



Programme Handbook [Validated in 2012]

**Faculty of Business and Economics, University of Pécs**

**Validated by Middlesex University, London, UK**

**BA in Business Administration programme**

**2018/19 academic year**

Programme Leader and Institutional Link Tutor: **Katalin Erdős, Dr**.

Middlesex Link Tutor: **Jas Ahmad, Dr.**

Student’s name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Introduction**

# Your Programme Handbook

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

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

## Information in Alternative Formats

This handbook can be found online at: [**http://wweb.ktk.pte.hu/info/baba**](http://wweb.ktk.pte.hu/info/baba)**.**

If you have a disability which makes navigating the website difficult and you would like to receive information in an alternative format, please contact ***Lívia K. Tóth (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 Middlesex University you agree to abide by the [University Regulations](file:///\\Wgfp-nfs002\staff\shared\CLTE-region\QAS%20Files\Programme%20Handbook\2013-14%20handbook\mdx.ac.uk\regulations) when you enrol and therefore you should read this handbook in conjunction with the UPFBE Regulations which are available online at: <http://www.aok.pte.hu/docs/th/file/2016-2017/Code_of_Studies_2016_04_21.pdf>.

# Welcome to BA Business Administration programme!

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

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

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

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

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

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

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

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

Our BA and MSc programs bring together a diverse student body: full-time students from a variety of countries and a large number of exchange students add variety to the programs. The BA and MSc degrees which graduates receive open the door to global careers.

Small class sizes and the opportunities for personal consultation with the professors ensure that your personal advancement will be given close, individualized attention. An emphasis is put on how to apply theory in practice.

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

### How you can feed back to us/How to submit a complaint/request

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

1. Programme Administrator
2. Year Coordinators
3. Programme Leader
4. Dean

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

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

The complaints and grievance procedures of Universtiy of Pécs, FBEmust be followed and have been fully exhausted before you can follow the Middlesex University “Complaints in relation to collaborative partner institutions” which can be found in the Middlesex University regulations: [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations/).

## Student website

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

**Fees**

**Regular fee (tuition fee):**

340,000 HUF/semester for EU-residents

2750 €/semester for Non-EU residents

**Middlesex University Registration fee:**

749 GBP (depending on the number of enrolled students)/once during your studies.

Deadline 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. Note: without transcription you will not be able to register for the particular exam. | 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>.

## Introduction to Middlesex University

Although you will enroll at and attend University of Pécs, Faculty of Business and Economics the BA in Business Administration programme is validated by Middlesex University and therefore you are a student of both. Within Middlesex University the BABA programme is part of the Business School.

Being a Middlesex student means, in brief, the following:

* If you successfully complete the programme you will receive the Middlesex qualification of Bachelor of Arts Honours in Business Administration qualification.
* You may attend the appropriate [Middlesex graduation ceremony](http://unihub.mdx.ac.uk/mdx/graduation/).

Note: You do not receive a Middlesex ID card. You are not a member of the Middlesex University Students’ Union.

This list is not exhaustive and therefore please read your entitlement list here: [**http://wweb.ktk.pte.hu/info/baba**](http://wweb.ktk.pte.hu/info/baba) or contact ***Jennifer Igra (***[***j.igra@mdx.ac.uk***](mailto:j.igra@mdx.ac.uk)***)*** if you have any questions about your entitlements as a Middlesex student.

* **Appeals:**
* Please note that ***UPFBE*** uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process is available [**http://international.pte.hu/sites/international.pte.hu/files/files/codes/code\_of\_studies\_20150201.pdf**](http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_20150201.pdf)
* **Academic Misconduct (if using own regulations)**
* Please note that ***UPFBE*** uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process is available from <http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_20150201.pdf>

**The Memorandum of Cooperation**

This is the formal agreement between Middlesex University and UPFBE on the delivery of the Programme. The Memorandum, among other things, sets out the responsibilities of both UPFBE and Middlesex University. If you wish to view this document then please contact Lívia K. Tóth (livia@ktk.pte.hu).

**Quality Assurance Agency for Higher Education (QAA) UK Quality Code**

The QAA is an independent agency appointed by the UK Government to be responsible for upholding the academic quality and standards of all universities and colleges in the UK. The QAA produce the [UK Quality Code](http://www.qaa.ac.uk/AssuringStandardsAndQuality/quality-code/Pages/default.aspx) which outlines the key expectations placed on all UK Higher Education providers. In particular there is a specific chapter on how institutions should manage partnership arrangements, such as the programme you are now enrolled on. This section is chapter [B10 ‘Managing higher education provision with others’](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/quality-code-B10.aspx).

The QAA also review higher education providers (including Middlesex) to ensure that it is operating in line with the Quality Code and providing the best academic experience for its students.

## Welcome from your Programme Leader

Welcome to the Bachelor of Arts Honors in Business Administration Programme (BABA). I hope that you find this introduction useful as a guide to the Bachelors Programme. This document serves to guide you through your first steps at the Faculty and the Programme.

It is important to note that further information on the Programme, your rights and duties etc. can be found in the official Programme Handbook. This document is available at the following website: <http://wweb.ktk.pte.hu/info/baba/> in electronic version, and also hard copy can be found in the Study Department.

The BABA Programme has been designed to help you develop skills and competencies to meet requirements for business administration and management into the new Millennium. Successfully completing the programme will help you attain those skills and competencies. The aim of the Programme is to prepare you for the challenge of business management in a global, competitive and ever changing business environment.

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

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



Dr. Katalin Erdős, PhD

Assistant Professor, Programme Leader

## Welcome from your Link Tutor

Welcome to the BA Business Administration programme. I am deeply proud of the enduring relationship between Middlesex University Business School and The University of Pécs, Faculty of Business and Economics, which has been delivering life-changing opportunities to students for the past 20 years. Your programme has been designed through close collaboration between the two institutions based on current research, creativity and the practical experience of many people some of whom will be teaching, guiding and advising you through your learning journey.

A programme of this nature has to be dynamic and evolve both as a result of academic research and through the practical experience of entrepreneurs, educators, policy makers and students.  As part of our efforts to reflect upon and react to developments in the field, we welcome your feedback on the programme. You will be invited to provide opinions formally through your Student Voice Leaders at the Board of Studies and informally through discussions with your professors, the Programme Leader and me on my visits to Pecs.

We will do our best to help you realise your potential and I am confident that, by the end of the programme, you will see the world and the opportunities available to you in a different light. Use your time with us on this programme to learn, to explore and to develop.

I wish you all the best on this challenging and exciting journey.



Jas Ahmad, Dr.

Link Tutor

Middlesex University

Business School

# Academic Calendar

|  |
| --- |
| **Academic Calendar** |
| |  |  |  | | --- | --- | --- | | **2017/2018 academic year** | | | | **Date** | **Place/Location** | **Event/Task** | | 14 August –4 September  22 January – 5 February | Neptun University Registry System | Enrollment starts (first year students have to register 2nd , 3rd, 4th year) | | 15 September  16 September |  | Deadline for handing in the applications for deferred tuition fee-payment on form E | | 28 August – 9 September  29 January – 10 February |  | Course registration\*(compulsory for ALL students) | | 1 September | room will be determined later | Orientation and Neptun Registration Workshop - FOR FIRST YEAR INTERNATIONAL STUDENTS ONLY | | 4 September  5 February |  | First day of teaching | | 18 August **1st installment**  19 January  15 October **2nd installment**  15 March  15 November **3rd installment**  15 April |  | Tuition fee payment deadlines | | 29 September  24 February |  | Deadline for postponing studies (set status as passive) by request | | 23 September  24 February |  | Deadline for credit accreditation request | | 16 October |  | Registration fee payment deadline (concerns only the BA 1st year students) | | 20 October  5 March | Room will be determined later | Board of Studies Meeting | | 24 – 27 October  3-6 April |  | Fall/Spring break /Pre-Exam period for completing exam courses | | 2 October – 21 October |  | Thesis topic selection period in Neptun for BA 3 | | 7 November (+ one week for 1000 HUF/day delay fee)  2 May (+ one week for 1,000 HUF/day delay fee) |  | Deadline for (re)submitting thesis | | 21 November  28 April |  | Neptun exam application starting date | | 9 December  12 May |  | End of the fall/spring semester – last day of teaching | | 11 - 15 December, 2 – 20 January 2018  14 May – 9 June |  | Exam period | | 18-20 December  14-16 June | Room and exact date will be determined later | Thesis Defense for the BA finalists | | 25–27 January 2018 | Room and exact date will be determined later | Replacement Thesis Defense | | 3 March | Ceremony Hall | Graduation Ceremony | | 21 June |  | Assessment Board | |

\*After the 9th September/10th February 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 Neptun you are not allowed to take an exam and receive the 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 | Dr. Zoltán Schepp | 23155 | B235 | schepp@ktk.pte.hu |
| Vice-Dean | Dr. Krisztián Szűcs | 21313 | B244 | szucsk@ktk.pte.hu |
| Vice-Dean | Dr. András Takács | 23277 | B246 | takacsandras@ktk.pte.hu |
| Programme Leader | Dr. Katalin Erdős | 63134 | B403 | erdosk@ktk.pte.hu |
| Programme Administrator | Lívia K. Tóth | 23135 | B135 | livia@ktk.pte.hu |

### Teaching staff

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Module Title** | **Lecturer(s) in Charge** | **Extension** | **Location** | **E-mail** |
| Quantitative Methods | Gy. Bugár | 23289 | B115 | [bugar@ktk.pte.hu](mailto:bugar@ktk.pte.hu) |
| Introduction to Social Sciences, Intercultural Business Communication | A. Márta | 23190 | B223 | anette[@ktk.pte.hu](mailto:martaa@ktk.pte.hu) |
| Microeconomics | M. Pintér | 23420 | B119 | pinterm@ktk.pte.hu |
| Environmental Economics | K. Erdős | 63134 | B403 | [erdosk@ktk.pte.hu](mailto:erdosk@ktk.pte.hu) |
| International Economics | T. Sebestyén | 63150 | B403 | [sebestyent@ktk.pte.hu](mailto:sebestyent@ktk.pte.hu) |
| Macroeconomics | I. Kónya | NA |  |  |
| Information Systems | S. Danka | 23142 | B112 | danka.sandor@ktk.pte.hu |
| EU/Business Law | C. Staunton | NA |  | c.staunton@mdx.ac.uk |
| Introduction to Accounting | A. Takács | 23277 | B246 | [takacsandras@ktk.pte.hu](mailto:takacsandras@ktk.pte.hu) |
| Probability and Statistics | D. Kehl | 63144 | B112 | [kehld@ktk.pte.hu](mailto:kehld@ktk.pte.hu) |
| Strategic Management,  Healthcare Management, Interdisciplinary Innovation Capacity Building | K. Goleshorki | 23131 | B117 | [kia@ktk.pte.hu](mailto:kia@ktk.pte.hu) |
| International Business | J. Csapó/V. Gerdesics | 23196 | B226 | [fojtik@ktk.pte.hu](mailto:fojtik@ktk.pte.hu) |
| Banking and Finance | É. Pintér | 23126 | B217 | [pintereva@ktk.pte.hu](mailto:pintereva@ktk.pte.hu) |
| Business Statistics | M. Tiszberger | 23146 | B112 | tiszbergerm@ktk.pte.hu |
| Human Resource Management, Organizational Behaviour | Zs. Vitai /J. Németh | 23198 | B220 | [vitai@ktk.pte.hu](mailto:vitai@ktk.pte.hu) |
| Visualization with Spread sheet | F. Kruzslicz | 23113 | B120 | kruzslicz@ktk.pte.hu |
| Regional Economics | N. Szabó | 23282 | B407 | szabon@ktk.pte.hu |
| Operations Management | Zs. Hauck/K. Hartung | 63153 | B119 | hauck@ktk.pte.hu |
| Investments, Ideation and Business Modell Generation | Zs. Bedő | 23436 | B118 | [zsoltbedo@ktk.pte.hu](mailto:zsoltbedo@ktk.pte.hu) |
| Corporate Finance, Financial Analysis | M. Kuti | 23124 | B210 | [kutim@ktk.pte.hu](mailto:kutim@ktk.pte.hu) |
| Business Economics, Project Module I, II. | K. Kovács | 23186 | B120 | [kovacs.karmen@ktk.pte.hu](mailto:kovacs.karmen@ktk.pte.hu) |
| Financial Accounting | G. Márkus | 23199 | B216 | markus@ktk.pte.hu |
| Advertising and Sales Promotion | Á. Nagy | 23133 | B226 | [nagya@ktk.pte.hu](mailto:nagya@ktk.pte.hu) |
| Foundation Marketing, Marketing Research | K. Szűcs/  P. Rácz-Putzer P. Németh | 23115 | B244 | [szucsk@ktk.pte.hu](mailto:szucsk@ktk.pte.hu) |
| Business Simulation Workshop | T. Kiss/  R. Schmuck | 23265 | B120 | [kisst@ktk.pte.hu](mailto:kisst@ktk.pte.hu) |
| Competence Development | P. Fodor | 23369 | B219 | fodorp@ktk.pte.hu |
| Carrier Management | N. Sipos/  G. Balogh | 23275 | B221 | baloghg@ktk.pte.hu |
| Tourism Management | Z. Raffay | 23276 | B229 | raffayz@ktk.pte.hu |

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

# Your Programme

The 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. Thanks to a long and fruitful academic collaboration, the programs have been validated by both institutions, thus degrees are fully EU compatible and meet the national requirements of both British and Hungarian higher educations.

The overall purpose of our programs is to train and educate professionals who can manage ethically, sensitively and holistically in 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 Program 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.

**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.

Bachelor of Arts Business Administration 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 are all integral parts of the Bachelor of Arts Business Administration Programme although this may not always be evident to you as they will not always be presented as such.

In order 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 team work, self-management, business and customer awareness, communication, literacy and numeracy.

Although this highlights to a certain extent how employability has been embedded in the Bachelor of Arts Business Administration 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 own continuous professional development (CPD) using a portfolio. You can also use your record of PDP as a valuable aid for marketing your skills to employers in recruitment and selection processes.

Students can seek support in PDP at the Careers Office (Talent Point) and at the Study Department.

**Career Advice**

Students on the Bachelor of Arts Honors Business Administration Programme are entitled to participate at the career fairs of the University of Pécs and also at fairs where other University of Pécs students are participating.

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

**Internship**

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

### Attendance requirements

1. Students are required to attend all scheduled classes and prescribed activities for the programme on which they are enrolled.
2. Maximum rate of absence in case of every module is 25%. Student with higher rate of absence will not be allowed to take part on the final examination.
3. Students must make themselves available at all times to attend for viva voce examinations at times when, given the structure of the course they are taking, they may reasonably be expected to be available
4. Students must notify their academic tutor or other tutor in advance if they cannot attend any compulsory class, lecture etc. The academic tutor has the discretion to decide how the student should compensate for work not done in the classroom if it is needed.
5. They must inform the tutor of any illness which is affecting their attendance and supply a medical certificate if they are absent for more than one week.
6. Students must notify the Study Department in writing if they are withdrawing from a course.
7. Any period of absence over 28 days for whatever reason shall be reported to the Programme leader.
8. All withdrawals, including those where students have failed to reply to letters under paragraph 5 above should be notified immediately to the Dean of the Faculty on the appropriate form. Refund of fees, where applicable, will be at the discretion of the Dean as specified in the Financial Regulations of the Faculty of Business and Economics of the University of Pécs.
9. Where a student withdraws before the end of a given semester the last day of attendance should be noted as the last date of recorded attendance, if known. Otherwise it should be given as the date on the letter from the Programme Leader requesting an explanation of absence (see paragraph 5 above). Where a student withdraws at the end of a given semester the date should be noted as the last day of that semester.

Students, who fail to register for the programme after four weeks of starting the programme, without any good cause, will be considered to have passive student status in the particular semester or non-enrolled if they were freshmen. In this case only determined amount of the fees is possible to be refunded.

### 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  Foundation Marketing | A1  Corporate Finance | B1  Investments | D |
| A2  Introduction to Social Sciences | A2  EU/Business Law | B1  Organisational Behaviour | B1  Human Resource Management | B1  Strategic Management | B1  Operations Management |
| A1  Micro-economics | A1  Macro-economics | B1  International Business | A1  International Economics | A1  Business Economics | B2 |
| A1  Information Systems | A1  Introduction to Accounting | A1  Banking and Finance | B2 | B2 | B2 |
| C | C | C | C | Project Module I. | Project Module II. |
| 31 credits | 31 credits | 31 credits | 31 credits | 28 credits | 28 credits | 30 credits |

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

*A2: Core Methodology Modules (Social Sciences)*

*B1: Core Business Modules*

*B2: Elective Business Modules (detailed below)*

*C: Elective Modules (detailed below)*

*D: Internship*

**C – Elective Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Module** | **Semester** | **Classes** | **Credit** |
| B12GMC51E | Healthcare Management | 1 | 2+0 | 3 |
| B12GMC13E | Visualisations with Spreadsheet | 1 | 2+0 | 3 |
| B12GMC52E | International Business Communication | 2 | 2+0 | 3 |
| B12GMC06E | Competence Development | 2 | 2+0 | 3 |
| B12GMC07E | Ideation and Business Model Generation | 3 | 0+2 | 3 |
| B12GMC10E | Environmental Economics | 3 | 2+0 | 3 |
| B12AKB09E/S | Regional Economics | 4 | 2+0 | 3 |
| B12GMC08E | Interdisciplinary Innovation Capacity Building | 4 | 0+2 | 3 |

4 have to be completed for 12 credits all together.

**B2 – Elective Business Modules**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Code** | **Module** | **Semester** | **Classes** | **Credit** |
| B12GMB54E | Financial Accounting | 4 | 2+2 | 7 |
| B12GMB55E | Small Business Management | 4 | 2+2 | 7 |
| B12GMB56E | Marketing Research | 5 | 2+2 | 7 |
| B12GMB57E | Career Management | 5 | 2+2 | 7 |
|  | Tourism Management | 6 | 2+2 | 7 |
| B12GMB59E | Business Simulation Workshop | 6 | 2+2 | 7 |
| B12GMB60E | Financial Analysis | 6 | 2+2 | 7 |
| B12GMB61E | Advertising and Sales Promotion | 6 | 2+2 | 7 |

4 have to be completed for 28 credits all together.

### Your timetable

You are allocated to timetabled lectures, labs, seminars, and workshops based upon your module registrations. Your timetable is available on the following websites:

<http://ktk.pte.hu/hallgatok/orarendek>

<http://wweb.ktk.pte.hu/info/baba>

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

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

# Your Modules

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

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

# Your Programme Feedback

**Boards of Study**

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

The membership of a Board of Study includes:

* Student voice leaders
* Head of Department
* Middlesex University Link Tutor
* UP FBE Link Tutor (programme leader)
* Programme co-ordinator and other academic staff involved in the delivery of the programme and/or modules
* Support services representatives

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 leader 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 marketis 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 Boards of Study 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 which is considered by Middlesex University. The points raised at the meeting are carefully recorded so action can be taken upon them, and they are available at the Student Affairs Officer.

Students receive information on actions arising from Boards of Study via the Student voice leaders.

**Meeting Dates**

Generally 6th week of each semester.

**Student Surveys**

You will be required to take part in the module evaluation procedure at the end of every semester through Neptun. The aim of this feedback process is to elicit your views on the quality of all the modules you have taken, and your experience of being a student on your programme of study.

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

You can expect to receive a report on issues that have been identified, and the actions taken upon them are available at the Programme Leader. The report would also describe the measures taken to resolve any problems. All reports will be an item for discussion during Boards of Study and will, where necessary, be reported upon during the annual monitoring process. The whole feedback process will also be reviewed on a regular basis, to ensure that it is effective in helping to provide a good quality experience for students.

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

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

**How we consider your feedback**

The feedback you give through your student voice leaders, through surveys and at Boards of Study meetings play an important part in reviewing the BABA 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. For example several modules are taught by other professors because of continuous complaints reported in the module evaluation forms.

**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 and Middlesex 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 on 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.  Middlesex University has a range of quality assurance processes and procedures which include the following:

* Institutional Approval – This is the process that confirms whether Middlesex University will enter a partnership.
* Programme approval and validation –The process a programme must go through before it can run.
* Collaborative review – A process which looks at programmes every 6 years to see how they have been running.
* Annual monitoring – How the University reviews how programmes are doing every year.
* [External Examining](http://unihub.mdx.ac.uk/your-study/ensuring-quality/external-examiners) – Independent moderators who help ensure academic standards are being met but are also comparable nationally.
* [Student feedback](http://unihub.mdx.ac.uk/your-middlesex/your-middlesex-your-voice/student-feedback) and representation – This includes student surveys, Boards of Study and student representation.

Further information on quality assurance and enhancement can be found here: [*http://unihub.mdx.ac.uk/your-study/ensuring-quality*](http://unihub.mdx.ac.uk/your-study/ensuring-quality)

Part Two - Resources and Support Available

# Resources

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

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

All of your businesses in connection to your studies are dealt with the Study Department which is on the first floor – room 135 - together with the International Relations Office and the Careers Office (please find the detailed information about the services below).

### Library

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

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

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

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

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

**Joining the Library**

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

*Reservations and Interlibrary Loans*

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

**The Collection of Documents of the European Union**

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

### IT facilities

The Faculty has two computer rooms with 97 computers for teaching purposes and further 8 computers for student usage which are available from 8 am till 8 pm from Monday to Friday. The campus has full WiFi coverage. Printing and scanning is 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 Administrator.

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

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

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

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

# Student Support

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Field of responsibility** | **Name** | **Extension** | **Location** | **E-mail** |
| Academic Support, Study Counselling, Transfer of Study | Lívia K. Tóth | 23135 | B135 | [livia@ktk.pte.hu](mailto:livia@ktk.pte.hu) |
| International Relations Coordinator, Exchange Programmes, International Student Support | Lilla Kolos | 23160 | B131 | kolos@ktk.pte.hu |
| Head of Technical Support | Tibor Fehér | 23154 | B135 | [white@ktk.pte.hu](mailto:white@ktk.pte.hu) |
| Web master, Online Support | József Varga | 23344 | B135 | [jozsi@ktk.pte.hu](mailto:jozsi@ktk.pte.hu) |
| Technical Support | Gábor Lovas | 23364 | B135 | [lovi@ktk.pte.hu](mailto:lovi@ktk.pte.hu) |
| Neptun Support | Tamás Gáspár | 23334 | B135 | [gaso@ktk.pte.hu](mailto:gaso@ktk.pte.hu) |
| Financial, Health Insurance, Student Card, Travel Discount Support | Central Registrar’s Office, Customer Service | 22545 | Building Z, Dohány Street 1-3, basement | [infokti@ktk.pte.hu](mailto:infokti@ktk.pte.hu) |
| Stipendium Hungaricum Scholarship Student Support | Áron Bánáti | 18525 | Rector’s Office, Vasvári Pál Street 4 | [banati.aron@pte.hu](mailto:banati.aron@pte.hu) |
| Internship Coordinator, Employability Service, Coaching | Ildikó Hargitai | 23366 | B129 | [hargitai@ktk.pte.hu](mailto:hargitai@ktk.pte.hu) |
| Head of Secretariat | Andrea Parag | 23281 | B410 | paraga@ktk.pte.hu |
| Library Support | Barnabás Füzes | 61071 | Centre of Knowledge, Universitas Street 2, 3rd floor | [fuzes.barnabas@lib.pte.hu](mailto:fuzes.barnabas@lib.pte.hu) |
| Students’ Government Representative | Petra Petrinovics | NA | B038 | [petrinovicspetra@gmail.com](mailto:petrinovicspetra@gmail.com) |
| Disability Support | Csaba Magdali | 24018 | Faculty of Science and Humanities, building A, office 130 | [magdali.csaba@pte.hu](mailto:magdali.csaba@pte.hu) |

**Student Government**

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

It is important that our students can rely on the Government if they have any affairs regarding their studies, or the university processes.

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

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

**Role of the Link Tutor**

The link tutor at University of Pécsfor this programme is the Programme Leader, and as you can read it the beginning of the Handbook, the link tutor atMiddlesex University isJas Ahmad. Both tutors are jointly responsible for ensuring the programme is delivered according to the arrangements agreed when it was approved. Both link tutors attend the Board of Study meetings where they listen to the views of students on the programme; however you can contact either if you have a query or suggestion.

**Part Three - University Policies You Should Know**

# Programme Regulations

The regulations of the BABA 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:

<http://international.pte.hu/sites/international.pte.hu/files/files/codes/code_of_studies_20150201.pdf>

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

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

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

### Assessment methods

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

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

Assessment may also involve **self, peer or group approaches**. For example, you may be asked to self-assess your own work indicating where you feel you have clearly demonstrated your understanding and also identifying areas where 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 module narratives in this handbook for more detail about on the assessment for each module, appendix 3.**

### Submission and receipt of coursework

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

### Exams

**Final** examinations are held only in the exam periods – December/January, and May/June. The dates of the exams are determined by the Study Department which announces them one month before date of the first exam. The dates of the **Midterm** examinations are determined by the module leaders and can be read in the module unit narratives. Exams belonging to **Exam Courses** can be done during the teaching period also but only once and the exam has to be the subject of the student and the professor. The only exemption is the centrally organized **pre-exam** period during the fall break which is available for finalist students to make up their missing credits.

### Deferral of assessment

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

### Extenuating Circumstances

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

**Assessment results**

The minimum **pass mark** for all assignments is grade 2 (pass). A pass grade can be achieved if a student achieves 51% from the 100% of the marks obtainable in all courses. If a module has more assessment components, or consists of two parts, the students have to pass all those components or parts which have higher weight than 20% out of the 100% in order to pass the whole module. If the student fails in any component, at the resit only a pass mark (2) can be achieved from the component the student failed. The other components will be evaluated according to the chart below.

Assignments will be marked using the UP five point marking scale shown below - 5 being the best and 1 being the worst.

|  |  |  |
| --- | --- | --- |
| **GRADE** | **DESCRIPTION** | **PERCENTAGE** |
| 5 | Excellent | 88-100 |
| 4 | Good | 75-87 |
| 3 | Fair | 61-74 |
| 2 | Pass | 51-60 |
| 1 | Fail | 0-50 |

### Re-assessment

In most cases, a student is required to pass all elements of assessment in order to pass the overall module (e.g. mid-term exam, project, presentation, final exam), though this only applies to elements that carry a **weighting** of 20% or more of the overall grade. If a student fails a module in a particular semester, s/he will be allowed one attempt to **retake** the element(s) of assessment failed. The maximum grade awarded for the re-assessed element after the retake will be a pass grade.

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 particular 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. The maximum grade that can be awarded for an Exam Course is 2.

**Number of exams**

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

**Class participation/Absence**

Student who misses more than 25 percentages of the classes will not receive signature from the lecturer, which is a prerequisite of participation on the final exam. Should the student fail to receive signature, s/he will have to retake the whole course when available.

**Credit Minimum Criterion**

A student failing more than one-third of the total **credit requirements** at the end of the 2nd, 4th and 6th semester will be made to withdraw from the programme:

* By the end of the 2nd semester the student must realize at least 41 H credit points out of the maximum 62, otherwise the student will be made to withdraw from the Programme.
* By the end of the 4th semester the student must realize at least 82 H credit points out of the maximum 124, otherwise the student will be made to withdraw from the Programme.
* By the end of the 6th semester the student must realize at least 119 H credit points out of the maximum 180, otherwise the student will be made to withdraw from the Programme.

### Marking, second marking and 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 final exam there will be two markings, internal and external moderation 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 played 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 by means of these assignments and/or class participation. The precise terms of reference, including deadlines and word limits, for an assignment must be observed otherwise marks may be deducted. The pattern of assignments and assessment will be given at the start of the module.

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

Please ensure that you are familiar with these requirements. In particular, 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 Leader in writing, with supporting evidence, ***two weeks*** **before** the due dates.

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

All material from other sources must be acknowledged.

### Return of coursework

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

**External Examiners**

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. 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 BABA programme are**: Liu Jia from University of Salford and Christine Rivers from University of Surrey.

**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/AssuringStandardsAndQuality/what-is-quality/pages/default.aspx>

### Assessment Feedback

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

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

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

Feedback on summative assessment will be offered in a variety of forms and all work will be marked and moderated in line with **http://ktk.pte.hu/hallgatok/szabalyzatok-dokumentumok**.

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

## Progressing on your programme

**Your credits**

All modules in the Programme (except Project Module 1-2 and Business English 1-2 which carry 0 credit but compulsory criterion) carry equal weight and are rated as 7.5/3.5 ECTS (7/3 Hungarian credit points) credit point on the accumulative credit scheme. Upon successful completion of the Programme student will earn maximum 180 ECTS (210 Hungarian credit points including 30 credit points for placement).

### Your progression

After your exams your results will be recorded in Neptun. It is important to know that these results have to be considered and confirmed by the Assessment Board in order to be recognized valid by MDX. The Assessment Board consists of the following members: professors, Middlesex link tutor, External Examiners, Programme Leader and 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 they studies by their own will
  5. Pending – the decision on the progression cannot take place yet because of missing grades (study abroad)

### Project Module/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 Project Module (see Project Module syllabus) is designed to give an insight into the problems businesses face and to provide students with the necessary tools to resolve these problems. Project Module I-II. are independent modules in which students work towards their thesis. The mark of the Project Module is calculated in the following way: the mathematical average of three marks: one given by the Project Leader/Supervisor for work done during the semester, and the two marks given for the Thesis.

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 of them give grade 1 (fail) for the Thesis then the student is not allowed to defend the work and has to rewrite the Thesis. If one of the referees gives a grade 1 (fail) and the other gives a grade 2 (pass) or better, then the thesis has to be seen by a third referee. If the third referee gives a grade 1 (fail) then it is the responsibility of the Programme Leader to decide whether to allow the student to defend the thesis, or if the student must rewrite it.

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

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

To be eligible for the diploma issued by Middlesex University the student does not have to take part in the oral examination procedure. The turning in of the thesis is the single requirement in this manner. This is done by the end of the 6th semester.

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

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

**Defence procedure**

Students get informed about the exact schedule of the defence two weeks before the defence. The schedule will be sent out through Neptun to those who registered themselves to the defence during the given period in Neptun. At the defence students will be asked two questions by the committee in connection with the topic of their theses. In addition to that students have to prepare a 10-minutes long presentation about their thesis. The defence is about 20 – 25 minutes long per student. If the thesis is confident then only the supervisor, the committee and the student can be present at the defence. After the defence both copies of their thesis is 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 is issued by the UPFBE. The qualification of the Certificate (Degree) in Business Administration is determined as 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 |

If you paid the registration fee at the beginning of your studies your will also receive the Middlesex University certificate. It will include the words “in collaboration with the University of Pécs”. The Assessment Board determines the classification of your Middlesex certificate (degree) according to the following scheme:

|  |  |
| --- | --- |
| 4.51-5.00 | First Class Honours |
| 4.00-4.50 | Second Upper Class Honours |
| 3.51-3.99 | Second Lower Class Honours |
| 2.00-3.50 | Third Class Honours |

The following results are taken into account in determining your MDX degree qualification:

Average of 5th and 6th semester + the 4 best grades from 3rd and 4th semester = grand average = qualification.

Your certificate will be sent to UPFBE by Middlesex University within 4 months of the date the qualification is awarded (usually the Assessment Board date). Once it has arrived it can be taken over in the Study Department or later at the Graduation Ceremony together with your UPFBE degree.

Full details of the information which will appear on your certificate can be seen in **Appendix 6**.

### Diploma supplement

All students are issued with a diploma supplement verified by Middlesex University which will state UPFBEas the institution where you studied. Your diploma supplement will include the modules you have taken with grades achieved and state your qualification with the classification and title furthermore it additionally contains information on the nature, level, context, content and status of the studies undertaken and successfully completed. Diploma supplements are intended to help external parties such as current or future employers or other Higher Education providers understand more about your programme in addition to your grades.

## 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 Middlesex University and The University of Pécs, Faculty of Business and Economics, to be a serious offence. The University and 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 through the use of quotation marks, references and bibliographies. Information on the correct way of acknowledging work from other sources is available from <http://libweb.anglia.ac.uk/referencing/harvard.htm>. Academic misconduct also covers cheating in examinations.

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

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

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

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

## Appeals

Students are able to appeal against assessment board decisions and the outcome of academic misconduct cases. The University of Pécs Regulations for Appeals apply to Bachelor of Arts Business Administration and these are available on line at: <http://portal.ktk.pte.hu/index.php?p=contents&cid=457>

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

# 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.

# Appendix 1: Programme Specifications

**BA Business Administration**



Programme Specification

|  |  |
| --- | --- |
| **1. Programme title** | BA Business Administration |
| **2. Awarding institution** | Middlesex University |
| **3. Teaching institution** | University of Pécs |
| **4. Details of accreditation by professional/statutory/regulatory body** | Middlesex University Business School |
| **5. Final qualification** | BA |
| **6. Year of validation**  **Year of amendment** | 1996  2012 |
| **7. Language of study** | English |
| **8. Mode of study** | Full time |

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| **9. Criteria for admission to the programme**  The Programme requires that students enrolling on the programme have capabilities in Mathematics and language capabilities in English. The programme requires the equivalent of 3 British or Scottish 'A' Levels at grade C or higher. The programme will consider students with qualifications from other professional or academic institutions of foreign countries upon written confirmation of the grades from those institutions.  The specific requirements are:   1. Certificate of completion of secondary education. 2. Certificate of school-leaving examination. 3. Grades in Mathematics or any economics related module and English. The Hungarian equivalent is Matura. 4. Applicant has to have any of the following language certificates:   Certificate of proficiency in English: TOEFL certificate no more than years old or an equivalent certificate of proficiency in English (for non-native speakers or those who did not obtain their secondary education in a school with English as the language of institution). For Hungarian students the C level State Language Examination certificate under two years old is accepted. For applicants who do not hold a certificate of proficiency in English there is the possibility of taking an entrance examination at the Faculty.   1. A personal interview would be held only in case of foreign applicants whose qualification cannot be directly substituted.   Application procedure:  Interested students meeting the requirements of the programme, can apply by submitting the following documents along with those listed above:   1. Curriculum vitae in English 2. Completed application form 3. 1 passport sized photographs   For Hungarian students the Higher Education Law decides the procedure of application that may be subject to changes in every year. Please consult find the details at [www.felvi.hu](http://www.felvi.hu). |

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| **10. Aims of the programme** |
| The programme aims to:  The underlying philosophy of this Programme is that students follow an accelerated track of study, which will enable them to make useful contributions to the organisations which they will join upon successfully completing the Programme.  The purpose of the Programme is to provide relevant education in order to prepare the students for careers in business. Its central concern is with the development of knowledge and skills required for the analysis of business problems and for the formulation and implementation of business strategies.  The aims and objectives of the Programme are that on completion students should have:  1. a solid foundation in business disciplines, and knowledge of the appropriate concepts to be used as tools of analysis for business situations;  2. a thorough understanding of the business environment, of business functions and of the processes appropriate to business operations;  3. analytical, planning and operating skills which can be applied to complex, business situations;  4. subject expertise and functional specialism; and  5. a learning experience through the three years of the course which encourages the development of personal qualities and skills appropriate to, and sought after, by the business world. |

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| **11. Programme outcomes** | |
| **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of :   1. The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background. 2. The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes. 3. The significance of the structure and performance of the economic system in the world and major institutions including financial institutions. 4. The globalised and Hungarian business environment. 5. The globalised and Hungarian business functions and the processes appropriate to business operations. | **A. Knowledge and understanding**  On completion of this programme the successful student will have knowledge and understanding of :   * The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background. * The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes. * The significance of the structure and performance of the economic system in the world and major institutions including financial institutions. * The globalised and Hungarian business environment.  1. The globalised and Hungarian business functions and the processes appropriate to business operations. |
| **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   1. Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments. 2. Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance. 3. Evaluate management statements in terms of evidence. 4. Define and generalise the financial and economic framework. 5. Identify assumptions for successful management of organisations in the world. 6. Defend management and strategic choice. | **B. Cognitive (thinking) skills**  On completion of this programme the successful student will be able to:   * Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments. * Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance. * Evaluate management statements in terms of evidence. * Define and generalise the financial and economic framework. * Identify assumptions for successful management of organisations in the world. * Defend management and strategic choice. |
| **C. Practical skills**  On completion of the programme the successful student will be able to:   * Plan work activities including time management. * Scan, gather, organise, record, and store information. * Apply and use different managerial analytical tools. * Conduct research into business and management issues. * Demonstrate writing skills. * Demonstrate development of specific professional skills in management for application in the workplace | **C. Practical skills**  On completion of the programme the successful student will be able to:   1. Plan work activities including time management. 2. Scan, gather, organise, record, and store information. 3. Apply and use different managerial analytical tools. 4. Conduct research into business and management issues. 5. Demonstrate writing skills. 6. Demonstrate development of specific professional skills in management for application in the workplace |
| **D. Graduate Skills**  On completion of this programme the successful student will be able to:   * Personal and career development including personal and managerial effective skills * Effective learning * Communication, including listening, negotiating and persuading or influencing others. * Teamwork, including the ability to lead, team selection, delegation, development and management. * Information Technology * Substantial quantitative skills including the use of models of business situations. | **D. Graduate Skills**  On completion of this programme the successful student will be able to:   1. Personal and career development including personal and managerial effective skills 2. Effective learning 3. Communication, including listening, negotiating and persuading or influencing others. 4. Teamwork, including the ability to lead, team selection, delegation, development and management. 5. Information Technology 6. Substantial quantitative skills including the use of models of business situations. |

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| **12. Programme structure (levels, modules, credits and progression requirements)** |
| **12. 1 Overall structure of the programme** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | *Year* | *Semester* | *Module 1* | *Module 2* | *Module 3* | *Module 4* | *Module 5* | | *1* | *1\** | Quantitative Methods | Microeconomics | Information Systems | Introduction to Social Sciences | Healthcare Management or Visualisation with Spread Sheets | | *2\** | Probability and Statistics | Macroeconomics | EU/Business Law | Introduction to Accounting | Competence Development or Intercultural Business Communication | | *2* | *1* | Business Statistics | Organisational Behaviour | International Business | Banking and Finance | Ideation and Business Modell Generation or Environmental Economics | | *2* | Foundation Marketing | Human Resource Management | International Economics | Financial Accounting or Small Business Management | Regional Economics or Interdisciplinary Innovation Capacity Building | | *3* | *1\*\** | Business Economics | Corporate Finance | Strategic Management | Marketing Research or Carrier Management | Project Module 1 | | *2\*\** | Investments | Operations Management | Tourism Mgmt or Business Simulation Workshop | Financial Analysis or Advertising and Sales Promotion | Project Module 2 |   \*In the 1st semester students are assessed on English language. Based on the results student is either required to take Business English or is exempt. Students are either put into level 1 (intermediate) or level 2 (advanced) groups. Exempt students have the opportunity to participate without having to have to take part in the assessment. In the 2nd semester students have to attend Business English 2 classes in order to learn academic writing skills. Business English is not credited, but must be passed in order to progress further in the structure.  \*\* In the 5th and 6th semester students are required to take Project Module 1 and 2, which assist them in the preparation of their thesis. In the 5th semester student must attend 6 hours of classes. Project Module 1 and 2 are not credited, but must be passed. |

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| **12.2 Levels and modules** | | |
| Level 4 (1) | | |
| COMPULSORY | | OPTIONAL | PROGRESSION REQUIREMENTS |
| Quantitative Methods B12GMK01E | |  | Required to progress to level 5 |
| Introduction to Social Sciences B12GMA03E | |  | Required to progress to level 5 |
| Microeconomics B12GMK07E | |  | Required to progress to level 5 |
| Information Systems B12GMK02E | |  | Required to progress to level 2 |
|  | | Healthcare Management B12GMEC1  or Visualization with Spreadsheet B12GMC13E | Required to progress to level 5 |
| Probability and Statistics B12GMK03E | |  | Required to progress to level 5 |
| EU/Business Law B12GMA04E | |  | Required to progress to level 5 |
| Macroeconomics B12GMK08E | |  | Required to progress to level 5 |
| Introduction to Accounting B12GMK14 | |  | Required to progress to level 5 |
|  | |  | Required to progress to level 5 |
| Level 5 (2) | | | |
| COMPULSORY | | OPTIONAL | PROGRESSION REQUIREMENTS |
| Organizational Behaviour B12GMK11E | | Intercultural Business Communication B12GMA05E or Competence Development | Required to progress to level 6 |
| Business Statistics B12GMK04E | |  | Required to progress to level 6 |
| International Business B12GMB10E | |  | Required to progress to level 6 |
| Banking and Finance B12GMK09E | |  | Required to progress to level 6 |
|  | | Environmental Economics B12GMC02E or Ideation | Required to progress to level 6 |
| Foundation Marketing B12GMK13E | |  | Required to progress to level 6 |
| Human Resource Management B12GMB02E | |  | Required to progress to level 6 |
| International Economics B12GMK10E | |  | Required to progress to level 6 |
|  | | Financial Accounting B12PSB01E or  Small Business Management B12GMB09E |  |
|  | | Regional Economics or Interdisciplinary Innovation Capacity Building |  |
| Level 6 (3) | | | |
| COMPULSORY | | OPTIONAL | PROGRESSION REQUIREMENTS |
| Corporate Finance B12GMK12E | |  | Required to gain BABA degree |
| Strategic Management STR13101 | |  | Required to gain BABA degree |
| Business Economics B12GMC05E | |  | Required to gain BABA degree |
| Project Module I  PJM13101 | |  | Required to gain BABA degree |
|  | | Marketing Research B12KMB01E or Career Management B12GMB08E | Required to gain BABA degree |
| Investments B12PSB09E | |  | Required to gain BABA degree |
| Operations Management B12GMK15E | |  | Required to gain BABA degree |
| Project Module II  PJM13202 | |  | Required to gain BABA degree |
|  | | Business Simulation Workshop B12GMB12E or Tourism Mgmt B12KMB07E | Required to gain BABA degree |
|  | | Financial Analysis B12PSB04 E or Advertising and Sales Promotion B12KMB02E | Required to gain BABA degree |

|  |  |
| --- | --- |
| **12.3 Non-compensatable modules** (note statement in 12.2 regarding FHEQ levels) | |
| **Module level** | **Module code** |
|  | Not applicable. |
|  |  |

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| --- |
| **13. Curriculum map** |
| See above. |

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| **14. Information about assessment regulations** |
| See above. |

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| **15. Placement opportunities, requirements and support (if applicable)** |
| In order to receive the Hungarian certificate the Hungarian Higher Education Law requires a compulsory industrial placement. In this case the Faculty is obliged to secure attachment. |

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| **16. Future careers (if applicable)** |
| The Faculty organises several conferences each year where students can meet important business people. Several former students obtained employment this way. Students are also encouraged and supported to participate at employment fairs – such fair is held in every Spring semester on campus. There is a counselling office at the Faculty that is also at the disposal of BABA students. Furthermore, the programme staff will also be able to provide suggestions as to potential employers. However, the responsibility of securing employment lies entirely with the students. |

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| **17. Particular support for learning (if applicable)** |
| Particular support for learning include:   * English language support – Business English course * Programme Handbook, Freshmen’s guide * Induction and orientation programme * Student e-mail and internet access * Extensive library provision of English language texts and journals * Feedback on assessed work * Student support services * Placements * Labs/computers * Academic advisors * Staff research |

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| **18. JACS code (or other relevant coding system)** |  |
| **19. Relevant QAA subject benchmark group(s)** |  |

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| **20. Reference points** |

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| **21. 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 *[title of Programme]***

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

**Programme learning outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge and understanding** | | **Practical skills** | |
| A1 | The theories and practice of business in the globalised world, with specific knowledge of key functional areas with a sound methodological background. | C1 | Plan work activities including time management. |
| A2 | The key methods of structural and management analytical tools, the consequences of planning and analysing outcomes. | C2 | Scan, gather, organise, record, and store information. |
| A3 | The significance of the structure and performance of the economic system in the world and major institutions including financial institutions. | C3 | Apply and use different managerial analytical tools. |
| A4 | The globalised and Hungarian business environment. | C4 | Conduct research into business and management issues. |
| A5 | The globalised and Hungarian business functions and the processes appropriate to business operations. | C5 | Demonstrate writing skills. |
|  |  | C6 | Demonstrate development of specific professional skills in management for application in the workplace. |
| **Cognitive skills** | | **Graduate Skills** | |
| B1 | Analyse and cross-culturally evaluate globalised and Hungarian organisations in their environments. | D1 | Personal and career development including personal and managerial effective skills |
| B2 | Evaluate the effectiveness of strategies for management such as corporate, HRM, marketing and finance. | D2 | Effective learning |
| B3 | Evaluate management statements in terms of evidence. | D3 | Communication, including listening, negotiating and persuading or influencing others. |
| B4 | Define and generalise the financial and economic framework. | D4 | Teamwork, including the ability to lead, team selection, delegation, development and management. |
| B5 | Identify assumptions for successful management of organisations in the world. | D5 | Information Technology |
| B6 | Defend management and strategic choice. | D6 | Substantial quantitative skills including the use of models of business situations. |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module** | **Code** | **Programme outcomes** | | | | | | | | | | | | | | | | | | | | | | |
| A1 | A2 | A3 | A4 | A5 | B1 | B2 | B3 | B4 | B5 | B6 | C1 | C2 | C3 | C4 | C5 | C6 | D1 | D2 | D3 | D4 | D5 | D6 |
| 1 | Quantitative Methods | B12GMK01E |  | **X** |  |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** | **X** |
| Introduction to Social Sciences | B12GMA03E | **X** |  |  |  | **X** |  |  |  |  |  |  | **X** |  |  |  | **X** |  |  |  | **X** |  |  |  |
| Microeconomics | B12GMK07E |  |  | **X** |  |  | **X** |  |  | **X** |  |  |  | **X** |  |  | **X** |  |  |  |  |  |  | **X** |
| Information Systems | B12GMK02E |  | **X** |  |  | **X** |  |  |  |  |  |  | **X** |  | **X** |  |  |  |  | **X** |  |  | **X** | **X** |
| Healthcare Management | B12GMC1E | **X** |  |  |  |  | **X** |  |  |  | **X** |  |  |  |  | **X** |  |  |  | **X** | **X** | **X** |  |  |
| Visualization with Spread Sheets | B12GMC13E |  | **X** |  |  |  |  |  |  |  | **X** |  | **X** | **X** |  | **X** |  | **X** |  | **X** |  |  | **X** | **X** |
| Probability and Statistics | B12GMK03E |  | **X** |  |  |  |  |  |  |  |  |  | **X** | **X** |  |  |  |  |  | **X** |  |  | **X** | **X** |
| Macroeconomics | B12GMK08E | **X** |  | **X** |  |  | **X** |  |  | **X** |  |  |  |  |  |  |  |  |  |  | **X** |  |  | **X** |
| Introduction to Accounting | B12GMK14E | **X** | **X** |  |  |  |  | **X** | **X** |  |  | **X** |  | **X** |  |  |  |  |  |  |  | **X** |  |  |
| EU/Business Law | B12GMA04E |  |  |  | **X** |  | **X** |  |  |  |  |  |  | **X** |  |  | **X** |  | **X** |  | **X** |  |  |  |
| Competence Development | B12GMC06E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Intercultural Business Communication | B12GMA05E |  |  |  | **X** |  |  |  |  |  | **X** |  |  |  |  | **X** |  |  | **X** |  | **X** | **X** |  |  |
| 2 | Banking and Finance | B12GMK09E |  |  | **X** |  |  |  |  |  | **X** |  |  |  | **X** |  |  |  |  |  |  |  | **X** |  | **X** |
| Organisational Behaviour | B12GMK11E |  |  |  |  | **X** | **X** |  |  |  |  | **X** | **X** |  |  |  |  | **X** | **X** |  | **X** | **X** |  |  |
| International Business | B12GMB10E |  |  |  | **X** | **X** | **X** |  |  |  |  |  | **X** |  |  |  | **X** | **X** |  | **X** | **X** |  |  |  |
| Business Statistics | B12GMK04E |  | **X** |  |  |  |  |  | **X** |  | **X** |  |  | **X** |  | **X** |  |  | **X** |  |  |  | **X** | **X** |
| Ideation and Business Modell Generation | B12GMC06E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Environmental Economics | B12GMC02E | **X** |  |  | **X** |  | **X** |  |  |  |  |  |  |  |  | **X** |  |  |  |  |  | **X** |  |  |
| Human Resource Management | B12GMB02E | **X** |  |  |  |  |  | **X** |  |  | **X** |  | **X** |  | **X** |  | **X** | **X** | **X** |  | **X** | **X** |  |  |
| Foundation Marketing | B12GMK13E | **X** |  |  |  | **X** |  | **X** |  |  |  | **X** |  |  | **X** |  | **X** |  |  |  |  | **X** |  |  |
| International Economics | B12GMK10E | **X** |  |  | **X** |  |  | **X** |  | **X** |  |  |  | **X** |  | **X** |  |  |  |  |  | **X** |  | **X** |
| Financial Accounting | B12PSB01E |  |  | **X** |  |  |  |  | **X** |  |  | **X** |  | **X** |  | **X** |  |  |  |  |  |  |  | **X** |
| Small Business Management | B12GMB09E |  | **X** |  |  | **X** |  | **X** |  |  |  |  | **X** |  | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |  |
| Regional Economics |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Interdisciplinary Innovation Capacity Building | B12GMC08E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3 | Strategic Management | B12GMB03E |  |  |  |  | **X** |  |  | **X** |  |  | **X** |  |  | **X** |  | **X** | **X** |  |  |  | **X** |  |  |
| Corporate Finance | B12GMK12E |  |  | **X** |  |  |  | **X** | **X** |  |  |  | **X** | **X** |  |  |  | **X** |  |  | **X** |  |  | **X** |
| Business Economics | B12GMC05E | **X** |  | **X** |  |  |  | **X** |  | **X** |  |  |  |  |  | **X** |  |  |  |  |  | **X** |  | **X** |
| Project Module I. | PJM13101 |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** | **X** |  |  | **X** |  |  |  | **X** |
| Marketing Research | B12KMB01E |  | **X** |  |  | **X** |  | **X** |  |  |  |  |  | **X** |  | **X** |  | **X** |  | **X** |  | **X** | **X** | **X** |
| Carrier Management | B12GMB08E |  |  |  |  | **X** |  |  |  |  |  |  |  |  |  |  |  | **X** |  | **X** | **X** | **X** |  |  |
| Investments | B12PSB09E |  |  | **X** |  |  |  |  |  | **X** |  |  |  |  |  |  | **X** | **X** |  |  |  | **X** |  | **X** |
| Operations Management | B12GMK15E |  | **X** |  |  |  |  | **X** |  |  |  |  | **X** |  | **X** |  |  | **X** |  |  |  | **X** |  | **X** |
| Project Module II. | PJM13202 |  |  |  |  |  |  |  |  |  |  |  | **X** | **X** |  | **X** | **X** |  |  |  |  |  |  |  |
| Business Simulation Workshop | B12GMB12E |  |  |  | **X** |  | **X** |  |  |  |  |  | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Tourism Managment | B12KMB07E |  |  |  | **X** | **X** |  |  | **X** |  |  |  | **X** |  | **X** |  |  |  |  |  | **X** | **X** |  |  |
| Advertising and Sales Promotion | B12KMB02E |  |  |  | **X** |  |  | **X** |  |  |  | **X** |  |  | **X** | **X** | **X** |  |  |  | **X** | **X** |  |  |
| Financial Analysis | B12PSB04E |  |  | **X** |  |  |  |  | **X** | **X** |  |  |  |  | **X** | **X** |  | **X** |  |  |  |  |  | **X** |

# 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.

**A1/A2: Core Methodology Modules (Economics and Business/Social Sciences)**

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| **Code** | |  | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Module**  **Title:** | | | **QUANTITATIVE METHODS** | | | | | | |
| **Module**  **Leader:** | | | **Dr. Habil Gyöngyi Bugar, PhD.**  Associate Professor | | | **Office**  **Hours:** | | Wednesday: 12:30-13:45  Room: B115 | |
| **Telephone:** | | | (72) 501-599 ext. 23289 | | | **E-mail:** | | [bugar@ktk.pte.hu](mailto:bugar@ktk.pte.hu) | |
| **Short**  **Description**  **:** | | | This module provides students with the necessary theoretical basis for mathematical applications in business. It covers all the relevant areas of Function Theory, Optimization Theory and Matrix Algebra at introductory level. | | | | | | |
| **Sessions (weeks):** | | | | | | | | | |
| **Schedule is tentative and subject to change.** | | | | | | | | | |
| **1.** | Brief review of the basic concepts of Mathematics: introduction to the theory of  sets, numbers, vectors and functions. Operations with sets, numbers and vectors. | | | | | | | | |
| **2.** | Elementary theory of matrices, matrix operations. Determinants, Cramer’s Rule.  Business applications. ***Tutorial in the computer lab: Excel applications for matrix operations.*** | | | | | | | | |
| **3.** | Elementary theory of single variable real functions. Continuity, monotonicity, convexity/concavity, extremal values, zeroes, etc. Graphical representation and  graphical analysis of single variable real functions. Business applications. | | | | | | | | |
| **4.** | Elementary theory of several variable real functions. Convexity/concavity, extremal  values, zeroes, etc. Graphical representation and graphical analysis of several variable real functions. | | | | | | | | |
| **5.** | . The level curve method. The elements of linear and nonlinear programming.  Graphical solution methods. Business applications. | | | | | | | | |
| **6.** | Introduction to differential calculus. Basic concepts and calculus rules. Complete analysis of single variable functions. Business applications. | | | | | | | | |
| **7.** | The indefinite integral, basic rules for integration. Differential equations. Business applications. **First test.** | | | | | | | | |
| **8.** | The definite integral and its geometric meaning. The Newton-Leibniz Rule.  Improper integrals. | | | | | | | | |
| **9.** | Differential calculus for functions with several variables. Seeking for extremum.  Business applications. | | | | | | | | |
| **10.** | Systems of linear equations. Matrix equations. The inverse of a matrix. Vector  space and coordinate transformation methods. The pivot algorithm. ***Tutorial in the computer lab: Excel applications for supporting the solution.*** | | | | | | | | |
| **11.** | Unconstrained optimization problems***. Second test.*** | | | | | | | | |
| **12.** | Equality constrained optimization problems. The Lagrange Multiplier Rule. | | | | | | | | |
| **13.** | ***Tutorials in the computer lab: Excel applications for supporting the solutions***  ***of different optimisation problems covered during the semester.*** | | | | | | | | |

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| **Rationale Including Aims:** | To make students aware of the usefulness of mathematics as an aid in formulating and solving business-related problems. To enable the students to understand the main features of deterministic phenomena and investigate their models. To provide a service to other subjects which use mathematical techniques, e.g. Economics, Finance, Operations Research, Operations Management, etc. |
| **Learning**  **Outcomes:**  **Knowledge** | On completion of this module the successful student will be able to:  1. understand and appreciate the key aspects of mathematical theory  2. demonstrate the role and significance of quantitative methods in decision making  3. critically evaluate the limitations of the different optimisation models and solution methods |
| **Learning**  **Outcomes:**  **Skills** | This module will call for the successful student to:  4. investigate and model deterministic phenomena from Business, Economics, Finance, etc.  5. develop and solve simple business-related optimisation models  6. analyse and interpret the output given by Excel applications |
| **Teaching and Learning Strategies:** | There will be weakly lectures (2 hrs/week) and tutorials (2 hrs/week). Exercises and business-related problems will be set on each lecture as  the basis for discussion. The solutions will be supported by Excel applications wherever it is possible. |

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| **Assessment**  **Scheme:** | Students will have two closed book written tests during the semester on selected problems. These tests will address learning outcomes 1,  2, 5 and 6. At the end of the semester there will be a final exam. This  will address the full range of learning outcomes.  The final grade will be based on the following weights:  First test: 15 % Second test: 15 % Final exam: 70 %  Each midterm test as well as the final exam will be organised in the computer lab in order to give the students possibility to incorporate computer use, i.e. support their solutions by Excel applications.  **The scaling system for obtaining the final grade is as follows.**  ***Cluster Final grade***  0  P  50 1  50 < P  60 2  60 < P  75 3  75 < P  87 4  87 < P 5  P denotes the final score determined as the weighted average of the scores obtained for the two tests and the final exam.  ***It is required to achieve at least 50% (pass) of the final exam in order to receive a pass in aggregate.***  ***Maximum of 25% missing, otherwise the semester will not be approved.*** |
| **Core Learning**  **Materials:** | Sydsæter, Hammond, Strøm: Essential Mathematics for Economic  Analysis, Pearson Education, 4th edition, 2012. Handouts uploaded to CooSpace, 2014. |

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| **Code** | |  | | **ECTS Credit** | **7** | **HUN Credit** | | | **7** |
| **Term:** | | | * 1. **1st semester** | | **Level:** | **4** | | | | |
| **Module Title:** | | | * 1. **MICROECONOMICS** | | | | | | | |
| **Module Leader:** | | | **Miklós Pintér, PhD**  Associate Professor | | **Office Hours:** | | by appointment | | | |
| **Telephone:** | | | 72 501 599/23420 | | **E-mail:** | | [pinterm@ktk.pte.hu](mailto:pinterm@ktk.pte.hu) | | | |
| **Short Description:** | | | This is an introductory course in the basic concepts and principles of microeconomics. The course gives the students the ability to handle the tools (e.g. curves, functions) and to make simple consumer and business decisions. | | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | |
| **Week** | **Topic content** | | | | | | | **Readings**  (like BDF 8th) | | |
| **1.** | **Orientation day** | | | | | | |  | | |
| **Economics and the economy:** Production, resources and factors. Scarcity. Decreasing returns of scale. The production possibility frontier. Income distribution. Market. | | | | | | | Ch. 1. (pp. 3–13.) | | |
| **2.** | **Tools of economic analyses:**  Data, indexes, nominal and real variables. Measuring and modelling**.** | | | | | | | Ch. 2. (pp. 14–24.) | | |
| **Demand, supply and the market**:  Demand curve and supply curve Market forces behind the curves, Equilibrium on the market. | | | | | | | Ch. 3. (pp. 30–40.) | | |
| **3.** | **Elasticities of demand and supply**:  Price, income and cross price elasticity.  Elasticity and revenue. The midpoint method for comparative static. | | | | | | | Ch. 4. (pp. 47–60.) | | |
| **4.** | **Consumer choice and demand decision: Adjustment to income or price changes**  Market demand curve. Complements and substitutes. | | | | | | | Ch. 5. (pp. 64–79.) | | |
| **5.** | **Consumer choice with measurable utility:** Utility maximisation. Indifference curves and budget line. Gossen’s laws. | | | | | | | App. Ch.5. (pp.82–84.) | | |
| **6.** | **Introducing supply decisions**:  Liability, Capital, Depreciation, Balance sheet. Revenues, cost, profit.  Marginal cost and marginal revenue | | | | | | | Ch. 6. (pp. 85–97.) | | |
| **7.** | **Midterm exam (19.10.2015)** | | | | | | |  | | |
| **8.** | **Autumn break** | | | | | | |  | | |
| **9.** | **Costs and supply**:  Short-run and long run cost curves. The firm's short and long run output decisions. | | | | | | | Ch. 7. (pp 101–117.) | | |
| **10.** | **Perfect competition and pure monopoly**:  Comparison of supply decision and social costs. | | | | | | | Ch. 8. (pp. 120–140.) | | |
| **11.** | **Market structure and imperfect competition:**  Minimum efficient scale and market structure. Monopolistic competition and oligopoly. | | | | | | | Ch. 9. (pp. 142–160.) | | |
| **12.** | **Labour market:**  Demand curve for and supply curve of labour.  **Labour market disequilibrium:**  Modern theories about the labour market:  Human capital; discrimination; bargaining. | | | | | | | Ch. 10. (pp. 162–180.)  Ch. 11. (pp. 185–198.) | | |
| **13.** | **Factor markets and income distribution:**  Physical capital, rentals, interest rates, asset prices. Equilibrium and adjustment in the market for capital services  **Isoquant-Isocost analysis** | | | | | | | Ch. 12. (pp. 201–220.)  App. Ch. 12. (pp. 221.) | | |
| **14.** | **Welfare economics:**  Equity and Pareto efficiency. The second best.  Externalities. Missing markets.  **Role of governments:**  Taxation and government spending. The principles of taxation. Political economy. | | | | | | | Ch. 15. (pp. 259–275.)  Ch. 16. (pp. 279–295.) | | |
| **Rationale Including Aims:** | | | The aim of the module is to provide an introduction in the field of microeconomics. It targets the introduction of the basic concepts of microeconomics (e.g. household and producer decisions, welfare issues). Based on the acquired knowledge students will be able to attend macroeconomic and higher microeconomic courses. | | | | | | | |
| **Learning Outcomes: Knowledge** | | | On the completion of this module the successful student will be able to:   1. differentiate between ordinal and cardinal thinking, 2. compare positive and normative approaches, 3. critically analyse optimization methods behind consumption and production decisions 4. evaluate the respective strengths and weaknesses of theories in the field. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. ability in optimizing economic processes, 2. ability to interpret mathematical models in a microeconomic setting, 3. organize data and information relevant in the field. | | | | | | | |
| **Teaching and Learning Strategies:** | | | The joint application of theoretical and practical teaching methods should enable students to understand the main economic forces.  Exercises will be available online for individual practicing. The chief questions: household decisions, consumer choice; firm’s output and input decisions on different kinds of market; production factor demand and supply decisions; micro-effects of taxation, externalities. | | | | | | | |
| **Assessment Scheme:** | | | **Midterm exam:** **30%** (K1, K2, S2, S3)  **Final examination 70%** (K1, K2, K3, K4, S1) | | | | | | | |
| **Required material:** | | | David Begg – Stanley Fischer – Rudiger Dornbusch: Economics. Part 1–3. McGraw-Hill. (seventh or newer edition). | | | | | | | |
| **Optional material:** | | | 1. Economics workbook of Smith – Begg. McGraw-Hill. 2. Exercise files (available through CooSpace) | | | | | | | |
| **Useful websites:** | | | 1. <http://highered.mcgraw-hill.com/sites/0077099478/student_view0/>   The online learning centre for students. Further support available through CooSpace | | | | | | | |

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| **Code** | | | | **SSC 11101** | | | | **ECTS Credit** | **7,5** | | | | | **HUN Credit** | | **7** |
| **Module Title:** | | | | | | **Introduction to Social Sciences** | | | | | | | | | | |
| **Module Leader:** | | | | | | **Dr Anette MÁRTA**  Assistant Professor | | | | | | **Office Hours:** | Wednesday 9:30-11:00  Room: 223 | | | |
| **Telephone:** | | | | | | 501-599 / 23190 | | | | | | **E-mail:** | [anette@ktk.pte.hu](mailto:anette@ktk.pte.hu) | | | |
| **Short Description:** | | | | | | The aim of the module is to provide students with theoretical and empirical background in social sciences as it facilitates a deeper understanding of people in different organizations and societies. It introduces students to the history of social sciences by providing an overview of the most important issues. The module is designed to expose students to the most important social and psychological issues that arise in various business contexts. Students are invited to adapt and apply knowledge in managerial problem solving. | | | | | | | | | | |
| **The schedule is tentative and subject to change.** | | | | | | | | | | | | | | | | |
| **1.** | | Sociology as a social science. Sociological perspective. Factual, comparative, developmental and theoretical questions. Sociological imagination. Objectivity. | | | | | | | | | | | | | | |
| **2.** | | The “ideal-type” of “Homo Oeconomicus”, “Homo Sociologicus” and “Homo Psychologicus”. Integration at micro and macro level. Sociology and business studies. | | | | | | | | | | | | | | |
| **3.** | | Culture and human behaviour. Roles, values and norms. The importance of culture in business. Business values in the USA. A criticism of American business beliefs. A sociological critique. Japanese business values. British business values. | | | | | | | | | | | | | | |
| **4.** | | Socialization. Theories of child development. Personality development. The stages of cognitive development. Agencies of socialization. “Mortification of self”, “roleless role”. Character. Gender. | | | | | | | | | | | | | | |
| **5.** | | Verbal and non-verbal communication. Education, communication, mass media. Mass communication | | | | | | | | | | | | | | |
| **6.** | | Intelligence. Emotional intelligence. Interpersonal intelligence. Tests: IQ, EQ. | | | | | | | | | | | | | | |
| **7.** | | **Midterm exam (October 18)** Family. Family values, family patterns. | | | | | | | | | | | | | | |
| **8.** | | Conformity and deviance. Why do we regard Emile Durkheim’s ‘Suicide’ as a revolutionary work in the development of social sciences. Anomie-theory. | | | | | | | | | | | | | | |
| **9.** | | Social stratification and classes. Class or stratum. Max Weber’s theory of Status (“Stand”). Pierre Bourdieu’s Capital Theory. Cultural and social capital. Symbolic capital. Social mobility. | | | | | | | | | | | | | | |
| **10.** | | Groups and organizations. Formalisation process. Max Weber’s ‘ideal type’ of bureaucracy. Some criticism of Weber’s ‘ideal type’ bureaucracy. Modern organizations. | | | | | | | | | | | | | | |
| **11.** | | Work and society. Taylorism and Fordism. The knowledge economy. Unemployment. | | | | | | | | | | | | | | |
| **12.** | | Urbanization. Migration. | | | | | | | | | | | | | | |
| **13.** | | Globalization. Origins and drives. Benefits and drawbacks. | | | | | | | | | | | | | | |
| **Rationale Including Aims:** | | | | | | To acquire insight into social topics relating to social structure and human behaviour. The aim of the module is to gain a conceptual understanding enabling students to critically evaluate theories and practice in social environment. | | | | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | | | | On completion of this module the successful student will be able to:   1. provide a critical outline of the development of social thought from the 19th century to the present day. 2. compare the main competing theories of current debate. 3. critically analyse their applications in practice. 4. understand and critically evaluate the social context in which business people operate: the different fields of activities and the rules relating thereto; with special emphasis on the latest developments in Central Europe. 5. critically analyse and evaluate social issues in the globalised and Hungarian business environment. | | | | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | | | | This module will call for the successful student to demonstrate:   1. ability to conduct effective small-scale research (library use, literature research, referencing) 2. positive contribution to team working 3. effective verbal presentation of ideas 4. effectiveness in argument and debate with peers | | | | | | | | | | |
| **Teaching and Learning Strategies:** | | | | | | This module is delivered by using a 2 hours lecture and 2 hours seminar.  Active participation of students is required. | | | | | | | | | | |
| **Assessment Scheme:** | | | | | | The three assessment components are:   1. **Seminar work (10%)**: addressing learning outcomes 1,2,3,4,5 2. **Midterm exam (40%)** addressing learning outcomes 1, 2, 4, 5 3. **Final exam (50%)** addressing learning outcomes 2, 3, 4, 5   All parts must be passed successfully in order for a student to pass the module. | | | | | | | | | | |
| **Core Learning Materials:** | | | | | | Giddens, Anthony (2012) Sociology, 3rd, 5th or 6th  Edition, Polity Press | | | | | | | | | | |
| **Optional Learning Material:** | | | | | | Articles from different scientific papers | | | | | | | | | | |
| **Code** | | | |  | | | | **ECTS Credit** | | | **7** | | | **HUN Credit** | | **7** | | |
| **Term:** | | | | | | **1st semester** | | | | **Level:** | | | **4** | | | |
| **Module Title:** | | | | | | | **INFORMATION SYSTEMS** | | | | | | | | | | | |
| **Module Leader:** | | | | | | | **Dr. Sándor Danka**  teaching assistant | | | | | **Office Hours:** | | Mondays,  Room B120,  2PM – 3:30PM | | | | |
| **Telephone:** | | | | | | | * (due to the renovation) | | | | | **E-mail:** | | [danka.sandor@ktk.pte.hu](mailto:danka.sandor@ktk.pte.hu) | | | | |
| **Short Description:** | | | | | | | 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. Lectures, practices and case studies will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related business methods. Necessary skills will be developed through labwork sessions to build ICT competencies for managerial work. | | | | | | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | | | | | | | | | | |
| **Schedule is tentative and also is subject to change!** | | | | | | | | | | | | | | | | | | |
| W. 1. | | 4th Sept: Exploring Our Digital Planet; History on the Informatics  4th Sept: Introduction to the Microsoft Excel 2010, basic tasks. | | | | | | | | | | | | | | | | |
| W. 2. | | 11th Sept: Hardware  11th Sept: Case 01 | | | | | | | | | | | | | | | | |
| W. 3. | | 18th Sept: Software: Applications  18th Sept: Case 05 | | | | | | | | | | | | | | | | |
| W. 4. | | 25th Sept: Software: Operating System  25th Sept: Case 08 | | | | | | | | | | | | | | | | |
| W. 5. | | 2nd October: Computers at Work, School and Home  2nd October: Case 12 | | | | | | | | | | | | | | | | |
| W. 6. | | 9th October: Graphics, Digital Media and Multimedia  9th October: Excel Test | | | | | | | | | | | | | | | | |
| W. 7. | | 16th October: Guest Lecture: Internet of Things  16th October: Access Demo | | | | | | | | | | | | | | | | |
| W. 8. | | 23rd October: National holiday | | | | | | | | | | | | | | | | |
| W. 9. | | 30th October: Networking and digital communication + The evolving internet  30th October: Case 16, Access Exercises | | | | | | | | | | | | | | | | |
| W.  10. | | 6th November: Graphics, Digital Media, and Multimedia  6th November: Case 17 | | | | | | | | | | | | | | | | |
| W. 11. | | 13th November: Information Security part 1.  13th November: Case 19 | | | | | | | | | | | | | | | | |
| W. 12. | | 20th November: Information Security part 2.  20th November: Case 21 | | | | | | | | | | | | | | | | |
| W. 13. | | 27th November: Information System in Business  27th December: Access Test | | | | | | | | | | | | | | | | |
| W. 14. | | 4th December: E-commerce and E-Business  4th December: Retake of tests | | | | | | | | | | | | | | | | |
| **Rationale Including Aims:** | | | | | | The course intends to present basic knowledge on modern information technology in general and an overview on business applications to establish the necessary level of understanding, the roles and potential of these technologies and methods in everyday business life.  The course covers the uses of data, information, technology, software, networking, manpower, organization, and will conclude by discussing information management, IT business planning, competitiveness and the problems of the Information Society. | | | | | | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | | | | On completion of this module the successful student will be able to:   1. Understand the role and characteristics of IT tools and methods in business life. 2. Know how to leverage up-to-date technology development (hardware and software) and trends. 3. Apply relevant ICT terms like hardware, software, data, information, information system, information management, information society in managing business 4. Critically evaluate IS and modern info-communication technologies in the context of the business organization 5. Discuss the IS development process, different approaches, advantages and risks in business | | | | | | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | | | | By completing this course students will be able   1. To discuss the role and types of stand-alone and networked IT devices 2. To demonstrate how to use information technology to design competitive organizations 3. To discuss dilemmas and controversies on IT and Information Management 4. To select PC-based managerial support tools in their individual work. | | | | | | | | | | | | |
| **Teaching and Learning Strategies:** | | | | | | Lectures (about 50% of classroom activities), practices and case studies (with individual preparatory work and homework assignments) will present the key steps required to gain a competitive advantage in the marketplace through the use of information techniques and IT related methods.  Students are expected to engage in self-managed learning activities.  Lab work meetings start with Q&A session to make all terms of the week clear. | | | | | | | | | | | | |
| **Assessment Scheme:** | | | | | | * Midterm Exam: 20 points Access Practice Test, 10 points presentation (50% + 1 points to be achieved) * Excel Practice Test: 20 points (50% + 1 points to be achieved) * Final Exam: 50 points (50% + 1 points to be achieved) | | | | | | | | | | | | |
| **Core Learning Materials:** | | | | | | **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 | | | | | | | | | | | | |
| **Optional Learning Material:** | | | | | | **Excel 2010 Introduction: Part I,**  **Excel 2010 Introduction: Part II,**  **Excel 2010 Advanced**  **Download free: http://www.bookboon.com** | | | | | | | | | | | | |

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| **Code** | **KTK-probstNBA** | | | **ECTS Credit** | **7,5** | | | **HUN Credit** | **7** |
| **Module Title:** | | | **Probability and Statistics** | | | | | | |
| **Module Leader:** | | | **Dániel Kehl** | | | **Office Hours:** | Wednesday 10:00-12:00 | | |
| **Telephone:** | | | 501-599/23144 | | | **E-mail:** | [kehld@ktk.pte.hu](mailto:kehld@ktk.pte.hu) | | |
| **Short Description:** | | | The module is a course on basic probability theory and an introduction to statistical analysis. | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | |
| **The schedule is tentative, and subject to change.** | | | | | | | | | |
| **Week 1** | | Introduction (Chapter 1) | | | | | | | |
| **Week 2** | | Organizing and Visualizing Data (Chapter 2) | | | | | | | |
| **Week 3** | | Numerical Descriptive Measures (Chapter 3) | | | | | | | |
| **Week 4** | | Basic Probability (Chapter 4) | | | | | | | |
| **Week 5** | | Midterm Test 1 | | | | | | | |
| **Week 6** | | Discrete Probability Distributions (Chapter 5) | | | | | | | |
| **Week 7** | | The Normal Distribution and Other Continuous Distributions (Chapter 6) | | | | | | | |
| **Week 8** | | Sampling and Sampling Distributions (Chapter 7) | | | | | | | |
| **Week 9** | | Midterm Test 2 | | | | | | | |
| **Week 10** | | Confidence Interval Estimation (Chapter 8) | | | | | | | |
| **Week 11** | | Spring break | | | | | | | |
| **Week 12** | | Fundamentals of Hypothesis Testing: One-Sample Tests (Chapter 9) | | | | | | | |
| **Week 13** | | Two-Sample Tests (Chapter 10) | | | | | | | |
| **Week 14** | | Midterm Test 3 | | | | | | | |
| **Rationale Including Aims:** | | | To develop a basic understanding in probability theory and basic statistical methods. The course aims to build a strong basis in methodology for both theoretical and practical issues in the given field. | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the student will be able to   1. understand the key aspects of probability and random variables in the decision making process, 2. apply the theoretical concepts in a business environment, 3. critically analyze and solve business related problems. | | | | | | |
| **Learning Outcomes:**  **Skills** | | | On completion of this module the student will demonstrate:   1. ability in solving numerical business problems, 2. ability to select the appropriate technique and method for the solution of such problems, 3. evaluative judgement of solution of the business problem. | | | | | | |
| **Teaching and Learning Strategies:** | | | 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. | | | | | | |
| **Assessment Scheme:** | | | Midterm tests: 10-10% (K1, S1, S2)  Home assignments: 10% (K1, K2, S1, S2)  Final test 60% (K1, K2, K3, S1, S2, S3)  Lectures: 2.00 Seminars: 2.00 hours/week TOTAL: 4.00 HRS/WEEK | | | | | | |
| **Core Learning Materials:** | | | Basic Business Statistics – Concepts and Applications, 12E  Mark L. Berenson, David M. Levine, Kathryn A. Szabat  Pearson, 2015 ISBN: 9780321870025 | | | | | | |

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| **Code** |  | | | **ECTS Credit** | **7** | | **HUN Credit** | | | **7** |
| **Module Title:** | | | **MACROECONOMICS** | | | | | | | |
| **Module Leader:** | | | **Dr. István Kónya** | | | **Office Hours:** | | by appointment | | |
| **Telephone:** | | | 72-501-599 | | | **E-mail:** | |  | | |
| **Short Description:** | | | 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. | | | | | | | |
| **Sessions (weeks):** 13 | | | | | | | | | | |
| **Schedule is tentative and subject to change.** | | | | | | | | | | |
| **Date** | | **Topic content** | | | | | | | **Readings** | |
| **02.07.** | | **Registration. Introduction:**  Program schedule, learning supports. | | | | | | | Textbook: BDF: Economics, Part 4 | |
| **Introduction to Macroeconomics:**  Issues and basic definitions. The GDP. | | | | | | | Ch. 19., Homework | |
| **02.14.** | | **Output and Aggregate Demand:**  Aggregate demand, Keynesian cross, multiplier | | | | | | | Ch. 20. | |
| **Practice:**  Calculations with Keynesian cross and multipliers. | | | | | | | Homework | |
| **02.21.** | | **Fiscal Policy and foreign trade**:  Government’s role in the economy, national debt and deficit. | | | | | | | Ch. 21. | |
| **Practice:**  The Keynesian cross augmented with fiscal policy and foreign trade | | | | | | | Homework | |
| **02.28.** | | **Money and banking:**  Functions of money, money creation and multiplication. The demand for money. | | | | | | | Ch. 22. | |
| **Practice:**  Calculations with the money multiplier and with money demand functions. | | | | | | | Homework | |
| **03.07.** | | **Interest rates and monetary transmission:**  Central Banks, financial markets and monetary policy. | | | | | | | Ch.23. | |
| **Monetary and Fiscal Policy:**  Introduction of the IS-LM model. | | | | | | | Ch.24. | |
| **03.14.** | | **The IS-LM analysis:**  The use of IS-LM curves in the analysis of fiscal and monetary policy | | | | | | | Ch. 24. | |
| **Practice:**  Calculations with Is and LM curves | | | | | | | Homework | |
| **03.21.** | | **Midterm exam** | | | | | | |  | |
| **03.28.** | | **Aggregate supply, prices and adjustment to shocks:**  Inflation and aggregate demand, the labor market and the aggregate supply curve | | | | | | | Ch. 25. | |
| **Practice:**  Calculations with aggregate supply and aggregate demand | | | | | | | Homework | |
| **04.04.** | | **Inflation, expectations and credibility:**  Money, inflation, interest rates. | | | | | | | Ch. 26. | |
| **Unemployment:**  The labor market and different types of unemployment. | | | | | | | Ch. 27. | |
| **04.11.** | | **Exchange rates and the balance of payments:**  FX markets, international trade and the balance of payments | | | | | | | Ch. 28. | |
| **Practice:**  Calculations with exchange rates and the balance of payments | | | | | | | Homework | |
| **04.25.** | | **Open economy macroeconomics:**  Fiscal and monetary policy under different exchange rate regimes. | | | | | | | Ch. 29. | |
| **Practice:**  Calculations with the open-economy IS-LM model (Mundel-Fleming model) | | | | | | | Homework | |
| **05.02** | | **Economic Growth**  Solow growth model, golden rule. Technical development and endogenous growth theory | | | | | | | Ch. 30. | |
| **Practice:**  Calculation of equilibrium (steady state) growth path. | | | | | | | Homework | |
| **05.09** | | **Business cycles:**  Trend and cycle, the Real Business Cycle model | | | | | | | Ch. 31. | |
| **Practice:**  A simple dynamic model of business cycles | | | | | | | Handout | |
| **Required material:** | | | 1. Begg, Dornbusch, Fischer: Economics. McGrawHill, 2003. (Classes follow the 7th edition, but textbooks from the 5th edition are suitable.) | | | | | | | |
| **Optional material:** | | | 1. Smith, Begg, Symes: Economics Workbook. McGraw-Hill 2. Mankiw, N.G.: Macroeconomics. | | | | | | | |
| **Learning Outcomes: Knowledge** | | | On completion of this module the successful student will be able to:   * analyse fundamental economic data (GDP, inflation, unemployment) * discover and interpret trends in basic macroeconomic variables * analyse the basic mechanisms behind fiscal and monetary interventions * describe the most important short and long run effects of economic shocks * provide critical assessment of different schools of macroeconomics (neoclassical, Keynesian, monetarist, etc.) | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to:   * effectively use model-based thinking in relation to macroeconomic problems * provide macroeconomic outlook for business decision support * critically evaluate the potential effects of fiscal and monetary interventions | | | | | | | |
| **Teaching and Learning Strategies:** | | | 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 chief theories (keynesian, new-classical, monetarist, the new classical synthesis, the supply side economics and the rational expectations) 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. | | | | | | | |
| **Assessment Scheme:** | | | **20%** of the final grade is calculatedfrom the valuation in the lectures (homework, and work in classes).Classwork is evaluated according to the activity of students with respect to answering questions and contributing to discussions. Homeworks are assigned weekly and it has to be delivered via the CooSpace up to the next class.  **Midterm exam** **(7th week, March):** will be a 60 minutes paper with definitions, curves, examples, calculations and theoretical questions. Subject: the material of the first 6 weeks.It gives **20%** of the final grade.  The **final examination** will be a 75 minutes paper with some detailed theoretical questions, complex calculations and examples. It gives the remaining **60%** of the final grade. | | | | | | | |
| **Useful Websites:** | | | 1. <http://highered.mcgraw-hill.com/sites/0077099478/student_view0/>   The online learning centre for students. Further support is available through the Faculty network (CooSpace) | | | | | | | |

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| **Code** | | **B12GMA04E** | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Term:** | | | **2th semester** | | **Level:** | | **4** | | | |
| **Module Title:** | | | **EU AND BUSINESS LAW** | | | | | | | |
| **Module Leader:** | | | **Dr. Ciara Staunton**  Assisstant professor | | | **Office Hours:** | | by appointment | | |
| **Telephone:** | | | +36 72/501 599 | | | **E-mail:** | | c.staunton@mdx.ac.uk | | |
| **Short Description:** | | | The module is designed to provide an outline of the major issues and the most important aspects of the nature of legal norms and their application in the field of the law of obligations (tort law, contract law and relevant EU law).  The module uses primary sources (legislation, case law) as well as directed reading and resource-based learning to provide students with the necessary knowledge and skills in their systematic understanding of the module’s key aspects. | | | | | | | |
| **Sessions (weeks)** | | | | | | | | | | |
| **The schedule is tentative, and subject to change.** | | | | | | | | | | |
| **1.** | Introduction (nature, definition, law and justice, categories, etc.) | | | | | | | | | |
| **2.** | Tort law: Introduction; elements of the tort of negligence | | | | | | | | | |
| **3.** | Tort law: The duty of care | | | | | | | | | |
| **4.** | Tort law: Special duty problems (economic loss, nervous shock) | | | | | | | | | |
| **5.** | Tort law: Breach of duty of care | | | | | | | | | |
| **6.** | Tort law: Causation | | | | | | | | | |
| **7.** | Tort law: Remoteness of damage; Remedies | | | | | | | | | |
| **8.** | Midterm exam | | | | | | | | | |
| **9.** | Contract law: Introduction; Offer and acceptance (I) | | | | | | | | | |
| **10.** | Contract law: Offer and acceptance (II) | | | | | | | | | |
| **11.** | Contract law: Consideration | | | | | | | | | |
| **12.** | Contract law: Terms of the contract; express and implied terms | | | | | | | | | |
| **13.** | Contract law: Unfair contract terms (domestic and European rules) | | | | | | | | | |
| **14.** | Contract law: Discharge of the contract; remedies | | | | | | | | | |
| **Rationale Including Aims:** | | | To gain an understanding of the principles of law. To demonstrate a thorough working knowledge of tort law and contract law. To understand tort law and contract law, i.e. the importance of the issues in a case, and to apply the law to the facts of a hypothetical case. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | When the student have finished studying this module, s/he should be able to demonstrate that  s/he have acquired a coherent and detailed knowledge of the most important rules relating to the law of obligations (tort law, contract law, plus the relevant European legislation) and the theory underlying it, with special emphasis on contemporary issues.  to critically evaluate the failures and controversies surrounding the development of law in certain areas  to apply the relevant legal rules to a situation. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | When the student have finished studying this module, s/he should be able  to identify key issues of tort law and contract law,  demonstrate his/her knowledge of what the law is trying to do in response to particular issues,  to analyse the various cases, and provide a critically evaluation thereof; to sustain arguments;  to understand case law and solve problems, and apply the case law to a given issue.  to describe and comment upon various aspects of business law. | | | | | | | |
| **Teaching and Learning Strategies:** | | | This module utilises a lecturer-centred approach combined with individual preparation of case studies. The module employs tables, charts and flowcharts for easy understanding, and excerpts from landmark cases to demonstrate legal analysis, legal reasoning and legal terminology.  The course is highly participative, requiring students to identify relavant legal issues, and to come up with possible solutions to a given situation.  An intranet site contains additional material to help students prepare for the case studies, as well as the final comprehensive exam. | | | | | | | |
| **Assessment Scheme:** | | | The grade will be based on the following weights:  1. Coursework: 15%  This assessment will assess the fundamental knowledge and understanding of a given topic covered during the class. This will address learning outcomes K1, K2, S2 and S3.  2. Midterm exam: 15%  An open-book exam involving the critical evaluation of a hypothetical case (tort law). This will address learning outcomes K2, K3, S1, S3, S4.  3. Home assignment: 10%  Individual work; students are required to describe and comment upon particular aspects of contract law. This element will assess the depth of understanding of contract law concepts. This will address learning outcomes K2, K3, S1, S2, S3, S4 and S5.  4. Final exam: 60%  This will address learning outcomes K1, K3, S1, S2, S3 and S4.  Student is required to achieve at least 50% (pass) on the midterm and final exam in order to receive a pass in aggregate. | | | | | | | |
| **Core Learning Materials:** | | | Catherine Elliott, Frances Quinn: Tort Law. 8th edition, ISBN 9781408286371 (Paperback) July 2011  Catherine Elliott, Frances Quinn: Contract Law. 8th edition, ISBN 9781408282915 (Paperback) June 2011  Study aids (lectures notes and presentations) prepared by the lecturer. | | | | | | | |

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| **Code** | |  | | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Term:** | | | **2nd semester** | | | **Level:** | | **4** | | | |
| **Module Title:** | | | **introduction to Accounting** | | | | | | | | |
| **Module Leader:** | | | **Dr. TAKÁCS András, PhD.**  assistant professor | | | | **Office Hours:** | | agreed with students | | |
| **Telephone:** | | | +36-72/501-599, 23277 | | | | **E-mail:** | | [takacsandras@ktk.pte.hu](mailto:takacsandras@ktk.pte.hu) | | |
| **Short Description:** | | | This module is aimed to provide some fundamental knowledge in the area of accounting. Beyond the discussion of the basic expressions and techniques we also focus on interpreting and analysing financial information, which students will definitely need in their future business activities or in their further studies. | | | | | | | | |
| **Sessions (weeks): 13** | | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | | |
| **1.** | The purpose of accounting. | | | | | | | | | | |
| **2.** | The content of annual reports. | | | | | | | | | | |
| **3.** | Content of the balance sheet. Valuation of items in the balance sheet. | | | | | | | | | | |
| **4.** | Content of the income statement. | | | | | | | | | | |
| **5.** | Deferrals and accruals. | | | | | | | | | | |
| **6.** | Midterm exam. The basics of book-keeping: the accounting cycle, T-accounts, journal. | | | | | | | | | | |
| **7.** | Recording transactions affecting fixed assets. | | | | | | | | | | |
| **8.** | Recording transactions affecting current assets. | | | | | | | | | | |
| **9.** | Recording transactions affecting shareholders’ equity. The closing process. | | | | | | | | | | |
| **10.** | Recording transactions affecting liabilities. | | | | | | | | | | |
| **11.** | Analysis of financial statements of an international company. | | | | | | | | | | |
| **12-13.** | Summary of the semester, practicing exercises for the Final Exam. | | | | | | | | | | |
| **Rationale Including Aims:** | | | | The most important aim of the module is to teach the basics of accounting, focusing on how to produce financial information. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | | On completion of this module the successful student will be able to:   1. evaluate the relationship between accounting and the business environment 2. comprehend the role of accounting information 3. interpret the information inherent in annual reports 4. compare the main competing theories in accounting | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | | This module will call for the successful student to demonstrate:   1. ability in recording the most important transactions on T-accounts and in a journal 2. ability in organizing information from financial events 3. effectiveness in arguing the consequences of economic events on the accounting of companies | | | | | | | |
| **Teaching and Learning Strategies:** | | | | Beyond weekly lectures, we put special emphasis on practical exercises and case studies that help students deepen their knowledge in the given topic. | | | | | | | |
| **Assessment Scheme:** | | | | 1. Midterm exam 40% (45 minutes) (K1, K2, K3, S1, S2) 2. Final exam 60% (75 minutes) (K1, K2, K3, S2, S3) | | | | | | | |
| **Core Learning Materials:** | | | | *Dr. TAKÁCS, A.:* “Introduction to Accounting” e-book, University of Pécs, Faculty of Business and Economics, 2015  [downloadable in pdf format from the Neptun system]  *Frank Wood – Sheila Robinson:* “Book-keeping and Accounts”, 7nd Edition, Pearson, 2008 | | | | | | | |

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| **Code** | |  | | **ECTS Credit** | | | **7** | | **HUN Credit** | **7** |
| **Module Title:** | | **BUSINESS STATISTICS** | | | | | | | |
| **Module**  **Leader:** | | **Mónika Galambosné Tiszberger, PhD.**  Assistant Professor | | | | **Office**  **Hours:** | | Wednesday 12.30-14.00  (room B112) | |
| **Telephone:** | | 72 501 599/23146 | | | | **E-mail:** | | tiszbergerm@ktk.pte.hu | |
| **Short**  **Description:** | | The aim of this course is to provide you with an understanding of both the theory and practice of Business Statistics. Using the MS Excel as a statistical tool, the student will be able to use the special features of a commonly used program; he will get an overview over the background of the calculations. | | | | | | | |
| **Sessions (weeks): 13** | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | |
| **LECTURES** | | | | | **TUTORIALS** | | | | |
| 4. Sept. | Introduction and short recall of descriptive statistics | | | | Recall of the use of basic statistical tools in MS Excel | | | | |
| 11. Sept. | Recall of inferential statistics | | | | Hypothesis tests, estimations | | | | |
| 18. Sept. | Analysis of Variance | | | | Qualitative-quantitative relationships, differences among more than two means | | | | |
| 25. Sept. | Chi-Square Tests | | | | Quantitative-quantitative relationships, test of independency | | | | |
| 2. Oct. | Nonparametric Tests | | | | Wilcoxon rank sum test, Kruskal-Wallis rank test | | | | |
| 9. Oct. | Correlation | | | | Computing Correlation | | | | |
| 16. Oct. | **Q&A** | | | | **INTERIM TEST I** | | | | |
| 30. Oct. | Simple Linear Regression | | | | Simple linear Regression Models | | | | |
| 6. Nov. | Multiple Regression | | | | Model development, coefficient of determination, inferences | | | | |
| 13. Nov. | Multiple Regression, Logistic Regression | | | | Interval estimation, residual analysis, dummy variables, interaction | | | | |
| 20. Nov. | Introduction to Time Series; models and forecasting | | | | Linear and exponential trend analysis | | | | |
| 27. Nov. | Seasonal changes; Model Evalutation | | | | Analysis of seasonal changes; Goodness of Fit Measures | | | | |
| 4. Dec. | **Q&A** | | | | **INTERIM TEST II** | | | | |
| **Rationale Including Aims:** | | | 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. Material will be covered with the appreciation of studied techniques and methods in other quantitative modules. | | | | | | | | |
| **Learning**  **Outcomes:**  **Knowledge** | | | On the completion of this course successful students will be able to:   1. Match statistical methods and procedures with business problems to solve them with the help of MS Excel 2. Explain and critically evaluate outcomes of analyses 3. Present the results to a general audience in a proper way considering ethical issues as well 4. Create and administer statistical datasets | | | | | | | | |
| **Learning**  **Outcomes:**  **Skills** | | | This module will call for the successful student to:   1. Improve their substantial quantitative skills 2. Form and deepen research skills 3. Experience and adapt to team work | | | | | | | | |
| **Teaching and**  **Learning**  **Strategies:** | | | The joint application of theoretical and practical teaching methods 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 “pre”quiz. 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. 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. | | | | | | | | |
| **Assessment**  **Scheme:** | | | The grade will be based on the following weights:   * reading/readiness assessment (quizzes): 10% * interim test I: 15% (knowledge 1, 2, 4; skill 1, 2) * interim test II: 15% (knowledge 2, 4; skill 1, 2) * group work: 10% * final exam during the exam period 50% (knowledge 1, 2, 3; skill 1, 2)   Any missing quiz, group work or interim test is irretrievable.  The best three overall (pre)quiz performance gains extra 2 points.  Own handwritten cheat sheet can be prepared to both interim tests (half A4 page). Both cheat sheet can be used during the final exam.  Student is required to achieve more than 50% of the final exam and more than 50% of the overall points to pass the course. Class presence is required according to the general rules. | | | | | | | | |
| **Core and optional learning**  **material:** | | | Berenson, M.L. – Levine D.M. – Szabat K.A. (201): Basic Business Statistics: Concepts and Applications, Thirteenth Edition, Pearson  (Earlier editions might be used, but the referred chapter/exercise numbers and pages are based on this thirteenth edition.) | | | | | | | | |

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| **Code** | | **B12GMK09E** | | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Term:** | | | | **3rd semester** | | **Level:** | | **5** | | |
| **Module Title:** | | | | **BANKING AND FINANCE** | | | | | | |
| **Module Leader:** | | | | **Dr. Éva PINTÉR**  Assistant professor | | | **Office Hours:** | | Wednesday: 13:00 - 14:30 | |
| **Telephone:** | | | | 72 / 501-599 / 3126 | | | **E-mail:** | | [pintereva@ktk.pte.hu](mailto:pintereva@ktk.pte.hu) | |
| **Short Description:** | | | | 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. | | | | | | |
| **Sessions (weeks). 14** | | | | | | | | | | |
| **The schedule is tentative, and subject to change.** | | | | | | | | | | |
| **1.** | An Overview of the Financial System | | | | | | | | | |
| **2.** | What Is Money | | | | | | | | | |
| **3.** | Defining Interest Rates | | | | | | | | | |
| **4.** | The Behavior of Interest Rates | | | | | | | | | |
| **5.** | The Risk and Term Structure of Interest Rates | | | | | | | | | |
| **6.** | Intellectual Property Management and Financing | | | | | | | | | |
| **7.** | **Midterm exam**  Economic Analysis of Financial Structure | | | | | | | | | |
| **8.** | **Autumn break** | | | | | | | | | |
| **9.** | Economic Anaylsis of Financial Regulation | | | | | | | | | |
| **10.** | Commercial Banking | | | | | | | | | |
| **11.** | Central Banking | | | | | | | | | |
| **12.** | Green banking | | | | | | | | | |
| **13.** | SME Financing | | | | | | | | | |
| **14.** | Banking Crises | | | | | | | | | |
| **Rational Including Aims:** | | | The main aim of the module is to create interconnection between corporate finance decisions and financial market mechanisms. As students already understood basic financial concepts the analysis of risk, market turbulences, and changes in regulatory decisions will be discussed. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. comprehend the foundations of the monetary system, 2. compare the impact of the different financial systems, 3. critically analyse the practical significance of financial theories, 4. explain the diversity of international thinking and perspectives. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. positive contribution to group (team) working 2. effective verbal presentation of ideas 3. effectiveness in argument and debate with peers 4. ability to cope with uncertainty (decision making) | | | | | | | |
| **Teaching and Learning Strategies:** | | | 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. | | | | | | | |
| **Assessment Scheme:** | | | The grade will be based on the following criteria:  Midterm: 20% (K1, K2, K3, S4)  Final exam: 50% (K1, K2, K3, K4, S4)   Research Projects / Presentations 10% (K3, K4, S1, S2, S3)  Case studies: 10% (K2, K3, K4, S4)  Short (pop) tests: 10% The instructor at his choosing may add up to 10 % points as deemed necessary for issues such as, but not limited to, pop tests, and extra credit projects.  Assessments handed after the duration of the deadline can count max. 50% of the originals. | | | | | | | |
| **Core Learning Material:** | | | Mishkin, F.C.: The Economics of Money, Banking and Financial Markets, Addison-Wesley 2006. | | | | | | | |
| **Optional Learning Material:** | | | Any other available textbooks are also accepted! See instructor! | | | | | | | |

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| **Code** | | **B12GMK13E** | | | **ECTS Credit** | **7** | | **HUN Credit** | **7** |
| **Term:** | | | | **4th semester** | | **Level:** | | **5** | | |
| **Module Title:** | | | | **FOUNDATION MARKETING** | | | | | | |
| **Module Leader:** | | | | **Dr. Krisztián Szűcs, PhD**  Assisstant Professor  **Petra Putzer**, PhD Candidate | | | **Office Hours:** |  | | |
| **Telephone:** | | | | +36 72 / 501-599 / 23200 | | | **E-mail:** |  | | |
| **Short Description:** | | | | Foundation Marketing is an introductory course to modern marketing theory and its practical application. It provides an overview of the principles and core concepts of modern marketing, basics to consumer behavior, marketing information, marketing management process and marketing tools. The course is a blend of lectures, seminars and off-class work. Theoretical issues are brought to practice by examples, case studies, in-class exercises and student-run field research. | | | | | | |
| **Sessions (weeks)** | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | |
| **1.** | Orientation  Defining marketing and the marketing process 1: Core concept of marketing - Managing profitable customer relationship | | | | | | | | | |
| **2.** | Defining marketing and the marketing process 2: Company and marketing strategy | | | | | | | | | |
| **3.** | Understanding the marketplace and consumers 1: The marketing environment | | | | | | | | | |
| **4.** | Understanding the marketplace and consumers 2: Consumer and buying behavior | | | | | | | | | |
| **5.** | Understanding the marketplace and consumers 3: Managing marketing information and marketing research | | | | | | | | | |
| **6.** | Designing a customer-driven marketing strategy: Market segmentation, targeting and positioning (STP-principle) | | | | | | | | | |
| **7.** | Designing the marketing mix 1: Products, services and branding strategies | | | | | | | | | |
| **8.** | Fall break | | | | | | | | | |
| **9.** | MIDTERM EXAM | | | | | | | | | |
| **11.** | Developing the Marketing Mix 2: New Product Development | | | | | | | | | |
| **12.** | Developing the Marketing Mix 3: Pricing Approaches and Strategies | | | | | | | | | |
| **13.** | Developing the Marketing Mix 4: Delivering Value - Marketing Channels | | | | | | | | | |
| **14.** | Developing the Marketing Mix 5: Integrated Marketing Communication | | | | | | | | | |
| **15.** | Presentations of field research findings  Deadline for submitting research papers | | | | | | | | | |
| **Rationale Including Aims:** | | | To develop an integrated view and a complex understanding of modern marketing: a mixture of principles, practices and tools in an increasingly unpredictable environment  To understand the marketing concepts and the basic steps of marketing management  To consider the importance of predicting and analyzing consumer's responses to marketing activities  To become familiar with the basic marketing research techniques and the fundamental marketing tools (marketing mix)  To consider moral and social aspects of marketing activities  To take part in group discussions and field research (projects)  To promote students’ interest in marketing as a career. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | Students upon completing the module   * will possess basic knowledge in marketing theory, marketing management activities, methods and tools used in the marketing process * will be able to define basic marketing issues and problems | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | Students upon completing the module   * will gain the ability to apply fundamental theoretical frameworks in daily business-life * will be able to recognize and solve basic marketing problems through creative thinking * will demonstrate skills in field research and will be able to write reports and develop presentation * will be able to develop team building skills and to work in group | | | | | | | |
| **Teaching and Learning Strategies:** | | | The course will be taught through the combination of lectures, seminars and student-run field research. Seminars include discussions of the actual themes, completion of class exercises and homework, mini case studies, online and offline resource analysis etc. Students will have to prepare individually and/or in groups for the following class by reading the assigned chapter of the textbook and/or completing other assignments. Students' reflections on the actual material and their contributions to the discussion are considered to be important elements of the learning process. Therefore students are required to attend prepared and ready for critical thinking. | | | | | | | |
| **Project work:** | | | Field research completed in a group of max. 3 according to the following: by visiting a local commercial unit, a service provider or a web store to observe, students are required to critically analyze a specific marketing activity or a marketing tool (e.g. introduction of a new product, developing or cutting back a brand or a brand range, adding or diminishing consumer services, starting or closing a distributional unit, launching a promotional tool etc.). Main questions to be answered: who, what, to whom, when, where, why, how, for how much? Other aspects: costumer expectation and satisfaction, competition, performance results etc. | | | | | | | |
| **Assessment scheme:** | | | Student performance will be assessed on the following criteria:  Active class participation: 10% (discussion, completion of worksheet exercises and other assignments) (S1, S2, S3, S4)  Midterm exam: 15% (K1, K2, S1, S2)  Presentation of project field research in group (including handed material in text and ppt form): 15% (K2, S1, S2, S3 S4)  Final exam: 60% (K1, K2, S1, S2)  Group work will be evaluated once groups present their field research findings and hand in their research results in text and ppt form. Field research is conducted by students outside classes.  Presentation materials handed in after the deadline can count max. 50% of the originals. | | | | | | | |
| **Core learning material:** | | | Armstrong, Gary - Kotler, Philip – Harker, Michael – Brennan, Ross (2009): Marketing: An Introduction. Pearson Education-Prentice-Hall. 648 pp ISBN: 978-0-273-71395-1 (Newer editions of the textbook are also accepted)  Supporting online resources: Companion Website for students (visit <http://www.pearsoned.co.uk/armstrong>)  Ppt presentations of the lectures, handouts (visit the course Coospace site) | | | | | | | |
| **Optional learning material:** | | | Józsa – Piskóti – Rekettye - Veres: Decision-oriented Marketing. KJK – KERSZÖV Legal and Business Publishers Ltd. Budapest 2005.  Kotler, Philip – Armstrong, Gary (2006): Principles of Marketing 11th International Edition. Prentice Hall  Kotler, Ph. – Armstrong, G. (1999): Principles of Marketing. Prentice Hall Europe, Second European Edition. | | | | | | | |

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| **Code** | | |  | | **ECTS Credit** | **7** | **HUN Credit** | | | **7** |
| **Term:** | | | **4th semester** | | **Level:** | **5** | | | | |
| **Module Title:** | | | **International economics** | | | | | | | |
| **Module Leader:** | | | **Dr. Tamás Sebestyén, PhD.**  Assistant professor | | **Office Hours:**  Mondays, 12.00-14.00 | |  | | | |
| **Telephone:** | | | 72 501 599/23150 | | **E-mail:** | | sebestyent@ktk.pte.hu | | | |
| **Short Description:** | | | The module aims to introduce the most important areas of international economics in a comprehensive perspective. The course provides introduction to the theory of trade and trade policy as well as the policy practices. It is also an important aim to analyze the macroeconomic theories when international economic relationships are considered as an inherent part of these models. The second half of the module is devoted to issues of international finance. | | | | | | | |
| **Sessions: 24 (two lectures per week)** | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | |
| **Date** | **Topic content** | | | | | | | **Readings** | | |
| **Week 1** | **Orientation and introduction. The topics of international economics** | | | | | | | Chapter 1. | | |
| **Week 1** | **World trade and the gravity model**. | | | | | | | Chapter 2. | | |
| **Week 2** | **Labour productivity and comparative advantage** | | | | | | | Chapter 3. | | |
| **Week 2** | **Specific factors and income distribution** | | | | | | | Chapter 4. | | |
| **Week 3** | **Resources and trade** | | | | | | | Chapter 5. | | |
| **Week 3** | **The standard trade model** | | | | | | | Chapter 6. | | |
| **Week 4** | **External Economies of scale** | | | | | | | Chapter 7. | | |
| **Week 4** | **Firms in the global economy** | | | | | | | Chapter 8. | | |
| **Week 5** | **Instruments of trade policy** | | | | | | | Chapter 9. | | |
| **Week 5** | **The political economy of trade policy** | | | | | | | Chapter 10. | | |
| **Week 6** | **Trade policy in developing countries** | | | | | | | Chapter 11. | | |
| **Week 6** | **Controversies in trade policy** | | | | | | | Chapter 12. | | |
| **Week 7** | **National income accounting and the balance of payments** | | | | | | | Chapter 13. | | |
| **Week 7** | **Exchange rates and the foreign exchange market** | | | | | | | Chapter 14 | | |
| **Week 8** | **Midterm exam** | | | | | | | - | | |
| **Week 8** | **Money, interest rates and the exchange rates** | | | | | | | Chapter 15. | | |
| **Week 9** | **Price levels and the exchange rate in the long run** | | | | | | | Chapter 16. | | |
| **Week 9** | **Output and exchange rates in the short run** | | | | | | | Chapter 17. | | |
| **Week 10** | **Fixed exchange rates and foreign exchange intervention** | | | | | | | Chapter 18. | | |
| **Week 10** | **International monetary systems** | | | | | | | Chapter 19. | | |
| **Week 11** | **Optimum currency areas** | | | | | | | Chapter 20. | | |
| **Week 11** | **Financial Globalization** | | | | | | | Chapter 21. | | |
| **Week 12** | **Developing countries** | | | | | | | Chapter 22. | | |
| **Learning Outcomes: Knowledge** | | | On completion of this module the successful student will be able to:   1. provide a critical outline on the competing concepts of international trade and income distribution. 2. critically evaluate the possible aims and tools of trade policy 3. contrast the role of the foreign exchange market and the main factors in relation to exchange rate movements | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to:   1. ability to conduct effective small-scale research (library use, information elicitation and handling, etc.) 2. positive contribution to group (team) working 3. effective verbal presentation of ideas | | | | | | | |
| **Teaching and Learning Strategies:** | | | 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. | | | | | | | |
| **Assessment Scheme:** | | | 1. **Class work** and **home assignment: 40%** (K1, K2, S1, S2, S3). 2. **Midterm exam**: **20%** (K1, K2, K3) 3. **Final examination: 40%** (K1, K2, K3, S1) | | | | | | | |
| **Required material:** | | | Krugman, P.R., Obstfeld, M., Melitz, M.J.: International Economics. Theory & Practice (ninth edition or later). | | | | | | | |
| **Optional material:** | | | Some reading material reflectig on actual problems in the field | | | | | | | |
| **Useful websites:** | | | http://wps.aw.com/aw\_krgmnobstf\_interecon\_9/ | | | | | | | |

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| **Code** | | KTKBABA-busfinNBA | | | **ECTS Credit** | **7** | | **HUN Credit** | **7** |
| **Term:** | | | | **5th semester** | | **Level:** | | **6** | |
| **Module Title:** | | | | **CORPORATE finance** | | | | | |
| **Module Leader:** | | | | **Dr. Mónika Kuti, PhD**  Assistant Professor | | | **Office Hours:** | To be announced | |
| **Telephone:** | | | | 501-599/ ext. 23126 | | | **E-mail:** | [kutim@ktk.pte.hu](mailto:kutim@ktk.pte.hu) | |
| **Short Description:** | | | | Students will be introduced to the basic corporate finance principles. Ratio analysis of financial statements; and valuation techniques of securities, projects and corporations are the building blocks of mainstream corporate finance literature and practice. | | | | | |
| **Sessions (weeks): 12** | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | |
| **1.** | **Introduction to Finance.** Finance in corporate systems, “set of contract model” of the firm, “investment vehicle” model of the firm, accounting model of the firm, separation of ownership and management, agency problem, value creation and measures of value | | | | | | | | |
| **2.** | **Time Value of Money.** Present value and future value of a simple sum, a mixed stream of cash flows, ordinary annuity, annuity due, and perpetuity, loan amortization table | | | | | | | | |
| **3.** | **Risk and Return.** Risk vs. return in a historical perspective, expected rate of return, required rate of return, portfolio risk, systematic and unsystematic risk, beta, CAPM | | | | | | | | |
| **4.** | **Bond and Stock Valuation.** Valuation models, bond risks, determinants of market interest, zero, constant and variable growth models (**Project 1)** | | | | | | | | |
| **5.** | **Cost of Capital (WACC).** Cost of debt, cost of preferred equity, cost of common equity, basic EVA | | | | | | | | |
| **6.** | **Capital Budgeting.** Net present value, payback period, discounted payback period, profitability index, IRR, MIRR. Decision trees, sensitivity analysis, break-even analysis (**Project 2)** | | | | | | | | |
| **7.** | **Financial Statement Analysis and Growth.** Annual reports, interrelationship between balance sheet, income statement and cash flow statement; ratio analysis (liquidity, profitability, asset management, debt, market ratios, DuPont ratio pyramid), limitations of ratio analysis. Growth and EFN | | | | | | | | |
| **8.** | **Working Capital Management.** Cash management, marketable securities, accounts receivable, inventory management, short-term finance, cash conversion cycle (**Project 3)** | | | | | | | | |
| **9.** | **Long-Term Finance and Financial Markets.** Long-term loans, bonds, debt covenants, preferred and common equity finance, capital markets. Efficient market hypothesis. | | | | | | | | |
| **10.** | **Capital Structure and Leverage.** DOL, DFL, DCL, EBIT-EPS analysis, MM proposition I-II, capital structure theories: agency theory, trade-off theory, pecking order theory, organizational theory. (**Project 4)** | | | | | | | | |
| **11.** | **Dividend Policy.** Dividend irrelevance theory, bird-in-the-hand theory, tax preference theory, signaling hypothesis, clientele effect, factors influencing dividend policy, stock splits, stock dividends, stock repurchases (Project 5) | | | | | | | | |
| **12.** | **Crowdfunding (Project 5**) | | | | | | | | |
| **Rationale Including Aims:** | | | The module aims are to:   1. Provide students with deepened knowledge and skills to equip them for a career in finance. 2. Develop the student’s competence in applying a range of financial analytical skills and valuation techniques. 3. Help students understand the complexity of financial statements. 4. Enhance the development of the students’ existing skills base, allowing for a cumulative learning experience. | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | By the end of this module successful students will be able to   1. provide a critical outline of the development of financial theories, 2. compare/contrast the main competing theories of current debate 3. evaluate the respective strengths and weaknesses of such theories 4. critically analyse their applications in practice | | | | | | |
| **Learning Outcomes:**  **Skills** | | | The course helps students understand how to   1. ability to conduct effective small-scale research (library use, information elicitation and handling, etc.) 2. ability to interpret basic datasets, 3. ability to cope with uncertainty (decision making) 4. ability to create a crowdfunding campaign | | | | | | |
| **Teaching, Learning Strategies:** | | | There are key elements in this module, which use a range of differing strategies to achieve the objectives:   * Teaching session enables students to understand theoretical and analytical material. * Projects provide opportunities for students to practice skills and apply knowledge developed during the session. Literature research deepens theoretical background and critical thinking. * Learning based crowdfunding as an innovative teaching method will be applied at the course to make students more adaptive to the digital era of finance. | | | | | | |
| **Assessment Scheme:** | | | **Assessment components** are as follows:   * **Project 1** (5 points) is the task to apply CAPM to stock valuation and critically evaluate findings. (K1, K2, K4, S2). * **Project 2** (5 points) is to calculate WACC and basic EVA, and to apply basic capital budgeting decisions to a corporate project. (K1, K2, K4, S2, S3). * **Project 3** (10 points) is financial statement analysis, including ratio analysis, interpretation of cash flow statement, working capital management and growth. (K1, K2,). * **Project 4** (10 points) is to interpret the capital structure choice of the company and to test the relevance of capital structure theories. (K1, K2, K4, S2, S3). * **Project 5** (20 points) is to prepare a crowdfunding campaign on pecs.hubbub.net (S4). Campaign launch is optional. * **Final exam** (50 points) (K1 – K4, S2, S3).   Minimum 50% is required on each component. | | | | | | |
| **Core Learning Materials:** | | | * Kuti Mónika (2016): Financial Analysis. PTE University Press. * Damodaran, A. (2010), Applied Corporate Finance. Wiley. 3rd edition. | | | | | | |
| **Optional Learning Material:** | | | * Damodaran online: http://pages.stern.nyu.edu/~adamodar/ * Clauss, F. J. (2010): Corporate financial analysis with Microsoft Excel. McGraw-Hill * finance.yahoo.com, www.nyse.com, www.thestreet.com, money.cnn.com | | | | | | |

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| **Code** | | **B12GMC05E** | | | **ECTS Credit** | **7.5** | | **HUN Credit** | | **7** |
| **Term:** | | | | **5th semester** | | **Level:** | | **6** | | |
| **Module Title:** | | | | **BUSINESS ECONOMICS** | | | | | | |
| **Module Leader:** | | | | **Dr. Kármen Kovács, PhD**  Associate Professor | | | **Office Hours:** | | Tuesday: 3.30–5.00 p.m. (Room B120) | |
| **Telephone:** | | | | Ext. 23186 | | | **E-mail:** | | [Karmen@ktk.pte.hu](mailto:Karmen@ktk.pte.hu) | |
| **Short Description:** | | | | The module is designed to analyse the impact of business objectives and of the firm’s internal organizational structure on business decision making, and to consider the competitive environment within which business decisions are made and the manner in which government interventions both direct and indirect affect the environment and the making of business decision. | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | |
| **1.** | Business Economics: The concept. Introduction of the subject.  Changing Demand and/or Supply. | | | | | | | | | |
| **2.** | Demand Analysis. | | | | | | | | | |
| **3.** | Production Analysis and Compensation Policy. | | | | | | | | | |
| **4.** | Cost Analysis and Estimation. | | | | | | | | | |
| **5.** | Competitive Markets: Characteristics, Profit Maximization, Firm Supply. | | | | | | | | | |
| **6.** | Performance and Strategy in Competitive Markets. | | | | | | | | | |
| **7.** | **Midterm exam**. | | | | | | | | | |
| **8.** | *Fall break.* | | | | | | | | | |
| **9.** | Monopoly as a Form of Market Structure. | | | | | | | | | |
| **10.** | Monopolistic Competition. Monopolistic Competition Price-Output Decisions. Monopolistic Competition Process. | | | | | | | | | |
| **11.** | Oligopoly. Oligopoly Output-Setting Models. Oligopoly Price-Setting Models. | | | | | | | | | |
| **12.** | Intangible Assets and Market Structure. | | | | | | | | | |
| **13.** | Game Theory and Competitive Strategy. | | | | | | | | | |
| **14.** | Pricing Practices, Price Discrimination. | | | | | | | | | |
| **Rationale Including Aims:** | | | To make the interconnection between microeconomics and the functional areas of business disciplines. To introduce student to the interaction between firm decision making and the competitive environment. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. To apply economic concepts and quantitative methods to solve managerial problems. 2. To critically evaluate the applications of economic theory to the firm. 3. To assess how the changing decision can alter the market in which the firm operates in. 4. To critically evaluate the interaction between competitors, their possible decision making, and behaviour. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. Ability to exercise quantitative analysis of managerial decisions taking into consideration of the firm’s external economic environment. 2. Ability to analyse market and corporate data and information in order to make managerial decisions in different market conditions. 3. Ability to integrate the various corporate functions (accounting, finance, HRM, marketing, operations management) to solve decision problems and critically evaluate the microeconomic assumptions in the real life setting. | | | | | | | |
| **Teaching and Learning Strategies:** | | | The module builds on the knowledge acquired in basic economic (micro, macro) and management (corporate finance, marketing, operations management, organisational behaviour) modules to enable students to quantitatively assess the interaction of these fields with the application of case study analysis. Emphasis is put on group work and group presentation besides the individual written assignments. Individual, group assignments will require the student to use academic journals, other information databases to learn the application of IT in business analysis and business decision making. | | | | | | | |
| **Assessment Scheme:** | | | The grade will be based on the following weights:   1. Midterm exam: 30% (K1, K2, K3, S1) 2. Final exam: 60% (K1, K2, K3, K4, S2) 3. Semester work, Project work: 10% (K4, S1, S2, S3)   Student is required to achieve at least 51% (pass) of each part of the assessment in order to receive a pass in aggregate. | | | | | | | |
| **Core Learning Materials:** | | | Hirschey, M. (2009), *Managerial Economics*. 12th ed. Mason: South Western. | | | | | | | |
| **Optional Learning Material:** | | | Gillespie, A. (2010), *Business Economics.* Oxford: Oxford University Press.  Lipczynski, J., Wilson, J. O. S. and Goddard, J. (2013), *Industrial Organization: Competition, Strategy, Policy.* 4th ed. Harlow: Pearson.  McGuigan, J. R., Moyer, R. C. and Harris, F. (2014), *Managerial Economics: Applications, Strategy, and Tactics.* 13th ed. Stamford: Cengage Learning: [South Western College].  Waldman, D. E. and Jensen, E. J. (2013), *Industrial Organization: Theory and Practice*. 4th ed. Boston: Pearson – Prentice Hall.  Wilkinson, N. (2005), *Managerial Economics: A Problem-Solving Approach*. Cambridge: Cambridge University Press. | | | | | | | |

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| **Code** | | **B12GMD01E** | | | **ECTS Credit** | **0** | | **HUN Credit** | | **0** |
| **Term:** | | | | **5th and 6th semesters** | | **Level:** | | **6** | | |
| **Module Title:** | | | | **PRoject Module I-II** | | | | | | |
| **Module Leader:** | | | | **Dr. Kármen Kovács, PhD**  Associate Professor | | | **Office Hours:** | | Tuesday: 3.30–5.00 p.m. (Room B120) | |
| **Telephone:** | | | | Ext. 23186 | | | **E-mail:** | | [Karmen@ktk.pte.hu](mailto:Karmen@ktk.pte.hu) | |
| **Short Description:** | | | | The project module is predominantly a self-managed special study. The overall objective for this module is to consolidate the student's learning at Bachelor's level. Within the broad objective it is possible for suitable projects to range from researching a management or business topic which is written up as a thesis at the end. Both theoretical as well as practical topics are welcome. Close supervision throughout is given, and is designed as a student’s first opportunity for investigate work. This module provides support so that the students can write about their thesis topic with a critical and creative approach of business and economic theories by the analysis of qualitative and quantitative methods. Students are given individual project supervision that is supported by seminars in research and project skills. Project Module I provides the basis for next semester Project Module II. | | | | | | |
| **Sessions (weeks): 14**  Three classes are held in the beginning of the semester. Moreover, students have to consult with their individual instructor at leastthree times during the semester. | | | | | | | | | | |
| **1.** | Class: Formal and content requirements of Project Module I and thesis. The process of researching and writing a thesis. | | | | | | | | | |
| **2.** | Class: Information sources, literature review and referencing. | | | | | | | | | |
| **3.** | Class: The structure of the dissertation. | | | | | | | | | |
| **4-14.** | Individual research and consultation with the supervisor. | | | | | | | | | |
| **Rationale Including Aims:** | | | The aim of the module is to provide students knowledge and skills about research methods, critical literature review and academic writing. The programme aims to develop the critical and analytical powers of the student in relation to research and write about a business or management topic. It will provide opportunities to develop researching and writing skills through the chosen thesis topic. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. To select and apply relevant academic and professional literature and information sources. 2. To critically evaluate the content of the publications related to the chosen thesis topic. 3. To critically evaluate and analyse business and management theories and models. 4. To organize and summarize them by a critical and creative approach, interpret and explain the theoretical and empirical research findings, provide conclusions and apply these in an academically applied context. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. Ability to provide critical analysis and interpretation of information about business and management situations and problems. 2. Ability to use different methods and techniques to evaluate and analyse business situations and data and draw conclusions from them. 3. Ability to interpret the research findings in an academic writing style. 4. Ability to apply correct citation and referencing. | | | | | | | |
| **Teaching and Learning Strategies:** | | | This project is an occasion for students to manage their own learning and especially, to learn from experience. They are assessed on how far they have developed their practical competence and enhanced their knowledge in the area of their project and have been able to generalise this particular experience for the benefit of a wider audience. | | | | | | | |
| **Assessment Scheme:** | | | The signature at the end of semester I is based on four parts:   1. Choosing thesis topic and supervisor in Neptun (2-21 October 2017) 2. Submitting one chapter (literature review) (at least 10 pages) of the thesis to the Project Module leader to the Neptun (deadline 3 January 2018): Pre-evaluation by the PM leader (citation & referencing, applying professional sources, structure). If it is accepted, student can submit it to the supervisor for evaluation. If it is not accepted, student has to improve it (deadline 10 January 2018). (C8, C9) 3. Supervisor Contact Form (3 consultations are required, deadline 17 January 2018) (M2) 4. Supervisor Contact Form with the supervisor’s evaluation and signature (student work effort, the quality of the submitted one chapter (10 pages), deadline 17 January 2018) (C8, C9)   All parts are necessary to get a signature.  The signature at the end of semester II is based on two parts:   1. Supervisor Contact Form (3 consultations are required, student work effort and performance, deadline 2 May 2018 (M2) 2. The thesis will be assessed by two lecturers, one of them is the project supervisor and the other will be nominated by the programme leader, grades range 1-5. (C8, C9, M4)   Both parts are necessary to get a signature.  The Supervisor Contact Form has to be submitted to the module leader by 2 May 2018 by the student.  The whole thesis submission deadline is 2 May 2018. Place: Study Department  Formal requirements of the resulting thesis:   * Two bounded copies and an electronic version, 30 to 60 standard typed pages — 30 lines, 60 letters/line, 1800 character/page — excluding attachments and tables * The first page is the title page, that includes the name of the university, the faculty and the programme (University of Pécs, Faculty of Business and Economics, English Language Programmes, Bachelor of Arts in Business Administration), the title, the name of the candidate, the name of the instructor, the date of the submission, * All figures and tables must be numbered continuously, * The sources of quotations and references must be given each and every times, * The complete list of references must be given at the end of the thesis.   **The language of the thesis must be English.** | | | | | | | |
| **Core Learning Materials:** | | | There is no required textbook, literature is based on individual needs of the student and topic.  Fischer, C. et al. (2007), Researching and Writing a Dissertation: A Guidebook for Business Students. 2nd ed. Harlow: Financial Times Prentice Hall. | | | | | | | |
| **Optional Learning Material:** | | | Brown, R. B. (2006), Doing Your Dissertation in Business and Management: The Reality of Researching and Writing. London: SAGE.  Deane, M. (2010), Academic research, writing & referencing. Harlow: Pearson.  Grix, J. (2004), The foundations of research. New York: Palgrave Macmillan.  Hart, C. (2008), Doing a literature review: Releasing the social science research imagination. London [etc.]: Sage Publications.  Machi, L. A. and McEvoy, B. T. (2009), The literature review: Six steps to success. Thousand Oaks : Corwin Press.  Neville, C. (2010), The complete guide to referencing and avoiding plagiarism. 2nd ed. Maidenhead: Open University Press.  Saunders, M., Lewis, P. and Thornhill, A. (2007), Research methods for business students. 4th ed. Harlow; New York: Financial Times - Prentice Hall. | | | | | | | |

**B1: Core Methodology Modules**

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| **Code** |  | | | **ECTS Credit** | **7** | | **HUN Credit** | **7** |
| **Term:** | | | **3rd semester** | | **Level:** | | **5** | |
| **Module Title:** | | | **OrganiSational BehavioUr** | | | | | |
| **Module Leader:** | | | **Zsuzsanna Vitai**  Associate Professor | | | **Office Hours:** | Monday: 10-11 a.m. | |
| **Tutorial assistant:** | | | **Julianna Németh**  PhD student | | | **Office Hours:** | Monday: 9 30- 10 30 a.m. | |
| **Telephone:** | | |  | | | **E-mail:** | Julianna Németh:  N.A.  Zsuzsanna Vitai:  N.A. | |
| **Short Description:** | | | This module concerns work-based organizations and the forms of behavior which people can be expected to show in them. It serves as an introduction to the conceptual and theoretical basis of Organisational Behaviour and Organisation Theory, focusing on the operation of work organizations and the particular problems and encounters associated with the human side of the business. The module aims to show students the concepts, controversies, and applications of Organisational Behaviour. | | | | | |
| **Sessions (weeks): 14** | | | | | | | | |
| **The schedule is tentative and subject to change!** | | | | | | | | |
| **05. 09.**  **07. 09.** | | Introduction, requirements. What is Organizational Behaviour?  **Tutorial:** *How much do we already know?* | | | | | | |
| **12.09.**  **14. 09.** | | Diversity in Organizations, Attitudes and Job Satisfaction  **Tutorial:** *What about your attitudes?* | | | | | | |
| **19.09.**  **21.09.** | | Personality and Values  **Tutorial**: *Who we are?* | | | | | | |
| **26.09. 28.09.** | | Perception  **Tutorial:** *Are you sure?* | | | | | | |
| **03.10.**  **05.10.** | | Learning  **Tutorial:** *How do people learn?* | | | | | | |
| **10.10.**  **12.10.** | | Motivation; Concepts  **Tutorial:** *Are you driven to succeed?* | | | | | | |
| **17.10.**  **19.10** | | Communication  **Tutorial:** *Can you express what you want to say?* | | | | | | |
| **02. 11** | | Skills day – soft skills tutorial | | | | | | |
| **07.11.**  **09.11.** | | Foundations of Group Behaviour  **Tutorial:** *How tough are you?* | | | | | | |
| **14.11.**  **16.11.** | | Leadership Theories and Issues  **Tutorial:** *Are you a leader?* | | | | | | |
| **21.11.**  **23.11.** | | Power and Politics  **Tutorial:** *Can you use power?* | | | | | | |
| **28.11.**  **30.11.** | | Conflict and Negotiation  **Tutorial:** *Can you defend your interest?* | | | | | | |
| **05.12.**  **07.12.** | | Pre-examination Revision Week – no class, reading week! | | | | | | |
| **Rationale including Aims:** | | | The module provides a comprehensive introduction for undergraduates to human behavior in organizations and is a starting point for further studies in the field of Management. It aims to show the historical features and most significant theories in the field and to cover all those topics which are relevant for organizations. | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of the course students will be able to:   1. understand types of organizations as encountered in business; 2. critically evaluate the historical development of both OB; 3. understand individuals and group processes; 4. compare the operation of organizational dynamics. | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. ability to interact with people in the work environment; 2. ability to argue their ideas in a professional manner; 3. critically judge real-life management problems; 4. positive contribution to the group (team) work 5. ability to manage time efficiently | | | | | |
| **Teaching and Learning Strategies:** | | | The directed study will be the principle followed: 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. | | | | | |
| **Assessment Scheme:** | | | * 1 Final Examination (50%) (K1 – K4, S2, S5) * Class Participation 30%, (K2, K3, K4, S1, S2, S4) * Midterm Test 20% , (K1 – K4, S3, S5)   , Midterm exam: 200 points  Class participation:  quizzes: 10\*15 = 150 points  group work: 10\*5 = 50 points + 100 points for the last class  Cl Final exam: 200 points  **Students must pass all of these elements to be deemed to have passed the module! (you have to achieve a minimum of 51% of each element to pass it)**  TThe final mark awarded will be determined by the percentage given (as below):  **0-50% - 1 fail**  **51-60% - 2 acceptable pass mark**  **61-74% - 3 medium grade**  **75-87% - 4 good**  **88-100% - 5 best mark** | | | | | |
| **Core Learning Materials:** | | | Robbins., S.P.: Organisational Behavior 14th edition or any later edition either European or the US  Handouts | | | | | |
| **Optional Learning Material:** | | | Any OB book in the library published post-2010 | | | | | |

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| **Code** | | | **ECO12203** | | | **ECTS Credit** | | **7,5** | | **HUN Credit** | **6** |
| **Module Title:** | | | **INTERNATIONAL BUSINESS** | | | | | | | | |
| **Module Leader:** | | | János Csapó, PhD;  Viktória Gerdesics | | | | **Office Hours** | | Monday 10.00-12.00 am  Wednesday 9.30-10.45 am | | |
| **Telephone:** | | | +36 72 501-599 / 23276 | | | | **e-mail:** | | [csapo.janos@ktk.pte.hu](mailto:csapo.janos@ktk.pte.hu)  [gerdesics@ktk.pte.hu](mailto:gerdesics@ktk.pte.hu) | | |
| **Short Description:** | | | 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. Possible internal responses 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 our 21st century. Business principles learned in other modules are applied here, but from an *international* perspective. | | | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | | | |
| **1.** | | Introduction – Globalisation | | | | | | | | | |
| **2.** | | Cross-cultural business | | | | | | | | | |
| **3.** | | Political economy and ethics | | | | | | | | | |
| **4.** | | Economic development of nations | | | | | | | | | |
| **5.** | | International trade theory, Political economy of trade | | | | | | | | | |
| **6.** | | Foreign direct investment | | | | | | | | | |
| **7.** | | Regional economic integration | | | | | | | | | |
| **8.** | | **Autumn Break** | | | | | | | | | |
| **9.** | | International strategy and organization | | | | | | | | | |
| **10.** | | Analysing international opportunities | | | | | | | | | |
| **11.** | | Selecting and managing entry modes | | | | | | | | | |
| **12.** | | Developing and marketing products | | | | | | | | | |
| **13.** | | Managing international operations | | | | | | | | | |
| **14.** | | Hiring and managing people | | | | | | | | | |
| **Rationale Including Aims:** | | | | This module aims to:  (i) Define the academic framework within which international business has developed, and distinguish between this type of business and globalisation.  (ii) Provide analytical tools for systematically dissecting the various motivations behind international business development.  (iii) Emphasise the various ways in which companies seek to gain competitive advantage at the international level.  (iv) Apply current research innovations to interpretations of international business strategies | | | | | | | |
| **Learning Outcomes: Knowledge and Skills** | | | | On the successful completion of the module students will be able to:  (i) Demonstrate an insight into the theoretical and managerial field of international business, and in particular to appreciate the distinctive characteristics of managerial processes within the international business environment.  (ii) Understand how the companies are managing in today's volatile environments what type of analysis is needed to enter foreign markets and how best can companies manage their foreign operations.  (iii) Appreciate issues of international trade, the trading blocks especially the European Union and the role of international organizations on company strategy. At the company level students are expected to understand the impact of cultural differences and how can companies handle cross cultural communication and negotiations.  (iv) See the importance of strategic issues of companies; the entry strategies, export related issues, strategic alliances and global marketing and research issues.  (v) Assess the foreign investment decisions of international business in terms of the aims and structuring and evaluating options.  (vi) Apply analytical frameworks in the study of cases.  (vii) Work in teams using ICT in the preparation and writing of academic essays. | | | | | | | |
| **Teaching and Learning Strategies:** | | | | The module will be delivered through lectures and seminars. The latter will comprise a combination of tasks, discussions and quizzes on topical issues in the international business issues, and 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 the business news media (e.g. Financial Times and the Economist) in order to ground student learning through the identification of topical and recognisable examples. Consultative sessions prior to and following delivery of the group assessment will also feature in the teaching programme. | | | | | | | |
| **Assessment Scheme:** | | | | The module assessment consists of a mixture of coursework (40%) and examination (60%). Coursework includes case discussion, country report presentation (group work), and individual contribution (article reading and presentation).  Knowledge of the substantive material covered in the course is of central importance. However, as in the business world, the ability to communicate knowledge orally and in writing is also very important.  Class work (20%)  Each student should participate in different kinds of class work. After the lectures at the seminar meetings several tasks will be published by the tutor, for instance essays or case studies will be elaborated by the student individually and the student will be asked to answer some questions at the end of the meeting. The students will be involved in group discussions as well.  European Issue Project – Group work (20%)  The student will be part of a group and will be assigned a topic about the European Union. The student group will be given a special theme on European integration and will carry out an analysis on that topic. Required length of the written material will be cca. 2000 words (7-8 pages, excluded title page, tables and exhibits). It is worth 10% of the final mark and will be evaluated by the instructor.  The group will provide a formal presentation to the class. As such, all group members are expected to dress in formal business attire. Although, the entire group is not expected to attend presentation.  Assignment requires a fifteen (10) minute presentation followed by a five (5) minute question and answer period. The group presentation is worth 10% of the final mark and it will be evaluated by the class members as it follows:  a) Approach.  b) The use of appropriate vocabulary and explanation.  c) Information (analysis).  d) Research and supporting materials.  e) Conclusion and real world experience application.  These presentations are expected to incorporate the concepts and theories that have been assigned in this class, if it is possible.  Final Examination (60%)  Final exam will consist of true-false and multiple choice questions and short answer questions as well covering the material in International Business by Wild & Wild (2012).  It is required to gain at least 51% of all the major elements of the marking system (class work, group work, final examination) to pass the semester.  The final mark will be calculated on a numerical scale during the semester, determined at the end of the course. Each marked item will be given a score value and the percentage of scores to total scores will determine the final grade.  Grading levels for final graduation  88 - 100 % = 5  75 - 87 % = 4  61 - 74 % = 3  51 - 60 % = 2  below 50 % = 1 | | | | | | | |
| **Further on Assessment:** | | | | The examination contains a range of questions designed to cover the learning outcomes of the module. Questions are designed to test the student’s basic knowledge and comprehension of the material taught. Answers require an application of theory/model, or number when appropriate. Questions are designed to assess critical and analytical ability and provide a means to ‘stretch’ good students.  In order to pass the module students must get at least 51% in each of the two elements. | | | | | | |
| **Core Learning Materials:** | | | | Wild, J.J., Wild, K.L. (2012), *International Business* (8/e.), Harlow: Pearson (Previous and newer editions also can be used.) | | | | | | | |
| **Articles and Case Studies:** | | | | To be distributed on week-by-week basis. | | | | | | | |
| **Optional Learning Material:** | | | | Rugman, Alan M. and Simon Collinson (2012), *International Business 6/e,* Harlow: Pearson | | | | | | | |
| **Useful Websites:** | | | | [www.worldbank.org](http://www.worldbank.org)  [www.imf.org](http://www.imf.org)  [www.wto.org](http://www.wto.org)  [www.intracen.org](http://www.intracen.org)  [www.unctad.org](http://www.unctad.org)  [europa.eu](http://www.europa.eu)  [www.economist.com](http://www.economist.com)  [www.ft.com](http://www.ft.com)  [www.wsj.com](http://www.wsj.com)  [www.bbc.com](http://www.bbc.com)  [www.cnn.com](http://www.cnn.com)  [www.bbj.com](http://www.bbj.com) | | | | | | | |

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| **Code** | **HRM 12202** | | | **ECTS Credit** | **7,5** | | | **HUN Credit** | **7** |
| **Module Title:** | | | **HUMAN RESOURCE MANAGEMENT** | | | | | | |
| **Module Leader:** | | | **Zsuzsanna Vitai** | | | **Office Hours:** | **Monday:** 15 p.m. – 16. p.m.  Or by appointment via the Program’s secretary, Livia Tóth | | |
| **Telephone:** | | |  | | | **E-mail:** |  | | |
| **Short Description:** | | | This module seeks to provide an 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. | | | | | | |
| **Sessions (two times per week):** | | | | | | | | | |
|  | | | | | | | | | |
| **02. 07. T** | | Introduction, Requirements.  Grouping Referencing | | | | | | | |
| **02. 08. W** | | **What is HR?** Tutorial. | | | | | | | |
| **02. 14. T** | | Presentation about your company 10 groups 6 minutes each + on paper summarize the facts in 1 page. | | | | | | | |
| **02. 15. W** | | The Legal Environment – USA and Europe with Internet Q and A  **Task 1** Apply to companies diversity, equal employment | | | | | | | |
| **02. 21. T** | | Managing Diversity, Equal Employment presentations, and discussion | | | | | | | |
| **02. 22. W** | | Jobs tutorial. *Quiz closed book*, Job Analysis, Job Description  **Task 2** Apply job design to companies | | | | | | | |
| **02. 28. T** | | Job design applied to companies, presentations and discussion | | | | | | | |
| **03. 01. W** | | Recruitment tutorial. *Quiz closed book*  **Task 3** Apply to companies | | | | | | | |
| **03. 07. T** | | Recruitment presentations and discussion | | | | | | | |
| **03. 08. W** | | Selection and Placement tutorial. *Quiz closed book* | | | | | | | |
| **03. 14. T** | | Selection and Placement presentation and discussion | | | | | | | |
| **03. 22. W.** | | Training implications of a newly hired employee  **Task 4** Apply to Companies | | | | | | | |
| **03. 28. T** | | Training and development presentations and discussion | | | | | | | |
| **03. 29. W** | | Performance Management and Appraisal tutorial. *Quiz closed book*. | | | | | | | |
| **04. 04. T** | | Performance Management and Appraisal presentations and discussion | | | | | | | |
| **04. 05. W** | | Total Rewards and Compensation tutorial. *Quiz closed book*  Task 5 Apply to companies | | | | | | | |
| **04. 11.T.** | | Total Rewards and Compensation presentations and discussion | | | | | | | |
| **04. 12. W** | | Variable Pay and Executive Compensation, Managing Employee Benefits tutorial. *Quiz closed book*  **Task 6** Apply to companies | | | | | | | |
| **04. 25. T** | | Variable Pay and Executive Compensation, Managing Employee Benefits presentation and discussion | | | | | | | |
| **04. 26. W** | | Organization/Individual Relations and Retention tutorial *Quiz closed book*  **Task 7** Apply to companies | | | | | | | |
| **05. 02. T** | | Organization/Individual Relations and Retention presentations and discussion | | | | | | | |
| **05. 03. W** | | Employee Rights and Responsibilities tutorial *Quiz closed book* | | | | | | | |
| **05. 09. T** | | Strategic HR Management and Planning – Course wrap-up | | | | | | | |
| **Rationale Including Aims:** | | | It is intended that 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 effective employee.  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. | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | Developing an understanding of the strengths and weaknesses of various techniques, concepts, and theories of Human Resource Management (HRM). Promoting the realistic understanding of business as a whole, including global business issues and challenges. | | | | | | |
| **Learning Outcomes:**  **Skills** | | | Applying conceptual frameworks to the identification and solution of problems in HRM. Enhancing analytical and presentational skills. Written and oral communication skills are required and will be developed further as individual skills together with team-building and collaborative working in an international environment. | | | | | | |
| **Teaching and Learning Strategies:** | | | The module will be taught by the “flipped classroom” approach, video lectures will be provided and the textbook specified. Students have to:   * watch the assigned video **BEFORE CLASS** * read the specified chapter **BEFORE CLASS** * participate actively in problems-solving at tutorials * do independent research and then * present their findings week-by-week.   Presentations and critical discussion skills will be built and evaluated. Concepts will be illustrated and clarified by case studies, videos and role plays at the tutorials. | | | | | | |
| **Assessment Scheme:** | | | Final Examination 60%, Class Participation 20%, Midterm Exam 20%  Final Examination: 200 points, Midterm Examination 200 points, Class participation 8 x 100 pts (10 pts each given for presentation and discussion)  Maximum attainable points: **100**  ***Students must pass all of these elements to be deemed to have passed the module! Even if you scored maximum on the midterm exam and have all class participation points if you do not show up on the final exam and do not score a minimum of 50% you have failed!***  The final mark awarded will be determined by the percentage given (as below):  **0-50% - 1**  **51-60% - 2**  **61-74% - 3**  **75-87% - 4**  **88-100% - 5** | | | | | | |
| **Core Learning Materials:** | | | 1. Mathis, R.L., Jackson, J.H.: Human Resource Management 12th or any later edition Thomson South-Western 2. Handouts and articles | | | | | | |
| **Optional Learning Material:** | | | Any HRM book in the library published post-2008 | | | | | | |

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| **Code** | **STR 13201** | | | **ECTS Credit** | **7,5** | | | **HUN Credit** | **7** |
| **Module Title:** | | | **Strategic management** | | | | | | |
| **Module Leader:** | | | **Kia Goolesorkhi**  PhD  Assistant Professor | | | **Office Hours:** | Tuesday:14:00-16:00 | | |
| **Telephone:** | | | +36 72 501-599 / 3318  +36 20 9574021 | | | **E-mail:** | [kia@ktk.pte.hu](mailto:kia@ktk.pte.hu)  [fbseup@gmail.com](mailto:fbseup@gmail.com) | | |
| **Short Description:** | | | Strategic management focuses on the organization as a whole and its interactions with its environment. The corporate world is in the process of transformation driven by information technology and globalization. Strategic management takes a panoramic view of this changing terrain. It attempts to show how large and small companies can be more effective and efficient not only in today’s world, but in tomorrow’s as well. | | | | | | |
| **Sessions (weeks):** Wednesday 16:00-20:00 | | | | | | | | | |
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| **1.**  07.09 | | **Basic concept of strategic management and its system.**  Method of the course Introduction of Key concepts*:* Strategic Audit | | | | | | | |
| **2.**  14.09 | | **Corporate Governance, Corporate Structure, Leadership Styles**  Discussion: Strategic issues in not-for profit organizations.  Client Meetings Due | | | | | | | |
| **3.**  21.09 | | **Internal Scanning (a)** : Evaluating the business objectives of a corporation and analyzing its value chain, basic organizational decision processes and governance.  **External Environmental scanning (a) : STEEPLE**  *Reading all groups:* Wheelen and Hunger Chapter 3. *Case*: Singapore Telecom. | | | | | | | |
| **4.**  28.30 | | **Internal scanning (b):** The VROI and VIDE tests, organizational growth analysis.  **Issues related to “Outsourcing” and “Off-shoring”.**  **External Environmental scanning (b): Porter’s 5 forces , Value Network Analysis**  *All Groups’ Reading:* Wheelen Chapter 4. *Case*: Waterford Wedgwood. Wheelen Chapter 12., 13 *Cases*: Tyson Food and Hershey’s Food | | | | | | | |
| **5.**  05.10 | | **Strategy formulation**  *Tools: BCG and Parenting Fix matrices, Bowman’s Clock, GE Grid, Ansoff’s matrix, SFAS summary*  *All Groups’* *Reading :* Wheelen Chapter 6.,7. *Cases*: Harley-Davidson, Maytag. Earlier chapters 1-6. | | | | | | | |
| **6.**  12.10 | | **Strategy implementation (1)**: Organizing for action. Programs, Plans and Budgets.  **Strategic issues in entrepreneurial ventures and small business**  **Strategic issues in managing technology and innovation.**  *All Groups’ Reading:* Wheelen Chapter 8. *Case*: Adrenalin Air Sport. | | | | | | | |
| **7.**  **19.10** | | **Strategy implementation (2):** Staffing and directing. Revisiting change programs, leadership, management, governance, structure, process, KSAO fit-gap  Case Adrenalin discussions  *All Groups’ Reading:* Wheelen Chapter 9. *, Case*: Vermont Teddy Bear. Articles from Coo-space on strategic HR and staffing . | | | | | | | |
| **8.**  **02.11** | | **Midterm exam**: based on Internal Audit**, discussed** cases, class discussions, articles, theories, analytical tools | | | | | | | |
| **9.**  09.11. | | **Evaluation and control:** Qualitative and Quantitative performance measurement methods, Effectiveness vs. Efficacy, Efficiency, Productivity,360 degrees concept, balanced score card.  **Designing an Effective Monitoring System**  *All Groups’ Reading:* Wheelen Chapter 11. *Case*: Mercedes-Benz and Swatch.  Articles on evaluation and control | | | | | | | |
| **9.**  16.11 | | **Research week IFAS : Finalizing Client and internal Audit** | | | | | | | |
| **10.**  **23.11** | | **Research week Finalizing EFAS (1) :** Meso Environment Audi  KPI list (1) | | | | | | | |
| **11.**  30.11 | | **Research week Finalizing EFAS (2)**  KPI list 2 –Change Programs | | | | | | | |
| **12.**  07.12 | | **Presentation on the Strategic Management System of the selected company**  Covering Balanced scorecard , Catalyst Governance and Feedback systems | | | | | | | |
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| **Rationale Including Aims:** | | Strategic management is primarily concerned with environment, corporate objectives, resources, core competencies, and competition, organization and corporate culture. Aim: How to compose these components to be successful in the international competition. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | After completing this module, students will be familiar with the environmental factors, the strategy making process: how to formulate and implement strategies in a rapidly changing competitive international environment. | | | | | | |
| **Learning Outcomes:**  **Skills** | | | The students will be able to analyze and handle complex strategic situations in an international environment, will be able to apply up to date strategic management principles and tools. Teamwork, including the ability to lead, team selection, delegation, development and management. | | | | | | |
| **Teaching and Learning Strategies:** | | | The course consists of lectures, case study analysis, group work, presentations. Continuous learning is required: the learning process is checked at each class through presentation, case discussions and problem solving. | | | | | | |
| **Assessment Scheme:** | | | Final mark:   * 30% class performance including :   (10%) weekly discussions and deliverables  (20%) Paper and presentations on “Strategic Management System of the selected company”   * (20%) open book midterm exam. (Case Study analysis + Discussions on theories and practices) * (50%) open book final exam (Case Study analysis + Discussions on theories and practices) | | | | | | |
| **Core Learning Materials:** | | | Thomas L. Wheelen – J. David Hunger: Strategic Management and Business Policy. Pearson-Prentice Hall, 2011 | | | | | | |
| **Optional Learning Material:** | | | Battacharya, Korschun : The Role of Corporate Social Responsibility in Strengthening Multiple Stakeholder Relationships: A Field Experiment,Journal of the Academy of Marketing Science2006; 34; 158  Macdonald, Assimakopoulos, Anderson : Education and Training for Innovation in SMEs International Small Business Journal 2007; 25; 77  The HBR List – Breakthrough Ideas for 2004. HBR February 2004.  Melancon ,Williams : Competency-Based Assessment Center Design-A Case Study Advances in Developing Human Resources , 2006; 8; 283  Ireland,Hitt, Viadyanath  **:** Alliance Management as a Source of Competitive Advantage Journal of Management2002; 28; 413  Ashton, James E. - Frank X. Cook, Jr - Paul Schmitz: Uncovering Hidden Value in a Midsize Manufacturing Company. HBR June 2003 111-119.  Boyd, Gavin and John H. Dunning (ed.): Structural Change and Cooperation in the Global Economy. "New Horizons in International Business Series", 1999  Cohen, Stephen S. and Gavin Boyd (ed.): Corporate Governance and Globalization. "New Horizons in International Business Series", 2000  Farrel, Diana: The Real New Economy. HBR October 2003. 104-112.  Ghemawat, Pankaj: The Forgotten Strategy. HBR Nov 2003.  Nohria, Nitin -William Joyce - Bruce Robertson: What Really Works HBR Jul 43-52, 2003  Pillmore, Eric M.: How We"re Fixing Up Tyco? HBR Dec 2003 96-103.  Porter, Michael: Strategy and the Internet. HBR, March, 2001.  Prahalad, C. K. - Kenneth Lieberthal: The End of Corporate Imperialism. HBR August 2003  Role in CEO Succession. HBR May-June 1999 96-105.  Wartick, Steven - Donna J. Wood: International Business and Society. Blackwell, Oxford, UK, 1998 (chapters 1-4, 6-7.) | | | | | | |

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| **Code** | | **FIN 13105** | | **ECTS Credit** | **7,5** | **HUN Credit** | | **7** |
| **Module Title:** | | | **INVESTMENTS** | | | | | |
| **Module**  **Leader:** | | | **Dr. Zsolt Bedő, PhD.**  Assistant professor | | **Office**  **Hours:** | | Zsolt Bedő, Monday 8:30 – 10:00 | |
| **Telephone:** | | | 72/501599,  Zsolt Bedő ext. 23436 | | **E-mail:** | | [zsoltbedo@ktk.pte.hu](mailto:zsoltbedo@ktk.pte.hu) | |
| **Short**  **Description:** | | | 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 from opinions in issues like the financial and economic crises situations in the past. | | | | | |
| **Sessions (weeks): 14** | | | | | | | | |
| **The syllabus is tentative and subject to change.** | | | | | | | | |
| **1.**  **(02.09.)** | Introduction and Risk and risk aversion I. p.: 142 – 155, 165 – 169. | | | | | | | |
| **2.**  **(02.16.)** | Introduction to options theory, Put-call parity and imperfect market conditions / *News Watch* | | | | | | | |
| **3.**  **(02.23.)** | Option valuation (binomial pricing) /News watch | | | | | | | |
| **4.**  **(03.02.)** | Option valuation BS model/ *News Watch* | | | | | | | |
| **5.**  **(03.09.)** | Option trading strategies / News watch | | | | | | | |
| **6.**  **(03.16.)** | Case study discussion | | | | | | | |
| **7.**  **(03.23.)** | Q&A session  Midterm | | | | | | | |
| **8.**  **(03.30.)** | Risk and risk aversion II. p.: 142 – 155, 165 – 169. / *News Watch* | | | | | | | |
| **9.**  **(04.06.)** | Capital allocation between risky and risk free assets. p.: 171 – 184. / *News Watch* | | | | | | | |
| **10.**  **(04.13.)** | Optimal risky portfolio I. p.: 192 – 210. / *News Watch* | | | | | | | |
| **11.**  **(04.20.)** | *Spring break* | | | | | | | |
| **12.**  **(04.27.)** | Capital Asset Pricing Model (CAPM) II. p.: 236 – 248. Single Index Model (SIM). p.: 266 – 275, Arbitrage Pricing Theory (APT). p.: 289 – 298. / News Watch | | | | | | | |
| **13.**  **(05.04.)** | Efficient Market Hypothesis (EMH)/Behavioral finance. p.: 338 – 351. / *News Watch* | | | | | | | |
| **14.**  **(05.11.)** | Case study discussion | | | | | | | |
| **Required**  **material:** | | | * Zvi Bodie, Alex Kane, Alan J. Marcus: “Investments”, Sixth Edition, Irwin, 2005. | | | | | |
| **Optional**  **material:** | | | * 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. | | | | | |
| **Learning**  **Outcomes:**  **Skills** | | | On the completion of this course you should be able to:  • Understand the corporate factors driving stock prices.  • Determine the investment attitudes for different actors.  • Design a portfolio for companies with different risk preferences.  • Understand the basic equilibrium forces of stock markets. | | | | | |
| **Teaching and**  **Learning**  **Strategies:** | | | The joint application of theoretical and practical teaching methods should enable students to understand mechanisms driving equity prices. The continuous observation of weekly events on news channels should bring practice closer to theory, providing an invaluable tool for student. In order to achieve the best outcome student is required to monitor real life economic events, which with the application of Reuters’ database can be analyze in class and at home. | | | | | |
| **Assessment**  **Scheme:** | | | News watch – 10%  Case study – 2x10% = 20%  Midterm exam – 30%  Final exam – 40% | | | | | |
| **Further on**  **Assessment:** | | | **News Watch Project:** Students are to form 10 groups by the end of the first week. Each group selects a topic form the daily news that each of them process and analyze each week. The assessment of the topics is to be based on 10 daily business news articles from sources like The Economist, WSJ, …etc.. Groups to present their weekly news watch prepare ppt slideshows and upload them onto Neptun Meetstreet. Beside the ppt slideshow a 1 page summary (Times new Roman, 12 font, 1,5 space) is to be written and to be uploaded as well. Groups are to upload the ppt and the summary by 17:00 each Wednesday. In class a group is selected on sight to present their news watch in 15 minutes. The provocation of class discussion is rewarded.  **Case study:** Groups will hate to solve case studies distributed beforehand. Case discussions will be in class, cases have to be presented in a way that class mates are involved in the discussion.  **Midterm exam:** 90 minute unseen closed book exam. | | | | | |
| **Usefull links:** | | | * www.virtualstockexchange.com * https://3000xtra.glbl1.reuters.com/asp/login.asp?NFuse\_loginErrorI d=On * <http://finance.yahoo.com/> * www.freelunch.com * http://www.bet.hu/onlinesz/index.html * http://www.nyse.com/ * http://www.euronext.com/ * http://www.ici.org/ * http://www.fundaccess.hu/ * http://money.cnn.com * www.investorlinks.com | | | | | |

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| **Code** | **B12GMK15E** | | | | **ECTS Credit** | **7** | **HUN Credit** | **7** |
| **Term:** | | | | **6th semester** | | **Level:** | **6** | |
| **Module Title:** | | | | **Operations Management** | | | | |
| **Module Leader:** | | | | **Dr. József Vörös, DSc.**  professor  **Dr. Zsuzsanna Hauck,**  assistant professor  **Katalin Atanazovné Hartung,**  assistant lecturer | | **Office Hours:** | Tuesday, 15:30-17:00, B119  Monday, 15:00-17:00, B120 | |
| **Telephone:** | | | | 72/501-599/23153  72/501-599/23145 | | **E-mail:** | [hauckzs@ktk.pte.hu](mailto:hauckzs@ktk.pte.hu)  hartungk@ktk.pte.hu | |
| **Short Description:** | | | | Operations management deals with the efficient utilization of resources to produce products and services. Operations play a crucial role in achieving business objectives, helps understanding how companies should gain competitive advantage. Operations management comprehends three broad issues: how to design the operating system to serve business strategy, planning and controlling operations processes, and scheduling operations. | | | | |
| **Sessions (weeks): 12** | | | | | | | | |
| **Schedule is tentative and subject to change.** | | | | | | | | |
| 1. **02.05.** | | Using operations to compete. What is operations management? Differences and similarities between manufacturing and services.  Krajewski/Ritzman/Malhotra*: Operations Management*, 10th Edition, Pearson, (later on: KRM) pp. 21-50.  Exercises: Decision Tree | | | | | | |
| 1. **02.12.** | | Developing missions and strategies. Positioning strategy. Competitive priorities. Shifts in competitive priorities. Trends in OM. Product life cycle. Process Structure in Manufacturing.  KRM pp. 109-138  Exercises: Productivity | | | | | | |
| 1. **02.19.** | | Major process decisions. Designing processes. Principles of process strategy. Product-Process matrix.Product Design. Product Strategy options. New product opportunities. Quality function deployment. House of Quality.  KRM pp. 109-138.  Exercises: House of Quality | | | | | | |
| 1. **02.26.** | | Capacity planning. Measures of capacity. Capacity strategies. Decision trees. Economies and diseconomies of scale. Break-even analysis.  KRM pp. 221-244.  Exercises: Capacity planning, Identification and management of bottleneck | | | | | | |
| 1. **03.05.** | | Facility location. Location analysis, location decisions. Locating single facility.  KRM pp. 405-430.  Exercises: Locating facilities | | | | | | |
| 1. **03.12.** | | Facility layout. Layout types. Hybrid layout. Designing process layouts. Designing product layouts.  Exercises: Linear programming, Line balancing | | | | | | |
| 1. **03.19.** | | **Midterm test.** | | | | | | |
| 1. **03.26.** | | Aggregate planning. Aggregate planning problems. The objective of aggregate planning. Planning strategies.  KRM: 527-562.  Exercises: Staffing Plan, Production Plan | | | | | | |
| 1. *04.02.* | | *Spring break* | | | | | | |
| 1. **04.09.** | | Material requirement planning. Bill of materials. Master production schedule. Outputs from MRP.  KRM: 563-606.  Exercises: Master Production Scheduling, Material Requirements Planning | | | | | | |
| 1. **04.16.** | | Managing inventory. Functions and types of inventory. Economic order quantity. Continuous review system.  KRM pp. 327-366.  Exercises: Inventory management, Make-or-buy, Life-cycle ownership | | | | | | |
| 1. **04.23.** | | Supply chain management. Managing sustainable supply chains. Environmental responsibility. Social responsibility and Humanitarian logistics. Supply chain ethics.  KRM pp. 379-404. 461-482. | | | | | | |
| 1. *04.30.* | | *1st May break* | | | | | | |
| 1. **05.07.** | | Lean systems. Just in Time Systems. The essence of JIT. Strategic implications. Kanban system. JIT quality tactics and scheduling. Heijunka. Jidoka. Quality. Total Quality Management. The cost of quality.  KRM pp. 295-326. | | | | | | |
| **Rationale Including Aims:** | | | The source of success at the majority of top 500 companies is inevitably based on outstanding products 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 rational of the module. | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the student will be able to   1. understand the key aspects of Operations Management and implement learnt material to business problems 2. analyze the role of operations in the value creation process and have the knowledge to recognize different operations systems required to help achieve company aims. 3. understand the boundaries of the learnt material, and use the acquired knowledge to overcome these boundaries | | | | | |
| **Learning Outcomes:**  **Skills** | | | On completion of this module the student will be able to   1. design and control operations systems, make long, medium, and short term decisions 2. actively participate in teamwork connected to operations, selection, delegation, development and management. 3. demonstrate and present operation related problems and their solutions 4. analyze the boundaries of the learnt material | | | | | |
| **Teaching and Learning Strategies:** | | | Continuous learning is required. The learning process is checked at each class through home assignments, presentation, case discussions and problem solving. | | | | | |
| **Assessment Scheme:** | | | **Assessment:**  10% from a presentation based on own research (K1,K2,S2,S3,S4)  15% from home assignments (K1,K2,K3,S2,S4)  15% from the midterm paper, (K1, K2, K3, S1, S3, S4)  60% from the final exam. (K1, K2, K3, S1, S3, S4)  + extra points available for classroom activities | | | | | |
| **Core Learning Materials:** | | | Krajewski, L.J. – Ritzman, L P. – Malhotra, M.K.: Operations Management, 10th ed., Pearson, 2013  Hauck Zs. – Kiss V.: Operations Management, collection of exercises 2014 (available on Neptun) | | | | | |
| **Optional Learning Material:** | | | Heizer, J. - Render, B. M. - Munson, C.: Operations Management: Sustainability and Supply Chain Management, Pearson, 12th, Global Edition 2017  Slack, N. – Brandon-Jones, A. – Johnston, R.: Operations Management, 7th edition – Pearson 2013 | | | | | |

**B2: Elective Business Modules**

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| **Code** | |  | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Term:** | | | **4th semester** | | **Level:** | | **5** | | |
| **Module Title:** | | | **financial Accounting** | | | | | | |
| **Module Leader:** | | | **Dr. Márkus Gábor, PhD.**  Assistant Professor | | | **Office Hours:** | |  | |
| **Telephone:** | | | +36-72/501-599, 23199 | | | **E-mail:** | | markus@ktk.pte.hu | |
| **Short Description:** | | | This course is intended to give students a chance to get a proper insight into the Hungarian accounting system. For local students, it is a good opportunity to acquire the basic knowledge and skills that is necessary to do accounting tasks at firms operating in Hungary, while other students can see and compare the Hungarian rules with their own countries’ system. | | | | | | |
| **Sessions (weeks): 13** | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | |
| **1.** | Basic expressions in the Hungarian Accounting Law. The prescribed form and content of the balance sheet and of the income statement. Rules for the valuation of assets. The basics of the Hungarian book-keeping, the prescribed chart of accounts. | | | | | | | | |
| **2.** |
| **3.** | Accounting for tangible assets. | | | | | | | | |
| **4.** | Accounting for inventories. | | | | | | | | |
| **5.** | Accounting for long-term and short-term investments. | | | | | | | | |
| **6.** | Accounting for receivables, liabilities and cash (including foreign currency items). | | | | | | | | |
| **7.** | Accounting for production costs. | | | | | | | | |
| *Midterm exam* | | | | | | | | | |
| **8-9.** | Year-end adjusting entries and the closing process. | | | | | | | | |
| **10-11.** | The detailed structure of the Hungarian balance sheet. Preparing the balance sheet based on the post-closing trial balance. | | | | | | | | |
| **12.** | The detailed structure of the Hungarian income statement. Preparing the income statement based on the pre-closing trial balance. The structure and content of the Hungarian cash flow statement. | | | | | | | | |
| **13.** | Comparison and critical analysis of the financial statements of a Hungarian and an international company. | | | | | | | | |
| **Rationale Including Aims:** | | | The most important aim of the course is to give students a detailed knowledge in Hungarian financial accounting. | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. compare/contrast the main competing theories of current debate on accounting techniques, standards, 2. evaluate the respective strengths and weaknesses of accounting theories with a special focus on the Hungarian standards, 3. critically analyse the applicability of the different techniques and theories. | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. ability to conduct effective small-scale research on company financial data 2. ability to individually process financial information 3. appropriate evaluative judgements of work produced 4. ability to adjust for with uncertainty in accounting statements | | | | | | |
| **Teaching and Learning Strategies:** | | | 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. | | | | | | |
| **Assessment Scheme:** | | | 1. Class work: 10% (individual exercises during the classes) (K2, K3, S1, S4) 2. Midterm exam: 30% (45 minutes) (K1, K2, K3, S2, S4) 3. Final exam: 60% (75 minutes) (K1, K2, K3, S2, S4) | | | | | | |
| **Core Learning Materials:** | | | *DR. TAKÁCS, A.:* “The Hungarian Accounting System”, University of Pécs, Faculty of Business and Economics, 2013 (notes) | | | | | | |

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| **Code** | |  | | **ECTS Credit** | **7** | | **HUN Credit** | **7** |
| **Term:** | | | **5th semester** | | **Level:** | | **6** | |
| **Module Title:** | | | **MARKETING RESEARCH** | | | | | |
| **Module Leader:** | | | **Dr. Krisztián Szűcs, PhD**  Assistant Professor | | | **Office Hours:** | Wednesday, 8.00-9.30 | |
| **Telephone:** | | | 501-599 23115 ext. | | | **E-mail:** | [szucsk@ktk.pte.hu](mailto:szucsk@ktk.pte.hu) | |
| **Seminars** | | | **Péter Németh**  Assistant lecturer | | | **Office Hours:** | Thursday, 11.00-12.00 | |
| **Telephone:** | | | 501-599 23129 ext. | | | **E-mail:** | [nemeth.peter@ktk.pte.hu](mailto:nemeth.peter@ktk.pte.hu) | |
| **Short Description:** | | | The course covers the fundamentals of marketing research, it focuses on different types of marketing research (qualitative and quantitative methods) as well as the complex issues at each stage of the marketing research process, including research objectives, research design, questionnaire construction, sampling, data collection, statistical analysis, and the output of the research. | | | | | |
| **Sessions (weeks): 13** | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | |
| **1.** | Introduction to Marketing Research  Defining the Marketing Research Problem and Developing an Approach | | | | | | | |
| **2.** | Research Design | | | | | | | |
| **3.** | Exploratory Research Design: Secondary Data | | | | | | | |
| **4.** | Exploratory Research Design: Qualitative Research | | | | | | | |
| **5.** | Descriptive Research Design: Survey and Observation | | | | | | | |
| **6.** | Measurement and Scaling: Fundamentals and Comparative Scaling | | | | | | | |
| **7.** | Measurement and Scaling: Noncomparative Scaling Techniques | | | | | | | |
| **8.** | Questionnaire and Form Design | | | | | | | |
| **9.** | Sampling: Design and Procedures | | | | | | | |
| **10.** | Sampling: Final and Initial Sample Size Determination | | | | | | | |
| **11.** | Field Work | | | | | | | |
| **12.** | Data Preparation | | | | | | | |
| **13.** | Report Preparation and Presentation | | | | | | | |
| **Rationale Including Aims:** | | | 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. | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | By completing this module students will   1. be able to appreciate marketing research as a process that involves a sequence of activities, each compatible with the preceding stage 2. have a thorough understanding of the strengths and weaknesses of alternative research designs 3. be aware of the many sources of marketing information and be aware of the various means for gathering such information 4. be more sensitive to the biases and limitations of marketing data and data analysis | | | | | |
| **Learning Outcomes:**  **Skills** | | | 1. be able to translate a marketing problem into a feasible research question 2. be able to design and execute a basic survey research project | | | | | |
| **Teaching and Learning Strategies:** | | | There are parallel sessions of theory and practice as students learn the basic theoretical aspects they get to know about how to handle SPSS. Attendance is compulsory. | | | | | |
| **Assessment Scheme:** | | | Final exam (closed book) 60%  Research presentation 15%  Team presentations on seminars 25% | | | | | |
| **Core Learning Materials:** | | | Naresh K. Malhotra: Basic Marketing Research. International edition. 4th edition. Pearson 2011 | | | | | |
| **Optional Learning Material:** | | | Cahill, D: When to use qualitative methods: a new approach. Marketing Intelligence and Planning 14/6 1996 p.16-20.  Hofstede et al.: An investigation into the association pattern technique as a quantitative approach to measure means-end chains. International Journal of Research in Marketing 15 1998 p.37-50  Gibson, L.D.: Quo Vadis, Marketing Research? Marketing Research, Spirng 2000 p. 36-41  Wilson, A., Laskey N.: Internet base marketing research: a serious alternative to traditional research methods? Marketing Intelligence and Planning 21/2 2003 p.79-84 | | | | | |

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| **Code** | |  | | **ECTS Credit** | **7** | | **HUN Credit** | | **7** |
| **Module Title:** | | | **careEr management** | | | | | | |
| **Module Leader:** | | | **Dr. Gábor Balogh, PhD**  Assistant professor  **Norbert Sipos,**  Assistant lecturer | | | **Office Hours:** | | Monday: 14:00-15:30h (221)  Thuesday: 9:45-10:45h (221) | |
| **Telephone:** | | | +36 72 501-599/23275 | | | **E-mail:** | | baloghg@ktk.pte.hu  sipos.norbert@ktk.pte.hu | |
| **Short description:** | | | The overall objectives of the course are to increase students’ knowledge according to the topic of career management. | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | |
| **Schedule is tentative and subject to change!** | | | | | | | | | |
|  | **Theoretical part** | | | | | **Practical part** | | | |
| **1.** | Introduction | | | | | Introduction of students | | | |
| **2.** | CV, cover letter | | | | | Interview, AC Ideal job | | | |
| **3.** | Career, individual career management | | | | | Goal setting | | | |
| **4.** | Time management | | | | | Gender and generation questions | | | |
| **5.** | Labor market, job searching methods | | | | | Self-exploration | | | |
| **6.** | Talent management | | | | | Personal Development Plan | | | |
| **7.** | Selection technics, employment contract | | | | |  | | | |
| **8.** | *Fall break (23/10/2017)* | | | | | | | | |
| **10.** | Everyday risks at work | | | | | Career success | | | |
| **11.** | Organizational career management | | | | | Creativity | | | |
| **12.** | Coaching, self-branding | | | | | Inspiration | | | |
| **13.** | Career management practices | | | | | Etiquette at work | | | |
| **14.** | Waching, analyzing film | | | | | Consultation, evaluation | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to   * explain the diversity of thinking and perspectives of self management (K1) * compare/contrast the main competing theories of career planning (K2) * know the most important tools that a successful candidate might use in the carrier management process (K3) | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   * ability to manage work-life balance (S1); * effective self-presentation (S2); * ability to use a framework for achieving personal success and satisfaction (S3) * sucessfull CV and motivation letter writing (S4). | | | | | | |
| **Learning, teaching and assessment strategies:** | | | The mix of lectures, seminars, and consultations. Main focus is given to individual work of the students. | | | | | | |
| **Assessment criteria and weighting:** | | | The grade will be based on the following weights:  class participation, cases (addresses K1, K2, S3, S4): 20%  presentation of topics (addresses S1, S2): 20%  written examination (addresses K1, K2, K4, S1, S3): 60%  Length of exam: 60 minutes | | | | | | |
| **Core learning material:** | | | Greenhaus, J. H. – Callanan, G. A. – Godshalk, V. M.: Career Management 3rd ed, The Dryden Press 2000  Slide shows and articles available in Neptun System | | | | | | |

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| **Code** | |  | | **ECTS Credit** | | **7** | **HUN Credit** | **7** |
| **Term:** | | | **3rd semester** | | | **Level:** | **5** | |
| **Module Title:** | | | **Tourism Management** | | | | | |
| **Module Leader:** | | | Raffay, Zoltán PhD | | | **Office Hours:** |  | |
| **Telephone:** | | | +36 20 9290723 | | | **E-mail:** | raffayz@ktk.pte.hu | |
| **Short Description:** | | | The course provides students with the basic knowledge about the operational principles and techniques of the tourism industry, its marketing, destination management, the socio-economic and environmental impacts of the sector and its role in territorial development. | | | | | |
| **Sessions (weeks)** | | | | | | | | |
| **Schedule is tentative and subject to change.** | | | | | | | | |
|  | **Presentation part** | | | | **Seminar part** | | | |
| **1.** | Principles, definitions, the place of tourism in science and economy. Operation of the tourism industry I. Demand side of tourism | | | | Evaluation of handouts: the role of the tourism sector in selected countries’ economies and explanation of the facts | | | |
| **2.** | Operation of the tourism industry II. Supply side of tourism | | | | Evaluation of handouts: the top 50 tourism destinations in the world and new potential top destinations | | | |
| **3.** | The economic and social impacts of tourism. The environmental impacts of tourism | | | | Tourism and environmental protection. Ethical tourism, the Global Code of Ethics for Tourism. The environment friendly management of the tourism processes. Discussion | | | |
| **4.** | Tourism trends | | | | Impacts of the global megatrends on the development of the tourism sector: presentations by the students | | | |
| **5.** | Making demand and supply meet: transportation in tourism | | | | Students’ presentation: the changing significance of transport tools in tourism and the possible future of the sectors | | | |
| **6.** | Making demand and supply meet: tourism marketing | | | | Students’ presentations: marketing strategy of a chosen touristic business | | | |
| **7.** | Technology management and applications | | | | Evaluation of different smartphone applications by students; recommendations for further aps | | | |
| **8.** | Communications and Public Relations | | | | Evaluation of the previous marketing campaigns of the Hungarian Tourism Inc. b the students | | | |
| **9.** | Visitor management. Interpretation techniques, methods and tools of demonstration, visitor centres | | | | Site visit to the Cella Septichora Visitor Centre, presentation on the touristic use of the facility | | | |
| **10.** | Human resource management in tourism | | | | Students’ presentation: the special skills needed for the touristic activities (travel agencies, hotel front-office and back-office operations, restaurants, TDMOs, tourist information offices etc.) | | | |
| **11.** | Risk and crisis management in tourism | | | | Ideas for the use of the run-down and non-utilised touristic assets of Pécs (brainstorming by the students) | | | |
| **12.** | Tourism in regional and urban development | | | | Visit to the South Transdanubian Regional Development Agency, presentation on tourism developments and projects | | | |
| **13.** | Tourism in rural development | | | | Visit to the Orfű Tourism Destination Management Organisation, visit to new developments | | | |
| **14.** | Tourism Destination Management | | | | Visit to the “Irány Pécs!” Tourism Destination Management Organisation | | | |
| **Rationale Including Aims:** | | | The aim is to get a comprehensive knowledge of the operation of the tourism industry and the management techniques of attractions and destinations, human resources an touristic developments | | | | | |
| **Learning Outcomes: Knowledge** | | | Knowledge of the operation of the tourism industry  Tourism attractions, infrastructure and services  Management techniques in the tourism industry | | | | | |
| **Learning Outcomes:**  **Skills** | | | Understanding the role of tourism and the impacts of the industry  Ability to make tourism development plans and to assess the feasibility of tourism development projects | | | | | |
| **Teaching and Learning Strategies:** | | | Presentations; case studies; site visits; problem solving; handouts | | | | | |
| **Assessment Scheme:** | | | Evaluation of handouts; presentations by students; at the end of the course an oral examination | | | | | |
| **Required material:** | | | Page, Stephen J.: Tourism management. An introduction. Routledge, London and New York 2011 | | | | | |
| **Optional material:** | | | Swarbrooke, J. and Page, Stephen J.: Development and Management of Visitor Attractions. Routledge, London and New York 2011  Nykiel, Ronald A.: Hospitality Management Strategies. Pearson/Prentice Hall, New Jersey 2005  Periodical ‘Tourism management’  Case studies provided by the lecturer | | | | | |
| **Useful websites:** | | | http://www2.unwto.org/  http://www.journals.elsevier.com/tourism-management/  http://gotohungary.com/ | | | | | |

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| **Code** | |  | | **ECTS Credit** | **7** | **HUN Credit** | | **7** |
| **Term:** | | | **6th semester** | | **Level:** | **6** | | |
| **Module Title:** | | | **BUSINESS SIMULATION WORKSHOP** | | | | | |
| **Module Leader:** | | | **Dr. Tibor Kiss, PhD.**  Associate professor  **Dr. Roland Schmuck, PhD.**  Assistant lecturer | | **Office Hours:** | | Dr. Tibor Kiss: Tuesday 15.00-16.00, B121  Dr. Roland Schmuck: Tuesday 14.00-15.30, B219 | |
| **Telephone:** | | | PTE-KTK 72/501-599  Dr. Tibor Kiss: ext.23265  Dr. Roland Schmuck: ext. 23369 | | **E-mail:** | | Dr. Tibor Kiss: kisst@ktk.pte.hu  Dr. Roland Schmuck: roland@ktk.pte.hu | |
| **Short Description:** | | | This workshop enhances students’ understanding of the principles on which a competitive economy is based, providing experiences of the use of the tools of several functional subsystems in a simulated business environment, giving practical experience of managing an enterprise together with other decision makers. Two simulation games are used during the classes: (1) Business Simulation Challenge, a locally developed environment-conscious simulation game, unique in the world, (2) Multinational Management Game, a simulation game simulating a multinational company. Both games comprise the most important functional areas of a company, and – at the same time – both of them are strategic games. | | | | | |
| **Sessions (weeks): 14** | | | | | | | | |
| **The schedule is tentative, and subject to change.** | | | | | | | | |
| **1.**  **02.07** | Introduction to BSW  BSC: Introduction, trial session – basics | | | | | | | |
| **2.**  **02.14** | BSC: continuous work  MMG Group creation, trial session – decision 1 – technical details, FAQ  Report 1: BSC marketing report | | | | | | | |
| **3.**  **02.21** | BSC: continuous work  MMG – trial session – decision 2 and 3  Report 2: MMG – marketing report | | | | | | | |
| **4.**  **02.28** | BSC: continuous work  MMG – trial session – decision 4 and 5  Report 3: MMG – production + transfer decisions | | | | | | | |
| **5.**  **03.07** | BSC: continuous work  MMG –competition mode I – decision 1 and 2  Report 4: MMG – Evaluation of the firm’s performance in the trial session | | | | | | | |
| **6.**  **03.14** | BSC: continuous work  MMG – competition mode I – decision 3 and 4  Report 5: MMG – Balance Sheet, Income Statement, Cash Flow | | | | | | | |
| **7.**  **03.21** | BSC: continuous work  MMG – competition mode I – decision 5 and 6  Report 6: BSC – Production and finance | | | | | | | |
| **8.**  **03.28** | BSC: continuous work  MMG – competition mode II – decision 1 and 2  Report 7: MMG – Strategic plan | | | | | | | |
| **9.**  **04.04** | Neptun test  BSC: continuous work  MMG – competition mode II – decision 3 and 4  Report 8: BSC – Gross margin calculation | | | | | | | |
| **10.**  **04.11** | BSC: continuous work  MMG – competition mode II – decision 5 and 6 (end of MMG game)  Report 9: BSC – Forecasting details | | | | | | | |
| **11.**  **04.25** | BSC: continuous work  Report 10: BSC – Harmonization of scenario-production-marketing | | | | | | | |
| **12.**  **05.02** | BSC: continuous work | | | | | | | |
| **13.**  **05.09** | BSC: continuous work  Closing the course | | | | | | | |
| **Rationale Including Aims:** | | | The rationale of the Business Simulation Workshop is to provide an interactive learning tool for the acquisition of such managerial skills that are missing from traditional education. A business simulation demonstrates the connections between the different functional areas of a company, integrates them and allows for a comprehensive view, to see the “big picture”. The management (participants) operates a simulated firm, tries strategies, starts-up a business. | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | The successful students will be able to   1. Understand the connection between functional areas of a company, 2. Analyze the competitive market elements, 3. Critically analyze the company’s market position and competing power, 4. Evaluate the viability and flexibility of a company, 5. Understand environment-conscious strategies. | | | | | |
| **Learning Outcomes:**  **Skills** | | | The simulation provides the opportunity to develop managerial skills that are necessary for operating a company. These are:   1. Ability to formulate strategy, 2. Ability to manage a firm, 3. Ability to analyze production, marketing and accounting data, 4. Ability to cope with uncertainty (decision making), 5. Ability to use environment-conscious strategies, 6. Positive contribution to team working. | | | | | |
| **Teaching and Learning Strategies:** | | | 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:4.0, Rehearsals:0.0,  Other:0.0, TOTAL HRS: 4.0 | | | | | |
| **Assessment Scheme:** | | | BSC: **max. 55 points** in total.   * BSC levels: **max. 55 points**, 10 points per accomplished levels for levels 1-5, 5 points for accomplished level 6. No points are given for further accomplished levels.   MMG: **max 55 points** in total.   * MMG is played in student groups. All group members receive the same amount of points. * MMG test mode: this is for training only, so no points are given for this. * MMG competition mode: two competition mode games will be played, max. **27.5 points** 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.   Summary: **max. 110 points** can be given in total.  100 points are considered 100% when assessing the final marks.  Minimum requirements of the course:   * 70% participation level, * During the semester students has to succeed (61%+) in a multiple-choice test to successfully complete the course. No points are given for the test in the evaluation – this is a precondition of the course, * BSC single player level 1 should be completed.   In the case of low participation level – below 70% - the student fail, no retake possibility.  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).  Retake is allowed, if   * Student failed the multiple-choice test, and * BSC single player mode level 1 is not completed.   There are ten short assignments during the course, completed by teams to the end of the class. **5 points are deducted for each missing assignment from the final points of the team.** | | | | | |
| **Core Learning Materials:** | | | Kiss, T. Player’s *Guide to the Business Simulation Challenge*  J. Bernard Keys, Robert A. Wells (1998) *The Multinational Management Game TM : A Simuworld TM of Global Strategy,* MICRO Business Publ.  Kiss, T. (2003) Business Simulation Challenge, A Green Business Simulation, *PTE KTK University Press*. | | | | | |
| **Optional Learning Material:** | | | Kiss, T. (2003) *Greening Curriculum – a Business Simulation Example* 6th International Copernicus Conference, Pécs, Hungary (in English)  Kiss, T (2006) *The Effect of a Green Business Simulation on Students*. International Journal of Environmental, Cultural, Economic and Social Sustainability, Volume 1, Issue 5, 2005/2006, pp. 189-196 Melbourne, Australia | | | | | |
| **Useful links:** | | | <http://www.microbuspub.com/mmgpg7.htm>  <http://www.ingentaconnect.com/content/mcb/026/1994/00000013/00000008/art00003;jsessionid=3e37ukrk6tqfp.alice>  <http://compsimgames.about.com/od/businesssimsfree>  <http://compsimgames.about.com/cs/businessgames/tp/business.htm> | | | | | |

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| **Code** | |  | | **ECTS Credit** | **7** | | **HUN Credit** | **7** |
| **Term:** | | | **6th semester** | | **Level:** | | **6** | |
| **Module Title:** | | | **ADVERTISING AND SALES PROMOTION** | | | | | |
| **Module Leader:** | | | **Dr. Ákos Nagy,**  assistant professor | | | **Office Hours:** | Tuesdays: 13.00 -14.00 | |
| **Telephone:** | | | 72 / 501-599 / 23133 | | | **E-mail:** | [nagya@ktk.pte.hu](mailto:nagya@ktk.pte.hu) | |
| **Short Description:** | | | 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. | | | | | |
| **Sessions (weeks): 12** | | | | | | | | |
| **The schedule is tentative, and subject to change!** | | | | | | | | |
| **1.** | Orientation - The Concept of Advertising | | | | | | | |
| **2.** | Advertising and the Marketing Process, IMC, Advertising Background | | | | | | | |
| **3.** | Planning and Strategy I. – II. | | | | | | | |
| **4.** | Creative side of advertising I. –II. | | | | | | | |
| **5.** | Media planning | | | | | | | |
| **6.** | Print Media, Broadcast Media | | | | | | | |
| **7.** | Midterm exam | | | | | | | |
| **8.** | Interactive Online Media I. | | | | | | | |
| **9.** | Interactive Online Media II. | | | | | | | |
| **10.** | Promotions, Retail, B to B, International Advertising | | | | | | | |
| **11.** | Direct Response Marketing | | | | | | | |
| **12.** | Public Relations | | | | | | | |
| **13.** | Group presentations | | | | | | | |
| **Rational including aims:** | | | 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. 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. | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. critically evaluate the areas that need to be addressed in planning an advertising campaign; 2. apply relevant advertising concepts and techniques in managing a business; 3. understand how planning, organizing and control activities impact on a successful advertising campaign; 4. demonstrate how IMC elements can be integrated in order to gain a competitive edge. | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. ability to plan effective IMC campaigns for a brand; 2. positive contribution to group (team) working; 3. creative thinking, problem solving abilities in the field of advertising; 4. appropriate evaluative judgments of advertising campaign ideas and elements. | | | | | |
| **Teaching and Learning Strategies:** | | | 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. 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 you might have regarding the material. The module will be taught through lectures, and seminars. Students will have to prepare individually and in teams for the sessions. | | | | | |
| **Assessment Scheme:** | | | The four assessment components are:   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. This will address learning outcomes (K2, K3, K4, S1, S2, S3). 2. Group (coursework) presentations (15%) (Week 14): Students will have to integrate their weekly team projects into a final presentation and demonstrate their own brand revitalization campaign. This will address learning outcomes (K1, K3, K4, S1, S2, S3, S4). (Assessments handed after the duration of the deadline can count max. 50% of the originals.) 3. 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. This will address learning outcomes (K1, K3, K4, S1, S4). 4. 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. This will address learning outcomes (K1, K 2, S1, S3, S4). | | | | | |
| **Core Learning Material:** | | | **Wells-Burnett-Moriarty**: **Advertising & IMC:** Principles & Practice,  Global Edition, Prentice Hall Europe, Ninth Edition (2011) or later editions | | | | | |
| **Additional (optional) reading material:** | | | **Belch And M.A. Belch: Advertising And Promotion: An Integrated Marketing Communications Perspective,** Mcgraw Hill, 8/E (2009)  **Arens, William F: Contemporary Advertising** Mcgraw-Hill/Irwin; 12 Edition (2008)  **David Ogilvy: Confessions Of An Advertising Man,** Southbank Publishing (August 1, 2004)  **Clow, Kenneth E. And Baack, Donald E.: Integrated Advertising, Promotion And Marketing Communications**, 5/E (2010)  Online magazines:  [**http://www.adweek.com/**](http://www.adweek.com/)  [**http://adage.com/**](http://adage.com/)  [**http://creativity-online.com/**](http://creativity-online.com/)  Blogs:  [**http://theinspirationroom.com/daily/**](http://theinspirationroom.com/daily/)  [**http://adsoftheworld.com/**](http://adsoftheworld.com/)  [**http://adrants.com/**](http://adrants.com/)  [**http://www.adverblog.com/**](http://www.adverblog.com/)  [**http://scaryideas.com/**](http://scaryideas.com/) | | | | | |

**C: Elective Modules**

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| **Code** |  | | | **ECTS Credit** | **3** | | **HUN Credit** | | **3** |
| **Module Title:** | | | **Healthcare Management and the context of Transition** | | | | | | |
| **Module Leader:** | | | **Kia Goolesorkhi**  PhD  Assistant Professor | | | **Office Hours:** | | Tuesdays:  14:00–16: 00 | |
| **Telephone:** | | | 72/501 599, ext.23131  Mobile:0036 20 9574021 | | | **E-mail:** | | [kia@ktk.pte.hu](mailto:kia@ktk.pte.hu)  [kiagoolesorkhi@gmail.com](mailto:kiagoolesorkhi@gmail.com) | |
| **Short Description:** | | | The module is designed to enrich the students’ perspectives regarding an increasingly problematic but socially and economically important sector of the global economy. In light of healthcare’s global context, observing transitional health systems, provides a tangible opportunity in serving the goals of the module. Maximum attention is given to building an appropriate understanding on what is meant by consumer driven “value creation and delivery” in healthcare. The students practice working out specific recommendations for hospitals, doctors, employers and policy makers. | | | | | | |
| **Sessions (weeks): 13** | | | | | | | | | |
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| **1. 06.09.** | | The Global Context of Healthcare and it’s setup - An Introduction  *Discussion Papers* -Healthcare’s Workforce (1): Philosophy, Education, Training and Development | | | | | | | |
| **2.13.09.** | | Healthcare Organizations and their customary Forms in the Traditional contexts  *Discussion Papers-*Healthcare’s Workforce (2): Organizational Behaviour, understanding Healthcare’s hierarchy and the areas of change | | | | | | | |
| **3.20.09.** | | The Integration of Medical Insurance and Medical Care and the Discontent of Fee For Service Medicine. | | | | | | | |
| **4.27.09.** | | Cases and Experiences on Medicare: How reform went wrong and what are the reinventions –**THIS IS THE WEEK YOU WILL BE CONCLUDING YOUR PRIMARY RESEARCH** | | | | | | | |
| **5.04.10** | | Why is Healthcare Competition at a Wrong Level? *First RO submission* | | | | | | | |
| **6.11.10** | | **Midterm exam** | | | | | | | |
| **7.18.10.** | | The principles of Value Based Competition and the Emergence of Consumer Driven Healthcare- Is it unethical to call them consumers instead of patients? | | | | | | | |
| **8.08.11.** | | Planning and Implementing the change: *A strategic perspective for decision makers*  (a)Healthcare Policies ,  (b) The Public and other actors as agents of change | | | | | | | |
| **9.15.11** | | Secondary Research week (1) | | | | | | | |
| **10. 22.11.** | | Presentations and reflections on Current state of the projects - *Second RO submission* | | | | | | | |
| **11.29.11.** | | Secondary Research week (2) | | | | | | | |
| **12.06.12.** | | *Final Presentations.* Health Quality Assurance, Pharmaceutical Product Marketing, Health Ethics, Stakeholder Communication in Healthcare’s context, Healthcare’s Supply Chain, Health Insurance vs. the Public and Private plans | | | | | | | |
| **Rationale Including Aims:** | | To provide an understanding on the micro and macro context of healthcare with a view to the transitional contexts. To provide an understanding on the ethical and perceptual dilemmas involved in determining the traditional and emerging definitions of the services’ value . To provide an understanding of the process of health care service value delivery. The importance of organizational culture the mode and ways to identify change areas and to implement the change towards achieving a consumer driven hierarchy of value creation and delivery. | | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. provide a critical outline of the development of healthcare systems highlighting the most important differences 2. critically evaluate the emerging roles of the healthcare system participants and their challenges in meeting the demands of internal and external stakeholders within the context of transition; 3. apply relevant business and management concepts and techniques for an effective consumer driven health system; 4. demonstrate how the systems may build on international knowledge sharing and circular migration for successful transition; | | | | | | |

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| * + 1. **Code** | **B12GMC13E** | | | | **ECTS Credit** | **3** | **HUN Credit** | **3** |
| **Term:** | | | | * 1. **6th semester** | | **Level:** | **6** | | |
| **Module title:** | | | * 1. **VISUALISATION WITH SPREADSHEET** | | | | | |
| **Module leader:** | | | **Dr. Ferenc KRUZSLICZ, PhD.**  Associate professor | | | **Office Hours:** |  | |
| **Phone:** | | |  | | | **E-mail:** | kruzslic@ktk.pte.hu | |
| **Short description:** | | | We recommend this course for participants who have a sound working knowledge of Excel building functional models by using spreadsheet formulas. This course aims to increase your productivity by providing the skills and knowledge to create attractive and informative business charts, and to use programming VBA code in Excel effectively. The course helps to recognize different way of unethical data misinterpretation mistakes and when someone is lying with charts. After the course you will be able to develop simple dashboards, and to write, run and test macros, automate processes by assigning macros to buttons, creating user-defined functions such as declaring variables, using statements and creating user defined functions and forms.  We will cover a wide range of advanced real life spreadsheet modelling problems to build up skills, learn fair use of visualization tools and VBA programming techniques. | | | | | |
| **Sessions (weeks): 14** | | | | | | | | |
| **The schedule is tentative, and subject to change.** | | | | | | | | |
| ***Data Visualisation*** | | | | | | | | |
| **1** | | Introducing Charts in Excel (Creating and Editing Charts, Colours and Templates) | | | | | | |
| **2** | | Customizing Charts (Elements and Formatting, Series and Markers) | | | | | | |
| **3** | | Charts with Trends (Trendline, Forecasting, Scatter matrix) | | | | | | |
| **4** | | Charts of Differences (Component comparison, Waterfall Charts) | | | | | | |
| **5** | | Charts of Relationships (Paired Matching, Correlation, Radar Charts) | | | | | | |
| **6** | | Stock Analysis Charts (Stock Data Structure, OHLC and CandleStick Charts) | | | | | | |
| **7** | | ***Midterm 1*** | | | | | | |
| ***Visualization withVBA*** | | | | | | | | |
| **8** | | Advanced Chart Techniques (Dynamic Charts with Scrolling) | | | | | | |
| **9** | | Pivot Charts (Data Cubes and Pivoting, Filtering and OLAP operators) | | | | | | |
| **10** | | Visualization without Charts (Ascii Art, Using Icons, Conditional Formatting, Data Bars) | | | | | | |
| **11** | | Maps, Shapes and Graphs (Geographical Data Plot, Smart Art) | | | | | | |
| **12** | | Advanced Charting with VBA (Exporting, Creating interactive and dynamic chart) | | | | | | |
| **13** | | ***Midterm 2*** | | | | | | |
| **Rationale, including aims:** | | 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. | | | | | | |
| **Learning outcomes:**  **Know­ledge** | | * Analyse and understand business models, written in well-structured Excel. * Automate and control models by recording and writing VBA programs. * Solve business problems by using a wide range of advanced Excel functions and objects. * Adjudge visualization quality of charts and graphical data representation. * Support management decisions with Excel as a DSS application. * Evaluate the role data issues (quality, errors) in decision making, research and investigations. | | | | | | |
| **Learning outcomes:**  **Skills** | | * Construct and organise large, complex datasets and decision models. * Write VBA programs to automate and control an Excel model. * Handle and filter data of different types with advanced spreadsheet techniques. * Add value to models and support management decisions with VBA programming and advanced analytical techniques. * Produce high quality, dynamic charts and effective data summaries. | | | | | | |
| **Teaching and Learning Strategies:** | | Due to time constraints, the tutor will not be able to give you a lot of details. You will need to read the reference books yourself, probably accompany with exercises, if you want to learn further. Learning computer related technologies is like this: First you encounter a problem. Then you need to find a solution to overcome your problem. So you scan through sections of reference books or browse the web to find possible ways to reach the solution. Next you come up with several possible ways to solution and you study the details. Finally you work out the solution. At this point you will have learned a lot relating to your problem. | | | | | | |
| **Assessment Scheme** | | The two midterm exams will test all knowledge and skill elements.  Midterm exam: 40% Final exam: 60% | | | | | | |
| **Core Learning material** | | * B. Jelen: Charts and Graphs: Microsoft Excel, Que, 2007/2010/2013 * Tutorial notes and hand-over exercise texts | | | | | | |
| **Optional learning material** | | * B. Jelen, T. Syrstad: VBA and Macros Microsoft Excel, Pearson, 2010 * M. Alexander, J. Walkenbach: Excel Dashboards and Reports, Wiley, 2010 * R. Bovey, D. Wallentin: Professional Excel Development, Pearson, 2009 * Wayne L. Winston: MS Excel 2010 Data Analysis and Business Modeling, MS Press, 2011 * G. Knight: Analyzing Business Data with Excel, O'Reilly, 2006 * P. Cornell: Excel as Your Database, Apress, 2007 * B.D. Bissett: Automated Data Analysis Using Excel, CRC, 2007 | | | | | | |
| **Terms of reference** | | **Macro**: Tool for improving the efficiency of spreadsheets through automation.  **VBA:** Visual Basic for Application Microsoft programming extension | | | | | | |
| **Relevant**  **Web-sites** | | Getting Started with VBA in Excel 2010  <http://msdn.microsoft.com/en-us/library/ee814737.aspx>  Pearson: Your Source for Excel Development  <http://www.cpearson.com/excel/mainpage.aspx>  Microsoft Excel Tips & Solutions from MrExcel  [http://www.mrexcel.com](http://www.mrexcel.com/) | | | | | | |

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| **Code** | | **B12CMG07E** | | **ECTS Credit** | **3** | **HUN Credit** | | **3** |
| **Module Title:** | | | **IDEATION AND BUSINESS MODELL GENERATION** | | | | | |
| **Module**  **Leader:** | | | **Dr. Zsolt BEDŐ, PhD.**  Assistant professor | | **Office**  **Hours:** | | Monday 13:00 – 15:00 | |
| **Telephone:** | | | 72 501 599/23436 | | **E-mail:** | | [zsoltbedo@ktk.pte.hu](mailto:zsoltbedo@ktk.pte.hu) | |
| **Short**  **Description:** | | | 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. | | | | | |
| **Sessions (weeks): 14** | | | | | | | | |
| **The syllabus is tentative and subject to change.** | | | | | | | | |
| **1.**  **(09.07.)** | Introduction, introduction of the “bug list” concept for opportunity recognition and problem definition. Discussion of the team project.    Assignment: Dan Senor, Saul Singer: Start up Nation, 2013, Patmos Records Assignment: Watch these videos: <https://www.youtube.com/watch?v=bEusrD8g-dM>, <https://www.youtube.com/watch?v=BErt2qRmoFQ>  Assignment: Generate 50 bugs per team and select one that you think you can solve. Use the “Bug me list” card to record all your bugs. Use the “Idea tracker” card to document your selected bug that you will solve. | | | | | | | |
| **2.**  **(09.14.)** | 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. Discussing the business model canvas in light of the selected problem.    Discussion: Team bug lists and the selected bug.  Assignment: Who is your entrepreneur idol? Research on the person, prepare a 5 minute introduction.  Assignment: Watch the 50 Entrepreneurs share priceless advice: <https://www.youtube.com/watch?v=QoqohmccTSc>, research a failed and successful entrepreneur.  Assignment: What is your value proposition? Use the “Test and Learn” car for validation. | | | | | | | |
| **3.**  **(09.21.)** | 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? Can you scale your business?    Discussion: What does failure do to an entrepreneur?  Assignment: What is social entrepreneurship? Research a SE and introduce it in a 5 minute presentation. Watch the video: <https://www.youtube.com/watch?v=6UCuWxWiMaQ>  Assignment: Create the “Persona cards” for your market segments. | | | | | | | |
| **4.**  **(09.28.)** | Social entrepreneurship, what role they play in the socio-economic environment? How does the business model canvas transform for a social venture?    Discussion: Social entrepreneurs, how does your example SEs make a difference? How could you?  Assignment: Watch this video: <https://www.ted.com/talks/travis_kalanick_uber_s_plan_to_get_more_people_into_fewer_cars#t-41917>  Assignments: Validate your idea in your market segments. | | | | | | | |
| **5.**  **(10.05.)** | 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?    Assignment: Select a MSP and analyze it. How do you think an MSP could serve social entrepreneurial purposes? Come up with an example and present it during next class. | | | | | | | |
| **6. (10.12.)** | Do you have the resources for your business? What are the key activities, resources and partners that you have to have to succeed?    Discussion: MSPs to serve social goods.  Assignment: Watch the Simon Sinek “Start with Why” video. <https://www.youtube.com/watch?v=nokBj14p4Mc>  Assignment: Validate your business with partners. | | | | | | | |
| **7.**  **(10.19.)** | 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?    Discussion: Simon Sinek, “Start with Why” concept.  Assignment: Create a max 2 minute video pitch of your value proposition. Look at sample videos on the <http://ivpitch.pte.hu/> portal. | | | | | | | |
| **8.**  **(10.26.)** | *Fall break* | | | | | | | |
| **9.**  **(11.02.)** | What is the investor looking for in a pitch? When you what to raise funds for your project you have a couple of minutes to tell your story to an investor. This 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.    Guest speaker: A VC (TBA).    Discussion: How to fund your project? What are your alternatives?  Assignment: Create your one-pager. Watch this video: <https://www.ted.com/talks/charles_leadbeater_on_innovation> | | | | | | | |
| **10.**  **(11.09.)** | 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.  Assignment: Successful CF campaign. What is the secret? Research on CF campaigns and select one that has been successful and try to define its success factors. 5 minute presentation.  Watch this video: <https://www.ted.com/talks/don_tapscott_how_the_blockchain_is_changing_money_and_business#t-67564> | | | | | | | |
| **11.**  **(11.16.)** | Finalizing your business models. What has been validated, what have you learnt, is your pitch video able to communicate your value proposition?  Discussion: The business models of the teams.  Assignment: Watch this video: <https://www.ted.com/talks/paul_kemp_robertson_bitcoin_sweat_tide_meet_the_future_of_branded_currency> | | | | | | | |
| **12.**  **(11.23.)** | Intellectual property protection. How to protect your idea, research results, prototype? What are the costs and benefits? Can you protect your concept everywhere in the world? Should you capitalize on the first mover advantage?    Guest speaker: IP officer of the Ohio University  Assignment: Create your one-pager; upload your video and one-pager onto the <http://ivpitch.pte.hu/> platform. | | | | | | | |
| **13.**  **(11.30.)** | Entrepreneurial ecosystems, the importance of the environment in the process of entrepreneurial evolution.    Discussion: “Start Up Nation” by Dan Senor and Saul Singer.  Assignment: Create your 2 minute pitch. | | | | | | | |
| **14.**  **(12.07.)** | Pitching your project, discussion and evaluation.  Assignment: Create a max 1 minute self-reflection video of yourself. What have I gained throughout the course, what does entrepreneurship mean to me? | | | | | | | |
| **Required**  **material:** | | | * Business Model Generation, written by Alexander Osterwalder & Yves Pigneur 2010, ISBN: 978-0470-87641-1 * Start Up Nation, Dan Senor and Saul Singer, 2011. * Lean Startup, Eric Ries, 2010. * THE NUTS & BOLTS OF GREAT BUSINESS PLANS, Michael H. Moris | | | | | |
| **Learning**  **Outcomes:**  **Knowledge and Skills** | | | On the completion of this course you should be able to:   * Understand business context. * Analyze issues and solve problems in changing organizational contexts. * Appreciate context, engage others, and make thoughtful decisions while examining their consequences. * Think creatively and be able to translate problems into business opportunities. | | | | | |
| **Teaching and**  **Learning**  **Strategies:** | | | The lectures, readings, exercises and projects challenge you to think critically, appreciate context, engage others, and make thoughtful decisions while examining their consequences.  From these, you will gain unique perspectives on how to combine imagination, intuition, reasoning and skills to derive creative solutions to practical business problems.  You are also expected to contribute to the learning environment by engaging in intellectual discourse with the instructor and other students.  Translated: read and prepare ahead, especially for projects where you apply what you’ve learned.  Be “creative” in addressing individual and group assignments, but also critically assess and develop an appreciation for the dynamics involved in group attempts to “create”.  For group assignment you will have to formulate groups of 3 on the first week. | | | | | |
| **Assessment**  **Scheme:** | | | 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%  Group pitch – 20%  Self-reflection video – 5%  Class participation – 5%  Pitch video – 15%  Video report on the Start up nation book – 15% | | | | | |
| **Further on**  **Assessment:** | | | **Group presentation** will be evaluated by me when I will be assessing not only the idea and the plan of execution but also group cohesion, dynamics. Here, as in the individual case, the “singer” will be as important as the “song”.  **Class participation** will be assessed on your contribution to class discussions. It is very important that relevant and meaningful questions posed by you will also be taken into account as a good question is able to boost the discussion especially if it comes from you instead of me. | | | | | |

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| **Code** | |  | | **ECTS Credit** | **3** | | **HUN Credit** | | | **3** |
| **Term:** | | | **3rd semester** | | **Level:** | | **5** | | | |
| **Module Title:** | | | **ENVIRONMENTAL ECONOMICS** | | | | | | | |
| **Module Leader:** | | | **Katalin Erdős, PhD**  Assistant professor | | | **Office Hours:** | | Thursday, 12:30–14:00  B 407 | | |
| **Telephone:** | | | 72 501 599/23134 | | | **E-mail:** | | [erdosk@ktk.pte.hu](mailto:erdosk@ktk.pte.hu) | | |
| **Short Description:** | | | This is an introductory course in the field of environmental economics. During the course the global problems and the possible answers to the challenges will be dealt related to e.g. overpopulation, environmental pollution. | | | | | | | |
| **Sessions (weeks): 14** | | | | | | | | | | |
| **Schedule is tentative and subject to change.** | | | | | | | | | | |
| **Week** | **Topic content** | | | | | | | | **Readings**  (like in the required material) | |
| **1.** | **Introduction, visions of the future**  Environmental challenges and respond of societies | | | | | | | | Chapter 1 | |
| **2.** | **The economic approach: Property rights, externalities and environmental problems**  Human-environment relationship, externalities as a source of market failure, property rights, public good, imperfect markets, pursuit of efficiency | | | | | | | | Chapter 2 | |
| **3.** | **Evaluating trade-offs: Benefit-cost analysis and other decision-making metrics**  Normative criteria for decision making, optimal outcome, cost-effectiveness and impact analysis | | | | | | | | Chapter 3 | |
| **4.** | **Valuing the environment: Methods**  Why to value the environments, valuation | | | | | | | | Chapter 4 | |
| **5.** | **History of environmental protection: Sustainability and welfare issues**  Global problems, sustainability of development, the growth-development relationship | | | | | | | | Chapter 20 | |
| **6.** | **Ecosystem goods and services: Nature’s threatened bounty**  The state of ecosystem services, economic analysis of ecosystem services, demonstrating the value of ecosystem services, institutional arrangements and mechanisms for protecting nature’s services, tradable entitlement systems, ecotourism, the special problem of protecting endangered species, moving forward | | | | | | | | Chapter 13 | |
| **7.** | **Midterm exam (19.10.2017)** | | | | | | | |  | |
| **8.** | **Autumn break** | | | | | | | | | |
| **9.** | **Economics of pollution control: An overview**  A pollutant taxonomy, defining the efficient allocation of pollution, efficient policy responses, cost-effective policies for uniformly mixed fund pollutants, cost-effective policies for nonuniformly mixed surface pollutants, other policy dimensions | | | | | | | | Chapter 14 | |
| **10.** | **Stationary-source local and regional air pollution**  Conventional pollutants, market-based approaches, regional pollutants | | | | | | | | Chapter 15 | |
| **11.** | **Climate change**  The science of climate change, negotiations over climate change policy, the precedent: reducing ozone-depleting gases, economics and the mitigation policy choice, controversy: the morality of emissions trading, policy timing | | | | | | | | Chapter 16 | |
| **12.** | **Mobile-source air pollution**  Subsidies and externalities, policy toward mobile sources | | | | | | | | Chapter 17 | |
| **13.** | **Water pollution**  Nature of water pollution problems, traditional water pollution control policy, efficiency and cost-effectiveness | | | | | | | | Chapter 18 | |
| **14.** | **Toxic substances and environmental justice**  Market allocations and toxic substances, the incidence of hazardous waste siting decisions | | | | | | | | Chapter 19 | |
| **Rationale Including Aims:** | | | 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 enables the students to attend higher courses in environmental and natural resource economics. | | | | | | | |
| **Learning Outcomes: Knowledge** | | | On completion of this module the successful student will be able to:   1. critically understand core issues in the field 2. critically evaluate the applicability of theories in the changing global environment 3. evaluate the respective strengths and weaknesses of such theories. | | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to demonstrate:   1. ability to conduct effective small-scale research 2. critically analyse the outcomes of the small scale research 3. effectiveness in argument and debate the findings of the research. | | | | | | | |
| **Teaching and Learning Strategies:** | | | The comprehensive theoretical material will include detailed facts and figures on the environmental processes, but these will be embedded in a coherent framework that sheds light on their interrelatedness, the measures already taken and further potential solutions. Everyday examples will support better understanding. Students will be given the opportunity to analyse and present detailed case studies which help practical application of their knowledge. | | | | | | | |
| **Assessment Scheme:** | | | **Group work and presentation: 15%** (K2, S1, S3)  **Student projects: 15%** (K2, S1, S3)  **Midterm exam:** **30%** (K1, S1, S2)  **Final examination: 40%** (K1, K2, K3, S3) | | | | | | | |
| **Required material:** | | | Tom Tietenberg – Lynne Lewis (2015): *Environmental & Natural Resource Economics. Pearson Education*. 10th edition | | | | | | | |
| **Optional material:** | | | David A. Anderson (2014): *Environmental Economics and Natural Resource Management*. London, New York: Routledge. 4th edition  Katalin Erdős (2014): *Environmental Economics*. Faculty of Business and Economics, University of Pécs (e-book)  Roger Pearman – Yue Ma – Michael Common – David Maddison – James McGilvray (2011): *Natural Resource and Environmental Economics*. Pearson Education. 4th edition | | | | | | | |
| **Useful websites:** | | | [www.pearsoned.co.uk](http://www.pearsoned.co.uk) | | | | | | | |

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| **Code** | |  | | **ECTS Credit** |  | | | **HUN Credit** |  |
| **Module Title:** | | | **Regional economics** | | | | | | |
| **Module Leader:** | | | **Norbert Szabó**  Assistant Lecturer | | | **Office Hours:** | Tuesday 15:00-16:30  Room: B407 | | |
| **Telephone:** | | | 501-599 / 23382 | | | **E-mail:** | [szabon@ktk.pte.hu](mailto:szabon@ktk.pte.hu) | | |
| **Short Description:** | | | The course will introduce principles of regional economics by focusing on the study of the economics of regions and local problems by understanding the effects of geographic location on the decisions of individuals and firms. The importance of location in everyday choices is easily assessed from our day-to-day lives, yet traditional microeconomic models are spaceless. | | | | | | |
| **Sessions (weeks): 14:** | | | | | | | | | |
| **The schedule is tentative and subject to change.** | | | | | | | | | |
| **1.** | Introduction to Regional economics. Schedule of the semester. Discussion of requirements. The main topics of the spatial economics. | | | | | | | | |
| **2.** | Location choice theory. Objectives. Factors. | | | | | | | | |
| **3.** | Transportation cost | | | | | | | | |
| **4.** | Spatial competition. Market area. Hotelling model. Spatial price discrimination. | | | | | | | | |
| **5.** | External economies, agglomeration, urbanization, why do cities exist? | | | | | | | | |
| **6.** | Land use, Land market, Thunen model | | | | | | | | |
| **7.** | Rural and urban land use I. | | | | | | | | |
| **8.** | Break | | | | | | | | |
| **9.** | Midterm exam | | | | | | | | |
| **10.** | Rural and urban land use II., the monocentric city | | | | | | | | |
| **11.** | Location of urban places – Theory of central places | | | | | | | | |
| **12.** | Regional development (the role of demand, supply and factors) I. | | | | | | | | |
| **13.** | Regional development (the role of demand, supply and factors) II. | | | | | | | | |
| **14.** | Regional development policy | | | | | | | | |
| **Rationale Including Aims:** | | | To acquire insight into the social topics relating to the social structure and human behaviour. The aim of the module is to gain a conceptual understanding enabling students to critically evaluate theories and practice in social environment. | | | | | | |
| **Learning Outcomes:**  **Knowledge** | | | On completion of this module the successful student will be able to:   1. The theory of spatial aspects of economics regarding the relevant economic actors, functions and processes 2. The main spatial factors that influence economic decision-making 3. The most important regional micro- and macroeconomic models 4. The most important reginal economic development policies and their possible impacts | | | | | | |
| **Learning Outcomes:**  **Skills** | | | This module will call for the successful student to:   1. follow and understand economic and business processes and their spatial consequences 2. take into account the policies connected to regional economic processes and their impacts 3. use the studied models and theories to identify further economic relationships, critically evaluate policy interventions 4. describe the spatial attributes of different regional areas and draw appropriate conclusions | | | | | | |
| **Teaching and Learning Strategies:** | | | This module is delivered by using a 2 hours lectures with interactive tasks. Active participation of students is required. | | | | | | |
| **Assessment Scheme:** | | | Assessment consists of two parts:  Mid-term exams during the semester (40%).  Final exam at the end of the semester (60%). | | | | | | |
| **Core Learning Materials:** | | | Edgar M. Hoover and Frank Giarratani (1984): An Introduction to Regional Economics. Knopf. Third Edition.  <http://www.rri.wvu.edu/WebBook/Giarratani/main.htm> | | | | | | |
| **Optional Learning Materials:** | | | McCann, Phillip (2013): Modern Urban and Regional Economics. 2nd Edition. OUP Oxford.  Capello, Roberta (2014): Regional Economics. Routledge. | | | | | | |

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| **Code** |  | | | **ECTS Credit** |  | | | **HUN Credit** |  |
| **Module Title:** | | | **Interdisciplinary Innovation Capacity Develoment** | | | | | | |
| **Module Leader:** | | | **Dr.Kia Goolesorkhi, PhD, Senior Lecturer** | | | **Office Hours:** | Tuesdays:14.00-15:30  Set an appointment via prior e-mail | | |
| **Telephone:** | | | +36 72 501-599 / 235338  +36 20 9574021 | | | **E-mail:** | [kia@ktk.pte.hu](mailto:kia@ktk.pte.hu) | | |
| **Short Description:** | | | The aim of the subject is to use a PAR and project based learning model in order to help extend the practical knowledge regarding the individual level innovation processes vs. network (stakeholders-systems level ) related interdisciplinary research and learning capacities. These capacities influence innovation emergence and commercialization through enhanced translation of knowledge to tangible services and products that accelerate high impact innovation generation (single-double- triple loop learning). The students are familiarized with the various psycho-social and psycho-technological innovation processes and life cycle mapping tools. Observation ,self observation and working with real clients, consulting teams and interconnecting across disciplines and networks is a key outcome During the course the students, together with stakeholders learn, the methods through which the individuals (re)align roles-goals-transformation processes for increased knowledge ecosystem impact. | | | | | | |
| **Sessions (weeks): Check below Mon 14-15:30 (019),Tue 17:00-18:30 (B323/1)** | | | | | | | | | |
| **STUDENTS TRAINED TO BECOME PROFESSIONAL OBSERVERS** | | | | | | | | | |
| 1.6.02  Double Classes  (15.30-18.30) | | **Interdisciplinary Learning and the Co-Creating Innovation Communities (1)**  **-Excelling at Innovation through Entrepreneurial Communities**  **Room : B323/1**  **Team formation finalized** | | | | | | | |
| **2.13.02**  13.02  Double Classes  (15.30-18.30) | | **Interdisciplinary Learning and the Co-Creating Innovation Communities (2)**  **-Learning to observe : Teams observe the events and prepare a preliminary report of learning (2)**  15.30-17:00 B310, 17:18.30 B323/1 | | | | | | | |
| **3.**  **20.02.**  **(17:00-18:30)** | | **Interdisciplinary Learning and the Co-Creating Innovation Communities (3)**  **-Learning to observe : Teams observe the events and prepare a preliminary report of learning (3)**  B323/1 | | | | | | | |
| **4.**  27.02  **(17:00-18:30)** | | **Bricks and Mortar of Base-lining Event**    **A-Spatial Value Network Analysis, Inter-Regional Project Scoping**  **B323/1** | | | | | | | |
| **5.**  **06.03**  (14-15.30) | | **First Field Research week**  **Gyroscopic Management in practice, Project position vs. Innovation Network related Role and Role Conflict Analysis (1)**   * **The preparation of the first report for presentation** * **All research deliverable whether primary or secondary should follow the standard template**   B019 reserved for consultation based on prior notice of the teams  **Research results (1)submitted by 12.03. (24.00), feedback and evaluation on the 15h** | | | | | | | |
| **6.**  13.03  **(17:00-18:30)** | | **Current State Report on research and Observation (1)**  **Summary papers on iTRIZ and Breakthrough Impact Analysis (1)**  **Clients and consultants listen in**  **B323/1** | | | | | | | |
| 7.  20.03  **(17:00-18:30)** | | **Gyroscopic Management, Project position vs. Innovation Network related Role and Role Conflict Analysis (2)**  **B323/1** | | | | | | | |
| 8.  27.03  **(17:00-18:30)** | | **Innovation and Contracting,** International Project Health Assessment, International Project Security and Dispute Assessment  **B323/1** | | | | | | | |
| 9.  10.04  **(17:00-18:30)** | | **Second Research Week-Innoproject data collection online and through field visit, brainstorming and preparing international dissemination of questionnaires**  **Research (2) 15.04 (24.00) submission, results announced 18.04.** | | | | | | | |
| 10.  17.04  **17:00-18:30)** | | **International Inno-Project Communication and Monitoring (1)**  **Current State Observation (2)**  **B323/1** | | | | | | | |
| 11.  24.04 | | **Third Research week**  **International Inno-Project Communication and Monitoring (2)**  **-Communication Evaluation and Reporting Prep(2)** | | | | | | | |
| 12.  08.05 | | **Presenting Final projects the Reflection Report (1&2)**  **04 b019 (14-15.30)** | | | | | | | |
| **Rationale Including Aims:** | | Interdisciplinary capacity development is primarily concerned with creating capacities for approaching the process of idea formation to commercialization through an intercultural and multidisciplinary learning environment together with the stakeholders (co-creation). Throughout the course the students learn and apply advanced methods such as value network analysis, social network analysis, breakthrough impact analysis, a-spatial innovation network development analysis. At the same time they exercise special techniques in the area of international industrial and construction project management , which are essential across the commercialization process | | | | | | | |

# Appendix 4: Module Evaluation Form



# 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

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| --- | --- | --- | --- |
| **Criteria for Evaluation** | | **Scale of points** | **Points given** |
| **1.Topic quality (originality and relevance:)** | | **0-12 points** |  |
| a. Does not address a problem at all | | 0 point |
| b. Topic only marginally relevant, aims and objectives not addressed at all | | 1-4 points |
| c. Relevant topic but not addressed properly | | 5-8 points |
| d. Relevant topic, aims and objectives addressed properly | | 9-12 points |
| **2. Literature survey** | | **0-8 points** |  |
| a. No literature survey, no theoretical basis | | 0 point |
| b. Some literature survey but relevant literature missing, poor interpretation | | 1-3 points |
| c. Reasonable literature survey but some relevant literature missing, partially inappropriate interpretation | | 4-6 points |
| d. Thorough and extensive literature survey with appropriate interpretation, a range of views presented | | 7-8 points |
| **3. Theoretical aspect** | **Empirical aspect** |  |  |
| **3.a. Choice and description of research method:** | **3.b. Method of data collection, validity of sample:** | **0-12 points** |  |
| a. No clear description of research method | a. No clear description of method of data collection | 0 point |
| b. Description only partially correct, important aspects missing | b. Data collection not clearly organised, no clear sampling | 1-4 points |
| c. Clear description but some aspects are missing | c. Sampling and data collection only partly acceptable | 5-8 points |
| d. Clear and thorough description with all important aspects included | d. Systematic data collection, sampling acceptable | 9-12 points |
| **4.a. Application of research method:** | **4.b. Depth of data analysis:** | **0-8 points** |  |
| a. One-sided use of research method, relevant literature missing | a. Basic methods used only: percentage calculation, frequency, etc. | 0-4 points |
| b. Alternative ways shown, but some aspects missing | b. A range of methods used: correlation and hypothesis analysis, etc. | 5-8 points |
| c. Critical overview given in a coherent way | c. More sophisticated methods are also utilised: correlation and hypotheses analysis, etc. | 7-8 points |
| **5. Presentation and discussion of research findings and practical implementations** | | **0-18 points** |  |
| a. Poor presentation and discussion, no practical relevance and/or recommended implementation plan | | 0 point |
| b. Some evidence of presentation or discussion skills but evaluation lacks depth, some practical relevance and/or implementation plan | | 1-6 points |
| c. Good presentation and discussion , practical relevance and implementation plan offered but some points missing | | 7-12 points |
| d. High level of presentation and discussion, clear practical relevance, detailed and well-grounded implementation plan | | 13-18 points |
| **6. Structure of thesis** | | **0-12 points** |  |
| a. Unclear and weak structure | | 0 point |
| b. Some parts clear but thesis lacks overall coherency | | 1-4 points |
| c. Adequate structure but some parts not coherent | | 5-8 points |
| d. Clear and coherent throughout | | 9-12 points |
| **7. Quality and style of writing** | | **0-10 points** |  |
| a. Poor use of English, frequent grammatical mistakes, inadequate grasp of style | | 0 point |
| b. Generally correct use of vocabulary but clumsy wording, several grammatical mistakes; reasonable grasp of style | | 1-3 points |
| c. Mostly accurate English, correct choice of vocabulary, good awareness of style | | 4-6 points |
| d. Excellent command of English, correct use of register and vocabulary | | 7-10 points |
| **8. Format, citation and referencing, bibliography and appendix / appendices** | | **0-10 points** |  |
| a. One or all of the following missing: citations and references in the text, bibliography: **\*thesis has to be rejected with grade 1** | | \*0 |
| b. Bibliography present but not all references indicated in it; appendix / appendices inappropriate or even inadequate | | 1-4 points |
| c. Bibliography present, includes all references but appendix / appendices not clear or even partially inaccurate | | 5-8 points |
| b. All references in the text appear in the bibliography, well-structured and well-presented appendix / appendices | | 9-10 points |
| **9. Overall opinion** | | **0-10 points** |  |
| Please indicate your overall opinion of thesis on a 10-point scale, where 10 means ‘excellent’ and 1 means ‘very poor’. | |  |
| **Total points** | | **0-100 points** |  |

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

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

**Questions for oral defence of thesis**:

**1.**

**2.**

Pécs, ………………………………..

Examiner's signature

# Appendix 6: Middlesex University Degree

