual participation, activity, sharing meaningful ideas, group membership and leadership qualities.</p> <p><b>Summative assessment scheme</b> Indicate tasks and weightings and which tasks assess which learning outcomes</p> <table border="1"> <tr> <td>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.</td> <td>20%</td> </tr> <tr> <td>Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.</td> <td>50%</td> </tr> <tr> <td>Class participation LO 3-8</td> <td>30%</td> </tr> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>70%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>30%</td> </tr> </table>	Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.	20%	Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.	50%	Class participation LO 3-8	30%	Seen examination	0%	Unseen examination	70%	Coursework (no examination)	30%
Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-3, 5, 8. In case of a failed exam one resit possibility via the computer. The same question types different content.	20%												
Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes). In case of a failed exam one resit possibility via the computer. The same question types different content. LO 1-3, 5,6,7.	50%												
Class participation LO 3-8	30%												
Seen examination	0%												
Unseen examination	70%												
Coursework (no examination)	30%												
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>												
14.	<p><b>Length of exam</b></p> <p>1 hour in case of a failed exam one resit possibility via the computer</p>												
15.	<p><b>Learning materials</b></p>												

Essential	Robbins, S.P., Judge. T.: Organisational Behavior 15th edition or any later edition either European or the US Handouts
Recommended	Any OB book published after 2010

1.	<b>Module code:</b>	B19B02E
2.	<b>Title:</b>	<b>HUMAN RESOURCE MANAGEMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2020/21/2
5.	<b>Module leader:</b>	<b>ZSUZSANNA VITAI, DR./JULIANNA NÉMETH</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>This module seeks to provide introductory knowledge of the efficient management of people at work by exploring a series of the main issues relating to HRM. It shows students how HRM as a business function can contribute to the competitiveness and productivity of an organization. The module will introduce students to the primary functions falling within the domain of Human Resource Management. The module seeks to develop students' understanding not only of what managers have to do about their employees but also of the roles, activities, and expectations of the individuals as a potential and capable employee.</p> <p>A critical, evaluative and ability-based approach will be adopted to explore the range of HR activities. The intention is not merely to introduce the activities in themselves but also to develop students' understanding of relevant aspects of the context in which such events take place, and enable the students to act in the course of their future career as professional employees and employers. An emphasis will be put on ethical HR practices, to underpin responsible attitudes in students.</p>
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. Explain the significance of human resource management as a field of study and as a central management function;</li> <li>2. Explain the role of HRM in creating value and increasing revenue;</li> <li>3. Identify and evaluate the HRM functions, their theoretical background and their everyday application;</li> <li>4. Recognize and apply the HRM related ethical issues and their solutions;</li> <li>5. Assess the basic aspects of international HRM.</li> <li>6. apply conceptual frameworks to the identification and solution of problems in HRM;</li> <li>7. Use analytical and presentation skills to address HRM issues in a variety of contexts.</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Introduction, Requirements. Grouping Referencing</li> <li>• What is HR? Tutorial.</li> <li>• Presentation about your company 10 groups 6 minutes each + on paper summarize the facts in 1 page.</li> <li>• The Legal Environment – USA and Europe with Internet Q and A</li> <li>• Managing Diversity, Equal Employment presentations, and discussion <ul style="list-style-type: none"> <li>○ Employee Rights and Responsibilities lecture and tutorial mix</li> </ul> </li> <li>• Job design applied to companies, presentations and discussion <ul style="list-style-type: none"> <li>○ Jobs tutorial. Quiz closed book</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Recruitment applied to companies, presentations and discussion <ul style="list-style-type: none"> <li>○ Recruitment tutorial. Quiz closed book</li> </ul> </li> <li>• Selection and Placement presentation and discussion <ul style="list-style-type: none"> <li>○ Selection and Placement tutorial. Quiz closed book</li> </ul> </li> <li>• ELECTRONIC MIDTERM EXAM!</li> <li>• Training and development presentations and discussion <ul style="list-style-type: none"> <li>○ Training implications of a newly hired employee Quiz closed book</li> </ul> </li> <li>• Performance Management and Appraisal presentations and discussion <ul style="list-style-type: none"> <li>○ Performance Management and Appraisal tutorial. Quiz closed book.</li> </ul> </li> <li>• Total Rewards and Compensation presentations and discussion <ul style="list-style-type: none"> <li>○ Total Rewards and Compensation tutorial. Quiz closed book</li> </ul> </li> <li>• Variable Pay and Executive Compensation, Managing Employee Benefits presentation and discussion <ul style="list-style-type: none"> <li>○ Variable Pay and Executive Compensation, Managing Employee Benefits tutorial. Quiz closed book</li> </ul> </li> <li>• Organization/Individual Relations and Retention presentations and discussion <ul style="list-style-type: none"> <li>○ Strategic HR Management and Planning – Course wrap-up</li> </ul> </li> </ul>		
11.	<p><b>Learning and teaching strategy:</b></p> <p>The module will be taught by the “flipped classroom” approach, video lectures will be provided and the textbook specified. Students have to:</p> <p>watch the assigned video BEFORE CLASS</p> <p>read the specified chapter BEFORE CLASS</p> <p>participate actively in problems-solving at tutorials</p> <p>do independent research and then</p> <p>present their findings week-by-week.</p> <p>Presentations and critical discussion skills will be built and evaluated. Concepts will be illustrated and clarified by case studies, videos and role play at the tutorials.</p>		
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Students will be assigned to teams. Every week students will be asked to research on their own about a company the student team is assigned to for the whole semester. Every team has to prepare a five slides long PowerPoint presentation about the assigned topic and company. In every presentation class on Tuesday, five teams are presenting, and five teams are the discussants.</p> <p>It will not be specified in advance who will be the presenters and who will be the discussants; it will be decided in class. Every team member has to participate: because each task and each discussion is worth 100 points – 1000 points altogether.</p> <p>In tutorials students will be evaluated on class participation.</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>Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.</td> <td>20%</td> </tr> </table>	Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.	20%
Midterm examination via the computer, Multiple choice and True-False questions (60 questions – 60 minutes) LO 1-5. In case of a failed exam one resit possibility via the computer. The same question types different content.	20%		

	Final examination (non-cumulative) Multiple choice and True-False questions via the computer (60 questions – 60 minutes) In case of a failed exam one resit possibility via the computer. The same question types, different content LO 1-5.	50%
	Class participation LO 6-8.	30%
13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	60 minutes, in case of a failed exam one resit possibility via the computer
	Seen examination	0%
13.	<b>Unseen examination</b>	70%
14.	<b>Coursework (no examination)</b>	30%
15.	<b>Learning materials</b>	Mathis, R.L., Jackson, J.H.: Human Resource Management 12th or any later edition Thomson South-Western Handouts and articles
	Essential	
	Recommended	Any HRM book published after 2010.

**B2 modules**

1.	<b>Module code:</b>	B19B20E
2.	<b>Title:</b>	<b>CONSUMER BEHAVIOUR</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>KRISZTIÁN SZÚCS, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>Exploring consumers' decision-making procedures is an exciting field of marketing with significant contributions from other disciplines (e.g. psychology, sociology, anthropology). Knowledge of the principles of consumer behaviour enables marketing managers to develop new, valuable products and attractive communication for the target audience. Investigating relevant factors that can influence consumers' behaviour is essential to anyone who would like to understand the framework and the main elements of the decision-making processes in different situations.</p> <p>With this module students can learn about the influencing factors and also the standard process of consumers' decision making.</p>
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. categorise the main drivers of different consumer behaviours</li> <li>2. identify external and internal forces that influence consumer behaviour</li> <li>3. model given patterns of the consumers' decision-making process</li> <li>4. explain the general steps of the decision-making process</li> <li>5. demonstrate a high proficiency of critical thinking through interpretation, evaluation, and presentation of marketing concepts</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Buying, Having, and Being: An Introduction to Consumer Behaviour</li> <li>• Consumer and Social Well-Being</li> <li>• Perception</li> <li>• Learning and Memory</li> <li>• Motivation and Affect</li> <li>• The Self: Mind, Gender, and Body</li> <li>• Personality, Lifestyles, and Values</li> <li>• Attitudes and Persuasive Communications</li> <li>• Decision Making</li> <li>• Buying, Using, and Disposing</li> <li>• Groups and Social Media</li> <li>• Income and Social Class</li> </ul>

	<ul style="list-style-type: none"> <li>• Subcultures</li> <li>• Culture</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>Combining directed readings with case study discussions the strategy would be to provide opportunities for students to conflict opinions about the phenomenon actually presented in the classroom with creating an inspirational and interactive platform where lecturers can moderate different point of views.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b> Continuous feedback on students' classroom performance: 10%</p> <p><b>Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i> Quizzes: 20% (LOs 1-5) Mid-term exam: 30% (LOs 1, 2, 3) Final exam: 40% (LOs 4, 5)</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>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1 hour(s)</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential Michael R. Solomon: Consumer Behavior: Buying, Having, and Being. Global Edition, 12/E, ISBN-13: 9781292153100, ©2018 • Paper, 632 pp</li> <li>Case studies</li> <li>• Recommended Kahneman, D. (2011): <i>Thinking, fast and slow</i>. New York: Farrar, Straus and Giroux. (Chapter 1)</li> <li><i>Ariely, Dan (2010): Predictably irrational : the hidden forces that shape our decisions. New York :Harper Perennial</i></li> </ul>						

1.	<b>Module code:</b>	B19B21E
2.	<b>Title:</b>	<b>SMALL BUSINESS MANAGEMENT AND DEVELOPMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>ZSOLT BEDŐ, DR./ANDRÁS RIDEG, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>The module is intended to bring students closer to understand the process of creating a business concept around an innovative idea, research project or technology. Students also develop skills in business model and company creation by actively participating in the process. Using experiential learning methodology students will proactively work with researchers with implementable research results and will develop a business concept around their achieved results. Teams of students will have to engage with the stakeholders of the research idea in the framework of validation activities to make their business concept as implementable as possible. During the lean business concept development process students will get acquainted with a particular discipline that the research was conducted in that will broaden their knowledge horizon. The real life process of business concept development and validation will also advance the networking skills of the participating students.</p>
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. Critically evaluate new business ideas,</li> <li>2. Contest the different organizational structure concepts when designing business entity,</li> <li>3. Critically analyse their applications in practice.</li> <li>4. Create effective small-scale research,</li> <li>5. Prove positive contribution to group (team) working,</li> <li>6. Formulate effective verbal presentation of ideas and argument and debate with peers.</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Reading assignment discussion: Why Write a Business Plan? Discussion of the movie the Founder. Introduction of research projects.</li> <li>• 1<sup>st</sup> client meeting – detailed introduction of the projects. Reading assignment discussion: Developing and Screening Business Ideas</li> <li>• Reading assignment discussion: The Litmus Test of a Plan. Progress discussion</li> <li>• Reading assignment discussion: Introduction, Executive Summary, and Company Description. Progress discussion</li> <li>• Guest speaker: How to scale up...Reading assignment discussion: Industry Analysis. Progress discussion</li> <li>• Reading assignment discussion: Market Analysis. Progress discussion</li> <li>• Reading assignment discussion: Marketing Plan. Progress discussion</li> <li>• Reading assignment discussion: Management and Organizational Structure. Progress discussion</li> </ul>

	<ul style="list-style-type: none"> <li>• Reading assignment discussion: Operations Plan and Product Development. Progress discussion</li> <li>• Guest speaker: How to fund the expansion...</li> <li>• Reading assignment discussion: Analysis of Financial Projections. Progress discussion</li> <li>• Reading assignment discussion: A Successful Business Plan Presentation. Progress discussion</li> <li>• Final presentation of the business plans</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems. You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create".</p> <p>For group assignment you will have to formulate groups of 3 on the first week.</p>						
12.	<p><b>Assessment scheme:</b></p> <p>Formative assessment scheme Weekly oral report on the status of each project.</p> <p><b>Summative assessment scheme</b></p> <p>Final deliverables of the group project – 40% (LO1-4)          Uploading the discussion of the reading assignment – 10x1% = 10% (LO2, 3)          Discussion of the reading assignments – 10% (LO5)          Progression reports uploaded - 10x1% =10% (LO2)          Progression report presentation – 10% (LO4, 6)          Final presentation – 15% (LO5, 7)          Self-reflection video – 5% (LO6)</p> <p>Resubmission opportunity until the beginning of the exam period. Resubmitted work is taken into consideration at 50%.</p> <table border="1"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	100%
Seen examination	.....%						
Unseen examination	.....%						
Coursework (no examination)	100%						
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> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul> <ul style="list-style-type: none"> <li>• Barringer: Preparing Effective Business Plans: An Entrepreneurial Approach, Global Edition, 2015.</li> <li>• Mariotti, et al.: Entrepreneurship and Small Business Management, Second Edition, Global Edition, 2015.</li> <li>• Michael H. Morris: Nuts and bolts of a great business plan, Florida State University, 2015.</li> <li>• You can purchase books at: <a href="http://www.prospero.hu">www.prospero.hu</a>, <a href="http://www.universitatis.hu">www.universitatis.hu</a>, <a href="mailto:tnusser@ibs-b.hu">tnusser@ibs-b.hu</a></li> <li>• HBR articles</li> </ul>						

Year 3
--------

## A1 modules

1.	<b>Module code:</b>	B19A12E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b> Module aims:	<ul style="list-style-type: none"> <li>• to improve knowledge about the nature of intercultural (business) communication</li> <li>• 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.</li> <li>• to develop skills in business communication, to help students in identifying pitfalls in cross-cultural communication, avoiding misunderstandings and conflicts</li> <li>• to give special insight into good communication strategies relevant for international business. Students will develop practical oral and written skills in business to business and business to customer communication</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. explain the importance of and classify the main elements of cross-cultural business communication, international negotiations and business ethics</li> <li>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</li> <li>3. explain why in certain situations people from other cultures behave in a different way, how culture impacts communication, and how intercultural communication works</li> <li>4. demonstrate high level of verbal, nonverbal and written communications skills</li> <li>5. make appropriate preparations for managing intercultural business situations, especially business negotiations with counterparts from other cultures</li> <li>6. communications skills, both speaking and writing, and the skills of writing essays and of presentation</li> <li>7. create effective messages, write business letters and emails, communicate with partners and customers through social media, prepare and conduct meetings,</li> </ol>

	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						
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></p> <p>The teaching methods include lectures, cases, training exercises and written and oral assignments (including both individual and group assignments). It puts emphases on teamwork, on student presentations and interactive discussions.</p>						
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%; border-collapse: collapse;"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>35 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>65 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	35 %	Coursework (no examination)	65 %
Seen examination	0 %						
Unseen examination	35 %						
Coursework (no examination)	65 %						
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1 hours</p>						
15.	<p><b>Learning materials</b></p>						

	<ul style="list-style-type: none"><li>• Essential</li>          <li>• Recommended</li></ul>	<p>Lillian Chaney, Jeanette Martin (2014): Intercultural Business Communication, 6th Edition, Pearson, ISBN: 9780132971270, 0132971275</p> <p>Maude, B. (2011): Managing Cross-Cultural Communication. Palgrave Macmillan,</p> <p>Gesteland, R.(2012): Cross-cultural Business Behaviour. Copenhagen Business School Press, Universitetsforlaget,</p> <p>Bovée, Dourtland Thill (2013): Business Communication Essentials. A skills-based approach to vital business English. 6. ed. New Jersey: Pearson. ISBN: 9781292023366</p> <p>Bovee, Thill (2019): Business Communication Essentials: Fundamental Skills for the Mobile-Digital-Social Workplace, 8th Edition, Peason, ISBN-13: 9780134729572</p>
--	---	--

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

	<ul style="list-style-type: none"> <li>• Introduction – Globalisation</li> <li>• Cross-cultural business</li> <li>• Political economy and ethics</li> <li>• Economic development of nations</li> <li>• International trade theory, Political economy of trade</li> <li>• Foreign direct investment</li> <li>• Regional economic integration</li> <li>• International strategy and organization</li> <li>• Analysing international opportunities</li> <li>• Selecting and managing entry modes</li> <li>• Developing and marketing products</li> <li>• Managing international operations</li> <li>• Hiring and managing people</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b> The module will be delivered through a continuous combination of lecture and seminar-type work. The latter, as coursework, will comprise a combination of tasks, discussions and quick studies in the international business issues, developing example projects and discussing case study analysis for group work. The emphasis will be on assisting students to ‘make sense’ of the world of international business. Thus extensive use will be made of contemporary examples in order to ground student learning through the identification of topical and recognisable cases from practice. Consultative sessions prior to and following delivery of the group assessment will also feature the teaching programme.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Continuous feedback on class work (during the work and after assessment as well), supporting the student to understand the method of applying theory in practice, and getting to know the problematic areas of knowledge. Interactive classes immediately provide the opportunity to help understanding of the lecture but questions or need of clarifying some topics are free any time in the classroom or in the office hours of the lecturers.</p> <p><b>Summative assessment scheme</b></p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>Coursework (40%)</p> <p>Each student should participate in different kinds of coursework. During the meetings several tasks will be published by the tutor connected to the given week’s learning material and the students will be involved in group discussions, and/or asked to submit a written material as a result (essay or draft). The coursework aims to help the practical application of the theoretical knowledge. In case the student misses the class, there is an opportunity to resit the given task by writing it individually and submitting it until the next week’s class.</p> <p>Final Examination (60%)</p> <p>Final exam will consist of true-false, multiple choice and short answer questions covering the learning materials. It can be resat during the exam period.</p> <table border="1"> <tr> <td>Seen examination</td> <td>60 % (LOs 1-4)</td> </tr> <tr> <td>Unseen examination</td> <td>0 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>40 % (LOs 5-7)</td> </tr> </table>	Seen examination	60 % (LOs 1-4)	Unseen examination	0 %	Coursework (no examination)	40 % (LOs 5-7)
Seen examination	60 % (LOs 1-4)						
Unseen examination	0 %						
Coursework (no examination)	40 % (LOs 5-7)						
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1 hour 15 minutes</p>						
15.	<p><b>Learning materials</b></p> <p>Essential</p>						

	Recommended	Wild, J.J., Wild, K.L. (2016): International Business: The Challenges of Globalization Pearson Education Rugman, Alan M. and Simon Collinson (2012), International Business 6/e, Harlow: Pearson Useful websites: <a href="http://www.worldbank.org">www.worldbank.org</a> , <a href="http://www.imf.org">www.imf.org</a> , <a href="http://www.wto.org">www.wto.org</a> , <a href="http://www.intracen.org">www.intracen.org</a> , <a href="http://www.unctad.org">www.unctad.org</a> , <a href="http://europa.eu">europa.eu</a> , <a href="http://www.economist.com">www.economist.com</a> , <a href="http://www.ft.com">www.ft.com</a> , <a href="http://www.wsj.com">www.wsj.com</a> , <a href="http://www.bbc.com">www.bbc.com</a> , <a href="http://www.cnn.com">www.cnn.com</a> , <a href="http://www.bbj.com">www.bbj.com</a>
--	-------------	---

1.	<b>Module code:</b>	B19A13E
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>	MUBS
7.	<b>Module restrictions:</b>	
	Pre-requisite	none
	Programme restrictions	BSc in Business Administration and Management
	Level restrictions	6
	Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>This module aims to examine decision alternatives in a strategically important business situation. The course is based on business cases where students have the possibility to explore real business situations, assess the impact of politics and society on critical managerial decisions and elaborate alternative decisions, then estimate the risks and enforceability of these decisions from the company point of view. This course aims to provide a nuanced understanding of strategy and management decisions in a business context.</p> <p>This module also assists students in developing professional and entrepreneurial skills such as creativity, analysis of ill-structured problems, logical reasoning, problem-solving teamwork.</p>
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. 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.	<b>Syllabus:</b>	<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> </ul> </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>
11.	<b>Learning and teaching strategy:</b>	<p>Class room sessions: The class room sessions focus on establishing a common theoretical framework of strategic management to explore and interpret business cases. This information serves as a basis for understanding the highly competitive conditions under which contemporary businesses operate.</p>

	<p>Active and voluntary participation in class discussions is required. The course requires students to be prepared properly for every class, i.e. doing all the required reading and research, to address the readings critically during class, thus displaying a good understanding of the subject matter, to analyse and solve ill-structured problems.</p> <p>Final theme presentation (coursework as groupwork): The students have to analyse the strategic posture of a real business company on the basis of an interview with the strategic CEO of a company. This is a written work of max. 15 pages that focuses on a critical situation of a company. In the last class every group gives a presentation about their findings.</p>						
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</p> <p>1. Midterm exam in the middle of the semester (15%) Students will have to demonstrate their knowledge and skills related to assessment methods in connection with strategy and solving a case study. Los 1,2,3,</p> <p>2. Final theme (coursework, 35%) Students have to demonstrate that they are able to analyse a real business situation and defend their findings in the class. Los 1,2,3,4,5,6,</p> <p>3. Final exam at the end of the semester (50%) Students have to solve a case in order to demonstrate the knowledge of basic strategic theory, their skills to analyse the future societal and business environment, estimate the risks, elaborate decision alternatives and choose the best decision in a critical business situation. Los 3,4,5,6 Only the final exam can be resat in case of failure or other extenuating circumstance.</p> <table border="1"> <tr> <td>Seen examination</td> <td>15 % (LO 1,2,3)</td> </tr> <tr> <td>Unseen examination</td> <td>50 % (LO 3,4,5,6)</td> </tr> <tr> <td>Coursework (no examination)</td> <td>35 % (LO 1,2,3,4,5,6)</td> </tr> </table>	Seen examination	15 % (LO 1,2,3)	Unseen examination	50 % (LO 3,4,5,6)	Coursework (no examination)	35 % (LO 1,2,3,4,5,6)
Seen examination	15 % (LO 1,2,3)						
Unseen examination	50 % (LO 3,4,5,6)						
Coursework (no examination)	35 % (LO 1,2,3,4,5,6)						
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1.5 hours</p>						
15.	<p><b>Learning materials</b></p> <p>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</p> <p>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>						

W. L. Hill, Melissa A. Schilling, Gareth R. Jones. 2017, Strategic Management: Theory & Cases: An Integrated Approach 12th Edition, ISBN-13: 978-1305502277

Journals:

Harvard Business Review

MIT Sloan Management Review

Journal of Business Cases and Applications

## B1 modules

1.	<b>Module code:</b>	B19A09E
2.	<b>Title:</b>	<b>BANKING AND FINANCE</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	ÉVA PINTÉR, DR.
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	This module examines some of the contemporary issues facing banking activities through global framework. The module aims to provide a critical awareness and understanding of banking activities and corporate performance valuation. The course is concerned with financial markets, institutions and regulatory environment that govern the financial sector. Heavy emphasis is put on the international perspective of financial markets that determine the performance and opportunities of companies in the globalized economy.
9.	<b>Learning outcomes:</b>	On completion of this module, the successful student will be able to: 1. elaborate the foundations of the monetary system, 2. compare the impact of the different financial systems, 3. elaborate the practical significance of financial theories, 4. appraise the diversity of international thinking and perspectives, 5. combine official statistics 6. formulate consequences from financial data 7. predict numerical tendencies
10.	<b>Syllabus:</b>	Topics <ul style="list-style-type: none"> <li>• An Overview of the Financial System</li> <li>• What Is Money</li> <li>• Defining Interest Rates</li> <li>• The Behavior of Interest Rates</li> <li>• The Risk and Term Structure of Interest Rates</li> <li>• Corporate Performance Valuation and Financing, Business Planning</li> <li>• Economic Analysis of Financial Structure, Midterm exam</li> <li>• Economic Analysis of Financial Regulation</li> <li>• Commercial Banking</li> <li>• Central Banking</li> <li>• Green banking</li> <li>• SME Financing</li> <li>• Banking Crises</li> </ul>
11.	<b>Learning and teaching strategy:</b>	

	<p>This module is using a wide range of examples and illustrations to introduce key terminology, concepts. Weekly seminars require students to prepare reading materials and case studies for in-class activities. Banking and finance as a discipline with equal theoretical and practical connotations requires a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant practical issues. In order to become familiar with the current tendencies students are required to pursue individual research and present the results on a regular basis. To show the practical applicability of theoretical conclusions some case studies will also be discussed. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared.</p>	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	
	Feedback on in-class activities and exercises, short quizzes.	
	<b>Summative assessment scheme</b>	
	Indicate tasks and weightings and which tasks assess which learning outcomes	
	<ol style="list-style-type: none"> <li>In-class case studies and team discussion (20%) in Weeks 4-8 Students will work in teams, they are expected to analyse financial institutions and financial theories, analyse and evaluate corporate performance. Resit opportunity: students need to submit an essay of 1000 words, replacing each team discussion, they absence, until the end of the semester. (LOs 1, 2, 3, 5, 6,7,8)</li> <li>In-class team presentations (10%) in Weeks 11-12 Students are required to develop their research and presentation skills through the development of a business plan. Students who passed the team presentation and are not joined to a team, need to solve a case study as homework until the date of the final exam. (LOs 4, 6, 7, 8)</li> <li>Midterm examination (20%) in Week 6 Students are required to answer multiple choice questions on a 75 minutes examination. Students have opportunity to write a retake exam on the 8<sup>th</sup> week. (LOs 2, 3)</li> <li>Final examination (50%) during University Exam period The 75 minutes examination students will have to be answered in short essay format, short answer questions. During the exam period students have the opportunity to write a retake final exam. (LOs 2, 3, 4)</li> </ol>	
	Seen examination	0%
	Unseen examination	70%
	Coursework (no examination)	30%
13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	Midterm exam: 75 minutes Final exam: 75 minutes
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>Essential</li> </ul>	

	<ul style="list-style-type: none"><li>• Recommended</li></ul>	<p>Mishkin, F.C.: The Economics of Money, Banking and Financial Markets, Addison-Wesley 2006.</p> <p>Lawrence J. Gitman: Principles of Managerial Finance, Addison - Wesley 10th Editi</p>
--	---	--

1.	<b>Module code:</b>	B19B05E
2.	<b>Title:</b>	<b>OPERATIONS MANAGEMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>ZSUZSANNA HAUCK, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>The source of success at the majority of top companies worldwide is inevitably based on outstanding products/services and/or efficient operations processes. Thus, operations are one of the most important functions in a company. Additionally, any activity that has outcome is a process and the knowledge and skills provided by operations management can be applied in many other functional areas as well. This line of argument describes the basic rationale of the module.</p>
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. elaborate the key aspects of operations management and implement learnt material to business problems;</li> <li>2. explain the role of operations in the value creation processes and identify different operations systems required to help achieve company aims;</li> <li>3. assess the boundaries of the learnt material and use the acquired knowledge to overcome these boundaries;</li> <li>4. design and control operations systems, making long, medium, and short-term decisions;</li> <li>5. apply quantitative methods to support decisions;</li> <li>6. demonstrate teamwork in solving operations-related problems</li> <li>7. propose and present operations related problems and solve them.</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Using operations to compete.</li> <li>• Developing missions and strategies</li> <li>• Major process decisions.</li> <li>• Capacity planning.</li> <li>• Facility location.</li> <li>• Facility layout.</li> <li>• Aggregate planning.</li> <li>• Material requirement planning.</li> <li>• Managing inventory.</li> <li>• Supply chain management.</li> <li>• Lean systems.</li> </ul>

	<ul style="list-style-type: none"> <li>• Current issues in operations management.</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>This module will be taught through weekly lectures and interactive seminars directly followed by each other. Lectures will introduce students to various theories and calculation exercises associated with operations management. During the interactive seminars, students will receive case studies related to the weekly topic. They will have to work in teams, and come up with suggestions using the theory from the lectures that far. Thus, continuous learning is required. Lecture slides and other materials will be available on Neptun MeetStreet.</p>						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b>  Continuous feedback on group work and individual comments in class.  Revision session at the end of the semester and further feedback during drop in office hours.</p> <p><b>Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. Classwork (15%) during the semester (LO 1-2 and 6-7) Short, case-based exercises.</li> <li>2. Midterm exam (15%) in the middle of the semester (LO 1-5) Case-based problems and calculations in preparation for the final exam, covering the first part of the syllabus.</li> <li>3. Final exam (70%) at the end of the semester (LO 1-5) Case-based exam including calculations and problem-solving.</li> <li>4. Extra points available for individuals during classes as motivation (max. 5%) (LO 1-7)</li> </ol> <p>One final exam resit opportunity in the exam period.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>85%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>15 %</td> </tr> </table>	Seen examination	0%	Unseen examination	85%	Coursework (no examination)	15 %
Seen examination	0%						
Unseen examination	85%						
Coursework (no examination)	15 %						
13.	<p><b>Timetabled examination required</b></p> <p>YES</p>						
14.	<p><b>Length of exam</b></p> <p>1.25 hours</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential <ul style="list-style-type: none"> <li>• Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017</li> <li>• Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun)</li> <li>• Up-to-date case studies provided weekly in class</li> </ul> </li> <li>• Recommended <ul style="list-style-type: none"> <li>• Krajewski, L.J. – Ritzman, L P. – Malhotra, M.K.: Operations Management, 12th Global Ed., Pearson, 2019</li> <li>• Slack, N. – Brandon-Jones, A. – Johnston, R.: Operations Management, 8<sup>th</sup> Edition, Pearson 2016</li> </ul> </li> </ul>						

--	--	--

## B2 modules

1.	<b>Module code:</b>	B19B23E
2.	<b>Title:</b>	<b>INTERNATIONAL HRM PROJECT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>ZSÓFIA ÁSVÁNYI, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	(a) Pre-requisite	
	(b) Programme restrictions	BSc in Business Administration and Management
	(c) Level restrictions	6
	(d) Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>The aim of 'FDI Project' is to provide a rich learning context to students in an international environment. They will understand the different aspects of doing FDI or any other entry strategies, with the help of virtual lectures made by Dutch- and Hungarian professors joined by international virtual team-meetings supervised by Hungarian and Dutch tutors. By the end of the semester, students need to advice the management of a listed multinational company on whether or not it should start an FDI (or any other entry strategies) in a specific country. The students are to write an integrated advisory report and conduct a brief presentation in English on their recommendations at the end of the semester. The goal is also to improve generic competence of English language skills, intercultural-, presentation- and negotiation skills of bachelor students.</p> <p><b>Key-words and concepts:</b> FDI, possible entry strategies, political-, economic-, commercial-, socio-cultural risks of FDI.</p>
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. examine and evaluate the fundamentals of FDI and doing business abroad;</li> <li>2. apply knowledge in management, organizational behaviour, marketing, economics, law, HR and English to FDI issues;</li> <li>3. plan and implement project work and distinguish different group roles;</li> <li>4. apply communication and coordination skills at a distance in a multi-cultural environment;</li> <li>5. argue effectively with fellow students during group work;</li> <li>6. propose FDI related management decisions in a form of a business-ready presentation.</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Kick-off lecture, outline of the course, team formation, team contract</li> <li>• Virtual Team-meetings: Report to the Company Coach on outcomes of the management team contract, teamwork. Introduce the professional team as a consultant company (create an own website) (30 min per team) Lecture on Internal Analysis of Company (HAN)</li> <li>• Virtual TMs: Report on outcomes of the Internal analysis (S&amp;W) (30 min per team) Lecture on Political &amp; Legal Risks of an FDI (HAN)</li> <li>• Virtual TMs: Report on outcomes of the Political &amp; Legal risks of the host country (O&amp;T) Lecture on Lecture Economic &amp; Currency Risks (HAN) / Hungarian Economic Climate (UP)</li> <li>• Virtual TMs: Report on outcomes of economic risks of the host country (O&amp;T) Lecture Socio-Cultural Risk of an FDI (HAN)</li> </ul>

	<ul style="list-style-type: none"> <li>• Virtual TMs: Report on outcomes of the Cross-Cultural Risks of the host country (O&amp;T) Lecture Commercial Risk of an FDI (HAN)</li> <li>• Lecture on HRM/Labour Law Risks of an FDI in Hungary (UP) / Fall Break at HAN</li> <li>• <b>Multiple choice exam on lecture topics</b></li> <li>• MC retake / English language course for UP students</li> <li>• 4 English language courses for UP students &amp; finalizing report</li> <li>• <b>HANDING IN REPORT &amp; Start of Project Presentations and MT meeting</b></li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <ul style="list-style-type: none"> <li>• Dutch, Hungarian and international students participate in the same virtual lectures in English (International business awareness).</li> <li>• All students participate in weekly management team (MT) meetings, during which they update the MT on their findings and progress (30 minutes per project team). Each group will be assigned a 'Company Coach' for coaching on the process and teamwork.</li> <li>• Both HAN and UP will provide supporting English lectures on vocabulary / writing / presenting / communicating.</li> <li>• Mixed groups of Dutch and Hungarian/international students (2 or 3 Dutch, 2 Hungarian/international students in one group) will work on the project.</li> </ul> <p>The groups (as external consultants) will present their provisional results and final report with their most important findings to an international board of Professors delegated from the two universities.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>(g) Formative assessment scheme</b>  <u>Weekly oral</u> feedback in sessions and written feedback via Moodle is given to each group by supervisors on (Week 1-6):</p> <ul style="list-style-type: none"> <li>• project progress regarding chapters of the final advisory report, and</li> <li>• project progress regarding team work</li> </ul> <p>Feedback on draft final report (Week 12)</p> <p><b>(h) Summative assessment scheme</b>  The module assessment consists of the following elements:</p> <p>(a) <u>Individual multiple choice test</u> (20%) (Lo 1, 2, 6)  Due: midterm  Resit: If someone fails, one individual resit is possible during the semester</p> <p>(b) <u>Final project paper as group-work</u> (40%): 35 pages at the most, without appendices (Lo 3, 4, 5, 6)  Due: exam period  Resit: If a group fails this part, one resit possibility is given for the group as a whole.  Content:</p> <ul style="list-style-type: none"> <li>• <b>Executive summary;</b></li> <li>• <b>Introduction;</b></li> <li>• <b>Internal analysis of the company:</b> Extensive description and analysis of the company, by using analytical and in-depth theories and models, resulting in an overview of its main strengths and weaknesses, related to internationalisation / expanding abroad;</li> <li>• <b>External analysis:</b> Extensive analysis of the country with regard to the following risks: <b>Country risks</b> (government intervention, protectionism, and barriers to trade and investment, bureaucracy and corruption, lack of legal safeguards for intellectual property rights, legislation unfavourable to foreign firms, economic failures and mismanagement, social and political unrest and instability); <b>Currency or financial risks</b> (currency exposure, asset valuation, foreign taxation, inflationary and transfer pricing);</li> </ul>

	<p><b>Commercial risks</b> (competitive intensity, timing of entry); <b>Cross-cultural risks</b> (cultural differences, negotiation patterns, decision-making styles, ethical practices);</p> <ul style="list-style-type: none"> <li>• <b>Integrated, well-argued conclusion and strategic recommendations</b> concerning the FDI on the basis of a SWOT analysis and a confrontation matrix.</li> </ul> <p>Prior to the evaluation, the report is subject to a go/no go decision. In order to obtain a 'go' the report should meet the following general requirements:</p> <ul style="list-style-type: none"> <li>• Appropriate register (style should be fitting for the executive board of a large company);</li> <li>• Correct citation of all sources;</li> <li>• Unity in style and layout;</li> <li>• Correct grammar and spelling;</li> <li>• The report should have a professional cover, a title page with all the relevant details, a table of content and a list of sources;</li> <li>• The report concludes with an integrated SWOT analysis and confrontation matrix, which form the basis for a balanced and well-argued integral advice about whether the company should proceed with the FDI.</li> </ul> <p>(c) <u>Oral presentation of report to international committee as a group-work (40%) (Lo 1, 3, 4, 5, 6)</u>          Due: exam period          Resit: If a group fails this part, one resit possibility is given for the group as a whole.          All elements are to be passed for successful final performance!</p> <table border="1"> <tr> <td>Seen examination</td> <td>20%</td> </tr> <tr> <td>Unseen examination</td> <td>40%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>40%</td> </tr> </table>	Seen examination	20%	Unseen examination	40%	Coursework (no examination)	40%
Seen examination	20%						
Unseen examination	40%						
Coursework (no examination)	40%						
13.	<p><b>Timetabled examination required</b></p> <p>Yes</p>						
14.	<p><b>Length of exam</b></p> <p>1 hour</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul> <p>Cavusgil, S., Knight, G., Riesenberger, J. (2017) <i>International Business, the new realities</i> (4<sup>th</sup> edition). Harlow: Pearson.</p> <ul style="list-style-type: none"> <li>• Recommended</li> </ul> <p>Helen Deresky (2014): <i>International Management</i> (8th edition), Pearson</p>						

1.	<b>Module code:</b>	B19B22E
2.	<b>Title:</b>	<b>SIMONYI SUMMER SOCIAL ENTREPRENEURSHIP PROGRAM</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	fall
5.	<b>Module leader:</b>	<b>ZSOLT BEDŐ, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>This three week international program focuses on value creation in the regional socio-economic environment of the University of Pecs. The program is designed to provide professional support to initiatives that are not supported by either the local or the national government or by the actors of the private sector. These projects that are important value creators in the local socio-economic environment are social entrepreneurship initiatives which have the potential of making a huge difference in the life of the members of the society, and making the region a better place for inhabitants, and for the natural environment.</p> <p>Throughout the program internationally, culturally, professionally diverse teams of students will co-create, co-learn in a practice oriented manner implementing experiential learning techniques with real life projects and project owners from the region, with the support of faculty mentors. Professional mentors will allow the student teams to better imbed the project, and the solution that the team formulates in the local socio-economic context to achieve real results by the end of the program that creates real value.</p> <p>The program is designed that student teams have to formulate “Student Consulting Companies (SCC)” with company profile and visuals, with roles within the company that will work during the program on multiple projects. As the challenges faced by the student teams are real the maximum proficiency will be expected that involves communication, interaction, quality of deliverables.</p> <p>Among many the main objective throughout the program is to build an active, vibrant Entrepreneurial Ecosystem that allows participating individuals to continue co- and value creation after the program is over.</p>
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. Compare triggers affecting elements of the entrepreneurial environment</li> <li>2. Critically evaluate different means of policy tools to boost entrepreneurship activity,</li> <li>3. Develop business models in real environment</li> <li>4. Analyze structured datasets to assess theoretical constructs,</li> <li>5. Evaluate results of empirical analysis,</li> <li>6. Recommend ways to communicate value proposition and other aspects of the business model.</li> </ol>

10. **Syllabus:**1<sup>st</sup> week

- Team formation, Student Consulting Company (SCC, hereafter) creation, creation of the company profile, uploading it to the program platform. Company profile includes:
  - Photos of the individual members,
  - Group photo,
  - Short description of the individual competences,
  - Short description of the company competences,
  - Short introductory video of the company,
  - Logo, Facebook or any other social media website.
- Individual video report:
  - What does it mean for me to be an entrepreneur? Each student creates a 30 second to 1 minute video report of him/herself in which he/she shares thought in relation to the question.
- Ideation session on the City of Pecs. The SCCs will go out in the City and will observe life in the City of Pecs. The purpose of the exercise is to identify challenges, problems that can be corrected through a solution. All challenges and suggested solutions will be discussed by the entire group, implementable ideas will be selected and will be worked on by selected SCCs.
- Discussion: what is social entrepreneurship?
- Client meeting: SCCs meet their clients, introduction sessions, information gathering, preparation to formulate the contract (Scope document, NDA) between the client and the SCC.
- Presentation of the scope of the projects.
- Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.

2<sup>nd</sup> week

- Introduction of the Business Model Generation method specifically for social entrepreneurship projects.
- Introduction of crowdfunding to facilitate fund raising, awareness, and community building in social entrepreneurship projects.
- Signed Scope Documents are due.
- Client meetings, client meetings are to be documented by the responsible member of the SCC.
- Video report is due on the value proposition and on the direct beneficiaries of the project. The video cannot be longer than 5 minutes and has to be uploaded onto the program portal. Supplement documents are also due on this week.
- Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.
- Fieldtrip in the region of Ormansag, which is a depressed area of the Baranya County. Opportunity recognition session will be held in a village. Outcome of the session will be proposed to the local community on possible development directions.

	<ul style="list-style-type: none"> <li>• Presentation and discussion of the key partners, key activities and key resources of the projects. SCCs prepare a presentation; submit all documentation, videos, etc. in relation to this phase.</li> <li>• Presentation and discussion of the mains sources of costs and benefits, monetary and non-monetary as well of the projects. SCCs prepare a presentation; submit all documentation, videos, etc. in relation to this phase.</li> <li>• Decision on crowdfunding, is the project appropriate for it?</li> <li>• Client meetings.</li> <li>• Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</li> <li>• Friday is off.</li> </ul> <p>3<sup>rd</sup> week</p> <ul style="list-style-type: none"> <li>• Final client meetings when SCCs finalize the outcomes of the projects, receive approval from client to present the project at the internal and open discussion. Pre-pitch presentation of the project in preparation to the final internal and open presentation of the project.</li> <li>• Finalizing visuals for the open discussion named Showcase Marketplace.</li> <li>• Individual and team video reports are due on the takeaways of the program.</li> <li>• The ecosystem map of the SCCs is due. Each SCC has to create a map of all the individuals who the team interacted with during the project. Edges, connecting the individuals of the ecosystem have to be named and shortly described.</li> <li>• Morning briefings, when SCCs discuss their previous day activities and plans for that particular day, raise any challenges that the other SCCs can assist them on.</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>The overall L/T goals of the program are facilitating an environment for practicing thought and action with an entrepreneurial mindset in a multi-disciplinary and multi-cultural context. The needs based training design of the program provides an exceptional opportunity for co-creating with peers, public leaders, business managers, social entrepreneurs and field experts, improving essential skills. The program assigns students to projects which aim at delivering added value to the fields of Arts and Culture Commercialization, Healthcare, Sports, Tourism and Eco-Tourism, Sustainable Regional Development with a higher focus on sub-fields of Energy and SMART specialization. Participants are continuously sensitized about the importance of building innovation ecosystems and entrepreneurial networks. This is accomplished via mentored interactions with the internal and external stakeholders throughout the course of the four week practicum. Several student start-up ideas have been included in the projects. The program distinguishes between the “must have” and “good to have” innovation reminding the vital importance of the entrepreneurial efforts for transitioning economies towards resilience.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>• Morning briefings</li> <li>• Daily stand ups</li> </ul>
	<p><b>Summative assessment scheme</b></p> <ol style="list-style-type: none"> <li>1. Progression reports – 65%:       <ol style="list-style-type: none"> <li>a. Scope Document – 10% (LO4)</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. Value proposition and beneficiaries – 10% (LO2) <ul style="list-style-type: none"> <li>i. Video report</li> <li>ii. Documentation</li> </ul> </li> <li>c. Key partners, key activities and key resources – documentation – 10% (LO1)</li> <li>d. Cost and benefits – documentation – 10% (LO1, 4)</li> <li>e. Visuals of the project – 10% (LO3) <ul style="list-style-type: none"> <li>i. Video</li> <li>ii. Logo (if applicable)</li> </ul> </li> <li>f. Final Showcase Marketplace presentation materials and documentation – 15% (LO6)</li> </ul> <p>2. Final documentation – 30% (LO3, 4, 6)</p> <p>3. Individual video report – 5% (LO5)</p> <ul style="list-style-type: none"> <li>a. What does it mean for me to be an entrepreneur?</li> <li>b. Takeaway</li> </ul> <p>Resubmission opportunity until the beginning of the first week of July. Resubmitted work is taken into consideration at 50%.</p>	
	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>• Essential</li> <li>• Recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Constant Beugre, (2016). Social entrepreneurship, Managing and creation of social value, Routledge.</li> <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 and bolts of a great business plan, Michael H. Moris</li> </ul>

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

	<p>4. create effective integrated marketing communication campaigns for a brand</p> <p>5. elaborate on own ideas in group (team) working</p> <p>6. solve problems in the field of advertising</p>
10.	<p><b>Syllabus:</b></p> <ul style="list-style-type: none"> <li>• Orientation - The Concept of Advertising</li> <li>• Advertising and the Marketing Process, IMC, Advertising Background</li> <li>• Planning and Strategy I. – II.</li> <li>• Creative side of advertising I. –II.</li> <li>• Media planning</li> <li>• Print Media, Broadcast Media</li> <li>• Midterm exam</li> <li>• Interactive Online Media I.</li> <li>• Interactive Online Media II.</li> <li>• Promotions, Retail, B to B, International Advertising</li> <li>• Direct Response Marketing</li> <li>• Public Relations</li> <li>• Group presentations</li> </ul>
11.	<p><b>Learning and teaching strategy:</b></p> <p>Because advertising is a practical discipline that involves art as much as science, this course will be taught through a combination of lectures on the concepts and principles, discussion of their applications and analyses of some significant marketing (advertising) issues. Award winning case study videos will be shown and daily news from relevant fields of advertising will be discussed.</p> <p>The module will be taught through lectures, and seminars. Students will have to prepare individually and in teams for the sessions. Students' reflections on the day's material and their contributions to the discussion are considered important elements of the learning process. Therefore, students are strongly advised to come prepared. Students are expected to have read in advance of class the chapter assignments so that we may have meaningful discussions in class and we can address any questions a student might have regarding the material.</p> <p>The discussion will be facilitated in class through a blended learning environment, where ideas can be shared via digital platforms. To facilitate and inspire teamwork “Liberating Structures” (<a href="http://www.liberatingstructures.com/">http://www.liberatingstructures.com/</a>) will be used.</p>
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <p>Feedback from lecturers on in-class practice activities, work-in-progress presentations, and there will be self-reflection questions at the end of classes.</p> <p>Beside these, in every lesson there will be an online quiz, which serves as a basis for monitoring students' learning process, and providing ongoing feedback that can be used by the instructor to improve teaching. It will help students to identify their strengths and weaknesses and target areas where they need more effort and work. It will also be used to check class participation.</p> <p>The opportunity to consult with the instructor on draft coursework presentations will be also given during the seminars.</p>
	<p><b>Summative assessment scheme</b></p> <p>Indicate tasks and weightings and which tasks assess which learning outcomes</p> <p>The three assessment components are:</p>

	<p>1. Revitalization campaign project (30%) (LOs 4, 5, 6). Students will work on a revitalization campaign for old or forgotten brands.</p> <p>1.1. Team projects (15 %) (Weeks 1-7 and 9-13): This requires students to form groups (fictional advertising agencies), conduct planning activities and present their advertising decisions based on each week's assignment.</p> <p>1.2. Group (coursework) presentations (15%) (Week 14): Students will have to integrate their weekly team projects into a final (10 minutes long) presentation and demonstrate their own brand revitalization campaign.</p> <p>(Assessments handed after the duration of the deadline can count max. 50% of the originals.)</p> <p>2. Midterm exam (10%) (Week 8) (Length of the exam: 1 hour): This will assess the fundamental knowledge and understanding of the first 7 lectures and connected chapters of the core learning material. This will include essay-based and multi-choice questions. (LOs 1, 2, 3).</p> <p>3. Final exam (60 %) (Length of the exam: 1 hour): This will assess the fundamental knowledge and understanding of the breadth of the syllabus. This will include essay-based and multi-choice questions. (LOs 1, 2, 3).</p> <p><b>Resit opportunities:</b></p> <p>1. Team projects (15 %): Students have to hand in at least half of the given weekly assignments to get a certain amount of points based on their aggregated achieved average level of submitted work. After every week's assignment deadline, students have a "grace period" (3 days) to submit their solutions. Students who cannot attend classes (e.g. custom curriculum, or are on Erasmus leave) can hand in every week's assignments up until the beginning of the exam period.</p> <p>2. Group (coursework) presentations (15%): When none of the group members is available from the group to give the presentation or in case of individual solution (e.g. custom curriculum, or are on Erasmus leave) the coursework presentation (in ppt format) can be submitted via e-mail.</p> <p>3. Midterm exam (10%): Those who cannot attend the class on the day of the midterm exam will have another opportunity given (discussed and agreed on with the module leader), when they can write the exam. Students who cannot attend classes (e.g. custom curriculum, sickness, or are on Erasmus leave) are not obliged to write the exam and in this case their final exam will count for 70% of the grade.</p> <p>4. Final exam (60 %): Those who fail or are not able to be present during the final exam can take the retake exam.</p> <p>Assessment components, which are over 40% have to be completed in order to finish in this course.</p>	
	Unseen examination	70 %
	Coursework (no examination)	30 %
13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	1.5 hour
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential</li> </ul>	WELLS-BURNETT-MORIARTY: Advertising & IMC: Principles & Practice,

	<ul style="list-style-type: none"><li>• Recommended</li></ul>	<p>Global Edition, Prentice Hall Europe, Ninth Edition (2011) or later editions</p> <p>Belch And M.A. Belch: Advertising And Promotion: An Integrated Marketing Communications Perspective, Mcgraw Hill, 8/E (2009) or later editions</p> <p>Arens, William F: Contemporary Advertising Mcgraw-Hill/Irwin; 12 Edition (2008) or later editions</p> <p>David Ogilvy: Confessions Of An Advertising Man, Southbank Publishing (August 1, 2004) or later editions</p> <p>Clow, Kenneth E. And Baack, Donald E.: Integrated Advertising, Promotion And Marketing Communications, 5/E (2010) or later editions</p> <p>Online magazines: <a href="http://www.adweek.com/">HTTP://WWW.ADWEEK.COM/</a> <a href="http://adage.com/">HTTP://ADAGE.COM/</a> <a href="http://creativity-online.com/">HTTP://CREATIVITY-ONLINE.COM/</a></p> <p>Blogs: <a href="http://theinspirationroom.com/daily/">HTTP://THEINSPIRATIONROOM.COM/DAILY/</a> <a href="http://adsoftheworld.com/">HTTP://ADSOFTHEWORLD.COM/</a> <a href="http://adrants.com/">HTTP://ADRANTS.COM/</a> <a href="http://www.adverblog.com/">HTTP://WWW.ADVERBLOG.COM/</a> <a href="http://scaryideas.com/">HTTP://SCARYIDEAS.COM/</a></p>
--	---	--

1.	<b>Module code:</b>	B19B25E
2.	<b>Title:</b>	<b>FINANCIAL ANALYSIS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	2021/22/2
5.	<b>Module leader:</b>	<b>MÓNIKA KUTI, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	(e) Pre-requisite	none
	(f) Programme restrictions	BSc in Business Administration and Management
	(g) Level restrictions	6
	(h) Other restrictions or requirements	none
8.	<b>Aims:</b>	
	The module aims :	
	<ul style="list-style-type: none"> <li>• To provide students with deepened knowledge and skills to equip them for a career in finance.</li> <li>• To develop the student's competence in applying a range of financial analytical skills and valuation techniques.</li> <li>• To help students understand the complexity of financial statements.</li> <li>• Enhance the development of the students' existing skills base, allowing for a cumulative learning experience.</li> </ul>	
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. Assess the impact of corporate strategy on financial statements, and explain the strategic decisions behind the financial ratio trends.</li> <li>2. Analyse the problem of the conflict of interest in corporate reports.</li> <li>3. Judge the role of profit sustainability in corporate value creation.</li> <li>4. Compare corporate capital structure theories with the financial decisions reflected in the annual report of a multinational company.</li> <li>5. Explain the significance of credit risk analysis for banks and bondholders.</li> <li>6. Contrast the motives for dividend payment vs. stock repurchases.</li> <li>7. Design and create effective small-scale research (library use, information elicitation and handling, etc.)</li> </ol>	
10.	<b>Syllabus:</b>	
	<b>Financial Position and Corporate Strategy</b>	
	Reflection of corporate strategic decisions in financial statements, role of corporate reporting in strategic signaling	
	<b>Advanced Financial Statement Analysis</b>	
	Sophisticated variety of financial ratios, adjustments to basic ratios, alternative versions of ratio pyramids, impact of strategic decisions on financial ratios	
	<b>Earnings Management Techniques</b>	

	<p>Conflict of interest between stakeholders over corporate reporting, costs of financial reports (lemon costs, strategic disadvantage, etc.), earnings quality, smoothing techniques</p> <p><b>Financial Planning</b> External funds needed, value-based financial planning, expectations management</p> <p><b>Basic Measures of Value Creation</b> Rappaport's value drivers, basic economic value added (EVA), shareholder value</p> <p><b>Capital Structure Decision in Practice</b> Advantages and disadvantages of corporate debt, life cycle approach, cost of capital approach, return differential approach, sector approach, covenants</p> <p><b>Credit and Risk Analysis</b> Liquidity vs. long term solvency, risk types, risk matrix, bankruptcy models</p> <p><b>Mergers and Acquisitions</b> Motives behind M&amp;A transitions, synergetic effects</p> <p><b>Dividend Policy and Stock Repurchases</b> Dividend puzzle, dividend irrelevance, agency costs, life cycle theory, dividend signaling theory, choice between dividend payment vs. stock repurchases</p> <p><b>Digital Disruption in Finance</b> FinTech trends</p>	
11.	<p><b>Learning and teaching strategy:</b></p> <p>This module utilizes a learner-centered approach, employing directed reading, resource-based learning and online tutorial guidance as primary supports. Students are required to undertake research on a chosen company and related industry, to analyze financial data from finance.yahoo.com website on a continuous basis, to apply relevant corporate finance theories in practice, and to highlight the limitations of financial models in their oral presentation. The progress with the material will be monitored by step-by-step projects which have to be presented in class.</p>	
12.	<p><b>Formative Assessment Scheme</b></p> <p>Feedback on ratio interpretation.</p>	<p><b>Summative Assessment Scheme</b></p> <p>The four assessment components are:</p> <ol style="list-style-type: none"> <li><b>Project 1</b> (15%). This requires students to make a strategic and accounting analysis of a chosen company, detecting possible earnings management techniques and identifying the conflict of interests between stakeholders. (LO1-3)</li> <li><b>Project 2</b> (15%). This covers complex financial ratio analysis, students are required to explain the processes behind ratio trends in detail (LO1).</li> </ol>

	Review of model results.  Feedback on research topic proposition.	<p>3. <b>Project 3</b> (15%). The task is capital structure, credit risk and dividend policy analysis. (LO4, 5, 6)</p> <p>4. <b>Project 4</b> (5%) is to design and submit a literature survey in any area of financial analysis (minimum 20 citations, use of academic databases). (LO7)</p> <p>5. <b>Final exam</b> (50%). This exam will assess the fundamental knowledge and understanding of the breadth of the syllabus. Feedback will be provided following completing of the exam. (LO1-6)</p>
	Seen examination	50 %
	Unseen examination	0 %
	Coursework (no examination)	50 %
13.	<b>Timetabled examination required</b>	<u>Yes</u> /NO
14.	<b>Length of exam</b>	1,5 hours
15.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential</li> </ul> <ul style="list-style-type: none"> <li>• Recommended</li> </ul>	<ul style="list-style-type: none"> <li>• Kuti, Mónika: Financial Analysis – online course</li> <li>• Damodaran, Aswath (2011): Applied Corporate Finance. Wiley and Sons</li> <li>• Bragg, Steven M. (2012): Business Ratios and Formulas. Wiley and Sons</li> <li>• Clauss, Franz Joachim (2010): Corporate financial analysis with Microsoft Excel. New York, McGraw Hill.</li> </ul> <p>Damodaran's website: <a href="http://pages.stern.nyu.edu/~adamodar/">http://pages.stern.nyu.edu/~adamodar/</a></p>

1.	<b>Module code:</b>	B19B24E
2.	<b>Title:</b>	<b>INTERNATIONAL CAREER MANAGEMENT</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>GÁBOR BALOGH, DR/NORBERT SIPOS, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
7.	• Other restrictions or requirements	none
	<b>8. Aims:</b>	
	The overall objectives of the course are to increase students' knowledge according to the topic of career management. The aim of the course is to show the importance of self-awareness, self-exploration, self-consciousness, self-management, self-improvement, self-coaching in professional career and personal life planning; to motivate the students to explore and develop their skills and competences. The method of this course is practice-oriented (simulations, presentations, role-plays, situations, disputes, etc.).	
	<b>9. Learning outcomes:</b>	
On completion of this module, the successful student will be able to:		
1. combine the most important aspects of preparing a successful CV and cover letter		
2. predict and explain the Hungarian and international specialities of the labour market		
3. select, categorise, combine, assess and formulate the goal-setting methods		
4. create and elaborate their personal development plan (design and construct a career plan)		
5. test, evaluate their own skills in a recruitment and selection process (learn how to distinguish themselves during an interview and an assessment center)		
6. develop and use coping skills in stress management and solving techniques in time management		
10.	<b>Syllabus:</b>	
	• Introduction. CV, cover letter	
	• Interview, AC and ideal job in international context	
	• Notion of career and international career management	
	• Goal setting. Time management	
	• Labour market, job searching methods. Working abroad, EURES	
	• Self-exploration, self-knowledge. Gender and generation issues	
	• Selection techniques, employment contract	
	• Personal development plan	
	• Stress management and other risks at work	
	• Organizational career management, career success	
	• Self-coaching, self-branding. Creativity, inspiration	
	• Career management practices	
	• Etiquette at work	
11.	<b>Learning and teaching strategy:</b>	
	A combination of lecture, seminar and workshop. The first part is a short theoretical overview about the topic and that follows a discussion or simulation with more involvement of students.	

	The activity of students is essential for the active learning and development of new skills and thoughts. The teaching method based on coaching approach that contains asking questions to motivate the students to think over and comprehend the topic.						
12.	<p><b>Assessment scheme:</b></p> <p><b>Formative assessment scheme</b></p> <ul style="list-style-type: none"> <li>• Feedback from peers, colleagues, practice exercises</li> <li>• Feedback on in-class activities and exercises</li> <li>• These in-class formative assessment tools help the students to improve self-knowledge, self-awareness and to be more conscious in the labour market and they can express themselves better in English. The students can explore their strengths and learn skills to be more developed and strengthen their improvisation, cooperation skills and adaptability. At the same time they can enjoy the simulation with their own contribution and activity so that the student's attention can be raised and maintained.</li> </ul> <p><b>Summative assessment scheme</b>  <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <ul style="list-style-type: none"> <li>• Coursework (written assignments in): 20% <ul style="list-style-type: none"> <li>○ CV in Week 3 (5%): students prepare their own CV after teacher's lecture about instruction 'how to create a successful CV' (LOs 1, 4)</li> <li>○ Cover letter in Week 3 (5%): students prepare their own cover letter after teacher's lecture about instruction 'how to create a successful cover letter' as an attachment of CV (LOs 1, 4)</li> <li>○ Goal-setting plan in Week 5 (5%): we discuss the methodology of goal-setting in career and everyday life with students in Week 4 and after that they will prepare their own goal-setting plan (LOs 3, 4)</li> <li>○ Competence test in Week 7 (5%): as an important part of self-exploration, self-improvement and self-knowledge the students can explore their strengths with our online competence test that they can fill out at home as a homework and this online platform gives personal feedback to the students that will be discussed in Week 7 (LOs 3, 4, 5)</li> <li>○ Every coursework can be resit by students but failing the deadline decreases the scores. The final deadline is the last day of study period (term-time).</li> </ul> </li> <li>• Practical (presentations, scheduled for every week, one student must hold one presentation): 20% <ul style="list-style-type: none"> <li>○ at the first week the students can select a topic within career management and they must hold a 20 minutes long presentation. Depending on the headcount of the class they can work alone or in pairs. On the second part of the lectures (at practical part of the class, after the theoretical part, where the teacher dominate and moderate the class) every week two presentations will be held by students. The main aspect of presentation's assessment is the involvement of the audience and sharing interesting and useful information with the others. (LOs 2, 3, 4, 5, 6)</li> <li>○ Presentations cannot be made up or repeated or rescheduled.</li> </ul> </li> <li>• Final exam: 60% <ul style="list-style-type: none"> <li>○ The final exam contains short essay questions, where the students must use the learned methods and techniques, creativity and international career management skills acquired during the course. It can be retaken in case of failure during the exam period.</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Seen examination</td> <td style="width: 50%;">0%</td> </tr> <tr> <td>Unseen examination</td> <td>60%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>40%</td> </tr> </table>	Seen examination	0%	Unseen examination	60%	Coursework (no examination)	40%
Seen examination	0%						
Unseen examination	60%						
Coursework (no examination)	40%						

13.	<b>Timetabled examination required</b>	YES
14.	<b>Length of exam</b>	1 hour
15.	<b>Learning materials</b>	<ul style="list-style-type: none"> <li>• Presentations will be submitted in Neptun System</li> <li>• Greenhaus, J. H. – Callanan, G. A. – Godshalk, V. M.: Career Management 3rd ed, The Dryden Press 2000</li> </ul>
	<ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	<p><b>Recommended journals:</b></p> <ul style="list-style-type: none"> <li>• Baruch, Y. (2006): Career development in organizations and beyond: Balancing traditional and contemporary viewpoints, Human Resource Management Review 16, pp. 125-138.</li> <li>• Clarke, M. (2013): The organizational career: not dead but in need of redefinition. The International Journal of Human Resource Management vol. 24 no. 4 pp. 684–703.</li> <li>• De Vos, A. – Dries, N. (2013): Applying a talent management lens to career management: the role of human capital composition and continuity. The International Journal of Human Resource Management vol. 24 no. 9 pp. 1816–1831.</li> <li>• DeFillippi, R. J., - Arthur, M. B. (1996): Boundaryless contexts and careers: A competency-based perspective, In M. B. Arthur - D. M. Rousseau (Eds.): The boundaryless career, 116–131. Oxford University Press, New York</li> <li>• Hall, D. T. (1996): Long live the career, In D. T. Hall (Ed.): The career is dead – long live the career, 1–12. Jossey-Bass, San Francisco</li> <li>• Lewis, S. - Arnold, J. (2012): Organisational career management in the UK retail buying and merchandising community, International Journal of Retail &amp; Distribution Management vol. 40 no. 6 pp. 451 – 470.</li> <li>• Niles, Spencer G. – Harris-Bowlsbey, JoAnn E (2014): Career Development Interventions in the 21st Century. 4th Edition, Pearson, pp. 420</li> </ul>

1.	<b>Module code:</b>	B19B27E
2.	<b>Title:</b>	<b>INVESTMENTS</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>VIVIEN CSAPI, DR./ALEXANDRA POSZA</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	(i) Pre-requisite	Corporate Finance
	(j) Programme restrictions	BSc in Business Administration and Management
	(k) Level restrictions	6
	(l) Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>The aim of this course is to provide you with an understanding of both the theory and practice of finance and portfolio decision making. The combined application of theory and practice will enable you to understand market forces, equity evaluation methods, and market mechanisms. Besides introducing you to evaluation techniques and models you will have a broad understanding of the investment market from portfolio to venture capital investment. Discussions during class will develop your general financial literacy and intelligence. Not just your knowledge in the field of investment will be developed but exercises, readings and discussions will further strengthen your argumentation and computational skills. During the class discussions you will work in groups to form opinions in issues like the financial and economic crises situations in the past.</p>
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. Explain the corporate factors driving stock prices.</li> <li>2. Understand the basic equilibrium forces of stock markets.</li> <li>3. Predict investors' intentions and risk attitude.</li> <li>4. Determine the investment attitudes for different actors.</li> <li>5. Design a portfolio for companies with different risk preferences.</li> <li>6. Value different financial assets.</li> </ol>
10.	<b>Syllabus:</b>	<p><i>Topics to be covered:</i></p> <ul style="list-style-type: none"> <li>• Risk and risk aversion on micro and macro level</li> <li>• Measuring risk and risk aversion</li> <li>• Capital allocation between risky and risk free assets.</li> <li>• Optimal risky portfolio I.</li> <li>• Optimal risky portfolio II.</li> <li>• Capital Asset Pricing Model (CAPM)</li> <li>• Single Index Model (SIM); Arbitrage Pricing Theory (APT)</li> <li>• Introduction to Options Theory</li> <li>• Option valuation Binomial pricing</li> <li>• Option valuation BS model</li> <li>• Option trading strategies</li> <li>• Case studies</li> </ul>
11.	<b>Learning and teaching strategy:</b>	<p>The joint application of theoretical and practical teaching methods should enable students to understand mechanisms driving equity prices. The continuous weekly homeworks on news watching, problem identification, solution and result analysis will bring practice closer to theory, providing an invaluable tool for students. In order to achieve the best outcome students are</p>

	required to monitor real life economic events, which with the application of available open-source databases can be analyzed in class and at home.						
12.	<p><b>Assessment scheme:</b></p> <p><b>(i) Formative assessment scheme</b> Students are required to work on weekly assignments that aim to understand how financial investments in real life are influenced by external and internal factors. The assignments will be published after each class, so students have a whole week to prepare. Prepared assignments and solution to practice problems need to be submitted in an electronic form or printed (problem solutions) before classes. Solutions and discussion topics will be discussed during classes.</p> <p><b>(j) Summative assessment scheme</b> <i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <p><b>Midterm exam:</b> 75 minute unseen closed book exam taken in the classroom, including true-false and multiple choice questions [9% (30%) out of the maximum 30%], and short answer numerical questions (21% out of the maximum 30%) in the topics discussed until that point. (LO 1-4)</p> <p><b>The final examination</b> consists of 75 minutes of examunseen closed book exam taken in the classroom, including true-false and multiple choice questions [12% (30%) out of the maximum 40%], and short answer numerical questions (28% out of the maximum 40%) in the topics discussed after the midterm exam. (LO 5-6)</p> <p>The midterm examination can be taken in the following lesson in case of absence, and the final examination can be taken in the examination period in case of absence. If any of the two exams should be retaken it is only possible in the examination period.</p> <p><b>Simulation:</b> Groups will have to participate in an online market simulation game. Game milestones discussions will be in class, investment steps need to presented weekly in a way that class mates are involved in the discussion (LO-2). Evaluation criteria: weekly submitted assignments connected to the simulation game, the affecting factors and problems 10*2=20 points, complex simulation report till the end of the semester 10 points (MS Word, minimum of 10 pages, TNR) Simulation assessment can be retaken in case of missing from classes and below 50% score by submitting a report about 3 in-class game experience by the end of the semester.</p> <table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>70 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>30 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	70 %	Coursework (no examination)	30 %
Seen examination	0 %						
Unseen examination	70 %						
Coursework (no examination)	30 %						
13.	<p><b>Timetabled examination required</b></p> <p>NO</p>						
14.	<p><b>Length of exam</b></p> <p>75 minutes for the midterm and 75 minutes for the final exam</p>						
15.	<p><b>Learning materials</b></p> <p><i>Essentials:</i> Zvi Bodie, Alex Kane, Alan J. Marcus: "Investments", Sixth Edition, Irwin, 2005.</p> <p><i>Recommended:</i> Robert A. Haugen: "Modern Investment Theory", Fourth Edition, Prentice Hall, 1997. Haim Levy, Marshall Sarnat: "Portfolio and Investment Selection? Theory and Practice", Prentice Hall, 1984. Eugen Fama, Merton H. Miller: "The Theory of Finance", Dryden Press, 1971. Zvi Bodie, Alex Kane, Alan J. Marcus: "Essentials of Investments", First Edition, Irwin, 2004.</p>						

1.	<b>Module code:</b>	B19B28E
2.	<b>Title:</b>	<b>MARKETING RESEARCH</b>
3.	<b>Credit points:</b>	7
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>KRISZITÁN SZÚCS, DR./PÉTER NÉMETH</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	Pre-requisite	Introduction to Marketing
	Programme restrictions	BSc in Business Administration and Management
	Level restrictions	6
	Other restrictions or requirements	none
8.	<b>Aims:</b>	The aim of the module is to build the understanding and the ability to define research problems properly and to match the required methodology to these. Furthermore it is intended to enable students to evaluate research outcomes including the appropriateness of statistical analysis applied.
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. evaluate marketing research as a process that involves a sequence of activities, each compatible with the preceding stage</li> <li>2. solve given marketing research problem by designing complex market research methodology</li> <li>3. assess the strengths and weaknesses of alternative research designs, and be able to combine different research methods</li> <li>4. compare the many sources of marketing information and evaluate the various means for gathering such information, and predict based on the results</li> <li>5. recommend new marketing research methods based on the biases and limitations of marketing data and data analysis</li> <li>6. formulate a feasible research question based on a marketing problem , and recommend suitable methodology</li> <li>7. design and formulate a basic survey research project, evaluate the results, and conclude the main thoughts</li> </ol>
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Introduction to Marketing Research</li> <li>• Defining the Marketing Research Problem and Developing an Approach</li> <li>• Research Design</li> <li>• Exploratory Research Design: Secondary Data</li> <li>• Exploratory Research Design: Qualitative Research</li> <li>• Descriptive Research Design: Survey and Observation</li> <li>• Measurement and Scaling: Fundamentals and Comparative Scaling</li> <li>• Measurement and Scaling: Noncomparative Scaling Techniques</li> <li>• Questionnaire and Form Design</li> <li>• Sampling: Design and Procedures, Final and Initial Sample Size Determination</li> <li>• Framework of Field Work</li> <li>• Data Preparation, Data Analysis</li> <li>• Report and Presentation</li> </ul>
11.	<b>Learning and teaching strategy:</b>	In the first half of the semester there are sessions about theory. In the second half of the semester students get more practice by conducting their own research projects.

12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	Continuous feedback on group work and individual comments in class.
	<b>Summative Assessment Scheme</b>	<p>Short test (quizzes) on lectures or seminars 10% – Prior to the lectures students have to read the given topic and be ready for a short test. (LOs 1. 3.)</p> <p>It is not possible to retake this element of the assessment.</p> <p>Team presentation of the research findings 20% (LOs 2. 4. 6.)</p> <p>If the presentation is not submitted until the deadline, students have one week to submit. In this case 50% of the points can be earned.</p> <p>Team presentation of the quotes 20% (LOs 2. 5.)</p> <p>If the presentation is not submitted until the deadline, students have one week to submit. In this case 50% of the points can be earned.</p> <p>Final exam (closed book) 50% (LOs 1. 3.)</p> <p>Students can retake final exam once.</p> <p>Students can ask about their performance in class and can visit the office hours of the module leaders. There are several classes, mostly seminars, when consultation about student projects is possible. For example prior to the presentations there are consultation classes where students can ask for assistance and support concerning their quotes and/or results.</p>
	<b>Summative assessment scheme</b>	Indicate tasks and weightings and which tasks assess which learning outcomes
	Seen examination	0 %
	Unseen examination	50 %
	Coursework (no examination)	50 %
13.	<b>Timetabled examination required</b>	Yes
14.	<b>Length of exam</b>	1 hour
15.	<b>Learning materials</b>	
	Essential	Naresh K. Malhotra: Basic Marketing Research. International edition. 4th edition. Pearson 2011
	Recommended	<p>Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6 1996 p.16-20.</p> <p>Hofstede et al.: An investigation into the association pattern technique as a quantitative approach to measure means-end chains. International Journal of Research in Marketing 15 1998 p.37-50</p> <p>Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spring 2000 p. 36-41</p> <p>Wilson, A., Laskey N.: Internet base marketing research: a serious alternative to traditional research methods? Marketing Intelligence and Planning 21/2 2003 p.79-84</p>

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

1.	<b>Module code:</b>	B19C12E
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>	<b>ZOLTÁN KAPOSI, DR/CSABA LAKÓCAI / MÁRTON PELLE</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	The course aims to introduce the modern economic processes and theories within a historical approach and context, focusing on the main stages and tendencies of the modern economic history, including socio-cultural implications, from the beginning of the industrialization until our days. 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.
9.	<b>Learning outcomes:</b>	On completion of this module, the successful student will be able to: 1. assess economic processes 2. compare different economic theories 3. explain modern European and global economic history 4. analyse and evaluate economic policy issues 5. apply appropriate terminology
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Development of market economy in Europe until 1914. The first and the second industrial revolution</li> <li>• Economic development between the World Wars</li> <li>• The 1929 Great Depression and its consequences</li> <li>• Keynesian Economics; Crisis management and recovery in the USA: the New Deal</li> <li>• Economic systems of the totalitarian regimes between the World Wars</li> <li>• Economic recovery in Europe after the Second World War</li> <li>• The Golden Age of economic growth during the 1950s and 1960s</li> <li>• Development and functioning of the European economic integration. Planned economies in Eastern Europe</li> <li>• The 1973 oil crisis and its economic consequences</li> <li>• The end of the cold war. New stage of globalization and global inequalities</li> <li>• The 2008-2009 world economic crisis and its implications</li> </ul>
11.	<b>Learning and teaching strategy:</b>	This module will be taught through weekly lectures directly followed by each other. After presenting a topic there are open discussions about the subject at the end of each lesson.
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	Continuous feedback and individual comments, questions at the end of each class.
	<b>Summative assessment scheme</b>	

	<ol style="list-style-type: none"> <li>1. First term exam (30%) in Week 6. <ul style="list-style-type: none"> <li>• questions with multiple choice options</li> <li>• true-or-false questions</li> <li>• one essay (LOs 1,3,5)</li> </ul> </li> <li>2. Second term exam (70%) in Week 14. <ul style="list-style-type: none"> <li>• definitions</li> <li>• questions with multiple choice options</li> <li>• true-or-false questions</li> <li>• two essays (LOs 1,2,3,4,5)</li> </ul> </li> </ol> <p><u>Resit opportunity:</u> Those students who fail to achieve 51% overall have an opportunity to sign up for written retake exam during the examination period that contains combined questions from the first and second term exams.</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.	<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>60 minutes for the first term exam, 90 minutes for the second term exam</td> </tr> </table>	<b>Length of exam</b>	60 minutes for the first term exam, 90 minutes for the second term exam				
<b>Length of exam</b>	60 minutes for the first term exam, 90 minutes for the second term exam						
15.	<p><b>Learning materials</b></p> <p><u>Essential:</u></p> <p>Marján, Attila (ed.) (2014): European Economic and Monetary Integration. National University of Public Service Institute of International Studies, Budapest. pp. 59-72. ISBN: 978-615-5305-69-6</p> <p>Tipton, Frank B. – Aldrich, Robert (1987): An Economic and Social History of Europe 1890-1939. Baltimore. pp. 9-70; 163-199. ISBN 10: 033336807X</p> <p>Tipton, Frank B. – Aldrich, Robert (1987): An Economic and Social History of Europe from 1939 to the present. Baltimore. pp. 112-165; 235-270. ISBN 10 0333423712</p> <p><u>Recommended:</u></p> <p>Cameron, Rondo (1989): A Concise Economic History of the World. From Paleolithic Times to the Present. New York, Oxford. pp. 189-399. ISBN: 0-19-504677-3</p> <p>North, Douglass C. (2010): Understanding the Process of Economic Change. Princeton. pp. 1-8 ISBN: 9781400829484</p> <p>Reinhart, Carmen M. – Rogoff, Kenneth S. (2009): This Time is Different. Eight Centuries of Financial Folly. Princeton. pp. 1-20. ISBN: 9780691152646</p>						

1.	<b>Module code:</b>	B19C09E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
8.	<b>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.
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. Examine the connection between functional areas of a company,</li> <li>2. Analyze the competitive market elements,</li> <li>3. Analyze the company’s market position and competing power,</li> <li>4. Evaluate production, marketing and accounting data,</li> <li>5. Formulate multinational strategy,</li> <li>6. Create and judge environment-conscious strategies,</li> <li>7. Formulate decisions in uncertainty,</li> <li>8. Construct decisions in team working.</li> </ol>
10	<b>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>
11.	<b>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.	<p><b>(k) Formative assessment scheme</b></p> <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>						
	<p><b>(l) Summative assessment scheme</b></p> <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> <table border="1"> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
Seen examination	0%						
Unseen examination	0%						
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>Kiss, T. <i>Player's Guide to the Business Simulation Challenge</i></p>						



1.	<b>Module code:</b>	B19C11E
2.	<b>Title:</b>	<b>COMPETENCE DEVELOPMENT</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>EDIT GYARMATINÉ BÁNYAI, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	none
8.	<b>Aims:</b> Module aims:	<ul style="list-style-type: none"> <li>- to provide students with basic knowledge, skills and the right attitude to succeed in university and future professional working environment</li> <li>- to teach a set of skills grounded in behavioural science theory and research that are essential for a successful career in management.</li> <li>- to develop students' soft skills for workplace success; skills such as personal and interpersonal skills, emotional intelligence, networking, teamwork, cooperation, decision-making, communication, time management — that will help them become effective employees and managers</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. distinguish the typical managerial skills, and understand the importance of their development</li> <li>2. apply the theories of group dynamics; contribute positively to group (team) working</li> <li>3. define and, contrast concerns and misunderstandings associated with emotional intelligence (EI) emotional-social intelligence (ESI); how emotions work to influence thought and behaviour; and how EI and ESI is learned and developed</li> <li>4. distinguished the different types of interpersonal conflict and apply the type-appropriate conflict resolution practices</li> <li>5. communicate intentionally and strategically in daily interactions to align their goals to outcomes and tailor messages to various audiences to maximize impact</li> <li>6. examine their personal influence through relationship building</li> <li>7. appraise self-recognition regarding their current and future personality</li> </ol>
10.	<b>Syllabus:</b>	<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.	<b>Learning and teaching strategy:</b>	

	<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"> <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> <ul style="list-style-type: none"> <li>• Essential D,A. Whetten, K. S. Cameron (2016): Developing Management Skills, 9th Edition, Pearson, ISBN-13: 9780133128116</li> <li>• Recommended Tom Rath (2007): StrengthsFinder 2.0 , Gallup Press; 1 edition (February 1, 2007), ISBN-13: 978-1595620156 Dr. Wesley E. Donahue (2018): Building Leadership Competence: A Competency-Based Approach to Building Leadership Ability ISBN-13: 978-1980818830 Stephen R. Covey (2013): The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change</li> </ul>						

	<p>Charles Duhigg (2014): The Power of Habit: Why We Do What We Do in Life and Business</p> <p>David Allen (2002): Getting Things Done: The Art of Stress-Free Productivity</p> <p>Fleming (2015): The Leader's Guide to Emotional Agility (Emotional Intelligence): How to Use Soft Skills to Get Hard Results FT Press, SBN-13: 9781292083049</p> <p>Nelson, Low (2011): Emotional Intelligence: Achieving Academic and Career Excellence in College and in Life, 2nd Edition, ISBN-13: 9780132782722</p>
--	---

1.	<b>Module code:</b>	B19C02E
2.	<b>Title:</b>	<b>DATA ANALYSIS IN R</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	Fall
5.	<b>Module leader:</b>	<b>DÁNIEL KEHL, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to complete Probability and Statistics and Business Statistics module before registering to the course.
8.	<b>Aims:</b> To introduce an open source script based statistical computing and visualisation environment. Data analysts need tools that operate in many different environments and are capable of handling large datasets. One of these tools is the R project. The course aims to support students to develop basic programming skills. Besides learning basic syntax of the language the course focuses on classical and even interactive visualisation tools.	
9.	<b>Learning outcomes:</b>  On completion of this module, the successful student will be able to: 1. competently read and write basic data analysis code in R, 2. develop functions in R, 3. confidently handle basic building blocks and syntax of R, 4. analyse data [at] an advanced level, 5. choose appropriate methods of data analysis and functions, 6. articulate the benefits of programming.	
10.	<b>Syllabus:</b> <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>	
11.	<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.	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b> Feedback on weekly homework and programming assignments, learning activities, occasionally personalized.	
	<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.	

	Seen examination	0%
	Unseen examination	100%
	Coursework (no examination)	0%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	-
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"><li>• Essential</li></ul>	Hadley, Golemund: R for Data Science <a href="http://r4ds.had.co.nz/">http://r4ds.had.co.nz/</a>  Slides and examples on Moodle
	<ul style="list-style-type: none"><li>• Recommended</li></ul>	There are a lot of great resources on the Internet available.

1.	<b>Module code:</b>	B19C06E
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>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	It is recommended to have Microeconomics passed before taking this module.
8.	<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.
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. 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> <li>6. model the costs and benefits of pollution control policies.</li> </ol>
10.	<b>Syllabus:</b>	<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 issues</li> <li>• Visions for the Future Revisited</li> </ul>
11.	<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 present their solutions that demonstrate both the knowledge of general theory and the individual approach of the groups.

12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	
	Weekly real-life case studies are processed in groups in order to enhance better understanding of theoretical concepts and support the understanding of application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.	
	Two weeks before the term papers are due students have to submit an essay on a topic recommended by the lecturer and get a formative feedback on it during class before the week of the term papers.	
	<b>Summative assessment scheme</b>	
	Two term papers (25% each) give 50% of the final grade. Term papers are essay questions on real or hypothetical cases that provide opportunity for students to demonstrate their ability to apply theoretical concepts to address practical problems. (LOs 1, 2, 3, 5 and 6)	
	If the student fails to achieve more than 50% in total of the two term papers there is one comprehensive retake opportunity during the last week of the study period.	
	Individual research assignment gives 50% 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. (LO 4)	
	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	0%
	Unseen examination	50%
	Coursework (no examination)	50%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	75 minutes per term paper
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>Essential</li> </ul>	
	Tom Tietenberg – Lynne Lewis (2015): <i>Environmental &amp; Natural Resource Economics</i> . Pearson Education. 10 <sup>th</sup> edition	
	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	
	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)	

1.	<b>Module code:</b>	B19C08E
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>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	5
	• Other restrictions or requirements	It is recommended to have Introduction to Accounting module passed before taking this module.
8.	<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.
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/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>
10.	<b>Syllabus:</b>	
		<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>
11.	<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.
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	Oral feedback on in-class activities, discussion of the solution of practical exercises solved during the classes.

<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> Students solve 3-5 accounting exercises during the class. (LOs 1, 2, 3, 5, 6)</p> <p>Students have one resit opportunity in midterm- and final exam assessment element.</p>	
<i>Indicate tasks and weightings and which tasks assess which learning outcomes</i>	
Seen examination	0%
Unseen examination	100%
Coursework (no examination)	0%
13. <b>Timetabled examination required</b>	YES
14. <b>Length of exam</b>	Midterm exam: 60 minutes Final exam: 60 minutes
15. <b>Learning materials</b>	
• Essential	<i>DR. TAKÁCS, A.; DR MÁRKUS G.: "The basics of IFRS", University of Pécs, Faculty of Business and Economics, 2018 (notes)</i>
• Recommended	IFRS standards

1.	<b>Module code:</b>	B19C13E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• 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>	
		On completion of this module, the successful student will be able to:
		1. Develop investment strategies concerning equity investments;
		2. Apply analytical methods for equity valuation;
		3. Judge the risks of an investment;
		4. Model the fundamental value of an equity;
		5. Apply technical analysis to assess the performance of an equity;
		6. Criticise the applicability of the different investment strategies.
10.	<b>Syllabus:</b>	
		<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.	<b>Learning and teaching strategy:</b>	
		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

	<p>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.	<table border="1"> <thead> <tr> <th><b>Formative Assessment Scheme</b></th> <th><b>Summative Assessment Scheme</b></th> </tr> </thead> <tbody> <tr> <td> <p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p> </td> <td> <p>Individual presentations about investment decisions made on the virtual stock exchange (20%) in Weeks 2-12 Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy. (LOs 2,4 and 5)</p> <p>Individual 2500 word report (80%) Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions 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)</p> </td> </tr> <tr> <td>Seen examination</td> <td>0%</td> </tr> <tr> <td>Unseen examination</td> <td>0%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </tbody> </table>	<b>Formative Assessment Scheme</b>	<b>Summative Assessment Scheme</b>	<p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p>	<p>Individual presentations about investment decisions made on the virtual stock exchange (20%) in Weeks 2-12 Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy. (LOs 2,4 and 5)</p> <p>Individual 2500 word report (80%) Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions 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)</p>	Seen examination	0%	Unseen examination	0%	Coursework (no examination)	100%
<b>Formative Assessment Scheme</b>	<b>Summative Assessment Scheme</b>										
<p>Feedback on the investment decisions made on the virtual stock exchange</p> <p>Review of the investment policy report drafts in a “coursework surgery”</p>	<p>Individual presentations about investment decisions made on the virtual stock exchange (20%) in Weeks 2-12 Students have to deliver a 5-minute presentation about their investment decisions made on the virtual stock exchange, in which they describe the analytical methods they used to evaluate the equities and they outline their money management strategy. (LOs 2,4 and 5)</p> <p>Individual 2500 word report (80%) Students have to write a report about their investment policy, in which they describe the specific attributes of their investment policy (time horizon, levels of diversification, currency of settlements, etc.) and they evaluate their performance on the virtual stock exchange based on the absolute and risk-adjusted returns. In the report, students have to outline the psychological aspects of their decisions 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)</p>										
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  Thomas J. Stanley és William D. Danko: The Millionaire Next Door  T. Harv Eker: Secrets of the Millionaire Mind  George Soros: Alchemy of Finance

1.	<b>Module code:</b>	B19C04E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<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.
9.	<b>Learning outcomes:</b>	On completion of this module, the successful student will be able to: 1. Compare between viable and non-viable business opportunities, 2. Analyse socio-economic problems as business opportunities, 3. Model viable business models, 4. deploy problem-oriented creative thinking and self-assessment, 5. select teams and delegate work, 6. apply networking and negotiations skills.
10.	<b>Syllabus:</b>	<ul style="list-style-type: none"> <li>• Introduction, introduction of the “bug list” concept for opportunity recognition and problem definition.</li> <li>• What does it mean to be an entrepreneur? Introduction of team “bug lists”. Matching the personal competences and capabilities to the selected bugs and choosing the problem that is to be solved. Introduction of the business model canvas.</li> <li>• Assessment of the business model canvas in light of the team project. Do you have your hypothesis for the target market? Is your value proposition communicated correctly?</li> <li>• Social entrepreneurship, what role they play in the socio-economic environment? How does the business model canvas transform for a social venture?</li> <li>• Competing on the base of business models, the competitive advantage of Multi-Sided Platforms (MSPs). How do these MSPs work, what is their economic impact, how do they change the way of business doing?</li> <li>• Do you have the resources for your business? What are the key activities, resources and partners that you have to have to succeed?</li> <li>• How does your financials look like? What are your revenues and what are the costs? Do you need funding for your project? If yes, how much, and how should the funding cycles be timed?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the investor looking for in a pitch? When you want to raise funds for your project you have a couple of minutes to tell your story to an investor. This is the reason why you have to structure your pitch in a way that all the important information is presented within those couple of minutes.</li> <li>• Introduction of the concept of crowdfunding. Platforms, varieties of CF, how does it work, what are the objectives of the project owner, how to run a campaign? Assessing the CF-ability of the team projects.</li> <li>• Finalizing your business models. What has been validated, what have you learnt, is your pitch video able to communicate your value proposition?</li> <li>• Entrepreneurial ecosystems, the importance of the environment in the process of entrepreneurial evolution.</li> <li>• Pitching your project, discussion and evaluation.</li> </ul>						
11.	<p><b>Learning and teaching strategy:</b></p> <p>The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences. From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems. You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students. Translated: read and prepare ahead, especially for projects where you apply what you've learned. Be "creative" in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to "create".</p> <p>For group assignment you will have to formulate groups of 3 on the first week.</p>						
12.	<p><b>Assessment scheme:</b></p> <p>Formative assessment scheme Weekly stand up report on the status of each project.</p>						
	<p><b>Summative assessment scheme</b></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> <p>Resubmission opportunity until the beginning of the exam period. Resubmitted work is taken into consideration at 50%.</p> <table border="1"> <tr> <td>Seen examination</td> <td>.....%</td> </tr> <tr> <td>Unseen examination</td> <td>.....%</td> </tr> <tr> <td>Coursework (no examination)</td> <td>100%</td> </tr> </table>	Seen examination	.....%	Unseen examination	.....%	Coursework (no examination)	100%
Seen examination	.....%						
Unseen examination	.....%						
Coursework (no examination)	100%						
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> <ul style="list-style-type: none"> <li>• Essential <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 Senor and Saul Singer, 2011.</li> <li>• Lean Startup, Eric Ries, 2010.</li> <li>• The nuts and bolts of a great business plan, Michael H. Moris</li> <li>• HBR articles</li> </ul> </li> </ul>						

	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	
1.	<b>Module code:</b>	B19C07E
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>TIBOR KISS, DR/KATALIN ERDŐS,DR./PETRA RÁCZ-PUTZER, DR.</b>
6.	<b>Accredited by:</b>	MUBS
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 Business Administration and Management
	<ul style="list-style-type: none"> <li>Level restrictions</li> </ul>	5
7.	<ul style="list-style-type: none"> <li>Other restrictions or requirements</li> </ul>	It is recommended to have Environmental Economics passed before taking this module.
8.	<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 policy makers 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.
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>explain core issues in the field of natural resource economics</li> <li>evaluate the applicability of theories in the changing global environment</li> <li>examine the characteristics of efficient natural resource use practices</li> <li>design effective small-scale research</li> <li>propose solutions to complex issues related to exploitation of natural resources</li> <li>model the costs and benefits of natural resource use</li> </ol>
10.	<b>Syllabus:</b>	<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> </ul>
11.	<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 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.	
12.	<b>Assessment scheme:</b>	
	<b>Formative assessment scheme</b>	
	Weekly real-life case studies are processed in groups in order to enhance better understanding of theoretical concepts and support the understanding of application of policy tools in practice. The solutions are discussed and feedback on the groups' solutions is provided by peers and the lecturer.	
	Two weeks before the term papers are due students have to submit an essay on a topic recommended by the lecturer and get a formative feedback on that during class before the week of the term papers.	
	<b>Summative assessment scheme</b>	
	Two term papers (25% each) give 50% of the final grade. Term papers are essay questions on real or hypothetical cases that provide an opportunity for students to demonstrate their ability to apply theoretical concepts to address practical problems. (LOs 1, 2, 3, 5 and 6)	
	If the student fails to achieve more than 50% in total of the two term papers there is one comprehensive retake opportunity during the last week of the study period.	
	Individual research assignment gives 50% 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. (LO 4)	
	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	0%
	Unseen examination	50%
	Coursework (no examination)	50%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	75 minutes per term paper
15.	<b>Learning materials</b>	
	<ul style="list-style-type: none"> <li>Essential</li> </ul>	
	Tom Tietenberg – Lynne Lewis (2015): <i>Environmental &amp; Natural Resource Economics</i> . Pearson Education. 10 <sup>th</sup> edition	
	Edward B. Barbier (2005): <i>Natural Resources and Economic Development</i> . Cambridge University Press.	
	<ul style="list-style-type: none"> <li>Recommended</li> </ul>	
	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	

1.	<b>Module code:</b>	B19C05E
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>ATTILA VARGA, DR/NORBERT SZABÓ</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	<ul style="list-style-type: none"> <li>• Pre-requisite</li> </ul>	Microeconomics
	<ul style="list-style-type: none"> <li>• Programme restrictions</li> </ul>	BSc in Business Administration and Management
	<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
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> <li>5. argue in favour/against different local economic development approaches.</li> </ol>
10.	<b>Syllabus:</b>	
		<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.	<b>Learning and teaching strategy:</b>	
		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 motives them for further research in this field.						
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"> <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>Yes</p>						
14.	<p><b>Length of exam</b></p> <p>1 hours 15 minutes</p>						
15.	<p><b>Learning materials</b></p> <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>	B19C10E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• 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. do interpretations for attractions and organise communication campaigns in tourism</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> </ol>

14. Tourism Destination Management							
11.	<p><b>Learning and teaching strategy:</b></p> <p>Presentations; case studies; site visits (to Zsolnay Heritage Centre, Pécs; Orfű Tourism Destination Management Organisation, Orfű; "Irány Pécs!" Tourism Destination Management Organisation, Pécs); problem solving; handouts</p> <p>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></p> <p>Classwork 1: written assignments and presentations 20%</p> <p>Classwork 2: discussions, dialogues 20%. The contribution of the students is registered by the lecturer.</p> <p>(Classwork total: 40%)</p> <p>Final exam: 60%</p> <p><b>Summative assessment scheme</b></p> <p><i>Indicate tasks and weightings and which tasks assess which learning outcomes</i></p> <table border="1"> <tr> <td>Seen examination</td> <td>0 %</td> </tr> <tr> <td>Unseen examination</td> <td>100 %</td> </tr> <tr> <td>Coursework (no examination)</td> <td>0 %</td> </tr> </table>	Seen examination	0 %	Unseen examination	100 %	Coursework (no examination)	0 %
Seen examination	0 %						
Unseen examination	100 %						
Coursework (no examination)	0 %						
13.	<p><b>Timetabled examination required</b></p> <p>Yes/<b><u>NO</u></b></p>						
14.	<p><b>Length of exam</b></p> <p>Final exam: 1.5 hours</p>						
15.	<p><b>Learning materials</b></p> <ul style="list-style-type: none"> <li>• Essential           <p>Raffay, Z.: The System and Theory of Tourism. University of Pécs, 2013. p. 275 ISBN:978-963-642-800-6</p> <p>Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011</p> </li> <li>• Recommended           <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> </li> </ul>						

1.	<b>Module code:</b>	B19C03E
2.	<b>Title:</b>	<b>VISUALIZATION WITH SPREADSHEETS</b>
3.	<b>Credit points:</b>	3
4.	<b>Start term:</b>	spring
5.	<b>Module leader:</b>	<b>FERENC KRUSZLICZ, DR.</b>
6.	<b>Accredited by:</b>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	4
	• Other restrictions or requirements	none
8.	<b>Aims:</b>	<p>This course allows participants to gain practical experience with chart design and corresponding VBA through a series of practice sessions and problem solving workshops. The instructor will take students through various learning outcomes and then consolidate each laboratory work with hands on examples whereby students can utilize the tools provided and apply them in various decision making and programming situations. The course starts with learning how to use advanced charting tools of Excel, then goes on to learn to write VBA programs to help in professional 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.</p>
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. analyse business models, written in well-structured Excel.</li> <li>2. Pre-process data of different types with advanced spreadsheet techniques. and solve business problems by using a wide range of advanced Excel functions and objects.</li> <li>3. Find proper visualization method for management decisions problems. and adjudge visualization quality of charts and graphical data representation.</li> <li>4. Evaluate the role data issues (quality, errors) in decision making, research and investigations, and construct and organise large, complex datasets and decision models.</li> <li>5. Demonstrate management decisions with Excel as a DSS application, and produce high quality, dynamic charts and effective data summaries.</li> <li>6. Develop short VBA programs to automate and control an Excel model.</li> </ol>
10.	<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> </ul>

	<ul style="list-style-type: none"> <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>						
11.	<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 alot relating to your problem.</p>						
12.	<table border="1"> <thead> <tr> <th><b>Formative assessment scheme</b></th> <th><b>Summative assessment scheme</b></th> </tr> </thead> <tbody> <tr> <td> <p>Weekly home works of small case studies with step by step instructions.</p> <p>Feedback on errors, in-class demonstration of best solutions.</p> <p>Home works about special chart techniques for different decision making.</p> <p>Finding good and bad examples of visualization.</p> </td> <td> <ul style="list-style-type: none"> <li><b>Midterm1 exam (50%) in Week 7</b> Working with built-in 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)</li> <li><b>Midterm2 exam (50%) in Week 14</b> Working with dashboard elements. Students are provided a larger data sets, which have to be pre-processed (filtered and aggregated) making suitable to display on visually integrated, dynamic charts, forming a simple dashboard. (LOs 4, 5, 6)</li> </ul> <p>Both midterm exams have resit opportunities in the first week of the exam period, with the same exam structure and schedule.</p> </td> </tr> </tbody> </table>	<b>Formative assessment scheme</b>	<b>Summative assessment scheme</b>	<p>Weekly home works of small case studies with step by step instructions.</p> <p>Feedback on errors, in-class demonstration of best solutions.</p> <p>Home works about special chart techniques for different decision making.</p> <p>Finding good and bad examples of visualization.</p>	<ul style="list-style-type: none"> <li><b>Midterm1 exam (50%) in Week 7</b> Working with built-in 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)</li> <li><b>Midterm2 exam (50%) in Week 14</b> Working with dashboard elements. Students are provided a larger data sets, which have to be pre-processed (filtered and aggregated) making suitable to display on visually integrated, dynamic charts, forming a simple dashboard. (LOs 4, 5, 6)</li> </ul> <p>Both midterm exams have resit opportunities in the first week of the exam period, with the same exam structure and schedule.</p>		
<b>Formative assessment scheme</b>	<b>Summative assessment scheme</b>						
<p>Weekly home works of small case studies with step by step instructions.</p> <p>Feedback on errors, in-class demonstration of best solutions.</p> <p>Home works about special chart techniques for different decision making.</p> <p>Finding good and bad examples of visualization.</p>	<ul style="list-style-type: none"> <li><b>Midterm1 exam (50%) in Week 7</b> Working with built-in 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)</li> <li><b>Midterm2 exam (50%) in Week 14</b> Working with dashboard elements. Students are provided a larger data sets, which have to be pre-processed (filtered and aggregated) making suitable to display on visually integrated, dynamic charts, forming a simple dashboard. (LOs 4, 5, 6)</li> </ul> <p>Both midterm exams have resit opportunities in the first week of the exam period, with the same exam structure and schedule.</p>						
	<table border="1"> <tbody> <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> </tbody> </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>75 minutes / midterm</p>						
15.	<p><b>Learning materials</b></p>						

<ul style="list-style-type: none"><li>• Essential</li>          <li>• Recommended</li></ul>	<p><b>Essential</b></p> <p>B. Jelen: <i>Charts and Graphs: Microsoft Excel</i>, Que, 2007/2010/2013</p> <p>Tutorial notes and hand-over exercise texts</p> <p><b>Recommended books:</b></p> <p>B. Jelen, T. Syrstad: <i>VBA and Macros Microsoft Excel</i>, Pearson, 2010</p> <p>M. Alexander, J. Walkenbach: <i>Excel Dashboards and Reports</i>, Wiley, 2010</p> <p>Wayne L. Winston: <i>MS Excel 2010 Data Analysis and Business Modeling</i>, MS Press, 2011</p> <p>G. Knight: <i>Analyzing Business Data with Excel</i>, O'Reilly, 2006</p> <p>P. Cornell: <i>Excel as Your Database</i>, Apress, 2007</p> <p>B.D. Bissett: <i>Automated Data Analysis Using Excel</i>, CRC, 2007</p>
---	--

## D modules

1.	<b>Module code:</b>	B19D01E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• 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.	<b>Learning materials</b>	
	<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>	B19D02E
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>	MUBS
7.	<b>Module restrictions:</b>	
	• Pre-requisite	none
	• Programme restrictions	BSc in Business Administration and Management
	• Level restrictions	6
	• Other restrictions or requirements	none
8.	<b>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.
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. design a research project and evaluate different data gathering techniques</li> <li>2. survey and use existing literature to develop appropriate research objectives and research framework;</li> <li>3. analyse and interpret the data using appropriate analytical techniques to derive conclusions, and demonstrate an understanding of limitations of the research;</li> <li>4. construct a small-scale research project;</li> <li>5. survey and evaluate academic and/or practitioner literature to conduct a literature review</li> <li>6. use quantitative and/or qualitative data analysis techniques;</li> <li>7. prepare a coherent, logical and correctly referenced piece of work.</li> </ol>
10.	<b>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>

	<b>Summative assessment scheme</b> <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>	
	Seen examination	NA
	Unseen examination	NA
	Coursework (no examination)	100%
13.	<b>Timetabled examination required</b>	NO
14.	<b>Length of exam</b>	NA
15.	<b>Learning materials</b> <ul style="list-style-type: none"> <li>• Essential</li> <li>• Recommended</li> </ul>	NA  Umberto Eco (2015): <i>How to Write a Thesis?</i> The MIT Press, Cambridge, MA; London, England

## Appendix 4: Module Evaluation Form

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

less than 25%

25%-50%

51%-75%

more than 75%

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

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

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

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

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

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

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

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

yes

no

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

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

..... (text)

OR

I do not want to answer

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

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

	1	2	3	4	5	I do not know / I do not	Remark (non-compulsory)
--	---	---	---	---	---	--------------------------	-------------------------

						want to answer	
Competence							
Way of presentation							
Comprehensibility							
Helpfulness							
Consistency							
Accessibility (personally or online)							
Contact with the students							

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

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

## Appendix 5: Thesis Evaluation Form

### THESIS REPORT

Candidate's name:

Title of thesis:

Examiner's name:

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

Criteria for Evaluation		Scale of points	Points given
<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