



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Industrial Safety Training					
Code		WEK/E/S1/-/6269					
Field of specialisation							
Administering faculty		Katedra Nieruchomości i Agrobiznesu					
ECTS		1,0	ECTS (forms)	1,0			
Form of course credit		zaliczenie	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
wykłady		W	1	10	1,0	1,00	zaliczenie
Leading teacher		Śpiewak-Szyjka Monika (monika.spiewak-szyjka@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		The subject is of a basic, introductory nature, does not require any initial information.					
Module/course unit objectives							
C-1		Obtaining basic knowledge on occupational health and safety necessary to manage people in the work of an economist.					
C-2		The ability to identify potentially dangerous, harmful or arduous factors and their elimination or limiting the effects.					
C-3		Ability to organize safe working conditions.					
Course content divided into various forms of instruction							Number of hours
T-W-1		Introductory issues. Basic legal regulations in the field of occupational health and safety. Institutions for the supervision of working conditions.					1
T-W-2		Basic duties of the employer and employee in the scope of occupational safety and health.					1
T-W-3		Selected dangerous, harmful and onerous factors. Characteristics of hazards, measurement and prevention.					3
T-W-4		Basic concepts related to risk in the workplace. Occupational risk assessment by the chosen method.					2
T-W-5		Employer's obligations in the scope of occupational health and safety trainings, periodic and control examinations. Prevention and hygiene in the workplace.					2
T-W-6		Personal protective equipment - protective clothing and work clothes.					1
Student workload - forms of activity							Number of hours
A-W-1		Participation in classes					10
A-W-2		Preparation for passing the subject					10
A-W-3		Reading materials and textbooks					7
A-W-4		Preparation for discussion as part of classes on problem issues					3
Teaching methods / tools							
M-1		Feeding methods (description, anecdote, explanation).					
M-2		Problem and activation methods (conversational lecture, case method, didactic discussion).					
M-3		Exposing methods (film, exhibition).					
M-4		Practical methods (demonstration).					
Evaluation methods (F - progressive, P - final)							
S-1		F	Discussion and discussion of case studies during a seminar lecture. Student's activity is rewarded with the possibility of raising the final grade, subject to obtaining a positive final pass.				
S-2		P	Single choice test or work according to the given formula (in the scope of occupational risk assessment) - one of the two forms of the final pass is given to students in the first class.				



Faculty of Economics

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_A10_W01 Has knowledge of the safe and hygienic mode of functioning in the workplace. He knows the regulations applicable to the employer and employee in the field of health and safety. Is able to identify key hazardous or harmful factors and assess their impact on employee safety.	E_1A_W05 E_1A_W08 E_1A_W09 E_1A_W10	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-4 T-W-2 T-W-5 T-W-3 T-W-6	M-1 M-2 M-3 M-4	S-1 S-2
Skills							
E_1A_A10_U01 Is able to organize safe and hygienic working conditions and react to emerging threats. Has the ability to organize safe work.	E_1A_U03 E_1A_U08 E_1A_U10 E_1A_U18 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1 C-2 C-3	T-W-2 T-W-6 T-W-5	M-2 M-4	S-1 S-2
Social competences							
E_1A_A10_K01 Is aware of legal and real consequences resulting from ignorance or acting against the recommendations of Occupational Safety and Health.	E_1A_K03 E_1A_K05 E_1A_K06	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-W-2 T-W-5 T-W-3 T-W-6 T-W-4	M-2 M-4	S-1
Outcomes	Grade	Evaluation criterion					
Knowledge							
E_1A_A10_W01	2,0	The student is not able to: - define basic concepts of the subject, - indicate what is the subject literature and what is the goal, subject and the most important issues within the program, - formulate a short (even incomplete) but correct statement for the majority of the subject areas discussed in the classes. The student receives an unsatisfactory grade if he / she does not show interest in the program content or evades the activity and his / her absence does not guarantee that the material arrears.					
	3,0	Student, for a satisfactory grade: - in the field of knowledge he mastered and absorbed the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the range of attitudes towards knowledge, the average interested (partially indifferent), - in the field of expressing knowledge, she commits many minor mistakes in the content and language (the quality of the statements is largely incorrect).					
	3,5	Student, a satisfactory plus rating: - in the area of knowledge, he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in terms of the ratio to the knowledge transferred, the average interest remains, - in the field of expressing knowledge, he makes minor mistakes in the content and language (the quality of the statements partly incorrect).					
	4,0	Student, for a good grade: - in the area of knowledge, he mastered almost all programming material and knowledge acquired the basic content of the program almost exactly, - in terms of understanding knowledge, he almost completely mastered the entire scope of the material, - in terms of attitudes towards knowledge, it shows interest, - in the field of expressing knowledge, he commits slight deficiencies (statements have slight errors).					
	4,5	Student, for a good plus grade: - in the area of knowledge, he mastered the program material, - in terms of understanding knowledge, he mastered all program content, properly explains their meaning - shows interest in relation to knowledge, - speaks without difficulty using the substantive vocabulary.					
	5,0	Student, for very good grade: - in terms of knowledge, it goes beyond the curriculum material, - demonstrates the understanding of knowledge without reservations to the course of reasoning, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, can propose a context in which knowledge finds or can find practical application, - speaks a faultless language, properly substantive.					
Skills							
E_1A_A10_U01	2,0	He can't identify and cope alone with the difficulties that may arise in the situation of applying the acquired knowledge. He can not apply practically acquired knowledge, he has basic problems with interpretation and inference.					
	3,0	Student is able to identify and deal with a sufficient grade (with the help of a teacher or with the support of third parties) with selected difficulties related to the application of the acquired knowledge. He has very limited ability to put knowledge into practice and makes mistakes in non-primary tasks.					
	3,5	The student, on the assessment of a sufficient plus can identify and deal with, provided that additional support is obtained, with difficulties associated with the use of acquired knowledge. Has limited ability to apply knowledge in practice and makes mistakes in tasks in more difficult tasks.					
	4,0	The student, on the good mark can identify and independently deal with basic difficulties in the situation of applying the acquired knowledge. Without errors, he applies the acquired knowledge to solve simple and medium-difficult tasks, makes mistakes in interpretation and inferring in more difficult contexts.					
	4,5	The student, on the assessment of a good plus can independently identify and deal with basic difficulties in the situation of applying the acquired knowledge. He skilfully interprets and concludes in most contexts and tasks before him, understands the sense of mistakes and has the ability to improve.					
	5,0	Student, on the very good assessment, independently identifies and solves the difficulties associated with the process of applying knowledge in practice. Flawlessly interprets and concludes, regardless of the level of difficulty of the issues in the subject matter. Expands your skills by combining the knowledge and skills you have previously acquired and searching for optimal solutions.					



Other social competences

E_1A_A10_K01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying.
	3,5	The student, on the assessment of a sufficient plus shows skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but he usually carries out key areas correctly.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills.
	4,5	Student, good plus: Presents opinions and views demonstrating the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and the possibilities and the ability to use the acquired knowledge and skills in the future.

Required reading

1. Rączkowski B., BHP w praktyce, Ośrodek Doradztwa i Doskonalenia Kadr, Gdansk, 2007
2. Bielec J.: www.ergonomia.zut.edu.pl, WEk. ZUT w Szczecinie, Internet, Szczecin, 2011, Strona internetowa z materiałami dydaktycznymi dla studentów.

Supplementary reading

1. red. Kordacka D., Nauka o pracy - bezpieczeństwo, higiena, ergonomia, Wyd. Centralny Instytut Ochrony Prac, Warszawa, 2000
2. Szlązak J., Szlązak N., Bezpieczeństwo i Higiena Pracy, AGH, Kraków, 2005
3. red. Danuta Koradecka, Bezpieczeństwo pracy i ergonomia, Wyd. CIOP-PIB, Warszawa, 1997
4. Dz. U. Nr 169, poz. 1650, Obwieszczenie Ministra Gospodarki, Pracy i Polityki Społecznej w sprawie ogłoszenia jednolitego tekstu zapisów bezpieczeństwa i higieny pracy, -, -, 2003
5. Dz. U. Nr 135, poz. 1516, Rozporządzenie Ministra Edukacji Narodowej i Sportu w sprawie warunków i sposobu organizowania przez publiczne przedszkola, szkoły i placówki krajoznawstwa i turystyki., -, -, 2001



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<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Social economy					
<i>Code</i>	WEK/E/S1/-/626					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>	2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>	zaliczenie	<i>Language</i>	polski			
<i>Electives</i>		<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne	A	1	10	1,0	0,50	zaliczenie
wykłady	W	1	10	1,0	0,50	zaliczenie
<i>Leading teacher</i>	Grzesiuk Aleksandra (agrzesiuk@zut.edu.pl)					
<i>Other teachers</i>	Grzesiuk Aleksandra (agrzesiuk@zut.edu.pl)					
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge about the functioning of the market economy at the secondary school level.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Students will get knowledge about alternative ways of solving such important social problems as social exclusion, marginalization of local communities or unemployment.					
<i>C-2</i>	Getting to know new tools for students to support the activities of non-governmental organizations, new programs financed, among others, from the European Union funds.					
<i>C-3</i>	Understanding the need to build social capital for local development.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Organisations related to the social economy. Their characteristics and mission.					4
<i>T-A-2</i>	Non-governmental organizations - objectives and tasks of public benefit organizations.					2
<i>T-A-3</i>	Volunteering as an element of social economy.					2
<i>T-A-4</i>	Social entrepreneurship and its manifestations.					2
<i>T-W-1</i>	Recognition of social goals within the economic system.					2
<i>T-W-2</i>	The size and importance of the social economy sector in the world economy and in Poland					2
<i>T-W-3</i>	Legal basis for the functioning of the social economy sector entities.					2
<i>T-W-4</i>	Programs supporting the social economy.					2
<i>T-W-5</i>	Social capital as a factor of local development					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in classes					10
<i>A-A-2</i>	Searching for information on the activities of the third sector and the problems dealt with by social economy in the environment (observation, interviews, talks, watching programs, etc.)					15
<i>A-A-3</i>	Preparation of the presentation on a given topic					5
<i>A-W-1</i>	Participation in lectures					10
<i>A-W-2</i>	Analysis and use of indicated literature and other sources of information.					10
<i>A-W-3</i>	Preparation for passing the classes					10
<i>Teaching methods / tools</i>						
<i>M-1</i>	Discussion - open, group etc					
<i>M-2</i>	Multimedia presentation on a given topic. Teamwork.					
<i>M-3</i>	A visit to a social economy entity.					
<i>M-4</i>	Problem lecture					



Teaching methods / tools

M-5	Information lecture
M-6	Case study
M-7	Group project

Evaluation methods (F - progressive, P - final)

S-1	P	Final assessment
S-2	F	Assessment of presentation (individual project)
S-3	F	Assessment of teamwork

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O17/1_W01 The student knows what are the alternative ways of solving important social problems, eg social exclusion, marginalization of local communities, unemployment through the help of social economy institutions.	E_1A_W04 E_1A_W05 E_1A_W08 E_1A_W15	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-3	M-1 M-2 M-3 M-4 M-5 M-6 M-7	S-1 S-2 S-3
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Skills

E_1A_O17/1_U01 Can use the acquired knowledge to interpret social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people.	E_1A_U02 E_1A_U10	P6S_UO P6S_UW		C-1	T-W-1 T-W-3 T-W-2 T-W-4	M-1 M-2 M-3 M-4 M-5 M-6 M-7	S-1 S-2 S-3
E_1A_O17/1_U02 Student can present issues in the field of social economy in oral and written form.	E_1A_U14	P6S_UK		C-1 C-2 C-3	T-W-1 T-W-4 T-W-2 T-W-5 T-W-3	M-1 M-2 M-3 M-4 M-5 M-6 M-7	S-1 S-2 S-3

Social competences

E_1A_O17/1_K01 Student has the ability to independently search for knowledge and strive to expand it and work in a group.	E_1A_K01	P6S_KK P6S_KR		C-1 C-2 C-3	T-W-1 T-W-4 T-W-2 T-W-5 T-W-3	M-1 M-2 M-3 M-7	S-1 S-3
E_1A_O17/1_K02 Student is sensitive to the problems of excluded, marginalized, unemployed people.	E_1A_K09	P6S_KK P6S_KR		C-1 C-3	T-W-2 T-W-4	M-1 M-2 M-3 M-7	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O17/1_W01	2,0	The student is not able to present the basic methods of solving social problems covered by the program of the subject.
	3,0	Student knows in a limited scope the basic alternative ways of solving social problems; shows partial indifference and limited interest in issues covered by the material; when expressing knowledge, he makes many minor mistakes in the content and language, and the quality of his statements is partly wrong.
	3,5	Student knows in a basic scope alternative ways of solving social problems; shows a medium interest in issues covered by the material; when expressing knowledge, he makes minor mistakes in the content and language, and the quality of his speech is partly wrong.
	4,0	Student mastered almost all the program material in the field of alternative ways to solve social problems; he almost completely acquired the basic program content; shows interest in knowledge; when expressing knowledge, he commits slight deficiencies; his statements are usually correct.
	4,5	Student mastered the program material in the field of alternative ways to solve social problems; he thoroughly acquainted with the essential program content; shows interest in knowledge; when expressing knowledge, he does not make mistakes; his statements were correct and quite loose.
	5,0	Student in the field of knowledge goes beyond the curriculum, shows its full understanding and great interest and cognitive curiosity; during the speech it shows confidence, freedom and language correctness.

Skills



Skills

E_1A_O17/1_U01	2,0	Student can not even use the acquired knowledge to interpret social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people.
	3,0	Student is able to use the acquired knowledge in the basic scope to interpret social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people, with the help of a teacher.
	3,5	Student is able to use the acquired knowledge in the basic scope to interpret social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people with the help of a teacher.
	4,0	Student can independently use the acquired knowledge to interpret basic social phenomena and indicate ways to solve socio-economic problems of excluded, unemployed and marginalized people.
	4,5	Student is able to independently use the acquired knowledge to interpret all social phenomena covered by the program and indicate appropriate ways to solve socio-economic problems of excluded, unemployed and marginalized people.
	5,0	Student can independently use the acquired knowledge to interpret social phenomena, indicate the right ways to solve socio-economic problems of excluded, unemployed and marginalized people, going beyond the program material.
E_1A_O17/1_U02	2,0	Student is not able to present views on the social economy in the oral form with the use of a multimedia presentation.
	3,0	Student is able to present views on the social economy in an oral form using the presentations, with the help of a teacher.
	3,5	Student is able to present views on the social economy in the oral form with the use of a multimedia presentation with the help of a teacher.
	4,0	Student can independently present views on social economy in the oral form, using the presentation on a given topic.
	4,5	Student is able to independently use the acquired knowledge to choose a topic in the field of social economy, the discussion of which will be presented in an oral form with a multimedia presentation.
	5,0	Student is able to choose the topic and prepare for oral presentation with a multimedia presentation, but it goes beyond the basic program of the subject.

Other social competences

E_1A_O17/1_K01	2,0	Student is not able to supplement and improve the acquired knowledge and skills by himself and work in a group.
	3,0	Student can, to a limited extent, supplement and improve the acquired knowledge and skills and work in a group with the help of a teacher.
	3,5	Student is able to supplement and improve the acquired knowledge and skills to a medium degree and work in a group.
	4,0	Student is able to supplement and improve the acquired knowledge and skills to a large extent and work in a group.
	4,5	Student is able to independently supplement and improve the acquired knowledge and skills under the current program and work in a group.
	5,0	Student can independently supplement and improve the acquired knowledge and skills in the field beyond the current program and work in a group.
E_1A_O17/1_K02	2,0	Student does not show sensitivity to the problems of excluded, marginalized and unemployed people.
	3,0	Student to a limited extent shows sensitivity to the problems of excluded, marginalized and unemployed people, under the influence of the teacher's inspiration.
	3,5	A middle-level student is sensitive to the problems of excluded, marginalized and unemployed people, under the influence of a teacher's inspiration.
	4,0	Student independently demonstrates understanding of the position of excluded, marginalized and unemployed people and reveals sensitivity to their problems.
	4,5	Student independently demonstrates understanding of the position of excluded, marginalized and unemployed people and reveals sensitivity to their problems, is able to discuss their situation more broadly and shows a willingness to help.
	5,0	Student independently demonstrates understanding of the position of excluded, marginalized and unemployed people and reveals outstanding sensitivity to their problem, can suggest how to solve some of them and shows willingness to help.

Required reading

1. *Ekonomia Społeczna* - Półrocznik, 2011, Wydania z lat 2006-2016
2. Frątczak M., Hausner J., Mazur S. (red.), *Wokół ekonomii społecznej*, UE w Krakowie, MSAP Kraków, Kraków, 2012
3. Giza-Oleszczuk A. Hausner J. (red.), *Ekonomia społeczna w Polsce: osiągnięcia, bariery rozwoju i potencjał w świetle wyników badań*, Fundacja Inicjatyw Społeczno-Ekonomicznych, Warszawa, 2008
4. Gliński P., Lewenstein B., Siciński A., *Samorganizacja społeczeństwa polskiego: trzeci sektor*, Wydawnictwo IFiS PAN, Warszawa, 2002
5. Grosse T.G., *Szanse rozwoju ekonomii społecznej w Polsce – zadania stojące przed nowym rządem*, *Analizy i Opinie*, Warszawa, 2005, 53, ISP
6. Łukaszuk A., *Dobre praktyki z zakresu ekonomii społecznej*, Zachodniopomorska Biblioteka Ekonomii Społecznej, Szczecin, 2009
7. *Przedsiębiorstwo społeczne w środowisku lokalnym*, Stowarzyszenie Klon/Jawor, Warszawa, 2008
8. *Social enterprise. A new model for poverty reduction and employment generation*, UNDP, Bratislava, 2011
9. Wygnański K., *O ekonomii społecznej - podstawowe pojęcia, instytucje i kompetencje*, Zachodniopomorska Biblioteka Ekonomii Społecznej, Szczecin, 2009

Supplementary reading

1. Głazewska D., *Finanse w organizacji pozarządowej*, Akademia Rozwoju Filantropii w Polsce, Warszawa, 2006
2. Kaźmierczak T., Rymśa A., *W stronę aktywnej polityki społecznej*, ISP, Warszawa, 2003
3. Portal internetowy ekonomiaspoleczna.pl, 2014



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Fundamental of intellectual property protection				
<i>Code</i>		WEK/E/S1/-/563				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	1	15	2,0	1,00
<i>Leading teacher</i>		Mazur Rafał (Rafal.Mazur@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	The basics of entrepreneurship					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Knowledge of the essence, types of changes and factors determining the development of enterprises					
<i>C-2</i>	The ability to classify elements of intellectual property					
<i>C-3</i>	Knowledge of industrial property elements and the ability to indicate characteristics and differences between them, as well as the specificity of exclusive rights to these elements					
<i>C-4</i>	Knowledge of the components of literary and artistic property and the aspects of personal and property rights					
<i>C-5</i>	Knowledge of entities acting for the development of the organization					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Factors determining the development of enterprises					2
<i>T-A-2</i>	General issues of intellectual property					1
<i>T-A-3</i>	Inventions as the basic kind of codified invention					2
<i>T-A-4</i>	Utility designs and industrial designs, topographies of integrated circuits, rationalization projects					2
<i>T-A-5</i>	Trademarks and geographical indications					2
<i>T-A-6</i>	Protection of regional and traditional products					2
<i>T-A-7</i>	Selected entities acting for the development of the organization					2
<i>T-A-8</i>	Literary and artistic property					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in classes					15
<i>A-A-2</i>	Participation in the credit					2
<i>A-A-3</i>	Preparation for classes					10
<i>A-A-4</i>	Presentation, case study					10
<i>A-A-5</i>	Participation in consultations related to the preparation of the presentation, case study					5
<i>A-A-6</i>	Search and reading of the indicated literature					18
<i>Teaching methods / tools</i>						
<i>M-1</i>	Information lecture with multimedia presentation					
<i>M-2</i>	Talking					
<i>M-3</i>	Analysis of case studies					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	F	Rating from the colloquium				



Evaluation methods (F - progressive, P - final)

S-2	F	Assessment of cooperation competences and work in a group during the preparation of a case study
S-3	F	Assessment of the ability to search, analyze, evaluate and use information independently
S-4	F	Assessment of independent learning and development of the ability to logically think and present your own views
S-5	P	Evaluation of the exercises (average of all forming grades)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_A9_W01 Knowledge in the field of intellectual property components	E_1A_W14	P6S_WK		C-1 C-3 C-4	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-7 T-A-8	M-1 M-2	S-1
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Skills

E_1A_A9_U01 Has the ability to use basic categories in the field of intellectual property	E_1A_U02 E_1A_U14	P6S_UK P6S_UW		C-2	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-8	M-3	S-3
E_1A_A9_U02 Can use the basic theoretical knowledge in the field of intellectual property	E_1A_U05 E_1A_U10	P6S_UO P6S_UW		C-2 C-3 C-4	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-6 T-A-7 T-A-8	M-2	S-3 S-4

Social competences

E_1A_A9_K01 Ability to work in a group	E_1A_K01	P6S_KK P6S_KR		C-2 C-4 C-5	T-A-1 T-A-2	T-A-8	M-3	S-2
E_1A_A9_K02 The ability to predict the consequences of taking specific actions	E_1A_K03 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-3 C-4	T-A-2 T-A-3 T-A-4	T-A-5 T-A-6	M-2	S-2

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A9_W01	2,0	Student can't list the intellectual property components
	3,0	Student knows the elements of intellectual property and indicates the characteristics of some of them
	3,5	Student knows the elements of intellectual property and indicates the characteristics of some of them to a degree more than sufficient
	4,0	Student knows the elements of intellectual property and indicates their characteristics, can give examples
	4,5	Student knows the elements of intellectual property and indicates their characteristics, can give numerous examples
	5,0	Student knows the elements of intellectual property and indicates their characteristics, can give examples, accurately orientates in the aspects of personal and property rights

Skills

E_1A_A9_U01	2,0	Student can't classify the elements of intellectual property
	3,0	Student can extract the elements of intellectual property
	3,5	Student can extract the elements of intellectual property and indicate the potential effects of implementing some of them
	4,0	Student is able to identify and characterize the components of intellectual property and identify specific features that distinguish these solutions and indicate the potential effects of the implementation of most solutions
	4,5	Student is able to identify and characterize the components of intellectual property and identify specific features that distinguish these solutions and identify potential effects from the implementation of many solutions
	5,0	Student classifies the elements of intellectual property, knows the exact differences between industrial property and literary and artistic property, and is able to identify the potential benefits of using individual components of intellectual property
E_1A_A9_U02	2,0	Student can't classify the elements of intellectual property
	3,0	Student can extract the elements of intellectual property
	3,5	Student can extract the elements of intellectual property and indicate the potential effects of implementing some of them
	4,0	Student is able to identify and characterize the components of intellectual property and identify specific features that distinguish these solutions and indicate the potential effects of the implementation of most solutions
	4,5	Student is able to identify and characterize the components of intellectual property and identify specific features that distinguish these solutions and identify potential effects from the implementation of many solutions
	5,0	Student classifies the elements of intellectual property, knows the exact differences between industrial property and literary and artistic property, and is able to identify the potential benefits of using individual components of intellectual property

Other social competences

E_1A_A9_K01	2,0	Student can't work in a group
	3,0	In the group student deals with simple issues of a reproductive nature
	3,5	In the group student deals with more advanced issues of a reconstructive nature
	4,0	Student is an active member of the team. He participates in all stages of the team's work
	4,5	Student works on selected topics himself
	5,0	Student can present and defend his views

Other social competences

E_1A_A9_K02	2,0	Student can't predict the effects of the actions taken
	3,0	Student provides in a limited way the effects of the actions taken
	3,5	To a degree above sufficient, student predicts the effects of the actions taken
	4,0	Student efficiently anticipates the effects of actions taken or abandoned
	4,5	Student predicts the effects of the actions taken above the level
	5,0	Student convincingly justifies the need to take specific actions

Required reading

1. M. Zajączkowski, Podstawy innowatyki i ochrony własności intelektualnej, Lega, Szczecin, 2005
2. T. Szymanek, Prawo własności przemysłowej, EWSPiA, Warszawa, 2008

Supplementary reading

1. R. Mazur, Jesteś innowacyjny? Natura współczesnych innowacji, „Top Logistyk”, Poznań, 2008, 2/2008.
2. R. Mazur, Inwentorzy. Czynniki rozwoju innowacji,, „Top Logistyk”, Poznań, 2008, 3/2008.



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Sociology					
<i>Code</i>		WEK/E/S1/-/15					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Studium Nauk Humanistycznych i Społecznych					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski			
<i>Electives</i>				<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
wykłady		W	1	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Zychowicz Marzena (Marzena-Zychowicz@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	General knowledge in social studies.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Obtaining knowledge in the basics of sociology, in particular in the scope of functioning of various types of social communities, organizations, institutions, basics of society formation, social structure and social order.						
<i>C-2</i>	Mastering the basic methods and research techniques in sociology for the identification, analysis and explanation of social behaviour of groups and individuals.						
<i>C-3</i>	Acquiring competences necessary to perform sociological evaluation of social processes and phenomena. Acquiring competence in the application of the conceptual structure of sociology.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-W-1</i>	Sociology as a science explaining social phenomena. The subject and scope of interests of sociology. Practical application of sociology.						4
<i>T-W-2</i>	Human as a social being. Biological, demographic, geographical and economic foundations of social life. Cultural and social dimensions of personality formation.						4
<i>T-W-3</i>	Social order. The role of norms, values, institutions in establishing social order. Social relations and ties. Causes of anomy and deviation.						2
<i>T-W-4</i>	Characteristics of the dynamics of the processes and description of the most significant social phenomena of the contemporary world: modernization, globalization, migration, urbanization, secularization, demographic changes, mass-media development.						4
<i>T-W-5</i>	Characteristics of the dynamics of the processes and description of the most significant social phenomena of the contemporary world: modernization, globalization, migration, urbanization, secularization, demographic changes, mass-media development.						4
<i>T-W-6</i>	Selected elements of the methodology of sociology: structure of the research process, methods and techniques of sociological research, practical conduct of the research project.						9
<i>T-W-7</i>	Social groups. Selected aspects of group dynamics in a society and in relation to the economy.						3
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-W-1</i>	Participation in lectures.						30
<i>A-W-2</i>	Preparation for obtaining credit.						12
<i>A-W-3</i>	Preparation of the research and research report.						13
<i>A-W-4</i>	Preparation based on reading assigned for a seminar.						5
<i>Teaching methods / tools</i>							
<i>M-1</i>	Instructional lecture.						
<i>M-2</i>	Seminar						
<i>M-3</i>	Problem-focused lecture. Case studies.						
<i>M-4</i>	Multimedia presentation, e.g. using a film.						
<i>Evaluation methods (F - progressive, P - final)</i>							



Evaluation methods (F - progressive, P - final)

S-1	P	A research project consisting in preparation of a simple interview or survey with a discussion.
S-2	F	Participation regarding the subject matter - e.g. in the form of answers to questions asked at lectures or tutorials and activity during the seminar.
S-3	P	Final test in the form of questions requiring providing a definition and an example.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_A8_W01 E_1A_A8_W01 The student defines and uses concepts from the field of sociology; knows and can discuss the issues constituting core curriculum of the subject of sociology.	E_1A_W02 E_1A_W04 E_1A_W05 E_1A_W06 E_1A_W13	P6S_WG P6S_WK		C-1 C-2	T-W-1 T-W-2 T-W-3 T-W-4	T-W-5 T-W-6 T-W-7	M-1 M-2 M-3 M-4	S-1 S-2 S-3
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Skills

E_1A_A8_U01 E_1A_A8_U01 The student can understand and analyze selected social processes and phenomena.	E_1A_U01 E_1A_U12	P6S_UW		C-1 C-3	T-W-1 T-W-2 T-W-3 T-W-4	T-W-5 T-W-6 T-W-7	M-2 M-3 M-4	S-2 S-3
E_1A_A8_U02 E_1A_A8_U02 The student can correctly interpret and forecast the practical effects of the selected social processes and phenomena related to the use of sociological methods and techniques; can produce a report with a description of the process and research results.	E_1A_U02 E_1A_U08 E_1A_U09 E_1A_U13 E_1A_U20	P6S_UK P6S_UO P6S_UW		C-1 C-2 C-3	T-W-2 T-W-3 T-W-4	T-W-5 T-W-6 T-W-7	M-1 M-2 M-3 M-4	S-1 S-3

Social competences

E_1A_A8_K02 E_1A_A8_K02 The student is competent in organizing their own work and the work of a team, which allows them to carry out a research project in a small research team. The student is able to set goals, share tasks and implement a project.	E_1A_K01 E_1A_K02 E_1A_K03 E_1A_K04 E_1A_K07 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-W-2 T-W-3 T-W-4	T-W-5 T-W-6	M-2 M-3 M-4	S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A8_W01	2,0	
	3,0	He operates a conceptual apparatus in the field of sociology at the elementary level. Can describe the basic methods and research techniques of sociology, understands and can explain the specifics of the sociological perspective in analyzing and explaining social facts.
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_A8_U01	2,0	
	3,0	He makes a superficial view of social life, but he notices the stability and repetitiveness of social phenomena and processes.
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_A8_U02	2,0	
	3,0	He can correctly interpret and predict the effects of elementary human behavior, including in the economic sphere. Can describe the basic techniques and research methods, has a problem with their correct application.
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_A8_K02	2,0	
	3,0	Understands the basic principles of operation of the task team. He lists the priorities and defines the tasks, but moderately manages them. The Faculty of Humanities and Social Sciences
	3,5	
	4,0	
	4,5	
	5,0	

Required reading



Required reading

1. Walczak-Duraj D., Socjologia dla ekonomistów, PWE, Warszawa, 2010
2. Goodman N., Wstęp do socjologii, Zysk i S-ka, Poznań, 1997
3. Szacka B., Wprowadzenie do socjologii, Oficyna Naukowa, Warszawa, 2003

Supplementary reading

1. Karwińska A., Odkrywanie socjologii. Podręcznik dla ekonomistów, PWN, Warszawa, 2008
2. Sztompka P., Socjologia. Analiza społeczeństwa, Znak, Kraków, 2002
3. Babbie E., Istota socjologii, PWN, Warszawa, 2007



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Information Technology					
<i>Code</i>		WEK/E/S1/-/564					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów					
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski			
<i>Electives</i>							
<i>Elective group</i>							
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
laboratoria		L	2	30	3,0	1,00	zaliczenie
<i>Leading teacher</i>		Marjak Henryk (Henryk.Marjak@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Student knows and understands the basic concepts of IT, uses a computer set and its operating system. Student creates and names files and folders in accordance with the rules in force in this regard. Student can customize the system options to suit needs of the user and can handle different information media.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Familiarizing with the development of the information society, the electronic economy, new information and communication technologies and their impact on the modern economy.						
<i>C-2</i>	Familiarizing with the advanced functionality of the selected Microsoft Windows operating system and standard application software. The subject matter of the tasks is related to business applications.						
<i>C-3</i>	Familiarizing with Internet technologies and tools, and data protection and security issues in network communication systems.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-L-1</i>	Computer resource management, configuration of the Windows operating system. Data organization, operations on files and folders.						2
<i>T-L-2</i>	The basics of security in the use of computer systems, in particular the safety of the use of wired, wireless, local (LAN), corporate and global (WWW) networks.						2
<i>T-L-3</i>	Network services in information systems. Internet technologies: Internet browsers, email programs. Methods and techniques for searching information on the Internet.						2
<i>T-L-4</i>	Familiarizing with the working principles of the remote learning system based on the Moodle e-learning platform. Logging personal data and logging into the system, organizing communication and exchanging files						3
<i>T-L-5</i>	Operating for the WORD 2007-2010 word processor: navigation, toolbars, text editing and formatting, page setup, table editing and formatting, editing of statistical and mathematical equations, inserting formulas, drawing diagrams, embedding technique, computer graphics, editing charts.						7
<i>T-L-6</i>	Operating for the EXCEL 2007-2010: workbook construction, navigation, cell addressing and formatting, editing and data entry, simple and complex formulas, mathematical functions, charting, function graphs, managerial charts, logical functions, selected financial functions, data analysis, creation of tables and PivotCharts, variant analysis - scenarios.						10
<i>T-L-7</i>	Operating for Microsoft PowerPoint 2007-2010. Options for toolbars and menus. Project templates, slide patterns. Working with slides. Formatting slides and presentations. Accessibility features in PowerPoint. Animating texts and objects. Creating and running presentations.						4
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-L-1</i>	Participation in laboratory activities						30
<i>A-L-2</i>	Self-preparation for laboratories						35
<i>A-L-3</i>	Preparation of projects and project documentation						23
<i>A-L-4</i>	Project consultations						2
<i>Teaching methods / tools</i>							
<i>M-1</i>	Problem lecture						
<i>M-2</i>	Laboratory exercises						



Teaching methods / tools

M-3	Explanation
M-4	Project method

Evaluation methods (F - progressive, P - final)

S-1	P	Completing exercises based on written work and individual projects.
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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_A6_W01 Student knows the features of the Microsoft Windows operating system (2000, XP, Vista or 7 Home Premium) and the standard Microsoft Office software (2002 - 2010). Student has knowledge of the functionality of the office suite MS Word, MS Excel, MS PowerPoint on a level consistent with the requirements for applicants for the European Computer Driving License (ECDL Core). Student knows the impact of Internet technologies on the development of the information society and the modern economy.	E_1A_W01 E_1A_W06 E_1A_W07 E_1A_W12 E_1A_W14	P6S_WG P6S_WK		C-1 C-2 C-3	T-L-1 T-L-2 T-L-3 T-L-4 T-L-5 T-L-6 T-L-7	M-1	S-1
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Skills

E_1A_A6_U01 Student can use the features of the Microsoft Windows operating system (2000, XP, Vista or 7 Home Premium) and the standard Microsoft Office software (2002 - 2010). Student is able to use the modules of the office suite MS Word, MS Excel, MS PowerPoint on a level consistent with the requirements for applicants for the European Computer Driving Licence (ECDL Core). Student can use selected applications and Web tools to solve practical problems in the modern economy.	E_1A_U02 E_1A_U07 E_1A_U17 E_1A_U20	P6S_UO P6S_UW		C-2 C-3	T-L-1 T-L-2 T-L-4 T-L-5 T-L-6 T-L-7	M-2 M-3 M-4	S-1
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Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A6_W01	2,0	Student does not know the basic concepts of information and communication technologies and their impact on the modern economy, does not know the factors determining the development of the information society, does not know functions of standard system and utility software.
	3,0	Student knows the basic concepts in the area of information and communication technology. Student knows their impact on the modern economy, knows the factors determining the development of the information society, knows the basic functions of standard system and utility software.
	3,5	Student knows the issues in the area of information and communication technology applications in the economy. Student knows their impact on improving the information and decision-making processes in the enterprise and the economy.
	4,0	Student knows and analyses issues in the area of information and communication technology applications in the economy and their impact on improving the information and decision-making processes in selected sectors of the economy, knows the functionality of specialized software.
	4,5	Student knows and analyses the extended issues in the area of information and communication technology, their applications in the economy and their impact on improving the information and decision-making processes in selected sectors of the economy, knows advanced functionality of specialized software.
	5,0	Student knows and analyses the extended issues in the area of information and communication technology applications in the economy and their impact on improving the information and decision-making processes in selected sectors of the economy, knows the procedures for defining and Generating reports and reports.

Skills

E_1A_A6_U01	2,0	Student cannot work under the supervision of the operating system; can not perform standard operations and commands on the system, can not install selected programs and configure the program according to the user's needs.
	3,0	Student can work under the supervision of the operating system; can perform standard operations and commands in the system, can install selected programs and configure the program according to the user's needs.
	3,5	Student is able to work with the text editor: edits, formats and organizes the layout of the document, performs spell checking and corrects errors; creates a simple serial correspondence. Student operates spreadsheet: edits, formats and processes numeric, alphanumeric and text data. Defines formulas and calculation procedures. Applies mathematical, statistical, logical functions, dates and times. Analyzes data, creates pivot tables, scenarios, tracks relationships between cells containing formulas.
	4,0	Student operates spreadsheet: defines complex formulas and calculation procedures; uses text, financial and data search functions; analyzes data, filters, formats and groups data in a pivot table, generates reports based on a scenario, visualizes relationships between cells containing formulas, presents data and results on charts.
	4,5	Student operates a multimedia presentation program: uses in work on creating presentations from different types of views; prepares and inserts slide elements - graphics, charts, mathematical formulas; applies the slide transition effect for individual slides and sets the transition speed and switching method; uses slide designs from the Microsoft Office Online site and applies a design template for individual slides; can prepare sound files and put them in the presentation; can prepare diagrams and organizational charts and apply them in the presentation; uses hyperlinks in the presentation.
	5,0	Student defines and registers macro commands, assigns keyboard shortcuts to macro commands; develops scenarios, performs the reverse variant analysis; shares and integrates data files; integrates sheets with other office suite applications; looks for the results of alternatives and supports solver; explains and interprets the obtained results; alone in an interesting and creative way, plans and prepares a project for a given topic using the known tools.

*Other social competences**Required reading*

1. Mathew A., Murugesan S.K., Fundamentals of Information Technology, Alpha Science, Oxford, 2013
2. Murray K., First Look: Microsoft® Office 2010, Microsoft Press, Redmond, 2010
3. Winston W.L., Microsoft Excel 2010: Data Analysis and Business Modeling, Microsoft Press, Redmond, 2011

Supplementary reading

1. Silyn-Roberts H., Writing for Science and Engineering : Papers, Presentations and Reports, Elsevier, Amsterdam, 2012, 2
2. Kapterev A., Presentation Secrets, John Wiley & Sons, Indianapolis, 2011
3. Odnoha A., Excel 2010 Financials Cookbook, Packt Publishing, Birmingham, 2011
4. Walkenbach J., Microsoft Excel 2010 Bible, Wiley Publishing, Indianapolis, 2010
5. Tyson H., Microsoft Word 2010 Bible, John Wiley & Sons, Indianapolis, 2010
6. Anderson-Williams R., Mastering Prezi for Business Presentations, Packt Publishing, Birmingham, 2012



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Methodology of scientific research				
<i>Code</i>		WEK/E/S1/-/547				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości				
<i>ECTS</i>		1,0	<i>ECTS (forms)</i>	1,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>				<i>Elective group</i>		
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
konwersatoria		K	4	10	1,0	1,00
<i>Leading teacher</i>		Grzesiuk Aleksandra (agrzesiuk@zut.edu.pl)				
<i>Other teachers</i>		Grzesiuk Aleksandra (agrzesiuk@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Basic knowledge of human cognitive processes at the high school level.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	As a result of the organized learning process, the student will: - have elementary knowledge related to the methodological determinants of creative work,					
<i>C-2</i>	A student knows elementary issues concerning the specifics of promotional work preparation,					
<i>C-3</i>	A student is able to solve the standard problems occurring during the creation of a promotional work					
<i>C-4</i>	After completing the course, a student understands the need to protect intellectual property					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-K-1</i>	Features of economics as a science. Methodology of scientific research - definition issues, place in the system of sciences. The basic requirements for dissertation.					2
<i>T-K-2</i>	Characteristics of the basic methodical elements of the dissertations. Procedure for solving research problems. Basic errors of utterances and names					6
<i>T-K-3</i>	Characteristics of the basic elements and techniques of the research process - final test					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-K-1</i>	participation in seminars and final test					3
<i>A-K-2</i>	student's own work including: - preparation for current seminars (selection and analysis of literature adequate to particular topics of the classes, preparation of tasks commissioned by the teacher), - participation in consultations to verify progress, get answers to intriguing questions, - prepare for credit					17
<i>A-K-3</i>	Participation in classes					10
<i>Teaching methods / tools</i>						
<i>M-1</i>	Problem-related methods - conversational lecture.					
<i>M-2</i>	Feeding methods - Socratic or heuristic talk.					
<i>M-3</i>	Activating methods - didactic discussion.					
<i>M-4</i>	Practical methods - solving tasks indicated by the teacher.					
<i>M-5</i>	Problem-related methods - conversational lecture, heuristic talk					
<i>M-6</i>	Practical methods - solving tasks indicated by the teacher (subject exercises)					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	F	Forming assessment: Evaluation of activity at classes expressed, among others, by participation in a didactic discussion, a Socratic or heuristic talk. At the same time, the teacher's control is subject to: -the culture of utterance, -declaration of presented arguments, -tolerance towards counterarguments, -the perception of thematic relations, - the language of expression				
<i>S-2</i>	P	Summative assessment: Assessment of written assignments.				
<i>S-3</i>	P	Summative assessment: Evaluation of the multiple choice test.				



Knowledge

E_1A_Ammmmmmmm mmmmmm_W01	2,0	Student is not able to: - define basic concepts in the field of scientific research methodology, - indicate what is the subject literature and subject matter and what does not constitute it, - indicate the basic elements of methodical work, - distinguish, define and use sources virtual knowledge, -exter what is involved and from what stages consists of the procedure for solving research problems, -change and characterize the basic research methods for gathering actual knowledge in economics.
	3,0	student: - in the scope of knowledge, he mastered the basic program material, - mastered the basic scope of material in terms of knowledge, - absorbed basic program content in terms of knowledge acquisition, in terms of attitudes towards knowledge, average (partially indifferent) knowledge, - in the field of expression Knowledge makes many minor mistakes in the content and language (the quality of the statements is largely incorrect)..
	3,5	Student: - in the scope of knowledge, he mastered the basic program material, - mastered the basic scope of material, - acquired knowledge of basic program content in terms of knowledge acquisition, - medium interest in the range of attitudes towards knowledge, - minor errors in the field of knowledge expression in the content and language (the quality of the statements is partially wrong).
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - he almost completely mastered the scope of material in terms of knowledge, - acquired the basic program content almost exactly in terms of knowledge acquisition, - shows interest in the range of attitudes to knowledge - the field of expressing knowledge commits slight deficiencies (statements generally correct - slight linguistic errors)
	4,5	Student: - in the scope of knowledge, he mastered all the program material, - in the field of understanding of knowledge he mastered all program content, - in terms of attitude to knowledge shows a lot of interest, - in the field of expressing knowledge and how to respond - without difficulty
	5,0	Student: - in the field of knowledge, he goes beyond the curriculum, - in the scope of understanding knowledge - without reservations, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, - he speaks flawless language, correctly and confidently
E_1A_Ammmmmmmm mmmmmm_W02	2,0	Student does not have elementary knowledge about the procedure of research applied in social sciences (economics).
	3,0	Student has elementary knowledge about the procedure of research applied in social sciences (economics).
	3,5	The student has a basic knowledge of the procedure of research applied in social sciences (economics).
	4,0	Student: - in the scope of knowledge, he mastered the basic program material, - he mastered the basic scope of material in terms of knowledge, - acquired the basic contents of the knowledge acquisition, - in the range of attitudes to knowledge, the average interested, - in the field of expressing knowledge, minor mistakes in the content and language (the quality of the statements is partially wrong).
	4,5	Student: - in the scope of knowledge, he mastered all the program material, - in the field of understanding of knowledge, he mastered all program content, - in terms of attitude to knowledge
	5,0	Student: - in the field of knowledge goes beyond the curriculum, - in terms of understanding knowledge - without reservations, - in terms of attitudes towards knowledge shows a large interest and cognitive curiosity, - speaks flawless language, correctly and confidently
E_1A_Ammmmmmmm mmmmmm_W03	2,0	Student does not have elementary knowledge about the process of preparation of the dissertation and its methodological elements
	3,0	Student has elementary knowledge about the process of preparation of the promotional work and its methodological elements.
	3,5	Student: - in the scope of knowledge, he mastered the basic program material, - mastered the basic scope of material, - acquired knowledge of basic program content in terms of knowledge acquisition, - medium interest in the range of attitudes towards knowledge, - minor errors in the field of knowledge expression in the content and language (the quality of the statements is partially wrong).
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - he almost completely mastered the scope of material in terms of knowledge, - acquired the basic program content almost exactly in terms of knowledge acquisition, - shows interest in the range of attitudes to knowledge - the field of expressing knowledge commits slight deficiencies (statements generally correct - slight linguistic errors)
	4,5	Student: - in the scope of knowledge, he mastered all the program material, - in the field of understanding of knowledge he mastered all program content, - in terms of attitude to knowledge shows a lot of interest, - in the field of expressing knowledge and how to respond - without difficulty
	5,0	Student: - in the scope of knowledge, it goes beyond the curriculum, - in the scope of understanding knowledge - without reservations, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, - he/she speaks flawless language, correctly and confidently

Skills

E_1A_Ammmmmmmm mmmmmm_U01	2,0	Student can not identify and cope independently with the difficulties that may appear at each stage of creating a promotional work, he does not use contextual knowledge.
	3,0	Student is able to identify and deal with the teacher's substantial help with selected difficulties related to the process of preparing a promotional work.
	3,5	Is able to identify and deal with the help of a teacher with selected difficulties related to the process of preparing a promotional work.
	4,0	Is able to identify and deal independently with the basic difficulties associated with the process of preparing a dissertation
	4,5	Is able to independently identify and deal with the basic difficulties associated with the process of preparation of own research project.
	5,0	Is able to independently identify and deal with the advanced difficulties associated with the process of preparation of own research project.

Other social competences

E_1A_Ammmmmmmm mmmmmm_K01	2,0	Student does not show any interest or desire to learn elementary knowledge of ethical principles - presenting opinions and opinions proving that it is in a pre-conventional stage of moral development.
	3,0	Student presents views and opinions that testify to the elementary interest in the ethical attitude in scientific work (the stage of conventional moral development - the first subphase).
	3,5	Presents views and opinions that show willingness to follow the rules of scientific writing (the stage of conventional moran development - second subphase).
	4,0	Student presents views and opinions characteristic of the post-conventional stage of moral development.
	4,5	Presents views and opinions that show moral laws being guided in their conduct.
	5,0	Presents views and opinions that show moral laws being guided in their conduct.



Other social competences

E_1A_Ammmmmmm mmmmm_K02	2,0	In the field of team work, the student: can not plan and perform work at each of its stages (preparatory, incubative, glare, executive, verification and presentation of solutions).
	3,0	In the field of team work, the student: plans and performs work ineptly at each of its stages (preparatory, incubative, glare, executive, verification and presentation of solutions).
	3,5	In the field of team work, the student: plans and performs work at the basic level at each of its stages (preparatory, incubative, glare, executive, verification and presentation of solutions).
	4,0	In the field of team work, the student: can define the goals of his own work and distribute or help in the distribution of tasks among team members, and help in using contextual information to carry out team tasks.
	4,5	In the field of teamwork, the student: can independently plan, specify goals and actively participate in the distribution of tasks and their implementation at each stage of work.
	5,0	In the field of teamwork, the student: can independently plan, specify goals and distribute tasks, and control the team members' cooperation (motivate to act) and the timeliness and presentation of results.
E_1A_Ammmmmmm mmmmm_K03	2,0	In terms of activity, attitudes and motivations: the student avoids taking action - does not show any initiative, shows an attitude unfavorable towards any activities of the teacher.
	3,0	In terms of activity, attitudes and motivation: the student does not avoid taking action, but also does not take them willingly, shows a neutral (indifferent) attitude towards the teacher's instructions.
	3,5	In terms of activity, attitudes and motivation: the student does not avoid taking actions, but also does not take them out of his own will, but adapts to the didactic situations arranged by the teacher - shows a moderately favorable attitude towards the teacher's actions.
	4,0	In terms of activity, attitudes and motivation: the student adapts to the didactic situation in which he found himself, takes action on his own volition but does not arrange it spontaneously.
	4,5	In terms of activity, attitudes and motivation: the student not only adapts to the didactic situation in which he found himself, but also organizes it in a certain way, showing a favorable attitude towards the teacher's actions.
	5,0	In terms of activity, attitudes and motivation: the student spontaneously begins a given type of action, guided by a positive attitude towards the teacher's actions.

Required reading

1. Balicki W., Wykłady z metodologii nauk ekonomicznych, Wyższa Szkoła Bankowa, Poznań, 2002
2. Kaminski S., Nauka i metoda. Pojecie nauki i klasyfikacja nauk,, KUL, Lublin, 1992
3. Stachak S., Podstawy metodologii nauk ekonomicznych, KiW, Warszawa, 2006

Supplementary reading

1. Grobler A., Metodologia nauk, Aureus-Znak, Kraków, 2006
2. Hajduk Z., Ogolna metodologia nauk, KUL, Lublin, 2005



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Diploma Workshop I						
Code		WEK/E/S1/PKO						
Field of specialisation								
Administering faculty		Jednostka WEK						
ECTS		1,0	ECTS (forms)	1,0				
Form of course credit		zaliczenie	Language	polski				
Electives				Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
projekty		P	4	15	1,0	1,00	zaliczenie	
Leading teacher		Nauczyciel WEk (Maciej.Nosal@zut.edu.pl)						
Other teachers		Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)						
Prerequisites								
W-1		Selection of supervisors of diploma theses						
Module/course unit objectives								
C-1		Familiarising the student with the principles of writing diploma theses						
C-2		Solving the research problem in the area of economic sciences, which is the subject of the thesis						
Course content divided into various forms of instruction							Number of hours	
T-P-1		Rules for diploma theses at the Faculty. Methodology of the realisation of diploma thesis in the field of study, including specialties. Stages of diploma thesis realisation. Discussion of the issues related to the thesis structure, thesis realisation method and timetable - analysis of the illustrative layouts of diploma theses. Presentation and analysis of the themes of theses and defined research problems, thesis structure. Review of the literature. Evaluation of the student's work					15	
Student workload - forms of activity							Number of hours	
A-P-1		Participation in classes					15	
A-P-2		Consultations with the supervisor and preparation of the presentation on diploma thesis realisation					15	
Teaching methods / tools								
M-1		Didactic discussion, presentation, case study method, explanation						
Evaluation methods (F - progressive, P - final)								
S-1		P	Assessment of the timely realisation of diploma thesis (its parts) and presentation of the diploma thesis theme and scope					
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								
E_1A_A07_W01		He / she has the knowledge necessary to independently solve research problems. He / she knows the rules for preparing a diploma thesis		E_1A_W01 E_1A_W12	P6S_WG P6S_WK	C-1 C-2	T-P-1	M-1 S-1
Skills								
E_1A_A07_U02		He / she can formulate and present the subject of research, define the objective of research work and research hypotheses / theses, make the selection of research materials and tools for diploma thesis realisation		E_1A_U01 E_1A_U04	P6S_UW	C-2	T-P-1	M-1 S-1
Social competences								



Outcomes	Grade	Evaluation criterion
<i>Knowledge</i>		
E_1A_A07_W01	2,0	Student does not know the rules of degree awarding and preparation of diploma thesis
	3,0	Student has sufficient knowledge about the rules of degree awarding and preparation of diploma thesis
	3,5	
	4,0	
	4,5	
	5,0	
<i>Skills</i>		
E_1A_A07_U02	2,0	
	3,0	Student has prepared a diploma thesis outline - he / she has formulated the theme of diploma thesis, defined the objective of research work, prepared a diploma thesis plan, indicated the research material and methods of thesis realisation
	3,5	
	4,0	
	4,5	
	5,0	
<i>Other social competences</i>		
<i>Required reading</i>		
1. Stachak S., Wstęp do metodologii nauk ekonomicznych, Książka i Wiedza, Warszawa, 2006		
<i>Supplementary reading</i>		
1. Piotrek P., Zieleniecka B., Technika pisania prac dyplomowych, Poznań, 2000		
2. Kuzik M., Rzepczyński S., Jak pisać?, PWN, Warszawa, 2008		
3. Zenderowski R., Praca magisterska. Licencjat. Krótki przewodnik po metodologii pisania i obrony pracy dyplomowej, CeDeWu, Warszawa, 2009		
4. ., Standardy przygotowania prac dyplomowych na Wydziale Ekonomicznym ZUT w Szczecinie		



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Seminar I						
Code		WEK/E/S1/-/37						
Field of specialisation								
Administering faculty		Katedra/Zakład						
ECTS		1,0	ECTS (forms)	1,0				
Form of course credit		zaliczenie	Language	polski				
Electives		Elective group						
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
seminaria		S	4	15	1,0	1,00	zaliczenie	
Leading teacher		Nauczyciel akademicki prowadzący seminarium (jhernik@zut.edu.pl)						
Other teachers		Nauczyciel akademicki prowadzący seminarium (jhernik@zut.edu.pl), Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)						
Prerequisites								
W-1	General economic knowledge							
Module/course unit objectives								
C-1	Preparation for the participation in scientific research and writing a diploma thesis							
Course content divided into various forms of instruction							Number of hours	
T-S-1	Discussing the diploma procedure at the Faculty. Determining the main directions of research carried out at the Faculty and by the unit. Presentation of thematic scopes and potential themes of diploma theses. Analysis of the illustrative diploma thesis themes and those proposed by students.						9	
T-S-2	Rules for formulating the objective of research work and research questions. Techniques for searching for source literature and other sources. Collection, ordering and analysis of research material. Presentation of research results						6	
Student workload - forms of activity							Number of hours	
A-S-1	Participation in classes						15	
A-S-2	Preparation for classes						6	
A-S-3	Preparation for the presentation of diploma thesis concept and plan						9	
Teaching methods / tools								
M-1	Presentation of the subject and scope of the diploma theses and the degree awarding process. Illustration with examples							
M-2	Case study							
M-3	Illustrative themes of diploma theses – papers prepared by students							
M-4	Discussions after the presentation of papers							
Evaluation methods (F - progressive, P - final)								
S-1	P	Crediting based on the prepared diploma thesis plan and concept						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								
E_1A_A08_W01	Student is able to determine the subject of his / her interests in the field of economics		E_1A_W12	P6S_WG	C-1	T-S-1 T-S-2	M-1 M-2 M-3 M-4	S-1
Skills								



E_1A_A08_U01 He / she can define the research problem, determine the theme and scope of diploma thesis	E_1A_U01 E_1A_U04	P6S_UW		C-1	T-S-1	T-S-2	M-1 M-2 M-3 M-4	S-1
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Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A08_W01	2,0	
	3,0	Student knows the rules of degree awarding in force at the Faculty and, based on the given examples, knows how to formulate the theme of diploma thesis
	3,5	Student knows the rules of degree awarding in force at the Faculty, can explain the differences between theoretical and practical thesis, knows how to formulate the theme of diploma thesis
	4,0	Student knows the rules of degree awarding in force at the Faculty, can explain the differences between theoretical and practical thesis and analyse the illustrative theme of diploma thesis, defines the essence of the research problem
	4,5	Student knows the rules of degree awarding in force at the Faculty, can describe a selected research problem in short written forms and knows the recommended structure of such theses
	5,0	Student knows the rules of degree awarding in force at the Faculty, can describe a selected research problem in short written forms and knows the recommended structure of diploma theses, defines the basic research methods

Skills

E_1A_A08_U01	2,0	
	3,0	Student has formulated the research problem and subject of diploma thesis, determined the research materials and methods
	3,5	Students timely formulated the research problem and subject of diploma thesis, correctly selected the research material and methods
	4,0	Students timely and correctly formulated the research problem and subject of diploma thesis, correctly selected the research material and methods, and also indicated the main stages of thesis realisation
	4,5	Students timely and correctly formulated the research problem and subject of diploma thesis, selected the research material and methods, and also indicated the main stages and timetable for thesis realisation
	5,0	Student timely and correctly formulated the research problem and subject of diploma thesis, selected the research material and methods, and also indicated the main stages and timetable for thesis realisation, and in addition developed a list of literature necessary to write a thesis

Other social competences**Required reading**

1. Stachak S., Wstęp do metodologii nauk ekonomicznych, Książka i Wiedza, Warszawa, 2006

Supplementary reading

1. Kuzik M., Rzepczyński S., Jak pisać?, PWN, Warszawa, 2008

2. Zenderowski R., Praca magisterska. Licencjat. Krótki przewodnik po metodologii pisania i obrony pracy dyplomowej, CeDeWu, Warszawa, 2009

3. Grzybowski P.P., Sawicki K., Pisanie prac i sztuka ich prezentacji, Impuls, Kraków, 2010

4. Wójcik K., Piszę akademicką pracę promocyjną - licencjacką, magisterską, doktorską, Wolters Kluwer, Warszawa, 2012, 8

5. ., Standardy przygotowania prac dyplomowych na Wydziale Ekonomicznym ZUT w Szczecinie



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Diploma Workshop II						
Code		WEK/E/S1/PKO						
Field of specialisation								
Administering faculty		Jednostka WEK						
ECTS		1,0	ECTS (forms)	1,0				
Form of course credit		zaliczenie	Language	polski				
Electives		Elective group						
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
projekty		P	5	15	1,0	1,00	zaliczenie	
Leading teacher		Nauczyciel WEk (Maciej.Nosal@zut.edu.pl)						
Other teachers		Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)						
Prerequisites								
W-1		Selection of supervisors of diploma theses						
Module/course unit objectives								
C-1		Familiarising the student with the principles of writing diploma theses						
C-2		Solving the research problem in the area of economic sciences, which is the subject of the thesis						
Course content divided into various forms of instruction							Number of hours	
T-P-1		Presentation of the progress in the realisation of diploma theses by students. Analysis of the elaborated fragments of theses, discussion on the subject of research issues approached, research materials used and research methods applied. Assessment of the mastering of thesis writing technique. Evaluation of the student's work					15	
Student workload - forms of activity							Number of hours	
A-P-1		Participation in classes					15	
A-P-2		Consultation with the supervisor and preparation of the presentation on diploma thesis realisation / thesis project					15	
Teaching methods / tools								
M-1		Didactic discussion, presentation, case study method, explanation						
Evaluation methods (F - progressive, P - final)								
S-1		P	Assessment of the timely and correct realisation of diploma thesis (its parts)					
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								
E_1A_A09_W01 He / she has the knowledge necessary to independently solve research problems. He / she knows the rules for preparing a diploma thesis		E_1A_W01 E_1A_W12	P6S_WG P6S_WK		C-1 C-2	T-P-1	M-1	S-1
Skills								
E_1A_A09_U01 He / she can prepare and present a fragment of diploma thesis that constitutes a solution to the analysed research problem		E_1A_U01 E_1A_U04	P6S_UW		C-2	T-P-1	M-1	S-1
Social competences								



Outcomes	Grade	Evaluation criterion
<i>Knowledge</i>		
E_1A_A09_W01	2,0	
	3,0	Student knows the rules of degree awarding and preparation of a diploma thesis. He / she has presented synthetically the progress in the realisation of diploma thesis
	3,5	
	4,0	
	4,5	
	5,0	
<i>Skills</i>		
E_1A_A09_U01	2,0	
	3,0	Student has prepared and presented a fragment of diploma thesis (first and second chapter)
	3,5	
	4,0	
	4,5	
	5,0	
<i>Other social competences</i>		
<i>Required reading</i>		
2. Stachak S., Wstęp do metodologii nauk ekonomicznych, Książka i Wiedza, Warszawa, 2006		
<i>Supplementary reading</i>		
1. Piotrek P., Zieleniecka B., Technika pisania prac dyplomowych, Poznań, 2000		
1. Kuzik M., Rzepczyński S., Jak pisać?, PWN, Warszawa, 2008		
2. Zenderowski R., Praca magisterska. Licencjat. Krótki przewodnik po metodologii pisania i obrony pracy dyplomowej, CeDeWu, Warszawa, 2009		
3. ., Standardy przygotowania prac dyplomowych na Wydziale Ekonomicznym ZUT w Szczecinie		



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Selected cultural issues - art and history of Szczecin					
<i>Code</i>	WEK/E/S1/PKO					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Studium Kultury					
<i>ECTS</i>	1,0	<i>ECTS (forms)</i>	1,0			
<i>Form of course credit</i>	zaliczenie	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
wykłady	W	5	15	1,0	1,00	zaliczenie
<i>Leading teacher</i>	Charkiewicz Iwona (Iwona.Charkiewicz@zut.edu.pl)					
<i>Other teachers</i>	Kotla Ryszard (sk@zut.edu.pl)					
<i>Prerequisites</i>						
W-1	General knowledge of the history and art of Szczecin and the cities of Western Pomerania.					
<i>Module/course unit objectives</i>						
C-1	C1. Providing humanistic content complementing student's technical education.					
C-2	C2 Getting familiar with the content related to Szczecin's history, art and culture from the beginning of its creation to the present day.					
C-3	C3 Getting familiar with the content related to history, art and culture of the cities of the West Pomeranian Voivodship from their beginnings to the present day.					
C-4	C4 Awakening, developing and forming a sense of belonging to the place where we live. Selected cultural issues - Szczecin in art					
C-5	C5 Visiting and getting to know monuments, institutions and exhibitions important for our city and voivodship.					
C-6	C6 Developing skills in preparation and presentation of a multimedia presentation providing an overview and discussion on the selected monument, event from the history of Szczecin or the student's place of origin.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
T-W-1	History and art of Szczecin from the 10th century to the 17th century					2
T-W-2	History and art of Szczecin from the 18th century to 1945.					2
T-W-3	History of the selected cultural institutions in Szczecin at the turn of the 19th and 20th century.					2
T-W-4	Musical traditions of Szczecin of the 19th and 20th century.					2
T-W-5	Visual arts and architecture of Szczecin.					3
T-W-6	Trails of historical Szczecin.					2
T-W-7	Trails of Western Pomerania.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
A-W-1	Participation in the classes.					15
A-W-2	Preparation for classes, reading the assigned literature, preparation for the test preparation of a multimedia presentation, participation in the exhibition.					15
<i>Teaching methods / tools</i>						
M-1	Introductory method: informational lecture, story, description, anecdote, explanation and clarification.					
M-2	Problem-focused method: seminar.					
M-3	Activity method: staging.					
M-4	Expository method: film, multimedia presentation combined with experience.					
M-5	Programmed methods: using a computer or a CD/DVD player.					



Evaluation methods (F - progressive, P - final)

S-1	F	Evaluation of knowledge of the history and art of Szczecin is conducted by the lecturer through dialogue with the student in order to adjust the teaching to the level of the student in order to achieve the assumed effects of interest in the knowledge given by the lecturer and acquisition of this knowledge to the highest possible extent. Course credit is given on the basis of a multimedia presentation prepared by the student, referring to a selected monument of Szczecin, the historical aspect of the city or the town/city of origin of the student, as well as on the lecture attendance record. Summary assessment: the assessment given upon the completion of the course, summarizing the results of the student's work.
S-2	F	Summary assessment: the assessment given upon the completion of the course, summarizing the results of the student's work.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

Skills

Social competences

E_1A_A10_K01 E_1A_A10_K01 The student is aware of the importance of the knowledge of the history and art of Szczecin and Western Pomerania in shaping the sense of belonging to the place where the student lives.	E_1A_K07 E_1A_K09	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5 T-W-6	M-1 M-2 M-3 M-4 M-5	S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

Skills

Other social competences

E_1A_A10_K01	2,0	The student is aware of the importance of the knowledge of the history and art of Szczecin and Western Pomerania in shaping the sense of belonging to the place where the student lives.
	3,0	
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Kazimierz Kozłowski, Jerzy Podrański, Gryfici, Książęta Pomorza Zachodniego, KAW, Szczecin, 1985, ISBN: 83-03-00530-8
2. Praca zbiorowa Władztwo Książąt Pomorskich, Władztwo Książąt Pomorskich, KAW, Szczecin, 1986
3. Tadeusz Białecki Lucyna Turek-Kwiatkowska, Szczecin stary i nowy, Szczecińskie Towarzystwo Kultury, Szczecin, 1991
4. Cezary Domalski, Napoleoński Szczecin 1806-1813, Walkowska Wydawnictwo/JEŻ, Szczecin, 2009, ISBN 978-83-61805-05-2
5. Roman Czejarek, Szczecin przełomu wieków, Dom Wydawniczy Książki Młyn, Łódź, 2008, ISBN 978-83-61253-31-0
6. Arkadiusz Kozaczuk, Przemiany Szczecina, Walkowska Wydawnictwo/JEŻ, Szczecin, 2008, ISBN 978-83-924983-7-7
7. Stefan Kownas, Czesław Piskorski, Szczecin-miasto parków i zieleni, PWN, Poznań, 1958
8. Roman Tesze, Niektóre realia szczecińskie w latach III Rzeszy, Walkowska Wydawnictwo/JEŻ, Szczecin, 2009
9. Seria wydawnicza, Zeszyty Szczecińskie, Wyd. PUBLISHER'S, Szczecin, 2005, ISBN 83-89029-16-2
10. Karolina Kuciapa, 30 Lat Opery na Zamku, Wyd. Opera na Zamku, Szczecin, 2008, ISBN 978-83-909715-1
11. Zdzisław Sońnicki, 40 lat teatrów dramatycznych Szczecina, KAW, Szczecin, 1985, ISBN 83-03-01190-1
12. Kazimierz Kozłowski, Życie kulturalne Szczecina w latach 1945-1980, KAW, Szczecin, 1984

Supplementary reading

1. Magazyn, Sedina.pl magazyn, Walkowska Wydawnictwo/JEŻ, Szczecin, 2009, ISBN 978-83-924983-6-0
2. Portale internetowe, www.staryszczecin.cba.pl /www.sedina.pl /www.stettin.czejarek.pl, 2011



<i>Field of study</i>		Economics						
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy				
<i>Graduate's qualification</i>		licencjat						
<i>Fields of study</i>		dziedzina nauk społecznych						
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
<i>Educational profile</i>		ogólnoakademicki						
<i>Module</i>								
<i>Course unit</i>		Diploma Workshop III						
<i>Code</i>		WEK/E/S1/PKO						
<i>Field of specialisation</i>								
<i>Administering faculty</i>		Jednostka WEK						
<i>ECTS</i>		1,0	<i>ECTS (forms)</i>	1,0				
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski				
<i>Electives</i>								
<i>Elective group</i>								
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>	
projekty		P	6	15	1,0	1,00	zaliczenie	
<i>Leading teacher</i>		Nauczyciel WEk (Maciej.Nosal@zut.edu.pl)						
<i>Other teachers</i>		Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)						
<i>Prerequisites</i>								
<i>W-1</i>	Selection of supervisors of diploma theses							
<i>Module/course unit objectives</i>								
<i>C-1</i>	Familiarising the student with the principles of writing diploma theses and defense of diploma theses							
<i>C-2</i>	Solving the research problem in the area of economic sciences, which is the subject of the thesis							
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>	
<i>T-P-1</i>	Presentation of the progress in the realisation of diploma theses by students. Analysis of the elaborated fragments of theses, discussion on the subject of research issues approached, the method of using research materials and research methods applied, the methods of elaborating research results and conclusions formulated. Discussing the course of the diploma exam						15	
<i>Student workload - forms of activity</i>							<i>Number of hours</i>	
<i>A-P-1</i>	Participation in classes						15	
<i>A-P-2</i>	Consultation with the supervisor and preparation of the presentation on diploma thesis realisation / thesis project						15	
<i>Teaching methods / tools</i>								
<i>M-1</i>	Didactic discussion, presentation, case study method, explanation							
<i>Evaluation methods (F - progressive, P - final)</i>								
<i>S-1</i>	P	Assessment of the timely and correct realisation of diploma thesis						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
<i>Knowledge</i>								
E_1A_A11_W01 He / she has the knowledge necessary to independently solve research problems. He knows the rules for preparing a diploma thesis		E_1A_W01 E_1A_W12	P6S_WG P6S_WK		C-1 C-2	T-P-1	M-1	S-1
<i>Skills</i>								
E_1A_A11_U01 He / she can prepare and present a diploma thesis that constitutes a solution to the analysed research problem		E_1A_U01 E_1A_U04	P6S_UW		C-2	T-P-1	M-1	S-1
<i>Social competences</i>								



Outcomes	Grade	Evaluation criterion
<i>Knowledge</i>		
E_1A_A11_W01	2,0	Student does not know the rules of degree awarding and preparation of a diploma thesis. He / she has not presented how to realise the diploma thesis, its plan and timetable
	3,0	Student knows the rules of degree awarding and preparation of a diploma thesis. He / she has presented synthetically the progress in the realisation of diploma thesis
	3,5	
	4,0	
	4,5	
	5,0	
<i>Skills</i>		
E_1A_A11_U01	2,0	
	3,0	Student has prepared and presented a diploma thesis that constitutes a solution to the presented research problem
	3,5	
	4,0	
	4,5	
	5,0	
<i>Other social competences</i>		
<i>Required reading</i>		
1. Stachak S., Wstęp do metodologii nauk ekonomicznych, Książka i Wiedza, Warszawa, 2006		
<i>Supplementary reading</i>		
1. Pioterek P., Zieleniecka B., Technika pisania prac dyplomowych, Poznań, 2000		
2. Kuzik M., Rzepczyński S., Jak pisać?, PWN, Warszawa, 2008		
3. Zenderowski R., Praca magisterska. Licencjat. Krótki przewodnik po metodologii pisania i obrony pracy dyplomowej, CeDeWu, Warszawa, 2009		
4. ., Standardy przygotowania prac dyplomowych na Wydziale Ekonomicznym ZUT w Szczecinie		



<i>Field of study</i>		Economics							
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy					
<i>Graduate's qualification</i>		licencjat							
<i>Fields of study</i>		dziedzina nauk społecznych							
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)							
<i>Educational profile</i>		ogólnoakademicki							
<i>Module</i>									
<i>Course unit</i>		Preparation of diploma thesis to the diploma exam							
<i>Code</i>		WEK/E/S1/-/6898							
<i>Field of specialisation</i>									
<i>Administering faculty</i>		Katedra/Zakład							
<i>ECTS</i>		10,0	<i>ECTS (forms)</i>	10,0					
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski					
<i>Electives</i>									
<i>Elective group</i>									
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>		
praca dyplomowa		PD	6	0	10,0	1,00	zaliczenie		
<i>Leading teacher</i>		Opiekun pracy dyplomowej (jhernik@zut.edu.pl)							
<i>Other teachers</i>		Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl), Opiekun pracy dyplomowej (jhernik@zut.edu.pl)							
<i>Prerequisites</i>									
W-1		Student has participated in the diploma seminar and the diploma workshop classes							
W-2		General economic knowledge							
<i>Module/course unit objectives</i>									
C-1		Preparation of the diploma thesis in accordance with the standards of writing a thesis							
C-2		Strengthening the knowledge possessed, learning the ability to argue in the discussion, justifying own position							
<i>Course content divided into various forms of instruction</i>								<i>Number of hours</i>	
T-PD-1		Final evaluation of the diploma thesis by the thesis supervisor and the reviewer(s)						0	
<i>Student workload - forms of activity</i>								<i>Number of hours</i>	
A-PD-1		Preparation and submission of a diploma thesis ready to be defended						300	
<i>Teaching methods / tools</i>									
M-1		-							
M-2		Discussion on the research problem							
M-3		Presentation of the theme and scope of the diploma thesis, solving the research problem							
M-4		Case study, analysis of source materials							
<i>Evaluation methods (F - progressive, P - final)</i>									
S-1		P	Final evaluation of the diploma thesis by the thesis supervisor and the reviewer						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods	
<i>Knowledge</i>									
E_1A_A12_W01 He / she has knowledge how to prepare and present a diploma thesis that meets the standards set by the Council of the Faculty of Economics, West Pomeranian University of Technology in Szczecin. and how to use the description methods and tools for in-depth analysis and modelling of economic processes		E_1A_W01 E_1A_W02 E_1A_W06 E_1A_W07 E_1A_W14	P6S_WG P6S_WK		C-2	T-PD-1	M-1	S-1	
<i>Skills</i>									



Faculty of Economics

E_1A_A12_U01 He / she can use the knowledge in the field of economics to solve the research problem raised in the diploma thesis.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U07 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U13 E_1A_U19	P6S_UK P6S_UO P6S_UW		C-1 C-2	T-PD-1	M-1	S-1
E_1A_A12_U02 The ability to present the problem described in the diploma thesis	E_1A_U03 E_1A_U05 E_1A_U07 E_1A_U08 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U14 E_1A_U19	P6S_UK P6S_UO P6S_UW		C-2	T-PD-1	M-1	S-1

Social competences

E_1A_A12_K01 He / she can work independently to solve the research problem	E_1A_K01 E_1A_K07	P6S_KK P6S_KR		C-1	T-PD-1	M-1	S-1
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Outcomes	Grade	Evaluation criterion					
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Knowledge

E_1A_A12_W01	2,0	The thesis does not meet the requirements set for diploma theses
	3,0	The thesis meets the requirements set for diploma theses to a sufficient degree
	3,5	The thesis meets the requirements set for diploma theses to a degree more than sufficient
	4,0	The thesis meets the requirements set for diploma theses to a good degree
	4,5	The thesis meets the requirements set for diploma theses to a degree more than good
	5,0	The thesis meets the requirements set for diploma theses to a very good degree

Skills

E_1A_A12_U01	2,0	The thesis does not meet the minimum criteria set in the standards for writing diploma theses
	3,0	The thesis meets the requirements set for diploma theses to a sufficient degree
	3,5	The thesis meets the requirements set for diploma theses to a degree more than sufficient
	4,0	The thesis meets the requirements set for diploma theses to a good degree
	4,5	The thesis meets the requirements set for diploma theses to a degree more than good
	5,0	The thesis meets the requirements set for diploma theses to a very good degree
E_1A_A12_U02	2,0	mark resulting from the diploma exam
	3,0	mark resulting from the diploma exam
	3,5	mark resulting from the diploma exam
	4,0	mark resulting from the diploma exam
	4,5	mark resulting from the diploma exam
	5,0	mark resulting from the diploma exam

Other social competences

E_1A_A12_K01	2,0	he thesis does not meet the minimum criteria set in the standards for writing diploma theses
	3,0	The thesis meets the criteria set in the standards for writing diploma theses to a sufficient degree
	3,5	The thesis meets the criteria set in the standards for writing diploma thesis to a degree more than sufficient
	4,0	The thesis meets the criteria set in the standards for writing diploma theses to a good degree
	4,5	The thesis meets the criteria set in the standards for writing diploma theses to a degree more than good
	5,0	The thesis meets the criteria set in the standards for writing diploma theses to a very good degree

Required reading

1. STANDARDY PRAC DYPLOMOWYCH Z ZAKRESU NAUK EKONOMICZNYCH, Załącznik do Uchwały Rady Wydziału Ekonomicznego ZUT w Szczecinie w sprawie regulaminu zasad dyplomowania, standardy dostępne na stronie internetowej Wydziału Ekonomicznego



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Influence of physical activity on human health				
<i>Code</i>		WEK/E/S1/-/8414				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Studium Wychowania Fizycznego i Sportu				
<i>ECTS</i>		0,0	<i>ECTS (forms)</i>	0,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		6	<i>Elective group</i>	1		
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i> <i>Credit</i>
ćwiczenia audytoryjne		A	5	30	0,0	1,00 zaliczenie
ćwiczenia audytoryjne		A	6	30	0,0	1,00 zaliczenie
<i>Leading teacher</i>		Trubińko Joanna (Joanna.Walczak@zut.edu.pl)				
<i>Other teachers</i>		Olszewska Tamara (Tamara.Olszewska@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	students exempt from physical exercises					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Providing knowledge about the influence of physical activity on the human body, developing proper physical habits necessary to lead a healthy lifestyle					
<i>C-2</i>	familiarisation with different types of risk to human health and methods of their elimination or minimalization					
<i>C-3</i>	developing habits and routines related to improvement of physical and mental health					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Factors determining a healthy lifestyle					6
<i>T-A-2</i>	Physical activity, work, rest, free time					6
<i>T-A-3</i>	Impact of systematic physical activity on human life					6
<i>T-A-4</i>	recommended physical activity in relation to age, health, gender					4
<i>T-A-5</i>	counteracting obesity - physical activity					4
<i>T-A-6</i>	Physical movement as a method of combating stress					4
<i>T-A-1</i>	Factors determining a healthy lifestyle					6
<i>T-A-2</i>	Physical activity, work, rest, free time					6
<i>T-A-3</i>	Impact of systematic physical activity on human life					6
<i>T-A-4</i>	recommended physical activity in relation to age, health, gender					4
<i>T-A-5</i>	counteracting obesity - physical activity					4
<i>T-A-6</i>	Physical movement as a method of combating stress					4
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in classes, elaboration on the addressed issues and preparation for the test					30
<i>A-A-1</i>	Participation in classes, elaboration on the addressed issues and preparation for the test					30
<i>Teaching methods / tools</i>						
<i>M-1</i>	instructional lecture					
<i>M-2</i>	talk					
<i>M-3</i>	demonstration					
<i>M-4</i>	description					
<i>M-5</i>	multimedia presentation					



Evaluation methods (F - progressive, P - final)

S-1	P	test, group project, quiz
S-2	F	credit based on attendance

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_A4/1_W01 The Student has structured general knowledge, terminology in the field of physical culture and physiological aspects of movement and health training; has knowledge about the place and importance of physical culture, recreation and rehabilitation and tourism in human life	E_1A_W05	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2 M-5	S-1
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Skills

Social competences

E_1A_A4/1_K01 the student knows the impact of movement on the body, is able to develop a habit of exercising, knows various forms of physical activity; can plan own physical activity in a weekly, monthly, annual and holiday cycle	E_1A_K02 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-A-1 T-A-2	T-A-3	M-1 M-2 M-3 M-4	S-1 S-2
E_1A_A4/1_K02 the student knows the principles of hygienic behaviour regarding own body and the environment; knows what stress is and is familiar with number of relaxation techniques, knows fundamental of healthy eating and basic knowledge of the harmfulness of addictions.	E_1A_K02 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-A-2 T-A-4	T-A-5 T-A-6	M-1 M-2 M-3 M-4	S-1 S-2

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A4/1_W01	2,0	
	3,0	the student knows the basic concepts and terminology regarding physical culture
	3,5	
	4,0	
	4,5	
	5,0	

Skills

Other social competences

E_1A_A4/1_K01	2,0	does not attend classes; is indifferent to knowledge
	3,0	has very general knowledge of the basic concepts and issues relating to health promotion; is not able to apply skills in practice
	3,5	knows basic concepts and issues regarding health promotion
	4,0	is able to pursue healthy lifestyle; is able to adjust physical activity to health condition
	4,5	is able to adjust physical activity to health condition, age, gender, contributes to the promotion of a healthy lifestyle; mobilizes others to pro-health attitudes
	5,0	is able to apply appropriate type of physical activity depending on the needs, age, gender, health status; develops talents individually; mobilize themselves and others to pro-health attitudes; has extensive knowledge of physical culture
E_1A_A4/1_K02	2,0	does not attend classes; is indifferent to knowledge
	3,0	has very general knowledge of the basic concepts and issues relating to healthy promotion; is not able to apply skill in practice
	3,5	knows basic concepts and issues regarding health promotion and applies them accordingly
	4,0	is able to adjust physical activity to health condition, age, gender, is involved in the promotion of a healthy lifestyle; mobilizes others to pro-health attitudes
	4,5	is able to adjust physical activity to health condition, age, gender, is involved in the promotion of healthy lifestyle; uses correct terminology in pro-healthy education
	5,0	the student presents all skills listed in the full educational outcome; mobilizes themselves and others to pro-health attitudes

Supplementary reading

- Calude Borchard, Physical Activity and Health, 2012
- Kanosue K., Ogawa T., Physical Activity, Exercise, Sedentary Behavior and Health, Springer, Japan, 2015

zmiana liczby godzin w semestrze 5 i 6 uchwała RW Nr 90 z dnia 19.05.2017 r.



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Physical education				
<i>Code</i>		WEK/E/S1/-/74				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Studium Wychowania Fizycznego i Sportu				
<i>ECTS</i>		0,0	<i>ECTS (forms)</i>	0,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		6	<i>Elective group</i>	2		
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i> <i>Credit</i>
ćwiczenia audytoryjne		A	5	30	0,0	1,00 zaliczenie
ćwiczenia audytoryjne		A	6	30	0,0	1,00 zaliczenie
<i>Leading teacher</i>		Trubińko Joanna (Joanna.Walczak@zut.edu.pl)				
<i>Other teachers</i>		Olszewska Tamara (Tamara.Olszewska@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	no health contraindications for physical exercise					
<i>Module/course unit objectives</i>						
<i>C-1</i>	teaching technical elements for a selected sports discipline					
<i>C-2</i>	raising awareness of caring for own health through the use of exercises as a preventive measure against diseases of the following systems: motor, respiratory, circulatory, nervous and other. Mobilization for pro-health attitudes.					
<i>C-3</i>	adding value to motor characteristics: force, speed, endurance, agility, dexterity, power.					
<i>C-4</i>	developing habit of using physical exercises for recreational purposes. Providing information on physical culture, organization of sports events, tourism and the rules of the basic sports disciplines.					
<i>C-5</i>	counteracting social pathologies (alcoholism, drug addiction, smoking tobacco) by proposing participation in broadly understood physical activity.					
<i>C-6</i>	familiarizing students with the history of physical culture and sport, the regulations of the selected sports disciplines and providing the knowledge about the organization of sports, recreational and tourist events.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	<p>1. The content of the classes depends on the type of sports discipline and is in line with the syllabus. The student selects one of the available sport disciplines.</p> <p>2. Lectures for students with semester and year-long medical leave of absence:</p> <ul style="list-style-type: none"> - health effects of physical activity - physical activity and addictions - impact of physical activity on the physiological state of the body (heart rate, blood pressure, postural defects, immunity) - body weight control - the history of the Olympic Games - physical activity as a form of combating stress 					30
<i>T-A-1</i>	<p>1. The content of the classes depends on the type of sports discipline and is in line with the syllabus. The student selects one of the available sport disciplines.</p> <p>2. Lectures for students with semester and year-long medical leave of absence:</p> <ul style="list-style-type: none"> - health effects of physical activity - physical activity and addictions - impact of physical activity on the physiological state of the body (heart rate, blood pressure, postural defects, immunity) - body weight control - the history of the Olympic Games - physical activity as a form of combating stress 					30
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	<p>1. Exercises in groups, sports trainings, participation in tourist events and sports camps.</p> <p>2. Participation in classes for students with semester and year-long medical leave of absence</p>					30
<i>A-A-1</i>	<p>1. Exercises in groups, sports trainings, participation in tourist events and sports camps.</p> <p>2. Participation in classes for students with semester and year-long medical leave of absence</p>					30



Teaching methods / tools

M-1	method of teaching tasks: synthetic, analytical, mixed and comprehensive practical method: demonstration introductory method: lecture, description, discussion, explanation. activity method: discussion-didactic, task-oriented, direct intentionality of movement imitative method: task-focused circuit-station method training method
M-2	seminar, multimedia presentation.

Evaluation methods (F - progressive, P - final)

S-1	P	Student assessment based on their progress, involvement and participation during classes as well as movement skills in selected sports disciplines (test, quiz)
S-2	P	test, quiz on physical culture.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

Skills

E_1A_A4_U01 has motor skills in the scope of the selected forms of physical activity - is able to correctly perform technical elements from the selected sports disciplines.	E_1A_U03	P6S_UO		C-1 C-3		M-1	S-1
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Social competences

E_1A_A4_K01 is able to pursue healthy lifestyle; knows the relationship between physical activity and health; can adjust physical activity to health condition, age, gender and promote it.	E_1A_K02 E_1A_K06	P6S_KK P6S_KO P6S_KR		C-2 C-4	T-A-1	M-1 M-2	S-1 S-2
E_1A_A4_K02 can apply the acquired motor, technical and tactical skills can be applied in various sports disciplines and tourist and recreational activities; can work and cooperate in a group in line with the rules of "fair play" both on the pitch and in everyday life.	E_1A_K01 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-2 C-3 C-4	T-A-1	M-1 M-2	S-1 S-2
E_1A_A4_K03 is able to organize and co-organize sports, recreation and tourist events using their knowledge in the field of physical culture, history of sport, regulations of sports disciplines; is able to organize and co-organize sports, recreation and tourist events; actively participate in sports life at the University and own environment; nurtures own preferences in physical culture.	E_1A_K05 E_1A_K06 E_1A_K07 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-4 C-5 C-6	T-A-1	M-1 M-2	S-1 S-2

Outcomes	Grade	Evaluation criterion
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Knowledge

Skills

E_1A_A4_U01	2,0	
	3,0	the student has basic technical skills in various sports disciplines exercises with technical errors
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_A4_K01	2,0	does not attend classes
	3,0	- has very general knowledge of the basic concepts and issues relating to health promotion - is not able to apply skills in practice
	3,5	knows basic concepts and issues regarding health promotion
	4,0	is able to pursue healthy lifestyles able to adjust physical activity to health condition
	4,5	-is able to adjust physical activity to health condition and age-contributes to the promotion of a healthy lifestyle-mobilizes others to pro-health attitude.
	5,0	- is able to apply appropriate type of physical activity depending on the needs, age, gender, health status - individually develops own talents - mobilizes themselves and others to pro-health attitudes.



Other social competences

E_1A_A4_K02	2,0	does not attend classes
	3,0	has certain shortcomings in terms of social attitudes the exercises with massive technical errors and show little progress in mastering simple technical elements
	3,5	has certain shortcomings in terms of social attitudes and is not always able to integrate with the group knows basic concepts and aspects of selected sports disciplines and various form of activity
	4,0	can work together in a group applying the principle of fair play has good level of physical fitness has mastered the rules of sports games with minor errors
	4,5	can work, cooperate and compete in a group applying the principle of fair play develops individual interests has a high level of physical fitness is able to select an appropriate motor activity depending in the needs has mastered the technique and tactical assumptions as well as the regulations of selected sports disciplines
	5,0	is able to work, cooperate and compete in a group applying the principle of fair play develops individual interests and sports talents has a very high level of motor efficiency has mastered the technique very well, knows the tactical assumptions and regulations of sports disciplines has practical skills in refereeing and umpiring selected sports disciplines
E_1A_A4_K03	2,0	does not attend classes treats the subject with disregard has no knowledge of physical culture
	3,0	is not involved in the sports life of the University does not show interest in various forms of physical activity knows a minimum set of concepts and has a minimum knowledge relating to physical culture
	3,5	shows deficiencies in the social attitude has indifferent attitude towards classes does not take part in the sports life of the University, neither joins nor helps in organizing events is not able to apply the knowledge of physical culture in practice on their own
	4,0	occasionally participates in the sports life of the University helps in the organisation of sport and leisure events is able (with the help of teacher) to apply the knowledge in the field of physical culture in practise
	4,5	participates in organisation of sport and leisure events is an active participant sports life of the University leads a hygenic, sporty lifestyle develops own sports interests outside the syllabus has knowledge of physical culture an applies it in practice
	5,0	is able to undertake varioussports and leisure activities for the benefit of the academic community individually develops their own interests and sports talents promotes and leads a healthy, sporty lifestyle has extensive knowledge of physical culture and applies it in practice skilfully.

Supplementary reading

1. w. Larry Kenney, Jack H. Wilmore, physiology of sport and exercise, Human Kinetics, 2018
2. Claude Borchard, Steven N. Blair, Physical Activity and Health, Human Kinetics, 2018
3. Frederic Delavier, Strenght Training Anatomy, Human Kinetics, 2011

zmiana liczby godzin w semestrze 5 i 6 uchwała RW Nr 90 z dnia 19.05.2017 r.



WEkon



Field of study	Economics					
Mode of study	stacjonarna	Level	pierwszy			
Graduate's qualification	licencjat					
Fields of study	dziedzina nauk społecznych					
Academic disciplines	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile	ogólnoakademicki					
Module						
Course unit	Foreign language I					
Code	WEK/E/S1/-/8421					
Field of specialisation						
Administering faculty	Studium Praktycznej Nauki Języków Obcych					
ECTS	7,0	ECTS (forms)	7,0			
Form of course credit	egzamin	Language	angielski			
Electives	5	Elective group				
Form of instruction	Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne	A	3	30	2,0	1,00	zaliczenie
ćwiczenia audytoryjne	A	4	60	2,0	1,00	zaliczenie
ćwiczenia audytoryjne	A	5	60	3,0	1,00	egzamin
Leading teacher	Maziarz Anna (Anna.Maziarz@zut.edu.pl)					
Other teachers	Bandur Paweł (Pawel.Bandur@zut.edu.pl), Kamińska Grażyna (Grazyna.Kaminska@zut.edu.pl), Maziarz Anna (Anna.Maziarz@zut.edu.pl)					
Prerequisites						
W-1	Knowledge of the language on a basic or extended level.					
Module/course unit objectives						
C-1	Using of a selected foreign language in various everyday life situations by means of skilful application of the principles of grammar and the vocabulary on B2 language proficiency level.					
C-2	Understanding and using basic specialist vocabulary related to the field of study.					
C-3	Raising the awareness of the need of continuous and autonomous education.					
Course content divided into various forms of instruction						Number of hours
T-A-1	Przedstawianie siebie i innych wyrażanie preferencji, wygląd, charakter, zainteresowania. Narzędnik.					2
T-A-2	Relacjonowanie zdarzeń, historia rodziny, kataklizmy, biografia. Dopełniacz.					2
T-A-3	Porównywanie, streszczenie, rozrywki, hobby, sport. Przyimki statyczne i dynamiczne, zdania celowe.					2
T-A-4	Opis, narodowości, zawody. Mianownik l. mn. rzeczowników męskoosobowych, liczebniki: dwaj, trzech...					2
T-A-5	Definiowanie, wyrażanie opinii. Mianownik l. mn. przymiotników męskoosobowych, konstrukcje: ktoś, kto					2
T-A-6	Edukacja, wykształcenie, komputer, Internet. Rzeczowniki odczasownikowe					2
T-A-7	Praca i zatrudnienie, typy przedsiębiorstw, rozmowa o pracę, miejsce na praktykę, mówienie o problemach zawodowych, pisanie maili, życiorys i list motywacyjny					4
T-A-8	Wywiad i opowiadanie, pochodzenie, idiomy ze słowem swój. Biernik, zaimek swój					2
T-A-9	Nakazy, zakazy, polecenia, podróże, pakowanie, sprzęt kempingowy, lotnisko. Tryb rozkazujący, czasowniki niefleksyjne: trzeba, warto...					2
T-A-10	Wybrane słownictwo specjalistyczne z dziedziny zgodnej z kierunkiem studiów.					10
T-A-1	Prośba o informacje, wysyłanie wiadomości, atrakcje turystyczne Polski listy, maile, SMS-y. Miejscownik, wołacz					4
T-A-2	Relacjonowanie, poruszanie się, turystyka wyrażenia i idiomy oparte na czasownikach ruchu. Czasowniki ruchu					4
T-A-3	Wyrażanie niezadowolenia, zniechęcanie, odradzanie składanie reklamacji, ruch drogowy, środki transportu					4
T-A-4	Wydarzenia losowe, relacje międzyludzkie, mówienie o problemach życiowych. Wolontariat. Celownik					4
T-A-5	Opowiadanie o tradycjach i faktach historycznych, historia powojenna- wiedza o Polsce, polskie tradycje świąteczne. Zaimek: się, siebie. Przyimki. Formy bezosobowe					6



<i>Course content divided into various forms of instruction</i>		<i>Number of hours</i>
T-A-6	Wyrażanie relacji czasowych, perypetie, przygody, wspomnienia. Określenia czasu, Spójniki.	4
T-A-7	Relacjonowanie zdarzeń, wiedza o Polsce: polityka i społeczeństwo. Aspekt	4
T-A-8	Wyrażanie hipotez, przypuszczeń, agroturystyka, ekologia, ochrona środowiska. Tryb warunkowy, zdania warunkowe	4
T-A-9	Mówienie o przyszłości, środowisko naturalne, świat roślin i zwierząt. Rekacja liczebników, daty	4
T-A-10	Porównywanie, pytanie o opinie i wyrażanie opinii, konsumpcja, zakupy, reklamacje. Zdania podrzędnie złożone, partykuła: <i>byle</i>	4
T-A-11	Wyrażanie emocji dyskusja, film, teatr, piractwo internetowe. Imiesłów przymiotnikowy bierny, strona bierna	4
T-A-12	Wyrażanie podziwu, uznania, opinii krytycznej, dyskusje o sztuce, malarstwo, fotografia wystawy, wernisaże. Rzeczowniki zakończone na <i>-um</i>	4
T-A-13	Wybrane słownictwo specjalistyczne z dziedziny zgodnej z kierunkiem studiów.	10
T-A-1	Wyrażanie własnych opinii. „Na studiach w Polsce”. <i>Swój</i> ; <i>negacja podwójna</i> i wielokrotna; <i>trzeba</i> , <i>można</i> , <i>warto</i> .	3
T-A-2	Oburzenie i protest. „Między starymi a nowymi laty”. <i>Państwo</i> ; <i>nazwiska</i> ; <i>nazwy deminutywne</i> (zdrobnienia); <i>powinien</i> ; <i>tryb rozkazujący</i>	4
T-A-3	Komplementy „Trudna sztuka komplementowania”. <i>Formy męskoosobowe</i> i <i>rzeczowe czasownika</i> , <i>aspekt czasowników</i> , <i>nazwy czynności</i> .	4
T-A-4	Prośba o radę „Jemy i chudniemy”. <i>Imiesłów przymiotnikowy czynny</i> ; <i>szyk przydawki przymiotnikowej</i> ; <i>tryb warunkowy</i>	4
T-A-5	Argumentacja. „Uniwersytet mistrzów”. <i>Imiesłów przymiotnikowy bierny</i> ; <i>strona bierna</i> ; <i>przymiotniki odrzeczownikowe</i>	4
T-A-6	Strach – niepokój – obojętność – fascynacja. „Jacy jesteście? Zdrowie i ekologia”. <i>Składnia liczebników</i> ; <i>deklinacja liczebników głównych</i> ; <i>wyrazy złożone</i>	4
T-A-7	Porównywanie. „W sieci”. – „Między PRL-em a Rzeczpospolitą”. <i>Imiesłowy przysłówkowe – współczesny i uprzedni</i> ; <i>liczebniki zbiorowe</i> , <i>nazwy abstrakcyjnych cech</i> (<i>nazwy właściwości</i>)	4
T-A-8	Argumentacja „Skazani na miasto”. <i>Formy bezosobowe</i> ; <i>strona zwrotna</i> ; <i>nazwy żeńskie</i>	3
T-A-9	Trening egzaminacyjny (słuchanie ze zrozumieniem, czytanie ze zrozumieniem, ćwiczenia leksykalno-gramatyczne, pisanie listów formalnych, prowadzenie dialogów na różne tematy – argumentowanie, szukanie rozwiązań i kompromisów)	20
T-A-10	Wybrane słownictwo specjalistyczne z dziedziny zgodnej z kierunkiem studiów.	10

<i>Student workload - forms of activity</i>		<i>Number of hours</i>
A-A-1	Practical classes	30
A-A-2	Preparation for classes	25
A-A-3	Individual tutorials	5
A-A-1	Practical classes	60
A-A-2	Individual tutorials	1
A-A-1	Practical classes	60
A-A-2	Preparation for classes	12
A-A-3	Individual tutorials	5
A-A-4	Preparation for exam	10
A-A-5	Exam	3

<i>Teaching methods / tools</i>	
M-1	Practical classes
M-2	Group work
M-3	Presentation
M-4	Discussion
M-5	Work with text
M-6	Listening comprehension
M-7	writing formal letters

<i>Evaluation methods (F - progressive, P - final)</i>		
S-1	F	Diagnostic test (F)
S-2	F	Test (F)
S-3	F	Presentation (F)
S-4	P	Written exam (P)



Evaluation methods (F - progressive, P - final)

S-5	P	An oral exam (P)
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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_A15_W01 has knowledge concerning grammar, vocabulary, phonetics and knows the rules of using formal and informal register on B2 level	E_1A_W06	P6S_WG		C-1	T-A-1 T-A-7 T-A-2 T-A-8 T-A-3 T-A-9 T-A-4 T-A-10 T-A-5 T-A-11 T-A-6 T-A-12	M-1 M-2 M-5 M-6 M-7	S-2 S-3 S-4 S-5
E_1A_A15_W02 knows basic specialist vocabulary related to the field of study	E_1A_W06	P6S_WG		C-2	T-A-10	M-1 M-3 M-5	S-2 S-3

Skills

E_1A_A15_U01 has the ability to communicate on B2 level with various entities in a verbal and written form as well as reads and understands articles and reports concerning modern world	E_1A_U13 E_1A_U14 E_1A_U15	P6S_UK		C-1	T-A-1 T-A-7 T-A-2 T-A-8 T-A-3 T-A-9 T-A-4 T-A-10 T-A-5 T-A-11 T-A-6 T-A-12	M-1 M-2 M-4 M-7	S-2 S-3 S-4 S-5
E_1A_A15_U02 has the ability to understand texts and use basic specialist vocabulary in his/her field of study	E_1A_U13 E_1A_U14 E_1A_U15	P6S_UK		C-2	T-A-10	M-1 M-3 M-5	S-2 S-3

Social competences

E_1A_A15_K01 understands the need of life-long learning and developing of language competences				C-3	T-A-1 T-A-8 T-A-2 T-A-9 T-A-3 T-A-10 T-A-4 T-A-11 T-A-5 T-A-12 T-A-6 T-A-13 T-A-7	M-1 M-2 M-4	S-1 S-2 S-3 S-4 S-5
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A15_W01	2,0	
	3,0	The student has basic knowledge concerning grammar, vocabulary and phonetics of a selected foreign language on B2 level.
	3,5	
	4,0	
	5,0	
E_1A_A15_W02	2,0	
	3,0	The student knows 60% of the basic specialist vocabulary related to his/her field of study.
	3,5	
	4,0	
	5,0	

Skills

E_1A_A15_U01	2,0	
	3,0	The student has the ability to communicate on a basic level with various entities in a verbal and written form.
	3,5	
	4,0	
	5,0	
E_1A_A15_U02	2,0	
	3,0	The student understands basic specialist vocabulary in his/her field of study and uses it to a limited extent.
	3,5	
	4,0	
	5,0	

Other social competences

E_1A_A15_K01	2,0	
	3,0	The student perceives the need of life-long learning and developing of his/her language competences.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. I. Stempek, A. Stelmach, Polski. Krok po kroku 2, Wyd. polish-courses.com
2. E. Lipińska, Z polskim na ty. Podręcznik języka polskiego dla średnio zaawansowanych, Universitas, Kraków, 2010
3. M. Szelc-Mays, Coś wam powiem... Ćwiczenia komunikacyjne dla średnio zaawansowanych, Universitas, Kraków, 2001
4. M. Szelc-Mays, Nowe słowa - stare rzeczy. Podręcznik do nauczania słownictwa, Universitas, Kraków, 2004
5. E. Lipińska, E.G. Dąbska, Kiedyś wrócisz tu..., cz. I: Gdzie nadwiślański brzeg (B2), Universitas, Kraków, 2018

Supplementary reading

1. Ahtelik A., Hajduk-Gawron W., Madeja A., Świętek M., Zbiór zadań z języka polskiego oraz przykładowe testy certyfikatowe dla poziomu podstawowego, Universitas, Kraków, 2009, 2 CD. (B1)
2. Janowska I., Planowanie lekcji języka obcego. Podręcznik i poradnik dla nauczycieli języków obcych, Universitas, Kraków, 2010
3. Lipińska E., Nie ma róży bez kolców. Ćwiczenia ortograficzne dla obcokrajowców, Universitas, Kraków, 2011, (B1-B2)
4. Seretny A., Lipińska E., Przewodnik po egzaminach certyfikowanych, Universitas, Kraków, 2005



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Foreign language II					
Code		WEK/E/S1/-/8516					
Field of specialisation							
Administering faculty		Studium Praktycznej Nauki Języków Obcych					
ECTS		7,0	ECTS (forms)	7,0			
Form of course credit		egzamin	Language	niemiecki			
Electives		5	Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	3	30	2,0	1,00	zaliczenie
ćwiczenia audytoryjne		A	4	60	2,0	1,00	zaliczenie
ćwiczenia audytoryjne		A	5	60	3,0	1,00	egzamin
Leading teacher		Maziarz Anna (Anna.Maziarz@zut.edu.pl)					
Other teachers		Bandur Paweł (Pawel.Bandur@zut.edu.pl), Kamińska Grażyna (Grazyna.Kaminska@zut.edu.pl)					
Prerequisites							
W-1		Knowledge of the language on a basic or extended level.					
Module/course unit objectives							
C-1		Using of a selected foreign language in various everyday life situations by means of skilful application of the principles of grammar and the vocabulary on B2 language proficiency level.					
C-2		Understanding and using basic specialist vocabulary related to the field of study.					
C-3		Raising the awareness of the need of continuous and autonomous education.					
Course content divided into various forms of instruction							Number of hours
T-A-1		Sprachhandlungen/Wortschatz: Mobilität in der modernen Welt. Auswanderung und Auswanderungsgründe Einwanderung und Integration. Multikulturelle Gesellschaft. Kulturelle Vielfalt/Multikulturalität. Reisen. Kritik und Beschwerde. Grammatik: Satzklammer. Zusammengesetzte Sätze und Satzgefüge.					10
T-A-2		Sprachhandlungen/Wortschatz: Rohstoffe, Stoffe, Produkte. Grammatik: Vergleiche: Komparativ und Superlativ (attributiv). Vergleichssätze. Deklination und Steigerung der Adjektive.					10
T-A-3		Ausgewählte Themenbereiche und Fachwortschatz je nach Fakultät..					10
T-A-1		Sprachhandlungen/Wortschatz: Verschiedene Handelsformen und Handelsstrategien. Onlineeinkauf. Grammatik: Relativpronomen. Relativsätze. Rektion der Verben. Verben mit Präpositionen.					10
T-A-2		Sprachhandlungen/Wortschatz: Zusammenarbeit. Umgang mit Fehlern. Umgang mit der Auseinandersetzung. Konflikte. Verhandlungen. Mediation. Ethische/moralische/soziale Normen. Grammatik: Zweiteilige Konnektoren					10
T-A-3		Sprachhandlungen/Wortschatz: Mensch und Gesellschaft. Soziale Strukturen. Hypothesen formulieren. Höfliche Bitten, Ratschläge, Vorschläge und Wünsche formulieren. Ratschläge verstehen, äußern und geben. Zukunftsvisionen - über Zukunftsszenarien in Büchern und Film sprechen. Grammatik: Konjunktiv II. Irreale Konditionalsätze. Irreale Wunschsätze. Konjunktiv Plusquamperfekt.					10
T-A-4		Sprachhandlungen/Wortschatz: Rund um den Bewerbungsprozess. Arbeitswelt. Innovative Ideen. Praktika für Studenten. Bewerbungsbrief und Lebenslauf verfassen. Bewerbungsmail verstehen und selbst schreiben. Antwortmail auf Anzeige schreiben. Prozesse und Vorgänge beschreiben. Grammatik: Vorgangs- und Zustandspassiv. Passiversatzformen. Passiv mit Modalverben.					10
T-A-5		Ausgewählte Themenbereiche und Fachwortschatz je nach Fakultät.					20
T-A-1		Sprachhandlungen/Wortschatz: Globalisierung. Folgen der Globalisierung. Soziale und wirtschaftliche Probleme. Stellungnahme zum Problem der Globalisierung verfassen. Grammatik: Nomen-Verb-Verbindungen					10
T-A-2		Sprachhandlungen/Wortschatz: Natur. Erscheinungen der Natur. Klimawandel. Umweltschutz. Erneuerbare Energien. Grammatik: Indirekte Rede.					10



Course content divided into various forms of instruction		Number of hours
T-A-3	Sprachhandlungen/Wortschatz: Gesunder Lebensstil. Gesunde Ernährung. Lebensmittel. Diäten. Sport. Wortschatz zum Thema „Wissenschaft“ und „Technik“. Redemittel für Präsentationen, Vorträge und Referate.	10
T-A-4	Ausgewählte Themenbereiche und Fachwortschatz je nach Fakultät.	10
T-A-5	Prüfungstraining: Lesestrategien, Hörverstehen, diverse Grammatikübungen. Vorschläge für gemeinsame Unternehmungen machen, zustimmen oder ablehnen. Sich über ein Thema anhand von Fotos austauschen. Formelle Briefe schreiben. Redemittel für Argumentieren. Zustimmung und Widerspruch/ Ablehnung ausdrücken. Vermutungen ausdrücken. Äußerungen bewerten. Vor- und Nachteile nennen. Vorschläge und Gegenvorschläge machen. Eine Diskussion führen. Kritik üben und auf Kritik reagieren. Lösungen finden, Kompromisse aushandeln und schließen. Sich einigen.	20

Student workload - forms of activity		Number of hours
A-A-1	Practical classes	30
A-A-2	Preparation for classes	25
A-A-3	Individual tutorials	5
A-A-1	Practical classes	60
A-A-2	Individual tutorials	1
A-A-1	Practical classes	60
A-A-2	Preparation for classes	12
A-A-3	Individual tutorials	5
A-A-4	Preparation for exam	10
A-A-5	Exam	3

Teaching methods / tools	
M-1	Practical classes
M-2	Group work
M-3	Presentation
M-4	Discussion
M-5	Work with text
M-6	Listening comprehension
M-7	writing formal letters

Evaluation methods (F - progressive, P - final)		
S-1	F	Diagnostic test (F)
S-2	F	Test (F)
S-3	F	Presentation (F)
S-4	P	Written exam (P)
S-5	P	An oral exam (P)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_A1/N1_W01 has knowledge concerning grammar, vocabulary, phonetics and knows the rules of using formal and informal register on B2 level	E_1A_W06	P6S_WG		C-1	T-A-1 T-A-2 T-A-3 T-A-4	M-1 M-2 M-5 M-6 M-7	S-2 S-3 S-4 S-5
E_1A_A1/N1_W02 knows basic specialist vocabulary related to the field of study	E_1A_W06	P6S_WG		C-2	T-A-2	M-1 M-3 M-5	S-2 S-3
Skills							
E_1A_A1/N1_U01 has the ability to communicate on B2 level with various entities in a verbal and written form as well as reads and understands articles and reports concerning modern world	E_1A_U13 E_1A_U14 E_1A_U15	P6S_UK		C-1	T-A-1 T-A-2 T-A-3 T-A-4	M-1 M-2 M-4 M-7	S-2 S-3 S-4 S-5
E_1A_A1/N1_U02 has the ability to understand texts and use basic specialist vocabulary in his/her field of study	E_1A_U13 E_1A_U14 E_1A_U15	P6S_UK		C-2	T-A-2	M-1 M-3 M-5	S-2 S-3
Social competences							



E_1A_A1/N1_K01 understands the need of life-long learning and developing of language competences				C-3	T-A-1 T-A-2	T-A-3 T-A-4	M-1 M-2 M-4	S-1 S-2 S-3 S-4 S-5
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_A1/N1_W01	2,0	
	3,0	The student has basic knowledge concerning grammar, vocabulary and phonetics of a selected foreign language on B2 level.
	3,5	
	4,0	
	4,5	
	5,0	

E_1A_A1/N1_W02	2,0	
	3,0	The student knows 60% of the basic specialist vocabulary related to his/her field of study.
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_A1/N1_U01	2,0	
	3,0	The student has the ability to communicate on a basic level with various entities in a verbal and written form.
	3,5	
	4,0	
	4,5	
	5,0	

E_1A_A1/N1_U02	2,0	
	3,0	The student understands basic specialist vocabulary in his/her field of study and uses it to a limited extent.
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_A1/N1_K01	2,0	
	3,0	The student perceives the need of life-long learning and developing of his/her language competences.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Albert Daniels, Mittelpunkt, Ernest Klett Sprachen, Barcelona, 2007
2. U.Koithan, H.Schmitz, T.Sieber, R.Sonntag, Aspekte, Langenscheidt KG, Berlin und München, 2008

Supplementary reading

1. Hilke Dreyer, Richard Schmitt, Lehr- und Übungsbuch der deutschen Grammatik, Max Hueber, Ismaning, 2000
2. Hans-Jürgen Hentschel, Verena Klotz, Paul Krüger, Mit Erfolg zu telc Deutsch B2, Zertifikat Deutsch Plus. Übungsbuch, Ernest Klett Sprachen, Barcelona, 2007
3. Z. Csörgö, E. Malyata, A. Tamasi, B2 Finale: ein Vorbereitungskurs auf die ÖSD-Prüfung Mittelstufe Deutsch, Klett Kiado, Budapest, 2007
4. Andrea Frater, Jörg Keller, Angelique Thabar, Mit Erfolg zum Goethe-Zertifikat B2: Übungsbuch, Ernest Klett Sprachen, Stuttgart, 2008
5. XYZ, Teksty popularno-naukowe z dziedziny studiowanego kierunku, 2011
6. Michael Kuhn, Andreas Stieber, Twoje testy: język niemiecki, PWN, Warszawa, 2004



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Mathematics I					
Code		WEK/E/S1/-/1					
Field of specialisation							
Administering faculty		Katedra Zastosowań Matematyki w Ekonomii					
ECTS		5,0	ECTS (forms)	5,0			
Form of course credit		zaliczenie	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	1	20	4,0	0,50	zaliczenie
wykłady		W	1	5	1,0	0,50	zaliczenie
Leading teacher		Perzyńska Joanna (joanna.perzynska@zut.edu.pl)					
Other teachers		Oesterreich Maciej (Maciej.Oesterreich@zut.edu.pl)					
Prerequisites							
W-1	Knowledge of mathematics at the upper secondary education level.						
Module/course unit objectives							
C-1	Students will gain basic knowledge of higher mathematics.						
C-2	Students will gain basic knowledge necessary to understand subjects using advanced mathematics techniques: statistics, operational research, quantitative methods in economics.						
C-3	Students will apply mathematical knowledge to the study of economic phenomena.						
Course content divided into various forms of instruction							Number of hours
T-A-1	Limits of numerical sequences and functions. Continuity of functions.						4
T-A-2	Derivative of the one variable function.						5
T-A-3	Test.						1
T-A-4	Local and global extrema of the one variable function.						4
T-A-5	Course of variability of the one variable function.						5
T-A-6	Test.						1
T-W-1	Limits of numerical sequences and functions. Continuity of functions.						1
T-W-2	Derivative of the one variable function.						1
T-W-3	Local and global extrema of the one variable function.						1
T-W-4	Course of variability of one variable function.						2
Student workload - forms of activity							Number of hours
A-A-1	Participation in classes.						20
A-A-2	Preparations for classes.						30
A-A-3	Homework.						30
A-A-4	Preparation for tests.						40
A-W-1	Participation in lectures.						5
A-W-2	Preparation for lectures.						10
A-W-3	Studying the literature.						5
A-W-4	Preparation for the final test from lectures.						9
A-W-5	Participation in the final test from lectures.						1
Teaching methods / tools							
M-1	Information-problem lecture.						



Teaching methods / tools

M-2	Exercises.
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Evaluation methods (F - progressive, P - final)

S-1	F	Evaluation of activity during classes.
S-2	F	Evaluation of individual problem solving during classes.
S-3	F	Evaluation of homework solving (individually and in groups).
S-4	P	Test.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_B01_W01 The student knows the theoretical basis of the differential calculus of the one variable function.	E_1A_W07	P6S_WG		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4	M-1	S-4
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Skills

E_1A_B01_U01 The student can use the learned definitions and theorems of mathematical analysis to solve practical tasks.	E_1A_U01 E_1A_U02 E_1A_U11	P6S_UW		C-1 C-2 C-3	T-A-1 T-A-2 T-A-4 T-A-5	M-2	S-1 S-2 S-3 S-4
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Social competences

E_1A_B01_K01 The student mastered the principles of individual and group work.	E_1A_K01 E_1A_K02 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6	M-1 M-2	S-1 S-2 S-3 S-4
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_B01_W01	2,0	
	3,0	The student explains in his own words the definitions and theorems from the studied areas of higher mathematics.
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_B01_U01	2,0	
	3,0	The student can: - calculate the limit of the arithmetic and geometrical sequence, - calculate the limit of a rational function, - calculate the derivative of the function of one variable based on formulas.
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_B01_K01	2,0	
	3,0	The student organizes individual and group work guided by the teacher's instructions.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. M.Pemberton, N.Rau, Mathematics for Economists, Manchester University Press, 2012
2. SC Aggarwal, RK Rana, Basic Mathematics for Economists, FK Publications, 2010
3. Winnicki K., Miklewska J., Perzyńska J., Zbiór przykładów i zadań z matematyki dla studentów studiów zaocznych, AR, Szczecin, 2002

Supplementary reading

1. Krywicki W., Włodarski L., Analiza matematyczna w zadaniach. cz.1 i 2., PWN, Warszawa, 1998



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Microeconomics					
Code		WEK/E/S1/-/17					
Field of specialisation							
Administering faculty		Katedra Ekonomii i Rachunkowości					
ECTS		7,0	ECTS (forms)	7,0			
Form of course credit		egzamin	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	1	45	4,0	0,50	zaliczenie
wykłady		W	1	30	3,0	0,50	egzamin
Leading teacher		Suproń Błażej (Blazej.Supron@zut.edu.pl)					
Other teachers		Łącka Irena (Irena.Lacka@zut.edu.pl)					
Prerequisites							
W-1	mathematics on level of secondary school; elementary knowledge about the functioning of the economy						
Module/course unit objectives							
C-1	learning and understanding by students of basic economic concepts and categories						
C-2	getting to know and understanding by students the rules of functioning of economic systems, with particular emphasis on the market economy						
C-3	showing students the phenomena of imperfection and inefficiency of the market and methods of their regulation by means of state policy						
C-4	students understand the operation of economic mechanisms in a microscale, including market activities						
C-5	familiarize students with the theory of the consumer and the producer together with their preparation for interpreting the problems of business practice and for assessing the rationality of business (business decisions) of enterprises and households						
Course content divided into various forms of instruction							Number of hours
T-A-1	The problem of scarcity. The production capacity curve. The essence of alternative costs. Classification of goods						3
T-A-2	Socio-economic systems. The role of economic activity in the economic system.						3
T-A-3	Tools and methods of economic analysis.						3
T-A-4	Analysis of demand and supply. Market equilibrium and market mechanism.						3
T-A-5	Market imbalance and changes - graphic models and tasks. Dynamic market analysis - a spiderweb model.						3
T-A-6	Flexibility of supply and demand - tasks.						3
T-A-7	Theory of household behavior and consumer demand.						3
T-A-8	Economic theory of production in the short and long time.						3
T-A-9	The theory of costs in the short and long time. Scale effects and their causes.						3
T-A-10	The company's balance in the conditions of monopolistic competition.						3
T-A-11	Business balance in the conditions of oligopoly.						3
T-A-12	Land and land rent.						3
T-A-13	Capital market - tasks.						3
T-A-14	Economy of well-being.						3
T-A-15	Presentations of students on given topics.						3
T-W-1	The subject of economics. Basic economic concepts.						2
T-W-2	Market and market mechanism. Circular market model.						2
T-W-3	Static analysis of the market.						2



Course content divided into various forms of instruction		Number of hours
T-W-4	Flexibility of supply and demand - theoretical issues.	2
T-W-5	The theory of consumer choice.	2
T-W-6	Economic decisions of the entrepreneur.	2
T-W-7	Production costs in the short and long time.	2
T-W-8	Company balance in the conditions of perfect competition.	2
T-W-9	Company balance in monopoly conditions	2
T-W-10	Markets for production.	2
T-W-11	Employment and wages on the labor market.	2
T-W-12	Material capital.	2
T-W-13	Theory of division. Income and living standards.	2
T-W-14	Social aspects of microeconomics.	2
T-W-15	Social aspects of microeconomics. Role of government.	2

Student workload - forms of activity		Number of hours
A-A-1	presence	45
A-A-2	preparation for tests	10
A-A-3	preparation for exercises	30
A-A-4	preparing a presentation	10
A-A-5	preparing the project	15
A-A-6	participation in consultations related to project preparation	10
A-W-1	participation in lectures	30
A-W-2	reading literature	15
A-W-3	preparation for the exam	45

Teaching methods / tools	
M-1	lecture with multimedia presentation
M-2	discussion
M-3	solving exercises
M-4	explanation, explanation
M-5	student presentations

Evaluation methods (F - progressive, P - final)		
S-1	F	assessment of a partial colloquium
S-2	F	assessment of independent acquisition of knowledge and development of the ability to logically think and present their own views
S-3	F	evaluation of independent search, analysis, evaluation and use of information
S-4	F	assessment of understanding and analyzing economic phenomena
S-5	F	assessment of cooperation competence and group work
S-6	F	assessment of competence in thinking and acting in an entrepreneurial way
S-7	F	assessment of the presentation made on a given topic
S-8	F	assessment of the prepared essay on a given topic
S-9	P	assessment of the exercises part of lecture
S-10	P	exam grade (a written exam including test questions, tasks to be solved and problem-related issues)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_B5_W01 the student has knowledge about basic economic problems	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W08	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-W-1 T-A-2 T-W-2 T-A-14 T-W-6	M-1 M-2 M-4 M-5	S-1 S-2 S-3 S-4 S-7 S-8 S-9 S-10



Faculty of Economics

E_1A_B5_W02 the student has knowledge about the functioning of economic systems, in particular the market economy	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W05	P6S_WG P6S_WK		C-2 C-3	T-A-2 T-W-15		M-1 M-2	S-1 S-2 S-3 S-4 S-6 S-8 S-9 S-10
E_1A_B5_W03 the student has knowledge of the functioning of economic mechanisms in a microscale, in particular the functioning of the market	E_1A_W04 E_1A_W05 E_1A_W06	P6S_WG P6S_WK		C-1 C-3 C-4	T-A-3 T-A-4 T-A-5 T-A-6 T-W-2	T-W-3 T-W-4 T-W-10 T-W-11	M-1 M-2 M-3 M-4	S-1 S-2 S-9 S-10
E_1A_B5_W04 student is able to characterize market structures and explain business decisions of entrepreneurs in these structures	E_1A_W04 E_1A_W05 E_1A_W08	P6S_WG P6S_WK		C-4 C-5	T-A-10 T-A-11	T-W-8 T-W-9	M-1 M-2 M-4 M-5	S-1 S-2 S-3 S-5 S-6 S-7 S-9 S-10
<i>Skills</i>								
E_1A_B5_U01 student is able to use basic economic terms and categories	E_1A_U01 E_1A_U02 E_1A_U04	P6S_UW		C-1 C-2	T-A-1 T-A-2	T-A-15 T-W-1	M-1 M-2 M-4 M-5	S-1 S-4 S-7 S-8 S-9 S-10
E_1A_B5_U02 the student has the ability to understand and analyze economic and social phenomena	E_1A_U02 E_1A_U07 E_1A_U21	P6S_UU P6S_UW		C-1 C-4	T-A-4 T-A-5 T-A-7 T-A-8 T-A-9 T-A-15	T-W-2 T-W-3 T-W-6 T-W-13 T-W-14	M-2 M-4 M-5	S-1 S-4 S-5 S-6 S-9 S-10
E_1A_B5_U03 the student has the ability to prepare oral presentations using multimedia presentations	E_1A_U14	P6S_UK		C-1 C-2 C-3 C-4	T-A-15		M-5	S-7 S-9
E_1A_B5_U04 the student is able to present economic views in a written form (essay, paper) on the basis of read literature	E_1A_U13	P6S_UK		C-2 C-3 C-4	T-A-2 T-A-14 T-W-13	T-W-14 T-W-15	M-2 M-4	S-2 S-3 S-4 S-8 S-9
<i>Social competences</i>								
E_1A_B5_K01 student is aware of the importance of economic problems and the role of business entities in solving them	E_1A_K09	P6S_KK P6S_KR		C-2 C-4 C-5	T-A-2 T-A-8 T-A-10	T-A-11 T-W-13 T-W-15	M-1 M-2 M-4 M-5	S-1 S-2 S-8 S-10
E_1A_B5_K02 the student is able to supplement and improve acquired knowledge and skills	E_1A_K02	P6S_KK P6S_KO		C-1 C-2 C-4	T-A-6 T-A-13	T-A-15	M-2 M-3 M-4 M-5	S-1 S-2 S-9 S-10
E_1A_B5_K03 the student has the competence of cooperation in the group	E_1A_K01	P6S_KK P6S_KR		C-2 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-9 T-A-10 T-A-11 T-A-15	M-2 M-3 M-5	S-2 S-4 S-5 S-7
Outcomes	Grade	Evaluation criterion						
<i>Knowledge</i>								



Knowledge

E_1A_B5_W01	2,0	The student does not have basic knowledge about the most important economic problems in the microeconomic approach.
	3,0	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic program content, - in relation to the attitude towards knowledge shows partial indifference and limited interest, - in the field of expressing knowledge, she commits many minor mistakes in content and language; the quality of the speech is partially wrong.
	3,5	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic program content, - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, she makes minor mistakes in content and language; the quality of the statements partly incorrect.
	4,0	Student: - he has mastered almost all of the program material in the field of knowledge, - in the field of understanding of knowledge, he mastered the entire scope of the material almost correctly, - in the field of mastering knowledge, he acquired the basic content of the program almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, he commits slight deficiencies; utterances are generally correct.
	4,5	Student: - in the area of knowledge, he mastered all program material, - in the field of understanding of knowledge, he mastered all program content, - is very interested in terms of attitudes towards knowledge, - in the field of expressing knowledge and the manner of expression - he speaks without difficulty quite easily.
	5,0	Student: - in terms of knowledge, it goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in terms of attitudes towards knowledge shows great interest and cognitive interest, - in terms of expressing knowledge and the way of speaking, it shows certainty, freedom, uses the correct language.
E_1A_B5_W02	2,0	The student does not know the basic issues related to the functioning of economic systems, in particular the market economy.
	3,0	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the field of mastering knowledge, he has acquired the basic program content, - in terms of attitude to knowledge, shows partial indifference and medium interest, - in the field of expressing knowledge, she makes many minor mistakes in the content and language; the quality of the utterances is mostly erroneous.
	3,5	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic programming material, - in the field of mastering knowledge, he acquired the basic program content, - in terms of knowledge shows a medium interest, - reveals minor errors in the content and language in terms of expressing knowledge; the quality of the statement is partly wrong.
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - in the field of understanding of knowledge, he mastered almost all of the material, - in the field of mastering knowledge, he acquired the essential program content almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, he commits slight deficiencies; his statements are usually correct.
	4,5	Student: - in the area of knowledge, he mastered all program material, - in the field of understanding of knowledge, he mastered all programming contents, - in the field of mastering knowledge, he acquired all program content, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge and the way of expression - he speaks without difficulty, with some freedom.
	5,0	Student: - in terms of knowledge, it goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in the field of mastering knowledge, he acquired all program content, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, - in the field of expressing knowledge and the way of expression - he speaks freely, confidently and using the correct language.



Knowledge

E_1A_B5_W03	2,0	The student has no basic knowledge about the functioning of economic mechanisms in a microscale, in particular the functioning of the market.
	3,0	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic material, - in terms of the attitude to knowledge, it shows partial obscurity and average interest, - in the field of expressing knowledge, they make many minor mistakes in the content and language; the quality of the statements is usually incorrect.
	3,5	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic contents of the program - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, she makes minor mistakes in content and language; the quality of the statements partly incorrect.
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - in the field of understanding of knowledge, he mastered almost all material, - in the field of mastering knowledge, he acquired the basic content of the material almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, he commits slight deficiencies; utterances are usually correct.
	4,5	Student: - in the area of knowledge, he mastered all program material, - in the field of understanding of knowledge, he mastered all material correctly, - in the field of mastering knowledge, he acquired the essential content of the material exactly, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks without difficulty, as far as he is free.
	5,0	Student: - in terms of knowledge, it goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in the field of mastering knowledge, he absorbed all the material content very well, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, - in terms of expressing knowledge - he speaks confidently, correctly and correctly.
E_1A_B5_W04	2,0	The student has no basic knowledge of market structures and entrepreneurial behavior (making economic decisions) in various types of market structures.
	3,0	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic program content, - in terms of attitude to knowledge, it shows partial indifference and medium interest, - in the field of expressing knowledge, she commits many minor mistakes in content and language; the quality of the statements is usually incorrect.
	3,5	Student: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic content of the program almost exactly, - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, she makes minor mistakes in content and language; the quality of the statements partly incorrect
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - in the field of understanding of knowledge, he mastered almost all of the material, - in the field of mastering knowledge, he acquired the basic content of the program almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, commits slight deficiencies in the content and language; the quality of the statements is usually correct
	4,5	Student: - in the area of knowledge, he mastered all program material, - in the field of understanding the knowledge he mastered the whole material, - in the field of mastering knowledge, he absorbed the essential curricular content, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks freely, without difficulty and correctly.
	5,0	Student: - in terms of knowledge, it goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in the field of mastering knowledge, he acquired all program content, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, - in terms of expressing knowledge - he speaks freely, without difficulty and with correct language.
Skills		
E_1A_B5_U01	2,0	The student can not use basic economic concepts and categories.
	3,0	The student is able to use the substantial help of the teacher with the use of basic concepts and economic categories.
	3,5	The student is able to use the teacher's help with basic economic concepts and categories.
	4,0	The student is able to use basic economic terms and categories.
	4,5	The student is able to use himself more than basic terms and economic categories.
	5,0	The student has a significant range of economic concepts and categories, which he uses independently in a correct and free manner.



Skills

E_1A_B5_U02	2,0	The student does not have the ability to understand and analyze economic and social phenomena.
	3,0	The student has a limited ability to understand and analyze economic and social phenomena in the attitudinal range, requiring substantial teacher support.
	3,5	The student has the ability to understand and analyze economic and social phenomena at a basic level, requiring some teacher's help.
	4,0	The student has full ability to understand and analyze economic and social phenomena at a basic level in an independent manner.
	4,5	Student is able to independently understand and analyze economic and social phenomena in relation to the entire material and freely express themselves on the subject.
	5,0	The student understands socio-economic phenomena in the microeconomic aspect and is able to analyze them independently, going beyond the program material.
E_1A_B5_U03	2,0	The student can not independently prepare oral presentations using a multimedia presentation.
	3,0	The student is able to prepare an oral presentation with the help of a teacher, using a multimedia presentation.
	3,5	The student is able to prepare an oral presentation with the help of a teacher using a multimedia presentation.
	4,0	The student can independently prepare an oral presentation using a multimedia presentation, using the teacher's instructions.
	4,5	The student is able to independently choose a topic within the basic program content and prepare an oral presentation using a multimedia presentation without teacher's guidance.
	5,0	The student is able to independently select the subject from outside the material of the main program and prepare an oral presentation using the multimedia presentation without the teacher's instructions.
E_1A_B5_U04	2,0	The student can not present economic views in a written form (paper) on the basis of read literature.
	3,0	The student is able to present economic views in a written form (paper) on the basis of read literature with the help of a teacher.
	3,5	The student is able to present economic views in a written form (paper, essay) based on read literature with some teacher's help.
	4,0	The student is able to present economic views in a written form (paper, essay) based on read literature using teacher's instructions.
	4,5	The student can independently present economic views in a written form (essay) in the field of material covered by the program, using the literature.
	5,0	The student can independently present economic views in a written form (essay) in the field of material going beyond the program, using the literature.

Other social competences

E_1A_B5_K01	2,0	The student is not aware of the importance of economic problems and the role of business entities in solving them.
	3,0	The student demonstrates the awareness of the importance of some economic problems and the role of business entities in solving them to a small extent, under the influence of the teacher's inspiration.
	3,5	The student demonstrates the awareness of the importance of economic problems and the role of business entities in solving them to a small extent, under the influence of the teacher's inspiration.
	4,0	The student independently demonstrates awareness of the importance of most economic problems and the role of business entities in solving them to a large extent.
	4,5	The student independently demonstrates to a large extent the awareness of the importance of economic problems (as part of the program material) and the role of business entities in solving them.
	5,0	Student independently shows a very high awareness of the importance of economic problems (going beyond the program) and the role of business entities in solving them.
E_1A_B5_K02	2,0	The student can not complete and improve the acquired knowledge and skills.
	3,0	The student can, to a limited extent, supplement and improve the acquired knowledge and skills under the influence and with a significant teacher's help.
	3,5	The student is able to supplement and improve the acquired knowledge and skills under the influence and with the help of a teacher.
	4,0	The student is able to supplement and improve the acquired knowledge and skills to a large extent.
	4,5	The student can independently supplement and improve the acquired knowledge and skills within the current program without teacher's inspiration, guided by his own cognitive curiosity.
	5,0	The student is able to independently supplement and improve the acquired knowledge and skills in the field beyond the current program without the teacher's inspiration, guided by their own cognitive curiosity and interests.
E_1A_B5_K03	2,0	The student does not have the competence to cooperate with other participants of the course, does not show interest in the common task to do, can not plan and perform assigned duties within the team.
	3,0	Student in elementary, limited scope has the competence to cooperate in a group. To a limited extent shows interest in a common task to be carried out. He ineptly plans and performs work within the assigned duties in the team.
	3,5	The student plans and performs work at the basic level at every stage of its creation as part of the tasks assigned by the team.
	4,0	Student is able to specify the goals of his own work and distributes or helps to divide tasks with other team members. He can use contextual information to carry out tasks in a group.
	4,5	The student is able to independently plan and specify goals and actively participate in the separation of tasks and their implementation at every stage of work.
	5,0	The student is able to independently plan, specialize objectives and distribute tasks and control cooperation (motivate, supervise and control) team members and on the timeliness and method of presenting results.

Required reading

1. Begg D., Fischer S., Dornbusch R., Economics, McGraw-Hill, London, 2005
2. Varian H. R., Intermediate Microeconomics: A Modern Approach, W. W. Norton & Co Ltd, New York, London, 2006
3. Bergstrom T. C., Varian, H. R., Workouts in Intermediate Microeconomics, W. W. Norton & Co Ltd., New York, London, 2006

Supplementary reading

1. Besanko, D., Braeutigam, R. R., Microeconomics, John Wiley&Sons, 2008

Supplementary reading

2. Case, K. E., Fair, R. C., Principles of Microeconomics, Prentice Hall, 2006

3. Krugman P., Wells R., Microeconomics (Third Edition) Third Edition, Worth Publishers, 2008



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Law					
Code		WEK/E/S1/-/233					
Field of specialisation							
Administering faculty		Katedra Nieruchomości i Agrobiznesu					
ECTS		3,0	ECTS (forms)	3,0			
Form of course credit		egzamin	Language	polski			
Electives				Elective group			
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
wykłady		W	1	30	3,0	1,00	egzamin
Leading teacher		Błaszke Małgorzata (Malgorzata.Blaszke@zut.edu.pl)					
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
Prerequisites							
W-1	The student knows the basic concepts in the field of knowledge of the state and law in the field of secondary education.						
Module/course unit objectives							
C-1	Getting to know general information about law.						
C-2	Mastering elementary concepts in the field of constitutional and administrative law.						
C-3	To acquaint students with the basic concepts related to economic criminal law.						
C-4	To acquaint students with basic civil law institutions, clauses and entities in the civilian circulation.						
C-5	To familiarize students with elementary knowledge in the field of labor law.						
Course content divided into various forms of instruction							Number of hours
T-W-1	General knowledge about the law: the essence of law, legal norms, legal regulation, legal relationship and their distribution, application of law, interpretation of law, sources of law, legal act, publication of normative acts, gaps in law, collisions of legal provisions, systematics of law						4
T-W-2	Constitutional law: constitution, tripartite power, Parliament, Senate, President, Supreme Chamber of Control, Council of Ministers, justice system						2
T-W-3	Administrative law: the concept of administration, the essence and subject of administrative law, public administration bodies, administrative-legal relationship, legal forms of administration, administrative act - division and validity, administrative proceedings, enforcement proceedings						2
T-W-4	Criminal law: the scope of criminal law, the concept of crime, its types and forms of committing, guilt, circumstances evading criminal unlawfulness of the act, coincidence and convergence of provisions of the Act, continuous crime and sequence of crimes, penalties and penal measures, probation measures						2
T-W-5	Civil law part general: general clauses, civil legal relationship, subjective right, natural persons, legal persons, legal act and premises of its validity, defects in declaration of will, conclusion of an agreement, form of legal transactions, proxy, power of attorney, limitation of claims						4
T-W-6	Civil law part material: concept and division of things, ownership - acquisition and loss, joint ownership, perpetual usufruct, limited property rights, land and mortgage registers, possession						5
T-W-7	Civil law part Commitments: the nature of the obligation, content and types of benefits, multiple creditors or debtors, contracts - concept, content and form, contractual patterns, unlawful contractual clauses, additional contractual reservations, unjust enrichment, unlawful acts, performance of obligations and effects of non-performance, expiration of obligations, transfer of rights and obligations, protection of creditors in the event of the debtor's insolvency						5
T-W-8	Inheritance law: inheritance, statutory inheritance, inheritance inheritance, acquisition of inheritance						4
T-W-9	Labor law: employment contract, employment contract, holidays, labor protection.						2
Student workload - forms of activity							Number of hours
A-W-1	participation in classes						30
A-W-2	participation in consultations related to the implementation of lecture materials						10
A-W-3	developing student response projects						10
A-W-4	preparation for the exam and presence on the exam						20



Student workload - forms of activity		Number of hours
A-W-5	preparation for the next classes	20

Teaching methods / tools	
M-1	Lecture with multimedia presentation.
M-2	Student's own work with a response to a lawsuit.
M-3	Presentations and student work.

Evaluation methods (F - progressive, P - final)	
S-1	P final examination

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_B9_W01 Has basic knowledge of constitutional, administrative and criminal law.	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W05 E_1A_W06	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-2 T-W-4 T-W-3	M-1 M-2	S-1
E_1A_B9_W02 Has basic knowledge in the field of civil law institutions.	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W06	P6S_WG P6S_WK		C-4	T-W-5 T-W-7 T-W-6 T-W-8	M-1 M-2 M-3	S-1
E_1A_B9_W03 He knows the basic norms and legal and organizational rules conditioning the functioning of business entities and social institutions.	E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W06	P6S_WG P6S_WK		C-1 C-2 C-4 C-5	T-W-1 T-W-7 T-W-5 T-W-9	M-1	S-1

Skills							
E_1A_B9_U01 He can independently acquire knowledge and develop his skills using various sources.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U05 E_1A_U06 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1 C-2 C-3 C-4 C-5	T-W-2 T-W-6 T-W-3 T-W-7 T-W-4 T-W-8 T-W-5 T-W-9	M-2	S-1
E_1A_B9_U02 Has elementary research skills allowing to analyze examples.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U07	P6S_UO P6S_UW		C-2 C-3 C-4 C-5	T-W-5 T-W-7 T-W-6 T-W-8	M-2 M-3	S-1
E_1A_B9_U03 It demonstrates understanding of the basic legal institutions.	E_1A_U01 E_1A_U02 E_1A_U03	P6S_UO P6S_UW		C-3 C-4	T-W-1	M-2	S-1

Social competences							
E_1A_B9_K01 He knows the limitations of his own knowledge and understands the need for further education.	E_1A_K01	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5	T-W-1 T-W-6 T-W-2 T-W-7 T-W-3 T-W-8 T-W-4 T-W-9 T-W-5	M-1 M-2 M-3	S-1
E_1A_B9_K02 Can independently search for information in the literature.	E_1A_K01	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5	T-W-1 T-W-6 T-W-2 T-W-7 T-W-3 T-W-8 T-W-4 T-W-9 T-W-5	M-1 M-2 M-3	S-1
E_1A_B9_K03 He can work as a team.	E_1A_K01 E_1A_K02	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4 C-5	T-W-1 T-W-6 T-W-2 T-W-7 T-W-3 T-W-8 T-W-4 T-W-9 T-W-5	M-1 M-2 M-3	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_B9_W01	2,0	The student does not have basic knowledge of constitutional, administrative and criminal law.
	3,0	The student has a basic knowledge of constitutional, administrative and criminal law to a sufficient extent.
	3,5	The student has a basic knowledge of constitutional, administrative and criminal law to a greater extent than sufficient.
	4,0	The student has basic knowledge of constitutional, administrative and criminal law to a good degree.
	4,5	The student has a basic knowledge of constitutional, administrative and criminal law to a greater extent than good.
	5,0	The student has basic knowledge of constitutional, administrative and criminal law to a very good degree.



Knowledge

E_1A_B9_W02	2,0	The student does not have basic knowledge in the field of civil law institutions.
	3,0	The student has basic knowledge in the field of civil law institutions.
	3,5	The student has a basic knowledge of civil law institutions to a sufficient degree.
	4,0	The student has a basic knowledge in the field of civil law institutions to a good degree.
	4,5	The student has a basic knowledge of civil law institutions to a greater extent than good.
	5,0	The student has a basic knowledge of civil law institutions to a very good degree.
E_1A_B9_W03	2,0	The student does not have basic knowledge in the field of legal and organizational standards and rules conditioning the functioning of business entities and social institutions.
	3,0	The student has basic knowledge in the field of legal and organizational standards and rules conditioning the functioning of business entities and social institutions.
	3,5	The student has basic knowledge in the field of legal and organizational norms and rules conditioning the functioning of business entities and social institutions to a sufficient degree.
	4,0	The student has basic knowledge in the field of legal and organizational norms and rules conditioning the functioning of business entities and social institutions to a good degree.
	4,5	The student has basic knowledge in the field of legal and organizational standards and rules conditioning the functioning of business entities and social institutions to a greater than good level.
	5,0	The student has basic knowledge in the field of legal and organizational standards and rules conditioning the functioning of business entities and social institutions to a very good degree.

Skills

E_1A_B9_U01	2,0	The student is not able to acquire knowledge and develop his own professional skills.
	3,0	The student is able to independently acquire knowledge and develop their professional skills using a variety of sources.
	3,5	The student is able to independently acquire knowledge and develop their professional skills using a variety of sources to a degree greater than sufficient.
	4,0	The student is able to independently acquire knowledge and develop their professional skills using a variety of sources to a good degree.
	4,5	The student is able to independently acquire knowledge and develop their professional skills using a variety of sources to a greater than good level.
	5,0	The student is able to independently acquire knowledge and develop their professional skills using a variety of sources to a very good degree.
E_1A_B9_U02	2,0	The student does not have elementary research skills allowing for analyzing examples.
	3,0	The student has elementary research skills allowing for analyzing examples.
	3,5	The student has elementary research skills allowing for analyzing examples to a degree greater than sufficient.
	4,0	The student has elementary research skills allowing for analyzing examples to a good degree.
	4,5	The student has elementary research skills allowing for analyzing examples to a greater degree than good.
	5,0	The student has elementary research skills allowing for analyzing examples to a very good degree.
E_1A_B9_U03	2,0	The student does not show understanding of basic legal institutions
	3,0	The student does not show understanding of basic legal institutions
	3,5	The student does not show understanding of basic legal institutions to a degree greater than sufficient
	4,0	The student does not show understanding of basic legal institutions to a good degree
	4,5	The student does not show understanding of basic legal institutions to an extent greater than good
	5,0	The student does not show understanding of basic legal institutions to a very good degree

Other social competences

E_1A_B9_K01	2,0	The student does not know the limitations of his own knowledge and does not understand the need for further education
	3,0	The student knows the limits of his knowledge and understands the need for further education to a sufficient degree
	3,5	The student knows the limitations of his own knowledge and understands the need for further education to a degree greater than sufficient
	4,0	The student knows the limits of his own knowledge and understands the need for further education in a good degree
	4,5	The student knows the limitations of his own knowledge and understands the need for further education to a greater degree than good
	5,0	The student knows the limits of his knowledge and understands the need for further education to a very good degree
E_1A_B9_K02	2,0	The student is not able to independently search for information in the literature
	3,0	The student is able to independently search for information in the literature to a sufficient degree
	3,5	The student is able to independently search for information in the literature to a degree greater than sufficient
	4,0	The student is able to independently search for information in the literature to a good degree
	4,5	The student is able to independently search for information in the literature to a greater extent than good
	5,0	The student is able to independently search for information in the literature to a very good degree
E_1A_B9_K03	2,0	The student is not able to work as a team
	3,0	The student is able to work as a team to a sufficient degree
	3,5	The student is able to work as a team to a degree greater than sufficient
	4,0	The student is able to work as a team in a good degree
	4,5	The student is able to work as a team to a greater than good level
	5,0	The student is able to work as a team to a very good degree

Required reading

1. Dajczak W., Handbook of Polish Law, Warszawa, 2011
2. Frankowski S., Introduction to Polish Law, Kraków, 2005
3. Vranken M., Fundamentals Of European Civil Law, Federation Press, 2010
4. Reich N., General Principles Of EU Civil Law, 2009
5. Kuciński J., Zarys prawa, Lexis Nexis, Warszawa, 2010
6. Nowak M., Podstawy prawa w Polsce. Prawo dla nieprawników., CeDeWu, Warszawa, 2009
7. Siuda W., Elementy prawa dla ekonomistów, ESTETEIA, Poznań, 2009



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Mathematics II				
<i>Code</i>		WEK/E/S1/-/1				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Zastosowań Matematyki w Ekonomii				
<i>ECTS</i>		6,0	<i>ECTS (forms)</i>	6,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	2	30	5,0	0,50
wykłady		W	2	10	1,0	0,50
<i>Leading teacher</i>		Perzyńska Joanna (joanna.perzynska@zut.edu.pl)				
<i>Other teachers</i>		Oesterreich Maciej (Maciej.Oesterreich@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of mathematics at the upper secondary education level.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Students will gain basic knowledge of higher mathematics.					
<i>C-2</i>	Students will gain basic knowledge necessary to understand subjects using advanced mathematics techniques: statistics, operational research, quantitative methods in economics.					
<i>C-3</i>	Students will apply mathematical knowledge to the study of economic phenomena.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Partial derivatives of the functions.					4
<i>T-A-2</i>	Local and global extrema of two variable function.					6
<i>T-A-3</i>	Test.					1
<i>T-A-4</i>	The integral of the one variable function.					6
<i>T-A-5</i>	Differential equations.					4
<i>T-A-6</i>	Test.					1
<i>T-A-7</i>	Matrices and determinants. Matrix equations. Systems of linear equations..					7
<i>T-A-8</i>	Test.					1
<i>T-W-1</i>	Partial derivatives of the functions.					1
<i>T-W-2</i>	Local and global extrema of two variable function.					2
<i>T-W-3</i>	The integral of the one variable function.					2
<i>T-W-4</i>	Differential equations.					2
<i>T-W-5</i>	Matrices and determinants. Matrix equations. Systems of linear equations.					3
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participations in classes.					30
<i>A-A-2</i>	Preparation for classes.					40
<i>A-A-3</i>	Homework.					40
<i>A-A-4</i>	Preparation for tests.					40
<i>A-W-1</i>	Participation in lectures.					10
<i>A-W-2</i>	Preparation for lectures.					5
<i>A-W-3</i>	Studying the literature.					5
<i>A-W-4</i>	Preparation for the final test from lectures.					8



Student workload - forms of activity		Number of hours
A-W-5	Participation in the final test from lectures.	2

Teaching methods / tools	
M-1	Information-problem lecture.
M-2	Exercises.

Evaluation methods (F - progressive, P - final)	
S-1	F Evaluation of activity during classes.
S-2	F Evaluation of individual problem solving during classes.
S-3	F Evaluation of homework solving (individually and in groups).
S-4	P Test.
S-5	P Exam.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_B04_W01 The student knows the theoretical basis of the differential calculus of several variables functions, the integral calculus of the one variable function and linear algebra.	E_1A_W07	P6S_WG		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1 S-5

Skills							
E_1A_B04_U01 The student can use the learned definitions and theorems of mathematical analysis and linear algebra to solve practical tasks.	E_1A_U01 E_1A_U02 E_1A_U11	P6S_UW		C-1 C-2 C-3	T-A-1 T-A-2 T-A-4	T-A-5 T-A-7	M-2 S-1 S-2 S-3 S-4 S-5

Social competences							
E_1A_B04_K01 The student mastered the principles of individual and group work.	E_1A_K01 E_1A_K02 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7	T-A-8 T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	M-1 M-2 S-1 S-2 S-3 S-4 S-5

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_B04_W01	2,0	
	3,0	The student explains in his own words the definitions and theorems from the studied areas of higher mathematics.
	3,5	
	4,0	
	4,5	
	5,0	
Skills		
E_1A_B04_U01	2,0	
	3,0	The student can: - calculate partial derivatives of two variables functions - calculate the indefinite integral of the elementary functions, - perform basic arithmetic operations on matrices, - calculate the second and third degree determinant.
	3,5	
	4,0	
	4,5	
	5,0	
Other social competences		
E_1A_B04_K01	2,0	
	3,0	The student organizes individual and group work guided by the teacher's instructions.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading
1. M.Pemberton, N.Rau, Mathematics for Economists, Manchester University Press, 2012

Required reading

2. SC Aggarwal, RK Rana, Basic Mathematics for Economists, FK Publications, 2010

3. Winnicki K., Miklewska J., Perzyńska J., Zbiór przykładów i zadań z matematyki dla studentów studiów zaocznych, AR, Szczecin, 2002

Supplementary reading

1. Krysicki W., Włodarski L., Analiza matematyczna w zadaniach. cz.1 i 2., PWN, Warszawa, 1998



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Fundamentals of macroeconomics					
<i>Code</i>		WEK/E/S1/-/565					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>		6,0	<i>ECTS (forms)</i>	6,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne		A	2	45	4,0	0,50	zaliczenie
wykłady		W	2	15	2,0	0,50	egzamin
<i>Leading teacher</i>		Będzik Beata (Beata.Bedzik@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	The basic knowledge of math and microeconomics						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Familiarizing the students with the basic principles of functioning of the national economy						
<i>C-2</i>	Understanding by the students of macroeconomic phenomena and processes and mutual connections between them						
<i>C-3</i>	Mastering by the students of the ability to recognize cause and effect relationships on a national scale and their interpretation						
<i>C-4</i>	Obtaining by the students of the ability to analyze economic policy run by the government						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-A-1</i>	Market economy model. Its participants and economic dependencies.						3
<i>T-A-2</i>	Methods of calculating national income in closed (autarkic) and open economy.						3
<i>T-A-3</i>	National income and derivative measures as an indicator of living standard						3
<i>T-A-4</i>	Influence of taxes and foreign trade on the market equilibrium in the Keynesian model						3
<i>T-A-5</i>	The classical model of the goods market and its conditions						3
<i>T-A-6</i>	Interest rate as the price of money balancing the money market.						3
<i>T-A-7</i>	The relation of the goods and money market determining the aggregate demand						3
<i>T-A-8</i>	Economy's behavior in the short and long term in the context of the balance of the three markets.						3
<i>T-A-9</i>	Dependence of inflation and unemployment in the Phillips model in the short and long term.						3
<i>T-A-10</i>	Methods of counteracting inflation in the system of economic policy.						3
<i>T-A-11</i>	Economic policy in the open economy						3
<i>T-A-12</i>	Analysis of the modern business cycle. Changes in the long-term economic activity and its causes.						3
<i>T-A-13</i>	System transformation of the Polish economy and its causes						3
<i>T-A-14</i>	Processes of globalization and internalisation of the economy and their consequences.						3
<i>T-A-15</i>	Repetition of material and checking the knowledge						3
<i>T-W-1</i>	The genesis of macroeconomics. The state as an entity of the economic system. State intervention.						2
<i>T-W-2</i>	The demand model of the balance of the goods market						2
<i>T-W-3</i>	Money and the financial system in a market economy						2
<i>T-W-4</i>	The concept and types of unemployment Methods of counteracting unemployment in the neoclassical and Keynesian concept.						2
<i>T-W-5</i>	The concept and causes of inflation as a monetary and real phenomenon.						2
<i>T-W-6</i>	Exchange rate. Exchange rate policy and balance of payments of the economy.						2



Course content divided into various forms of instruction		Number of hours
T-W-7	The concept of economic growth and development and their assessment measures. Technical and technological progress as factors of economic growth.	2
T-W-8	Business cycles of economy and methods of their modification. Main economic theory	1

Student workload - forms of activity		Number of hours
A-A-1	participation in the auditoriums	45
A-A-2	preparing for the classes	30
A-A-3	preparing to pass the subject's test	20
A-A-4	preparation of a presentation on an indicated theme	5
A-A-5	essay preparation	5
A-A-6	searching for literature and reading the indicated literature	15
A-W-1	participation in the classes	15
A-W-2	participation in the exam	2
A-W-3	reading the economic literature	13
A-W-4	preparing for the exam	30

Teaching methods / tools	
M-1	problem lecture
M-2	information lecture
M-3	conversation lecture
M-4	discussion
M-5	essay
M-6	students presentation on an indicated theme

Evaluation methods (F - progressive, P - final)		
S-1	F	assessment of understanding and analyzing economic phenomena
S-2	F	assessment of the presentation
S-3	F	assessment of the essay
S-4	F	assessment of the test
S-5	P	assessment of the passed classes
S-6	P	assessment of the written exam
S-7	F	assessment of the partial test
S-8	F	Assessment of independent acquisition of knowledge and development of the ability to logically think and present own views
S-9	F	Assessment of independent search, analysis, assessment and use of information
S-10	F	assessment of understanding and analyzing economic phenomena
S-11	F	assessment of cooperation competence and group work
S-12	F	assessment of competence in thinking and acting in an entrepreneurial way
S-13	F	assessment of presentation
S-14	F	assessment of the student essay
S-15	P	assessment of the exercises part of lecture
S-16	P	exam result (written exam including test questions, tasks to be solved and issues related to problem)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_B10_W01 Student defines basic concepts and macroeconomic phenomena	E_1A_W01 E_1A_W13	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-12 T-A-2 T-A-13 T-A-3 T-A-14 T-A-4 T-W-1 T-A-5 T-W-2 T-A-6 T-W-3 T-A-7 T-W-4 T-A-8 T-W-5 T-A-9 T-W-6 T-A-10 T-W-7 T-A-11 T-W-8	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6



Faculty of Economics

E_1A_B10_W02 Student understands the basic principles of the functioning of the national economy	E_1A_W02 E_1A_W03 E_1A_W13	P6S_WG P6S_WK		C-1 C-2 C-3 C-4	T-A-1 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-A-11 T-A-13	T-A-14 T-A-15 T-W-1 T-W-2 T-W-3 T-W-5 T-W-6 T-W-7 T-W-8	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_W03 Student can distinguish between the tools of economic policy conducted by the government and analyze their effects in a basic scope	E_1A_W03 E_1A_W05 E_1A_W07 E_1A_W08	P6S_WG P6S_WK		C-4	T-A-4 T-A-10 T-A-11 T-A-15 T-W-1	T-W-4 T-W-5 T-W-7 T-W-8	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
<i>Skills</i>								
E_1A_B10_U01 Student recognizes cause-effect relationships on a national scale and interprets them	E_1A_U01 E_1A_U02 E_1A_U04 E_1A_U08 E_1A_U12 E_1A_U21	P6S_UU P6S_UW		C-3	T-A-1 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-A-11	T-A-13 T-A-14 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-1 M-2 M-3 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_U02 Student analyzes the effectiveness of economic policy in the basic scopej	E_1A_U01 E_1A_U08 E_1A_U11 E_1A_U19	P6S_UW		C-1 C-4	T-A-4 T-A-8 T-A-9 T-A-10 T-A-11	T-A-12 T-A-15 T-W-4 T-W-5 T-W-8	M-1 M-2 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_U03 Student is able to use graphic models to analyze the regularities and phenomena in the national economy	E_1A_U01 E_1A_U02 E_1A_U07	P6S_UW		C-1 C-2 C-4	T-A-1 T-A-2 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8	T-A-9 T-A-12 T-A-15 T-W-2 T-W-5 T-W-6 T-W-8	M-1 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_U04 Student can present views from the scope of basics of macroeconomics in a written form (essay) based on the literature read	E_1A_U13	P6S_UK		C-1 C-2 C-3 C-4	T-A-2 T-A-3 T-A-4 T-A-5 T-A-8 T-A-10 T-A-12 T-A-13 T-A-14	T-A-15 T-W-1 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-5	S-3
E_1A_B10_U05 Student has the ability to prepare oral presentations on topics in the field of macroeconomics with the use of multimedia presentations	E_1A_U14	P6S_UK		C-1 C-2 C-3 C-4	T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9	T-A-10 T-A-11 T-A-12 T-A-13 T-A-14 T-A-15	M-6	S-2
<i>Social competences</i>								
E_1A_B10_K01 Student is aware of the importance of economic problems on a macroeconomic scale	E_1A_K04 E_1A_K06	P6S_KO P6S_KR		C-2 C-3	T-A-8 T-A-9 T-A-10 T-A-11 T-A-12 T-A-13 T-A-14	T-W-1 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-1 M-2 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_K02 can, in a basic scope, indicate the methods of solving macroeconomic problems by means of economic policy tools	E_1A_K01 E_1A_K02 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-4	T-A-10 T-A-11 T-A-12	T-W-6 T-W-7 T-W-8	M-1 M-2 M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6
E_1A_B10_K03 Student can supplement and improve the acquired knowledge and skills in the field of issues from the basics of macroeconomics	E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-A-11 T-A-12	T-A-13 T-A-14 T-A-15 T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-4 M-5 M-6	S-1 S-2 S-3 S-4 S-5 S-6



Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_B10_W01	2,0	The student can not define the macroeconomic concepts and phenomena
	3,0	Student: - in the area of knowledge he mastered the basic material, - in the field of understanding of knowledge, he mastered the basic concepts and definitions, - in the field of mastering knowledge, he acquired the basic contents of macroeconomic concepts and phenomena, - in relation to the attitude towards knowledge shows partial indifference and limited interest, - in the field of expressing knowledge, he commits many minor mistakes in content and language; the quality of the speech is partially incorrect
	3,5	Student: - in the area of knowledge he mastered the basic material, - in the field of understanding of knowledge mastered the basic material, - in the field of mastering knowledge, he acquired the basic program content, - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, he makes minor mistakes in content and language; the quality of the statements partly incorrect.
	4,0	Student: - he has mastered almost all of the program material in the field of knowledge, - in the field of understanding of knowledge, he mastered the entire scope of the material almost correctly, - in the field of mastering knowledge, he acquired the main content of the program almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, he commits slight deficiencies; utterances are generally correct.
	4,5	Student: - in the area of knowledge, he mastered all program material, - in terms of understanding, he mastered all concepts and definitions correctly, - in the field of mastering knowledge, he has thoroughly acquainted with the basic content of macroeconomic concepts and phenomena, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks without difficulty and quite freely.
	5,0	Student: - in terms of knowledge, he goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in terms of attitudes towards knowledge, he shows a great interest and cognitive penetration, - in terms of expressing knowledge and the way of speaking, he shows certainty, freedom, uses the correct language.
E_1A_B10_W02	2,0	The student does not understand the basic principles of the functioning of the national economy.
	3,0	Student: - in the area of knowledge he mastered the basic program material, - in terms of understanding, he mastered the basic material, - in the field of mastering knowledge, he acquired basic program content, - in terms of attitude to knowledge, shows partial indifference and limited interest, - in the field of expressing knowledge, he commits many minor mistakes in the content and language; the quality of the utterances is mostly erroneous.
	3,5	Student: - in the area of knowledge he mastered the basic program material, - in terms of understanding, he mastered the basic principles of the functioning of the national economy, - in the scope of mastering knowledge he acquired the basic content of the material, - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, he makes minor mistakes in content and language; the quality of the statement is partly wrong.
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - in terms of understanding, he mastered almost all of the material, - in the area of mastering knowledge, he acquired the basic content of the principles of the functioning of the macro-economy almost exactly, - shows interest in relation to knowledge, - in the field of expressing knowledge, commits slight deficiencies in the content and language; the quality of the statements is generally correct.
	4,5	Student: - in the area of knowledge, he mastered all of the program material, - in terms of understanding, he mastered all the issues correctly, - in the field of mastering knowledge, he acquired exactly the basic content concerning the functioning of the national economy, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks without difficulty and quite freely.
	5,0	Student: - in terms of knowledge, he goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in terms of attitudes towards knowledge, he shows a very large interest and cognitive penetration, - in terms of expressing knowledge and the way of speaking, it shows certainty, freedom, uses the correct language.



Knowledge

E_1A_B10_W03	2,0	The student can not distinguish economic policy tools and analyze their effects in the basic scope.
	3,0	Student: - in the area of knowledge he mastered the basic program material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the field of mastering knowledge, he acquired basic program content, - in terms of attitude to knowledge, shows partial indifference and limited interest, - in the field of expressing knowledge, he commits many minor mistakes in content and language; the quality of the statements partly wrong.
	3,5	Student: - in the area of knowledge he mastered the basic program material, - in terms of understanding, he mastered the basic tools of economic policy and analysis of their effects in the basic scope. - in the field of mastering knowledge he acquired the basic content of the material, - has a medium interest in terms of attitudes to knowledge, - in the field of expressing knowledge, he makes minor mistakes in content and language; quality of the statements partly wrong.
	4,0	Student: - in the area of knowledge, he mastered almost all of the program material, - in terms of understanding, he mastered all the issues correctly, - in the field of mastering knowledge, he acquired the basic content, - is interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks without difficulty and quite freely.
	4,5	Student: - in the area of knowledge, he mastered all program material, - in terms of understanding, he mastered all the issues correctly, - in the field of mastering knowledge, he acquired exactly the basic content, - is very interested in terms of attitudes towards knowledge, - in terms of expressing knowledge - he speaks without difficulty and quite freely.
	5,0	Student: - in terms of knowledge, he goes beyond the curriculum material, - in terms of understanding knowledge - without reservations, - in terms of attitudes towards knowledge, he shows a very large interest and cognitive penetration, - in terms of expressing knowledge and the way of speaking, it shows certainty, freedom, uses the correct language.

Skills

E_1A_B10_U01	2,0	Student does not have the ability to identify cause and effect relationships in the national economy and their interpretation.
	3,0	The student is able to recognize cause-and-effect relations in the economy with a great help from the teacher and to interpret them.
	3,5	The student is able to recognize cause-and-effect relationships in the economy with the teacher's help and to interpret them.
	4,0	Student is able to independently describe dependencies and cause-and-effect relations in the economy and to interpret them.
	4,5	The student is able to independently present and interpret cause and effect relationships in the national economy to a degree greater than the basic one.
	5,0	The student has a very good ability to describe cause and effect relationships in the economy and their interpretation; he does it correctly, freely, and goes beyond the curriculum
E_1A_B10_U02	2,0	The student is not able to analyze in the basic scope of effectiveness of economic policy.
	3,0	The student is able to analyze the effectiveness of economic policy in a basic scope with a great help from the teacher.
	3,5	The student is able to analyze the effectiveness of economic policy in the basic scope with the teacher's help.
	4,0	The student is able to independently analyze the effectiveness of economic policy in the basic scope.
	4,5	The student is able to analyze independently the basic scope of effectiveness of economic policy.
	5,0	The student has a significant range of knowledge about economic policy and independently analyze its results to a greater extent than the basic one; using the free way of expression for this purpose.
E_1A_B10_U03	2,0	The student is not able to use graphical models to analyze phenomena in the macro scale. The student is able to analyze independently the basic scope of effectiveness of economic policy.
	3,0	The student is able to analyze in a basic scope the phenomena in the scale of macros with the help of a teacher, using graphic models
	3,5	The student is able to analyze economic phenomena on a macro scale with the help of a teacher using graphic models
	4,0	The student is able to independently analyze economic phenomena in a macro scale by means of graphical models.
	4,5	Student is able to analyze graphical models independently to the basic extent of economic phenomena in the macro scale.
	5,0	The student has a significant range of knowledge about economic phenomena to a greater extent than the basic one and can independently analyze them using graphic models; he uses a free way of expression.
E_1A_B10_U04	2,0	Student is not able to present views on the basics of macroeconomics in a written form (essay) based on read literature.
	3,0	Student is able to present views on the basics of macroeconomics in a written form (essay) with the help of a teacher, based on the literature read.
	3,5	Student with the help of a teacher can present views on the basics of macroeconomics in a written form (essay), based on read literature.
	4,0	Student is able to independently present views on the basics of macroeconomics in a written form (essay), based on read literature.
	4,5	The student is able to independently present economic views on the basics of macroeconomics from the basic issues of the subject program in written form (essay).
	5,0	The student has a significant range of knowledge about the fundamentals of macroeconomics to a greater extent than required and can independently present them in the form of an essay, using the free way of expression.



Skills

E_1A_B10_U05	2,0	Student is not able to prepare oral presentations on topics in the field of macroeconomics, with the use of a multimedia presentation.
	3,0	Student is able to present the views on the basics of macroeconomics in oral form with a substantial help of the teacher (multimedia presentation).
	3,5	Student with the help of a teacher can present views on the fundamentals of macroeconomics in the oral form (multimedia presentation).
	4,0	Student can independently present views on the basics of macroeconomics in an oral form (multimedia presentation).
	4,5	Student is able to independently present economic views on the basics of macroeconomics outside the basic subjects of the subject program in an oral form (multimedia presentation).
	5,0	Student has a significant knowledge of the basics of macroeconomics to a greater extent than required and can independently present them in the form of a multimedia presentation, using the free way of expression.

Other social competences

E_1A_B10_K01	2,0	Student is not aware of the importance of economic problems on a macro scale.
	3,0	Student has a limited awareness of the importance of economic problems on a macro scale.
	3,5	Student has an average awareness of the importance of economic problems on a macro scale.
	4,0	The student is very aware of the importance of economic problems on a macro scale.
	4,5	Student is very aware of the importance of economic problems on a macro scale, he is looking for answers to ways of solving them.
5,0	Student has a very awakened awareness of the importance of economic problems on a macro scale, he also realizes those that go beyond the implemented program, he is looking for an answer to the ways of solving them, guided by his own curiosity.	
E_1A_B10_K02	2,0	Student is not able to indicate in a basic scope ways of solving economic problems by means of economic policy tools.
	3,0	Student is able to indicate in a basic way how to solve economic problems with the help of economic policy tools with a great help from a teacher.
	3,5	Student can, with the help of a teacher in a basic scope, indicate ways of solving economic problems by means of economic policy tools.
	4,0	Student is able to indicate in the basic scope methods of solving economic problems by means of economic policy tools.
	4,5	Student is able to identify ways of solving economic problems independently by means of economic policy tools.
	5,0	Student is able independently to indicate ways of solving economic problems independently through the use of economic policy tools.
E_1A_B10_K03	2,0	Student can not complete and improve the acquired knowledge and skills.
	3,0	Student can, to a limited extent, supplement and improve the acquired knowledge and skills.
	3,5	Student is able to supplement and improve the acquired knowledge and skills to a medium degree.
	4,0	Student is able to supplement and improve the acquired knowledge and skills to a large extent.
	4,5	Student can independently supplement and improve the acquired knowledge and skills within the current program without teacher inspiration.
	5,0	Student can independently supplement and improve the acquired knowledge and skills in the field beyond the current program without the teacher's inspiration, guided by his own cognitive curiosity.

Required reading

1. Majchrzak M. (red.), Makroekonomiczne mechanizmy funkcjonowania gospodarki narodowej, Wydawnictwo Naukowe Uniwersytetu Szczecińskiego, Szczecin, 2012
2. Begg D., Dornbush R., Fischer S., Makroekonomia t. 2, PWE, Warszawa, 2014
3. Burda M., Wyplosz Ch., Makroekonomia, PWE, Warszawa, 2010
4. Czarny B., Rapacki R., Podstawy ekonomii, PWE, Warszawa, 2010
5. Kordalska A., Lechman E., Olczyk M., Podstawy makroekonomii w przykładach i zadaniach, CeDeWu, Warszawa, 2015
6. Mankiw G., Taylor P., Makroekonomia, PWE, Warszawa, 2015
7. Samuelson P.A., Nordhaus W.D., Ekonomia t. 2, Wydawnictwo Naukowe PWN, Warszawa, 2008
8. Spychalski G., Wprowadzenie do mikro- i makroekonomii. Przegląd podstawowych pojęć ekonomicznych, Wydaw. AR w Szczecinie, Szczecin, 2003

Supplementary reading

1. Burda M., Wyplosz Ch., Macroeconomics, A European Text, Oxford University Press, New York, 2009
2. Hall R.E., Taylor J. B., Makroekonomia, PWN, Warszawa, 2007
3. T. Zalega, A. Nowak, Makroekonomia, PWE, Warszawa, 2015



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Descriptive statistics					
Code		WEK/E/S1/-/566					
Field of specialisation							
Administering faculty		Katedra Zastosowań Matematyki w Ekonomii					
ECTS		6,0	ECTS (forms)	6,0			
Form of course credit		egzamin	Language	polski			
Electives				Elective group			
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
laboratoria		L	2	30	4,0	0,50	zaliczenie
wykłady		W	2	15	2,0	0,50	egzamin
Leading teacher		Perzyńska Joanna (joanna.perzyska@zut.edu.pl)					
Other teachers		Becker Aneta (aneta.becker@zut.edu.pl), Wawrzyniak Katarzyna (Katarzyna.Wawrzyniak@zut.edu.pl)					
Prerequisites							
W-1		The student has knowledge of the basics of mathematical analysis and general economic knowledge.					
W-2		The student is able to use a spreadsheet.					
Module/course unit objectives							
C-1		Obtaining basic knowledge about: methods of obtaining and presenting statistical data; statistical methods to study regularity in the structure, interdependence and dynamics of socio-economic phenomena.					
C-2		Gaining practical skills in the application of statistical methods using popular statistical packages and a spreadsheet.					
C-3		Preparation for: active participation in the team, formulation of the research problem, selection of the appropriate methodology and implementation, development and interpretation of the test results.					
Course content divided into various forms of instruction							Number of hours
T-L-1		Presentation of statistical material - construction of statistical series and tables, drawing up statistical charts based on raw statistical material.					6
T-L-2		Calculation and interpretation of classical and positional parameters characterizing the empirical distribution of features in the statistical population. Comprehensive analysis of the structure.					8
T-L-3		Determination and interpretation of the relationship strength measures for qualitative characteristics, strength and direction of the relationship for quantitative characteristics, parameters of the linear regression function.					6
T-L-4		Determination and interpretation of increments and individual indicators.					6
T-L-5		Mechanical and analytical trend determination. Determination and interpretation of absolute and relative measures characterizing seasonal fluctuations.					4
T-W-1		Subject of statistical research. Basic concepts (collectivity and statistical unit, statistical feature). Statistical research (stages, methods, statistical material and methods of its collection).					4
T-W-2		Analysis of the structure of mass processes (empirical distribution and types of distributions, distribution parameters: classic and positional, absolute and relative, parameters of central tendency, measures of differentiation, measures of asymmetry, measures of flattening, concentration measurement).					4
T-W-3		Analysis of the interdependence of mass processes (correlation and regression of quantitative characteristics, correlation of qualitative characteristics).					4
T-W-4		Analysis of time series (methods of testing short-term changes, decomposition of time series).					3
Student workload - forms of activity							Number of hours
A-L-1		Preparation for classes.					30
A-L-2		Studying the literature.					20
A-L-3		Homework (individual and group).					25
A-L-4		Preparation for test.					15
A-L-5		Participation in classes.					30
A-W-1		Participation to exam.					30



Student workload - forms of activity		Number of hours
A-W-2	Studying the literature.	13
A-W-3	Participation in lectures.	15
A-W-4	Participation in exam.	2

Teaching methods / tools	
M-1	Information-problem lecture using multimedia techniques.
M-2	Laboratory exercises using a computer.

Evaluation methods (F - progressive, P - final)		
S-1	P	Exam in a written form containing theoretical issues and tasks for self-solution.
S-2	F	Tests aimed at identifying student knowledge and skills gaps.
S-3	F	Tests used to assess students' periodic achievements - an independent solution to problem tasks using a spreadsheet and statistical packages.
S-4	P	Completion of laboratory exercises based on test grades.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_B06_W01 The student has knowledge of the subject of research and basic concepts of descriptive statistics and stages of statistical research, methods of obtaining and presenting statistical data and statistical methods of regularity testing in terms of structure, interdependence and dynamics of socio-economic phenomena.	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-1 C-3	T-L-1 T-W-1 T-L-2 T-W-2 T-L-3 T-W-3 T-L-4 T-W-4 T-L-5	M-1 M-2	S-1 S-2 S-3 S-4
E_1A_B06_W02 The student knows popular statistical packages and knows how to use statistical knowledge to solve tasks on socio-economic issues.	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-2 C-3	T-L-1 T-L-4 T-L-2 T-L-5 T-L-3	M-2	S-2 S-3 S-4
Skills							
E_1A_B06_U01 The student can organize a statistical survey, collect, present and analyze statistical material.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U08 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U13 E_1A_U14 E_1A_U15 E_1A_U17 E_1A_U18	P6S_UK P6S_UO P6S_UW		C-2 C-3	T-L-1 T-W-1	M-2	S-2 S-3
E_1A_B06_U02 Student is able to apply appropriate statistical methods and tools and interpret the results of conducted research, as well as refer them to business practice.	E_1A_U01 E_1A_U02 E_1A_U04 E_1A_U07 E_1A_U08 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U13 E_1A_U14 E_1A_U15 E_1A_U17 E_1A_U18	P6S_UK P6S_UW		C-1 C-2 C-3	T-L-2 T-W-2 T-L-3 T-W-3 T-L-4 T-W-4 T-L-5	M-1 M-2	S-1 S-2 S-3 S-4
Social competences							
E_1A_B06_K01 The student mastered the principles of individual and group work.	E_1A_K01 E_1A_K02 E_1A_K05 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-L-1 T-L-4 T-L-2 T-L-5 T-L-3 T-W-1	M-1 M-2	S-2 S-3 S-4

Outcomes	Grade	Evaluation criterion
Knowledge		



Knowledge

E_1A_B06_W01	2,0	
	3,0	The student knows some of the basic concepts of descriptive statistics, knows (with the help of the lecturer) how to acquire and present statistical material and can point out a few methods to study regularity in the structure, interdependence and dynamics of socio-economic phenomena.
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_B06_W02	2,0	
	3,0	The student knows several modules of statistical packages and knows (with the teacher's help) how to use statistical knowledge to solve tasks on socio-economic issues.
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_B06_U01	2,0	
	3,0	The student can organize some stages of statistical research and (with the teacher's help) to collect, present and analyze statistical material
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_B06_U02	2,0	
	3,0	The student is able to apply some (indicated by the teacher) methods and statistical tools and interpret (with the teacher's help) the results of the survey.
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_B06_K01	2,0	
	3,0	The student is able to conduct an individual statistical survey, and with the teacher's help organizes a group work.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. D. R. Anderson, D. J. Sweeney, T. A. Williams,, Statistics For Business And Economics, Cengage Learning, South-Western, 2011
2. A.D. Aczel, J. Sounderpandian, Complete Business Statistics, McGraw-Hill, 2008

Supplementary reading

1. Bąk I., Markowicz I., Mojsiewicz M., Wawrzyniak K., Statystyka opisowa. Przykłady i zadania, CeDeWu, Warszawa, 2015
2. Bąk I., Markowicz I., Mojsiewicz M., Wawrzyniak K., Wzory i tablice. Metody statystyczne i ekonometryczne, CeDeWu, Warszawa, 2015



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Econometry					
<i>Code</i>		WEK/E/S1/-/38					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Zastosowań Matematyki w Ekonomii					
<i>ECTS</i>		5,0	<i>ECTS (forms)</i>	5,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
laboratoria		L	3	30	3,0	0,50	zaliczenie
wykłady		W	3	15	2,0	0,50	egzamin
<i>Leading teacher</i>		Oesterreich Maciej (Maciej.Oesterreich@zut.edu.pl)					
<i>Other teachers</i>		Bąk Iwona (Iwona.Bak@zut.edu.pl), Cheba Katarzyna (Katarzyna.Cheba@zut.edu.pl), Perzyńska Joanna (joanna.perzynska@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Basic knowledge of mathematics, descriptive statistics as well as general economic knowledge.					
W-2		Skill to use the Excel spreadsheet.					
<i>Module/course unit objectives</i>							
C-1		To develop skills in the construction and assessment of linear and non-linear econometric models.					
C-2		Gaining practical skills in the application of econometric methods in practice with the use of statistical packages Statgraphics, Statistica and Excel spreadsheet.					
C-3		Acquiring the knowledge about construction and solving mathematical decision models. Making interpretations of results of mathematical programming.					
C-4		Obtaining basic knowledge of the applications of econometric methods in the study of regularities in phenomena occurring in the economy.					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-L-1		The construction of econometric models.					2
T-L-2		The Hellwig method.					2
T-L-3		Estimation of model parameters with two independent variables. The application of statistical packages: Statgraphics and Statistica.					4
T-L-4		Validation of econometric models.					4
T-L-5		The estimation of models of dynamics and fluctuations.					4
T-L-6		The construction of decision models.					3
T-L-7		Solving of linear programming tasks using the graphical method.					3
T-L-8		Solving of linear programming tasks with the simplex method. The construction of dual programs.					6
T-L-9		Test.					2
T-W-1		Areas of applications of mathematics in economics. Relations of econometrics with other sciences disciplines.					1
T-W-2		The subject and research the tool of econometrics. Stages of the econometric modeling process. The classification of econometric models.					1
T-W-3		Linear regression with one independent variable. Estimation of the least squares equation coefficients					2
T-W-4		Statistical measures used in the validation stage. Forecasting.					2
T-W-5		Econometric models of dynamics and variability. Approaches to determine the analytical form of the trend.					2
T-W-6		Time series models with seasonal fluctuations.					2
T-W-7		The construction and classification of decision models.					2
T-W-8		Solving of linear programming tasks using graphical method and simplex algorithm.					2



Course content divided into various forms of instruction		Number of hours
T-W-9	The duality in linear programming.	1

Student workload - forms of activity		Number of hours
A-L-1	The preparation to classes.	30
A-L-2	The participation in classes.	16
A-L-3	The literature study of the subject.	16
A-L-4	The preparation to the test.	16
A-L-5	Homeworks.	6
A-L-6	The preparations of formulas.	6
A-W-1	The participation in classes.	15
A-W-2	The literature study of the subject.	23
A-W-3	The participation to test.	20
A-W-4	The preparation to classes.	2

Teaching methods / tools	
M-1	Information and problem lecture.
M-2	Exercises with the use of a computer along with didactic discussion related to the lecture.

Evaluation methods (F - progressive, P - final)	
S-1	P Exam in a written form that tests knowledge of both theory and applications.
S-2	P The final test consisting an independent solving of tasks from econometrics.
S-3	F The presentation of tasks solved by the team.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_B4_W01 The student knows the role and place of econometrics in economic analysis and research and knows the stages of the econometric modeling process.	E_1A_W01 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-4	T-L-1 T-W-1	T-W-2	M-1 S-1
E_1A_B4_W02 The student knows popular statistical software packages and knows how to use econometric knowledge to solve tasks on socio-economic issues	E_1A_W01 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-1 C-2	T-L-3 T-L-4	T-L-5 T-W-3	M-2 S-2
E_1A_B4_W03 The student has knowledge about constructing and solving mathematical decision models. "	E_1A_W01 E_1A_W03 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-3	T-L-6 T-L-7	T-L-8	M-1 S-1 S-2

Skills							
E_1A_B4_U01 Student is able to apply appropriate econometric methods and tools and make interpretation of the results of conducted research, as well as refer them to business practice.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U11 E_1A_U12	P6S_UO P6S_UW		C-1 C-2	T-L-1 T-L-2 T-L-3 T-L-4	T-L-5 T-W-3 T-W-6	M-1 M-2 S-1 S-2
E_1A_B4_U02 Student is able to build, solve and make interpretation of mathematical decision models.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U07 E_1A_U08 E_1A_U09 E_1A_U12 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-3	T-L-7 T-W-7	T-W-8 T-W-9	M-1 M-2 S-1 S-2

Social competences							
E_1A_B4_K01 The student mastered the principles of individual and team work.	E_1A_K01 E_1A_K02 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-1 C-2	T-L-3 T-L-4 T-L-5	T-L-7 T-L-8 T-W-9	M-2 S-3

Outcomes	Grade	Evaluation criterion					
Knowledge							



Knowledge

E_1A_B4_W01	2,0	The student does not know the role and place of econometrics in economic analysis and research, he does not know the stages of econometric modeling.
	3,0	Student poorly knows the role and place of econometrics in economic analysis and research, knows only some stages of econometric modeling.
	3,5	Student poorly knows the role and place of econometrics in economic analysis and research, knows most of the stages of econometric modeling.
	4,0	The student knows the role and place of econometrics in economic analysis and research, knows only some stages of econometric modeling.
	4,5	The student knows the role and place of econometrics in economic analysis and research, knows the stages of econometric modeling.
	5,0	The student knows the role and place of econometrics in economic analysis and research, knows the stages of econometric modeling and can analyze them.
E_1A_B4_W02	2,0	The student does not know the statistical packages and does not know how to use his knowledge to solve tasks on socio-economic issues.
	3,0	The student correctly knows several modules of statistical packages and knows (with the help of the teacher) how to use econometric knowledge to solve tasks on socio-economic issues.
	3,5	The student knows all the modules of the known statistical packages and knows (with the help of the teacher) how to use econometric knowledge to solve (indicated by the teacher) tasks on socio-economic issues.
	4,0	The student knows all the modules of the known statistical packages and knows how to use econometric knowledge to solve (indicated by the teacher) tasks on socio-economic issues.
	4,5	The student knows all modules of the known statistical packages and knows how to use your econometric knowledge to solve independently proposed tasks on socio-economic issues
	5,0	The student can independently propose the use of appropriate econometric tools, is able to assess their suitability to the study of socio-economic phenomena, knows how to use all modules of the known statistical packages
E_1A_B4_W03	2,0	Student nie ma wiedzy na temat budowy i rozwiązywania modeli decyzji matematycznych.
	3,0	The student has knowledge about the construction of some decision models but does not know how to solve them.
	3,5	The student has knowledge about the construction of decision models and knows the graphic method.
	4,0	The student has knowledge about the construction of decision models and knows methods and how to solve them (graphic method and simplex algorithm).
	4,5	The student has knowledge about the construction of decision models, knows methods and their solutions (graphic method and simplex algorithm) and interpretation.
	5,0	The student has knowledge about the construction of decision models, knows methods and their solutions and interpretations. Student has knowledge about the construction of dual models.

Skills

E_1A_B4_U01	2,0	The student is not able to use statistical packages: Statgraphics, Statistica and Excel spreadsheet in econometric modeling.
	3,0	The student is able to use, presented during classes, statistical packages in the econometric modeling only with the help of the teacher.
	3,5	The student is able to use some statistical packages in econometric modeling.
	4,0	Student uses statistical packages: Statgraphics, Statistica and Excel spreadsheet in econometric modeling.
	4,5	Student uses statistical packages: Statgraphics, Statistica and Excel spreadsheet in econometric modeling. He can make interpretation of the obtained results.
	5,0	Student uses independently statistical packages: Statgraphics, Statistica and Excel spreadsheet in econometric modeling. Is able to make interpretation of the obtained results and make their presentation.
E_1A_B4_U02	2,0	The student is not able to construct decision models.
	3,0	Student is able to construct decision models.
	3,5	Student is able to construct decision models and solves them using the graphical method.
	4,0	Student is able to construct decision models and solves them using the simplex method and the graphical algorithm.
	4,5	Student is able to construct decision models and solves them using the simplex method and the graphical algorithm. He is able to independently make interpretation of their results.
	5,0	Student is able to construct decision models and solves them using the simplex method and the graphical algorithm. Student is able to independently make interpretation the primitive and dual solutions.

Other social competences

E_1A_B4_K01	2,0	The student has not mastered the principles of individual and team work.
	3,0	The student is able to independently conduct an econometric study, and with the teacher's help organize a group presentation.
	3,5	The student is able to conduct an individual econometric study and organize a group presentation.
	4,0	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, with the teacher's help is able to identify the methods and tools needed to solve the defined problem and make a preliminary analysis of the results.
	4,5	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, is able to identify methods and tools needed to solve a defined problem, and make a comprehensive analysis of the results.
	5,0	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, is able to identify methods and tools needed to solve a defined problem, is able to make a comprehensive analysis of the results obtained and use all modules of known statistical packages.

Required reading

1. Anderson D.R., Sweeney D.J., Williams T.A., Statistics for Business and Economics, South-Western Cengage Learning, Manson, 2011, 11
2. Aczel A., Souderpandian J., Complete Business Statistics, McGraw-Hill/Irwin, 2008, 7
3. Hiller F.S., Lieberman G.J., Introduction to operational research, McGraw-Hill Higher Education, 2001, 7



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Accountancy				
<i>Code</i>		WEK/E/S1/-/266				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości				
<i>ECTS</i>		5,0	<i>ECTS (forms)</i>	5,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	2	30	3,0	0,50
wykłady		W	2	15	2,0	0,50
<i>Leading teacher</i>		Rydzewska Marzena (mrydzewska@zut.edu.pl)				
<i>Other teachers</i>		Jaworska Elżbieta (Elzbieta.Jaworska@zut.edu.pl), Sawicka-Kluźniak Zofia (Zofia.Sawicka-Kluzniak@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	-					
<i>Module/course unit objectives</i>						
C-1	Getting students acquainted with the essence of accounting, its scope of courses and subject matter, and general principles of keeping the books of accounts by economic entities					
C-2	Preparation of students for accounting books of business processes taking place in the following areas the enterprise, i. e. to register assets and capital and to determine the financial result					
C-3	Developing the ability to generate and present information in the accounting system, as well as preliminary interpretation information compiled in the main elements of the financial statements					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
T-A-1	Accounting functions and policies. Material and personal scope of accounting					2
T-A-2	Classification of assets and liabilities. Balance sheet					4
T-A-3	Interpretation of changes in components of the balance sheet (preliminary assessment of the property and capital situation)					4
T-A-4	Records of economic operations in the balance sheet accounts. Correction of accounting errors					4
T-A-5	Test					2
T-A-6	Revenue and expenses to achieve them and the entity's profit or loss. Records of economic operations on output accounts					6
T-A-7	Determining the financial result and preparing the profit and loss account					4
T-A-8	Selected problematic records					2
T-A-9	Test					2
T-W-1	Accounting system - essence, functions, accounting principles and techniques, domestic and international accounting regulations. Material and personal scope of accounting					2
T-W-2	Assets and distributions. Content and layout of the balance sheet					4
T-W-3	Economic operations and their impact on the balance sheet. Construction and systematics of accounting accounts. Principles the functioning of accounting accounts. Chart of accounts. Splitting and merging accounts. Accounting errors and their rules					2
T-W-4	Revenue and expenses - concept, systematics and impact on the financial result					2
T-W-5	Rules of operation of result accounts. Records of costs and revenues					3
T-W-6	Financial result. Options for determining the financial result					1
T-W-7	Structure and informational scope of the profit and loss account					1
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
A-A-1	Participation in exercises - individual and group work					30
A-A-2	Preparation for classes, including literature review and problem-solving					40



Student workload - forms of activity		Number of hours
A-A-3	Preparation for passing the exercises	20
A-W-1	Attendance at lectures	15
A-W-2	Reading recommended literature	30
A-W-3	Preparation for passing the course, exam and participation in the exam	15

Teaching methods / tools	
M-1	informational lecture with the use of multimedia techniques
M-2	conversation lecture
M-3	Explanation of accounting concepts and principles
M-4	individual and group exercises

Evaluation methods (F - progressive, P - final)		
S-1	F	Analysis and evaluation of the results of individual and group work of students during auditorium exercises, including: individual and group solving of problematic tasks, answering questions asked in the course
S-2	P	Test covering problematic tasks in the scope of registering business operations and preparation financial statements (balance sheet and profit and loss account) in the following areas basic scope
S-3	P	Exam

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_B7_W01 student knows the essence of accounting, its functions, principles, scope subjective as well as legal regulations shaping the accounting system	E_1A_W01 E_1A_W08 E_1A_W10 E_1A_W11	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-W-3 T-A-2 T-W-4 T-A-3 T-W-5 T-A-4 T-W-6 T-W-1 T-W-7 T-W-2	M-1 M-2 M-3 M-4	S-1 S-3
E_1A_B7_W02 student explains the rules of documentation, entries in the books accounting and presentation in the financial statements information on the property and capital situation and the result financial	E_1A_W02 E_1A_W06 E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-2 C-3	T-A-1 T-W-1 T-A-2 T-W-2 T-A-3 T-W-3 T-A-4 T-W-4 T-A-6 T-W-5 T-A-7 T-W-6 T-A-8 T-W-7	M-1 M-2 M-3 M-4	S-1 S-3

Skills							
E_1A_B7_U02 Student uses accounting tools, including in accounting operations related to processes the company's economic situation and presents the following accounting information in the financial statements in accordance with the regulations in force in this respect	E_1A_U02 E_1A_U05 E_1A_U06 E_1A_U08 E_1A_U11 E_1A_U20	P6S_UO P6S_UW		C-1 C-2 C-3	T-A-1 T-W-1 T-A-2 T-W-2 T-A-3 T-W-3 T-A-4 T-W-4 T-A-6 T-W-5 T-A-7 T-W-6 T-A-8 T-W-7	M-1 M-2 M-3 M-4	S-1 S-2

Social competences							
E_1A_B7_K01 Student shall have the ability to solve independently problems related to wealth management companies with regard to balance sheet law standards	E_1A_K01 E_1A_K04 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-A-1 T-A-9 T-A-2 T-W-1 T-A-3 T-W-2 T-A-4 T-W-3 T-A-5 T-W-4 T-A-6 T-W-5 T-A-7 T-W-6 T-A-8 T-W-7	M-2 M-4	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_B7_W01	2,0	Student does not know the essence and principles of accounting resulting from legal regulations
	3,0	student defines the notion of accounting, lists some rules and functions of accounting and presents its scope
	3,5	student defines the notion of accounting, lists and explains some rules and functions of accounting and presents its breadth
	4,0	student defines the notion of accounting, lists and explains most of the rules and functions of accounting and presents personal and material scope
	4,5	student defines the notion of accounting, lists and explains the principles and functions of accounting and presents the scope of subjective
	5,0	student defines the notion of accounting in a wide and narrow scope, lists and explains the principles and functions of accounting and presents the scope of subject matter in relation to balance sheet law regulations

Knowledge

E_1A_B7_W02	2,0	student is unable to discuss the principles of documentation, accounting records and presentation of information in financial statements about the property and capital situation and the financial result
	3,0	student defines and classifies assets and categories shaping the financial result, discusses the principles of functioning balance sheet and profit and loss accounts, the manner of making accounting entries and discusses in a synthetic way construction and principles of balance sheet and profit and loss account reconciliation
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_B7_U02	2,0	student is not able to recognize in the books of accounts of economic operations and present the operations generated on them the basis of information in the financial statements
	3,0	student recognizes balance sheet and result operations in the books and on the basis of the presented data draws up a balance sheet and a profit and loss account, but the solutions it proposes are not always correct
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_B7_K01	2,0	student is not able to solve the issues analyzed during the classes on their own or as a team
	3,0	student has the ability to solve some of the issues analyzed during the course of occupations
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Winiarska K. (red.), Podstawy rachunkowości, Wolters Kluwer, Kraków, 2012
2. Kiziukiewicz T. (red.), Rachunkowość jednostek gospodarczych, PWE, Warszawa, 2012, I
3. Kiziukiewicz T. (red.), Rachunkowość. Zasady prowadzenia według znowelizowanych regulacji krajowych i międzynarodowych. Część I, Ekspert, Wrocław, 2009

Supplementary reading

1. Winiarska K. (red.), Zbiór zadań z podstaw rachunkowości, Wolters Kluwer, Kraków, 2012
2. Nowak E., Rachunkowość. Kurs podstawowy, PWE, Warszawa, 2011
3. Sawicki K. (red.), Podstawy rachunkowości, PWE, Warszawa, 2009, VI
4. Nadolna B. (red.), Przewodnik z podstaw rachunkowości, AR w Szczecinie, Szczecin, 2005



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Management				
<i>Code</i>		WEK/E/S1/-/212				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Zarządzania Przedsiębiorstwami				
<i>ECTS</i>		5,0	<i>ECTS (forms)</i>	5,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	3	30	3,0	0,50
wykłady		W	3	15	2,0	0,50
<i>Leading teacher</i>		Kołoszycz Ewa (Ewa.Koloszycz@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>Module/course unit objectives</i>						
C-1	Understanding the role and nature of management in different types of organizations and at different levels of the organizational structure					
C-2	Introduction students in managers work in organizations					
C-3	Introduction students in to basic methods used in the organization management process					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
T-A-1	Management of relations with the environment					4
T-A-2	Studying the causes of problems and decisions making in the organization					8
T-A-3	Planning and controlling in the organization					6
T-A-4	Designing the organizational structure and managing relationships in the organizational structure					6
T-A-5	Management of social relations in the organization					6
T-W-1	The management process. Managers - kinds, roles and skills					2
T-W-2	Planning process. Kinds of organizational goals and plans					2
T-W-3	The organization process. The elements of organizing and their influence on managing process					4
T-W-4	People in organizations. Managing human resources. Motivating employees					3
T-W-5	The controlling process					2
T-W-6	The theory and history of management					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
A-A-1	Participation in auditorium classes					30
A-A-2	Preparation for the colloquium					10
A-A-3	Preparation of homework and presentation on the group forum					15
A-A-4	Preparation of a work (essay) linking theory with management practice					20
A-A-5	Preparation for lessons					15
A-W-1	Participation in lectures					15
A-W-2	Preparation for the exam					22
A-W-3	Reading the recommended literature					23
<i>Teaching methods / tools</i>						
M-1	Information lecture with multimedia presentation					
M-2	Conversational lecture					



Teaching methods / tools

M-3	Case method
M-4	Exercises
M-5	Didactic discussion

Evaluation methods (F - progressive, P - final)

S-1	F	Completion of exercises performed during auditoriums
S-2	F	Presentation of the completed homework in the field of management
S-3	F	An assessment of the work (essay) that links theory with management practice in organizations
S-4	P	Colloquium of program contents concerning the auditorium exercises
S-5	P	Exam from lectures

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_B09_W01 As a result of the course the student distinguishes and characterizes the basic concepts in management	E_1A_W10	P6S_WG		C-1	T-W-3 T-W-4	T-W-6	M-1 M-2	S-5
E_1A_B09_W02 As a result of the course the student explaining the actions of managers, their skills and roles	E_1A_W02 E_1A_W05 E_1A_W10	P6S_WG P6S_WK		C-2	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1 M-2	S-5
E_1A_B09_W03 As a result of the course, the student explains the environmental context of management and identifies the areas and elements of the organization's environment	E_1A_W03	P6S_WG P6S_WK		C-1 C-3	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5	M-4 M-5	S-1 S-2 S-3 S-4

Skills

E_1A_B09_U01 As a result of the course, the student applies universal procedures and selected methods for solving problems, planning, decision-making, organizing and controlling.	E_1A_U02 E_1A_U03 E_1A_U10 E_1A_U11	P6S_UO P6S_UW		C-2 C-3	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5	M-3 M-4 M-5	S-1 S-4
E_1A_B09_U02 As a result of the course the student analyzes the environment, taking into account the ethical, international and cultural aspect of management.	E_1A_U01 E_1A_U03 E_1A_U08 E_1A_U18	P6S_UO P6S_UW		C-3	T-A-1	T-A-5	M-3 M-4 M-5	S-1 S-2 S-3 S-4

Social competences

E_1A_B09_K01 As a result of the course the student is eager to make decisions in the group, expressing the evaluation of phenomena in the organization, taking into account the principles of ethics in management.	E_1A_K01 E_1A_K07 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-2	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5	M-3 M-4 M-5	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_B09_W01	2,0	
	3,0	Student explains basic theories and views in management. Student knows their importance in managing the organization.
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_B09_W02	2,0	
	3,0	Student is able to explain the essence of managerial functions
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_B09_W03	2,0	
	3,0	The student knows and characterizes different areas of the organization's environment.
	3,5	
	4,0	
	4,5	
	5,0	



Skills

E_1A_B09_U01	2,0	
	3,0	The student correctly applies basic procedures and management methods.
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_B09_U02	2,0	
	3,0	The student applies basic methods of analysis of the organization's environment.
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_B09_K01	2,0	
	3,0	The student actively participates in making decisions in the group, evaluates selected proposals in terms of ethics
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Griffin R. W., Management, 12th Edition, Cengage Learning, 2016, Students can use earlier editions

Supplementary reading

1. Robbins Stephen P., DeCenzo David A., Principles of Business Management, Dorling Kindesley Pearson Education, 2012



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		International Economic Relations				
<i>Code</i>		WEK/E/S1/-/98				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	6	30	2,0	0,50
wykłady		W	6	15	1,0	0,50
<i>Leading teacher</i>		Malkowski Arkadiusz (Arkadiusz.Malkowski@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Basic knowledge of micro and macroeconomics					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Recognizing and identifying processes of international economic integration, defining directions of structural changes in the global economy,					
<i>C-2</i>	understanding the integration and disintegration trends in the modern world, especially in the development of global trade and international exchange of productive factors, understanding the functioning of both particular and universal economic organizations.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Free Trade Agreement in North America - NAFTA;					2
<i>T-A-2</i>	Selected Asian economic organizations;					2
<i>T-A-3</i>	Selected African economic organizations;					4
<i>T-A-4</i>	Selected Arab economic organizations;					2
<i>T-A-5</i>	Selected global organizations: World Trade Organization - WTO,					2
<i>T-A-6</i>	Organization for Cooperation and Economic Development - OECD,,					2
<i>T-A-7</i>	United Nations - UN					2
<i>T-A-8</i>	Globalization and global problems					6
<i>T-A-9</i>	Transnational corporations and their role in world economy					4
<i>T-A-10</i>	The place of Poland in International Economic Relations					4
<i>T-W-1</i>	Subject and method of learning about international economic relations					2
<i>T-W-2</i>	International economic integration;					2
<i>T-W-3</i>	International organizations;					2
<i>T-W-4</i>	World economy;					2
<i>T-W-5</i>	International division of labor and integration processes in the contemporary world economy;					2
<i>T-W-6</i>	Global problems in modern economy;					3
<i>T-W-7</i>	International transfer of production factors					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	participation in exercises					30
<i>A-A-2</i>	preparation for exercises					10
<i>A-A-3</i>	literature studying					10
<i>A-A-4</i>	preparation of the presentation					10



Student workload - forms of activity		Number of hours
A-W-1	participation in lectures	15
A-W-2	preparing for seminars	15

Teaching methods / tools	
M-1	method of giving: informative lecture
M-2	problem method: conversational lecture
M-3	activating method: case analysis

Evaluation methods (F - progressive, P - final)		
S-1	F	final grade: passing the colloquium
S-2	F	formative assessment: assessment of activity at the seminars

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_B8_W01 Identifies basic categories concerning issues in the field of international economic relations	E_1A_W01 E_1A_W03	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8 T-A-9	M-1 M-2 M-3	S-1
E_1A_B8_W02 has knowledge about basic economic problems	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8 T-A-9 T-A-10	M-1 M-2 M-3	S-1
E_1A_B8_W03 He knows the concept and methods of state intervention	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8 T-A-9 T-A-10	M-1 M-2 M-3	S-1

Skills

E_1A_B8_U01 can correctly interpret economic phenomena in the global economy	E_1A_U01 E_1A_U02 E_1A_U03	P6S_UO P6S_UW		C-1	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-6 T-A-7	M-3	S-2
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Social competences

E_1A_B8_K01 he works in a group	E_1A_K01	P6S_KK P6S_KR		C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8 T-A-9	M-3	S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_B8_W01	2,0	He can not determine the premises of integration
	3,0	It fundamentally identifies the main problems related to economic and political integration
	3,5	He can identify and define the main problems related to economic integration
	4,0	He moves efficiently in issues related to economic integration. He can define the principles of the global economy
	4,5	He analyzes trends in the contemporary global economy on his own. Is able to identify problems in selected integration groups
	5,0	He draws conclusions. Compares integrational groups with each other. He moves efficiently in issues related to contemporary international relations.
E_1A_B8_W02	2,0	he has no knowledge of basic economic problems
	3,0	has the knowledge of basic economic problems to a sufficient degree
	3,5	has knowledge of basic economic problems more than enough
	4,0	has knowledge about basic economic problems in a good degree
	4,5	has knowledge of basic economic problems more than good
	5,0	has knowledge of basic economic problems to a very good degree
E_1A_B8_W03	2,0	he does not know the concept and methods of state intervention
	3,0	He knows the concept and methods of state intervention in a sufficient degree
	3,5	He knows the concept and methods of state intervention in a degree more than sufficien
	4,0	He knows the concept and methods of state intervention in a good degree
	4,5	He knows the concept and methods of state intervention in a degree more than good
	5,0	He knows the concept and methods of state intervention in a very good degree



Skills

E_1A_B8_U01	2,0	He can not point to the main problems of the modern world
	3,0	He can identify problems but can not explain their causes and effects
	3,5	He can point out the main problems of contemporary international relations. Explains their causes and proves the main effects
	4,0	Has the ability to interpret basic phenomena in the global economy
	4,5	Has knowledge about the current economic situation in the world
	5,0	He independently draws conclusions and analyzes tendencies in contemporary economic relations

Other social competences

E_1A_B8_K01	2,0	He can not work in a group
	3,0	He can not make decisions on his own. In the group he deals with simple issues of a reproductive nature
	3,5	He is involved in the group's work despite the lack of competence to undertake more complicated activities
	4,0	He is an active member of the team. He participates in all stages of the team's work
	4,5	he is fully involved in the work of the team. He can make decisions himself, he takes over part of the work
	5,0	He can present and defend his views

Required reading

1. Krugman P. R., Obstfeld M, International economics: Theory and practice, Addison Wesley Longman, 2000
2. Stiglitz, Joseph E, Globalization and Its Discontents Revisited, WW Norton & Co, 2017

Supplementary reading

1. Wilkinson, R., Multilateralism and the World Trade Organisation: the architecture and extension of international trade regulation., Routledge, 2006
2. Abdelal, R., Blyth, M., & Parsons, C, Constructing the international economy., Cornell University Press, 2015



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Economy and Environment					
<i>Code</i>	WEK/E/S1/-/228					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Katedra Marketingu, Gospodarki i Środowiska					
<i>ECTS</i>	3,0	<i>ECTS (forms)</i>	3,0			
<i>Form of course credit</i>	egzamin	<i>Language</i>	polski			
<i>Electives</i>		<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne	A	1	15	2,0	0,50	zaliczenie
wykłady	W	1	10	1,0	0,50	egzamin
<i>Leading teacher</i>	Mickiewicz Bartosz (Bartosz.Mickiewicz@zut.edu.pl)					
<i>Other teachers</i>	Bera Milena (Milena.Bera@zut.edu.pl)					
<i>Prerequisites</i>						
<i>W-1</i>	The subject is of an introductory nature to the science of economics, it does not require preliminary knowledge.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To acquaint students with contemporary legal and economic solutions in relation to the environment.					
<i>C-2</i>	Developing skills in solving ecological problems as part of sustainable development.					
<i>C-3</i>	Preparation and conducting of presentations on the state's ecological policy and detailed solutions at the level of local governments, enterprises and households.					
<i>C-4</i>	To acquaint students with the influence of different fields of farming on the environment elements.					
<i>C-5</i>	To arouse students' sense of responsibility for the environment.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Relation between economics and the environment. Basic concepts in the field of economy and environment. Environmental law.					2
<i>T-A-2</i>	Ecological behavior of households. Rational use of environmental resources.					2
<i>T-A-3</i>	A detailed review of economic instruments of the state's environmental policy. Examples and scope of their implementation in the economy.					2
<i>T-A-4</i>	Selected issues in the field of protection and use of natural resources, eg penalties for illegal logging of trees and shrubs, protection against noise, vibrations and radiation emitted by enterprises, procedures for obtaining permits to use the environment, rules for handling packaging waste.					3
<i>T-A-5</i>	Environmental management. ISO 14000, EMAS certification - procedures.					2
<i>T-A-6</i>	Municipal economy and the environment. The role of self-government in shaping local environmental management					2
<i>T-A-7</i>	Ecological education. Activities of non-governmental organizations involved in environmental protection.					2
<i>T-W-1</i>	Relation between economics and the environment. Basic concepts in the field of environmental protection.					2
<i>T-W-2</i>	Environmental law. The principle of rational management.					1
<i>T-W-3</i>	Economic functions of nature. Natural resources. Types of resources and their use in the country's economy.					1
<i>T-W-4</i>	Nature protection in Poland. Historical and contemporary forms of nature protection. Natura 2000 areas.					1
<i>T-W-5</i>	The ecological policy of the state. Economic instruments of ecological policy and sustainable and sustainable socio-economic development.					1
<i>T-W-6</i>	Sozoeconomic account: economics of environmental protection in outline (damage, loss, cost and effect). Methods for the valuation of environmental components.					1
<i>T-W-7</i>	Environmental management. Standards ISO 14000, EMAS.					1
<i>T-W-8</i>	Enterprise and the environment. Report on the environmental impact of business enterprises as a tool to create an ecological order.					1
<i>T-W-9</i>	Impact of agricultural activity on the environment. Food contamination.					1



Student workload - forms of activity		Number of hours
A-A-1	Participation in auditorium exercises.	15
A-A-2	Preparing for the auditorium classes.	15
A-A-3	Preparation for tests.	5
A-A-4	Reading the indicated literature.	15
A-A-5	Preparing for the colloquium.	10
A-W-1	Participation in lectures.	10
A-W-2	Reading the indicated literature.	10
A-W-3	Preparing to pass.	10

Teaching methods / tools	
M-1	Presenting methods (story, description, anecdote, explanation).
M-2	Problem methods (problem lecture, conversational lecture, case method, didactic discussion).
M-3	Programmed methods (using a computer).
M-4	Practical methods (demonstration, subject exercises).

Evaluation methods (F - progressive, P - final)		
S-1	F	Assessment of students' activity during classes.
S-2	F	Assessment of students' knowledge and skills in the form of a test at the beginning of the course.
S-3	P	The test, at the end of the subject, in the form of closed multiple-choice questions on issues discussed in class.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_E1_W01 The student knows the basic institutions and tools regulating management consistent with sustainable development. He is aware of ecological principles in a modern economy.	E_1A_W01 E_1A_W02 E_1A_W04 E_1A_W09	P6S_WG P6S_WK		C-5	T-A-2 T-A-4 T-A-7	T-W-1 T-W-2	M-1 M-2 M-3 M-4 S-1 S-2
Skills							
E_1A_E1_U01 The student can make simple calculations in the area of fees for using the environment (in particular by economic entities).	E_1A_U05	P6S_UW		C-2	T-A-3 T-A-4 T-W-5	T-W-6 T-W-8	M-3 M-4 S-2
Social competences							
E_1A_E1_K01 Preparing and conducting presentations on the country's environmental policy and detailed solutions at the level of local governments, enterprises and households.	E_1A_K01 E_1A_K04	P6S_KK P6S_KO P6S_KR		C-3	T-A-2 T-A-7		M-4 S-1
Outcomes	Grade	Evaluation criterion					
Knowledge							



Knowledge

E_1A_E1_W01	2,0	The student is not able to: - define basic concepts of the subject, - indicate what is the subject literature and what is the goal, subject and the most important issues within the program, - formulate a short (even incomplete) but correct statement for the majority of the subject areas discussed in the classes. The student receives an unsatisfactory grade if he / she does not show interest in the program content or evades the activity and his / her absence does not guarantee that the material is catching up.
	3,0	Student, for a satisfactory grade: - in the field of knowledge, he mastered and absorbed the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the range of attitudes towards knowledge, the average interested (partially indifferent), - in the field of expressing knowledge, she commits many minor mistakes in the content and language (the quality of the statements is largely incorrect).
	3,5	Student, a satisfactory plus rating: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in terms of the ratio to the knowledge transferred, the average interest remains, - in the field of expressing knowledge, he makes minor mistakes in the content and language (the quality of the statements partly incorrect).
	4,0	Student, for a good grade: - in the area of knowledge, he mastered almost all programming material and knowledge acquired the basic content of the program almost exactly, - in terms of understanding knowledge, he almost completely mastered the entire scope of the material, - in terms of attitudes towards knowledge, it shows interest, - in the field of expressing knowledge, he commits slight deficiencies (statements have slight errors).
	4,5	Student, for good plus grade: - in the area of knowledge, he mastered the program material, - in terms of understanding knowledge, he mastered all program content, properly explains their meaning - shows interest in relation to knowledge, - speaks without difficulty using the substantive vocabulary.
	5,0	Student, for very good grade: - in terms of knowledge, it goes beyond the curriculum material, - demonstrates the understanding of knowledge without reservations to the course of reasoning, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, can propose a context in which knowledge finds or can find practical application, - speaks a faultless language, properly substantive.

Skills

E_1A_E1_U01	2,0	Lack of ability to solve a simple problem according to given criteria.
	3,0	Student solves problem tasks with numerous errors.
	3,5	Student correctly solves tasks with individual errors.
	4,0	The student understands the meaning and correctly solves the tasks, but has problems with the interpretation of the results.
	4,5	Student properly solves tasks and interprets with minor formal failures.
	5,0	Student correctly solves tasks, correctly interprets them, can propose practical application of a given problem.

Other social competences

E_1A_E1_K01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way. In the field of teamwork, the student is not able to plan and perform the work correctly and on time, does not report the need for assistance in consultations or despite this help does not achieve the minimum standards of performance.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying. In the field of team work, the student: plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	The student, on the assessment of a sufficient plus shows skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but he usually carries out key areas correctly. In the field of teamwork, the student: can specify the goals of his own work and distribute or help in the distribution of tasks among team members, he can use contextual information to carry out team tasks. The student usually obtains a correct effect.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills. In the field of teamwork, the student: can specify the goals of his own work and distribute or help in the distribution of tasks among team members, he can use contextual information to carry out team tasks.
	4,5	The student, on the good grade plus, presents opinions and views that demonstrate the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills. In the field of teamwork, the student: can independently plan, specify goals and actively participate in the distribution of tasks and their implementation at each stage of work.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and the possibilities and the ability to use the acquired knowledge and skills in the future. In the field of teamwork, the student: can independently plan, specify goals and distribute tasks by skills and control the situation of the project through proper motivation to act. The student demonstrates the timeliness and flawless way of presenting the results.

Required reading

1. Molly Scott Cato, Environment and Economy, Routledge; 1 edition, 2011, ISBN-13: 978-0415477413
2. James K. Boyce, The Political Economy of the Environment, Edward Elgar Publication, 2002, ISBN-13: 978-1840643664
3. Michael Jacobs, THE GREEN ECONOMY: Environment, Sustainable Development and the Politics of the Future, Pluto Press; 1st edition, 1992, ISBN-13: 978-0745304120
4. Collective works, Polish Yearbook of Environmental Law, Mikolaj Kopernik University in Torun, ISSN 2391-7881 (online), 2016, Edited every year, <http://apcz.umk.pl/czasopisma/index.php/PYEL>



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Economic Policy				
<i>Code</i>		WEK/E/S1/-/5				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Zakład Studiów Regionalnych i Europejskich				
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	1	15	2,0	0,50
wykłady		W	1	15	1,0	0,50
<i>Leading teacher</i>		Brelik Agnieszka (Agnieszka.Brelik@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	The basics of knowledge about the market economy, market functioning mechanisms					
<i>W-2</i>	Basic knowledge of the essence and factors of economic growth, demand, inflation and unemployment					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Understanding the basic categories of economic policy and the nature of the relationship between the state and the economy					
<i>C-2</i>	Education of the ability to analyze the role of economic policy instruments in economic development					
<i>C-3</i>	Understanding the nature and budgetary consequences of social choices made					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Gross domestic product in Poland, European Union and selected countries of the world					2
<i>T-A-2</i>	The structure of the national economy in the light of the data of the Central Statistical Office. The demographic situation of Poland. Working according to sections and activities over a long period of time.					3
<i>T-A-3</i>	Revenue and expenditure of the state budget in selected years in the period 1997-2010. Analysis of some items of income (receipts from VAT and excise tax) and expenses (including expenses - costs of servicing public debt)					4
<i>T-A-4</i>	Budget deficit. The process of increasing public debt on the example of budgets for the period 2000-2010.					3
<i>T-A-5</i>	Unemployment, inflation, gross domestic product as a measure of the effectiveness of the state's economic policy.					3
<i>T-W-1</i>	Economic policy - essence, goals. The liberal democratic state and the economy. State interference in the sphere of generation, exchange and distribution of income. The doctrine of the welfare state. Theory of rational expectations and state activity.					6
<i>T-W-2</i>	Internal and external conditions, subsystems of economic policy - sectoral and instrumental policy. Tools for implementing economic policy. Functions of the state budget, fiscal and budgetary policy as an instrument of demand regulation.					5
<i>T-W-3</i>	Budget deficit and public debt and economic development. Active and passive monetary policy. The central bank in creating monetary and credit policy.					4
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	participation in exercises and test					15
<i>A-A-2</i>	student's own work including: - preparation of thematic works, - studying I - including selection and analysis, literature on the subject (articles, reports, textbooks), - participation in consultations					45
<i>A-W-1</i>	participation in lectures and exam					15



Student workload - forms of activity		Number of hours
A-W-2	student's own work including: - preparation of thematic works, - development of tasks ordered by the teacher, - studying the literature of the subject, - participation in consultations aimed at verifying the progress made in getting to know the subject	15

Teaching methods / tools	
M-1	information lecture with multimedia presentation
M-2	conversational lecture, explanations and explanations
M-3	activating methods - case analysis, didactic discussion

Evaluation methods (F - progressive, P - final)	
S-1	F assessment of activity in classes - for oral statements including: - understanding the question, - degree of exhaustion of the topic, - composition of speech, - independence, - certainty of speech (selection of arguments to formulated theses), - originality of expression
S-2	F evaluation of thematic studies (including: understanding of the task, organization, manner and quality of workmanship, selection of materials, originality of theses and arguments)
S-3	P assessment of the test (open questions, multiple-choice test)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_C2_W01 Students have basic knowledge covering the essence of economic policy, recognizing economic policy goals, identifying the relationship between politics and the economy	E_1A_W01 E_1A_W02	P6S_WG P6S_WK		C-1	T-W-1	M-1 M-3	S-1 S-2 S-3
E_1A_C2_W02 Students know the internal and external determinants of economic development, recognizes the budgetary implications of the elements of a minimal and social state in the practice of the liberal-democratic state	E_1A_W02 E_1A_W04	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3	M-1 M-3	S-1 S-2 S-3
E_1A_C2_W03 Students have basic knowledge of the consequences of budgetary costs of public debt servicing, has knowledge and understands the essence of the couplings occurring between budget deficit and public debt and state fiscalism. He knows the central bank's goals, functions and instruments.	E_1A_W11 E_1A_W12	P6S_WG		C-1 C-3	T-A-3 T-A-4 T-A-5	M-2 M-3	S-1 S-2 S-3

Skills							
E_1A_C2_U01 Student is able to analyze the relationship between the central bank's monetary and credit policy and the economy.	E_1A_U01 E_1A_U02	P6S_UW		C-1 C-2	T-W-2 T-W-3	M-1 M-2 M-3	S-1 S-2 S-3
E_1A_C2_U02 Student identifies and is able to analyze active and passive versions of budget solutions	E_1A_U09	P6S_UW		C-2 C-3	T-W-2 T-W-3	M-1 M-2 M-3	S-1 S-2 S-3

Social competences							
E_1A_C2_K01 Student is well-informed and conscious observer of mutual relations between the state and the economy	E_1A_K04 E_1A_K05	P6S_KK P6S_KO		C-1 C-3	T-A-2 T-A-5 T-W-2	M-2 M-3	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_C2_W01	2,0	he does not see the essence of the relationship between the state and the economy, he can not identify the goals of the state's economic policy
	3,0	sees some relations between the state and the economy, knows how to identify the goals of the state's economic policy
	3,5	distinguishes relations between the state and the economy, he can identify the goals of the state's economic policy
	4,0	distinguishes and analytically characterizes the relations between the state and the economy, knows how to identify goals and some of the consequences of the objectives pursued
	4,5	distinguishes and analytically characterizes relations between the state and the economy, knows how to identify the goals and consequences of their implementation
	5,0	distinguishes and analytically characterizes all the relationships discussed in the class connecting the state and the economy, knows how to identify the goals and economic consequences of the planned goals



Knowledge

E_1A_C2_W02	2,0	can not indicate the conditions of economic policy, can not indicate the implications of the budget elements of a minimal and social state in the practice of the liberal-democratic state
	3,0	student is able to indicate the determinants of economic policy, knows how to determine some budget consequences of the elements of the minimal and social state that are implemented in practice
	3,5	student can indicate internal and external determinants of economic policy, knows how to predict some of the budgetary consequences of the elements of a minimal and social state that are implemented in practice
	4,0	student is able to indicate internal and external conditions of economic policy, knows how to identify and predict the extent of budgetary consequences realized in practice elements of a minimal and social state
	4,5	student is able to point and analyze internal and external conditions of economic policy, knows how to identify and predict the extent of budgetary consequences realized in practice of elements of a minimal and social state
	5,0	student is able to analyze the internal and external conditions of economic policy, is able to identify, predict the extent of budgetary consequences of the elements of the minimal and social state that are implemented in practice, and justify the conclusions drawn
E_1A_C2_W03	2,0	can not use the postulate of balance balance in the study of the state budget problem, can not characterize the relationship between income and budget expenditure
	3,0	knows the balance sheet principle in the study of the state budget problem, is able to characterize the relationship between income and budget expenditure, can name objectives and some central bank instruments
	3,5	knows the balance sheet principle in examining the state budget problem and can generally determine the relationship between income and budget expenditure, can characterize the relationship between income and budget expenditure, can name the central bank's goals and instruments
	4,0	knows the balance sheet principle in the study of the state budget problem and can determine the relationship between income and budget expenditure, can characterize the relationship between income and budget expenditure, knows the goals and understands the mechanism of operation of central bank instruments
	4,5	knows the balance sheet principle in examining the state budget problem and can determine the relationship between income and budget expenditure, is able to analyze selected budget revenue and expenditure items, knows the goals and understands the functioning of central bank instruments
	5,0	knows the balance sheet principle in examining the state budget problem and can determine the relationship between income and budget expenditure, is able to analyze selected budget revenue and expenditure items, knows the goals and understands the functioning of the central bank instruments discussed in the classroom

Skills

E_1A_C2_U01	2,0	Student does not see the relationship between the amount of money on the market and economic activity
	3,0	Student sees the relationship between the amount of money on the market and economic activity
	3,5	Student sees the relationship between the amount of money on the market and economic activity, knows the mechanism by which the central bank regulates the amount of money on the market
	4,0	Student understands the essence of the relation between the amount of money on the market and economic activity, knows the mechanisms by which the central bank regulates the amount of money on the market
	4,5	Student understands the essence of the relationship between the amount of money on the market and economic activity, knows the mechanisms by which the central bank regulates the amount of money on the market, can explain the essence of the operation of individual central bank instruments
	5,0	Student understands the essence of relationships combining the amount of money on the market with economic activity, knows the mechanisms by which the central bank regulates the amount of money on the market, can explain the essence of the central bank's instruments presented during classes
E_1A_C2_U02	2,0	Student can not characterize active and passive budget solutions
	3,0	Student can determine the features of active and passive budget solutions
	3,5	Student can efficiently determine active and passive budget solutions, can assess their impact on some areas of the economy
	4,0	Student analyzes active and passive budget solutions, can assess their impact on particular areas of the economy
	4,5	Student efficiently analyzes the most active and passive budget solutions presented in the literature, can assess their impact on particular areas of the economy - subsystems
	5,0	Student efficiently analyzes the active and passive budget solutions presented in the literature, can, without major problems, assess their impact on particular areas of the economy - subsystems

Other social competences

E_1A_C2_K01	2,0	The student is not a conscious observer of mutual relations between the state and the economy
	3,0	The student is a conscious observer of mutual relations between the state and the economy
	3,5	The student is a oriented and conscious observer of mutual relations between the state and the economy
	4,0	The student is a well-oriented and conscious observer of mutual relations between the state and the economy
	4,5	The student is a well-oriented and conscious observer of mutual relations between the state and the economy; the content and form of correct statements
	5,0	The student is a well-oriented and conscious observer of mutual relations between the state and the economy; the content and form of the statement do not raise any objections

Required reading

1. Agnès Bénassy-Quéré Benoît Coeuré Pierre Jacquet Jean Pisani-Ferry Jean Pisani-Ferry, Economic Policy: Theory and Practice. Second edition, Oxford University Press; November 2018, Oxford, 2018, II

Supplementary reading

1. Stiglitz J. E., Economic of public sector, PWE, Warsaw, 2004



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Labour Psychology					
<i>Code</i>		WEK/E/S1/-/301					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
konwersatoria		K	1	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Gołąb Sylwia (sylwia.golab@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Recommended general knowledge concerning the functioning and construction of the central nervous system of a human being learned in high school.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Know the basic terms concerning work psychology.						
<i>C-2</i>	Characterize the basic mental processes of a unit which determine its individual and social style of behavior within an enterprise.						
<i>C-3</i>	Characterize psychological aspects of management and a manager's social skills.						
<i>C-4</i>	Characterize attitudes concerning work, organization, and people.						
<i>C-5</i>	Know the functioning of groups in an organization.						
<i>C-6</i>	Know the pathologies related to working in an organization (workaholism and mobbing).						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-K-1</i>	Psychological aspects of work, work psychology as a science.						2
<i>T-K-2</i>	Construction of the nervous system, types of nervous systems, temperament mental and cognitive processes.						2
<i>T-K-3</i>	Profession, work and motivation to work. Economic importance and idea.						2
<i>T-K-4</i>	Relationships in the work process, work structure.						4
<i>T-K-5</i>	Psychological management problems.						8
<i>T-K-6</i>	Work attitude and affiliation to an organization.						2
<i>T-K-7</i>	Types of groups in an organization.						2
<i>T-K-8</i>	Prosocial behavior, cooperation, and conflict in an organization.						4
<i>T-K-9</i>	Pathologies in an organization and the place of a psychologist in the work process.						2
<i>T-K-10</i>	Final test.						2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-K-1</i>	Participation in classes.						30
<i>A-K-2</i>	Preparation for seminars - analyzing literature for particular topics of classes.						15
<i>A-K-3</i>	Participation in consultations.						5
<i>A-K-4</i>	Preparation for getting credit.						10
<i>Teaching methods / tools</i>							
<i>M-1</i>	Expository methods - talk.						
<i>M-2</i>	Problem-based methods - conversational lecture.						
<i>M-3</i>	Activating methods - situational, cases, didactic discussion.						



Evaluation methods (F - progressive, P - final)

S-1	F	Evaluating activity during classes.
S-2	P	Final test grade.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_C03_W01 Knows the basic terms concerning work psychology.	E_1A_W01 E_1A_W05	P6S_WG P6S_WK		C-1 C-2	T-K-1	M-1 M-2	S-1 S-2	
E_1A_C03_W02 Knows selected processes in an organization.	E_1A_W08	P6S_WG P6S_WK		C-1 C-2	T-K-2	M-1 M-2	S-1 S-2	
E_1A_C03_W03 Knows the basic mental processes of a unit which determine its individual and social style of behavior within an enterprise.	E_1A_W05	P6S_WG P6S_WK		C-2 C-3 C-4	T-K-1 T-K-2	T-K-3 T-K-4	M-1 M-2	S-1 S-2

Skills

E_1A_C03_U01 Describes the psychological problems of management.	E_1A_U02	P6S_UW		C-3 C-4 C-5	T-K-5	M-1 M-2 M-3	S-1 S-2
E_1A_C03_U02 Characterizes work attitudes and affiliation to an organization.	E_1A_U01	P6S_UW		C-4	T-K-7 T-K-8	M-1 M-2 M-3	S-1 S-2
E_1A_C03_U03 Characterizes prosocial and pathological behaviors within the organization.	E_1A_U10 E_1A_U12 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-5 C-6	T-K-9	M-1 M-2 M-3	S-1 S-2

Social competences

E_1A_C03_K01 Notifies limitations resulting from individual styles of human activity in the context of work.	E_1A_K03	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6	T-K-4 T-K-5 T-K-6 T-K-7	T-K-8 T-K-9 T-K-10	M-3	S-1 S-2
E_1A_C03_K02 Works in a team, is able to express a personal opinion.	E_1A_K01	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6	T-K-4 T-K-5 T-K-6	T-K-7 T-K-8 T-K-9	M-1 M-2 M-3	S-1
E_1A_C03_K03 Engages in the teaching process.	E_1A_K01	P6S_KK P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6	T-K-4 T-K-5 T-K-6	T-K-7 T-K-8 T-K-9	M-1 M-2 M-3	S-1

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_C03_W01	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Knowledge

E_1A_C03_W02	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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E_1A_C03_W03	2,0	The student does not possess basic knowledge concerning work psychology.
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	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Skills



Skills

E_1A_C03_U01	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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E_1A_C03_U02	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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Skills

E_1A_C03_U03	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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Other social competences

E_1A_C03_K01	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.



Other social competences

E_1A_C03_K02	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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E_1A_C03_K03	2,0	The student does not possess basic knowledge concerning work psychology.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
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	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Required reading

1. Lubrańska A., Psychologia pracy. podstawowe pojęcia i zagadnienia., Difin, Warszawa, 2008
2. Paszkowska-Rogacz A., Tarkowska M., Metody pracy z grupą w poradnictwie zawodowym, KOWEŻiU, Warszawa, 2004
3. Ratajczak Z., Psychologia pracy i organizacji, PWN, Warszawa, 2002
4. Schulz D., Schulz S., Psychologia a wyzwania dzisiejszej pracy, PWN, Warszawa, 2002

Supplementary reading

1. Witkowski S. (red.), Psychologiczne wyznaczniki sukcesu w zarządzaniu, Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław, 2003
2. Ziejewski T., Nowy słownik interdyscyplinarny (Ekonomia - Edukacja - Zawód - Praca), WAR, Szczecin, 2007



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Regional economy					
Code		WEK/E/S1/-/567					
Field of specialisation							
Administering faculty		Zakład Studiów Regionalnych i Europejskich					
ECTS		3,0	ECTS (forms)	3,0			
Form of course credit		egzamin	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	3	15	2,0	0,50	zaliczenie
wykłady		W	3	15	1,0	0,50	egzamin
Leading teacher		Brelik Agnieszka (Agnieszka.Brelik@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		Basic knowledge requirements in the field of economic policy and geography at the high school level.					
Module/course unit objectives							
C-1		The aim of the course is to show the development processes taking place in the economy on a global, regional and local scale.					
C-2		The aim of the course is to enable students to acquire knowledge about the region, regional policy, He should have knowledge about factors affecting the development of regions. The student should know how to use European funds for the development of regions.					
Course content divided into various forms of instruction							Number of hours
T-A-1		Management of the region's development. Instruments of regional and local policy.					2
T-A-2		Public administration and regional and local economy. Regional development strategies.					2
T-A-3		Regional problems of Poland. Regional policy in the period of transformation. National Strategy of Regional Development. European regional development fund.					3
T-A-4		Urban projects that can be implemented as part of community initiatives. Cross-border connections with neighboring countries and voivodships.					2
T-A-5		SWOT analysis of the West Pomeranian region and other selected voivodships.					2
T-A-6		Presentation of final papers and discussion.					4
T-W-1		Definition of the region and types of criteria for the region extraction. Typology of regions. Selected theories of regional development.					2
T-W-2		Features of regional policy. Features of the region. Measures of the region's development. Regionalism. Fields of regional and local economic development.					3
T-W-3		Spatial structure of the economy. Spatial development plan woj. West Pomeranian.					2
T-W-4		Territorial diversification of socio-economic development.					2
T-W-5		Regions in Europe and Poland. Euro-regions. Region of the province West Pomeranian					2
T-W-6		Globalization. Global and regional and local economy. Development trends of the region.					3
T-W-7		Passing the lecture					1
Student workload - forms of activity							Number of hours
A-A-1		Participation in classes					15
A-A-2		Preparation of a description of the region by the student along with a multimedia presentation					15
A-A-3		Preparation to pass the exercises					10
A-A-4		Search for new literature and familiarize yourself with the literature indicated by the teacher					8



Student workload - forms of activity		Number of hours
A-A-5	Search for current information on regional internet portals	12
A-W-1	Participation in classes	15
A-W-2	Studying obligatory and complementary literature on the subject.	10
A-W-3	Preparation for passing.	5

Teaching methods / tools	
M-1	Feeding methods - explanations. Information and problem lecture - multimedial presentation.
M-2	Activation method - didactic discussion related to information prepared by students about the economic situation that occurred in the time between exercises.

Evaluation methods (F - progressive, P - final)	
S-1	F assessment of a partial colloquium
S-2	F evaluation of independent acquisition of knowledge and its presentation
S-3	P assessment of passing the exercise
S-4	P written exam, commands and open questions

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_C3_W01 student has knowledge about basic terminology in the region and regional development	E_1A_W01 E_1A_W02 E_1A_W10 E_1A_W13 E_1A_W14 E_1A_W15	P6S_WG P6S_WK		C-1 C-2	T-W-2 T-W-5	M-1 M-2	S-1 S-2 S-3 S-4
E_1A_C3_W02 student has knowledge about the economy of Polish regions as well as selected EU regions	E_1A_W02 E_1A_W05	P6S_WG P6S_WK		C-1 C-2	T-A-3 T-A-5	M-1 M-2	S-1 S-2 S-3 S-4
E_1A_C3_W03 student has knowledge about community initiatives as well as the European Regional Development Fund	E_1A_W02 E_1A_W06 E_1A_W11 E_1A_W14 E_1A_W15	P6S_WG P6S_WK		C-1 C-2	T-W-2 T-W-6	M-1 M-2	S-2 S-3

Skills

E_1A_C3_U01 student has the ability to present and describe a selected region of Poland and Europe	E_1A_U02 E_1A_U10 E_1A_U12 E_1A_U13 E_1A_U16 E_1A_U17	P6S_UK P6S_UO P6S_UW		C-2	T-W-2 T-W-6 T-W-4	M-1 M-2	S-1 S-2
E_1A_C3_U02 Student has the ability to distinguish between Polish and European regions in economic terms,	E_1A_U04 E_1A_U18 E_1A_U19 E_1A_U20	P6S_UO P6S_UW		C-1 C-2	T-A-3 T-W-6 T-W-5	M-2	S-1 S-3 S-4
E_1A_C3_U03 Student is able to carry out a SWOT analysis of a selected region and indicate its competitiveness	E_1A_U06 E_1A_U07 E_1A_U10 E_1A_U16 E_1A_U19 E_1A_U20	P6S_UO P6S_UW		C-1 C-2	T-A-1 T-W-4 T-A-3	M-1	S-1 S-2 S-3 S-4

Social competences

E_1A_C3_K01 Student is able to cooperate in a group, takes various roles in it	E_1A_K03 E_1A_K04 E_1A_K06 E_1A_K07	P6S_KK P6S_KO P6S_KR		C-2	T-A-1 T-A-4	M-2	S-1
E_1A_C3_K02 Student is aware of the necessity of continuing education	E_1A_K07	P6S_KR		C-2	T-A-3 T-W-3	M-1 M-2	S-1 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_C3_W01	2,0	Student does not know the basic definitions of the region and the types of criteria for separating the region.
	3,0	Student knows the basic issues concerning the regions to a sufficient extent
	3,5	Student can list the features of the region and regionalism, as well as the basic issues of the subject to a degree greater than sufficient
	4,0	Student can define the concept of regional development and types of regions to a good degree
	4,5	Student can define the concept of regional development and types of regions to a good degree
5,0	Student's knowledge mastered to a very good degree, and even beyond the scope of the material provided	



Knowledge

E_1A_C3_W02	2,0	Student does not have knowledge about the economy of Polish regions and selected regions of the European Union
	3,0	Student knows the basic issues regarding the regions to a sufficient degree
	3,5	Student can list the features of the national economy and the Community economy to a degree greater than sufficient
	4,0	Student mastered the knowledge passed on by the teacher
	4,5	Student has mastered the subject knowledge and speaks without difficulty
	5,0	Student very well acquired knowledge, the student can list the regions of the European Union, characterize the economy at the regional, national and Community level
E_1A_C3_W03	2,0	Student has no knowledge about community initiatives, he has no knowledge about the European Regional Development Fund
	3,0	Student in a very narrow range, he can describe the community economy
	3,5	Student can explain and distinguish between regions' economies at a level greater than sufficient
	4,0	Student mastered the knowledge of the subject to a good degree
	4,5	Student additionally explains the characteristics of the European Regional Development Fund, without difficulty indicates the development of selected regions thanks to EU funds
	5,0	Student very well mastered the knowledge given by the subject

Skills

E_1A_C3_U01	2,0	Student does not have basic knowledge of the regional economy
	3,0	Student sufficiently mastered the basic programming material
	3,5	Student mastered the basic range of material to a better degree than sufficient, but he makes minor mistakes in the content
	4,0	Student is able to determine the specificity of entities in the region's economy at a good level
	4,5	Student has the ability to use techniques and methods to determine the region, can indicate the characteristics of the region's competitiveness
	5,0	Student mastered the transferred knowledge, can easily indicate the specific competitiveness of selected regions of Poland and Europe. He can think and act independently.
E_1A_C3_U02	2,0	Student does not have basic knowledge of the regional economy
	3,0	Student sufficiently mastered the basic programming material
	3,5	Student mastered the basic range of material to a better degree than sufficient, but he makes minor mistakes in the content
	4,0	Student is able to determine the specificity of entities in the region's economy at a good level
	4,5	Student has the ability to use techniques and methods to determine the region, can indicate the characteristics of the region's competitiveness
	5,0	Student mastered the transferred knowledge, can easily indicate the specific competitiveness of selected regions of Poland and Europe. He can think and act independently.
E_1A_C3_U03	2,0	Student does not have basic knowledge of the regional economy
	3,0	Student sufficiently mastered the basic programming material
	3,5	Student mastered the basic range of material to a better degree than sufficient, but he makes minor mistakes in the content
	4,0	Student is able to determine the specificity of entities in the region's economy at a good level
	4,5	Student has the ability to use techniques and methods to determine the region, can indicate the characteristics of the region's competitiveness
	5,0	Student mastered the transferred knowledge at a very good level, can easily indicate the specific competitiveness of selected regions of Poland and Europe. He can think and act on his own.

Other social competences

E_1A_C3_K01	2,0	Student does not know the basic concepts of regional economy
	3,0	Student sufficiently mastered the basic programming materia
	3,5	Student: - mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the field of mastering knowledge, he acquired the basic program content, - in the range of relation to the average, interested - in the field of expressing knowledge, she makes many minor mistakes in the content and language.
	4,0	Student: - in terms of knowledge, he mastered all program material - in the field of understanding of knowledge, he mastered the entire scope of the material almost correctly - in the field of mastering knowledge, he acquired the basic program content - shows interest in relation to knowledge - in the field of expressing knowledge, he commits slight negligence in content and language
	4,5	Student: - in the area of knowledge, he mastered all program material - in the field of understanding of knowledge, he mastered the whole scope of the material - in the field of mastering knowledge, he acquired the entirety of program content - is very interested in relation to knowledge - shows knowledge without difficulty
	5,0	Student: - in the field of knowledge, he mastered all the program material and even transcends it - in the field of understanding of knowledge, he correctly mastered the whole scope of the material - acquired the program content in the field of knowledge acquisition - in terms of attitudes towards knowledge, he shows cognitive curiosity - in the field of expressing knowledge - it does so without difficulty, and theses are correct and certain

Other social competences

E_1A_C3_K02	2,0	Student does not know the basic concepts of regional economy
	3,0	Student sufficiently mastered the basic programming material
	3,5	Student: - mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the field of mastering knowledge, he acquired boring programming contents, - in the range of relation to the average, interested - in the field of expressing knowledge, she makes many minor mistakes in the content and language.
	4,0	Student - in the area of knowledge, he mastered the entire program material - in the field of understanding of knowledge, he mastered the entire scope of the material almost correctly - in the field of mastering knowledge, he acquired the basic program content - shows interest in relation to knowledge - in the field of expressing knowledge, he commits slight negligence in content and language
	4,5	Student - in the area of knowledge, he mastered the entire program material - in the field of understanding of knowledge, he mastered the whole scope of the material - in the field of mastering knowledge, he acquired the entirety of program content - is very interested in relation to knowledge - shows knowledge without difficulty
	5,0	Student: - in the field of knowledge, he mastered all the program material and even transcends it - in the field of understanding of knowledge, he correctly mastered the whole scope of the material - acquired the program content in the field of knowledge acquisition - in terms of attitudes towards knowledge, he shows cognitive curiosity - in the field of expressing knowledge - it does so without difficulty, and theses are correct and certain

Required reading

1. J. Jones, C. Wren, Foreign Direct Investment and the Regional Economy, University of Newcastle upon Tyne, UK, 2006
2. Susumu Egashira, Globalism and Regional Economy, Roulledge, NY, 2014

Supplementary reading

1. Cooke Philip, Regional Development in the Knowledge Economy, Taylor & Francis Ltd, NY, 2009



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Fundamentals of real estate management					
Code		WEK/E/S1/-/551					
Field of specialisation							
Administering faculty		Katedra Nieruchomości i Agrobiznesu					
ECTS		2,0	ECTS (forms)	2,0			
Form of course credit		zaliczenie	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
wykłady		W	2	25	2,0	1,00	zaliczenie
Leading teacher		Śpiewak-Szyjka Monika (monika.spiewak-szyjka@zut.edu.pl)					
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
Prerequisites							
W-1		The student should have knowledge of basic concepts and legal institutions					
Module/course unit objectives							
C-1		Understanding and understanding basic concepts related to real estate					
C-2		Understanding and understanding the basic principles of the real estate market					
C-3		Understanding of basic institutions related to the management of public real estate					
Course content divided into various forms of instruction							Number of hours
T-W-1		Concepts and definitions of real estate					2
T-W-2		Elements of property valuation					1
T-W-3		Real estate market					1
T-W-4		Real estate resources					1
T-W-5		Trading in public real estate and permanent management					4
T-W-6		Public administration bodies and their tasks in real estate management					2
T-W-7		Professions in real estate management					2
T-W-8		The management of public real estate					3
T-W-9		Adjacency fees and real estate subdivisions					2
T-W-10		Property dispossession					4
T-W-11		Demarcation of real estate					1
T-W-12		Elements of building law					2
Student workload - forms of activity							Number of hours
A-W-1		Preparation of papers					10
A-W-2		Solving case studies					10
A-W-3		Analysis of the real estate market					15
A-W-4		Participation in classes					25
Teaching methods / tools							
M-1		Lecture with multimedia presentation;					
M-2		Discussion					
M-3		Solving tasks					
M-4		Case analysis					
Evaluation methods (F - progressive, P - final)							



Evaluation methods (F - progressive, P - final)

S-1	F	Assessment of independent learning
S-2	F	Assessment of competence and cooperation in the group during the presentation
S-3	F	Assessment of ability to assess phenomena related to real estate management
S-4	F	Credit - colloquium: test and case studies

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_E4_W01 acquires real estate information	E_1A_W01	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_E4_W02 defines the basic concepts related to real estate	E_1A_W03	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_E4_W03 has basic knowledge of real estate	E_1A_W04 E_1A_W12	P6S_WG		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4

Skills

E_1A_E4_U01 can use the acquired knowledge in assessing social phenomena	E_1A_U04 E_1A_U08 E_1A_U12 E_1A_U18	P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3
E_1A_E4_U02 he knows how to organize his own work and the environment	E_1A_U05	P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3
E_1A_E4_U03 can use the acquired scientific knowledge to interpret and explain socio-economic phenomena and mutual relations between them;	E_1A_U06	P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3

Social competences

E_1A_E4_K02 The graduate is prepared to learn throughout life, to inspire and organize the learning process from other people;	E_1A_K01 E_1A_K02 E_1A_K04 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1 M-2 M-3 M-4	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
E_1A_E4_W01	2,0	It does not assimilate property information to a sufficient extent.
	3,0	Acquires information about real estate to a sufficient extent.
	3,5	Acquires information about real estate to a degree more than sufficient.
	4,0	Acquires information about real estate in a good degree.
	4,5	Acquires information about real estate to a degree more than good.
	5,0	Acquires information about real estate to a very good degree.
E_1A_E4_W02	2,0	It does not define basic concepts related to real estate.
	3,0	Defines the basic concepts related to real estate to a sufficient degree.
	3,5	Defines the basic concepts related to real estate more than enough.
	4,0	Defines the basic concepts related to real estate in a good degree.
	4,5	Defines the basic concepts related to real estate more than good.
	5,0	Defines the basic concepts associated with real estate to a very good degree.



Knowledge

E_1A_E4_W03	2,0	There is no basic knowledge of real estate.
	3,0	Has a basic knowledge of real estate to a sufficient extent.
	3,5	He has a basic knowledge of real estate more than enough.
	4,0	Has basic knowledge of real estate in a good degree.
	4,5	He has a basic knowledge of real estate more than good
	5,0	He has basic knowledge of real estate to a very good degree.

Skills

E_1A_E4_U01	2,0	He can not use the knowledge he gained while assessing social phenomena.
	3,0	He can use the acquired knowledge in assessing social phenomena to a sufficient degree.
	3,5	He can use the acquired knowledge in assessing social phenomena to a degree more than sufficient.
	4,0	He can use the acquired knowledge in assessing social phenomena to a good degree.
	4,5	He can use the acquired knowledge in assessing social phenomena to a degree more than good.
	5,0	He can use the acquired knowledge in assessing social phenomena to a very good degree.
E_1A_E4_U02	2,0	He can not organize his own work or surroundings to a sufficient degree
	3,0	He can organize his own work and surroundings to a sufficient degree
	3,5	He can organize his own work and surroundings more than enough.
	4,0	He can organize his own work and surroundings to a good degree.
	4,5	He can organize his own work and surroundings more than good.
	5,0	He can organize his own work and surroundings to a very good degree.
E_1A_E4_U03	2,0	He can't interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a sufficient degree.
	3,0	He can interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a sufficient degree.
	3,5	He can interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a degree more than sufficient.
	4,0	Is able to interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a good degree.
	4,5	He can interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a degree more than good.
	5,0	Is able to interpret the acquired scientific knowledge to interpret and explain socio-economic phenomena to a very good degree.

Other social competences

E_1A_E4_K02	2,0	The graduate is not prepared to learn all his life.
	3,0	The graduate is prepared to learn all his life sufficiently.
	3,5	The graduate is prepared to learn all his life more than enough.
	4,0	Absolwent jest przygotowany do uczenia się przez całe życie w stopniu dobrym.
	4,5	The graduate is prepared to learn all his life more than good
	5,0	The graduate is prepared to learn all his life to a very good degree.

Required reading

1. Błażej Wierzbowski, Gospodarka nieruchomościami, Lexis nexis, Warszawa, 2010

Supplementary reading

1. G. Bieniek, S. Rudnicki, Nieruchomości, Lexis Nexis, Warszawa, 2007

2. M. Nowak, T. Skotarczak, Rynek nieruchomości w czasie kryzysu i po kryzysie, CeDeWu, 2010, 2010



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Fundamentals of Marketing				
<i>Code</i>		WEK/E/S1/-/178				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	2	20	1,0	0,50
wykłady		W	2	5	1,0	0,50
<i>Leading teacher</i>		Hernik Joanna (joanna.hernik@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	none					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Gaining knowledge about marketing principles and tools					
<i>C-2</i>	Gaining knowledge on how to effectively use marketing tools in business operations					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	The advantages and disadvantages of marketing					2
<i>T-A-2</i>	Marketing environment					3
<i>T-A-3</i>	Market segmentation					2
<i>T-A-4</i>	Marketing research - outline					2
<i>T-A-5</i>	Product - fortification					3
<i>T-A-6</i>	Price as a marketing tool					2
<i>T-A-7</i>	General distribution characteristics					2
<i>T-A-8</i>	Selected promotion tools - advertising and public relations					4
<i>T-W-1</i>	The essence and importance of marketing					1
<i>T-W-2</i>	Principles and kinds of marketing					1
<i>T-W-3</i>	Market segmentation					1
<i>T-W-4</i>	Product - concept, types, life cycle					1
<i>T-W-5</i>	General characteristics of promotion					1
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	participation in classes					20
<i>A-A-2</i>	preparation for exam					10
<i>A-W-1</i>	participation in classes					5
<i>A-W-2</i>	preparation for exam					10
<i>A-W-3</i>	Preparation of individual work - SWOT analysis					10
<i>A-W-4</i>	Group work preparation - product					5
<i>Teaching methods / tools</i>						
<i>M-1</i>	Problem lecture					
<i>M-2</i>	Case study					



Teaching methods / tools

M-3	Groups work
M-4	Didactic discussion

Evaluation methods (F - progressive, P - final)

S-1	F	Preparing an individual project during classes
S-2	F	Written work - group and presentation during classes
S-3	P	Exam

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_E5_W01 should define marketing	E_1A_W15	P6S_WG P6S_WK		C-1	T-W-1 T-W-2	M-1 M-4	S-1 S-3
E_1A_E5_W02 should enumerate elements of marketing mix, as well as marketing environment of business	E_1A_W15	P6S_WG P6S_WK		C-1	T-A-5 T-A-7 T-A-6 T-A-8	M-1 M-2	S-3

Skills

E_1A_E5_U01 should prepare a market segmentation plan	E_1A_U18	P6S_UW		C-2	T-A-3 T-W-2	M-1 M-3	S-2
E_1A_E5_U02 should perceive marketing tools as a source of potential company successes	E_1A_U04 E_1A_U08	P6S_UW		C-1 C-2	T-A-7 T-W-4 T-W-3 T-W-5	M-1 M-2 M-3	S-1 S-2 S-3

Social competences

E_1A_E5_K01 should be aware of the need to observe the surrounding and learn from the change	E_1A_K02 E_1A_K05	P6S_KK P6S_KO		C-1 C-2	T-A-1 T-W-2 T-A-2	M-1 M-2 M-4	S-1 S-2 S-3
E_1A_E5_K02 should understand the role of well-organized marketing in business	E_1A_K02 E_1A_K04	P6S_KK P6S_KO		C-1 C-2	T-A-2 T-A-3	M-1 M-2 M-3	S-2 S-3

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_E5_W01	2,0	
	3,0	should define marketing by providing basic elements of definition
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_E5_W02	2,0	
	3,0	the student enumerate elements in the 4P classic concept
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_E5_U01	2,0	
	3,0	student is able to identify potential target groups of activities
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_E5_U02	2,0	
	3,0	student should explain the essence of innovation in product implementation
	3,5	
	4,0	
	4,5	
	5,0	



Other social competences

E_1A_E5_K01	2,0	
	3,0	should be aware of the need to observe the surrounding and learn from the changes
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_E5_K02	2,0	
	3,0	should understand the role of well-organized marketing in business
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Kotler Philip, Marketing. Analiza, planowanie, wdrażanie i kontrola, Gebethner i Spółka, Warszawa, 1994
2. Zajączkowski M., Produkt i cena w marketingu współczesnym, AR, Szczecin, 2005
3. Zajączkowski M., Dystrybucja i promocja w marketingu współczesnym, AR, Szczecin, 2005

Supplementary reading

4. Kotler Ph., Armstrong G., Saunders J., Wong V, Marketing. Podręcznik europejski, PWE, Warszawa, 2002
5. Sztucki T, Promocja, sztuka pozyskiwania nabywców, Agencja Wydawnicza Placet, Warszawa, 1995



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Economics of Food Economy					
<i>Code</i>	WEK/E/S1/-/12					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Katedra Marketingu, Gospodarki i Środowiska					
<i>ECTS</i>	2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>	egzamin	<i>Language</i>	polski			
<i>Electives</i>		<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne	A	3	15	1,0	0,50	zaliczenie
wykłady	W	3	10	1,0	0,50	egzamin
<i>Leading teacher</i>	Mickiewicz Bartosz (Bartosz.Mickiewicz@zut.edu.pl)					
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of issues in the field of microeconomics					
<i>W-2</i>	Knowledge of issues in the field of macroeconomics					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Presentation of the complexity of problems and economic categories of the food economy					
<i>C-2</i>	Presentation of economic mechanisms of the functioning of agribusiness at the macro - and mesoeconomic scale, case studies of specific industries and companies					
<i>C-3</i>	Presentation of selected elements of the environment of the food economy and their mutual impact, primarily in the sphere of finance and crediting, and links with the market					
<i>C-4</i>	Making an analysis of the functioning of the food economy and structural changes in the aspect of Poland's participation in the European Union - the use of EU funds and the development of a modern institutional structure					
<i>C-5</i>	Presentation of operational programs for agriculture development and food economy					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Basic categories of food economy					3
<i>T-A-2</i>	Food economy on the background of the national economy. Types of integration					3
<i>T-A-3</i>	Case study. Financing of agribusiness.					3
<i>T-A-4</i>	Food industry enterprise on the market. Analysis of the industry (sector). Case study					3
<i>T-A-5</i>	Institutional structure and its functioning. Structural changes in the Polish food economy in the European Union					3
<i>T-W-1</i>	Food economy as a subsystem of the national economy					2
<i>T-W-2</i>	Agribusiness and development determinants. Market and institutional environment of agribusiness					2
<i>T-W-3</i>	Resource management. Real processes and cash flows in agribusiness. The financial system					2
<i>T-W-4</i>	The production and economic situation of the food economy. Methods of sectoral and industry analysis					2
<i>T-W-5</i>	Poland's food economy in the European Union - structural changes					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in classes					15
<i>A-A-2</i>	Preparation for classes					10
<i>A-A-3</i>	Preparation for final tests					5
<i>A-W-1</i>	Participation in lectures					10
<i>A-W-2</i>	Preparation for lectures - literature studies					10
<i>A-W-3</i>	Preparation for the exam					10



Teaching methods / tools

M-1	Information lecture
M-2	Explanation
M-3	Conversational lecture
M-4	Problematic lecture

Evaluation methods (F - progressive, P - final)

S-1	F	Assessment of students' achievements by asking questions during classes
S-2	F	Analysis and evaluation of students' activity during classes
S-3	P	Written exam

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_E6_W01 The student has knowledge about the economics of food business enterprises and the economic processes taking place in these enterprises.	E_1A_W01 E_1A_W15	P6S_WG P6S_WK		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	M-1 M-2 M-3 M-4	S-1 S-2 S-3
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Skills

E_1A_E6_U01 The student has the ability to use the acquired economic knowledge to analyze economic issues related to the operation of food industry enterprises.	E_1A_U02	P6S_UW		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	M-1 M-2 M-3 M-4	S-1 S-2 S-3
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Social competences

E_1A_E6_K01 The student has the competence to think and act in an entrepreneurial way within the enterprise of the food economy	E_1A_K05 E_1A_K06	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	M-1 M-2 M-3 M-4	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_E6_W01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way. In the field of teamwork, the student is not able to plan and perform the work correctly and on time, does not report the need for assistance in consultations or despite this help does not achieve the minimum standards of performance.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying. In the field of teamwork, the student plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	In the field of team work, the student is able to specify the goals of his own work and distributes or assists in discharging tasks among team members, he can use contextual information to carry out team tasks. Generally, student has the correct effect.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills. In the field of team work, the student is able to specify the goals of his own work and distributes or assists in discharging tasks among team members, he can use contextual information to carry out team tasks.
	4,5	The student, on the good grade plus, presents opinions and views that demonstrate the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills. In the field of teamwork, the student is able to independently plan, specify goals and actively participate in the distribution of tasks and their implementation at each stage of work.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and the possibilities and the ability to use the acquired knowledge and skills in the future. In the field of teamwork, the student is able to independently plan, specify goals and allocate tasks by skills and control the situation of the project through proper motivation to action. It demonstrates the timeliness and flawless presentation of results.

Skills



Skills

E_1A_E6_U01	2,0	He can not identify and cope alone with the difficulties that may arise in the situation of applying the acquired knowledge. He can not apply practically acquired knowledge, he has basic problems with interpretation and inference.
	3,0	Student is able to identify and deal with a sufficient grade (with the help of a teacher or with the support of third parties) with selected difficulties related to the application of the acquired knowledge. He has very limited ability to put knowledge into practice and makes mistakes in non-primary tasks.
	3,5	The student, on the assessment of a sufficient plus can identify and deal with, provided that additional support is obtained, with difficulties associated with the use of acquired knowledge. Has limited ability to apply knowledge in practice and makes mistakes in tasks in more difficult tasks.
	4,0	The student, on the good mark can identify and independently deal with basic difficulties in the situation of applying the acquired knowledge. Without errors, he applies the acquired knowledge to solve simple and medium-difficult tasks, makes mistakes in interpretation and inferring in more difficult contexts.
	4,5	The student, on the assessment of a good plus can independently identify and deal with basic difficulties in the situation of applying the acquired knowledge. He skilfully interprets and concludes in most contexts and tasks before him, understands the sense of mistakes and has the ability to improve.
	5,0	Student, on the very good assessment, independently identifies and solves the difficulties associated with the process of applying knowledge in practice. Flawlessly interprets and concludes, regardless of the level of difficulty of the issues in the subject matter. Expands your skills by combining the knowledge and skills you have previously acquired and searching for optimal solutions.

Other social competences

E_1A_E6_K01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. He reveals a lack of commitment and a lack of willingness to do the job properly.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying. In the field of teamwork, the student plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	The student, on the assessment of a sufficient plus shows skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but the key areas he carries out generally correctly.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills.
	4,5	The student, on the good grade plus, presents opinions and views that demonstrate the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and possibilities and the ability to use the acquired knowledge and skills in the future

Required reading

1. Chavas J, Structural change in agricultural production: economics, technology and policy, Gardner B. and Rausser G. (eds.), Handbook of Agricultural Economics, Elsevier Science, 2001, pp. 263-285
2. Collective work, Agribusiness Management (Routledge Textbooks in Environmental and Agricultural Economics), 2018, ISBN-10: 0415596963
3. Marcos Fava Neves, Future of Food Business, World Scientific Publishing Co Pte Ltd, 2014
4. Cramer Gail L., Agricultural Economics and Agribusiness, John Wiley & Sons Inc, 2000, ISBN13 (EAN): 9780471388470
5. Julie A. Caswell, Economics of Food Safety, Springer Netherlands, 2012, ISBN: 9401170789
6. Collective work, Economic sciences for agribusiness and rural economy, Warsaw University of Life Sciences, Warsaw, 2018, ISBN (two-volume set) 978-83-7583-804-6



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Finances and Banking					
<i>Code</i>		WEK/E/S1/-/255					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów					
<i>ECTS</i>		4,0	<i>ECTS (forms)</i>	4,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne		A	3	15	2,0	0,50	zaliczenie
wykłady		W	3	15	2,0	0,50	egzamin
<i>Leading teacher</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Other teachers</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Prerequisites</i>							
<i>W-1</i>		The basic knowledge of microeconomics.					
<i>W-2</i>		The basic knowledge of macroeconomics.					
<i>Module/course unit objectives</i>							
<i>C-1</i>		Student after completing the course should have elementary knowledge about the specifics of finance.					
<i>C-2</i>		The student should know the place of finance science in economic sciences.					
<i>C-3</i>		The student should have knowledge about the elements of the country's financial system.					
<i>C-4</i>		The student is aware of his knowledge and the need to learn throughout life.					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-A-1</i>		Finance functions. Financial phenomena.					2
<i>T-A-2</i>		System of the public finance sector.					3
<i>T-A-3</i>		The financial system of enterprises. The essence of financial activity of enterprises.					4
<i>T-A-4</i>		Factoring and leasing services.					2
<i>T-A-5</i>		Insurance system. Types of insurance services.					2
<i>T-A-6</i>		Other financial intermediaries.					2
<i>T-W-1</i>		The object of finance science. The financial system. Section of the financial system.					2
<i>T-W-2</i>		The banking system, its structure and the essence.					2
<i>T-W-3</i>		The Central bank and monetary policy.					2
<i>T-W-4</i>		Changes in the global and Polish banking system, the effects of globalization.					1
<i>T-W-5</i>		Review of banking development in Poland.					2
<i>T-W-6</i>		Commercial banks and cooperative banks.					2
<i>T-W-7</i>		The essence of the bank's operations.					2
<i>T-W-8</i>		Bank services. Banks' credit activity.					2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-A-1</i>		Preparing for the classes.					15
<i>A-A-2</i>		Reading the indicated literature.					10
<i>A-A-3</i>		Participation in the auditoriums.					15
<i>A-A-4</i>		Solving the tasks.					5
<i>A-A-5</i>		Preparing to pass the subject.					10
<i>A-A-6</i>		Consultation with the lecturer.					5



Student workload - forms of activity		Number of hours
A-W-1	Reading the indicated literature.	14
A-W-2	Participation in the classes.	15
A-W-3	Preparing for the classes.	15
A-W-4	Preparing for the exam.	13
A-W-5	Participation in the exam.	3

Teaching methods / tools	
M-1	Information classes.
M-2	Case study method.
M-3	Multimedia classes.
M-4	Explanations.

Evaluation methods (F - progressive, P - final)		
S-1	P	Oral or written, including questions verifying issues raised in the lectures / auditoriums.
S-2	F	Possible oral or written assessment during the semester.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_C5_W01 The student has knowledge about the functioning of finance and knows financial phenomena.	E_1A_W01 E_1A_W03	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-W-1	M-1 M-3	S-1 S-2
E_1A_C5_W02 The student has knowledge of the functioning of banks and financial intermediaries and their significance for the functioning of the market.	E_1A_W02	P6S_WG P6S_WK		C-2 C-3	T-A-6 T-W-2 T-W-3	T-W-4 T-W-5 T-W-6	M-1 M-2 M-3 S-1 S-2
E_1A_C5_W03 The student has knowledge about the essence of financial activities of enterprises.	E_1A_W03 E_1A_W11	P6S_WG P6S_WK		C-3	T-A-3 T-A-4	T-W-1	M-1 M-2 S-1 S-2
E_1A_C5_W04 The student has general knowledge in the field of public finances, in particular the state, which is a link of the financial system.	E_1A_W02 E_1A_W03 E_1A_W11	P6S_WG P6S_WK		C-3	T-A-2	T-W-1	M-1 M-2 S-1 S-2
E_1A_C5_W05 The student has knowledge of insurance and their importance to the economy.	E_1A_W02 E_1A_W03 E_1A_W11	P6S_WG P6S_WK		C-3	T-A-5	T-W-1	M-1 M-2 S-1 S-2

Skills

E_1A_C5_U01 The student has the ability to evaluate and interpret processes taking place in the financial system.	E_1A_U01 E_1A_U21	P6S_UU P6S_UW		C-1 C-3	T-A-1 T-W-1	T-W-2 T-W-3	M-1 M-2 M-4 S-1 S-2
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Social competences

E_1A_C5_K01 The student knows her/his knowledge and the need for continuous learning.	E_1A_K01	P6S_KK P6S_KR		C-4	T-A-2 T-A-3 T-A-5	T-W-4 T-W-8	M-4 S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_C5_W01	2,0	The student has no knowledge about the functioning of finances and financial phenomena.
	3,0	The student has a basic knowledge of the subject of finance science.
	3,5	The student has a good knowledge of the subject of finance science, functions of finance and financial phenomena, can determine the links of the financial system.
	4,0	The student has a good knowledge of the subject of finance science, finance functions and financial phenomena, can determine the links of the financial system and relations between them.
	4,5	The student has a good knowledge of the subject of finance science, finance functions and financial phenomena, can identify and describe the links of the financial system and relations between them.
	5,0	The student has a very good knowledge of the subject of finance science, finance functions and financial phenomena, can identify and describe the links of the financial system and relations between them.



Knowledge

E_1A_C5_W02	2,0	The student has no knowledge of the functioning of banks and financial intermediaries and their importance for the functioning of the market.
	3,0	The student has knowledge about the basics of the banking system and the role and importance of the central bank.
	3,5	The student has knowledge about the basics of the banking system, the role and importance of the central bank and the organization of commercial banks.
	4,0	The student has knowledge about the basics of the banking system, the role and importance of the central bank, the organization of commercial banks and other financial intermediation institutions, is able to define and describe banking services.
	4,5	The student has knowledge of the basics of the banking system, the role and importance of the central bank, the organization of commercial banks and other financial intermediation institutions, can identify and describe banking services, knows credit issues.
	5,0	The student has in-depth knowledge of the functioning of banks and financial intermediary institutions and their significance for the functioning of the market.
E_1A_C5_W03	2,0	The student has no knowledge about the essence of financial activities of enterprises.
	3,0	The student is able to define and describe the forms of organizational an enterprise, knows the capital and asset structure of an enterprise.
	3,5	The student is able to define and describe the organizational forms of running an enterprise, knows the capital and property structure of an enterprise and elements of the financial report.
	4,0	The student is able to define and describe the forms of running a business, knows the capital and property structure of an enterprise and elements of the financial report, can determine alternative sources of financing enterprises.
	4,5	The student is able to define and describe the forms of running a business, knows the capital and property structure of an enterprise and elements of the financial report, is able to define and characterize alternative sources of financing enterprises.
	5,0	The student has in-depth knowledge of the essence of financial activities of enterprises.
E_1A_C5_W04	2,0	The student does not have general knowledge in the field of public finances.
	3,0	The student has basic knowledge about the elements of the financial system and its connections with other elements of the system.
	3,5	The student has basic knowledge about the state as part of the financial system and its links with other links, he can determine the income and expenses of the state.
	4,0	The student has a basic knowledge of the state as part of the financial system and its links with other links, can determine the state's expenditure and income, has knowledge of the tax system.
	4,5	The student has mastered knowledge of the basics of public finances.
	5,0	The student mastered knowledge of the basics of public finances very well.
E_1A_C5_W05	2,0	The student has no knowledge of insurance and their importance to the economy.
	3,0	Student is able to determine what insurance is and determine its forms and characterize the parties to the insurance contract.
	3,5	Student is able to determine what insurance is, its form, characterize the parties to the insurance contract and describe the functions and principles of insurance.
	4,0	Student is able to determine what insurance is, its form, characterize the parties to the insurance contract, describe the functions and principles of insurance, as well as characterize the types of insurance.
	4,5	The student has a very good knowledge of insurance and their importance to the economy.
	5,0	The student has in-depth knowledge of insurance and their importance to the economy and has knowledge of the current conditions of the insurance system.

Skills

E_1A_C5_U01	2,0	The student does not have the ability to evaluate and interpret the processes taking place in the financial system.
	3,0	The student has sufficient skills to evaluate and interpret the processes taking place in the financial system.
	3,5	The student has sufficient skills to evaluate and interpret the processes taking place in the financial system.
	4,0	The student has good skills in assessing and interpreting the processes taking place in the financial system.
	4,5	The student has good skills in assessing and interpreting the processes taking place in the financial system.
	5,0	The student has very good skills in assessing and interpreting the processes taking place in the financial system.

Other social competences

E_1A_C5_K01	2,0	The student does not understand the need to deepen knowledge about finance.
	3,0	The student is aware of his knowledge and understands the need to constantly increase her/his knowledge in the future.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Thomas F. Cargill, The Financial System, Financial Regulation and Central Bank Policy, Cambridge University Press, 2017, Number of pages 424
2. R. Glenn Hubbard, Anthony Patrick O'Brien, Money, Banking, and the Financial System, PRENTICE HALL, 2014, 2rd, Number of pages 584
3. Brian Duignan, Banking and Finance, Britannica Educational Publishing, New York, 2013, First edition
4. S. Owsiak, Podstawy nauki finansów, PWE, Warszawa, 2002
5. red. S.Flejterski, B. Świecka, Elementy finansów i bankowości, CeDeWu, Warszawa, 2005
6. red. W. Kapuścińska-Przybylska, Pośrednictwo finansowe w Polsce, CeDeWu, Warszawa, 2009
7. red. M. Podstawka, Finanse, PWN, Warszawa, 2010
8. S.Owsiak, Finanse publiczne. Teoria i praktyka, PWN, Warszawa, 2008



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Social Policy					
<i>Code</i>	WEK/E/S1/-/487					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Zakład Studiów Regionalnych i Europejskich					
<i>ECTS</i>	2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>	zaliczenie	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne	A	3	15	1,0	0,50	zaliczenie
wykłady	W	3	15	1,0	0,50	zaliczenie
<i>Leading teacher</i>	Lewicki Wojciech (Wojciech.Lewicki@zut.edu.pl)					
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of the mechanisms of the economy and the role of the budget in the functioning of the state					
<i>W-2</i>	Basics of knowledge about the society and structures of a democratic state; understanding of the basic categories of market economy					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Understanding and understanding the essence and conditions of the content and scope of social policy.					
<i>C-2</i>	Understanding the measures and indicators that characterize the society and the model concepts of social policy.					
<i>C-3</i>	Understanding active and passive instruments for solving important social issues (active and passive employment policy tools).					
<i>C-4</i>	To develop the ability to analyze causal relationships between economic growth and the scope of social tasks					
<i>C-5</i>	Forming and refining the skills of analyzing, interpreting and verifying the consequences of applied solutions in the sphere of the state's social policy					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	The society will light statistical data. Changes in the structure of education and occupational structure of the population in a long and short period of time.					3
<i>T-A-2</i>	Analysis (identification, identification) of the objectives of the state's influence on the individual, family, socio-economic environment, society.					3
<i>T-A-3</i>	The material position of Poles. Income of the population. Disposable income in households. The level, structure and dynamics of changes in consumer consumption expenditures.					4
<i>T-A-4</i>	Level and structure of subsistence minimum and subsistence minimum in households of various socio-economic groups. The range of material poverty.					3
<i>T-A-5</i>	Analysis of selected budget expenditures (states and local governments) for the implementation of some social tasks (educational subsidy, scholarship system, housing allowances)					2
<i>T-W-1</i>	Concepts of social choices. The minimal state, the social state, the state of the social contract. objectives and scope of the social policy of the liberal-democratic state. The evolution of contemporary social policy.					4
<i>T-W-2</i>	Models and concepts of social policy. Budgetary considerations of the implementation of social tasks. Needs. Measures to meet the needs. Unemployment. Active and passive employment policy tools.					4
<i>T-W-3</i>	Social security. Pension system in Poland; solutions used in other countries. The rules of universal health insurance. Social care.					4
<i>T-W-4</i>	Development of human capital. Education and vocational training system. Social policy in the European Union. European Social Fund.					3
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	participation in classes and final exam					15



Student workload - forms of activity		Number of hours
A-A-2	student's own work including: - preparation of thematic works, - preparation of works commissioned by the teacher, - selection and analysis of secondary materials (literature on the subject). - participation in consultations (verification of progress in getting to know the didactic material, getting answers to bothering questions about content that goes beyond the program)	15
A-W-1	participation in lectures and final exam	15
A-W-2	student's own work including: - preparation of thematic works, - selection and analysis of secondary materials (literature on the subject), - participation in consultations aimed at verifying the progress in getting to know the program material	15

Teaching methods / tools	
M-1	information lecture with multimedia presentation
M-2	conversational lecture, explanations and explanations
M-3	activating methods - case analysis, didactic discussion

Evaluation methods (F - progressive, P - final)		
S-1	F	assessment of activity in classes - for an oral statement, including: - understanding the question / problem, - degree of exhaustion of the topic, - way of justifying theses, - originality to look at the problem
S-2	F	evaluation of thematic studies (including: understanding of the problem, selection of materials justifying the theses formulated, independence and timeliness of the problem)
S-3	P	ocena sprawdzianu zaliczeniowego

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_C1_W01 Has basic knowledge covering issues of social policy, including the role of elements of the concept of a minimal and social state in the practice of the liberal-democratic state	E_1A_W01	P6S_WG P6S_WK		C-1 C-2	T-A-2 T-W-1	M-1 M-2 M-3	S-1 S-2 S-3
E_1A_C1_W02 He knows the basic models of social policy, budgetary conditions for the implementation of social tasks	E_1A_W04	P6S_WG		C-1 C-4	T-W-2 T-W-4	M-2 M-3	S-1 S-2 S-3
E_1A_C1_W03 He knows the basic measures defining the standard of living; pay-as-you-go system and capital system of pension solutions; categories of subsistence minimum and subsistence minimum.	E_1A_W06	P6S_WG		C-2 C-5	T-A-3 T-A-5 T-A-4	M-1 M-2 M-3	S-1 S-2 S-3

Skills							
E_1A_C1_U01 He can characterize the relationship between the scale and range of unemployment and the standard of living	E_1A_U06	P6S_UW		C-2 C-4	T-A-1 T-W-2	M-1 M-3	S-1 S-2 S-3
E_1A_C1_U02 He can identify and analyze active and passive employment policy instruments	E_1A_U02	P6S_UW		C-3 C-4	T-A-5 T-W-2	M-1 M-3	S-1 S-2 S-3

Social competences							
E_1A_C1_K01 Is aware of the limitations of the goals and scope of the social policy of the state resulting from the relatively low (relative to social aspirations) rate of economic growth	E_1A_K06	P6S_KO P6S_KR		C-1 C-4 C-5	T-A-1 T-W-3 T-A-3 T-W-4	M-1 M-3	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_C1_W01	2,0	The student has no basic knowledge about the essence, content, scope and determinants of social policy
	3,0	The student mastered the basic program material; he acquired the basic program content. He makes a lot of mistakes in the content and language of the speech.
	3,5	The student mastered the basic program material; he acquired important program content. He makes mistakes in the content and language of the speech.
	4,0	The student mastered the program material; he learned the program content. The content of the statement is correct, the language is correct.
	4,5	The student mastered the program material; demonstrates its interest in program content that he fully assimilated. The content of the correct statement, the correct language .
	5,0	The student mastered the program material; demonstrates its interest in program content that he fully assimilated. The content and language of expression do not raise any objections



Knowledge

E_1A_C1_W02	2,0	The student does not know the basic models of social policy, he does not understand the relationship between budget revenues and expenditures on the social sphere
	3,0	he student knows the basic models of social policy, understands the essence of the relationship between budget revenues and expenditures on the social sphere; noticeable weaknesses in formulated statements
	3,5	The student knows the basic models of social policy, understands the essence of the relationship between budget revenues and expenditures on the social sphere; minor weaknesses in the content and form of expression
	4,0	The student knows the basic models of social policy, understands the essence of the relationship between budget revenues and expenditures on the social sphere; correctness of content and form of expression
	4,5	The student knows the basic models of social policy, he is well aware of the relationship between budget revenues and expenditures on the social sphere; the correctness of the content and form of expression do not raise doubts
	5,0	The student knows the issues of a model approach to social policy, he is well aware of the relationship between budget revenues and expenditures on the social sphere; High level of correctness of content and form of expression
E_1A_C1_W03	2,0	The student does not know the basic measures determining the standard of living, the characteristics of the pay-as-you-go system and capital system, as well as the minimum subsistence and subsistence level
	3,0	The student knows the basic measures defining the standard of living, has knowledge about the characteristics of the pay-as-you-go system and capital system, as well as the minimum subsistence and subsistence
	3,5	The student knows the measures determining the standard of living, has knowledge about the characteristics of the pay-as-you-go system and capital system, as well as the minimum and minimum subsistence categories
	4,0	The student knows the measures defining the standard of living, has knowledge about the characteristics of the pay-as-you-go system and capital system, is oriented to the economic consequences of a specific demographic situation of society
	4,5	The student knows the measures defining the standard of living, has knowledge about the characteristics of the pay-as-you-go system and capital system, is oriented to the economic consequences of a specific demographic situation of society; the content and language of the statements correct;
	5,0	The student knows the measures defining the standard of living, has knowledge about the characteristics of the pay-as-you-go system and capital system, is oriented to the economic consequences of a specific demographic situation of society; the content and language of the statements correct; clarity of the argument

Skills

E_1A_C1_U01	2,0	The student can not explain the relationship between the scale and scope of unemployment and the standard of living
	3,0	The student can indicate some relationships between the scale and range of unemployment and the standard of living
	3,5	The student can indicate the relationship between the scale and range of unemployment and the standard of living
	4,0	The student is able to indicate and characterize the relationship between the scale and scope of unemployment and the standard of living
	4,5	The student can indicate, characterize and explain the relationship between the scale and range of unemployment and the standard of living
	5,0	The student can indicate, characterize and explain the relationship between the scale and scope of unemployment and the standard of living; the content and language of the statements correct
E_1A_C1_U02	2,0	The student can not identify employment policy instruments
	3,0	The student is able to identify employment policy instruments
	3,5	The student is able to identify active and passive employment policy instruments
	4,0	Student is able to identify active and passive employment policy instruments; the content and form of correct statements
	4,5	The student is able to identify and discuss active and passive employment policy instruments; the content and form of correct statements
	5,0	The student is able to identify and discuss active and passive employment policy instruments; the content and form of the statement do not create doubts

Other social competences

E_1A_C1_K01	2,0	The student is not aware of the limits of the goals and scope of the social policy of the state resulting from the relatively low (in relation to social aspirations) rate of economic growth
	3,0	The student is aware of the limits of goals and the scope of social policy of the state resulting from the relatively low (in relation to social aspirations) rate of economic growth
	3,5	The student presents views confirming the awareness of the limits of goals and the scope of social policy of the state resulting from the relatively low (in relation to social aspirations) economic growth rate
	4,0	The student is fully aware of the limits of goals and the scope of social policy of the state resulting from the relatively low (in relation to social aspirations) rate of economic growth; the content and form of correct statements
	4,5	The student is fully aware of the limits of goals and the scope of social policy of the state resulting from the relatively low (in relation to social aspirations) rate of economic growth; the content and form of correct statements; can keep the logic of the argument
	5,0	The student is fully aware of the limits of goals and the scope of social policy of the state resulting from the relatively low (in relation to social aspirations) rate of economic growth; the content and form of expression do not raise any objections; can keep the logic of the argument

Required reading

1. Firlit-Fesnak G. (red.), Szyłko-Skoczny M. (red.), Social Policy, PWN Scientific Publisher, Warsaw, 2009
2. Golinowska S., The social policy of the state in a market economy. Economic study, PWN Scientific Publisher, Warsaw, 2002
3. Góra M., Pension system, PWE, Warsaw, 2003
4. Kowalczyk O. (red.), Kamieński S. (red.), Dimensions of social policy, University of Economics in Wrocław, Wrocław, 2009

Supplementary reading

1. Buchanan J. M., Musgrave R. A., Public finances and public choice. Two different visions of the state, Sejm Publishing House, Warsaw, 2005
2. Czaplinski J. (red.), Panek T. (red.), Social Diagnosis 2011. The conditions and quality of Poles' lives. Report, Social Monitoring Council, College of Finance and Management in Warsaw, Warsaw, 2011
3. Swadźba S. (red.), Comparative analysis of the level of care in European Union countries, Publisher of the University of Economics in Katowice, Katowice, 2007



Field of study	Economics					
Mode of study	stacjonarna	Level	pierwszy			
Graduate's qualification	licencjat					
Fields of study	dziedzina nauk społecznych					
Academic disciplines	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile	ogólnoakademicki					
Module						
Course unit	Economic analysis					
Code	WEK/E/S1/-/316					
Field of specialisation						
Administering faculty	Katedra Analizy Systemowej i Finansów					
ECTS	3,0	ECTS (forms)	3,0			
Form of course credit	egzamin	Language	polski			
Electives			Elective group			
Form of instruction	Cod	Semester	Hours	ECTS	Weight	Credit
laboratoria	L	4	30	2,0	0,50	zaliczenie
wykłady	W	4	15	1,0	0,50	egzamin
Leading teacher	Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
Other teachers						

Prerequisites

W-1	The student has an elementary knowledge of accounting and enterprise activity.
W-2	The student knows basic economic categories and is able to use theoretical knowledge to describe and analyze economic processes and phenomena.
W-3	The student has the ability to use a spreadsheet.
W-4	The student is able to supplement and improve acquired knowledge and skills.

Module/course unit objectives

C-1	Familiarize students with analytical methods and techniques in business entities.
C-2	Familiarize students with the range of information sources that can be used in the economic analysis of business entities.
C-3	Development of the ability to correctly analyze the economic and financial situation and the linking of results to the decision-making systems of business entities.
C-4	Shaping the formulation of assessments of business entities' activities, consideration and interpretation of the relationships between phenomena occurring within entities and in their environment.

Course content divided into various forms of instruction		Number of hours
T-L-1	Methods of economic analysis. Analytical indicators, indexing changes.	4
T-L-2	Production analysis, Rhythmicity of production, Assortment structure.	2
T-L-3	Analysis of fixed assets. Employment analysis	2
T-L-4	Inventory Analysis.	2
T-L-5	Costs Analysis.	4
T-L-6	Assessment of investment effectiveness.	6
T-L-7	Initial analysis of the balance sheet and profit and loss statement. Ratio analysis.	5
T-L-8	Break-even point analysis and financial leverage.	2
T-L-9	Strategic analysis.	3
T-W-1	Basics of economic analysis. Methods of economic analysis.	2
T-W-2	Ratio analysis and Analytical Measures. Comparability of quantitative data. Indexes of changes.	1
T-W-3	Production analysis. Rhythmicity of production. Assortment structure. Production Quality Analysis	2
T-W-4	Analysis of fixed assets. Inventory analysis. Employment analysis	2
T-W-5	Cost analysis - the essence, functions and cost classification, deviations analysis, unit cost analysis.	2
T-W-6	Analysis of investment effectiveness. Static and dynamic methods.	2
T-W-7	Initial analysis of the balance sheet and profit and loss statment (P&L). Ratio analysis.	2
T-W-8	Selected methods of strategic analysis.	2



Student workload - forms of activity		Number of hours
A-L-1	Participation in classes.	30
A-L-2	Preparation for the classes.	7
A-L-3	Preparing to pass the subject.	8
A-L-4	Preparation of own assessment (analysis) of the selected business area of the business entity.	15
A-W-1	Participation in classes.	15
A-W-2	Reading and analysis of the indicated literature.	7
A-W-3	Preparing for the exam.	8

Teaching methods / tools	
M-1	Methods: informative lectures, descriptions and explanations.
M-2	Problem methods: problem lectures.
M-3	Practical methods: laboratory exercises.

Evaluation methods (F - progressive, P - final)	
S-1	F Current verbal checking of the level of knowledge acquisition.
S-2	F Assessment of self-solved examples.
S-3	F Presence at lectures and exercises.
S-4	P Developing an assessment (analysis) of the selected area of the business entity's activity.
S-5	P The test verifying issues described at the lectures.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_C4_W01 The student knows the methods and tools of economic analysis, including data acquisition techniques that allow describing and assessing economic phenomena and processes	E_1A_W06 E_1A_W12	P6S_WG		C-1	T-L-1 T-L-2 T-L-6 T-L-7	T-W-1 T-W-2 T-W-8	M-1 M-2 M-3	S-1 S-3 S-4 S-5
E_1A_C4_W02 The student has knowledge of sources of information that can be used in assessing the economic situation of an economic entity	E_1A_W06 E_1A_W07	P6S_WG		C-2	T-L-1 T-L-2 T-L-3 T-L-4 T-L-5 T-L-6 T-L-7 T-L-8 T-L-9	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-1 M-2 M-3	S-1 S-3 S-4 S-5

Skills								
E_1A_C4_U01 The student can use the basic theoretical knowledge and identify the source of data for analyzing specific processes and economic phenomena.	E_1A_U01 E_1A_U02 E_1A_U11 E_1A_U21	P6S_UU P6S_UW		C-3	T-L-1 T-L-2 T-L-3 T-L-4 T-L-5 T-L-6 T-L-7 T-L-8 T-L-9	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-3	S-1 S-2 S-4 S-5
E_1A_C4_U02 The student is able to properly analyze the causes and course of specific processes and economic phenomena.	E_1A_U01 E_1A_U02 E_1A_U08 E_1A_U10 E_1A_U11	P6S_UO P6S_UW		C-4	T-L-2 T-L-3 T-L-4 T-L-5 T-L-6	T-L-7 T-L-8 T-W-3 T-W-4	M-3	S-1 S-2 S-3 S-4 S-5

Social competences								
E_1A_C4_K01 The student knows how to participate in building economic projects, knows the economic aspects of this activity.	E_1A_K01	P6S_KK P6S_KR		C-3 C-4	T-L-1 T-L-7	T-W-5 T-W-6	M-1 M-3	S-3 S-4
E_1A_C4_K02 The student is able to interact and work in a group, taking on different roles.	E_1A_K01	P6S_KK P6S_KR		C-3 C-4	T-L-6	T-L-9	M-1 M-3	S-3 S-4

Outcomes	Grade	Evaluation criterion					
Knowledge							



Knowledge

E_1A_C4_W01	2,0	Student has a trace level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems he puts in during the classes he performs incorrectly even in cooperation and with the help of the teacher.
	3,0	Student has a low level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems posed during classes are perceived and solved after being guided by the teacher.
	3,5	Student has a basic level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems posed during classes are perceived and solved after being guided by the teacher. Is interested in deepening the news and improving the efficiency of its operation.
	4,0	Student presents a good level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, performs an incomplete and factual analysis of given problems and thematic issues.
	4,5	Student presents a very good level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, performs incomplete and factual analyzes of given problems and thematic issues.
	5,0	Student presents a high level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, in a full and factual way analyzes the set problems and thematic issues.
E_1A_C4_W02	2,0	Student has a trace level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems she/he puts in during the classes he performs incorrectly even in cooperation and with the help of the teacher
	3,0	Student has a low level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems posed during classes are perceived and solved after being guided by the teacher.
	3,5	Student has a basic level of substantive knowledge, shows problems during the analysis of set problems and thematic issues. The problems posed during classes are perceived and solved after being guided by the teacher.
	4,0	Student presents a good level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, performs an incomplete and factual analysis of given problems and thematic issues.
	4,5	Student presents a very good level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, performs incomplete and factual analyzes of given problems and thematic issues.
	5,0	Student presents a high level of substantive knowledge, independently and correctly selects and interprets techniques that evaluate economic phenomena and processes, in a full and factual way analyzes the set problems and thematic issues.

Skills

E_1A_C4_U01	2,0	Student is not able to use theoretical knowledge to identify and interpret economic phenomena and processes, does not analyze the problems and thematic issues, during the class is limited to the implementation of instructions, does not actively participate in the classes, is not interested in improving one's skills.
	3,0	The student is able to sufficiently use theoretical knowledge to identify and interpret economic phenomena and processes. Moreover identifies problems in the analysis and interpretation of the thematic issues. The student is able to solve problems after being guided by the lecturer.
	3,5	Student is able to use theoretical knowledge to identify and interpret economic phenomena and processes, shows problems in the analysis and interpretation of thematic issues, solves them after being directed by the teacher, is interested in raising their knowledge and skills.
	4,0	The student is able to use theoretical knowledge to identify and interpret economic phenomena and processes, in an incomplete way analyzes the set problems and thematic issues, demonstrates creativity in action, has problems in arguing the analysis made.
	4,5	Student is able to use theoretical knowledge very well to identify and interpret economic phenomena and processes, performs incomplete analysis of problems and thematic issues, demonstrates creativity in action and ease in arguing analyzes.
	5,0	Student is able to perfectly use theoretical knowledge to identify and interpret economic phenomena and processes, in a full and factual way analyzes the set problems and thematic issues, demonstrates creativity in action and ease in arguing the analyzes made.
E_1A_C4_U02	2,0	Student is not able to use theoretical knowledge to identify and interpret economic phenomena and processes, does not analyze the problems and thematic issues, during the class is limited to the implementation of instructions, does not actively participate in the classes, is not interested in improving one's skills.
	3,0	Student is able to sufficiently use theoretical knowledge to identify and interpret economic phenomena and processes, shows problems in the analysis and interpretation of the thematic issues raised, solves them after being guided by the teacher.
	3,5	Student is able to use theoretical knowledge to identify and interpret economic phenomena and processes, shows problems in the analysis and interpretation of thematic issues, solves them after being directed by the teacher, is interested in raising her/his knowledge and skills.
	4,0	The student is able to use theoretical knowledge to identify and interpret economic phenomena and processes, incompletely analyzes the problems and thematic issues, shows creativity in action however, has problems in arguing the analyzes results.
	4,5	The student is able to use theoretical knowledge very well to identify and interpret economic phenomena and processes, performs incomplete analysis of problems and thematic issues, demonstrates creativity in action and easy argumentation of analyzes results.
	5,0	The student is able to perfectly use theoretical knowledge to identify and interpret economic phenomena and processes, in a full and factual way analyzes the set problems and thematic issues, demonstrates creativity in action and ease in arguing the analyzes results.

Other social competences



Other social competences

E_1A_C4_K01	2,0	The student has a trace of substantive knowledge, does not actively participate in the classes, is not interested in deepening the information and improving the efficiency of its operation.
	3,0	Student presents a sufficient level of substantive knowledge, is characterized by little creativity in action and in establishing contacts, has communication problems, is not actively involved and participates in classes, analyzes and interprets thematic issues after being directed by the teacher.
	3,5	The student presents a good level of substantive knowledge, is characterized by little creativity in action and in establishing contacts, is communicative, is not actively involved and participates in classes, analyzes and interprets thematic issues after being guided by the teacher, can not fully argue his opinions.
	4,0	The student presents a good level of substantive knowledge, is characterized by creativity in action and easy to make contacts, is communicative, is involved and actively participates in classes, analyzes and interprets thematic issues after being guided by the teacher, can not fully argue his beliefs.
	4,5	The student presents a very good level of substantive knowledge, is characterized by creativity in action and ease in establishing contacts, is communicative, is involved and actively participates in classes, correctly analyzes and interprets thematic issues, can argue his beliefs.
	5,0	The student presents a high level of substantive knowledge, is characterized by creativity in action and ease in establishing contacts, is communicative, is involved and actively participates in classes, independently and correctly analyzes and interprets thematic issues, can argue his beliefs.
E_1A_C4_K02	2,0	The student has a trace of substantive knowledge, does not actively participate in the classes, is not interested in deepening the information and improving the efficiency of its operation.
	3,0	Student presents a sufficient level of substantive knowledge, is characterized by little creativity in action and in establishing contacts, has communication problems, is not actively involved and participates in classes, analyzes and interprets thematic issues after being directed by the teacher.
	3,5	The student presents a good level of substantive knowledge, is characterized by little creativity in action and in establishing contacts, is communicative, is not actively involved and participates in classes, analyzes and interprets thematic issues after being guided by the teacher, can not fully argue her/his opinions.
	4,0	The student presents a good level of substantive knowledge, is characterized by creativity in action and easy to make contacts, is communicative, is involved and actively participates in classes, analyzes and interprets thematic issues after being guided by the teacher, can not fully argue her/his beliefs.
	4,5	The student presents a very good level of substantive knowledge, is characterized by creativity in action and ease in establishing contacts, is communicative, is involved and actively participates in classes, correctly analyzes and interprets thematic issues, can argue her/his beliefs.
	5,0	The student presents a high level of substantive knowledge, is characterized by creativity in action and ease in establishing contacts, is communicative, is involved and actively participates in classes, independently and correctly analyzes and interprets thematic issues, can argue her/his beliefs.

Required reading

1. Raiyani Jagadish R., Financial Ratios & Financial Statement Analysis, New Century Publications, 2011
2. Lyn M. Fraser, Understanding Financial Statements, 2011
3. Preston McAfee, Caltech, Introduction to Economic Analysis, Duke University, 2009
4. Bednarski L. Borowiecki R., i inni, Analiza ekonomiczna w przedsiębiorstwie, Akademia Ekonomiczna Wrocław, Wrocław, 2001, wydanie piąte poprawione i uzupełnione
5. Sierpińska M., Jachna T., Ocena przedsiębiorstwa wg. standardów światowych, PWN, Warszawa, 2006, Wydanie trzecie zmienione i uaktualnione



WEKon



Field of study		Economics							
Mode of study		stacjonarna	Level	pierwszy					
Graduate's qualification		licencjat							
Fields of study		dziedzina nauk społecznych							
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)							
Educational profile		ogólnoakademicki							
Module									
Course unit		Economics of European integration							
Code		WEK/E/S1/-/600							
Field of specialisation									
Administering faculty		Katedra Marketingu, Gospodarki i Środowiska							
ECTS		3,0	ECTS (forms)	3,0					
Form of course credit		egzamin	Language	polski					
Electives			Elective group						
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit		
ćwiczenia audytoryjne		A	4	30	3,0	1,00	egzamin		
Leading teacher		Malkowski Arkadiusz (Arkadiusz.Malkowski@zut.edu.pl)							
Other teachers									
Prerequisites									
W-1	Basics of micro and macroeconomics.								
Module/course unit objectives									
C-1	understanding the basics of European integration								
C-2	understanding the political and economic mechanisms related to the functioning of European integration groups								
C-3	understanding the directions of changes in the functioning of the EU								
Course content divided into various forms of instruction							Number of hours		
T-A-1	1. EU institutions. EU budget;						10		
T-A-2	2. EU connections. EU symbols						4		
T-A-3	3. Integration in the sphere of the market of factors of production - common EU markets;						4		
T-A-4	4. EFTA characteristics,						4		
T-A-5	5. Characteristics of CEFTA, BFTA. CIS,						4		
T-A-6	6. Polish road to the EU. The place and role of Poland in the EU						4		
Student workload - forms of activity							Number of hours		
A-A-1	preparation for classes						50		
A-A-2	literature studying						10		
A-A-3	participation in classes						30		
Teaching methods / tools									
M-1	methods of giving: exercises with elements of a lecture with a multimedia presentation								
M-2	problem methods: conversational lecture with discussion								
M-3	activating methods: analysis of case studies								
Evaluation methods (F - progressive, P - final)									
S-1	F	observation of work in a group							
S-2	P	written exam							
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods	
Knowledge									
E_1A_C6_W01	Defines the basic concepts of European integration		E_1A_W01 E_1A_W03	P6S_WG P6S_WK	C-1	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2 M-3	S-2



Faculty of Economics

E_1A_C6_W02 Identifies basic categories on issues from European integration	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-1	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2	S-2
E_1A_C6_W03 He knows the competences of the basic institutions of the European Union	E_1A_W01 E_1A_W02 E_1A_W03	P6S_WG P6S_WK		C-1	T-A-1	T-A-2	M-1 M-2 M-3	S-2
E_1A_C6_W04 He knows the goals of integration organizations in Europe other than the European Union	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2 M-3	S-2

Skills

E_1A_C6_U01 analyzes the behavior of entities on the market regarding basic mechanisms in the sphere of European integration	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U05	P6S_UO P6S_UW		C-2 C-3	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2 M-3	S-1
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Social competences

E_1A_C6_K01 he works in a team performing different roles I work independently	E_1A_K01 E_1A_K02 E_1A_K03	P6S_KK P6S_KO P6S_KR		C-1 C-2	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-1 M-2 M-3	S-1
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Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_C6_W01	2,0	Lack of understanding of the essence of integration
	3,0	Understanding the importance of integration processes for the economic development of countries
	3,5	Knowledge of the basic instruments of integration as well as the ability to estimate their impact on the economy
	4,0	Good knowledge of the importance of integration processes for the economy,
	4,5	Understanding the essence and importance of integration for the economy
	5,0	Perfect understanding of the essence and importance of integration processes for the economy. Wide knowledge of integration processes in the world
E_1A_C6_W02	2,0	Lack of knowledge of basic categories and issues related to integration
	3,0	Knowledge of basic categories and issues related to integration
	3,5	Knowledge and ability to interpret the basic issues related to the European integration
	4,0	Good knowledge and ability to interpret basic issues related to European integration
	4,5	Good knowledge and ability to interpret basic issues related to European integration. The ability to draw conclusions regarding the differences between particular groupings
	5,0	Excellent knowledge and ability to interpret basic issues related to European integration. He can draw conclusions regarding the differences between particular groupings.
E_1A_C6_W03	2,0	He does not know the basic competences of EU bodies
	3,0	He knows the basic competences of EU bodies to a sufficient degree
	3,5	He knows the basic competences of EU bodies to a degree more than sufficient
	4,0	He knows the basic competences of EU bodies to a good degree
	4,5	He knows the basic competences of EU bodies to a degree more than good
	5,0	He knows the basic competences of EU bodies to a very good degree
E_1A_C6_W04	2,0	He does not know the goals of integration organizations in Europe other than the European Union
	3,0	He knows the goals of integration organizations in Europe other than the European Union to a sufficient degree
	3,5	He knows the goals of integration organizations in Europe other than the European Union to a degree more than sufficient
	4,0	He knows the goals of integration organizations in Europe other than the European Union to a good degree
	4,5	He knows the goals of integration organizations in Europe other than the European Union to a degree more than good
	5,0	He knows the goals of integration organizations in Europe other than the European Union to a very good degree
Skills		
E_1A_C6_U01	2,0	he can not analyze the behavior of geniuses with European integration
	3,0	has basic skills in the analysis of behaviors and mechanisms accompanying European integration
	3,5	has basic skills in the analysis of behaviors and mechanisms accompanying integration, He can link more than one organization with tendencies occurring in contemporary Europe
	4,0	possesses skills in the analysis of behaviors and mechanisms accompanying integration, He can link more than one organization with tendencies occurring in contemporary Europe. He analyzes the selected aspects of the functioning of integration mechanisms
	4,5	He can draw conclusions from previous integration experiences in Europe
	5,0	He can find interdependencies between globalization processes and European integration
Other social competences		

Other social competences

E_1A_C6_K01	2,0	he does not take part in the work of the team
	3,0	He worked at the team's work as a reconstructive task
	3,5	fully active role in the team's activities by carrying out simple tasks
	4,0	fully active role in the team's activities, carrying out tasks requiring a lot of commitment
	4,5	he is fully involved in the work of the team. He can make decisions himself, he takes over part of the work
	5,0	He is able to cooperate with a team, delegates duties in the team's work, participates in presenting the results of the team's work

Required reading

1. Wiener, A., Börzel, T. A., & Risse, T., European integration theory, Oxford University Press, USA, 2018
2. McCormick, J., Understanding the European Union: a concise introduction, Palgrave Macmillan, 2017

Supplementary reading

1. Nugent, N., The government and politics of the European Union, Palgrave Macmillan, 2017



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Quantitative Methods in Economy					
<i>Code</i>		WEK/E/S1/-/474					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Zastosowań Matematyki w Ekonomii					
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
laboratoria		L	4	15	2,0	0,50	zaliczenie
wykłady		W	4	15	1,0	0,50	egzamin
<i>Leading teacher</i>		Oesterreich Maciej (Maciej.Oesterreich@zut.edu.pl)					
<i>Other teachers</i>		Bąk Iwona (Iwona.Bak@zut.edu.pl), Cheba Katarzyna (Katarzyna.Cheba@zut.edu.pl), Perzyńska Joanna (joanna.perzynska@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Basic knowledge of mathematics, descriptive statistics, econometrics as well as general economic knowledge.					
W-2		Skill to use an Excel spreadsheet and the Statgraphics program.					
<i>Module/course unit objectives</i>							
C-1		Obtaining basic knowledge and gaining practical skills in the application of quantitative methods in practice, using Statgraphics statistical package and Excel spreadsheet.					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-L-1		The estimation and validation of the Cobb-Douglas production function.					2
T-L-2		Forecasting based on flexibility of production function.					2
T-L-3		The standard and econometric break-even point.					2
T-L-4		Test.					1
T-L-5		The open and closed transport problem.					3
T-L-6		The transport problem with the time criterion.					3
T-L-7		Test.					2
T-W-1		The analysis of production and work efficiency.					2
T-W-2		Modeling of total and unit costs.					2
T-W-3		The econometric analysis of the break-even point.					3
T-W-4		The analysis of technical, economic, organizational and human progress.					2
T-W-5		The economic effectiveness analysis.					2
T-W-6		Economic and mathematical formulation of the transport problem.					4
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-L-1		The preparation to classes.					15
A-L-2		The literature study of the subject.					15
A-L-3		The participation in classes.					15
A-L-4		The preparation to the test.					15
A-W-1		The participation in classes.					15
A-W-2		The literature study of the subject.					7
A-W-3		The preparation to the exam.					8
<i>Teaching methods / tools</i>							



Teaching methods / tools

M-1	The information and problem lecture in the form of a multimedia presentation with examples and control questions.
M-2	Exercises with the use of a computer along with didactic discussion related to the lecture.

Evaluation methods (F - progressive, P - final)

S-1	P	Exam in a written form that tests knowledge of both theory and applications.
S-2	P	Two final tests consisting in solving problem tasks from the subject.
S-3	F	The presentation of tasks solved by the team.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_C12_W01 The student knows the basic principles of analysis of the production process, work efficiency, costs, break-even point, economic effectiveness and the effects of technical and organizational progress in the enterprise.	E_1A_W01 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-1	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1	S-1 S-2
E_1A_C12_W02 The student knows the basic principles of economic and mathematical formulation of the transport problem.	E_1A_W01 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-1	T-L-5 T-L-6	T-W-6	M-1 M-2	S-1 S-2

Skills

E_1A_C12_U01 The student skillfully applies quantitative methods in practice with the application of statistical packages Statgraphics, Statistica and an Excel spreadsheet.	E_1A_U01 E_1A_U02 E_1A_U07 E_1A_U09 E_1A_U11	P6S_UW		C-1	T-L-1 T-L-2 T-L-3	T-W-1 T-W-2	M-2	S-2
E_1A_C12_U02 The student formulates and solves the transport problem, validate and makes interpretation of the received solutions.	E_1A_U01 E_1A_U02 E_1A_U07 E_1A_U20	P6S_UO P6S_UW		C-1	T-L-5 T-L-6	T-W-6	M-2	S-2

Social competences

E_1A_C12_K01 The student mastered the principles of individual and team work.	E_1A_K01 E_1A_K02 E_1A_K05 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1	T-L-5 T-L-6 T-W-1 T-W-2	T-W-3 T-W-4 T-W-5 T-W-6	M-1 M-2	S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_C12_W01	2,0	The student does not know the methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He can not determine and make interpretation of the break-even point.
	3,0	Student, is able to list and characterize the basic methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He knows the conditions of applicability of these methods.
	3,5	Student, is able to list and characterize the basic methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He knows the conditions of applicability of these methods. He can analytically determine and make interpretation of the classical break-even point.
	4,0	Student, is able to list and characterize the basic methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He knows the conditions of applicability of these methods. Is able to calculate short-term forecasts based on production, efficiency and cost models. He is able to analytically and graphically determine the break-even point even with unmet classical assumptions and to interpret the obtained results. Has knowledge about the study of economy effectiveness and the effects of technical and organizational progress in the enterprise.
	4,5	Student, is able to list and characterize the basic methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He knows the conditions of applicability of these methods. Is able to determine short-term forecasts based on production, efficiency and cost models. He is able to the analytical and graphical determine break even in the case of unmet classical assumptions. He can make interpretation of the obtained results. He analyzes the company's situation on his own.
	5,0	Student, is able to list and characterize the basic methods of modeling and analyzing the production volume, labor productivity and costs in the enterprise. He knows the conditions of applicability of these methods. Is able to determine short-term forecasts based on production, performance and cost models. He is able to determine the analytical and graphical break even in the case of unmet classical assumptions. He can make interpretation of the obtained results. On the basis of the methods he knows, he is able to analyzes and diagnoses the situation of the company against the background of other enterprises due to the level of production, productivity, costs, economy effectiveness and technical and organizational progress.
E_1A_C12_W02	2,0	The student does not know the principles and methods of analyzing and solving the transport problem.
	3,0	The student can list and characterize the methods of analyzing and solving the transport problem. He does not know the conditions of their applicability. Is able to determine the basic solution at least one of the methods learned.
	3,5	The student can list and characterize the methods of analyzing and solving the transport problem. He knows the conditions of their applicability. He knows how to determine the basic solution at least one of the known methods.
	4,0	The student can list and characterize the methods of analyzing and solving the transport problem. He knows the conditions of their applicability. He knows how to determine the optimal solution using the methods proposed by the teacher.
	4,5	The student can list and characterize the methods of analyzing and solving the transport problem. He knows the conditions of their applicability. He knows how to determine the optimal solution and make interpretation of it.
	5,0	The student can list and characterize the methods of analyzing and solving the transport problem. He knows the conditions of their applicability. He knows how to determine the optimal solution, also with non-standard assumptions.



Skills

E_1A_C12_U01	2,0	The student is not able to use statistical packages Statgraphics, Statistica and Excel spreadsheet for quantitative analysis of economic phenomena.
	3,0	The student is not able to use statistical packages Statgraphics, Statistica and Excel spreadsheet for quantitative analysis of economic phenomena.
	3,5	The student is able to use the statistical packages proposed in the classes for quantitative analysis of economic phenomena only with the help of the teacher.
	4,0	Student uses statistical packages Statgraphics, Statistica and Excel spreadsheet for quantitative analysis of economic phenomena.
	4,5	Student uses statistical packages Statgraphics, Statistica and Excel spreadsheet for quantitative analysis of economic phenomena. He can make interpretation of the obtained results.
	5,0	Student uses statistical packages Statgraphics, Statistica and Excel spreadsheet for quantitative analysis of economic phenomena. Is able to make interpretation of the obtained results and presents them.
E_1A_C12_U02	2,0	The student can not solve the transport problem.
	3,0	The student is able to determine the basic solution at least one of the learned methods.
	3,5	Student is able to determine the basic solution using all the methods proposed by the teacher.
	4,0	The student is able to solve the open and closed transport problem. He can independently determine the optimal solution..
	4,5	The student is able to solve the open and closed transport problem. Can independently determine the optimal solution and make interpretation of it.
	5,0	The student is able to solve the open and closed transport problem. He can independently determine the optimal solution, also with non-standard assumptions.

Other social competences

E_1A_C12_K01	2,0	The student has not mastered the principles of individual and team work.
	3,0	The student is able to conduct an individual study in the field of quantitative methods, and with the teacher's help organize a group presentation.
	3,5	The student is able to conduct an individual study in the field of quantitative methods and organize a group presentation.
	4,0	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, with the teacher's help to identify the methods and tools needed to solve the defined problem and make a preliminary analysis of the results.
	4,5	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, identify methods and tools needed to solve a defined problem, and make a comprehensive analysis of the results.
	5,0	The student has mastered the principles of individual and team work, can independently organize and conduct an individual or group presentation, identify methods and tools needed to solve a defined problem, make a comprehensive analysis of the obtained results, use all modules of known statistical programs.

Required reading

1. Anderson D.R., Sweeney D.J., Williams T.A., Statistics for Business and Economics, South-Western Cengage Learning, Manson, 2011, 11
2. Aczel A., Souderpandian J., Complete Business Statistics, McGraw-Hill/Irwin, 2008, 7
3. Hiller F.S., Lieberman G.J., Introduction to operational research, McGraw-Hill Higher Education, 2001, 7



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Financial Accounting firms				
<i>Code</i>		WEK/E/S1/-/7108				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości				
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	3	30	2,0	0,50
wykłady		W	3	15	1,0	0,50
<i>Leading teacher</i>		Grzesiuk Aleksandra (agrzesiuk@zut.edu.pl)				
<i>Other teachers</i>		Jaworska Elżbieta (Elzbieta.Jaworska@zut.edu.pl), Majchrzak Iwona (Iwona.Majchrzak@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of the basics of accounting					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To familiarize students with detailed rules of recording assets and sources of their financing					
<i>C-2</i>	Presenting to students detailed rules for recording the revenues and costs of obtaining them and drawing up the financial result					
<i>C-3</i>	Preparing students for independent recording of economic events in the field of assets and capital on the basis of accounting documents					
<i>C-4</i>	Preparing students to independently determine the financial result in a comparative and calculation variant					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Detailed records regarding fixed assets					5
<i>T-A-2</i>	Records details of cash and bank loans					3
<i>T-A-3</i>	Detailed records in the field of settlements and claims					4
<i>T-A-4</i>	Test I					2
<i>T-A-5</i>	Records of materials					4
<i>T-A-6</i>	Records of costs and cost calculation					4
<i>T-A-7</i>	Records of finished products and work in progress					2
<i>T-A-8</i>	Records of revenues and costs of their achievement and determination of the financial result					4
<i>T-A-9</i>	Final test					2
<i>T-W-1</i>	General accounting principles					1
<i>T-W-2</i>	Detailed rules for recording fixed assets					3
<i>T-W-3</i>	Records of cash and bank loans					1
<i>T-W-4</i>	Records of settlements and claims					2
<i>T-W-5</i>	Records of materials					2
<i>T-W-6</i>	Completion of the subject I					1
<i>T-W-7</i>	Costs and their calculation					2
<i>T-W-8</i>	Records of finished products and services					1
<i>T-W-9</i>	Records of revenues and costs of obtaining them and determining the financial result					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in the classes					30



Student workload - forms of activity		Number of hours
A-A-2	Preparation for classes, including studying literature and solving problem tasks	20
A-A-3	Preparing to pass the classes	10
A-W-1	Participation in lectures	15
A-W-2	Preparation for lectures, including studying the literature of the subject	6
A-W-3	Preparation for passing lectures	9

Teaching methods / tools	
M-1	Information lecture
M-2	Problem-based lecture
M-3	Conversational lecture
M-4	Problem-based exercises

Evaluation methods (F - progressive, P - final)		
S-1	F	Assessment of student's achievements by asking questions at the beginning and during classes
S-2	F	Analysis of tasks in the field of problem-solving problems solved by students independently
S-3	P	Credits in writing including theoretical questions and tasks to be solved
S-4	P	Students' activity during classes

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_E10_W01 The student knows the general accounting principles	E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-1 C-2	T-A-9 T-W-1	T-W-6	M-1 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_E10_W02 The student knows the detailed rules of economic records in the field of property and capital, revenues and costs and determining the financial result	E_1A_W06 E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-3 T-A-5 T-A-8 T-A-9	T-W-2 T-W-4 T-W-5 T-W-6 T-W-9	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4

Skills								
E_1A_E10_U01 The student is able to refer general accounting principles to solve problem tasks in the field of detailed records	E_1A_U02 E_1A_U05 E_1A_U06	P6S_UW		C-3 C-4	T-A-1 T-A-3 T-A-5 T-A-8 T-A-9 T-W-1	T-W-2 T-W-4 T-W-5 T-W-6 T-W-9	M-3 M-4	S-1 S-2 S-3 S-4
E_1A_E10_U02 The student is able to include in the account books detailed business operations regarding business processes in the enterprise, including balance sheet and resultant operations	E_1A_U02 E_1A_U06	P6S_UW		C-3 C-4	T-A-1 T-A-3 T-A-5 T-A-8 T-A-9	T-W-2 T-W-4 T-W-5 T-W-6 T-W-9	M-2 M-3 M-4	S-1 S-2 S-3 S-4

Social competences								
E_1A_E10_K01 The student has the ability to work independently	E_1A_K01	P6S_KK P6S_KR		C-3 C-4	T-A-1 T-A-3 T-A-5 T-A-8 T-A-9	T-W-2 T-W-4 T-W-5 T-W-6 T-W-9	M-2 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_E10_K02 The student has the ability to think and act in an entrepreneurial way	E_1A_K05	P6S_KK P6S_KO		C-1 C-2 C-3 C-4	T-A-1 T-A-3 T-A-5 T-A-8 T-A-9 T-W-1	T-W-2 T-W-4 T-W-5 T-W-6 T-W-9	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4

Outcomes	Grade	Evaluation criterion
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Knowledge		
E_1A_E10_W01	2,0	The student does not know any accounting principles.
	3,0	The student knows some accounting principles.
	3,5	The student knows and characterizes some accounting principles.
	4,0	The student knows all and characterizes some accounting principles.
	4,5	The student knows and characterizes all accounting principles.
	5,0	The student knows, characterizes all accounting principles. He refers them to the regulation of the balance sheet law.



Knowledge

E_1A_E10_W02	2,0	The student does not know the detailed rules of economic records in the field of property and capital, revenues and costs and determining the financial result.
	3,0	The student basically knows the detailed rules of business records in terms of assets and capital, revenues and costs and determining the financial result.
	3,5	The student knows the detailed rules of economic records in the field of property and capital and in the basic scope of the principle of revenue and cost accounting and determining the financial result.
	4,0	The student knows the detailed rules of business records in the field of property and capital, revenues and costs and in the basic scope of the principle of recording the determination of the financial result.
	4,5	The student knows the detailed rules of economic records in the field of property and capital, revenues and costs and determining the financial result.
	5,0	The student knows the detailed rules of economic records in the field of property and capital, revenues and costs and determining the financial result. Has the knowledge to justify the solution adopted to the problem issues in the field of the records.

Skills

E_1A_E10_U01	2,0	The student is unable to apply general accounting principles to solve problem tasks in the field of detailed records.
	3,0	Student is able to help or partially refer to general accounting principles to solve some problem tasks in the field of detailed records.
	3,5	Student is able to help or partially refer to general accounting principles for solving problem tasks in the field of detailed records.
	4,0	The student is able to refer general accounting principles to solve problem tasks in the field of detailed records.
	4,5	The student is able to refer general accounting principles to solved problem tasks in the field of detailed records and refer to a specific legal regulation.
	5,0	The student can refer general accounting principles to solved problem tasks in the field of detailed records and refer to a specific legal regulation and provide possible options.
E_1A_E10_U02	2,0	The student is not able to include in the account books detailed business operations regarding business processes taking place in the enterprise, including balance sheet and resultant operations.
	3,0	The student is able to help or partially include in the account books detailed business operations regarding business processes in the enterprise, including balance sheet and resultant operations.
	3,5	The student is able to independently include in the account books detailed economic operations regarding business processes taking place in the enterprise in the scope of balance sheet operations and with the help or partly in the scope of outcome operations.
	4,0	The student is able to independently include in the account books detailed economic operations related to business processes in the enterprise, including balance sheet and resultant operations.
	4,5	The student is able to independently include in the account books detailed economic operations related to business processes in the enterprise, including balance sheet and resultant operations. Using a specific registry solution, he can refer to legal regulations.
	5,0	The student is able to independently include in the account books detailed economic operations related to business processes in the enterprise, including balance sheet and resultant operations. Using a specific solution in the field of records, he can refer to legal regulations and indicate possible other possibilities and circumstances of their application.

Other social competences

E_1A_E10_K01	2,0	The student does not have the ability to work independently.
	3,0	The student has the ability to independently recognize in the account books some business operations.
	3,5	The student has the ability to recognize in its accounting books the majority of business operations, although the records are not always correct.
	4,0	The student has the ability to recognize all economic operations in the account books.
	4,5	The student has the ability to independently and correctly recognize all business transactions in the accounting books and compile the financial result in any variant.
	5,0	The student has the ability to independently and correctly recognize all business transactions in the accounting books and compile the financial result in any variant. Can justify the choice of the solution used.
E_1A_E10_K02	2,0	The student when recording detailed economic events does not show the ability to think and act in an entrepreneurial way.
	3,0	The student, while recording certain special economic events, exhibits the ability to think and act in an entrepreneurial way.
	3,5	The student, while recording the majority of specific economic events, exhibits the ability to think and act in an entrepreneurial way.
	4,0	The student, when recording all detailed economic events, exhibits the ability to think and act in an entrepreneurial way.
	4,5	The student, when recording all detailed economic events, exhibits the ability to think and act in an entrepreneurial way. This manifests itself at every stage of his work.
	5,0	The student, when recording all detailed economic events, exhibits the ability to think and act in an entrepreneurial way. This manifests itself at every stage of his work. In addition, he can indicate the optimal solution.

Required reading

1. Kazimierz Sawicki, Rachunkowość przedsiębiorstw według ustawy o rachunkowości znowelizowanej w 2015, Ekspert, Wrocław, 2016
2. Sawicki K., Rachunkowość finansowa przedsiębiorstw według ustawy o rachunkowości. Część I, Ekspert, Wrocław, 2011
3. Sawicki K., Rachunkowość finansowa przedsiębiorstw. Zadania i rozwiązania. Część II, Ekspert, Wrocław, 2011
4. Kiziukiewicz T., Rachunkowość jednostek gospodarczych, PWE, Warszawa, 2012

Supplementary reading

1. Nadolna B. (red.), Przewodnik z podstaw rachunkowości, Akademia Rolnicza w Szczecinie, Szczecin, 2005



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Marketing Management and Planning				
<i>Code</i>		WEK/E/S1/-/332				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	4	20	1,0	0,50
wykłady		W	4	5	1,0	0,50
<i>Leading teacher</i>		Ertmańska Karolina (karolina.ertmanska@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of basics of marketing					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To know the basic concepts of marketing management.					
<i>C-2</i>	To have basic knowledge about the stages of preparing marketing plans					
<i>C-3</i>	Be able to carry out marketing analyzes and formulate marketing strategies.					
<i>C-4</i>	Education of market-oriented attitudes.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	General analysis of the company's situation					2
<i>T-A-2</i>	Company's mission and market					2
<i>T-A-3</i>	SWOT analysis					2
<i>T-A-4</i>	Analysis of the attractiveness of market segments					2
<i>T-A-5</i>	Product positioning					2
<i>T-A-6</i>	Planning the company's marketing strategy					4
<i>T-A-7</i>	Marketing program: product, price, place, promotion					4
<i>T-A-8</i>	Ongoing management of the implementation of marketing plans					2
<i>T-W-1</i>	The essence, process, stages and functions of marketing management					2
<i>T-W-2</i>	Structure of marketing plan					2
<i>T-W-3</i>	Control of marketing plan					1
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	In-class participation					20
<i>A-A-2</i>	Analysis of the company's situation - group work					4
<i>A-A-3</i>	Case study analysis - group work					6
<i>A-W-1</i>	In-class participation					5
<i>A-W-2</i>	Preparation for test					10
<i>A-W-3</i>	Student own work					15
<i>Teaching methods / tools</i>						
<i>M-1</i>	Information lecture					
<i>M-2</i>	Problem lecture					

Teaching methods / tools

M-3	Case study analysis
M-4	preparation and presentation of projects using multimedia forms

Evaluation methods (F - progressive, P - final)

S-1	F	Assessment of in-class participation
S-2	P	Project - case study and solution proposals
S-3	P	Colloquium - test and problem questions.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_E9_W01 The student defines the basic concepts of marketing management and planning	E_1A_W01	P6S_WG P6S_WK		C-1	T-W-1	M-1	S-3
E_1A_E9_W02 The student should know the structure and content of the marketing plan	E_1A_W01	P6S_WG P6S_WK		C-2 C-3	T-W-1 T-W-2 T-W-3	M-1 M-3	S-1 S-2

Skills

E_1A_E9_U01 The student should create a marketing plan	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U12	P6S_UO P6S_UW		C-3 C-4	T-A-1 T-A-2 T-A-4 T-A-5 T-W-2	M-3 M-4	S-1 S-2
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Social competences

E_1A_E9_K01 The student should understand the role of marketing management in the company	E_1A_K03 E_1A_K04 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-4	T-A-8 T-W-1 T-W-3	M-3 M-4	S-1
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_E9_W01	2,0	It does not define the basic concepts of marketing management and planning
	3,0	Defines the basic concepts of marketing management and planning.
	3,5	Uses a conceptual apparatus in the field of marketing planning and management.
	4,0	Identifies activities related to the development of marketing plans
	4,5	Has knowledge about the development of marketing plans.
	5,0	Explains the importance of marketing plans in enterprise development.
E_1A_E9_W02	2,0	He does not know the structure and content of marketing plans.
	3,0	He can replace the elements of the structure and content of marketing plans.
	3,5	He is able to discuss the elements of the structure and content of marketing plans.
	4,0	Has the ability to develop company's marketing plans.
	4,5	Has the ability to implement enterprise marketing plans.
	5,0	He can explain the importance of marketing plans in the development of the company.

Skills

E_1A_E9_U01	2,0	He can not manage the development of marketing plans.
	3,0	He can assess the role of marketing plans in the company's operations.
	3,5	He can critically evaluate the quality of marketing plans.
	4,0	He can analyze the advantages and disadvantages of the marketing plans developed.
	4,5	He can develop company's marketing plans.
	5,0	He can implement company's marketing plans.

Other social competences

E_1A_E9_K01	2,0	He does not understand the role of marketing management in an enterprise.
	3,0	Understands the importance of competitiveness in the company's operations.
	3,5	Understands the role of marketing plans in the development of a company and its competitive struggle in market conditions.
	4,0	He understands the role of the company's marketing activities for society.
	4,5	Identifies the development company as a workplace for community members.
	5,0	He is able to argue the strengths and weaknesses of marketing plans in the development of the company.

Required reading

1. Knecht Z., Zarządzanie i planowanie marketingowe, C.H. Beck, Warszawa, 2005
2. Garbarski L. i in, Zarządzanie marketingowe małym i średnim przedsiębiorstwem, Difin, Warszawa, 1999
3. Pomykalski A., Zarządzanie i planowanie marketingowe, PWN, Warszawa, 2005

Supplementary reading

1. Kotler Ph., Marketing. Analiza, planowanie, wdrażanie i kontrola, Gebethner & S-ka, Warszawa, 1994
2. Penc-Pietrzak I, Strategiczne zarządzanie marketingiem, Key Text, Warszawa, 1999



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Public Finances				
<i>Code</i>		WEK/E/S1/-/440				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów				
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	5	15	2,0	0,50
wykłady		W	5	15	1,0	0,50
<i>Leading teacher</i>		Barej-Kaczmarek Emilia (Emilia.Barej@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of microeconomics (issues).					
<i>W-2</i>	Knowledge of macroeconomics (issues).					
<i>Module/course unit objectives</i>						
<i>C-1</i>	On completion of the course, student should be able to have a clear understanding of public finance basics.					
<i>C-2</i>	Student should be able to place public finance study in economic sciences.					
<i>C-3</i>	Student should have knowledge that allows to identify issues and characteristics of financial economy of the public finance sector.					
<i>C-4</i>	Student is aware of level of his knowledge and importance of lifelong learning.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	The budgetary procedure					2
<i>T-A-2</i>	Tax system.					3
<i>T-A-3</i>	Fees and other public revenues.					4
<i>T-A-4</i>	Grants and subsidies.					2
<i>T-A-5</i>	Government agencies and government target funds.					2
<i>T-A-6</i>	Tasks division between the state budget and budgets of local selfgovernment units.					2
<i>T-W-1</i>	The subject matter of public finance study. The size of the public sector.					2
<i>T-W-2</i>	Budget planning. Budget balance vs. budget deficit.					1
<i>T-W-3</i>	Public revenues.					2
<i>T-W-4</i>	Economics and social tax outcomes. Characteristics of contemporary tax system					2
<i>T-W-5</i>	Public expenditures.					2
<i>T-W-6</i>	The public debt. Public debt instruments.					2
<i>T-W-7</i>	Local finances. Tasks of: voivodeships and poviats and communes.					2
<i>T-W-8</i>	Public finance (Fiscal) discipline vs. public control of the financial system.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Preparing for an individual seminar.					15
<i>A-A-2</i>	Studying presented list of books and other relevant literature.					10
<i>A-A-3</i>	Participation in seminars.					15
<i>A-A-4</i>	Solving tasks.					5
<i>A-A-5</i>	Preparing for the final seminars' exam.					10



Student workload - forms of activity		Number of hours
A-A-6	Taking part in consultation time.	5
A-W-1	Studying presented list of books and other relevant literature.	3
A-W-2	Participation in lectures.	15
A-W-3	Preparing for an individual lecture.	4
A-W-4	Preparing for the final exam.	5
A-W-5	Taking the final exam.	3

Teaching methods / tools	
M-1	Introductory classes.
M-2	Case studies.
M-3	Multimedia classes.
M-4	Explanation.

Evaluation methods (F - progressive, P - final)	
S-1	P Oral or written, including tasks that verify issues presented during lectures / seminars.
S-2	F Oral or written facultative assessments during the semester.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_C7_W01 Student has gained knowledge about basics in budget economics (management).	E_1A_W01 E_1A_W02 E_1A_W05	P6S_WG P6S_WK		C-1 C-2	T-W-1 T-W-2	M-1	S-1 S-2
E_1A_C7_W02 Student has gained knowledge about public sector entities.	E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-2 C-3	T-A-2 T-W-3 T-A-5 T-W-7 T-A-6 T-W-8	M-1 M-2	S-1 S-2
E_1A_C7_W03 Student has gained knowledge about tax structure, the tax system, the most important taxes.	E_1A_W04 E_1A_W08 E_1A_W13 E_1A_W15	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-A-6 T-A-2 T-W-5 T-A-3 T-W-6 T-A-4 T-W-7 T-A-5 T-W-8	M-1 M-2	S-1 S-2

Skills							
E_1A_C7_U01 Student is able to indicate main sources of fiscal policy.	E_1A_U02 E_1A_U08 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-3	T-A-1 T-W-5 T-A-2 T-W-6 T-W-3 T-W-7 T-W-4	M-1 M-2	S-1 S-2
E_1A_C7_U02 Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations.	E_1A_U05 E_1A_U20	P6S_UO P6S_UW		C-1 C-2 C-3	T-A-1 T-A-6 T-A-2 T-W-5 T-A-3 T-W-6 T-A-4 T-W-7 T-A-5 T-W-8	M-1 M-2	S-1 S-2

Social competences							
E_1A_C7_K01 Student is aware of level of his knowledge and importance of lifelong learning.	E_1A_K01	P6S_KK P6S_KR		C-4	T-A-2 T-W-4 T-W-2 T-W-6	M-4	S-1 S-2

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_C7_W01	2,0	Student has not gained knowledge about basics in budget economics (management).
	3,0	Student has gained satisfactory knowledge about basics in budget economics (management).
	3,5	Student has gained more than satisfactory knowledge about basics in budget economics (management).
	4,0	Student has gained good knowledge about basics in budget economics (management).
	4,5	Student has gained more than good knowledge about basics in budget economics (management).
	5,0	Student has gained very good knowledge about basics in budget economics (management).
E_1A_C7_W02	2,0	Student has not gained knowledge about public sector entities
	3,0	Student has gained satisfactory knowledge about public sector entities
	3,5	Student has gained more than satisfactory knowledge about public sector entities
	4,0	Student has gained good knowledge about public sector entities
	4,5	Student has gained more than good knowledge about public sector entities
	5,0	Student has gained very good knowledge about public sector entities



Knowledge

E_1A_C7_W03	2,0	Student has not gained knowledge about tax structure, the tax system, the most important taxes
	3,0	Student has gained satisfactory knowledge about tax structure, the tax system, the most important taxes
	3,5	Student has gained more than satisfactory knowledge about tax structure, the tax system, the most important taxes
	4,0	Student has gained good knowledge about tax structure, the tax system, the most important taxes
	4,5	Student has gained more than good knowledge about tax structure, the tax system, the most important taxes
	5,0	Student has gained very good knowledge about tax structure, the tax system, the most important taxes

Skills

E_1A_C7_U01	2,0	Student is unable to indicate main sources of fiscal policy.
	3,0	Student is able to indicate main sources of fiscal policy on the satisfactory level.
	3,5	Student is able to indicate main sources of fiscal policy on the more than satisfactory level.
	4,0	Student is able to indicate main sources of fiscal policy on good level.
	4,5	Student is able to indicate main sources of fiscal policy on more than good level.
	5,0	Student is able to indicate main sources of fiscal policy on very good level.
E_1A_C7_U02	2,0	Student is unable to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations.
	3,0	Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations on the satisfactory level.
	3,5	Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations on the more than satisfactory level.
	4,0	Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations on good level.
	4,5	Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations on more than good level.
	5,0	Student is able to define scope and nature of tax liabilities; estimate amount of tax liability for the most important taxes (PIT, CIT, VAT); indicate basic taxpayers' obligations on very good level.

Other social competences

E_1A_C7_K01	2,0	Student is not aware of level of his knowledge and importance of lifelong learning.
	3,0	Student is aware of level of his knowledge and importance of lifelong learning.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. S. Owskiak, *Finanse publiczne. Teoria i praktyka*, PWE, Warszawa, 2008
2. K.Brzozowska, A. Czarny, W.ZbaraszewskiSwiecka, *Podstawy finansów publicznych, Stowarzyszenie Naukowe Isntytut Gospodarki i Rynku*, Szczecin, 2006
3. red. M.Podstawka, *Finanse*, PWN, Warszawa, 2010
4. T.Juja, *Finanse publiczne*, Wydawnictwo UE Poznań, Poznań, 2011
5. T.Lubińska, *Budżet a finanse publiczne.*, PWN, Warszawa, 2010
6. Cullis J. Jones P., *Public Finance and Public Choice*, Oxford University Press, Oxford University Press, 1998
7. Stiglitz J.E., *Economics of the Public Sector*, W.W. Norton&Company, 1998
8. Bovaird T. Lottler E. (red.), *Public Management and Governance*, Routledge, London and New York, 2003

Supplementary reading

1. B.Pietrzak, Z.Polański, *System finansowy w Polsce*, PWN, Warszawa, 2008
2. K.Marchewka-Bartkowiak, *Zarządzanie długiem publicznym*, PWN, Warszawa, 2008
3. C. Kosikowski, E. Ruśkowski, *Finanse publiczne i prawo finansowe*, Oficyna Ekonomiczna Grupa Wolters Kluwer, Białystok, 2008
4. A. Majchrzycka-Guzowska, *Finanse i prawo finansowe*, Wydawnictwo Prawnicze Lexis Nexis, Warszawa, 2011
5. E.Jarocka, *Finanse, Difin*, Warszawa, 2004
6. K. Bednarz, *Finanse dla niefinansistów*, C.H. Beck, Warszawa, 2010



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Analysis and Planning Methods					
Code		WEK/E/S1/-/58					
Field of specialisation							
Administering faculty		Katedra Analizy Systemowej i Finansów					
ECTS		3,0	ECTS (forms)	3,0			
Form of course credit		egzamin	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	5	20	2,0	0,50	zaliczenie
wykłady		W	5	5	1,0	0,50	egzamin
Leading teacher		Karmowska Grażyna (Grazyna.Karmowska@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		The student should know the basics of microeconomics and the basics of business management					
Module/course unit objectives							
C-1		Familiarize students with the methods of supporting decision-making processes and the ability to use them					
C-2		Shaping the ability to choose a particular analysis method depending on the conditions					
Course content divided into various forms of instruction							Number of hours
T-A-1		Basic principles of analysis and planning. Analysis of decision-making under uncertainty and risk.					1
T-A-2		Marginal approach					1
T-A-3		PERT, CPM network methods. Network Programming - problem solving.					2
T-A-4		Warehouse management.					1
T-A-5		Queuing systems.					1
T-A-6		Theory of renewal					1
T-A-7		DEA method					1
T-A-8		AHP method					1
T-A-9		Decision making under uncertainty					2
T-A-10		Decision making under risk					1
T-A-11		The game of "zero sum"					2
T-A-12		CPM & PERT network programming					2
T-A-13		Time and cost analysis					2
T-A-14		Queuing systems					1
T-A-15		Written test					1
T-W-1		Analysis of decision-making under uncertainty and risk					1
T-W-2		Solving problems with the use of network programming					1
T-W-3		Analytical models of queuing systems					1
T-W-4		Analysis of inventory problems					1
T-W-5		Transport problem					1
Student workload - forms of activity							Number of hours
A-A-1		Preparing for exercises					20
A-A-2		Preparing for the test of exercises					20
A-A-3		Participation in classes					20



Student workload - forms of activity		Number of hours
A-W-1	Participation in lectures	5
A-W-2	Getting to know the literature of the subject	20
A-W-3	Preparing to pass a written	5

Teaching methods / tools	
M-1	Method of giving / Information lecture
M-2	Method problem / Problem lecture
M-3	Activation method / Case method
M-4	Practical method / Auditory exercises

Evaluation methods (F - progressive, P - final)		
S-1	P	Written exam from lectures in the form of test
S-2	P	Written exam from practice: tasks to be solved
S-3	F	Rating activity participation in student activities, involving the preparation of a topic discussed in class

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_E12_W01 The student has knowledge about methods supporting the process of making managerial decisions	E_1A_W07 E_1A_W12	P6S_WG		C-1	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1 M-2	S-1
E_1A_E12_W02 Student is able to characterize the assumptions of methods supporting the decision-making process	E_1A_W01 E_1A_W06	P6S_WG P6S_WK		C-1	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1 M-2	S-1

Skills								
E_1A_E12_U01 The student analyzes the causes of the course of economic phenomena and their impact on the decisions made	E_1A_U08	P6S_UW		C-2	T-A-9 T-A-10 T-A-11	T-A-12 T-A-13 T-A-14	M-3 M-4	S-2
E_1A_E12_U02 The student has the ability to use theoretical knowledge in the decision making process	E_1A_U02	P6S_UW		C-2	T-A-9 T-A-10 T-A-11	T-A-12 T-A-13 T-A-14	M-3 M-4	S-2 S-3
E_1A_E12_U03 The student has the ability to select and use the appropriate method depending on the situation	E_1A_U04 E_1A_U11	P6S_UW		C-2	T-A-9 T-A-10 T-A-11	T-A-12 T-A-13 T-A-14	M-3 M-4	S-2 S-3

Social competences								
E_1A_E12_K01 The student acquires the ability to use the methods in the analysis and planning in the enterprise	E_1A_K02 E_1A_K03	P6S_KK P6S_KO P6S_KR		C-1 C-2	T-A-3 T-W-1 T-W-2	T-W-3 T-W-4	M-1 M-3 M-4	S-1 S-2

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_E12_W01	2,0	Student doesn't have basic knowledge about methods supporting management decision making. He obtained less than 60% of points from the test
	3,0	Student has a basic knowledge of methods supporting management decision making. He obtained 60-67% of points from the test.
	3,5	Student has a basic knowledge of the methods supporting management decision making and partly wrongly chooses the method depending on the circumstances. He obtained 68-75% of points from the test
	4,0	Student has good knowledge about methods supporting management decision making. He obtained 76-83% of points from the test
	4,5	Student has a very good knowledge of methods supporting management decision making processes and is able to choose the right method depending on the circumstances. He obtained 84-91% of points from the test
	5,0	Student has excellent knowledge of methods supporting managerial decision-making processes and can faultlessly choose the right method depending on the circumstances. He obtained at least 92% of points from the test
E_1A_E12_W02	2,0	Student he can't characterize assumptions for methods supporting the decision making process. He obtained less than 60% of points from the test
	3,0	Student is able to characterize the assumptions for methods supporting the decision-making process to a sufficient extent. He obtained 60-67% of points from the test.
	3,5	Student can characterize the assumptions for methods supporting the decision making process to a degree more than sufficient. He obtained 68-75% of points from the test
	4,0	Student can characterize the assumptions for methods supporting the decision-making process in a good degree. He obtained 76-83% of points from the test
	4,5	Student can characterize the assumptions for methods supporting the decision making process to a degree more than good. He obtained 84-91% of points from the test
	5,0	Student can characterize the assumptions for methods supporting the decision-making process to a very good degree. He obtained at least 92% of points from the test



Skills

E_1A_E12_U01	2,0	The student doesn't think in an entrepreneurial way
	3,0	The student thinks and acts in an entrepreneurial way to a sufficient degree
	3,5	The student thinks and works in an entrepreneurial way to a degree more than enough
	4,0	The student thinks and works in an entrepreneurial way to a good degree
	4,5	The student thinks and works in an entrepreneurial way to a degree more than good
	5,0	The student thinks and works in an entrepreneurial way to a very good degree
E_1A_E12_U02	2,0	The student doesn't think in an entrepreneurial way
	3,0	The student thinks and acts in an entrepreneurial way to a sufficient degree
	3,5	The student thinks and works in an entrepreneurial way to a degree more than enough
	4,0	The student thinks and works in an entrepreneurial way to a good degree
	4,5	The student thinks and works in an entrepreneurial way to a degree more than good
	5,0	The student thinks and works in an entrepreneurial way to a very good degree
E_1A_E12_U03	2,0	The student doesn't think in an entrepreneurial way
	3,0	The student thinks and acts in an entrepreneurial way to a sufficient degree
	3,5	The student thinks and works in an entrepreneurial way to a degree more than enough
	4,0	The student thinks and works in an entrepreneurial way to a good degree
	4,5	The student thinks and works in an entrepreneurial way to a degree more than good
	5,0	The student thinks and works in an entrepreneurial way to a very good degree

Other social competences

E_1A_E12_K01	2,0	The student doesn't think in an entrepreneurial way
	3,0	The student thinks and acts in an entrepreneurial way to a sufficient degree
	3,5	The student thinks and works in an entrepreneurial way to a degree more than enough
	4,0	The student thinks and works in an entrepreneurial way to a good degree
	4,5	The student thinks and works in an entrepreneurial way to a degree more than good
	5,0	The student thinks and works in an entrepreneurial way to a very good degree

Required reading

1. Wiśniewski B., Podejmowanie decyzji,, Politechnika Koszalińska, 1998
2. Kukuła K. red., Badania operacyjne w przykładach i zadaniach, PWN, Warszawa, 2004, 5
3. Anholcer M., Gaspars H., Owczarkowski A., Przykłady i zadania z badań operacyjnych i ekonometrii, Wyd. AE w Poznaniu, Poznań, 2003
4. Helpert S., Podejmowanie decyzji w warunkach ryzyka o niepewności, AE, Wrocław, 2001
5. Gierszewska G., Romanowska M., Analiza strategiczna przedsiębiorstwa, PWE, Warszawa, 2002

Supplementary reading

1. Karmowska G., Marciniak M., Evaluation of innovation economies of the Central and Eastern Europe compared to other EU countries., Quantitative Methods in Economic Research, Warszawa, 2017, Z 1, T 18, s. 48-57
2. Hiller F.S., Liberman J.S., Introduction to Operations Research, Mc Graw-Hill International Edition, 2009



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Entrepreneurship				
<i>Code</i>		WEK/E/S1/-/568				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Zakład Studiów Regionalnych i Europejskich				
<i>ECTS</i>		3,0	<i>ECTS (forms)</i>	3,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	5	15	2,0	0,50
wykłady		W	5	15	1,0	0,50
<i>Leading teacher</i>		Brelik Agnieszka (Agnieszka.Brelik@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	General economic knowledge					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To familiarize the student with the necessary knowledge in the field of management and organizational science					
<i>C-2</i>	Presenting to the students the idea of entrepreneurship - features of human activity and an important production factor.					
<i>C-3</i>	Understanding by students the role of small and medium-sized enterprises in the economy					
<i>C-4</i>	Shaping students' knowledge and skills in running a business.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Entrepreneurship - essence and meaning.					2
<i>T-A-2</i>	Self-analysis of personality traits as a factor of entrepreneurial attitudes.					2
<i>T-A-3</i>	The pros and cons of running a business - the criteria for choosing the legal form of the company.					2
<i>T-A-4</i>	Enterprising company - case studies.					2
<i>T-A-5</i>	The phenomenon of a family company.					1
<i>T-A-6</i>	How to find an idea for a good business. How to develop an effective action plan. The pros and cons of business plans.					2
<i>T-A-7</i>	Control of the entrepreneur and methods of exercising control. How to set up and register a company.					2
<i>T-A-8</i>	The sources of business financing.					2
<i>T-W-1</i>	Enterprise - economic and legal aspect. The origin of enterprises, the basic characteristics of enterprises.					3
<i>T-W-2</i>	The entrepreneur is the subject of the enterprise. Entities: owner, entrepreneur, manager, contractor					3
<i>T-W-3</i>	Silhouettes of famous entrepreneurs of the twentieth and twenty-first century. Secrets of successes.					2
<i>T-W-4</i>	European Union policy and creating entrepreneurship.					2
<i>T-W-5</i>	Entrepreneurship development strategy in companies.					3
<i>T-W-6</i>	Innovation as a source of entrepreneurship.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Participation in the exercises.					15
<i>A-A-2</i>	Preparation for exercises.					30
<i>A-A-3</i>	Participate in the colloquium.					4
<i>A-A-4</i>	Project preparation					11
<i>A-W-1</i>	Participation in lectures.					15
<i>A-W-2</i>	Searching and reading of the indicated literature.					5



Student workload - forms of activity		Number of hours
A-W-3	Preparation for the exam.	10

Teaching methods / tools	
M-1	lecture with multimedia presentation
M-2	discussion
M-3	analysis of case studies

Evaluation methods (F - progressive, P - final)	
S-1	F Assessment of the colloquium
S-2	F Assessment of the ability to search, analyze, evaluate and use information independently
S-3	F Assessment of the ability to understand and analyze economic phenomena
S-4	F Assessment of competence in terms of thinking and acting in an entrepreneurial manner
S-5	P Evaluation of the exercises (average of all forming grades)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_E3_W01 Student has knowledge about the basic problems of the company.	E_1A_W01	P6S_WG P6S_WK		C-1	T-A-1 T-A-4	T-W-1 T-W-2	M-1 M-2 M-3 S-1 S-5
E_1A_E3_W02 Student has knowledge about entrepreneurship and its aspects.	E_1A_W02	P6S_WG P6S_WK		C-2	T-W-2 T-W-3	T-W-5	M-1 M-2 M-3 S-1 S-4 S-5
E_1A_E3_W03 Student is prepared to actively participate in the management.	E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-4	T-A-1 T-A-3	T-A-4	M-1 M-2 M-3 S-2 S-3 S-4 S-5
E_1A_E3_W04 Student has knowledge about the role of small and medium-sized enterprises in the economics of the region and the country.	E_1A_W03 E_1A_W15	P6S_WG P6S_WK		C-3	T-A-4 T-A-5	T-A-6 T-A-8	M-1 M-3 S-1 S-4 S-5
Skills							
E_1A_E3_U01 Student can use the basic categories of entrepreneurship.	E_1A_U01	P6S_UW		C-1 C-2	T-A-1 T-A-3	T-A-4 T-W-4	M-1 M-2 M-3 S-1 S-5
E_1A_E3_U02 Student can use basic knowledge and information.	E_1A_U02 E_1A_U21	P6S_UU P6S_UW		C-3 C-4	T-A-1 T-A-4	T-A-5	M-2 M-3 S-1 S-2 S-4 S-5
E_1A_E3_U03 Student can assess economic phenomena in the region and country.	E_1A_U12	P6S_UW		C-1 C-2 C-3 C-4	T-A-8 T-W-4	T-W-5 T-W-6	M-3 S-3 S-4 S-5
E_1A_E3_U04 Student has the ability to formulate own conclusions and assessments of the company, sector.	E_1A_U04	P6S_UW		C-2 C-3 C-4	T-A-1 T-A-2	T-A-3	M-2 M-3 S-1 S-4 S-5
Social competences							
E_1A_E3_K01 Student is aware of the importance of entrepreneurship and business entities.	E_1A_K03	P6S_KK P6S_KR		C-1 C-2 C-3 C-4	T-A-3 T-A-5	T-W-2 T-W-6	M-1 M-2 M-3 S-1 S-4 S-5
E_1A_E3_K02 Student is able to supplement and improve acquired knowledge and skills.	E_1A_K05	P6S_KK P6S_KO		C-3 C-4	T-A-1 T-A-4	T-A-6	M-2 M-3 S-1 S-2 S-5
E_1A_E3_K03 Student can think and act in an entrepreneurial way.	E_1A_K05	P6S_KK P6S_KO		C-2 C-3 C-4	T-A-3 T-A-6	T-A-8 T-W-2	M-1 M-2 M-3 S-1 S-2 S-3 S-4 S-5

Outcomes	Grade	Evaluation criterion
Knowledge		



Knowledge

E_1A_E3_W01	2,0	Student has no basic knowledge about the ways and areas of application
	3,0	Student: In terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student: in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_W02	2,0	Student has no basic knowledge about the ways and areas of application
	3,0	Student: In terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
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	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_W03	2,0	Student has no basic knowledge about the ways and areas of application
	3,0	Student: In terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student: in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.



Knowledge

E_1A_E3_W04	2,0	Student has no basic knowledge about the ways and areas of application
	3,0	Student: In terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.

Skills

E_1A_E3_U01	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_U02	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.



Skills

E_1A_E3_U03	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in terms of understanding knowledge, he mastered all programming contents, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_U04	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in terms of understanding knowledge, he mastered all programming contents, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.

Other social competences



Other social competences

E_1A_E3_K01	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_K02	2,0	The student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in terms of understanding knowledge, he mastered all programming contents, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.
E_1A_E3_K03	2,0	Student has no basic knowledge about the ways and areas of application
	3,0	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	3,5	Student: in terms of knowledge, he mastered the basic programming material, in terms of understanding of knowledge, he mastered the basic scope of material, in the field of mastering knowledge, he acquired the basic contents of the program, in terms of attitudes to knowledge, he makes many minor mistakes in content and language (the quality of statements is largely wrong)
	4,0	Student: in the field of knowledge, he mastered almost all program material, in terms of understanding knowledge, he almost completely mastered the scope of the material, in relation to knowledge, he shows interest, in the field of expressing knowledge, he makes slight mistakes (the statements are correct at the moment)
	4,5	Student" in terms of knowledge, he mastered all program material, in the field of understanding of knowledge, he mastered all program content, in the scope of knowledge towards knowledge shows a lot of interest, in the field of expressing knowledge and the manner of expression - without difficulty.
	5,0	Student: in the field of knowledge, it goes beyond the curriculum, in terms of understanding knowledge - without reservations, in terms of attitudes to knowledge, he shows a lot of interest - cognitive curiosity, answers the correct language, correctly and confidently.



Required reading

1. Gartner, William B., What Are We Talking About When We Talk About Entrepreneurship?, Oxford, Advances in Entrepreneurship 1, 2000
2. Drucker P.F., Innovation and Entrepreneurship, -, New York, 2014

Supplementary reading

1. Gartner, William B., "Who Is an Entrepreneur?" Is the Wrong Question.", Entrepreneurship: Theory & Practice. 13,, New York, 2014



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Strategic Managemet of Human Resources					
<i>Code</i>		WEK/E/S1/-/323					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Zarządzania Przedsiębiorstwami					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	5	15	1,0	0,50	zaliczenie
wykłady		W	5	10	1,0	0,50	egzamin
<i>Leading teacher</i>		Sworowska Anna (Anna.Sworowska@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	fundamentals of management, social policy, economic policy						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Gaining knowledge about theoretical shaping of the concept of strategic management of human resources through aspiring to strategic integration of human resources management with the complementary need of human aspect enhancement in the process of forming and realizing strategic objectives and activities at the strategic level.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-P-1</i>	Employee recruitment (specification of requirements, candidates attracting)						3
<i>T-P-2</i>	Preparing a job description and a vacancy announcement						3
<i>T-P-3</i>	Conducting the selection process (recruitment interview, preparation, steps, questions, recruiter's mistakes)						2
<i>T-P-4</i>	Training techniques (coaching, mentoring)						2
<i>T-P-5</i>	Recruitment agencies - recruitment outsourcing (head hunting).						2
<i>T-P-6</i>	Organizational consulting (personnel audit, professional competency appraisal, remuneration market monitoring, employee attitude and opinion survey)						3
<i>T-W-1</i>	The concept of strategy (research on strategy concept, development of the strategy concept, development of strategic management, models of strategic management process)						1
<i>T-W-2</i>	Origin of strategic management of human resources (personnel management, the state of research on strategic intergation, models of strategic management of human resources)						1
<i>T-W-3</i>	Culture, strategy and change (incremental and radical change, culture, leardship and change, policy and change)						1
<i>T-W-4</i>	Strategic selection (definition, context, tools and techniques, selection process and criteria)						2
<i>T-W-5</i>	Strategic trainings and professional development (trainings and theoretical background, strategic orientation, the concept of learning process)						2
<i>T-W-6</i>	Motivation and remuneration strategic management (remuneration management and organization's strategy, objectives of remuneration strategy, effects management)						2
<i>T-W-7</i>	Strategic relations with employees (collective negotiations, team work, conflicts in work)						1
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-P-1</i>	Participation in classes						15
<i>A-P-2</i>	Project preparation based on a case study						12
<i>A-P-3</i>	Preparation and defense of a project						3
<i>A-W-1</i>	Participation in classes						10
<i>A-W-2</i>	Literature study and exam preparation						20
<i>Teaching methods / tools</i>							

**Teaching methods / tools**

M-1	Informative lecture
M-2	Conversational lecture
M-3	Project preparation based on a case study

Evaluation methods (F - progressive, P - final)

S-1	F	Team work exercises (project) and project defense
S-2	P	Exam

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_C18_W01 In result of conducted lessons student should be able to explain strategic aspects being conditions for personnel decisions in an organization	E_1A_W01 E_1A_W05	P6S_WG P6S_WK		C-1	T-P-1 T-P-2 T-P-3	T-P-5 T-W-7	M-2 M-3	S-1
E_1A_E13_W01 In result of conducted lessons student should be able to define concepts of strategic management of human resources.	E_1A_W02 E_1A_W09	P6S_WG P6S_WK		C-1	T-W-2 T-W-3	T-W-4 T-W-5	M-2	S-2

Skills

E_1A_E13_U01 In result of conducted lessons student should be able to analyze which key factors imply methods and techniques for human management in an organization	E_1A_U07 E_1A_U10	P6S_UO P6S_UW		C-1	T-P-2 T-P-4	T-P-6	M-1 M-3	S-1
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Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_C18_W01	2,0	Student is not able to explain in general most important aspects being conditions for decisions in an organization
	3,0	Student is able to explain in general most important aspects being conditions for decisions in an organization
	3,5	Student is able to explain in general most important aspects being conditions for decisions in an organization and to describe implications in practice
	4,0	Student is able to explain in general most important aspects being conditions for decisions in an organization and to describe implications in practice and to indicate reasons
	4,5	Student is able to fully explain most important aspects being conditions for decisions in an organization and to describe implications in practice and to indicate reasons
	5,0	Student is able to explain most important aspects being conditions for decisions in an organization in extraordinary way and to describe implications in practice and to indicate reasons
E_1A_E13_W01	2,0	Student is not able to explain concepts of strategic human management
	3,0	Student is able to explain concepts of strategic human management
	3,5	Student is able to explain concepts of strategic human management and to choose appropriate for a case
	4,0	Student is able to explain concepts of strategic human management and to choose appropriate for a case and to indicate their advantages and disadvantages
	4,5	Student is able to explain concepts of strategic human management and to choose appropriate for a case and to indicate their advantages and disadvantages and to explain how to complement them
	5,0	Student is able to explain concepts of strategic human management and to choose appropriate for a case and to indicate their advantages and disadvantages and to explain how to complement them also in non-standard ways

Skills

E_1A_E13_U01	2,0	Student is not able to analyze factors that influence human management in an organization
	3,0	Student is able to appraise the state of human management in an organization in a general way
	3,5	Student is able to appraise the state of human management in an organization and to propose a solution
	4,0	Student is able to appraise the state of human management in an organization and to propose a solution with taking into account most important factors
	4,5	Student is able to appraise the state an organization and to propose a solution for human management which is appropriate to problems and is able to choose methods of their identification
	5,0	Student is able to appraise the state an organization and to propose a solution for human management which is appropriate to problems and is able to choose methods of their identification. Moreover, student is able to appraise potential scenarios of organizational future.

Other social competences**Required reading**

1. Michael Armstrong, Armstrong's Handbook of Strategic Human Resource Management, Kogan Page Publishers, 2016, 6th
2. Aleksy Pochtowski, Zarządzanie zasobami ludzkimi : strategie, procesy, metody, PWN, Warszawa, 2008

Supplementary reading

1. Daniel Goleman, Emotional Intelligence: 10th Anniversary Edition; Why It Can Matter More Than IQ, Bantam Dell, 2005
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<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Economic and environmental consulting				
<i>Code</i>		WEK/E/S1/-/11244				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
konwersatoria	K	6	15	1,0	0,50	zaliczenie
wykłady	W	6	10	1,0	0,50	zaliczenie
<i>Leading teacher</i>		Zaremba Aneta (Aneta.Zaremba@zut.edu.pl)				
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Selected aspects of knowledge in the field of microeconomics and management.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Preparing students to self-write a plan of a consulting nature for farms, especially in the economic aspect.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-K-1</i>	Consulting as a social and professional activity on the example of an agricultural enterprise					3
<i>T-K-2</i>	Entrepreneurship and innovation in rural areas - environmental aspect					3
<i>T-K-3</i>	Selected problems with the agricultural advisor profession. The adviser's profile and preparation of the candidate for the agricultural adviser profession, personality traits, the principles of the adviser's effective operation, professional adviser's ethics					3
<i>T-K-4</i>	Interpersonal communication in environmental consulting. Model of the interpersonal communication process, communication as a social action					3
<i>T-K-5</i>	Problems of the agricultural population as a subject of environmental consulting, proper identification of environmental and economic problems					3
<i>T-W-1</i>	Basics of environmental consulting in the economic aspect.					2
<i>T-W-2</i>	Implementation of agri-environmental programs in the European Union					3
<i>T-W-3</i>	Environmental consulting in the activity of agricultural enterprises. Case Study.					3
<i>T-W-4</i>	Procedures for solving problems regarding environmental requirements in rural areas.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-K-1</i>	Preparation for classes, including problem solving					15
<i>A-K-2</i>	Preparation for classes, including problem solving					6
<i>A-K-3</i>	Preparation for final tests					9
<i>A-W-1</i>	Participation in lectures					10
<i>A-W-2</i>	Preparation for lectures - studying the literature of the subject					12
<i>A-W-3</i>	Preparation for the exam					8
<i>Teaching methods / tools</i>						
<i>M-1</i>	Information lecture					
<i>M-2</i>	Problem lecture					
<i>M-3</i>	Conversational lecture					
<i>M-4</i>	Exercises					
<i>Evaluation methods (F - progressive, P - final)</i>						



Evaluation methods (F - progressive, P - final)

S-1	F	Assessment of student's achievements by asking questions in writing and orally during the course
S-2	F	Analysis and assessment of students' activity during classes
S-3	P	Final test in writing, covering issues and discussed in the course of seminars
S-4	P	Credits in writing including questions about lectures

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_E8_W01 The student has knowledge about environmental consulting in the economic	E_1A_W01 E_1A_W15	P6S_WG P6S_WK		C-1	T-K-1 T-K-2 T-K-3 T-K-4 T-K-5	T-W-1 T-W-2 T-W-3 T-W-4	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
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Skills

E_1A_E8_U01 student has the ability to use the acquired economic knowledge to analyze economic issues related to the activities of agricultural enterprises.	E_1A_U02	P6S_UW		C-1	T-K-1 T-K-2 T-K-3 T-K-4 T-K-5	T-W-1 T-W-2 T-W-3 T-W-4	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
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Social competences

E_1A_E8_K01 The student has the competence to think and act in an entrepreneurial way as part of the implementation and implementation of environmental consulting procedures.	E_1A_K05 E_1A_K06	P6S_KK P6S_KO P6S_KR		C-1	T-K-1 T-K-2 T-K-3 T-K-4 T-K-5	T-W-1 T-W-2 T-W-3 T-W-4	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_E8_W01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way. In the field of teamwork, the student: can not plan and execute work correctly and on time, does not report the need for assistance in consultations or, despite this help, does not achieve the minimum standards of performance.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying. In the field of team work, the student: plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	The student, on the assessment of a sufficient plus shows skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but he usually carries out key areas correctly. In the field of teamwork, the student: can specify the goals of his own work and distribute or help in the distribution of tasks among team members, he can use contextual information to carry out team tasks. Generally, it has the correct effect.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills. In the field of teamwork, the student: can specify the goals of his own work and distribute or help in the distribution of tasks among team members, he can use contextual information to carry out team tasks.
	4,5	The student, on the good grade plus, presents opinions and views that demonstrate the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills. In the field of teamwork, the student: can independently plan, specify goals and actively participate in the distribution of tasks and their implementation at each stage of work.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and the possibilities and the ability to use the acquired knowledge and skills in the future. In the field of teamwork, the student: can independently plan, specify goals and distribute tasks by skills and control the situation of the project through proper motivation to act. It demonstrates the timeliness and flawless presentation of results.

Skills

E_1A_E8_U01	2,0	He can not identify and cope alone with the difficulties that may arise in the situation of applying the acquired knowledge. He can not apply practically acquired knowledge, he has basic problems with interpretation and inference.
	3,0	Student is able to identify and deal with a sufficient grade (with the help of a teacher or with the support of third parties) with selected difficulties related to the application of the acquired knowledge. He has very limited ability to put knowledge into practice and makes mistakes in non-primary tasks.
	3,5	The student, on the assessment of a sufficient plus can identify and deal with, provided that additional support is obtained, with difficulties associated with the use of acquired knowledge. Has limited ability to apply knowledge in practice and makes mistakes in tasks in more difficult tasks.
	4,0	The student, on the good mark can identify and independently deal with basic difficulties in the situation of applying the acquired knowledge. Without errors, he applies the acquired knowledge to solve simple and medium-difficult tasks, makes mistakes in interpretation and inferring in more difficult contexts.
	4,5	The student, on the assessment of a good plus can independently identify and deal with basic difficulties in the situation of applying the acquired knowledge. He skilfully interprets and concludes in most contexts and tasks before him, understands the sense of mistakes and has the ability to improve.
	5,0	Student, on the very good assessment, independently identifies and solves the difficulties associated with the process of applying knowledge in practice. Flawlessly interprets and concludes, regardless of the level of difficulty of the issues in the subject matter. Expands your skills by combining the knowledge and skills you have previously acquired and searching for optimal solutions.



Other social competences

E_1A_E8_K01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way.
	3,0	The student, on the satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualifying. In the field of team work, the student: plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	The student, on the assessment of a sufficient plus shows skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but he usually carries out key areas correctly.
	4,0	The student, on the good mark, presents opinions and views that demonstrate the meaning of the subject matter and the basic skills for the future practical use of the acquired knowledge and skills.
	4,5	The student, on the good grade plus, presents opinions and views that demonstrate the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills.
	5,0	The student, on the very good note, presents opinions and views that demonstrate the meaning of subject matter and the possibilities and the ability to use the acquired knowledge and skills in the future.

Required reading

1. B.A. Babcock, R.W. Fraser, J.N. Lekakis, Risk Management and the Environment: Agriculture in Perspective Paperback - Import, Springer Science & Business Media, 2010
2. Laura Vivian, Environment and Agriculture: Perspectives on Sustainability, Syrawood Publishing House, 2016
3. Wortmann D., Von der Vision zur strategie: Grundelmente Und Entwicklungsmuster einer politik der Nachhaltichkeit, [w:] Sustainable Development - Utopie oder realistische Vision?., Hamburg, 2002

Supplementary reading

1. Jeroen C.J.M. van den Bergh, Ecological Economics and Sustainable Development, Edward Elgar Publishing Limited, Amsterdam, Amsterdam, 1996



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Environment, Health and Safety						
Code		WEK/E/S1/-/836						
Field of specialisation								
Administering faculty		Katedra Nieruchomości i Agrobiznesu						
ECTS		0,0	ECTS (forms)	0,0				
Form of course credit		zaliczenie	Language	polski				
Electives			Elective group					
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
wykłady		W	1	5	0,0	1,00	zaliczenie	
Leading teacher		Śpiewak-Szyjka Monika (monika.spiewak-szyjka@zut.edu.pl)						
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)						
Prerequisites								
W-1	The obligation to participate in the training results from the fact of starting studies at the university (in accordance with the Regulation of the Minister of Science and Higher Education of 5 July 2007 on occupational health and safety at universities, OJ No. 128, item 897.).							
Module/course unit objectives								
C-1	Pursuant to the Regulation, the participant should acquire knowledge in the field of selected legal issues, information on threats to life and health, protection against them and dealing with such threats, including first aid.							
C-2	Sensitizing students to dangerous factors and the resulting risks to health and life.							
C-3	Providing basic information in dealing with dangerous and life threatening situations.							
Course content divided into various forms of instruction							Number of hours	
T-W-1	Dangerous, nuisance and harmful factors - a review and selection of examples of health and life risks that may occur in the WEEK building. and with reference to selected examples from everyday life and other work places. Threat prevention.						1	
T-W-2	Multimedia presentations. PPS and mpeg pointing to dangerous behaviors and the need for a responsible approach to occupational safety.						1	
T-W-3	Basic concepts related to risk in the workplace. System: hazard - accident - damage - system failure.						1	
T-W-4	Basic issues in the field of premedical help in emergency states of life and health.						1	
T-W-5	Basic issues in the field of fire protection. Rules of conduct in case of fire.						1	
Student workload - forms of activity							Number of hours	
Teaching methods / tools								
M-1	Feeding methods: explanation, talk, description ..							
M-2	Activating methods: case method, situational method, minidiscussion.							
M-3	Exposing methods: films, photos.							
Evaluation methods (F - progressive, P - final)								
S-1	F	Providing our own examples for the presented factors that are onerous, harmful or dangerous, as well as the risks associated with the presented photos - allows for ongoing assessment of the student's commitment and understanding of the content.						
S-2	P	A short, free speech on any topic in the field of training. It allows you to assess the level of understanding of the content, make a quick repetition and verify the correctness of understanding.						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								



E_1A_F1_W01 Has basic knowledge in the field of health and safety.	E_1A_W08	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-3	T-W-4 T-W-5	M-1 M-2 M-3	S-1 S-2
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Skills

E_1A_F1_U01 The ability to identify hazards and propose solutions in accordance with knowledge, law or standards, in the field of health and safety.	E_1A_U05 E_1A_U11 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5	M-1 M-2 M-3	S-1 S-2
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Social competences

E_1A_F1_K01 During the working life there is a statutory obligation (Labor Code) to participate in periodic training or to conduct them as the person managing the work of others. Responsibility for your work and others in the context of safety and shaping of hygienic working conditions (and learning).	E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3	T-W-1 T-W-3	T-W-4 T-W-5	M-1 M-2 M-3	S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_F1_W01	2,0	No participation in mandatory training. No answer or incorrect answer.
	3,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	3,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	5,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.

Skills

E_1A_F1_U01	2,0	No participation in mandatory training. No answer or incorrect answer.
	3,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	3,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	5,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.

Other social competences

E_1A_F1_K01	2,0	No participation in mandatory training. No answer or incorrect answer.
	3,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	3,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	4,5	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.
	5,0	Passing the training without evaluation. Based on a correctly worded oral statement in the field of the subject and activity and attendance at the training.

Required reading

1. Bogdan Rączkowski, BHP w praktyce, ODDK - Ośrodek Doradztwa i Doskonalenia Kadr, Gdańsk, 2012, XIV, każde inne wydanie nie starsze niż 5 lat

Prowadzenie zajęć wyłącznie przez pracownika posiadającego wiedzę fachową (np. ukończone studia podyplomowe z zakresu BHP).

Obowiązek na podstawie: Dz.U. Nr 128, poz. 897. Rozporządzenie Ministra Nauki i Szkolnictwa Wyższego z dnia 5 lipca 2007 r. w sprawie bezpieczeństwa i higieny pracy w uczelniach



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Library training - online						
Code		WEK/E/S1/-/6267						
Field of specialisation								
Administering faculty		Biblioteka Główna						
ECTS		0,0	ECTS (forms)	0,0				
Form of course credit		zaliczenie	Language	polski				
Electives								
Elective group								
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
ćwiczenia audytoryjne		A	1	0	0,0	1,00	zaliczenie	
Leading teacher		Sztul-Smyk Dagmara (dagmara.sztul-smyk@zut.edu.pl)						
Other teachers		Jankowska Elżbieta (Elzbieta.Jankowska@zut.edu.pl)						
Prerequisites								
W-1		The student has basic computer skills and Internet knowledge						
Module/course unit objectives								
C-1		Familiarizing users with the organization, functioning and rules of using the library, its collections and services.						
Course content divided into various forms of instruction							Number of hours	
T-A-1		1. General information about the library: library collections, organisational structure and location, opening hours. Rules of using the library's collections and services, with particular emphasis on the rules of making the collections available: user registration, use of reading rooms, lending, interlending. 3. Sources of scientific information, databases 4. Using the Aleph system online catalogue: simple and complex search, indexes, functions available upon logging into the system: placing orders to the lending library and the reading room, deleting orders, extending the return period, checking and managing individual library account.				2		
Student workload - forms of activity							Number of hours	
A-A-1		Getting acquainted with the "Library Training" online at www.bg.zut.edu.pl/szkolenie and with ZUT Rector's Order no. 67 of 5/11/2013 on "Regulations for the use of collections and services of the Main Library of the West Pomeranian University of Technology in Szczecin"				2		
Teaching methods / tools								
M-1		Online training						
Evaluation methods (F - progressive, P - final)								
S-1		F	At least 70% of test questions answered correctly					
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								
E_1A_F02_W01 The student knows the rules and regulations of the Main Library and the rules of using library services		E_1A_W01	P6S_WG P6S_WK		C-1	T-A-1	M-1	S-1
Skills								
E_1A_F02_U01 The student is able to use the resources and services offered by the library		E_1A_U11	P6S_UW		C-1	T-A-1	M-1	S-1
Social competences								
E_1A_F02_K01 The student is aware of the need of the continuing and autonomous education through the use of available library resources		E_1A_K01	P6S_KK P6S_KR		C-1	T-A-1	M-1	S-1



Outcomes	Grade	Evaluation criterion
<i>Knowledge</i>		
E_1A_F02_W01	2,0	
	3,0	At least 70% of test questions answered correctly
	3,5	
	4,0	
	4,5	
	5,0	
<i>Skills</i>		
E_1A_F02_U01	2,0	
	3,0	is familiar with the rules relating to the use of library resources and knows how to use them
	3,5	
	4,0	
	4,5	
	5,0	
<i>Other social competences</i>		
E_1A_F02_K01	2,0	
	3,0	At least 70% of test questions answered correctly
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Rules and regulations concerning the use of resources and services provided by the Main Library of the West Pomeranian University of Technology : Schedule nr 4 to the status of the the West Pomeranian University of Technology in Szczecin



<i>Field of study</i>		Economics						
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy			
<i>Graduate's qualification</i>		licencjat						
<i>Fields of study</i>		dziedzina nauk społecznych						
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
<i>Educational profile</i>		ogólnoakademicki						
<i>Module</i>								
<i>Course unit</i>		Basics of Scientific Information						
<i>Code</i>		WEK/E/S1/-/8377						
<i>Field of specialisation</i>								
<i>Administering faculty</i>		Biblioteka Główna						
<i>ECTS</i>		0,0	<i>ECTS (forms)</i>		0,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski			
<i>Electives</i>				<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>	
wykłady		W	4	2	0,0	1,00	zaliczenie	
<i>Leading teacher</i>		Gryta Anna (Anna.Gryta@zut.edu.pl)						
<i>Other teachers</i>		Jankowska Elżbieta (Elzbieta.Jankowska@zut.edu.pl)						
<i>Prerequisites</i>								
<i>W-1</i>	Computer skills and Internet knowledge							
<i>Module/course unit objectives</i>								
<i>C-1</i>	The student learns about databases, information services and library catalogues where they can find materials for their diploma papers; is familiar with the techniques and methods of formulating queries and researching the resources of databases; earns how to obtain full texts from magazines, if available within Open Access or in ZUT resources, and learns about possibility to use license databases via VPN - also from computers outside the ZUT network; will be able to compile a list of the literature used, either on their own or using the available software; will learn about the ethical aspects of scientific work and the basics of copyright law.							
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>	
<i>T-W-1</i>	<ol style="list-style-type: none"> ZUT Information and Library System Sources of scientific information: <ul style="list-style-type: none"> - bibliographical and abstract databases - full-text services for books and magazines - Polish and foreign, specialized, multidisciplinary - patent information Access to licence databases outside ZUT network: <ul style="list-style-type: none"> - passwords and access codes - VPN - virtual private network Interlending The resources of Szczecin and regional libraries (RoKaBiSz - the union catalogue of Szczecin libraries, ZBC - West Pomeranian Digital Library) Appendix bibliography, bibliographical notes Programmes for appendix bibliography creation Practical information search in databases Plagiarism, copyright (basics) 						2	
<i>Student workload - forms of activity</i>							<i>Number of hours</i>	
<i>A-W-1</i>	Participation in the lecture						2	
<i>Teaching methods / tools</i>								
<i>M-1</i>	Instructional lecture							
<i>Evaluation methods (F - progressive, P - final)</i>								
<i>S-1</i>	P	credit based on attendance						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								



Faculty of Economics

E_1A_F3_W01 The student is familiar with databases, information services and library catalogues where they can find materials for their diploma papers; knows the techniques and methods of formulating queries and researching the resources of databases; knows that full texts of electronic magazines can be available in Open Access or in ZUT licence resources; knows that licensed databases can also be accessed via VPN from computers outside the ZUT network; is familiar with the rules of compiling lists of the literature used; is aware of the ethical aspects of scientific work - knows the basics of copyright law.	E_1A_W14	P6S_WK		C-1	T-W-1	M-1	S-1
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Skills

E_1A_F3_U01 The student is able to choose proper databases, information services and library catalogues where they can find materials for their diploma papers; is able to apply the techniques and methods of formulating queries and searching the resources of databases; is able to access full texts of electronic magazines can be available in Open Access or in ZUT licence resources; knows how to use the licensed databases via VPN or the computers outside the ZUT network; is able to compile a list of the literature used, either on their own or using the available software.	E_1A_U13	P6S_UK		C-1	T-W-1	M-1	S-1
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Social competences

E_1A_F3_K01 The student can navigate in the information environment of scientific databases; develops scientific communication skills; is aware of the ethical aspects of scientific work - knows the basics of copyright law.	E_1A_K03 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-1	T-W-1	M-1	S-1
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Outcomes	Grade	Evaluation criterion					
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Knowledge

E_1A_F3_W01	2,0	
	3,0	Lecture attendance
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_F3_U01	2,0	
	3,0	Lecture attendance
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_F3_K01	2,0	
	3,0	credit based on attendance
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. ISO 690:2010 Information and documentation -- Guidelines for bibliographic references and citations to information resources, 2010



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Ergonomics					
<i>Code</i>		WEK/E/S1/-/7432					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		1	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	3	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Mickiewicz Bartosz (Bartosz.Mickiewicz@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Selected aspects of knowledge in the field of microeconomics and management.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Obtaining the basics of knowledge about ergonomics. Mastering basic terms and conceptual categories.						
<i>C-2</i>	Understanding the process of improving working conditions and improving the organization of workstations as an aspect of effective and modern management. Understanding the relationship between good workplace organization and work efficiency.						
<i>C-3</i>	The ability to apply the assessment of the biological cost of work. Ability to assess workstations and factors that have a negative impact on work efficiency and knowledge of methods of diagnosing inefficiency of work organization.						
<i>C-4</i>	The ability to formulate recommendations for improving the diagnosed disability of work organization and ways to reduce their effects.						
<i>C-5</i>	Having knowledge about employer's obligations and health and safety at work requirements and the ability to combine them with ergonomics recommendations for proper and effective work organization.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-P-1</i>	Subject and scope of ergonomics. Layout: human - technical object - human environment as an object of ergonomics. Ergonomics as multidisciplinary knowledge. Concept and corrective ergonomics. Workplace with a screen monitor, ergonomics of office space.						3
<i>T-P-2</i>	Outline of knowledge about human work. Types of work.						2
<i>T-P-3</i>	The biological cost of work. Analysis of the work process. Physical effort at work. Static and dynamic load at work. Physiology of mental effort, its evaluation. Physical and mental fatigue. Monotony and monotony.						5
<i>T-P-4</i>	Material work environment as an element of the assessment of the biological labor cost: noise, vibration, microclimate, lighting, radiation and other hazards (chemical, biological). Impact on health, work safety and work efficiency. Hazards in the workplace and protection measures.						5
<i>T-P-5</i>	Organization of working time, breaks at work, shift work. Participation of physiology and occupational medicine in shaping working conditions.						2
<i>T-P-6</i>	Psychological factors of work organization. Signal perception. Sensory abilities of a human being, relations with the human nervous system. Visual communication (graphic symbols, codes, etc.) and voice.						2
<i>T-P-7</i>	Psychological stress at work: sources, threats, deficit / excess of information, time deficit.						4
<i>T-P-8</i>	Areas of interest in modern ergonomics.						2
<i>T-P-9</i>	Labour protection.						2
<i>T-P-10</i>	Methods and techniques of ergonomic evaluation of devices. Checklists. Ergonomic analysis for occupational risk assessment in the workplace.						3
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-P-1</i>	Participation in project classes.						30
<i>A-P-2</i>	Reading materials and literature on the subject.						17
<i>A-P-3</i>	Preparation of the final work or preparation for the test.						13



Teaching methods / tools

M-1	Explanatory methods (story, description, anecdote, explanation).
M-2	Problem methods (problem lecture, conversational lecture, case method, didactic discussion).
M-3	Exposing methods (film, exhibition).
M-4	Programmed methods (using a computer, with the use of measuring equipment and teaching machines).
M-5	Practical methods (demonstration, subject exercises).

Evaluation methods (F - progressive, P - final)

S-1	F	Correct answers to the testing questions asked during the course are rewarded as activity and raise the final grade.
S-2	P	Final test or project work according to the previously explained scheme. The type of credit is announced at the first class and remains unchanged. If the pass is a project work, then the test is used only for people whose work has been rated below 3.5 and constitutes an additional element checking knowledge and skills and the final mark for such people is the average of the project work and test grades.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O1/1_W01 Knowledge of psychophysical features constituting the ability to work.	E_1A_W05	P6S_WG P6S_WK		C-1 C-2 C-3 C-5	T-P-1 T-P-2 T-P-3	T-P-6 T-P-7	M-1 M-2 M-5	S-1 S-2
E_1A_O1/1_W02 The student has knowledge of instruments affecting work efficiency.	E_1A_W10	P6S_WG		C-2 C-3 C-4	T-P-3 T-P-4 T-P-5	T-P-8 T-P-10	M-2 M-4 M-5	S-1 S-2
E_1A_O1/1_W03 Knowledge in the field of human work as an element of entrepreneurship creation.	E_1A_W15	P6S_WG P6S_WK		C-4 C-5	T-P-2 T-P-4	T-P-5 T-P-9	M-1 M-2	S-1 S-2

Skills

E_1A_O1/1_U01 Human resources management in such a way that at the lowest biological cost achieve the highest efficiency.	E_1A_U03 E_1A_U18	P6S_UO P6S_UW		C-1 C-2 C-3 C-4 C-5	T-P-3	T-P-4	M-1 M-2 M-5	S-1 S-2
E_1A_O1/1_U02 The student has the ability to apply standards for shaping the material work environment.	E_1A_U05	P6S_UW		C-1 C-2 C-4 C-5	T-P-4 T-P-5	T-P-9	M-4 M-5	S-1 S-2

Social competences

E_1A_O1/1_K01 Awareness of the needs and capabilities of their and subordinate employees influences the increase of managerial and organizational skills.	E_1A_K08	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4 C-5	T-P-1 T-P-2 T-P-3 T-P-5	T-P-6 T-P-7 T-P-8	M-1 M-2 M-3 M-4 M-5	S-1 S-2
E_1A_O1/1_K02 The student has competence in the humanization of the work process.	E_1A_K07	P6S_KR		C-1 C-2 C-3 C-4	T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8	M-2 M-4 M-5	S-1 S-2

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O1/1_W01	2,0	Failure to pass, pass the project work not on the subject, after the deadline, contrary to the recommendations given or a test with less than 50% of the number of answers.
	3,0	The minimum level of completion of project tasks, with many formal or substantive errors or a test at the level above 50%.
	3,5	In general, correctly performed project work with minor factual and formal errors or a test at about 60%.
	4,0	Well done project work, conclusions may contain minor errors, or a test at about 70%.
	4,5	Correct and without errors, with correct conclusions, a project work or a test at the level of about 80%.
	5,0	Very well performed work, without errors, containing all the required elements and correct substantive analysis as well as conclusions or a test at the level of approx. 90%.



Knowledge

E_1A_O1/1_W02	2,0	The student is not able to: - define basic concepts of the subject, - indicate what is the subject literature and what is the goal, subject and the most important issues within the program, - sformułować krótkiej (nawet niepełnej), ale poprawnej wypowiedzi dla większości poruszanych na zajęciach obszarów tematycznych. Student otrzymuje ocenę niedostateczną, jeśli nie wykazuje zainteresowania treściami programowymi lub uchyla się od aktywności a jego absencja nie daje gwarancji nadrobienia zaległości w materialne.
	3,0	Student, for a satisfactory grade: - in the field of knowledge, he mastered and absorbed the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the range of attitudes towards knowledge, the average interested (partially indifferent), - in the field of expressing knowledge, she commits many minor mistakes in the content and language (the quality of the statements is largely incorrect).
	3,5	Student, a satisfactory plus rating: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in terms of the ratio to the knowledge transferred, the average interest remains, - in the field of expressing knowledge, he makes minor mistakes in the content and language (the quality of the statements partly incorrect).
	4,0	Student, for a good grade: - in the area of knowledge, he mastered almost all programming material and knowledge acquired the basic content of the program almost exactly, - in terms of understanding knowledge, he almost completely mastered the entire scope of the material, - in terms of attitudes towards knowledge, it shows interest, - in the field of expressing knowledge, he commits slight deficiencies (statements have slight errors).
	4,5	Student, for good plus grade: - in the area of knowledge, he mastered the program material, - in terms of understanding knowledge, he mastered all program content, properly explains their meaning - shows interest in relation to knowledge, - speaks without difficulty using the substantive vocabulary.
	5,0	Student, for very good grade: - in terms of knowledge, it goes beyond the curriculum material, - demonstrates the understanding of knowledge without reservations to the course of reasoning, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, can propose a context in which knowledge finds or can find practical application, - speaks a faultless language, properly substantive.
E_1A_O1/1_W03	2,0	Failure to pass, pass the project work not on the subject, after the deadline, contrary to the recommendations given or a test with less than 50% of the number of answers.
	3,0	The minimum level of completion of project tasks, with many formal or substantive errors or a test at the level above 50%.
	3,5	In general, correctly performed project work with minor factual and formal errors or a test at about 60%.
	4,0	Well done project work, conclusions may contain minor errors, or a test at about 70%.
	4,5	Correct and without errors, with correct conclusions, a project work or a test at the level of about 80%.
	5,0	Very well performed work, without errors, containing all the required elements and correct substantive analysis as well as conclusions or a test at the level of approx. 90%.

Skills

E_1A_O1/1_U01	2,0	Failure to pass, pass the project work not on the subject, after the deadline, contrary to the recommendations given or a test with less than 50% of the number of answers.
	3,0	The minimum level of completion of project tasks, with many formal or substantive errors or a test at the level above 50%.
	3,5	In general, correctly performed project work with minor factual and formal errors or a test at the level of approx. 60%.
	4,0	Well done project work, conclusions may contain minor errors, or a test at the level of about 70%.
	4,5	Correct and without errors, with correct conclusions, a project work or a test at the level of about 80%.
	5,0	Very well performed work, without errors, containing all the required elements and correct substantive analysis as well as conclusions or a test at the level of approx. 90%.
E_1A_O1/1_U02	2,0	The student can not identify and deal with the difficulties that may arise in the situation of applying the acquired knowledge. He can not apply practically acquired knowledge, he has basic problems with interpretation and inference.
	3,0	Student is able to identify and deal with a sufficient grade (with the help of a teacher or with the support of third parties) with selected difficulties related to the application of the acquired knowledge. He has very limited ability to put knowledge into practice and makes mistakes in non-primary tasks.
	3,5	The student, on the assessment of a sufficient plus can identify and deal with, provided that additional support is obtained, with difficulties associated with the use of acquired knowledge. Has limited ability to apply knowledge in practice and makes mistakes in tasks in more difficult tasks.
	4,0	The student, on the good mark can identify and independently deal with basic difficulties in the situation of applying the acquired knowledge. Without errors, he applies the acquired knowledge to solve simple and medium-difficult tasks, makes mistakes in interpretation and inferring in more difficult contexts.
	4,5	The student, on the assessment of a good plus can independently identify and deal with basic difficulties in the situation of applying the acquired knowledge. He skilfully interprets and concludes in most contexts and tasks before him, understands the sense of mistakes and has the ability to improve.
	5,0	Student, on the very good assessment, independently identifies and solves the difficulties associated with the process of applying knowledge in practice. Flawlessly interprets and concludes, regardless of the level of difficulty of the issues in the subject matter. Expands your skills by combining the knowledge and skills you have previously acquired and searching for optimal solutions.

Other social competences



Other social competences

E_1A_O1/1_K01	2,0	In the field of teamwork, the student is not able to plan and perform the work correctly and on time, does not report the need for assistance in consultations or despite this help does not achieve the minimum standards of performance.
	3,0	In the field of teamwork, the student plans and performs work in a clumsy way at each of its stages (preparatory, idea and project, executive, pre-presentation control and presentation itself).
	3,5	In the field of team work, the student is able to specify the goals of his own work and distributes or assists in discharging tasks among team members, he can use contextual information to carry out team tasks. The student usually obtains a correct effect.
	4,0	In the field of team work, the student is able to specify the goals of his own work and distributes or assists in discharging tasks among team members, he can use contextual information to carry out team tasks.
	4,5	In the field of teamwork, the student is able to independently plan, specify goals and actively participate in the distribution of tasks and their implementation at each stage of work.
	5,0	In the field of teamwork, the student: can independently plan, specify goals and distribute tasks by skills and control the situation of the project through proper motivation to act. The student demonstrates the timeliness and flawless way of presenting the results.
E_1A_O1/1_K02	2,0	Failure to pass, pass the project work not on the subject, after the deadline, contrary to the recommendations given or a test with less than 50% of the number of answers.
	3,0	The minimum level of completion of project tasks, with many formal or substantive errors or a test at the level above 50%.
	3,5	In general, correctly performed project work with minor factual and formal errors or a test at about 60%.
	4,0	Well done project work, conclusions may contain minor errors, or a test at about 70%.
	4,5	Correct and without errors, with correct conclusions, a project work or a test at the level of about 80%.
	5,0	Very well performed work, without errors, containing all the required elements and correct substantive analysis as well as conclusions or a test at the level of approx. 90%.

Required reading

1. Collective work, Handbook of Human Factors and Ergonomics, Wiley; 4 edition (March 13, 2012), 2012, ISBN-13: 978-0470528389
2. Neville A Stanton, Human Factors Methods, Taylor & Francis Ltd, 2013, ISBN: 1409457540
3. R.S. Bridger, Introduction to Ergonomics, CRC Press, 2013, ISBN13: 9780849373060
4. Gavriel Salvendy (Editor), Handbook of Human Factors and Ergonomics, John Wiley & Sons, 2006, ISBN13: 9780471449171
5. <https://www.iea.cc/>, International Ergonomics Association, Internet, 2019, www site with all problems concerning ergonomics



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		International economic and political organisations						
Code		WEK/E/S1/-/7464						
Field of specialisation								
Administering faculty		Katedra Marketingu, Gospodarki i Środowiska						
ECTS		2,0	ECTS (forms)	2,0				
Form of course credit		zaliczenie	Language	polski				
Electives		1	Elective group					
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
projekty		P	3	30	2,0	1,00	zaliczenie	
Leading teacher		Nowaczyk Piotr (Piotr.Nowaczyk@zut.edu.pl)						
Other teachers								
Prerequisites								
W-1	Basic knowledge of macro-economics							
Module/course unit objectives								
C-1	To awaken interest in contemporary integration processes, processes of diffusion and coexistence of various forms of economic, social, cultural and political cooperation between states within the framework of international particular and universal organisations.							
Course content divided into various forms of instruction							Number of hours	
T-P-1	Genesis and classifications of international organisations						4	
T-P-2	Regional integration, globalisation and regionalisation						2	
T-P-3	European regional organisations						6	
T-P-4	Regional organisations in the Americas						2	
T-P-5	African and Asian regional organisations						4	
T-P-6	Global financial organisations						2	
T-P-7	European Financial Organisations						2	
T-P-8	Third World Development Funding Organisations						2	
T-P-9	Consultative organisations						3	
T-P-10	Poland and international financial organisations						3	
Student workload - forms of activity							Number of hours	
A-P-1	Preparation for classes and credits						30	
A-P-2	attendance at classes						30	
Teaching methods / tools								
M-1	Design Activities							
M-2	Multimedia presentations							
Evaluation methods (F - progressive, P - final)								
S-1	P	Summary evaluation: A written or oral test or credit to establish the extent to which the objective has been achieved.						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								



Faculty of Economics

E_1A_O11/1_W01 Identifies international organisations operating in the world	E_1A_W02 E_1A_W03	P6S_WG P6S_WK		C-1	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2	S-1
E_1A_O11/1_W02 He has knowledge of contemporary integration processes.	E_1A_W03	P6S_WG P6S_WK		C-1	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2	S-1
Skills								
E_1A_O11/1_U01 He has the ability to plan and coordinate processes related to the creation of international organisations.	E_1A_U03	P6S_UO		C-1	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2	S-1
E_1A_O11/1_U02 It can differentiate the type and specificity of integration processes.	E_1A_U01	P6S_UW		C-1	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2	S-1
Social competences								
E_1A_O11/1_K01 Competences for active participation in integration processes.	E_1A_K04	P6S_KO		C-1	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_O11/1_W01	2,0	He has less than 60% of the knowledge necessary to participate in the process of creating an international organisation.
	3,0	He has mastered 60 to 69% of the knowledge necessary to participate in the process of creating an international organisation.
	3,5	He has mastered from 70 to 79% of the knowledge necessary to participate in the process of creating an international organisation.
	4,0	Has mastered from 80 to 89% of the knowledge necessary to participate in the process of creating an international organisation
	4,5	He has mastered from 90 to 95% of the knowledge necessary to participate in the process of creating an international organisation.
	5,0	He has mastered from 90 to 95% of the knowledge necessary to participate in the process of creating an international organisation.
E_1A_O11/1_W02	2,0	. He has mastered less than 60% of the knowledge about contemporary integration processes.
	3,0	He has mastered 60 to 69% of the knowledge about contemporary integration processes.
	3,5	He has mastered 70 to 79% of the knowledge about contemporary integration processes.
	4,0	. He has mastered 80 to 89% of the knowledge of contemporary integration processes.
	4,5	He has mastered from 90 to 95% of the knowledge about contemporary integration processes.
	5,0	He has mastered from 96 to 100% of the knowledge about contemporary integration processes.
Skills		
E_1A_O11/1_U01	2,0	He possessed 60% of the ability to plan and coordinate processes related to the creation of international organisations.
	3,0	He possessed 60 to 69% of the ability to plan and coordinate processes related to the creation of international organisations.
	3,5	Has 70 to 79% of the ability to plan and coordinate the processes involved in setting up international organisations
	4,0	. He possessed from 80 to 89% of the ability to plan and coordinate processes related to the creation of international organisations.
	4,5	He possessed from 90 to 95% of the skills of planning and coordination of processes related to the creation of international organisations.
	5,0	He possessed from 96 to 100% of the ability to plan and coordinate processes related to the creation of international organizations.
E_1A_O11/1_U02	2,0	To distinguish between the type and specificity of less than 60% of integration processes
	3,0	To distinguish between the type and specificity of integration processes from 60 to 69%.
	3,5	To distinguish between the type and specificity of integration processes from 70 to 79%.
	4,0	It is possible to differentiate between 80 and 89% of integration processes.
	4,5	Differentiate between 90 and 95% of integration processes.
	5,0	You can distinguish between the type and specificity of 96 to 100% integration processes.
Other social competences		
E_1A_O11/1_K01	2,0	Mastering less than 60% of skills enabling active participation in integration processes
	3,0	Mastering 60 to 69% of skills enabling active participation in integration processes.
	3,5	Mastering 70 to 79% of skills enabling active participation in integration processes
	4,0	Mastering 80 to 89% of skills enabling active participation in integration processes.
	4,5	Mastering from 90 to 95% of skills enabling active participation in integration processes
	5,0	Mastering from 96 to 100% of skills enabling active participation in integration processes

Required reading

Required reading

1. Doliwa-Klepacki Z., Encyklopedia Organizacji Międzynarodowych, Wydawnictwo 69, Warszawa, 1997
2. Latoszek E., Proczek M., Organizacje międzynarodowe we współczesnym świecie, Elipsa, Warszawa, 2006
3. Łoś-Nowak T., Organizacje w międzynarodowych stosunkach, Warszawa, 2010

Supplementary reading

1. Chrabonszczewska E., Międzynarodowe organizacje finansowe, Poltext, Warszawa, 1991
2. Klepacki Z., Europejska integracja gospodarcza, Wydawnictwo Temida 2, Białystok, 1996



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Foundations of demography					
Code		WEK/E/S1/-/11194					
Field of specialisation							
Administering faculty		Katedra Zastosowań Matematyki w Ekonomii					
ECTS		2,0	ECTS (forms)	2,0			
Form of course credit		zaliczenie	Language	polski			
Electives		1	Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
projekty		P	3	30	2,0	1,00	zaliczenie
Leading teacher		Perzyńska Joanna (joanna.perzynska@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		Basic knowledge of economics and descriptive statistics.					
Module/course unit objectives							
C-1		Students will gain basic knowledge about demographic phenomena and processes.					
C-2		Students will gain the skills in identifying and evaluating demographic processes.					
Course content divided into various forms of instruction							Number of hours
T-P-1		Introduction.					3
T-P-2		Development of demographic thought, contemporary population theories.					2
T-P-3		Sources and area of demographic information.					2
T-P-4		Methods of demographic analysis.					3
T-P-5		The general principle of building basic demographic factors.					2
T-P-6		Number and distribution of population.					2
T-P-7		Population structure by sex, age and marital status.					3
T-P-8		Population structure according to social and vocational characteristics and education.					3
T-P-9		Natural movement of the population.					4
T-P-10		Synthetic measures of population reproduction.					2
T-P-11		Migration traffic of the population.					4
Student workload - forms of activity							Number of hours
A-P-1		Participation in classes.					30
A-P-2		Studying the literature.					10
A-P-3		Project preparation.					18
A-P-4		Project presentation.					2
Teaching methods / tools							
M-1		Information-problem lecture using multimedia techniques.					
Evaluation methods (F - progressive, P - final)							
S-1		P	Test from lectures with one-choice questions and open questions checking theoretical knowledge, ability to formulate conclusions and logical thinking.				
S-2		P	Passing an individual project checking the ability to apply the acquired knowledge in practice and use available statistical data sources				



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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_O03_W01 The student has knowledge about the nature of demographic phenomena and processes, knows the definitions of basic demographic categories.	E_1A_W01 E_1A_W03 E_1A_W05 E_1A_W07 E_1A_W13	P6S_WG P6S_WK		C-1 C-2	T-P-3 T-P-4 T-P-7	T-P-9 T-P-10 T-P-11	M-1 S-2
E_1A_O03_W02 The student knows the methods of demographic analysis used to study population structures, natural and migrant population movement, population aging and measurement of population reproduction.	E_1A_W06 E_1A_W07	P6S_WG		C-1 C-2	T-P-4 T-P-7 T-P-9	T-P-10 T-P-11	M-1 S-2
Skills							
E_1A_O03_U01 The student is able to design a study using demographic analysis methods ranging from the formulation of research objectives through the collection of relevant data, their analysis, formulation of conclusions, to the creation of a final report.	E_1A_U01 E_1A_U02 E_1A_U08 E_1A_U09 E_1A_U12 E_1A_U21	P6S_UU P6S_UW		C-1 C-2	T-P-4 T-P-7 T-P-9	T-P-10 T-P-11	M-1 S-2
Social competences							
E_1A_O03_K01 The student mastered the principles of individual and group work.	E_1A_K01 E_1A_K02 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-2	T-P-4 T-P-7 T-P-9	T-P-10 T-P-11	M-1 S-2
Outcomes	Grade	Evaluation criterion					
Knowledge							
E_1A_O03_W01	2,0						
	3,0	The student has a minimal knowledge of the nature of phenomena and demographic processes and knows the definitions of selected demographic categories..					
	3,5						
	4,0						
	4,5						
	5,0						
E_1A_O03_W02	2,0						
	3,0	The student sufficiently knows selected methods of demographic analysis.					
	3,5						
	4,0						
	4,5						
	5,0						
Skills							
E_1A_O03_U01	2,0						
	3,0	The student can, with the teacher's help. design some stages of a simple study using demographic analysis methods.					
	3,5						
	4,0						
	4,5						
	5,0						
Other social competences							
E_1A_O03_K01	2,0						
	3,0	The student has mastered the principles of individual work and with the teacher's help can conduct an individual demographic survey and organize a team research project.					
	3,5						
	4,0						
	4,5						
	5,0						
Required reading							
1. Carmichael, A. Gordon, Fundamentals of Demographic Analysis: Concepts, Measures and Methods, Springer, 2016							
Supplementary reading							
1. Cieślak M. (red.), Demografia. Metody analizy i prognozowania., PWN, Warszawa, 1992							
2. Sobczyk M., Elementy statystyki i demografii, PWE, Warszawa, 1982							



WEKon



Field of study		Economics				
Mode of study		stacjonarna	Level	pierwszy		
Graduate's qualification		licencjat				
Fields of study		dziedzina nauk społecznych				
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
Educational profile		ogólnoakademicki				
Module						
Course unit		Foundations of human behaviour in the labour market				
Code		WEK/E/S1/-/11204				
Field of specialisation						
Administering faculty		Katedra Ekonomii i Rachunkowości				
ECTS		2,0	ECTS (forms)	2,0		
Form of course credit		zaliczenie	Language	polski		
Electives		1	Elective group			
Form of instruction		Cod	Semester	Hours	ECTS	Weight
projekty		P	3	30	2,0	1,00
Leading teacher		Gołąb Sylwia (sylwia.golab@zut.edu.pl)				
Other teachers						
Prerequisites						
W-1		General knowledge concerning the behavior of people on the labor market learned in high school.				
Module/course unit objectives						
C-1		As a result of the organized teaching process, the student will: - know the psychological determinants of human behavior on the labor market.				
C-2		Characterize the strategies of human behavior on the labor market.				
C-3		Know the psychological determinants of entrepreneurial attitudes on the labor market.				
C-4		Know the behavior mechanisms of unemployed people.				
C-5		Know the possibilities of adjusting vocational education to the needs of the labor market.				
Course content divided into various forms of instruction						Number of hours
T-P-1		Introductory terms - definitions, goals, and scope of the subject.				2
T-P-2		Psychological determinants of human behavior on the labor market.				4
T-P-3		Key competences on the contemporary labor market as a requirement of the contemporary labor market - state and improvement.				4
T-P-4		The essence and idea of individual entrepreneurship - features facilitating and hindering entrepreneurial activities.				3
T-P-5		Attitudes of the unemployed and phases of unemployment, individual and social consequences of unemployment.				5
T-P-6		Economic and social determinants of labor market activation, actions in favor of improving the effectiveness of education.				4
T-P-7		Project presentation.				5
T-P-8		Summing up results of projects.				3
Student workload - forms of activity						Number of hours
A-P-1		Participation in classes and consultations.				30
A-P-2		Student's own work including: - preparing projects, - working on tasks commissioned by the teacher, - selecting and analyzing secondary materials (source literature), - participation in consultations aiming at: verifying progress, obtaining answers to bothering questions concerning the contents of particular methodological units				30
Teaching methods / tools						
M-1		Educational project method.				
M-2		Classic problem method.				
Evaluation methods (F - progressive, P - final)						
S-1		F	Evaluating activity during classes.			



Evaluation methods (F - progressive, P - final)

S-2 P Preparing a presentation using the project method.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O10/1_W01 The student understands and describes the psychological determinants of human behavior on the labor market.	E_1A_W04 E_1A_W09 E_1A_W15	P6S_WG P6S_WK		C-1	T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7	M-1 M-2	S-1 S-2
E_1A_O10/1_W02 The student possesses in depth knowledge concerning the psychological determinants of entrepreneurial attitudes on the labor market.	E_1A_W04 E_1A_W09 E_1A_W15	P6S_WG P6S_WK		C-3	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7	M-1	S-1 S-2
E_1A_O10/1_W03 The student knows the key competences on the modern labor market and knows how to improve them.	E_1A_W04	P6S_WG		C-3 C-5	T-P-3	T-P-5	M-1 M-2	S-1 S-2
E_1A_O10/1_W04 The student knows the types of attitudes unemployed people and phases of unemployment, characterizes the individual and social consequences of unemployment.	E_1A_W04	P6S_WG		C-3 C-4	T-P-2	T-P-5	M-1 M-2	S-1 S-2

Skills

E_1A_O10/1_U01 The student is able to analyze the situation on the labor market in the context of attitudes of people on the labor market as well as the requirements of employers.	E_1A_U12	P6S_UW		C-1 C-5	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7	M-1 M-2	S-1 S-2
E_1A_O10/1_U02 Is able to design measures reducing unemployment, minimizing its negative consequences, and helping to recover from unemployment in terms of attitudes and behaviors of people present on the labor market.	E_1A_U12	P6S_UW		C-5	T-P-2 T-P-3	T-P-4 T-P-5	M-1 M-2	S-1 S-2

Social competences

E_1A_O10/1_K01 The student recognizes and formulates ethical problems related to the phenomenon of unemployment in a unitary and global dimension.	E_1A_K04	P6S_KO		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7	M-1 M-2	S-2
E_1A_O10/1_K02 Is sensitive to the life situation of people threatened by social exclusion caused by unemployment.	E_1A_K04	P6S_KO		C-3 C-4 C-5	T-P-2		M-1 M-2	S-1 S-2

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O10/1_W01	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.



Knowledge

E_1A_O10/1_W02	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.
E_1A_O10/1_W03	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.



Knowledge

E_1A_O10/1_W04	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Skills

E_1A_O10/1_U01	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.



Skills

E_1A_O10/1_U02	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Other social competences

E_1A_O10/1_K01	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.



Other social competences

E_1A_O10/1_K02	2,0	The student does not general knowledge concerning the behavior of people on the labor market.
	3,0	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested (partially indifferent) in terms of attitude towards knowledge, - in the field of expressing knowledge, makes many minor mistakes in terms of content and language (the majority of statements is incorrect).
	3,5	The student: - has learned the basic teaching program, - has learned the basic scope of the material in terms of understanding knowledge, - has learned the basic program contents in terms of mastering knowledge, - averagely interested in terms of attitude towards knowledge, minor errors in the content and language (the quality of the statements - partly wrong) concerning the field of expressing knowledge.
	4,0	The student: - has learned almost the entire teaching program in terms of knowledge, - has almost completely mastered the entire scope of the material in terms of understanding knowledge, - has learned the basic program contents almost exactly in terms of mastering, - shows interest in terms of attitude to knowledge, - makes slight errors (generally correct statements) in the field of expressing knowledge.
	4,5	The student: - has completely mastered the entire teaching program in terms of knowledge, - has mastered all of the teaching contents in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - no difficulties in terms of expressing knowledge and manner of making statements.
	5,0	The student: - exceeds the teaching program in terms of knowledge, - no objections in terms of understanding knowledge, - shows great interest in terms of attitude to knowledge, - answers with the use of proper language, correctly and confidently.

Required reading

1. BandlerR.,Grinder J., Struktura magii. Kształtowanie ludzkiej psychiki, czyli więcej niż NLP, Onepress, Gliwice, 2008
2. Bandler R.,MacDonald W., NLP Twoich zmysłów.Wiedza dla wtajemniczonych, Onepress, Gliwice, 2009
3. Seymour J., Wprowadzenie do programowania neurolingwistycznego, Zysk i S-ka, Poznań, 1998

Supplementary reading

1. Wypler W., Zmiany w obrazie siebie u uczestników treningu Programowania Neurolingwistycznego, Studia Psychologia, Warszawa, 2004, 5



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Fundamentals of public procurement					
<i>Code</i>		WEK/E/S1/-/11195					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		1	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	3	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Kiełducki Jacek (jkielducki@zut.edu.pl)					
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Knowledge requirements: the student has knowledge of law, macroeconomics and public finances					
W-2		Skills requirements: the student is able to use legal acts to the extent necessary for economists					
W-3		Competence requirements: the student is able to work in a group, independently develop the indicated problem and formulate conclusions					
<i>Module/course unit objectives</i>							
C-1		Education of knowledge in the field of legal conditions for the functioning of public procurement, including the pages of public procurement, their subject matter, rules and procedures in public procurement. Familiarizing with the essence of personal data protection, the rules of their pre-registration and the data administrator's obligations and the rights of the data subject					
C-2		To develop the ability to use the acquired knowledge in solving specific problems					
C-3		Indication of the importance of public procurement and personal data protection in a market economy					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-P-1		Origin and the essence of public procurement					5
T-P-2		The subjective scope of the Public Procurement Law					4
T-P-3		Subject of public procurement. Subject exclusions and restrictions on the application of the Act					4
T-P-4		Rules for awarding public contracts					3
T-P-5		Announcement about the tender and the specification of essential terms of the contract as a source of information about the order					2
T-P-6		Procedures for awarding public contracts					3
T-P-7		Basic concepts in the field of personal data protection					2
T-P-8		General Inspector for Personal Data Protection					1
T-P-9		Rules for the processing of personal data					2
T-P-10		Responsibilities of the personal data administrator					2
T-P-11		The rights of the data subject					2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-P-1		Preparation for classes (review of literature and legal acts)					10
A-P-2		Preparation for the colloquium					12
A-P-3		Solving case studies					8
A-P-4		Participation in classes					30
<i>Teaching methods / tools</i>							
M-1		Presentation methods - informative lecture in the form of a multimedia presentation					
M-2		Activating methods - case study, didactic discussion					



Teaching methods / tools

M-3 Practical methods - solving cases

Evaluation methods (F - progressive, P - final)

S-1 F F - case evaluation

S-2 F F - assessment of the oral statement that tests theoretical knowledge and practical skills

S-3 P P - passing the classes based on the evaluation of the cases and the assessment of the oral statement

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O3/1_W01 The student knows the parties, subject and rules for awarding public contracts	E_1A_W01 E_1A_W04	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2 T-P-3	T-P-4 T-P-5	M-1 M-2 M-3	S-1 S-2 S-3
E_1A_O3/1_W02 The student lists and explains the modes of awarding public contracts	E_1A_W01 E_1A_W05	P6S_WG P6S_WK		C-1	T-P-6		M-1	S-2 S-3
E_1A_O3/1_W03 The student defines the rules for the processing of personal data and the obligations of the data controller and the rights of the data subject	E_1A_W01 E_1A_W04	P6S_WG P6S_WK		C-1 C-2	T-P-7 T-P-8 T-P-9	T-P-10 T-P-11	M-1 M-2 M-3	S-1 S-2 S-3

Skills

E_1A_O3/1_U01 The student solves the public procurement cases	E_1A_U01 E_1A_U05	P6S_UW		C-2	T-P-2 T-P-3	T-P-4 T-P-5	M-2 M-3	S-1 S-3
E_1A_O3/1_U02 Student solves cases in the field of personal data protection	E_1A_U01 E_1A_U05	P6S_UW		C-2	T-P-8 T-P-9	T-P-10 T-P-11	M-2 M-3	S-1 S-3

Social competences

E_1A_O3/1_K01 The student is aware of the importance of public procurement and personal data protection in the market economy	E_1A_K03	P6S_KK P6S_KR		C-3	T-P-4 T-P-6 T-P-9	T-P-10 T-P-11	M-1	S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O3/1_W01	2,0	The student does not know the parties, subjects and rules of public procurement
	3,0	The student knows the parties, subject and rules of awarding public contracts to a sufficient degree
	3,5	The student knows the parties, subject and rules of awarding public contracts to a degree more than sufficient
	4,0	The student knows the parties, subject and rules of awarding public contracts to a good degree
	4,5	The student knows the parties, subject and rules of awarding public contracts to a degree more than good
	5,0	The student knows the parties, subject and rules of awarding public contracts to a very good degree
E_1A_O3/1_W02	2,0	The student does not know the modes of awarding public contracts
	3,0	The student lists and explains the modes of awarding public contracts to a sufficient degree
	3,5	The student lists and explains the modes of awarding public contracts to a degree more than sufficient
	4,0	The student lists and explains the modes of awarding public contracts to a good degree
	4,5	The student lists and explains the modes of awarding public contracts to a degree more than good
	5,0	The student lists and explains the modes of awarding public contracts to a very good degree
E_1A_O3/1_W03	2,0	The student does not define the rules for the processing of personal data and the obligations of the data controller and the rights of the data subject
	3,0	The student defines the rules for the processing of personal data and the obligations of the data controller and the right of the data subject to a sufficient degree
	3,5	The student defines the rules for the processing of personal data and the obligations of the data controller and the right of the data subject to a degree more than sufficient
	4,0	The student defines the rules for the processing of personal data and the obligations of the data controller and the right of the data subject to a good degree
	4,5	The student defines the rules for the processing of personal data and the obligations of the data controller and the right of the data subject to a degree more than good
	5,0	The student defines the rules for the processing of personal data and the obligations of the data controller and the right of the data subject to a very good degree

Skills

E_1A_O3/1_U01	2,0	The student does not solve the public procurement cases
	3,0	The student solves the public procurement cases to a sufficient degree
	3,5	The student solves the public procurement cases to a degree more than sufficient
	4,0	The student solves the public procurement cases to a good degree
	4,5	The student solves the public procurement cases to a degree more than good
	5,0	The student solves the public procurement cases to a very good degree

Skills

E_1A_O3/1_U02	2,0	The student does not solve the cases of protection of personal data
	3,0	The student solves the cases of protection of personal data to a sufficient degree
	3,5	The student solves the cases of protection of personal data to a degree more than sufficient
	4,0	The student solves the cases of protection of personal data to a good degree
	4,5	The student solves the cases of protection of personal data to a degree more than good
	5,0	The student solves the cases of protection of personal data to a very good degree

Other social competences

E_1A_O3/1_K01	2,0	The student has no awareness of the importance of public procurement and personal data protection in the market economy
	3,0	The student is aware of the importance of public procurement and personal data protection in the market economy to a sufficient degree
	3,5	The student is aware of the importance of public procurement and personal data protection in the market economy to a degree more than sufficient
	4,0	The student is aware of the importance of public procurement and personal data protection in the market economy to a good degree
	4,5	The student is aware of the importance of public procurement and personal data protection in the market economy to a degree more than good
	5,0	The student is aware of the importance of public procurement and personal data protection in the market economy to a very good degree

Required reading

1. Chmaj M., (red.), Zamówienia publiczne. Podręcznik, Publicus, Warszawa, 2010
2. Niedziela H., (red.), Nowe podejście do zamówień publicznych, COZP, Warszawa, 2011
3. Osiej T., Trelka J., (red.), Ochrona danych osobowych. Wybór zagadnień, Omni Modo, Warszawa, 2011

Supplementary reading

1. xxx, Ustawa z dnia 29 stycznia 2004 r. Prawo zamówień publicznych Dz. U. 2004, nr 19, poz. 177 z późn. zm., xxx, xxx, 2011
2. xxx, Ustawa z dnia 29 sierpnia 1997 o ochronie danych osobowych Dz. U. 1997, nr 133, poz. 883 z późn. zm., xxx, xxx, 2011



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Tax registers					
<i>Code</i>		WEK/E/S1/-/7258					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		2	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	4	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Rydzewska Marzena (mrydzewska@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
W-1		Recommended knowledge of basic issues of economic law and principles of tax system functioning					
W-2		Knowledge of accounting basics					
<i>Module/course unit objectives</i>							
C-1		To acquaint students with applicable regulations, forms and rules of keeping tax records in the following areas business entities, including the principles of documentation of business transactions, valuation of categories shaping amount of tax liabilities and making tax settlements taking into account the principles of optimization tax					
C-2		Preparation of students for the analysis and interpretation of norms in the field of keeping tax records and rules. Determination of tax liabilities taking into account the principles of optimisation of tax liabilities					
C-3		Developing the ability to keep tax records, calculate and settle tax liabilities, as well as preparation of tax returns and tax returns					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-P-1		Legal and organisational aspects of keeping tax records (books) taking into account the following standards balance sheet and tax law					1
T-P-2		Rules of making tax settlements in business entities: general and special rules taxation of income/income, rules for determining income, income and income tax, settlements of value added tax					1
T-P-3		Organization of valuation and documentation of revenues and tax deductible costs in entities keeping tax books (records)					1
T-P-4		Conditions and method of keeping VAT records					4
T-P-5		Keeping records by taxpayers of a tax card and a registered lump sum. Preparation of tax returns and returns					8
T-P-6		Keeping a tax book of income and expenses and additional records; closure monthly and annual revenue and expenditure books					8
T-P-7		Accounting books as the basis for determining and settling tax liabilities. Declarations tax-development					2
T-P-8		Reasons and consequences of unethical business behaviour in the field of taxation and keeping tax records					1
T-P-9		Project presentation and analysis					4
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-P-1		Participation in classes, projectwork					30
A-P-2		Concerning the manner of keeping tax records and settlement of tax liabilities					15
A-P-3		Preparation and presentation of projectwork (including presentation or report) in the field of records and financial records kept for tax purposes					15
<i>Teaching methods / tools</i>							
M-1		explanation					
M-2		case study, design method					



Evaluation methods (F - progressive, P - final)

S-1	F	Assess student achievement by asking written or oral questions at the beginning and during classes
S-2	F	Analysis of the results of problematic tasks solved by students on their own
S-3	P	Evaluation of the prepared and presented project work, presentation or report covering the following issues record keeping and settlement

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O16/1_W01 Student explains the issues concerning the choice of form and principles of keeping tax records in relation to the various forms of taxation of activities	E_1A_W06 E_1A_W08 E_1A_W10 E_1A_W11 E_1A_W15	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7 T-P-9	M-1 M-2	S-1 S-2 S-3
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Skills

E_1A_O16/1_U01 The student is able to determine the selection conditions, scope and methods keeping records in tax records (books) and making tax settlements on their basis having regard to the tax optimisation	E_1A_U02 E_1A_U05 E_1A_U06 E_1A_U11 E_1A_U18	P6S_UW		C-2 C-3	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9	M-1 M-2	S-1 S-2 S-3
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Social competences

E_1A_O16/1_K01 Student does not have the ability to work independently	E_1A_K01 E_1A_K02	P6S_KK P6S_KO P6S_KR		C-2 C-3	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9	M-2	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O16/1_W01	2,0	Student does not know the forms of taxation and the related accounting and settlement obligations
	3,0	The student knows the forms of taxation and the rules of making tax settlements as well as general issues of record keeping and settlement
	3,5	Student knows the forms of taxation and making tax settlements of entrepreneurs, the rules of keeping records tax
	4,0	Student knows the rules of selecting and keeping tax records and conducting settlements based on them tax on particular forms of activity taxation
	4,5	Student explains the rules of selecting and keeping tax records and conducting settlements based on them is able to compare the informational scope of tax records
	5,0	Student explains the detailed rules of selecting and keeping tax record sand conducting tax records on their basis tax settlements in relation to particular forms of activity taxation, can demonstrate the limitations of information on individual tax records

Skills

E_1A_O16/1_U01	2,0	student is not able to choose the forms of tax records appropriate to the assumed conditions of operation manage the entrepreneur and make entries in them with regard to tax obligations
	3,0	student keeps accounting records in the indicated tax records (books) and tries to make an attempt at their the basis for tax settlements
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_O16/1_K01	2,0	Student does not have the ability to work independently
	3,0	Student has the ability to independently solve some of the problems constituting the content of the classes
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Kiziukiewicz T., Sawicki K., Rachunkowość małych przedsiębiorstw, PWN, Warszawa, 2012
2. Martyniuk T., Małe przedsiębiorstwo. Rejestry, podatki, ewidencja, sprawozdawczość, ODDK, Gdańsk, 2010

Supplementary reading

1. Olchowicz I., Rachunkowość podatkowa, Difin, Warszawa, 2011
2. Winiarska K., Startek K., Rachunkowość podatkowa. Zadania, pytania, testy, C.H. Beck, Warszawa, 2011
3. Jeleńska A., Księgowość małej firmy, Wszechnica Podatkowa, Kraków, 2010
4. Wyrzykowski W., Księgi, ewidencje i rejestry podatkowe małych przedsiębiorców, SPG, Gdańsk, 2005

Supplementary reading

5. ., Aktualne akty prawne regulujące zasady prowadzenia ewidencji podatkowych



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Economic History					
<i>Code</i>		WEK/E/S1/-/7345					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		2	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	4	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Myszczyszyn Janusz (Janusz.Myszczyszyn@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Basics of microeconomics, macroeconomics, history of economic thought and history.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	The aim of the course is to learn about the intellectual heritage and the conditions of evolution of the structure and organization of social and economic life of man, beginning with the earliest times to modern times.						
<i>C-2</i>	The didactic material provided to students is to provide knowledge that a modern economist (manager) should possess about the genesis, stages of the development of the institution of the market economy system.						
<i>C-3</i>	The aim of the subject is also to show the relationship between economic thought and the practice of socio-economic life in development processes in the past, linking economic history with micro and macroeconomics, showing similarities and differences in solutions in the past and in modern times.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-P-1</i>	An introduction to economic history						3
<i>T-P-2</i>	Economic development in Ancient Times and in Medieval						4
<i>T-P-3</i>	Geographical discovery and economic development of the world						3
<i>T-P-4</i>	The impact of the industrial revolution (technical revolution) on changes in the functioning of societies. The role of England as a pioneer of industrialization and the economic power.						5
<i>T-P-5</i>	Political and economic changes in Europe and America in the 18th and the end of the 19th century						4
<i>T-P-6</i>	Political and economic changes, with particular emphasis on Polish territories (19th and beginning of the 20th century).						3
<i>T-P-7</i>	Economic development of the world in the 20th century (until the Second World War).						3
<i>T-P-8</i>	Economic development of the world after the Second World War.						3
<i>T-P-9</i>	Post-industrial society in the 20th century and the beginning of the 21st century.						2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-P-1</i>	Participation in classes.						30
<i>A-P-2</i>	Preparation for the classes.						6
<i>A-P-3</i>	Reading and analysis of the indicated literature.						8
<i>A-P-4</i>	Preparation of the thematic presentation.						6
<i>A-P-5</i>	Preparing to pass the subject.						10
<i>Teaching methods / tools</i>							
<i>M-1</i>	information lecture with multimedia presentation						
<i>M-2</i>	Didactic discussion						
<i>M-3</i>	Student presentations (selected topic)						
<i>Evaluation methods (F - progressive, P - final)</i>							



Evaluation methods (F - progressive, P - final)

S-1	F	Assessment of the presentation prepared by students (given topic).
S-2	P	The test verifying issues described at the lectures.
S-3	F	Student activity during classes.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O17_W01 Defining the basic economic issues related to the functioning of the economy at different times	E_1A_W01	P6S_WG P6S_WK		C-1 C-2 C-3	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9	M-1 M-3	S-1 S-2
E_1A_O17_W02 Explaining the principles of operation of mechanisms in the economy and the role of man in creating new institutions in order to advance civilization and socio-economic development in the history	E_1A_W13	P6S_WG		C-1	T-P-3 T-P-4 T-P-5 T-P-6	T-P-7 T-P-8 T-P-9	M-1 M-2	S-1 S-2
E_1A_O17_W03 Translation of issues related to the necessity of changes and the main causes and determinants of economic growth and development in particular historical periods.	E_1A_W04	P6S_WG		C-2 C-3	T-P-3 T-P-4 T-P-5 T-P-6	T-P-7 T-P-8 T-P-9	M-1 M-2	S-2

Skills

E_1A_O17_U01 Analyzes the behavior of business entities with particular emphasis on the role of the state in the economy	E_1A_U01	P6S_UW		C-2	T-P-5 T-P-7	T-P-8 T-P-9	M-1 M-3	S-1 S-2
E_1A_O17_U02 Student determines the directions of changes in the economy and functioning of societies, the division of labor, the role of technical and technological progress, the impact of historical events (wars, elementary disasters)	E_1A_U08	P6S_UW		C-2	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-7 T-P-8 T-P-9	M-1 M-2	S-2

Social competences

E_1A_O17_K01 Student able to formulate conclusions regarding the functioning of the economy in various historical periods	E_1A_K09	P6S_KK P6S_KR		C-2 C-3	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8 T-P-9	M-1 M-2	S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O17_W01	2,0	The student has no basic knowledge about the definition and principles of the functioning of the economy. He does not know the essence or necessity of changes in the functioning of the economy and societies. He did not master basic knowledge in the field of general history and economic effects of changes. He did not attend classes.
	3,0	Student: - knows the basic programming material, - learned the essential content of the program, - medium interested (partly indifferent), - not always willing to participate in the discussion.
	3,5	Student: - knows the basic programming material, - on average, interested in expressing knowledge - with the help of a teacher, can interpret basic historical events and their impact on the functioning of the economy.
	4,0	Student: - knows almost all programming material, - knows the essential content of the program almost exactly, - shows interest in new knowledge, - with a little help from the teacher can interpret basic problems.
	4,5	Student: - knows all the program material, - knows all programming content, - he is interested in the content, - with minimal teacher's help, can interpret basic historical events and their impact on the functioning of the economy.
	5,0	Student; - knows issues more than program material, - in terms of understanding knowledge - without comments, - great interest in the material - uses the correct language, correct and reliable answers, - independently can interpret basic historical events and their impact on the functioning of the economy.



Knowledge

E_1A_O17_W02	2,0	The student has no basic knowledge about the definition and principles of the functioning of the economy. He does not know the essence or necessity of changes in the functioning of the economy and societies. He did not master basic knowledge in the field of general history and economic effects of changes. He did not attend classes.
	3,0	Student: - knows the basic programming material, - learned the essential content of the program, - medium interested (partly indifferent), - not always willing to participate in the discussion.
	3,5	Student: - knows the basic programming material, - learned the essential content of the program, - medium interested (partly indifferent), - not always willing to participate in the discussion.
	4,0	Student: - knows almost all programming material, - knows the essential content of the program almost exactly, - shows interest in new knowledge, - with a little help from the teacher can interpret basic problems.
	4,5	Student: - knows all the program material, - knows all programming content, - he is interested in the content, - with minimal teacher's help, can interpret basic historical events and their impact on the functioning of the economy.
	5,0	Student; - knows issues more than program material, - in terms of understanding knowledge - without comments, - great interest in the material - uses the correct language, correct and reliable answers, - independently can interpret basic historical events and their impact on the functioning of the economy.
E_1A_O17_W03	2,0	The student has no basic knowledge about the definition and principles of the functioning of the economy. He does not know the essence or necessity of changes in the functioning of the economy and societies. He did not master basic knowledge in the field of general history and economic effects of changes. He did not attend classes.
	3,0	Student: - knows the basic programming material, - learned the essential content of the program, - medium interested (partly indifferent), - not always willing to participate in the discussion.
	3,5	Student: - knows the basic programming material, - on average, interested in expressing knowledge - with the help of a teacher, can interpret basic historical events and their impact on the functioning of the economy.
	4,0	Student: - knows almost all programming material, - knows the essential content of the program almost exactly, - shows interest in new knowledge, - with a little help from the teacher can interpret basic problems.
	4,5	Student: - knows all the program material, - knows all programming content, - is interested in the content, - with minimal teacher's help, can interpret basic historical events and their impact on the functioning of the economy
	5,0	Student; - knows issues more than program material, - in terms of understanding knowledge - without comments, - great interest in the material, - uses the correct language, correct and reliable answers, independently can interpret basic historical events and their impact on the functioning of the economy

Skills

E_1A_O17_U01	2,0	Student: - he can not characterize the basic assumptions, methods and behavior of the institution, - does not have the ability to articulate and assess changes in the economy, - does not see the economic activity of a human being and its changes during the historical process. He did not attend classes.
	3,0	Student: - can identify and with a great help from the teacher, from with the process of work preparation and activity during classes.
	3,5	Student: - can identify and prepare a written paper with the help of a teacher, it is rather an activity in the classroom.
	4,0	Student: - can work independently with a small teacher's help, is active in the classroom.
	4,5	Student: - can work independently, little help from the teacher - is active in class.
	5,0	Student: - independently identifies and solves difficulties related to the process of preparation of work, presentation), high activity on classes, - can independently conclude and combine theoretical issues in practical.



Skills

E_1A_O17_U02	2,0	Student: - he can not characterize the basic assumptions, methods and behavior of the institution, - does not have the ability to articulate and assess changes in the economy, - does not see the economic activity of a human being and its changes during the historical process. He did not attend classes.
	3,0	Student: - can identify and with a great help from the teacher, from with the process of work preparation and activity during classes.
	3,5	Student: - can identify and prepare a written paper with the help of a teacher, it is rather an activity in the classroom.
	4,0	Student: - can work independently with a small teacher's help, is active in the classroom.
	4,5	Student: - can work independently, little help from the teacher - is active in class.
	5,0	Student: - independently identifies and solves difficulties related to the process of preparation of work, presentation), high activity on classes, - can independently conclude and combine theoretical issues in practical.

Other social competences

E_1A_O17_K01	2,0	Student: - does not show awareness of the essence of problems and economic issues and the role of institutions and changes in the historical process.
	3,0	Student: - shows awareness of the essence of problems and historical and economic issues and the role of institutions in economic development, - is mainly inspired by the teacher.
	3,5	Student: - shows a certain awareness of the essence of problems and historical and economic issues and the role of economic entities in economic development, - inspiration from the teacher.
	4,0	Student: - shows awareness of the essence of problems and historical and economic issues and the role of economic entities in economic development n - he is independent
	4,5	Student: - demonstrates the awareness of the essence of problems and historical and economic issues and the role of economic entities in economic development, to a large extent working independently with the minimum help of the teacher.
	5,0	Student: - is aware of the essence of problems and historical and economic issues and the role of economic entities in economic development and is independent

Required reading

1. Cameron R., Neal L., A Concise Economic History of the World From Paleolithic Times to the Present, OXFORD UNIVERSITY PRESS, OXFORD, New York, 2016, VI
2. Pollard S., Tedlow R., Economic History, Routledge, London, 2003
3. Kuliszer J.M., owszechna historia gospodarcza średniowiecza i czasów nowożytnych, T I i II, KiW, Warszawa, 1961
4. Skodlarski J., Zarys historii gospodarczej Polski do 1945 roku, PWN, Warszawa, 2007
5. Bairoch P, Economics and World History: Myths and Paradoxes., University of Chicago Press, Chicago, 1995
6. Skodlarski J., Historia gospodarcza, PWN, Warszawa, 2014
7. Ashton T.S., The Industrial Revolution, 1760-1830, Oxford University Press, Oxford, 1997
8. Maddison A., The World Economy: Historical Statistics, OECD Development Centre, Paris, 2004

Supplementary reading

1. Myszczyzyn J., Wpływ kolei żelaznych na wzrost gospodarczy Niemiec (1840-1913), Wyd. Uniwersytetu Łódzkiego, Łódź, 2013
2. Birnie A., An Economic History of Europe 1760-1930, Routledge, Oxon, 2006
3. Kula W., Problemy i metody historii gospodarczej, PWE, Warszawa, 1983



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Logistics					
<i>Code</i>	WEK/E/S1/-/7261					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Zakład Studiów Regionalnych i Europejskich					
<i>ECTS</i>	2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>	zaliczenie	<i>Language</i>	polski			
<i>Electives</i>	2	<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty	P	4	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>	Lewicki Wojciech (Wojciech.Lewicki@zut.edu.pl)					
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	The student should have basic knowledge in the field of business management and economic conditions of its functioning.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To familiarize students with the basic knowledge of the basics of logistics with particular emphasis on logistics subsystems by phase division.					
<i>C-2</i>	To acquaint students with the main concepts and logistics methods that integrate the flow of resources in the supply chains.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-P-1</i>	The purpose, subject and scope of logistics. Analysis of basic concepts (logistics, logistics system, logistics services, forwarding, transport, integrated supply chain, logistics problems, logistics management system, environmentalist) (2)					2
<i>T-P-2</i>	The purpose of the logistics system and logistic processes in the functioning of the organization. Factors determining the efficiency of logistics processes. Organization of logistics in an enterprise (2))					2
<i>T-P-3</i>	Characteristics of logistic services					2
<i>T-P-4</i>	Outsourcing of logistic services					2
<i>T-P-5</i>	Logistic processes in the sphere of supply					2
<i>T-P-6</i>	Logistic processes in the sphere of production					2
<i>T-P-7</i>	Logistic processes in the sphere of distribution					2
<i>T-P-8</i>	Warehouse logistics					2
<i>T-P-9</i>	Transport in a logistics system. Basic branches of transport. Intermodal transport					2
<i>T-P-10</i>	Seaports in the logistics supply chain					2
<i>T-P-11</i>	Logistics centers. Case analysis. Port logistics centers					2
<i>T-P-12</i>	Integrated supply chain management system					2
<i>T-P-13</i>	Information systems in logistics management					2
<i>T-P-14</i>	Eurologistyka. Global logistics. City logistics					2
<i>T-P-15</i>	Trends in the development of logistics and management of logistics processes					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-P-1</i>	Participation in design classes					30
<i>A-P-2</i>	Preparation for a comprehensive pass theoretical issues from project classes					20
<i>A-P-3</i>	Getting to know the basic literature in the field of Logistics					10
<i>Teaching methods / tools</i>						
<i>M-1</i>	The method of giving - information lecture					
<i>M-2</i>	Problem method - problem lecture					
<i>M-3</i>	Activating method - case method					



Evaluation methods (F - progressive, P - final)

S-1 P Written test in the form of a project.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O08_W01 Having knowledge of the basics of logistics with particular emphasis on logistics subsystems..	E_1A_W01 E_1A_W10 E_1A_W15	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8	T-P-9 T-P-10 T-P-11 T-P-12 T-P-13 T-P-14 T-P-15	M-1 M-2 M-3	S-1
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E_1A_O08_W02 Knowledge of the main concepts and logistic methods integrating the flow of resources in the supply chains.	E_1A_W01 E_1A_W10 E_1A_W15	P6S_WG P6S_WK		C-2	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8	T-P-9 T-P-10 T-P-11 T-P-12 T-P-13 T-P-14 T-P-15	M-1 M-2 M-3	S-1
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Skills

E_1A_O08_U01 The ability to use elements of logistics in business, especially in industrial enterprises.	E_1A_U01 E_1A_U03 E_1A_U10 E_1A_U20	P6S_UO P6S_UW		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8	T-P-9 T-P-10 T-P-11 T-P-12 T-P-13 T-P-14 T-P-15	M-1 M-2 M-3	S-1
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Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O08_W01	2,0	He has no knowledge of the basics of logistics.
	3,0	Has basic knowledge of logistics, with particular emphasis on logistics subsystems
	3,5	Has general knowledge of logistics, with particular emphasis on logistics subsystems..
	4,0	Has full knowledge of logistics, with particular emphasis on logistics subsystems
	4,5	Has full knowledge of logistics, with particular emphasis on logistics subsystems presented at lectures and knowledge from basic literature.
	5,0	Has full knowledge of logistics, with particular emphasis on logistics subsystems presented at lectures and knowledge from basic and supplementary literature.

E_1A_O08_W02	2,0	He does not know the concepts and logistic methods that integrate the flow of resources in the supply chains.
	3,0	He knows the basic concepts and logistic methods that integrate the flows of resources in the supply chains.
	3,5	He knows some of the main concepts and logistic methods that integrate resource flows in supply chains.
	4,0	He knows almost all the main concepts and logistic methods that integrate the flow of resources in the supply chains.
	4,5	He knows all the main concepts and logistic methods that integrate the flows of resources in the supply chains.
	5,0	He knows all the major concepts and logistic methods that integrate resource flows in supply chains, knowledge goes beyond material from lectures.

Skills

E_1A_O08_U01	2,0	He does not have the ability to apply logistics elements in business.
	3,0	Has basic skills in the application of logistics elements in business.
	3,5	Has most of the skills to apply logistics elements in business.
	4,0	Has almost all the skills to apply logistics elements in business.
	4,5	Has all the skills to apply logistics elements in business.
	5,0	Has all the skills to use logistic elements in business.

Other social competences

Required reading

- Frederick J. Beier, Krzysztof Rutkowski:, Logistics, Publishing house SGH, Warsaw, 2004
- Elżbieta Gołemska, Compendium of knowledge about logistics, Publishing house PWN, Warsaw, 2004
- Christowa Cz., Basics of construction and operation of port logistics centers, Publisher of the Maritime University of Szczecin, Szczecin, 2005

Supplementary reading

- Tundys B., City logistics, Difin, Warsaw, 2008
- Skowronek C., Sarjusz-Wolski Z., Logistics in the enterprise, PWE, Warsaw, 2008

Supplementary reading

3. Gołemska E., Szymczak M., International logistics, PWE, Warsaw, 2004



<i>Field of study</i>		Economics						
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy				
<i>Graduate's qualification</i>		licencjat						
<i>Fields of study</i>		dziedzina nauk społecznych						
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
<i>Educational profile</i>		ogólnoakademicki						
<i>Module</i>								
<i>Course unit</i>		Foundations of industrial economics						
<i>Code</i>		WEK/E/S1/-/7492						
<i>Field of specialisation</i>								
<i>Administering faculty</i>		Katedra Zarządzania Przedsiębiorstwami						
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0				
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski				
<i>Electives</i>		2	<i>Elective group</i>					
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>	
projekty		P	4	30	2,0	1,00	zaliczenie	
<i>Leading teacher</i>		Sworowska Anna (Anna.Sworowska@zut.edu.pl)						
<i>Other teachers</i>								
<i>Prerequisites</i>								
<i>Module/course unit objectives</i>								
C-1	General knowledge about industry, fundamental processes of industry development and of its environment							
C-2	Knowledge of aspects connected with the mechanism of shaping fundamental processes of industry development							
C-3	Knowledge of aspects of industrial policy							
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>	
T-P-1	Science of economics and industrial economics						2	
T-P-2	Market and its performance						2	
T-P-3	The essence and objectives of industrial activity						2	
T-P-4	Industry structures						2	
T-P-5	Industry manufacturing processes						2	
T-P-6	Development and role of industry in Polish economy						5	
T-P-7	Effectiveness and profitability of industrial production						2	
T-P-8	Effectiveness of industrial activity in Poland						6	
T-P-9	Industrial policy and strategies for industry development in Poland						5	
T-P-10	Innovation activity of industrial enterprises						2	
<i>Student workload - forms of activity</i>							<i>Number of hours</i>	
A-P-1	Participation in classes						30	
A-P-2	Project preparation						29	
A-P-3	Final interview						1	
<i>Teaching methods / tools</i>								
M-1	Problem lecture							
M-2	Projects							
<i>Evaluation methods (F - progressive, P - final)</i>								
S-1	P	Written exercises						
S-2	F	Project appraisal						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods



Knowledge

E_1A_O21_W01 Student is able to explain basic concepts connected with industry and industrial processes	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W08 E_1A_W13	P6S_WG P6S_WK		C-1	T-P-1 T-P-2 T-P-3	T-P-4 T-P-5	M-1 M-2	S-1 S-2
E_1A_O21_W02 Student is able to explain mechanisms of shaping fundamental processes of industry development	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W08 E_1A_W13	P6S_WG P6S_WK		C-2	T-P-6 T-P-7		M-1 M-2	S-1 S-2
E_1A_O21_W03 Student knows and is able to explain basic aspects of industrial policy	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W08 E_1A_W13	P6S_WG P6S_WK		C-3	T-P-8 T-P-9	T-P-10	M-1 M-2	S-1 S-2

Skills

E_1A_O09_U01 Student is able to interpret phenomena that occur in various industry sectors from data	E_1A_U01	P6S_UW		C-1 C-2 C-3	T-P-1 T-P-2	T-P-6	M-1 M-2	S-2
E_1A_O09_U02 Student is able to find and use for analysis data sources connected with industrial economics	E_1A_U02	P6S_UW		C-1 C-2 C-3	T-P-6 T-P-7	T-P-8	M-1 M-2	S-2
E_1A_O09_U03 Student is able to analyze industry structures and changes of those structures	E_1A_U04	P6S_UW		C-1 C-2 C-3	T-P-3 T-P-4	T-P-9	M-1 M-2	S-2

Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O21_W01	2,0	Student is not able to list and explain basic concepts connected with industry and industrial processes
	3,0	Student is able to list some concepts connected with industry and industrial processes and to explain some of them in general
	3,5	Student is able to list some concepts connected with industry and industrial processes and to explain them in general
	4,0	Student is able to list and to explain most of concepts connected with industry and industrial processes
	4,5	Student is able to list and to explain all the concepts connected with industry and industrial processes
	5,0	Student is able to list and to explain all the concepts connected with industry and industrial processes in detail
E_1A_O21_W02	2,0	Student is not able to list and to explain basic concepts connected with mechanisms of shaping processes of industry development
	3,0	Student is able to list concepts connected with mechanisms of shaping processes of industry development
	3,5	Student is able to list concepts connected with mechanisms of shaping processes of industry development and to explain them in general
	4,0	Student is able to list and explain most of concepts connected with mechanisms of shaping processes of industry development
	4,5	Student is able to list and explain all the concepts connected with mechanisms of shaping processes of industry development
	5,0	Student is able to list and explain all the concepts connected with mechanisms of shaping processes of industry development in detail
E_1A_O21_W03	2,0	Student is not able to list and explain basic concepts connected with aspects of industrial policy
	3,0	Student is able to list concepts connected with aspects of industrial policy and to explain some of them
	3,5	Student is able to list concepts connected with aspects of industrial policy and to explain them in general
	4,0	Student is able to list and explain most of concepts connected with aspects of industrial policy
	4,5	Student is able to list and explain all the concepts connected with aspects of industrial policy
	5,0	Student is able to list and explain all the concepts connected with aspects of industrial policy in detail

Skills

E_1A_O09_U01	2,0	
	3,0	Student is able to interpret at the satisfactory level from given data about industry
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_O09_U02	2,0	
	3,0	Student is able to find and use for analysis basic data sources about industry and industry policy
	3,5	
	4,0	
	4,5	
	5,0	



Skills

E_1A_009_U03	2,0	
	3,0	Student is able to identify from data industry structures and character of changes of those structures
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

Required reading

1. Janasz W. (Red.), Podstawy ekonomiki przemysłu, PWN, Warszawa, 1997
2. M. Rainelli, Ekonomia przemysłowa, PWN, Warszawa, 1996
3. Kózuch Małgorzata, Ekonomia przemysłu wybrane zagadnienia, Wydawnictwo Akademii Ekonomicznej w Krakowie, Kraków, 2005
4. R. Schmalensee, R. Willig (Eds.), Handbook of industrial organization Vol. 1, Elsevier, 2003, 7



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Economic projects using EU funds				
<i>Code</i>		WEK/E/S1/-/7249				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		2	<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
projekty		P	4	30	2,0	1,00
<i>Leading teacher</i>		Mickiewicz Bartosz (Bartosz.Mickiewicz@zut.edu.pl)				
<i>Other teachers</i>		Bera Milena (Milena.Bera@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Basics of knowledge in subjects: macroeconomics, microeconomics.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	The student knows the practical methods and tools necessary for the planning and management of projects co-financed from public funds, mainly from the European Union funds.					
<i>C-2</i>	Developing skills in the use of such project planning tools as the project life cycle, identification of problems and needs, "problem tree" and "goal tree", logical matrix (LFA), Gantt chart as a set of methods recommended by the European Commission.					
<i>C-3</i>	Preparing and conducting presentations on the basic issues of EU policy, European funds and operational programs.					
<i>C-4</i>	Shaping skills in building a partnership for the implementation of projects.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-P-1</i>	The logic of intervention of EU funds.					5
<i>T-P-2</i>	EU policy and tools for their implementation.					5
<i>T-P-3</i>	Legal basis for granting support from EU funds and operational programs.					4
<i>T-P-4</i>	Project - definitions. Features of a good design. Project cycle. Methodology of project cycle management. Active project planning method - analysis and planning phase.					5
<i>T-P-5</i>	Phase of analysis: analysis of subjects, analysis of problems (problem tree), analysis of goals (goal tree), analysis of options and choice of strategy.					4
<i>T-P-6</i>	Planning phase: logical matrix (definition, limitations related to the logic table), risk analysis, project indicators (product, result, impact) project schedule (Gantt chart), resource utilization plan and budget.					4
<i>T-P-7</i>	Methods for the evaluation of economic projects: economic and financial (static and dynamic) methods for assessing investment projects.					1
<i>T-P-8</i>	Project implementation (monitoring and reporting). Evaluation and control of the project. Building a partnership for the implementation of projects.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-P-1</i>	Participation in projects.					30
<i>A-P-2</i>	Reading the indicated literature in the field of preparing economic projects and the European funds.					10
<i>A-P-3</i>	Preparing for the colloquium.					5
<i>A-P-4</i>	Preparation of a project on the use of EU funds.					15
<i>Teaching methods / tools</i>						
<i>M-1</i>	Presenting methods					
<i>M-2</i>	Lecture					
<i>M-3</i>	Programmed-exposing methods (demonstration).					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	F	Evaluation of student's progress in acquiring knowledge by asking oral questions at the beginning of the lecture.				



Evaluation methods (F - progressive, P - final)

S-2	P	Evaluation of the economic project prepared in groups using EU funds.
S-3	P	Rating from the colloquium checking knowledge gained during lectures.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O13_W01 The student has a basic knowledge of institutions involved in the project financing processes from EU funds at the EU and national level. Knowledge in the field of planning including, in particular, the planning of economic projects and the economic and financial analysis necessary for the economic justification of the project.	E_1A_W03 E_1A_W12	P6S_WG P6S_WK		C-1 C-2 C-3 C-4	T-P-4 T-P-5 T-P-6	T-P-7 T-P-8	M-1 M-2 M-3	S-1 S-2 S-3
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Skills

E_1A_O13_U01 The development of the project requires the cooperation of the student team and the practical application of the acquired knowledge.	E_1A_U03	P6S_UO		C-2 C-3 C-4	T-P-4 T-P-5	T-P-6 T-P-8	M-3	S-2
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Social competences

E_1A_O13_K01 The implementation of projects using EU funds requires an absolute knowledge of the principles of sustainable development, and only with their consideration it is possible to obtain such funds.	E_1A_K06	P6S_KO P6S_KR		C-1 C-2 C-3 C-4	T-P-2 T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 T-P-8	M-1 M-2 M-3	S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O13_W01	2,0	The student is not able to: - define basic concepts of the subject, - indicate what is the subject literature and what is the goal, subject and the most important issues within the program, - formulate a short (even incomplete) but correct statement for the majority of the subject areas discussed in the classes. The student receives an unsatisfactory grade if he / she does not show interest in the program content or evades the activity and his / her absence does not guarantee that the material is catching up.
	3,0	Student, for a satisfactory grade: - in the field of knowledge, he mastered and absorbed the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in the range of attitudes towards knowledge, the average interested (partially indifferent), - in the field of expressing knowledge, she commits many minor mistakes in the content and language (the quality of the statements is largely incorrect).
	3,5	A student at a satisfactory plus grade: - in the area of knowledge he mastered the basic programming material, - in the field of understanding of knowledge he mastered the basic scope of material, - in terms of the ratio to the knowledge transferred, the average interest remains, - in the field of expressing knowledge, he makes minor mistakes in the content and language (the quality of the statements partly incorrect).
	4,0	Student, for a good grade: - in the area of knowledge, he mastered almost all programming material and knowledge acquired the basic content of the program almost exactly, - in terms of understanding knowledge, he almost completely mastered the entire scope of the material, - in terms of attitudes towards knowledge, it shows interest, - in the field of expressing knowledge, he commits slight deficiencies (statements have slight errors).
	4,5	Student, for good plus grade: - in the area of knowledge, he mastered the program material,- in terms of understanding knowledge, he mastered all program content, properly explains their meaning- shows interest in relation to knowledge,- speaks without difficulty using the substantive vocabulary.
	5,0	Student, for very good grade: - in terms of knowledge, it goes beyond the curriculum material, - demonstrates the understanding of knowledge without reservations to the course of reasoning, - in terms of attitudes towards knowledge shows a lot of interest and cognitive curiosity, can propose a context in which knowledge finds or can find practical application, - speaks a faultless language, properly substantive.

Skills



Skills

E_1A_O13_U01	2,0	The student can not identify and deal with the difficulties that may arise in the situation of applying the acquired knowledge. He can not apply practically acquired knowledge, he has basic problems with interpretation and inference.
	3,0	The student, for a satisfactory grade, can identify and deal with (with the help of a teacher or with the support of third parties) with selected difficulties related to the use of acquired knowledge. He has very limited ability to put knowledge into practice and makes mistakes in non-primary tasks.
	3,5	The student, for the grade of a sufficient plus, can identify and deal with, provided that additional support is obtained, with difficulties related to the application of the acquired knowledge. Has limited ability to apply knowledge in practice and makes mistakes in tasks in more difficult tasks.
	4,0	Student, on the good grade, can identify and deal with basic difficulties in the situation of applying the acquired knowledge. Without errors, he applies the acquired knowledge to solve simple and medium-difficult tasks, makes mistakes in interpretation and inferring in more difficult contexts.
	4,5	The student, for the grade of a good plus can independently identify and deal with basic difficulties in the situation of applying the acquired knowledge. He skilfully interprets and concludes in most contexts and tasks before him, understands the sense of mistakes and has the ability to improve.
	5,0	The student, for the very good grade, independently identifies and solves the difficulties associated with the process with the application of knowledge in practice. Flawlessly interprets and concludes, regardless of the level of difficulty of the issues in the subject matter. Expands your skills by combining the knowledge and skills you have previously acquired and searching for optimal solutions.

Other social competences

E_1A_O13_K01	2,0	The student has no basic knowledge of the subject, which prevents him from showing competence. He presents wrong views and opinions, even in the situation of hints, he can not present competences in correct inference and interpretation skills. It reveals the lack of commitment and the lack of willingness to do the job in a proper way.
	3,0	The student, on a satisfactory grade, demonstrates skills, commitment and performance of duties at the basic level, with numerous errors not fully qualified.
	3,5	The student, for the grade of a sufficient plus, demonstrates skills, commitment and performance of duties at the basic level, is able to plan the performance of the work and reveals the ability to complete the basic scope of the plan. He makes mistakes, but he usually carries out key areas correctly.
	4,0	The student, for the good grade, presents opinions and views proving the understanding of the subject matter and obtaining the basic skills for the future practical use of the acquired knowledge and skills.
	4,5	The student, for the grade of a good plus, presents opinions and views proving the meaning of the key subject of the subject and the possibilities and abilities for the future practical use of the acquired knowledge and skills.
	5,0	The student, on the very good grade, presents opinions and views that show the meaning of subject matter and possibilities and the ability to use the acquired knowledge and skills in the future.

Required reading

1. Benjamin C. Esty, Modern Project Finance: A Casebook, John Wiley & Sons, 2008, ISBN-13: 978-0471434252
2. M. A. Mian, Project Economics and Decision Analysis: Probabilistic Models, PennWell Corp.; 2 edition, 2015, ISBN-13: 978-1593702090

Supplementary reading

1. Colective work, The Evaluation of Enterprise. A Critical View, Taylor & Francis Ltd, 2018, ISBN13 (EAN): 9781138601314



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Elements of managerial accounting				
<i>Code</i>		WEK/E/S1/-/7449				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Ekonomii i Rachunkowości				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		3	<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
projekty		P	5	30	2,0	<i>Credit</i> zaliczenie
<i>Leading teacher</i>		Majchrzak Iwona (Iwona.Majchrzak@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	No requirements					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To familiarize students with the principles and methods of management accounting in terms of the design task					
<i>C-2</i>	To familiarize students with management varieties of cost accounting and the possibilities of their use for the purpose of making management decisions					
<i>C-3</i>	Preparing students to assess the shaping of the economic relationship: "production-costs-profit" and analyzing the impact of individual factors using the break-even point analysis					
<i>C-4</i>	To familiarize students with the management accounting instrumentation and preparation for its use in making management decisions in the short and long run					
<i>C-5</i>	Preparing students for independent decision-making problems based on the analysis of source materials					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-P-1</i>	The essence and structure of projects in the field of management accounting					2
<i>T-P-2</i>	Management variations of cost accounting and the possibility of their use for the purpose of making management decisions					6
<i>T-P-3</i>	Analysis of the dependency "production-costs-profit"					6
<i>T-P-4</i>	Short-term decision-making account					6
<i>T-P-5</i>	Investment decision-making					6
<i>T-P-6</i>	Decision-making account in risk conditions					2
<i>T-P-7</i>	Passing the project					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-P-1</i>	Participation in classes					30
<i>A-P-2</i>	Preparation for classes, including studying subject literature and solving decision-making problems using management accounting tools					16
<i>A-P-3</i>	Preparation for passing					14
<i>Teaching methods / tools</i>						
<i>M-1</i>	Project method					
<i>M-2</i>	Case method					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	F	Assessment of student's achievements by asking questions at the beginning and during classes				
<i>S-2</i>	P	Credits in the form of project evaluation				
<i>S-3</i>	P	Activity of students during classes				



Faculty of Economics

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_O5_W01 The student knows the essence, scope of management accounting and its place in the accounting system, as well as the concept and classification of costs as the basic measure of the business assessment	E_1A_W01 E_1A_W08 E_1A_W10 E_1A_W11	P6S_WG P6S_WK		C-1	T-P-1 T-P-7	M-1 M-2	S-1 S-2 S-3
E_1A_O5_W02 The student has knowledge about management variations of cost accounting and the possibility of using them for the purpose of making decisions	E_1A_W10 E_1A_W11	P6S_WG		C-2	T-P-2 T-P-7	M-1 M-2	S-1 S-2 S-3
E_1A_O5_W03 The student knows the management accounting instruments for making short-term and long-term decisions	E_1A_W06 E_1A_W07 E_1A_W11 E_1A_W12	P6S_WG		C-3 C-4 C-5	T-P-3 T-P-6 T-P-4 T-P-7 T-P-5	M-1 M-2	S-1 S-2 S-3
Skills							
E_1A_O5_U01 Student is able to analyze the shaping of the economic relationship: "production-costs-profit" using the break-even point analysis	E_1A_U02 E_1A_U06 E_1A_U11	P6S_UW		C-1 C-3	T-P-3 T-P-7 T-P-4	M-1 M-2	S-1 S-2 S-3
E_1A_O5_U02 Student is able to make management decisions in the short and long term using management accounting tools	E_1A_U02 E_1A_U06 E_1A_U09 E_1A_U11	P6S_UW		C-4	T-P-4 T-P-6 T-P-5 T-P-7	M-1 M-2	S-1 S-2 S-3
E_1A_O5_U03 The student can solve decision problems based on his own analysis of source materials	E_1A_U02 E_1A_U06 E_1A_U11	P6S_UW		C-5	T-P-1 T-P-4 T-P-2 T-P-5 T-P-3 T-P-6	M-1 M-2	S-1 S-2 S-3
Social competences							
E_1A_O5_K01 The student has the ability to work independently	E_1A_K01	P6S_KK P6S_KR		C-3 C-4 C-5	T-P-3 T-P-6 T-P-4 T-P-7 T-P-5	M-1 M-2	S-1 S-2 S-3
E_1A_O5_K02 The student has the ability to work in a team	E_1A_K01	P6S_KK P6S_KR		C-3 C-4 C-5	T-P-3 T-P-5 T-P-4 T-P-6	M-1 M-2	S-2 S-3
E_1A_O5_K03 The student has the ability to think and act in an entrepreneurial way	E_1A_K05	P6S_KK P6S_KO		C-3 C-4 C-5	T-P-1 T-P-5 T-P-2 T-P-6 T-P-3 T-P-7 T-P-4	M-1 M-2	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_O5_W01	2,0	The student does not know the nature and scope of management accounting, its place in the accounting system and the concept and classification of costs as the basic measure of business assessment.
	3,0	The student knows the essence and scope of management accounting, its place in the accounting system. The student knows the concept and selected criteria for the classification of costs.
	3,5	The student knows the nature and scope of management accounting, its place in the accounting system. He knows in part the differences and similarities between management accounting and financial accounting and cost accounting. The student knows the concept and criteria for classification of costs.
	4,0	The student knows the nature and scope of management accounting, its place in the accounting system. He knows all the differences and similarities between management accounting and financial accounting and cost accounting. The student knows the concept, criteria for classification of costs and their partial characteristics.
	4,5	The student knows the essence and scope of management accounting, its place in the accounting system. He knows all the differences and similarities between management accounting and financial accounting and cost accounting. He knows what information management decisions are made on. The student knows the concept, criteria for classification of costs and their characteristics.
	5,0	The student knows the essence and scope of management accounting, its place in the accounting system. He knows all the differences and similarities between management accounting and financial accounting and cost accounting. He knows what information management decisions are made on. The student knows the concept, criteria for classification of costs and their characteristics and their importance from the point of view of management.
E_1A_O5_W02	2,0	The student does not have knowledge about management variations of cost accounting and the possibility of using them for the purposes of making decisions.
	3,0	Student has knowledge about selected management variations of cost accounting.
	3,5	The student has knowledge of selected managerial varieties of cost accounting and the possibility of their use for the purposes of making decisions.
	4,0	The student has knowledge about the management variations of the cost accounting.
	4,5	The student has knowledge about the discussed management variations of the cost accounting and the possibilities of their use for the purposes of making decisions.
	5,0	The student has knowledge of the management varieties discussed in the cost accounting and the possibilities of their use for the purposes of making decisions. The acquired knowledge enables him to choose the appropriate variation of the cost account for the given unit.



Knowledge

E_1A_05_W03	2,0	The student does not know short-term decision-making accounts, measures and methods of evaluation of investment projects.
	3,0	The student knows selected short-term decision accounts, measures and methods of assessment of investment projects.
	3,5	The student knows short-term decision accounts, measures and methods of assessment of investment projects. He knows some conditions for the use of individual measures and methods.
	4,0	The student knows short-term decision-making accounts, measures and methods of assessment of investment projects. He knows the conditions of use of individual meters and methods.
	4,5	The student knows short-term decision accounts, measures and methods of assessment of investment projects. He knows the conditions of use of individual meters and methods. Has the knowledge to compare their effectiveness.
	5,0	The student knows short-term decision accounts, measures and methods of assessment of investment projects. He knows the conditions of use of individual meters and methods. Has the knowledge to compare their effectiveness and justify it.

Skills

E_1A_05_U01	2,0	The student is not able to analyze the shaping of the economic relationship: "production-costs-profit" using the break-even analysis.
	3,0	Student is able to help or partially (selected elements) assess the shaping of the economic relationship: "production-costs-profit" and knows the concept of break-even analysis.
	3,5	Student is able to assess the shaping of the economic relationship: "production-costs-profit" and analyze with help or partly (selected elements) the impact of individual factors using the break-even point analysis.
	4,0	The student is able to assess the shaping of the economic relationship: "production-costs-profit" and independently and correctly analyze the impact of individual factors using the break-even point analysis.
	4,5	The student is able to assess the shaping of the economic relationship: "production-costs-profit" and independently and correctly analyze the impact of individual factors using the break-even point analysis. Based on the results obtained, he is able to make management decisions.
	5,0	Student is able to assess the shaping of the economic relationship: "production-costs-profit" and independently and correctly analyze the impact of individual factors using the break-even point analysis. Based on the results obtained, he is able to make management decisions with the justification for his choice.
E_1A_05_U02	2,0	The student is not able to make managerial decisions in the short and long term using management accounting instruments.
	3,0	Student is able to help or partially apply selected management accounting instruments to analyze operational options.
	3,5	Student is able to independently apply selected management accounting instruments to the analysis of action options.
	4,0	Student is able to independently apply all the management accounting instruments discussed during the course to the analysis of action options.
	4,5	The student is able to independently apply all the management accounting instruments discussed during the course to the analysis of action options. Based on the results obtained, he can choose a variant that guarantees optimal management effects in the short and long run.
	5,0	Student is able to independently apply all management accounting instruments discussed during classes to the analysis of action options. Based on the results obtained, he can choose a variant that guarantees optimal management effects in the short and long run. He can justify his choice.
E_1A_05_U03	2,0	The student cannot solve decision problems.
	3,0	Student can help with solving some decision problems.
	3,5	Student is able to help solve all the decision problems discussed during the course.
	4,0	The student is able to solve all the decision problems discussed during the classes independently, while the analyzes of the source materials carried out by the student are incomplete.
	4,5	The student is able to solve all the decision problems discussed during the class independently, and the analysis of source materials carried out by the student are appropriate.
	5,0	The student is able to solve all the decision problems discussed during the class independently, and the analysis of source materials carried out by the student are appropriate. Additionally, on the basis of the analyzes carried out, the student formulates conclusions.

Other social competences

E_1A_05_K01	2,0	The student does not have the ability to work independently.
	3,0	Student has the ability to independently solve some of the decision-making problems.
	3,5	The student has the ability to solve all decision-making problems independently, but his decisions are not always correct.
	4,0	The student has the ability to solve all decision problems independently and the results of his work are correct.
	4,5	The student has the ability to solve all decision problems independently and the results of his work are correct. Can justify the choice of the solution applied to a given problem.
	5,0	Student has the ability to solve all decision problems independently and the results of his work are correct. Can justify the choice of the solution applied to a given problem and indicate other possibilities.
E_1A_05_K02	2,0	The student does not have the ability to work as a team.
	3,0	The student is able to solve some of the decision problems being the subject of the class in the group with the teacher's help.
	3,5	The student is able to solve all the decision problems being the subject of the class in the group with the help of the teacher.
	4,0	The student is able to solve some of the decision problems being the subject of the class.
	4,5	The student is able to solve all decision problems being the subject of the class.
	5,0	Student is able to solve all decision problems being the subject of the class in the group and justify.
E_1A_05_K03	2,0	Student is not able to think and act in an entrepreneurial way when solving decision-making problems.
	3,0	Student, when solving some decision problems, shows the ability to think and act in an entrepreneurial way.
	3,5	Student in solving the majority of decision problems manifests the ability to think and act in an entrepreneurial way.
	4,0	Student is able to think and act in an entrepreneurial way when solving all decision problems.
	4,5	Student, when solving all decision problems, manifests the ability to think and act in an entrepreneurial way. This manifests itself at every stage of his work, i.e. individual and team work.
	5,0	Student is able to think and act in an entrepreneurial way when solving all decision problems. This manifests itself at every stage of his work, i.e. individual and team work. He can independently propose other.

Required reading

Required reading

1. Kiziukiewicz T. (red.), Rachunkowość zarządcza. Część I, Ekspert, Wrocław, 2012
2. Kiziukiewicz T. (red.), Rachunkowość zarządcza. Zadania i rozwiązania. Część II, Ekspert, Wrocław, 2011
3. Kiziukiewicz T. (red.), Zarządcze aspekty rachunkowości, PWE, Warszawa, 2003

Supplementary reading

1. Dobija M., Rachunkowość zarządcza i controlling, PWE, Warszawa, 2008
2. Świdarska G. K. (red.), Rachunkowość zarządcza i rachunek kosztów, tom I i II, Difin, Warszawa, 2006
3. M. Łada, Kozarkiewicz A., Rachunkowość zarządcza i controlling projektów, C.H. Beck, Warszawa, 2007



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Shaping of Company's Image				
<i>Code</i>		WEK/E/S1/-/7455				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		3	<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
projekty		P	5	30	2,0	1,00
<i>Leading teacher</i>		Hernik Joanna (joanna.hernik@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Basic knowledge of management and marketing					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Participants through problem-based lectures are to acquire basic knowledge in the field of shaping the company's image					
<i>C-2</i>	students have to analyze the identity tokens themselves					
<i>C-3</i>	students should plan promotional activities necessary to create a positive image					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-P-1</i>	What is the image? Image creation tools.					4
<i>T-P-2</i>	Image and identity tokens.					4
<i>T-P-3</i>	Formulating a company mission. Impact on the image.					4
<i>T-P-4</i>	Image and crises in the company's activity.					4
<i>T-P-5</i>	Employee as the image creator.					4
<i>T-P-6</i>	Business ethics and image.					4
<i>T-P-7</i>	Image management in time.					2
<i>T-P-8</i>	Research on the company's image.					4
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-P-1</i>	Lecture					30
<i>A-P-2</i>	A project evaluating image of a selected company					10
<i>A-P-3</i>	Analysis of media messages - preparation for classes.					4
<i>A-P-4</i>	Preparation for the colloquium (exam)					15
<i>A-P-5</i>	Problem questions - answer by e-mail.					1
<i>Teaching methods / tools</i>						
<i>M-1</i>	Problem lecture with PP presentations					
<i>M-2</i>	Conversational lecture					
<i>M-3</i>	Case studies					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	P	Colloquium with test and problem questions				
<i>S-2</i>	F	Activity during classes (discussion)				
<i>S-3</i>	F	Performed housework (short works, answer e-mail)				
<i>S-4</i>	P	A project evaluating the image of a selected company				



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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_O8_W01 As a result of the classes, the student should understand the essence of the image and the process of its formation	E_1A_W04 E_1A_W15	P6S_WG P6S_WK		C-1	T-P-1 T-P-2	M-1	S-4
Skills							
E_1A_O8_U01 As a result of the course the student should prepare programs of promotional activities aimed at creating a positive company's vision.	E_1A_U02 E_1A_U18	P6S_UW		C-2 C-3	T-P-1 T-P-6 T-P-4 T-P-7 T-P-5	M-2 M-3	S-3 S-4
Social competences							
E_1A_O8_K01 As a result of the course the student should evaluate the company's activities	E_1A_K04 E_1A_K05	P6S_KK P6S_KO		C-2 C-3	T-P-6 T-P-8 T-P-7	M-3	S-2 S-3 S-4

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_O8_W01	2,0	
	3,0	The student should define the image and the process of shaping the image
	3,5	
	4,0	
	4,5	
	5,0	
Skills		
E_1A_O8_U01	2,0	
	3,0	student should prepare a set of Public Relations activities
	3,5	
	4,0	
	4,5	
	5,0	
Other social competences		
E_1A_O8_K01	2,0	
	3,0	As a result of the course the student should evaluate the company's activities.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

- Budzyński W., Wizerunek firmy - kreowanie, zarządzanie, efekty., Poltext, Warszawa, 2003
- Henslow Ph., Public relations od podstaw, Helion, Gliwice, 2005

Supplementary reading

- Schmitt B., Simonson A., Estetyka w marketingu, Wyd. Profesjonalnej Szkoły Biznesu, Kraków, 1999
- Sztucki T., Promocja, sztuka pozyskiwania nabywców, Placet, Warszawa, 1995



<i>Field of study</i>		Economics						
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy			
<i>Graduate's qualification</i>		licencjat						
<i>Fields of study</i>		dziedzina nauk społecznych						
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
<i>Educational profile</i>		ogólnoakademicki						
<i>Module</i>								
<i>Course unit</i>		Market research methods						
<i>Code</i>		WEK/E/S1/-/10020						
<i>Field of specialisation</i>								
<i>Administering faculty</i>		Zakład Studiów Regionalnych i Europejskich						
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski			
<i>Electives</i>		3	<i>Elective group</i>					
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>	
projekty		P	5	30	2,0	1,00	zaliczenie	
<i>Leading teacher</i>		Brelik Agnieszka (Agnieszka.Brelik@zut.edu.pl)						
<i>Other teachers</i>								
<i>Prerequisites</i>								
<i>W-1</i>	The student should have mastered the content of education in the field of micro and macroeconomics, marketing, negotiation, law and also be communicative.							
<i>Module/course unit objectives</i>								
<i>C-1</i>	The student has the practical skills of performing individual market research methods							
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>	
<i>T-P-1</i>	Discussing social and market research. Available data sources (primary and secondary).						3	
<i>T-P-2</i>	Discussion of secondary data collection methods. Types and sources of secondary data. Quality and reliability factors of secondary data.						3	
<i>T-P-3</i>	Discussing the methods of document testing. Document research method. Content analysis.						2	
<i>T-P-4</i>	Discussing the methods of collecting market data: interview, questionnaire interview, questionnaire, free interview, biographical interview. Construction of a research questionnaire. Principles of questioning and interpretation of data.						4	
<i>T-P-5</i>	Discussing quantitative and qualitative methods. Building a program and measuring consumer satisfaction. Methods of measuring customer loyalty.						4	
<i>T-P-6</i>	Discussing the most commonly used market research methods. The effectiveness of the selected type of research.						4	
<i>T-P-7</i>	Implementation of the project						10	
<i>Student workload - forms of activity</i>							<i>Number of hours</i>	
<i>A-P-1</i>	Preparation of the project for passing						25	
<i>A-P-2</i>	Presentation of the project for passing						5	
<i>A-P-3</i>	Participation in the classes						30	
<i>Teaching methods / tools</i>								
<i>M-1</i>	Problem solve classes using multimedia techniques with examples.							
<i>M-2</i>	Activating methods, didactic discussion.							
<i>Evaluation methods (F - progressive, P - final)</i>								
<i>S-1</i>	P	Material from the class is counted on the basis of an independent project made on the basis of the information gathered, presentation of the project during the classes.						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								



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E_1A_O2_W01 Has basic knowledge about the characteristics of scientific knowledge	E_1A_W01 E_1A_W05 E_1A_W06 E_1A_W10 E_1A_W13 E_1A_W14 E_1A_W15	P6S_WG P6S_WK		C-1	T-P-1 T-P-2	M-1 M-2	S-1	
E_1A_O2_W02 Has basic knowledge about the characteristics of scientific knowledge	E_1A_W06	P6S_WG		C-1	T-P-2 T-P-4	T-P-6	M-1 M-2	S-1
Skills								
E_1A_O2_U01 Student can identify the characteristics of scientific knowledge	E_1A_U01 E_1A_U05 E_1A_U07 E_1A_U08 E_1A_U11 E_1A_U17 E_1A_U18 E_1A_U19 E_1A_U20 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1	T-P-1 T-P-4 T-P-5	T-P-6 T-P-7	M-2	S-1
Social competences								
E_1A_O2_K01 Student is aware of the importance of scientific knowledge in practical operation	E_1A_K01 E_1A_K03 E_1A_K05 E_1A_K06 E_1A_K07 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-1	T-P-1 T-P-3	T-P-4 T-P-7	M-1 M-2	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_O2_W01	2,0	The student does not have knowledge in the field of market research
	3,0	The student has a basic knowledge of market research. He knows what market and social research is.
	3,5	The student has a partial knowledge of the research of the essence of market research and knows definitions
	4,0	The student has knowledge about the essence of phenomena and processes in the field of market analysis
	4,5	The student has a broad knowledge of the nature of the phenomena of the market analysis process
	5,0	The student has a very wide knowledge of the nature of market analysis processes and very well defines concepts in this area
E_1A_O2_W02	2,0	The student does not have knowledge in the field of information gathering
	3,0	The student has a basic knowledge of the scope of information gathering.
	3,5	The student has a partial knowledge about collection of information
	4,0	The student has knowledge about the collection of information
	4,5	The student has a broad knowledge of the essence of collecting information
	5,0	The student has a very broad knowledge of the essence of information gathering and very well defines concepts in this area
Skills		
E_1A_O2_U01	2,0	Student has not mastered the knowledge about the essence of collecting material
	3,0	Student in the basic scope mastered the essence of material collection
	3,5	Student has a general knowledge of the essence of collecting material and definitions in this field
	4,0	Student has knowledge about the essence of collecting information and definitions
	4,5	Student has a broad knowledge of the nature of gathering information and definitions
	5,0	Student has a lot of knowledge about the essence of information gathering and extensive knowledge in the field of definition
Other social competences		
E_1A_O2_K01	2,0	Student has not mastered the basic program material and does not know the practical application
	3,0	Student in the basic range has mastered the program material and knows practical applications in part
	3,5	Student in the basic scope mastered the program material and practical application
	4,0	Student in the average range mastered the program material and practical application
	4,5	Student in the above-average range mastered the program material and practical application
	5,0	Student in a very good scope has mastered both the programming material and practical application

Required reading

- Lehmann D., Market Research and Analysis, Irwin, New York, 1997
- Gordon W., Goodthinking: A guide to Qualitative Research, Henley on Thames, Warszawa, 1999

Supplementary reading

- Lutyńska K., Wejland A.P. (red.), Survey Research Methods, Belmont CA, Wadsworth, 1989



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Money market					
<i>Code</i>		WEK/E/S1/-/7441					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		3	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	5	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Other teachers</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Basic knowledge of macro-economics.					
W-2		Knowledge of finance and banking.					
<i>Module/course unit objectives</i>							
C-1		After completing the course the student should understand the rule of the money market for free market economy, and in addition should demonstrate the ability to obtain information about the market.					
C-2		The student should know and distinguish money market instruments and assess their investment risk.					
C-3		The student should know money market institutions and explain their role and importance for the market.					
C-4		Student powinien umieć odpowiednio interpretować procesy zachodzące na rynku pieniężnym. Student powinien umieć właściwie dobrać instrumenty rynku pieniężnego w zależności od oczekiwań uczestników tego rynku					
C-5		The student knows and is able to use the measures used in the money market in practice and to interpret them properly.					
C-6		The students are aware of the need to constantly deepen their knowledge.					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-P-1		The essential of the money market and its structure. Division of the money market.					2
T-P-2		Money market participants (Institutional investors on the money market, the role of money market dealers).					4
T-P-3		Money market instruments. Debt instruments (checks, bills of exchange, treasury bills, certificates of deposit, swaps, commercial debentures).					3
T-P-4		Financial clearing instruments (credit cards, letter of credit, documentary collection).					4
T-P-5		The exchange rate and factors affecting the exchange rate.					4
T-P-6		Money market operations (foreign exchange transactions, O/N, T/N, S/W)					2
T-P-7		The rules of trading in short-term securities.					3
T-P-8		Foreign exchange market - Forex.					6
T-P-9		Interbank market.					2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-P-1		Reading the indicated literature.					9
A-P-2		Participation in the classes.					30
A-P-3		Preparing for the classes.					8
A-P-4		Preparing for the exam.					11
A-P-5		Participation in the exam.					2
<i>Teaching methods / tools</i>							
M-1		Information project.					
M-2		Problem project.					



Teaching methods / tools

M-3	Seminar project.
M-4	Multimedia project.

Evaluation methods (F - progressive, P - final)

S-1	P	Oral or written exam verifying all of the objectives of the subject.
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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O4_W01 The student has knowledge of the place of the money market in the financial market. Understands the importance of the money market for a free market economy.	E_1A_W01 E_1A_W11	P6S_WG P6S_WK		C-1	T-P-1	M-1	S-1
E_1A_O4_W02 The student has in-depth knowledge of money market institutions. He understands their role and way of functioning.	E_1A_W02	P6S_WG P6S_WK		C-3	T-P-2	M-1 M-4	S-1
E_1A_O4_W03 The student has in-depth knowledge of money market instruments and knows how to use them economically.	E_1A_W06	P6S_WG		C-2	T-P-3 T-P-4	T-P-6 M-1 M-2	S-1

Skills

E_1A_O4_U01 The student is able to interpret the processes occurring on the money market and make the right conclusions.	E_1A_U01 E_1A_U21	P6S_UU P6S_UW		C-4	T-P-5 T-P-6	T-P-7 M-1 M-2	S-1
E_1A_O4_U02 The student can in practice calculate the measures used on the money market and make their proper interpretation.	E_1A_U04	P6S_UW		C-4 C-5	T-P-3 T-P-7	T-P-8 M-1 M-2 M-3	S-1

Social competences

E_1A_O4_K01 The student is aware of his knowledge and the need for continuous learning.	E_1A_K01	P6S_KK P6S_KR		C-6	T-P-3 T-P-4 T-P-5	T-P-6 T-P-7 M-1	S-1
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O4_W01	2,0	The student has no knowledge of the definition of the money market and does not understand the importance of this market for the economy.
	3,0	The student knows the definition of the money market.
	3,5	Student defines the concept of money market, knows the place of the money market in the financial market.
	4,0	The student defines the concept of the money market, knows the place of the financial market in the financial market, knows how to divide the money market.
	4,5	Student defines the concept of money market, knows the place of the financial market in the financial market, knows how the money market is divided and knows its role.
	5,0	Student very well defines the concept of the money market, knows the place of the financial market in the financial market, knows how to divide the money market, knows the role of the money market and knows examples of the impact of the market on the economy.
E_1A_O4_W02	2,0	The student does not know the money market institutions.
	3,0	The student has in-depth knowledge of the functioning of banks (including the central bank) on the interbank market.
	3,5	The student has in-depth knowledge of the functioning of banks (including the central bank) on the interbank market, knows the role of the state in the market.
	4,0	The student has in-depth knowledge of the functioning of banks (including the central bank) on the interbank market, knows the role of the state and insurance companies on the market.
	4,5	The student has in-depth knowledge of the functioning of banks (including the central bank) on the interbank market, knows the role of the state, insurance companies investment funds of the market on the market.
	5,0	The student has in-depth knowledge of the functioning of banks (including the central bank) on the interbank market, knows the role of the state, insurance companies investment funds of the market on the market. He understands their role and interaction very well.
E_1A_O4_W03	2,0	The student does not know the money market instruments.
	3,0	The student has in-depth knowledge of open market operations, knows the essence of credit cards and payment cards.
	3,5	The student has in-depth knowledge of open market operations, knows the role of treasury-bills on the market, knows the essence of credit cards and payment cards.
	4,0	The student has in-depth knowledge of open market operations, knows the role of T-bills on the market and knows the bills of exchange, credit cards and payment cards.
	4,5	The student has in-depth knowledge of open market operations, knows the role of T-bills on the market and knows the bills of exchange, credit and payment cards, as well as debentures of enterprises.
	5,0	The student has in-depth knowledge of open market operations, knows the role of T-bills on the market and knows the nature of bills of exchange, credit cards and payment cards, knows what they are and what are the types of debentures of enterprises.



Skills

E_1A_O4_U01	2,0	The student can not interpret the processes taking place on the market.
	3,0	The student demonstrates the ability to interpret the processes taking place on the interbank market.
	3,5	The student demonstrates the ability to interpret the processes taking place on the interbank market and on the foreign exchange market.
	4,0	The student demonstrates the ability to interpret the processes taking place on the interbank market and the currency market and draws conclusions.
	4,5	The student demonstrates the ability to interpret the processes taking place on the interbank market, the currency market, the interest rate market and draws conclusions.
	5,0	The student has a very good ability to interpret the processes taking place on the interbank market, on the foreign exchange (forex) market, the interest rate market and draws conclusions properly.
E_1A_O4_U02	2,0	The student is not able to in practice make calculations of measures used on the money market, or to interpret them.
	3,0	The student can calculate the rate of return, and the discount rate and interpret the obtained results correctly.
	3,5	The student is able to calculate the rate of income, and the discount rate and interpret the received results correctly, can calculate the interest properly.
	4,0	The student is able to calculate the rate of income, and the discount rate, and correctly interprets the results, is able to calculate interest properly, knows how to calculate WIBOR and WIBID rates.
	4,5	The student is able to calculate the rate of income, and the discount rate and interpret the obtained results correctly, can accurately calculate interest, knows how to calculate WIBOR and WIBID, correctly interprets changes in basic interest rates and can indicate the consequences of these changes.
	5,0	The student is able to calculate the rate of income and the discount rate and interprets the results correctly, can accurately calculate interest, knows how to calculate WIBOR and WIBID rates, correctly interprets changes in basic interest rates and can indicate the consequences of these changes, knows interest rates.

Other social competences

E_1A_O4_K01	2,0	The student does not understand the need to deepen knowledge about the money market.
	3,0	The student is aware of his knowledge and understands the need to constantly increase her/his knowledge.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Ruth Bender, Corporate Financial Strategy, Routledge, 2013, 4th Edition
2. Glen Arnold, The Financial Times Guide to Bond and Money Markets, FT Publishing International Pearson, 2015, 4th edition
3. Bob Steiner, Foreign Exchange and Money Markets, Butterworth-Heinemann, 2002
4. Witold Bień, Rynek papierów wartościowych, Difin, Warszawa, 2007, VII
5. Irena Pyka, Bank centralny na współczesnym rynku pieniężnym, C.H.Beck, Warszawa, 2010
6. Artur Borcuch, Globalny system pieniężny, CeDeWu, Warszawa, 2009
7. red. Andrzej Sławiński, Polityka pieniężna, C.H. Beck, Warszawa, 2011
8. Andrzej Kaźmierczak, Polityka pieniężna w gospodarce otwartej, Wydawnictwo naukowe PWN, Warszawa, 2008

Supplementary reading

1. Michał Brzoza-Brzezina, Polska polityka pieniężna Badanie teoretyczne i empiryczne, C.H. Beck, Warszawa, 2011



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Theory of international relations				
<i>Code</i>		WEK/E/S1/-/7468				
<i>Field of specialisation</i>						
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>		3	<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
projekty		P	5	30	2,0	1,00
<i>Leading teacher</i>		Nowaczyk Piotr (Piotr.Nowaczyk@zut.edu.pl)				
<i>Other teachers</i>						
<i>Prerequisites</i>						
<i>W-1</i>	Mastering the knowledge of macro and microeconomics.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	knowledge and understanding by students of the basic economic categories related to international relations					
<i>C-2</i>	students' knowledge and understanding of the basic theories of international exchange					
<i>C-3</i>	students' understanding of economic mechanisms on an international scale					
<i>C-4</i>	acquire the ability to formulate general conclusions on the economic problems of the modern world					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-P-1</i>	Pre-classical theories of international exchange					4
<i>T-P-2</i>	Theory and absolute cost principle					2
<i>T-P-3</i>	Comparative cost theory and principle					2
<i>T-P-4</i>	Contribution of J.S. Milla and A. Marshall - Mutual Demand Law					2
<i>T-P-5</i>	The theory and principle of real costs					2
<i>T-P-6</i>	The theory and principle of opportunity costs					2
<i>T-P-7</i>	The theory and principle of abundance of resources					2
<i>T-P-8</i>	Assertions based on the theory of resource abundance					4
<i>T-P-9</i>	Neo-factorial theories					2
<i>T-P-10</i>	Neotechnology theories					4
<i>T-P-11</i>	Demand-supply theories					4
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-P-1</i>	Participation in classes					30
<i>A-P-2</i>	Preparation for classes					18
<i>A-P-3</i>	Studying the literature					12
<i>Teaching methods / tools</i>						
<i>M-1</i>	indication method: informative lecture					
<i>M-2</i>	Problem method: project activities					
<i>M-3</i>	activation methods: case method					
<i>Evaluation methods (F - progressive, P - final)</i>						
<i>S-1</i>	F	Evaluation of involvement and activity during classes				
<i>S-2</i>	P	Summary evaluation: evaluation of projects prepared by students				



Faculty of Economics

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_O12_W01 Knows theories of international exchange	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2 M-3	S-2
E_1A_O12_W02 nowledge of basic economic problems	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2 M-3	S-2
E_1A_O12_W03 Knows the concept and methods of state interventionism	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-1 M-2 M-3	S-1 S-2
Skills							
E_1A_O12_U01 Is able to identify the main trends in contemporary international relations	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U05 E_1A_U08 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-3	S-2
E_1A_O12_U02 is able to interpret economic phenomena correctly	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U05	P6S_UO P6S_UW		C-1 C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-3	S-1
Social competences							
E_1A_O12_K01 The student is able to work in a group	E_1A_K01 E_1A_K02 E_1A_K05 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-3	S-2
E_1A_O12_K02 Student shows a creative attitude in solving problems	E_1A_K01 E_1A_K02 E_1A_K03 E_1A_K05 E_1A_K07 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-3	S-1
E_1A_O12_K03 Is aware of the importance of economic problems	E_1A_K02 E_1A_K03 E_1A_K04 E_1A_K05 E_1A_K06 E_1A_K08 E_1A_K09	P6S_KK P6S_KO P6S_KR		C-2 C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-3	S-2
E_1A_O12_K04 Student develops sensitivity to social and economic problems.	E_1A_K09	P6S_KK P6S_KR		C-3 C-4	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7 T-P-8 T-P-9 T-P-10	M-2	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_O12_W01	2,0	Does not know the theory of exchange
	3,0	Knows the classic exchange theories
	3,5	Knows and can interpret classical theories of exchange
	4,0	He is familiar with contemporary theories of international exchange
	4,5	Knows and is able to interpret exchange theories independently
	5,0	He has a good command of international exchange theory and is able to formulate conclusions on contemporary trends on his own.
E_1A_O12_W02	2,0	there is no knowledge of basic economic problems
	3,0	has sufficient knowledge of basic economic problems
	3,5	has more than sufficient knowledge of basic economic problems
	4,0	has a good knowledge of basic economic problems
	4,5	has more than good knowledge of basic economic problems
	5,0	has a very good knowledge of basic economic problems

Knowledge

E_1A_O12_W03	2,0	does not know the concept and methods of state interventionism
	3,0	He knows the concept and methods of state interventionism sufficiently
	3,5	Knows the concept and methods of state interventionism more than adequately
	4,0	Knows the concept and methods of state interventionism to a good degree
	4,5	Knows the concept and methods of state interventionism to a degree more than good
	5,0	He knows the concept and methods of state interventionism to a very good degree.

Skills

E_1A_O12_U01	2,0	Does not know the basic trends in contemporary international relations
	3,0	He has basic skills in identifying basic trends in international exchange.
	3,5	The student is able to analyze trends in the global economy, referring to the basic theories of international exchange.
	4,0	Can handle well the analysis of the current situation in international relations
	4,5	Draw conclusions from observations of current trends in relations
	5,0	Is able to analyse and draw conclusions from observations of current trends in international relations and at the same time refer to the theory of international exchange.
E_1A_O12_U02	2,0	is unable to interpret economic phenomena correctly
	3,0	is able to interpret economic phenomena correctly to a sufficient degree
	3,5	is able to interpret economic phenomena correctly to an extent that is more than sufficient
	4,0	is able to interpret economic phenomena correctly to a good degree
	4,5	is able to interpret economic phenomena correctly to an extent that is more than good
	5,0	is able to interpret economic phenomena correctly to a very good degree

Other social competences

E_1A_O12_K01	2,0	Cannot work in a group
	3,0	He cannot make decisions on his own. In a group, he deals with simple issues of a recreative nature.
	3,5	Involved in the work of the group despite the lack of competence to take more complex actions.
	4,0	He is an active member of the team. He participates in all stages of the team's work.
	4,5	Works independently on selected topics
	5,0	Is able to present and defend one's views
E_1A_O12_K02	2,0	The student shows a lack of any creativity.
	3,0	The student is creative to a sufficient degree.
	3,5	The student is creative in melting more than sufficient
	4,0	Student shows commitment and creativity to a good degree.
	4,5	Student shows above-average creativity in solving problems
	5,0	Student shows very good creativity in solving problems
E_1A_O12_K03	2,0	Not aware of the importance of economic problems
	3,0	is sufficiently aware of the importance of economic problems
	3,5	Is aware of the importance of economic problems to a degree that is more than sufficient
	4,0	Is aware of the importance of economic problems to a good degree
	4,5	Is aware of the importance of economic problems to a degree more than good
	5,0	Is aware of the importance of economic problems to a very good degree
E_1A_O12_K04	2,0	Student does not develop sensitivity to social and economic problems.
	3,0	The student develops a sufficient degree of sensitivity to social and economic problems.
	3,5	The student develops sensitivity to social and economic problems to a degree more than sufficient.
	4,0	Student develops sensitivity to social and economic problems to a good degree.
	4,5	The student develops sensitivity to social and economic problems to a degree more than good.
	5,0	Student develops sensitivity to social and economic problems to a very good degree.

Required reading

1. Rynarzewski T., Zielińska-Głębocka A., Międzynarodowe stosunki gospodarcze. Teoria wymiany i polityki handlu międzynarodowego, Wydawnictwo Naukowe PWN, Warszawa, 2006

Supplementary reading

1. Guzek Marian, Międzynarodowe stosunki gospodarcze. Zarys teorii i polityki handlowej, Wydawnictwo Wyższej Szkoły Bankowej, Poznań, 2004, Wyd. II



WEkon



Field of study		Economics							
Mode of study		stacjonarna	Level	pierwszy					
Graduate's qualification		licencjat							
Fields of study		dziedzina nauk społecznych							
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)							
Educational profile		ogólnoakademicki							
Module									
Course unit		Contemporary management concepts and methods							
Code		WEK/E/S1/-/7459							
Field of specialisation									
Administering faculty		Katedra Zarządzania Przedsiębiorstwami							
ECTS		2,0	ECTS (forms)	2,0					
Form of course credit		zaliczenie	Language	polski					
Electives		3	Elective group						
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit		
projekty		P	5	30	2,0	1,00	zaliczenie		
Leading teacher		Sworowska Anna (Anna.Sworowska@zut.edu.pl)							
Other teachers									
Prerequisites									
W-1		Knowledge about concepts of management and chosen concepts of social policy and economy policy.							
Module/course unit objectives									
C-1		Development of a working knowledge of assumptions of chosen modern management concepts. Development of management cases effectively utilizing modern management methods for making economic decisions.							
Course content divided into various forms of instruction							Number of hours		
T-P-1		Enterprise's characteristics. SWOT analysis.					4		
T-P-2		Stakeholder analysis.					6		
T-P-3		Business Model Canvas.					6		
T-P-4		Balanced scorecard.					6		
T-P-5		Corporate social responsibility.					2		
T-P-6		Management by values.					4		
T-P-7		Social network analysis.					2		
Student workload - forms of activity							Number of hours		
A-P-1		Preparation for classes					20		
A-P-2		Team work on project					30		
A-P-3		Preparation for test					10		
Teaching methods / tools									
M-1		Conversational lecture							
M-2		Project exercises							
Evaluation methods (F - progressive, P - final)									
S-1		F	Project						
S-2		P	Written test (short exam)						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods	
Knowledge									
E_1A_O9_W01 Student is able to explain strategic aspects that imply making business decisions		E_1A_W06 E_1A_W15	P6S_WG P6S_WK		C-1	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7	M-1 M-2	S-1 S-2



Skills

E_1A_O9_U01 Student is able to conduct analysis of key factors for management methods and techniques	E_1A_U15 E_1A_U19	P6S_UK P6S_UW		C-1	T-P-1 T-P-2 T-P-3	T-P-4 T-P-5 T-P-6	M-1 M-2	S-1
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Social competences

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O9_W01	2,0	Student is not able to explain the most important aspects of management that imply making business decisions
	3,0	Student is able to explain in general the most important aspects of management that imply making business decisions
	3,5	Student is able to explain in general the most important aspects of management that imply making business decisions. Student is able to describe cases in practice.
	4,0	Student is able to explain in general the most important aspects of management that imply making business decisions. Student is able to describe cases in practice and to indicate causes.
	4,5	Student is able to fully explain the most important aspects of management that imply making business decisions. Student is able to describe cases in practice and to indicate causes.
	5,0	Student is able to explain in extraordinary way the most important aspects of management that imply making business decisions. Student is able to describe cases in practice and to indicate causes.

Skills

E_1A_O9_U01	2,0	Student is not able to conduct analysis of factors for management in an organization.
	3,0	Student is able to appraise in general the state of management activity in an organization.
	3,5	Student is able to appraise the state of management activity in an organization and to propose a solution for management strategy.
	4,0	Student is able to appraise an organization and to propose a solution with taking into account factors that imply management in organization.
	4,5	Student is able to appraise an organization and to propose a solution that is appropriate to the problem. Student is able to choose methods for management problem identification.
	5,0	Student is able to appraise an organization and to propose a solution that is appropriate to the problem. Student is able to choose methods for management problem identification. Student is able to appraise potential scenarios of organizational future.

Other social competences

Required reading

1. Friedman A.L., Miles S., Stakeholders: Theory and Practice., Oxford University Press, New York, US, 2006
2. Osterwalder A., Pingeur Y., Business Model Generation: A Handbook for Visionaries, Game Changers, and Challengers., Self published, Wiley, US, 2010
3. Kaplan R.S., Norton D.P., The Balanced Scorecard: Translating Strategy into Action., Harvard Business Review Press, US, 1996

Supplementary reading

1. <http://knowledge.apm.org.uk/bok/stakeholder-management> (materials on stakeholder management from Association for Project Management)
2. <http://www.businessmodelgeneration.com/canvas/bmc> (tools for Business Model Canvas from Strategyzer)
3. <https://hbr.org/2007/07/using-the-balanced-scorecard-as-a-strategic-management-system> (materials on balanced scorecard from Harvard Business Review)



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Survey data analysis					
Code		WEK/E/S1/-/7487					
Field of specialisation							
Administering faculty		Katedra Zastosowań Matematyki w Ekonomii					
ECTS		2,0	ECTS (forms)	2,0			
Form of course credit		zaliczenie	Language	polski			
Electives		4	Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
projekty		P	6	30	2,0	1,00	zaliczenie
Leading teacher		Perzyńska Joanna (joanna.perzynska@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		Basic knowledge of economics and descriptive statistics					
Module/course unit objectives							
C-1		Students will gain basic knowledge about survey data analysis.					
C-2		Students will gain the skills in conducting a survey and analyzing its results.					
Course content divided into various forms of instruction							Number of hours
T-P-1		The purpose and scope of the survey data analysis.					4
T-P-2		Designing the survey.					5
T-P-3		Characteristics of sampling techniques.					5
T-P-4		Sample size in survey data analysis.					1
T-P-5		Statistical observation methods.					2
T-P-6		Types of questions and answers.					4
T-P-7		Questionnaire construction.					1
T-P-8		Errors in survey data analysis.					2
T-P-9		Analysis of survey results.					4
T-P-10		The use of statistical inference methods to generalize the results of the sample to the population.					2
Student workload - forms of activity							Number of hours
A-P-1		Participation in classes.					30
A-P-2		Project preparation.					14
A-P-3		Studying the literature.					8
A-P-4		Project presentations.					2
A-P-5		Participation in consultations.					6
Teaching methods / tools							
M-1		Information-problem lecture using multimedia techniques.					
Evaluation methods (F - progressive, P - final)							
S-1		P	Test from lectures with one-choice questions and open questions checking theoretical knowledge, ability to formulate conclusions and logical thinking.				
S-2		P	Passing an individual project checking the ability to apply the acquired knowledge in practice.				



Faculty of Economics

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_O17_W01 The student has knowledge about the design and construction of surveys.	E_1A_W01 E_1A_W06 E_1A_W07	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2 T-P-3 T-P-5	T-P-6 T-P-8 T-P-9 T-P-10	M-1 S-2
E_1A_O17_W02 The student has knowledge about errors in the survey and knows the methods of statistical inference used to generalize the results from the sample to the population.	E_1A_W01 E_1A_W06 E_1A_W07 E_1A_W10 E_1A_W12	P6S_WG P6S_WK		C-1 C-2	T-P-1 T-P-2		M-1 S-2
Skills							
E_1A_O17_U01 The student is able to design a questionnaire of survey.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U07 E_1A_U11 E_1A_U12 E_1A_U17	P6S_UO P6S_UW		C-2	T-P-6 T-P-8	T-P-9 T-P-10	M-1 S-2
E_1A_O17_U02 The student is able to conduct a questionnaire survey.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U07 E_1A_U08 E_1A_U09 E_1A_U11 E_1A_U12 E_1A_U16 E_1A_U17	P6S_UO P6S_UW		C-1 C-2	T-P-1 T-P-2	T-P-3	M-1 S-2
Social competences							
E_1A_O17_K01 The student mastered the principles of individual and group work.	E_1A_K01 E_1A_K02 E_1A_K04 E_1A_K07 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-2	T-P-6 T-P-8	T-P-9 T-P-10	M-1 S-2
Outcomes	Grade	Evaluation criterion					
Knowledge							
E_1A_O17_W01	2,0						
	3,0	The student has minimal knowledge about the design and construction of surveys.					
	3,5						
	4,0						
	4,5						
E_1A_O17_W02	2,0						
	3,0	The student has minimal knowledge about errors in the survey and knows the methods of statistical inference used to generalize the results from the sample to the population.					
	3,5						
	4,0						
	4,5						
E_1A_O17_U01	2,0						
	3,0	The student is able to design a questionnaire with the teacher's help.					
	3,5						
	4,0						
	4,5						
E_1A_O17_U02	2,0						
	3,0	The student is able to conduct part of the survey stages with the teacher's help.					
	3,5						
	4,0						
	4,5						
5,0							



Other social competences

E_1A_017_K01	2,0	
	3,0	The student is able to conduct an individual survey, and with the teacher's help organizes a group research project.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. R. L. Chambers, C. J. Skinner, Analysis of Survey Data, John Wiley & Sons, 2003
2. S.G. Heeringa, B.T. West, P. A. Berglund, Applied Survey Data Analysis, CRC Press, 2017

Supplementary reading

1. Szreder M., Metody i techniki sondażowych badań opinii, PWE, Warszawa, 2004
2. Stupnicki R., Analiza i prezentacja danych ankietowych, AWF, Warszawa, 2003



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Investment decisions					
<i>Code</i>		WEK/E/S1/-/7501					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		4	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	6	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Stawarczyk Feliks (Feliks.Stawarczyk@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	General economy knowledge						
<i>Module/course unit objectives</i>							
<i>C-1</i>	Knowledge about basic definitions of analysis of costs and benefits						
<i>C-2</i>	Knowledge about basic methods of making decisions in investment domain						
<i>C-3</i>	Knowledge about basic methods of risks in economic decisions						
<i>C-4</i>	Skills acquisition to do reasonable choices in investment process						
<i>C-5</i>	Motivating to think and action in reasonable and enterprising way						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-P-1</i>	Introduction to cost-benefit analysis (CBA)						1
<i>T-P-2</i>	Time preference - value of money as a function of time						4
<i>T-P-3</i>	Rate, formula and moment of update						2
<i>T-P-4</i>	Choices criteria of investment projects						4
<i>T-P-5</i>	Criterion NPV and IRR criterion						2
<i>T-P-6</i>	Relative internal rate of return (RIRR)						1
<i>T-P-7</i>	Modified internal rate of return (MIRR)						2
<i>T-P-8</i>	Uncertainty and risk in investment decisions						4
<i>T-P-9</i>	CAMP pattern						2
<i>T-P-10</i>	APM pattern						1
<i>T-P-11</i>	Sensibility analysis						2
<i>T-P-12</i>	Scripts analysis						1
<i>T-P-13</i>	Decision trees						2
<i>T-P-14</i>	Capital cost analysis (WACC)						2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-P-1</i>	Participations in lessons						30
<i>A-P-2</i>	Preparation for project studies - literature analysis						20
<i>A-P-3</i>	Preparation to credit a course						10
<i>Teaching methods / tools</i>							
<i>M-1</i>	Passing methods - informative activities						
<i>M-2</i>	Problem methods - seminar and computing activities						



Evaluation methods (F - progressive, P - final)

S-1	F	Participations in lessons
S-2	F	Assessment of written work
S-3	P	Participations in lessons and Assessment of written work

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O23_W01 Knows elementary idea in domain of costs and benefits analyse	E_1A_W12	P6S_WG		C-1	T-P-1 T-P-2	M-1	S-3
E_1A_O23_W02 Knows elementary methods in making investments decisions	E_1A_W07	P6S_WG		C-2	T-P-4 T-P-5 T-P-6 T-P-7	M-1	S-3
E_1A_O23_W03 Knows ways of risk in economy decision	E_1A_W07	P6S_WG		C-3	T-P-8 T-P-9 T-P-10 T-P-11 T-P-12	M-1	S-3

Skills

E_1A_O23_U01 Ability of making reasonable choice in investment process	E_1A_U09	P6S_UW		C-4	T-P-4 T-P-6 T-P-7 T-P-8	M-1	S-1 S-2
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Social competences

E_1A_O23_K01 A graduate is prepared to think and act in reasonable and enterprising way	E_1A_K05	P6S_KK P6S_KO		C-5	T-P-2 T-P-4 T-P-8	M-1	S-1
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O23_W01	2,0	Doesn't have elementary knowledge in domain of investment efficiency account
	3,0	Has got elementary knowledge in domain of investment efficiency account
	3,5	Has got elementary knowledge in domain of investment efficiency account and a part of knowledge about founding controversies in subject literature
	4,0	Has got intensified knowledge about methods of making investment decisions
	4,5	Has got intensified knowledge about methods of making investment decisions and possible contradiction in choices on the ground of different criteria
	5,0	Has got extensive knowledge about methods making investment decision in uncertainty and risk conditions
E_1A_O23_W02	2,0	Doesn't have elementary knowledge in domain of investment efficiency account
	3,0	Has got elementary knowledge in domain of investment efficiency account
	3,5	Has got elementary knowledge in domain of investment efficiency account and a part of knowledge about founding controversies in subject literature
	4,0	Has got intensified knowledge about methods of making investment decisions
	4,5	Has got intensified knowledge about methods of making investment decisions and possible contradiction in choices on the ground of different criteria
	5,0	Has got extensive knowledge about methods making investment decision in uncertainty and risk conditions
E_1A_O23_W03	2,0	Doesn't have elementary knowledge in domain of investment efficiency account
	3,0	Has got elementary knowledge in domain of investment efficiency account
	3,5	Has got elementary knowledge in domain of investment efficiency account and a part of knowledge about founding controversies in subject literature
	4,0	Has got intensified knowledge about methods of making investment decisions
	4,5	Has got intensified knowledge about methods of making investment decisions and possible contradiction in choices on the ground of different criteria
	5,0	Has got extensive knowledge about methods making investment decision in uncertainty and risk conditions

Skills

E_1A_O23_U01	2,0	Cannot choose reasonable solution in simple decision-making situation
	3,0	Can choose reasonable solution in simple decision-making situation
	3,5	Can choose reasonable investment projects in strict limited budget conditions
	4,0	Can choose reasonable investment projects using all basic criteria assuming custom distribution of net cash flows
	4,5	Can choose reasonable investment projects in uncertainty and risk conditions
	5,0	Can make reasonable choice in complicated or untypical decision-making situation

Other social competences

E_1A_O23_K01	2,0	Cannot correctly formulate choice of problem
	3,0	Correctly formulates choice of problem in different decision-making situation
	3,5	Rationalizes investment choice through initial elimination ineffective solution
	4,0	Takes into consideration in decision-making process near and market environment
	4,5	Takes into consideration in decision-making process existing external effects
	5,0	Can see a need to analyze possibly full alternative collection projects and all existing limits

Required reading

Required reading

1. H.B. Mayo, Investments: An Introduction, South Western Educational Publishing, South-Western, 2014
2. E.F. Brigham, J.F. Houston, Fundamentals of Financial Management, Thomson Higher Education, South-Western, 2007

Supplementary reading

1. P.L. Bernestein, A. Damodaran,, Zarządzanie inwestycjami, LIBER, Warszawa, 1999
2. H.B. Mayo, Wstęp do inwestowania, LIBER, Warszawa, 2000
3. C. Sułkowski, Decyzje inwestycyjne w zarządzaniu finansami firm, WN US, Szczecin, 1996



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Economics of Consumption					
<i>Code</i>		WEK/E/S1/-/7493					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Zakład Studiów Regionalnych i Europejskich					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski			
<i>Electives</i>		4	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	6	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Lewicki Wojciech (Wojciech.Lewicki@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Passing the micro and macroeconomics program						
<i>W-2</i>	Knowledge of basic methods of descriptive statistics						
<i>Module/course unit objectives</i>							
<i>C-1</i>	The student will acquire basic knowledge about the consumption process						
<i>C-2</i>	He will learn about the qualities, quality and standard of living.						
<i>C-3</i>	He will learn about the principles of planning the home budget.						
<i>C-4</i>	He will develop the ability to draw up a household budget.						
<i>C-5</i>	He will become familiar with elements of consumption research methods.						
<i>C-6</i>	It will gather knowledge about household incomes and expenses; the structure of expenses and their changes over a long period of time.						
<i>C-7</i>	will understand new phenomena in the sphere of consumption.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-P-1</i>	Terminology and typology of the sphere of consumption. Consumer's needs and preferences.						3
<i>T-P-2</i>	Standard of living. Quality of life. Standard of living.						3
<i>T-P-3</i>	Household budgets. Disposable income of population in households of particular socio-economic groups.						3
<i>T-P-4</i>	The size and structure of household expenses.						4
<i>T-P-5</i>	The level of food consumption in Poland.						4
<i>T-P-6</i>	Properties of the consumer good. Functions of consumption and regularity of its development. Factors affecting the level and structure of consumption.						4
<i>T-P-7</i>	Methods of consumption testing. Sources of information.						3
<i>T-P-8</i>	Consumption meters, consumption assessment methods.						2
<i>T-P-9</i>	Consumer decision making. Consumer protection.						2
<i>T-P-10</i>	New phenomena in the sphere of consumption, tendencies of consumption development						2
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-P-1</i>	participation in lectures						30
<i>A-P-2</i>	student's own work including: - studying the subject literature and statistical data illustrating the issues discussed in the lectures, - developing topics commissioned by the teacher, - participation in consultations related to the verification of individual progress in learning the issues of consumption economics,						28
<i>A-P-3</i>	final exam						2
<i>Teaching methods / tools</i>							



Teaching methods / tools

M-1	information lecture with multimedia presentation
M-2	conversational lecture, explanations and explanations
M-3	activating methods - case analysis, didactic discussion

Evaluation methods (F - progressive, P - final)

S-1	F	assessment of activity in classes - for an oral statement, including: - understanding of the question / problem /, - degree of exhaustion of the topic, - the way of justifying formulated theses, - the originality of looking at the problem
S-2	F	evaluation of thematic / task implementation (including: understanding the problem, organization of work on the implementation of the problem / task, selection of materials justifying the formulated theses, independence and timeliness of the task
S-3	P	assessment of the final test

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O22/1_W01 Has basic knowledge about the consumption process, its essence and consumption economics.	E_1A_W01	P6S_WG P6S_WK		C-1 C-5	T-P-1 T-P-6	T-P-7	M-1 M-2 M-3	S-1 S-3
E_1A_O22/1_W02 He knows the features defining the standard of living, quality and standard of living	E_1A_W04	P6S_WG		C-1 C-2	T-P-2 T-P-5	T-P-7 T-P-10	M-1 M-2	S-1 S-2 S-3
E_1A_O22/1_W03 He knows the basic measures of consumption level; has knowledge about household incomes and expenses	E_1A_W12	P6S_WG		C-2 C-6	T-P-3 T-P-4	T-P-9	M-1 M-2 M-3	S-1 S-3

Skills

E_1A_O22/1_U01 He can characterize the properties of the consumer good, the functions of consumption and the regularity of its development	E_1A_U04 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-5	T-P-7 T-P-8	T-P-10	M-2 M-3	S-1 S-2 S-3
E_1A_O22/1_U02 Can design / plan a household budget	E_1A_U02 E_1A_U09	P6S_UW		C-3 C-4	T-P-3 T-P-4	T-P-7	M-2 M-3	S-1 S-3

Social competences

E_1A_O22/1_K01 Is aware of the possibility of using knowledge in the field of consumption economics to rationalize the personal decisions of the student and his relatives	E_1A_K02 E_1A_K05	P6S_KK P6S_KO		C-4 C-5 C-7	T-P-2 T-P-3	T-P-4 T-P-9	M-1 M-2 M-3	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
E_1A_O22/1_W01	2,0	The student has no basic knowledge about the consumption process, its essence and consumption economics
	3,0	The student has a basic knowledge of the consumption process, its essence and consumption economics
	3,5	The student has knowledge about the consumption process, its essence and consumption economics; the content and form of the statement are burdened with numerous errors
	4,0	The student has knowledge about the consumption process, its essence and consumption economics; the content and form of the statement are burdened with few errors
	4,5	The student has knowledge about the consumption process, its essence and consumption economics; the content and form of correct statements
	5,0	The student has knowledge about the consumption process, its essence and consumption economics; the content and form of the statement do not raise any objections
E_1A_O22/1_W02	2,0	The student has no basic knowledge about consumption, level, quality and living standards
	3,0	The student has a basic knowledge of consumption, level, quality and living standards
	3,5	The student has knowledge about consumption, level, quality and living standards
	4,0	The student has knowledge about consumption, level, quality and living standards; the content and form of the statement contain some weaknesses
	4,5	The student has knowledge about consumption, level, quality and living standards; the content and form of correct statements
	5,0	The student has knowledge about consumption, level, quality and living standards; the content and form of the statement do not raise any objections
E_1A_O22/1_W03	2,0	The student has no basic knowledge about income, household expenses and consumption levels
	3,0	The student has a basic knowledge of income, household expenses and consumption levels
	3,5	The student mastered the basic program material, acquired basic program content in the area of knowledge on income, household expenses and consumption levels
	4,0	The student mastered the program material, acquired content in the area of knowledge on income, household expenses and consumption levels
	4,5	The student mastered the program material, acquired content in the area of knowledge on income, household expenses and consumption levels; the content and form of correct statements
	5,0	The student mastered the program material, acquired content in the area of knowledge on income, household expenses and consumption levels; the content and form of the statement do not raise major reservations



Skills

E_1A_O22/1_U01	2,0	The student can not characterize the basic properties of the consumer good and the function of consumption
	3,0	Student is able to characterize the basic properties of consumer good and consumption functions
	3,5	The student can characterize the properties of the consumer good and the functions of consumption
	4,0	The student can characterize the properties of the consumer good, the functions of consumption and the regularity of its development
	4,5	Student is able to characterize the properties of the consumer good, the functions of consumption and the regularity of its development; the content and form of correct statements
	5,0	Student is able to characterize the properties of the consumer good, the functions of consumption and the regularity of its development; the content and form of correct statements
E_1A_O22/1_U02	2,0	has no knowledge about the principles of constructing the household budget and can not plan the basic assumptions of the household budget
	3,0	has knowledge about the principles of constructing the household budget and is able to plan the basic assumptions of the household budget
	3,5	can use the knowledge about the principles of constructing the farm's budget to plan the basic assumptions of the household budget
	4,0	efficiently applies knowledge about the principles of constructing the budget of the farm to plan the assumptions of the household budget
	4,5	efficiently applies knowledge about the principles of constructing the farm budget to plan the assumptions of the household budget; the content and form of correct statements
	5,0	efficiently applies knowledge about the principles of constructing the farm budget to plan the assumptions of the household budget; the content and form of the statement do not raise any objections

Other social competences

E_1A_O22/1_K01	2,0	The student is not aware of the possibility of using knowledge in the field of consumption economics to rationalize personal consumer decisions
	3,0	The student is aware of the possibility of using knowledge in the field of consumption economics to rationalize personal consumer decisions
	3,5	Presents knowledge and skills that demonstrate the possibility of using knowledge in the field of consumption economics to rationalize personal consumer decisions
	4,0	Presents knowledge, skills and competences that demonstrate the desirability of using knowledge in the field of consumption economics to rationalize personal consumer decisions
	4,5	Presents knowledge, skills and competences that demonstrate the desirability of using knowledge in the field of consumption economics to rationalize personal consumer decisions; the content and form of correct statements
	5,0	Presents knowledge, skills and competences that demonstrate the desirability of using knowledge in the field of consumption economics to rationalize personal consumer decisions; the content and form of of correct statements they do not raise any objections

Required reading

1. Bywalec Cz., Rudnicki L., Consumption, PWE, Warsaw, 2002
2. Kramer J., Consumption in a market economy, PWE, Warsaw, 1997
3. Zalega T., Consumption - theoretical foundations, Scientific Publisher of the Faculty of Management at the University of Warsaw, Warsaw, 2007

Supplementary reading

1. Stasiewicz W. (red.), Methodology for measuring the quality of life, Publisher of the University of Economics Oskar Lange in Wrocław, Wrocław, 2002
2. Kusińska A. (red.), Olejniczuk-Merta A. (red.), Consumption in Poland. Annual Report, Institute for Market, Consumption and Business Cycles Research, Warsaw, 2009



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Environmental protection finance					
Code		WEK/E/S1/-/7474					
Field of specialisation							
Administering faculty		Katedra Marketingu, Gospodarki i Środowiska					
ECTS		2,0	ECTS (forms)	2,0			
Form of course credit		zaliczenie	Language	polski			
Electives		4	Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
projekty		P	6	30	2,0	1,00	zaliczenie
Leading teacher		Mickiewicz Bartosz (Bartosz.Mickiewicz@zut.edu.pl)					
Other teachers							
Prerequisites							
W-1		Knowledge of the issues of microeconomics.					
W-2		Knowledge of the issues of macroeconomics.					
Module/course unit objectives							
C-1		Student after completing the course should have elementary knowledge of environmental protection finances.					
C-2		The student should know the place of institutions and instruments in environmental protection.					
C-3		The student should have knowledge allowing to identify problems and specificity of environmental protection					
C-4		The student is aware of his knowledge and the necessity of learning throughout life					
Course content divided into various forms of instruction							Number of hours
T-P-1		Types of fees and taxes in the role of environmental management instruments. Legal basis for ecological fees and taxes.					6
T-P-2		Functions and structure of fees for using the environment.					4
T-P-3		The system of exchange and collection of ecological fees and fines. Diversified rates of taxes and other public levies to protect the environment.					2
T-P-4		Budget expenditure as an instrument for environmental protection. Types of earmarked funds in the role of environmental management instruments. Legal basis of earmarked funds and their organizational and legal form.					4
T-P-5		Sources of income and directions of expenditures of the National Fund for Environmental Protection and Water Management, Provincial Funds for Environmental Protection and Water Management					4
T-P-6		Directions and forms of external assistance in financing environmental protection.					4
T-P-7		The concept of ecological damage and ecological risk. Legal basis of ecological claims. Forms of ecological responsibility of enterprises					4
T-P-8		Commercial and investment banks in environmental management.					2
Student workload - forms of activity							Number of hours
A-P-1		Reading the indicated subject literature.					10
A-P-2		Participation in classes.					30
A-P-3		Preparing for classes.					10
A-P-4		Preparing to pass					7
A-P-5		Participation in the pass					3
Teaching methods / tools							
M-1		Information classes					
M-2		Case method.					
M-3		Multimedia classes					



Evaluation methods (F - progressive, P - final)

S-1	P	Oral or written exam, including questions verifying issues raised in class.
S-2	F	Possible oral or written assessment during the semester.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O15_W01 The student has knowledge of financial products and institutions and the capital market used in environmental protection.	E_1A_W03 E_1A_W11 E_1A_W12	P6S_WG P6S_WK		C-1 C-2	T-P-2 T-P-3	M-1	S-1 S-2
E_1A_O15_W02 The student has knowledge of the principles and directions of environmental protection.	E_1A_W03 E_1A_W08 E_1A_W13	P6S_WG P6S_WK		C-2 C-3	T-P-4 T-P-8	M-1 M-2	S-1 S-2
E_1A_O15_W03 The student has knowledge of problem-based environmental cost accounting and ecological balance sheets.	E_1A_W06 E_1A_W12	P6S_WG		C-1 C-2 C-3	T-P-6 T-P-8 T-P-7	M-1 M-2	S-1 S-2

Skills

E_1A_O15_U01 The student has the ability to calculate ecological fees and the ability to build and analyze ecological cost accounts and environmental balances.	E_1A_U02 E_1A_U09 E_1A_U11	P6S_UW		C-1 C-2 C-3	T-P-4 T-P-7 T-P-5 T-P-8 T-P-6	M-1 M-2	S-1 S-2
E_1A_O15_U02 The student has the ability to analyze the development of capital markets and the development of products of financial institutions serving environmental protection.	E_1A_U02 E_1A_U08 E_1A_U18 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-3	T-P-6 T-P-8 T-P-7	M-1 M-2	S-1 S-2

Social competences

E_1A_O15_K01 The student is aware of his knowledge and the necessity of learning throughout life	E_1A_K01	P6S_KK P6S_KR		C-4	T-P-1 T-P-7 T-P-5 T-P-8	M-1	S-1
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O15_W01	2,0	The student has no knowledge of financial products and institutions and the capital market used in environmental protection.
	3,0	The student has sufficient knowledge of financial products and institutions and the capital market used in environmental protection.
	3,5	The student has better than sufficient knowledge of financial products and institutions and the capital market used in environmental protection.
	4,0	The student has a good knowledge of financial products and institutions and the capital market used in environmental protection.
	4,5	The student has better than good knowledge of financial products and institutions and the capital market used in environmental protection.
	5,0	The student has a very good knowledge of financial products and institutions and the capital market used in environmental protection.
E_1A_O15_W02	2,0	The student does not have sufficient knowledge of the principles and directions of environmental protection.
	3,0	The student has sufficient knowledge of the principles and directions of environmental protection.
	3,5	The student has more than sufficient knowledge of the principles and directions of environmental protection.
	4,0	The student has good knowledge of the principles and directions of environmental protection.
	4,5	The student has more than good sufficient knowledge of the principles and directions of environmental protection.
	5,0	The student has very good knowledge of the principles and directions of environmental protection.
E_1A_O15_W03	2,0	The student does not have sufficient knowledge of the problem accounts of ecological costs and ecological balances.
	3,0	The student has knowledge of problem-based environmental cost accounting and ecological balance sheets.
	3,5	The student has more than sufficient knowledge of problem-based environmental cost accounting and ecological balance sheets.
	4,0	The student has good knowledge of problem-based environmental cost accounting and ecological balance sheets.
	4,5	The student has more than good knowledge of problem-based environmental cost accounting and ecological balance sheets.
	5,0	The student has very good knowledge of problem-based environmental cost accounting and ecological balance sheets.

Skills

E_1A_O15_U01	2,0	The student does not have the ability to calculate ecological fees and the ability to build and analyze ecological cost statements and ecological balances.
	3,0	The student has sufficient ability to calculate ecological fees and the ability to build and analyze ecological cost statements and ecological balance sheets.
	3,5	The student has better than sufficient skills to calculate ecological fees and the ability to build and analyze ecological cost statements and environmental balances.
	4,0	The student has good skills in calculating ecological fees and the ability to build and analyze ecological cost statements and ecological balance sheets.
	4,5	The student has better than good good skills in calculating ecological fees and the ability to build and analyze ecological cost statements and ecological balances.
	5,0	The student has very good skills in calculating ecological fees and the ability to build and analyze ecological cost statements and ecological balances.



Skills

E_1A_O15_U02	2,0	The student does not have the skills to analyze the development of capital markets and develop the products of financial institutions serving environmental protection.
	3,0	The student has the basic skills from the analysis of the development of capital markets and the development of products of financial institutions serving environmental protection.
	3,5	The student has better than sufficient skills from the analysis of development of capital markets and development of products of financial institutions serving environmental protection.
	4,0	The student has good skills in the analysis of the development of capital markets and the development of products of financial institutions serving the protection of the environment.
	4,5	The student has better than good skills in analyzing the development of capital markets and the development of products of financial institutions serving environmental protection.
	5,0	The student has very good skills in the analysis of the development of capital markets and the development of products of financial institutions serving the protection of the environment.

Other social competences

E_1A_O15_K01	2,0	The student has no knowledge about the functioning of finance and financial phenomena in environmental protection.
	3,0	The student has a basic knowledge of the subject of finance science.
	3,5	The student has a good knowledge of the subject of finance science, functions of finance and financial phenomena, can determine the links of the financial system.
	4,0	The student has a good knowledge of the subject of finance science, finance functions and financial phenomena, can determine the links of the financial system and relations between them.
	4,5	The student has a good knowledge of the subject of finance science, finance functions and financial phenomena, can identify and describe the links of the financial system and relations between them.
	5,0	The student has a very good knowledge of the subject of finance science, finance functions and financial phenomena, can identify and describe the links of the financial system and relations between them.

Required reading

1. Arye L. Hillman, Public Finance and Public Policy: Responsibilities and Limitations of Government, Cambridge University Press, 2009, ISBN-13: 978-0521738057
2. Richard Abel Musgrave, Peggy B. Musgrave, Public Finance in Theory and Practice (5th Edition), McGraw-Hill College, 1998, ISBN-13: 978-0070441279
3. Mark Chesney, Environmental finance and investments, Springer, 2015, ISBN13 (EAN): 9783662481745
4. Ludkovski Michael, Commodities, Energy and Environmental Finance, Springer-Verlag New York Inc., 2015, ISBN13 (EAN): 9781493927326
5. Adrian Belcham, Environmental Management, Taylor & Francis Ltd, 2014, ISBN: 1138775347



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Investments in Real Estates					
<i>Code</i>		WEK/E/S1/-/11197					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>		4	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	6	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Kiełducki Jacek (jkielducki@zut.edu.pl)					
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Knowledge requirements: the student has knowledge of real estate and real estate law					
W-2		Skills requirements: the student is able to use legal acts to the extent necessary for economists					
W-3		Competence requirements: the student is able to work in a group, independently develop the indicated problem and formulate conclusions					
<i>Module/course unit objectives</i>							
C-1		Education of knowledge in the field of legal and ethical conditions of the profession of a property appraiser					
C-2		Acquainting with the essence, purpose and valuation functions and methods of assessing the profitability of real estate investments					
C-3		Indication of new investment opportunities in real estate					
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
T-P-1		The concept and goals of investing. Real estate as a capital investment					3
T-P-2		Investors in the real estate market. The value of the real estate as an investment object					3
T-P-3		The specifics of investment decisions on the real estate market. Phases of the investment decision making process					3
T-P-4		Home staging and house flipping					2
T-P-5		Methods for financing real estate investments					2
T-P-6		Competitiveness of alternative capital investments.					2
T-P-7		Risk in investment decisions					2
T-P-8		Investment criteria					3
T-P-9		Simplified methods for assessing the economic viability of investments					2
T-P-10		Calculation of the internal rate of return					4
T-P-11		Calculation of the net present value					4
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
A-P-1		Participation in classes					30
A-P-2		Preparation for classes (review of literature and legal acts)					8
A-P-3		Solving tasks					10
A-P-4		Preparation for the colloquium					12
<i>Teaching methods / tools</i>							
M-1		Problem-based methods - a conversational lecture in the form of a multimedia presentation					
M-2		Activating methods - case study, didactic discussion					
M-3		Practical methods - solving tasks related to the basis of property valuation					



Evaluation methods (F - progressive, P - final)

S-1	F	F - task evaluation
S-2	F	F - assessment of the colloquium
S-3	P	P - pass the classes based on the evaluation of the tasks and the grade from the colloquium

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O14/1_W01 The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He can calculate the rate of return	E_1A_W05	P6S_WG P6S_WK		C-1 C-2 C-3	T-P-1 T-P-2 T-P-3	T-P-6 T-P-7	M-1	S-3
E_1A_O14/1_W02 The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return	E_1A_W01	P6S_WG P6S_WK		C-2 C-3	T-P-3 T-P-4 T-P-5	T-P-9 T-P-10 T-P-11	M-1 M-2	S-2 S-3
E_1A_O14/1_W03 The student explains the factors determining the making of investment decisions.	E_1A_W01 E_1A_W04	P6S_WG P6S_WK		C-3	T-P-8	T-P-10	M-1	S-1 S-2 S-3

Skills

E_1A_O14/1_U01 The student is able to implement the investment process with risk	E_1A_U12	P6S_UW		C-2	T-P-1 T-P-2 T-P-3 T-P-4 T-P-5 T-P-6	T-P-7 T-P-8 T-P-9 T-P-10 T-P-11	M-1 M-2	S-2 S-3
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Social competences

E_1A_O14/1_K01 The student is aware of the importance of the investor in the real estate market	E_1A_K03	P6S_KK P6S_KR		C-3	T-P-1 T-P-2 T-P-3 T-P-5 T-P-6	T-P-7 T-P-8 T-P-9 T-P-10 T-P-11	M-1	S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O14/1_W01	2,0	The student does not know the basic concepts related to investing in real estate and the risk of investing in real estate
	3,0	The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He can calculate the rate of return
	3,5	The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He is able to calculate the rate of return more than enough
	4,0	The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He is able to calculate the rate of return in a good degree
	4,5	The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He can calculate the rate of return more than good
	5,0	The student knows the basic concepts associated with investing in real estate and the risk of investing in real estate. He is able to calculate the rate of return to a very good degree
E_1A_O14/1_W02	2,0	The student does not define concepts related to investing and the risk of investing in real estate and does not calculate the rate of return
	3,0	The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return sufficiently
	3,5	The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return more than enough
	4,0	The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return to a good degree
	4,5	The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return more than good
	5,0	The student defines concepts related to investing and the risk of investing in real estate. Calculates the rate of return to a very good degree
E_1A_O14/1_W03	2,0	The student does not explain the factors determining the making of investment decisions
	3,0	Student explains the factors determining the decision making investment to a sufficient degree
	3,5	Student explains the factors determining the decision making investment to a degree more than sufficient
	4,0	Student explains the factors determining the making of investment decisions in a good degree
	4,5	Student explains the factors determining making investment decisions more than good
	5,0	Student explains the factors determining the investment decisions to a very good degree

Skills

E_1A_O14/1_U01	2,0	The student can not complete the investment process with risk
	3,0	The student is able to implement the investment process taking into account the risk to a sufficient degree
	3,5	The student is able to implement the investment process taking into account the risk more than enough
	4,0	The student is able to implement the investment process taking into account the risk to a good degree
	4,5	The student is able to realize the investment process taking into account the risk more than good
	5,0	The student is able to implement the investment process with risk in a very good degree

Other social competences

E_1A_O14/1_K01	2,0	The student has no awareness of the investor's importance in the real estate market
	3,0	The student is aware of the importance of the investor in the real estate market to a sufficient extent
	3,5	The student is aware of the importance of the investor in the real estate market to a degree more than adequate
	4,0	The student is aware of the importance of the investor in the real estate market to a good degree
	4,5	The student is aware of the importance of investor in the real estate market to a degree more than good
	5,0	The student is aware of the importance of the investor in the real estate market to a very good degree

Required reading

1. Wilkowska-Kotakowska D., Wycena nieruchomości. Operat szacunkowy. Rzeczoznawstwo majątkowe, Lexis Nexis, Warszawa, 2010
2. Cymerman R., Hopfer A., System, zasady i procedury wyceny nieruchomości, Polska Federacja Stowarzyszeń Rzeczoznawców Majątkowych, Warszawa, 2010
3. Mączyńska E., Prystupa M., Rygiel K., Ile warta jest nieruchomość?, Poltext, Warszawa, 2009

Supplementary reading

1. xxx, Wycena, Educaterra, Olsztyn, 2011, Kwartalnik
2. xxx, Rzeczoznawca majątkowy, Polska Federacja Stowarzyszeń Rzeczoznawców Majątkowych, Warszawa, 2011, Kwartalnik



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Marketing in Commerce and Services					
<i>Code</i>		WEK/E/S1/-/7212					
<i>Field of specialisation</i>							
<i>Administering faculty</i>		Katedra Marketingu, Gospodarki i Środowiska					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0			
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski			
<i>Electives</i>		4	<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
projekty		P	6	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Ertmańska Karolina (karolina.ertmanska@zut.edu.pl)					
<i>Other teachers</i>							
<i>Prerequisites</i>							
<i>W-1</i>	Knowledge of basics of marketing						
<i>Module/course unit objectives</i>							
<i>C-1</i>	To acquaint students with the specificity of marketing activities in trade and services						
<i>C-2</i>	Shaping the skills in shaping the marketing composition in trade and services						
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>	
<i>T-P-1</i>	Specificity of service activities					2	
<i>T-P-2</i>	Trading and service companies as entities on the market					2	
<i>T-P-3</i>	Wholesale and retail in the distribution of products					3	
<i>T-P-4</i>	Internet trade					2	
<i>T-P-5</i>	Packaging in trade					3	
<i>T-P-6</i>	Promotion of services					3	
<i>T-P-7</i>	Merchandising as a modern concept of company management					2	
<i>T-P-8</i>	Personal sale					2	
<i>T-P-9</i>	Sales technology					2	
<i>T-P-10</i>	Shaping the right level of services					2	
<i>T-P-11</i>	Segmentation of the service market					3	
<i>T-P-12</i>	Strategies of services, prices of services, distribution and promotion of services					2	
<i>T-P-13</i>	Service personnel and internal and interactive marketing of the company					2	
<i>Student workload - forms of activity</i>						<i>Number of hours</i>	
<i>A-P-1</i>	in-class participation					30	
<i>A-P-2</i>	case study preparation					15	
<i>A-P-3</i>	preparation for test					15	
<i>Teaching methods / tools</i>							
<i>M-1</i>	information lecture with multimedia presentation						
<i>M-2</i>	talk						
<i>M-3</i>	case studies analysis						
<i>Evaluation methods (F - progressive, P - final)</i>							
<i>S-1</i>	F	Test grade					
<i>S-2</i>	F	Assessment of cooperation competences and work in a group during the preparation of a case study					



Evaluation methods (F - progressive, P - final)

S-3	F	Assessment of the ability to search, analyze, evaluate and use information independently
S-4	F	Assessment of independent learning and development of the ability to think logically and present own views
S-5	P	Evaluation of the exercises (average of all forming grades)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_O20/1_W01 Student is able to define the specifics of service activities	E_1A_W05	P6S_WG P6S_WK		C-1	T-P-1 T-P-11	T-P-12 T-P-13	M-1	S-1
E_1A_O20/1_W02 Student has knowledge in the field of service marketing	E_1A_W15	P6S_WG P6S_WK		C-2	T-P-2 T-P-3 T-P-4 T-P-5 T-P-6 T-P-7	T-P-8 T-P-9 T-P-10 T-P-11 T-P-12 T-P-13	M-1 M-2	S-1

Skills

E_1A_O20/1_U01 The student has the ability to propose a marketing composition for a selected service activity	E_1A_U11	P6S_UW		C-2	T-P-1 T-P-2 T-P-3 T-P-4	T-P-5 T-P-6 T-P-7 T-P-8	M-3	S-3 S-4
E_1A_O20/1_U02 Student has the ability to organize own work and team work	E_1A_U03	P6S_UO		C-2	T-P-9 T-P-10 T-P-11	T-P-12 T-P-13	M-3	S-2 S-3

Social competences

E_1A_O20/1_K01 The student can interact in a group	E_1A_K08	P6S_KK P6S_KO P6S_KR		C-2	T-P-2 T-P-3 T-P-4	T-P-6 T-P-7 T-P-12	M-3	S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_O20/1_W01	2,0	Student has not mastered knowledge
	3,0	Student knows specific elements of service activities
	3,5	Student has mastered knowledge to a basic plus degree
	4,0	The student knows specific elements of service activities and can give examples
	4,5	Student has mastered knowledge to a good plus degree
	5,0	Student has mastered knowledge to a very good degree
E_1A_O20/1_W02	2,0	Student has no knowledge
	3,0	Student has knowledge at basic degree
	3,5	Student has knowledge at basic plus degree
	4,0	Student has knowledge at good degree
	4,5	Student has knowledge at good plus degree
	5,0	Student has knowledge at very good degree

Skills

E_1A_O20/1_U01	2,0	Student has not mastered
	3,0	Student has mastered knowledge to a basic degree
	3,5	Student has mastered knowledge to a basic plus degree
	4,0	Student has mastered knowledge to a good degree
	4,5	The student has the ability to develop a marketing composition for a selected service activity
	5,0	Student mastered knowledge to a very good degree
E_1A_O20/1_U02	2,0	Student has not mastered knowledge
	3,0	Student mastered knowledge to a basic degree
	3,5	Student mastered knowledge to a basic plus degree
	4,0	The ability to organize own work
	4,5	Student mastered knowledge to a good plus degree
	5,0	The ability to organize your own work and team

Other social competences

E_1A_O20/1_K01	2,0	The student can not interact in a group
	3,0	In the group he deals with simple issues of a reproductive nature
	3,5	He mastered a basic plus
	4,0	He is an active member of the team. He participates in all stages of the team's work
	4,5	He mastered a good plus degree
	5,0	He mastered a very good degree

Required reading

1. Payne A., Marketing usług, PWE, Warszawa, 1997
2. Perenc J., Marketing usług, Wyd. US, Szczecin, 2005

Supplementary reading

1. Mazur R., E-marketing w praktyce, w: Jak złowić klienta?, Szczecin, 2008

Faculty of Economics

<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Internship					
<i>Code</i>	WEK/E/S1/-/8375					
<i>Field of specialisation</i>						
<i>Administering faculty</i>	Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>	3,0	<i>ECTS (forms)</i>	3,0			
<i>Form of course credit</i>	zaliczenie	<i>Language</i>	polski			
<i>Electives</i>						
<i>Elective group</i>						
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Weeks</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
praktyki	PR	4	3	3,0	1,00	zaliczenie
<i>Leading teacher</i>	Będzik Beata (Beata.Bedzik@zut.edu.pl)					
<i>Other teachers</i>	Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)					
<i>Prerequisites</i>						
<i>Module/course unit objectives</i>						
C-1	Main objective: acquisition of practical skills, complementing and deepening the competences obtained by the student during classes (integration of theoretical and practical knowledge), including routine and non-typical tasks at a specific working position					
C-2	Understanding the conditions and specific nature of the activities of a given business entity					
C-3	Getting to know the professional environment by observing and following the behaviour of employees					
C-4	Understanding the expectations of employers regarding future employees in terms of knowledge, skills and attitudes, including ethical bases					
<i>Course content divided into various forms of instruction</i>						<i>Number of</i>

WEkon





Course content divided into various forms of instruction		Number of
T-PR-1	<p>During the internship, the student familiarises with the selected areas of the entity's functioning and performs at least one of the following tasks:</p> <ol style="list-style-type: none"> Understanding the principles of the entity's functioning, including: legal form, legal grounds of the entity's activity, scope and subject of the activity, organisational structure, tasks of individual organisational units and connections between them, scope of duties, range of powers in relation to the official, financial and criminal responsibility of employees, rules of employee evaluation, entity's internal regulations and occupational health and safety and fire regulations in force in the entity, scope of tasks carried out at the selected position and rules of working position spatial management and working position ergonomics. Working at the organisational and legal department, secretary's office, archive, including learning the rules for: <ul style="list-style-type: none"> - creating and circulating official correspondence, including documents, - cooperating by the company with external entities, including customers, banks, public-law institutions, insurance companies and other entities, - organising the supply and sales, - operating IT systems being used in a given entity, including software supporting the creation of documents (office suites). Working at the financial and accounting department, including: learning the organisation and tasks of the accounting department, creating documentation of accounting principles, performing tasks related to circulation of accounting documents, clearings and settlements (preparation, control, account assignment and keeping), valuation of assets, accounting records, inventory, internal control and reporting. Working at the economic department, including: routine and non-typical activities performed by the economic department, learning the documentation and rules of its circulation, performing activities related to the analysis of company's economic situation and analysis of company's tax burdens, operational and strategic planning in the company. Performing tasks in the human resources and payroll department, including: creation and development of employee documentation, including its securing and keeping, documentation, billing, settlement of salaries and their records, operating HR and payroll software. Performing tasks in the marketing department, including work on creating the a marketing strategy, analysis of the environment, market segmentation, implementation of pricing strategies and distribution, and conducting promotional activities. Performing other tasks assigned by the internship supervisor at the working position. 	3

Student workload - forms of activity		Number of hours
A-PR-1	Occupational health and safety training	8
A-PR-2	Induction into the internship's subject	8
A-PR-3	Implementation of the internship programme - performing tasks assigned by the internship supervisor at the workplace in accordance with the internship programme	72
A-PR-4	Registration of the internship course and preparation of the internship report	1
A-PR-5	Oral submission of the internship report together with a presentation of the achieved outcomes	1

Teaching methods / tools	
M-1	Information meeting introducing students to the principles of student internship realisation, duties and rights of the trainee and the internship company (workplace). The meeting is conducted by the Dean's Representative for student internships
M-2	Explanations, trainings, presentations, etc. carried out at the workplace aimed at familiarising the student with the subject of tasks performed at the workplace and at a given working position
M-3	During the period of the internship, supervision and control of the student trainee's work is carried out by the company's internship supervisor

Evaluation methods (F - progressive, P - final)		
S-1	P	Verification of the internship documentation, including certification of the internship completion and internship report
S-2	P	Oral colloquium on the tasks carried out during internships

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge E_1A_P1_W01 He / she explains the principles of the entity's (workplace's) functioning and performing practical tasks in the selected area of the entity's operation	E_1A_W06 E_1A_W08 E_1A_W09 E_1A_W10 E_1A_W11 E_1A_W12 E_1A_W14	P6S_WG P6S_WK		C-1 C-2 C-3 C-4	T-PR-1	M-1 M-2 M-3	S-2

**Skills**

E_1A_P1_U01 He / she is able to use the knowledge and skills achieved during the classes to perform specific activities in accordance with the internship programme as required by the curriculum	E_1A_U01 E_1A_U02 E_1A_U10 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1 C-3	T-PR-1	M-2 M-3	S-1 S-2
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Social competences

E_1A_P1_K01 He / she has the competence of openness and cooperation in a different environment than school	E_1A_K01 E_1A_K02 E_1A_K07 E_1A_K08	P6S_KK P6S_KO P6S_KR		C-2 C-3 C-4	T-PR-1	M-2 M-3	S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_P1_W01	2,0	Student does not know the rules of business entity's operation.
	3,0	Student knows some of the rules of business entity's operation.
	3,5	Student knows the rules of economic entity's operation.
	4,0	Student knows the rules of business entity's operation and the subjective and objective scope of activities performed in selected entity's organisational units.
	4,5	Student knows the rules of business entity's operation, discusses the subjective and objective scope of activities performed in selected entity's organisational units.
	5,0	Student knows and explains the rules of business entity's operation, discusses the subjective and objective scope of activities performed in selected entity's organisational units, and explains the course of tasks carried out at a given working position.

Skills

E_1A_P1_U01	2,0	Student has not completed the internship or has not performed the assigned tasks resulting from the internship programme as required by the curriculum.
	3,0	Student has completed the internship and has performed some of the assigned activities resulting from the internship programme as required by the curriculum
	3,5	Student has performed the assigned tasks resulting from the internship programme as required by the curriculum.
	4,0	Student has performed the assigned tasks resulting from the internship programme as required by the curriculum and has performed selected activities in a manner adopted at a given workplace and at a given working position.
	4,5	Student has performed the assigned tasks resulting from the internship programme as required by the curriculum, has explained their course, has performed selected activities in the manner adopted in a given workplace and at a given working position.
	5,0	Student has performed assigned tasks resulting from the internship programme as required by the curriculum, has explained their course and outcomes, has planned and performed selected activities in a manner adopted in a given workplace and at a given working position.

Other social competences

E_1A_P1_K01	2,0	Student does not show willingness to take up and perform activities at the workplace.
	3,0	Student shows a moderate willingness to take up some activities at the workplace.
	3,5	Student shows a moderate willingness to take up and perform selected activities at the workplace.
	4,0	Student is willing to take up and perform the assigned activities at the workplace
	4,5	Student performs the assigned tasks in a manner adequate to his or her abilities.
	5,0	Student performs the assigned tasks in a manner adequate to his or her abilities, expectations of the superior and the team in which he / she works.

Required reading

1. Marzena Rydzewska-Włodarczyk, <http://www.ekonomia.zut.edu.pl/strona-studentow/studia/praktyki-zawodowe.html>, 2009, aktualizacja na bieżąco



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Organisation of Accounting						
Code		WEK/E/S1/RFJ/434						
Field of specialisation		Accounting and Finance in Economic Entities						
Administering faculty		Katedra Ekonomii i Rachunkowości						
ECTS		2,0	ECTS (forms)	2,0				
Form of course credit		zaliczenie	Language	polski				
Electives			Elective group					
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
ćwiczenia audytoryjne		A	4	15	2,0	1,00	zaliczenie	
Leading teacher		Jaworska Elżbieta (Elzbieta.Jaworska@zut.edu.pl)						
Other teachers		Nadolna Bożena (Bozena.Nadolna@zut.edu.pl), Sawicka-Kluźniak Zofia (Zofia.Sawicka-Kluzniak@zut.edu.pl)						
Prerequisites								
W-1		Knowledge of the basics of accounting						
Module/course unit objectives								
C-1		To familiarize students with the organization of accounting in business units						
Course content divided into various forms of instruction							Number of hours	
T-A-1		The essence, scope and principles of accounting organization, accounting organization tools					2	
T-A-2		Accounting organization and balance sheet law. Professional ethics					3	
T-A-3		Organization of accounting documentation					2	
T-A-4		Organization of accounting records					2	
T-A-5		Organization of the inventory as part of the internal control system					2	
T-A-6		Organization of financial reporting					2	
T-A-7		Final test					2	
Student workload - forms of activity							Number of hours	
A-A-1		Participation in classes					15	
A-A-2		Preparation for classes, including studying literature and solving problem tasks					30	
A-A-3		Preparing to pass the exercises					15	
Teaching methods / tools								
M-1		Information lecture						
M-2		Problem-based lecture						
M-3		Conversational lecture						
M-4		Problem-based exercises						
Evaluation methods (F - progressive, P - final)								
S-1		F	Assessment of student's achievements by asking questions at the beginning and during classes					
S-2		P	Activity during classes					
S-3		P	Colloquium checking knowledge and skills					
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge								



Faculty of Economics

E_1A_D11/3_W01 The student knows the essence, scope and tools of accounting organization	E_1A_W01 E_1A_W02 E_1A_W11	P6S_WG P6S_WK		C-1	T-A-1	M-1 M-3	S-1 S-2 S-3
E_1A_D11/3_W02 The student knows the accounting principles (policy), principles of organization of documentation and organization of accounting books, as well as organization of inventory and reporting	E_1A_W01 E_1A_W04 E_1A_W06 E_1A_W11	P6S_WG P6S_WK		C-1	T-A-2 T-A-3 T-A-4	T-A-5 T-A-6	M-1 M-3 M-4 S-1 S-2 S-3
E_1A_D11/3_W03 The student knows the general principles of accounting ethics	E_1A_W09	P6S_WG P6S_WK		C-1	T-A-2	M-1 M-4	S-1 S-2

Skills

E_1A_D11/3_U01 The student can use the knowledge to perform tasks and solve problems in the field of accounting organization in economic units	E_1A_U01 E_1A_U02 E_1A_U05 E_1A_U06 E_1A_U10	P6S_UO P6S_UW		C-1	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-6 T-A-7	M-2 M-4 S-1 S-2 S-3
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Social competences

E_1A_D11/3_K01 The student has the ability to individual and team work, allowing to solve problems analyzed during classes	E_1A_K01 E_1A_K02	P6S_KK P6S_KO P6S_KR		C-1	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5 T-A-6	M-2 M-3 M-4 S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D11/3_W01	2,0	The student does not know the nature, scope and tools of accounting organization
	3,0	The student knows the essence of accounting organization, the scope of accounting organization, accounting tools in at least 60%
	3,5	The student knows the essence of accounting organization, the scope of accounting organization, accounting tools in at least 70%
	4,0	The student knows the essence of accounting organization, the scope of accounting organization, accounting tools in at least 80%
	4,5	The student knows the essence of accounting organization, the scope of accounting organization, accounting tools in at least 90%
	5,0	The student knows the essence of accounting organization, the scope of accounting organization, accounting tools in at least 95%
E_1A_D11/3_W02	2,0	The student does not know the accounting principles (policy), principles of organization of documentation and organization of accounting books, as well as organization of inventory and reporting works.
	3,0	The student basically knows the accounting principles (policy), principles of organization of documentation and organization of accounting books, as well as organization of inventory and reporting works
	3,5	The student knows the accounting principles (policy), rules for the organization of documentation and organization of accounting books, as well as organization of inventory and reporting works in at least 70%.
	4,0	The student knows the accounting principles (policy), rules for the organization of documentation and organization of accounting books, as well as organization of inventory and reporting works in at least 80%.
	4,5	The student knows the accounting principles (policy), rules for the organization of documentation and organization of accounting books, as well as organization of inventory and reporting works in at least 90%.
	5,0	The student knows the accounting principles (policy), rules for the organization of documentation and organization of accounting books, as well as organization of inventory and reporting works in at least 95%.
E_1A_D11/3_W03	2,0	The student does not know the rules of accounting ethics
	3,0	The student knows some rules of accounting ethics
	3,5	The student knows and characterizes some rules of accounting ethics
	4,0	The student knows all and characterizes some rules of accounting ethics
	4,5	The student knows and characterizes all the principles of ethics in accounting
	5,0	The student knows and characterizes all the principles of ethics in accounting. He refers them to the regulation of the balance sheet law

Skills

E_1A_D11/3_U01	2,0	The student is not able to use the knowledge to perform tasks and solve problems in the field of accountancy organization
	3,0	The student can use the knowledge to perform tasks and solve problems in the field of accountancy organization in at least 60%
	3,5	The student can use the knowledge to perform tasks and solve problems in the field of accountancy organization in at least 70%
	4,0	The student can use the knowledge to perform tasks and solve problems in the field of accountancy organization in at least 80%
	4,5	The student can use the knowledge to perform tasks and solve problems in the field of accountancy organization in at least 90%
	5,0	The student can use the knowledge to perform tasks and solve problems in the field of accountancy organization in at least 95%

Other social competences

Other social competences

E_1A_D11/3_K01	2,0	The student is not capable of independent or team-based solving of problems analyzed during the course
	3,0	The student has the ability of individual and team work to solve problems analyzed during the class
	3,5	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are not always correct
	4,0	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are usually correct
	4,5	The student has the ability to independently or collectively solve issues carried out during classes, the proposed solutions are correct
	5,0	The student has the ability to independently or collectively solve the issues analyzed in the course of classes, the proposed solutions are correct. Can justify the choice of the solution applied to a given problem, carry out the assessment of the results and indicate other possibilities

Required reading

1. Kiziukiewicz T., Organizacja rachunkowości, PWN, Warszawa, 2002, 1
2. Cebrowska T. (red.), Rachunkowość finansowa i podatkowa, PWN, Warszawa, 2016, 2
3. Winiarska K. (red.), Organizacja rachunkowości, PWE, Warszawa, 2011, 1
4. Infor PL, Instrukcja sporządzania, obiegu i kontroli dokumentów finansowo – księgowych, Infor PL, Warszawa, 2014, 1, ISBN-13 978-83-7440-481-5
5. ., Ustawa z dnia 29 września 1994 r. o rachunkowości, Dz.U. z 2013 r. poz 330 ze zm., 2013

Supplementary reading

1. Kiziukiewicz T. (red.), Ustawa o rachunkowości. Komentarz, LexisNexis, Warszawa, 2014, 6
2. Gos W. (red.), Vademekum samodzielnego księgowego, Polska Akademia Rachunkowości, Warszawa, 2010, 4
3. Gos W. (red.), Vademekum głównego księgowego, Polska Akademia Rachunkowości, Warszawa, 2009, 2
4. Pałka M., Zakładowy Plan Kont z komentarzem dla jednostek prowadzących działalność gospodarczą, Ekspert, Wrocław, 2015, 26



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Financial Law					
<i>Code</i>		WEK/E/S1/RFJ/57					
<i>Field of specialisation</i>		Accounting and Finance in Economic Entities					
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>				<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
wykłady		W	4	30	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Śpiewak-Szyjka Monika (monika.spiewak-szyjka@zut.edu.pl)					
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
<i>Prerequisites</i>							
<i>W-1</i>	Knowledge of issues in the field of civil and economic law and basic knowledge about the functioning of state organs.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	ensuring freedom of using the texts of laws regulating the issues taught						
<i>C-2</i>	general knowledge of the financial law system						
<i>C-3</i>	orientation in legal issues concerning the most important taxes from the point of view of the state budget and local government units						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-W-1</i>	the state budget and the budget of the local government unit						3
<i>T-W-2</i>	discipline of public finances; the public debt; budget deficit						3
<i>T-W-3</i>	general issues of Polish tax law						3
<i>T-W-4</i>	tax on goods and services						2
<i>T-W-5</i>	Income tax from individuals; lump sum forms of taxation of natural persons						2
<i>T-W-6</i>	corporate tax						2
<i>T-W-7</i>	inheritance and donation tax; stamp duty and tax on civil law transactions						2
<i>T-W-8</i>	local taxes and fees - real estate tax						2
<i>T-W-9</i>	local taxes - agricultural tax, forest tax, tax on means of transport, tax on dog ownership, market fee, local tax, administrative fee						3
<i>T-W-10</i>	fiscal control						2
<i>T-W-11</i>	currency law and foreign exchange law						3
<i>T-W-12</i>	basics of public banking law						3
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-W-1</i>	Discussing of cases						10
<i>A-W-2</i>	Preparing papers						10
<i>A-W-3</i>	Analysis of risks related to public finance discipline						10
<i>A-W-4</i>	Participation in classes						30
<i>Teaching methods / tools</i>							
<i>M-1</i>	information project						
<i>M-2</i>	problem project						
<i>Evaluation methods (F - progressive, P - final)</i>							
<i>S-1</i>	F	Assessment of the ability to acquire knowledge and its presentation					



Evaluation methods (F - progressive, P - final)

S-2	F	Assessment of reasoning ability and application of knowledge in practice (case studies)
S-3	P	Exam grade (test, descriptive and practical elements - case studies)

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_D11/2_W01 Has basic knowledge of financial law.	E_1A_W01	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5 T-W-6	M-1	S-1 S-2 S-3
E_1A_D11/2_W02 He can use the acquired knowledge in practice.	E_1A_W06	P6S_WG		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-2	S-1 S-2 S-3
E_1A_D11/2_W03 He understands the institutions of public financial law.	E_1A_W11	P6S_WG		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1	S-1 S-2 S-3

Skills

E_1A_D11/2_U01 He is able to assess his actions and their legal and social consequences	E_1A_U18	P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-2	S-1 S-2 S-3
E_1A_D11/2_U02 He is able to use the knowledge he has learned for efficient operation.	E_1A_U01	P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1	S-1 S-2 S-3
E_1A_D11/2_U03 Has the ability to use knowledge and planning on the basis of its activities.	E_1A_U20	P6S_UO P6S_UW		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-2	S-1 S-2 S-3

Social competences

E_1A_D11/2_K01 He can carry out the tasks entrusted to him	E_1A_K02	P6S_KK P6S_KO		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1	S-1 S-2 S-3
E_1A_D11/2_K02 Effectively resolves tasks with legal and equity standards.	E_1A_K07	P6S_KR		C-1 C-2 C-3	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11 T-W-12	M-1	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D11/2_W01	2,0	The student does not have basic knowledge of financial law
	3,0	The student has basic knowledge in the field of financial law to the extent enough
	3,5	The student has basic knowledge of financial law to a degree more than enough
	4,0	The student has basic knowledge in the field of financial law to the extent good
	4,5	The student has basic knowledge of financial law to an extent more than good
	5,0	The student has basic knowledge in the field of financial law to the extent very good
E_1A_D11/2_W02	2,0	The student can not use the acquired knowledge in practice
	3,0	The student can use the acquired knowledge in practice to a sufficient degree
	3,5	The student can use the acquired knowledge in practice to a degree better than adequate
	4,0	The student can use the acquired knowledge in practice to a good degree
	4,5	The student can use the acquired knowledge in practice to a degree better than good
	5,0	The student can use the acquired knowledge in practice to a very good degree



Knowledge

E_1A_D11/2_W03	2,0	The student does not understand the public financial law institution
	3,0	The student understands the institutions of public financial law to the extent enough
	3,5	The student understands the institutions of public financial law to an extent more than enough
	4,0	The student understands the institutions of public financial law to a good degree
	4,5	The student understands institutions of public financial law to a degree more than good
	5,0	The student understands the institutions of public financial law to a very good degree

Skills

E_1A_D11/2_U01	2,0	The student can not assess his or her actions, both legal and social effects
	3,0	The student is able to assess the effects of their activities and their legal and social effects in sufficient
	3,5	The student is able to assess the effects of their activities and their legal and social effects in more than enough
	4,0	The student is able to assess the effects of their activities and their legal and social effects in good
	4,5	The student is able to assess the effects of their activities and their legal and social effects in more than good
	5,0	The student is able to assess the effects of their activities and their legal and social effects in very good
E_1A_D11/2_U02	2,0	The student is not able to use the acquired knowledge for the purpose of efficient operation
	3,0	The student can use the acquired knowledge in order to efficiently work to the extent enough
	3,5	The student is able to use the acquired knowledge in order to efficiently work more than enough
	4,0	The student can use the acquired knowledge in order to efficiently work to the extent good
	4,5	The student can use the acquired knowledge in order to efficiently work to the extent more than good
	5,0	The student can use the acquired knowledge in order to efficiently work to the extent very good
E_1A_D11/2_U03	2,0	The student does not have the ability to use knowledge and planning based on their activities
	3,0	The student is able to use the acquired knowledge and plan based on it sufficient performance
	3,5	The student is able to use the acquired knowledge and plan based on it activities to an extent more than sufficient
	4,0	The student is able to use the acquired knowledge and plan based on it activities to a good degree
	4,5	The student is able to use the acquired knowledge and plan based on it activities more than good
	5,0	The student is able to use the acquired knowledge and plan based on it acting very well

Other social competences

E_1A_D11/2_K01	2,0	The student is not able to carry out the tasks entrusted to him
	3,0	The student is able to carry out the tasks entrusted to him to a sufficient degree
	3,5	The student is able to carry out the tasks entrusted to him to a degree better than sufficient
	4,0	The student is able to carry out the tasks entrusted to him in a good degree
	4,5	The student is able to carry out the tasks entrusted to him to a degree better than good
	5,0	The student is able to carry out the tasks entrusted to him in a very good degree
E_1A_D11/2_K02	2,0	The student is not able to carry out the tasks taking into account the legal norms and słusznosciowych
	3,0	The student is able to carry out the tasks entrusted to him, including the standards legal and fairness to a sufficient degree
	3,5	The student is able to carry out the tasks entrusted to him, including the standards legal and fairness to a degree more than sufficient
	4,0	The student is able to carry out the tasks entrusted to him, including the standards legal and fairness to a good degree
	4,5	The student is able to carry out the tasks entrusted to him, including the standards legal and fairness to a degree more than good
	5,0	The student is able to carry out the tasks entrusted to him, including the standards legal and equitable to a very good degree

Required reading

1. A. Gomułowicz, J. Małecki, Podatki i prawo podatkowe, LexisNexis, Warszawa, 2008
2. H. Kisilowska (red.), Nieruchomości. Zagadnienia prawne, LexisNexis, Warszawa, 2005
3. L. Etel, Podatek od nieruchomości, rolny, leśny., CH Beck, Warszawa, 2005
4. W. Wójtowicz, Zarys finansów publicznych i prawa finansowego, Wolters Kluwer, Warszawa, 2008
5. L. Etel, Podatek od nieruchomości, rolny, leśny., CH Beck, Warszawa, 2005
6. W. Wójtowicz, Zarys finansów publicznych i prawa finansowego, Wolters Kluwer, Warszawa, 2008

Supplementary reading

1. M. Kotulski, Podatek od nieruchomości w praktyce i orzecznictwie, LexisNexis, Warszawa, 2002



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Financial Reporting					
<i>Code</i>	WEK/E/S1/RFJ/160					
<i>Field of specialisation</i>	Accounting and Finance in Economic Entities					
<i>Administering faculty</i>	Katedra Ekonomii i Rachunkowości					
<i>ECTS</i>	3,0	<i>ECTS (forms)</i>	3,0			
<i>Form of course credit</i>	egzamin	<i>Language</i>	polski			
<i>Electives</i>		<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
laboratoria	L	4	30	2,0	0,50	zaliczenie
wykłady	W	4	15	1,0	0,50	egzamin
<i>Leading teacher</i>	Jaworska Elżbieta (Elzbieta.Jaworska@zut.edu.pl)					
<i>Other teachers</i>	Sawicka-Kluźniak Zofia (Zofia.Sawicka-Kluzniak@zut.edu.pl)					
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of the basics of accounting					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To familiarize students with the principles of drawing up the basic elements of the financial statements in economic units according to the balance sheet law					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-L-1</i>	Introduction to reporting. Valuation rules					4
<i>T-L-2</i>	Preparing the balance sheet of a business unit					6
<i>T-L-3</i>	Preparation of the profit and loss account					4
<i>T-L-4</i>	Preparation of additional information					2
<i>T-L-5</i>	Test I					2
<i>T-L-6</i>	Preparing a cash flow statement					6
<i>T-L-7</i>	Preparing a statement of changes in equity (fund)					4
<i>T-L-8</i>	Final test					2
<i>T-W-1</i>	Formal and organizational requirements of annual financial reporting					2
<i>T-W-2</i>	Balance sheet as the basis for the annual financial statements					2
<i>T-W-3</i>	Profit and loss account (essence, construction)					2
<i>T-W-4</i>	Additional information					1
<i>T-W-5</i>	Cash flow statement (methods of preparation)					2
<i>T-W-6</i>	Interpretation of financial data for the purposes of the cash flow statement					3
<i>T-W-7</i>	Statement of changes in equity					2
<i>T-W-8</i>	Specifics of financial statements of selected business units					1
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-L-1</i>	Participation in classes					30
<i>A-L-2</i>	Preparing for laboratory classes					10
<i>A-L-3</i>	Review and familiarize yourself with the literature of the subject					10
<i>A-L-4</i>	Preparation for tests					10
<i>A-W-1</i>	Preparing for lectures					5
<i>A-W-2</i>	Review of the literature on the subject					5
<i>A-W-3</i>	Participation in lectures					15



Student workload - forms of activity		Number of hours
A-W-4	Preparing for the exam	5

Teaching methods / tools	
M-1	Information lecture
M-2	Conversational lecture
M-3	Case study

Evaluation methods (F - progressive, P - final)	
S-1	F Possible written or oral evaluation forming during the semester
S-2	P Summary assessment in the form of verification of knowledge and skills obtained as part of laboratory classes
S-3	P Students' activity during classes

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_D11/1_W01 The student knows the scope of the financial statements and the rules for preparing individual elements of the report	E_1A_W01 E_1A_W06 E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-1	T-L-2 T-L-3 T-L-4	T-L-6 T-L-7	M-1 M-2 M-3	S-1 S-2 S-3
E_1A_D11/1_W02 The student knows the rules for determining the value of individual items of financial statements	E_1A_W01 E_1A_W06 E_1A_W11	P6S_WG P6S_WK		C-1	T-L-2 T-L-3 T-L-4	T-L-6 T-L-7	M-1 M-2 M-3	S-1 S-2 S-3

Skills								
E_1A_D11/1_U01 The student is able to prepare elements of the financial statements of the business unit	E_1A_U06 E_1A_U11	P6S_UW		C-1	T-W-2 T-W-3 T-W-4	T-W-5 T-W-6 T-W-7	M-1 M-2	S-1 S-2 S-3

Social competences								
E_1A_D11/1_K01 The student has the ability to work independently and in a team to solve problems analyzed during the course	E_1A_K01 E_1A_K04	P6S_KK P6S_KO P6S_KR		C-1	T-W-1 T-W-2 T-W-3	T-W-4 T-W-5 T-W-7	M-2	S-1 S-3

Outcomes	Grade	Evaluation criterion
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Knowledge		
E_1A_D11/1_W01	2,0	The student does not know the basic components of financial statements
	3,0	The student knows the scope of the financial statements and the principles of preparing individual elements of the report to a basic extent
	3,5	The student knows the scope of financial statements and the principles of preparing individual elements of the report in at least 70%
	4,0	The student knows the scope of financial statements and the principles of preparing individual elements of the report in at least 80%
	4,5	The student knows the scope of financial statements and the principles of preparing individual elements of the report in at least 90%
	5,0	The student knows the scope of financial statements and the principles of preparing individual elements of the report in at least 95%
E_1A_D11/1_W02	2,0	The student does not know the rules for determining the value of individual elements of financial statements
	3,0	The student knows the basic principles of determining the value of individual elements of financial statements
	3,5	The student can independently determine selected partial values of the financial statements
	4,0	The student can independently determine and compare selected partial values of the financial statements
	4,5	The student can independently choose the right tools to determine and analyze specific values of the financial statements
	5,0	Student is able to select and apply tools for the determination and analysis of all partial and synthetic elements of the financial report

Skills		
E_1A_D11/1_U01	2,0	The student can not create components of the annual closure of an enterprise
	3,0	The student is able to prepare elements of the financial statements of an economic entity in at least 60%
	3,5	The student is able to prepare elements of the financial statements of an economic entity in at least 70%
	4,0	The student is able to prepare elements of the financial statements of an economic entity in at least 80%
	4,5	The student is able to prepare elements of the financial statements of an economic entity in at least 90%
	5,0	The student is able to prepare elements of the financial statements of an economic entity in at least 95%



Other social competences

E_1A_D11/1_K01	2,0	The student is not capable of independent or team-based solving of problems analyzed during the course
	3,0	The student has the ability of individual and team work to solve problems analyzed during the class
	3,5	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are not always correct
	4,0	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are usually correct
	4,5	The student has the ability to independently or collectively solve issues carried out during classes, the proposed solutions are correct
	5,0	The student has the ability to independently or collectively solve the issues analyzed in the course of classes, the proposed solutions are correct. Can justify the choice of the solution applied to a given problem, carry out the assessment of the results and indicate other possibilities

Required reading

1. Walińska E. (red.), MERITUM Rachunkowość. Rachunkowość i sprawozdawczość finansowa, Wolters Kluwer, Kraków, 2016, 9
2. Irena Olchowicz, Agnieszka Tłaczała, Sprawozdawczość finansowa według krajowych i międzynarodowych standardów, Difin, Warszawa, 2015, 3
3. Gabrusewicz W., Remlein M., Sprawozdanie finansowe przedsiębiorstwa jednostkowe i skonsolidowane, PWE, Warszawa, 2011, II
4. Świderska Gertruda Krystyna, Więclawski Wojciech red., Sprawozdanie finansowe według polskich i międzynarodowych standardów rachunkowości, Difin, Warszawa, 2012, drugie rozszerzone



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Enterprise Finances				
<i>Code</i>		WEK/E/S1/RFJ/48				
<i>Field of specialisation</i>		Accounting and Finance in Economic Entities				
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	5	15	1,0	0,50
wykłady		W	5	30	1,0	0,50
<i>Leading teacher</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)				
<i>Other teachers</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of microeconomics.					
<i>W-2</i>	Knowledge of macroeconomics.					
<i>W-3</i>	Knowledge of the basics of accounting.					
<i>W-4</i>	Knowledge of finances and banking.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	After completing the course, the student should have the ability to make decisions regarding the risk of the company's operations and its environment.					
<i>C-2</i>	The student should have knowledge about the components and assets of the company.					
<i>C-3</i>	The student should have knowledge about acquiring the sources of financing necessary to run the business.					
<i>C-4</i>	The student should have the ability to make a basic financial analysis of the company.					
<i>C-5</i>	The student is aware of his knowledge and the necessity of learning throughout life.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Assessment of the financial condition of the company.					4
<i>T-A-2</i>	The cost and structure of the capital.					2
<i>T-A-3</i>	Working capital management in the enterprise.					2
<i>T-A-4</i>	Evaluation of investment projects in the enterprise.					4
<i>T-A-5</i>	Assessing the symptoms of enterprise bankruptcy risk.					3
<i>T-W-1</i>	The essence of corporate finance.					3
<i>T-W-2</i>	Organizational and legal forms of enterprises and their transformations.					3
<i>T-W-3</i>	Financial statements as a source of information about the company.					4
<i>T-W-4</i>	Sources of enterprise financing. Capital in the enterprise and its changes.					4
<i>T-W-5</i>	Company's fixed assets.					3
<i>T-W-6</i>	Object of the company's activity and it's functions.					3
<i>T-W-7</i>	Current assets of the enterprise.					3
<i>T-W-8</i>	Enterprise and market. The structure of the market and its impact on the company's operations.					3
<i>T-W-9</i>	Cooperation of the enterprise with other economic entities.					2
<i>T-W-10</i>	Enterprise and the state. Local government units and social organizations.					2
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-A-1</i>	Preparing for the classes.					5



Student workload - forms of activity		Number of hours
A-A-2	Participation in auditorium exercises.	15
A-A-3	Solving tasks.	5
A-A-4	Preparing to pass.	5
A-W-1	Participation in the classes.	30

Teaching methods / tools	
M-1	Information classes.
M-2	Case method.
M-3	Multimedia classes.
M-4	Project method.

Evaluation methods (F - progressive, P - final)		
S-1	F	Possible oral or written assessment during the semester.
S-2	P	Oral or written, including questions verifying issues raised in lectures / auditoriums.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_D11/5_W01 The student has knowledge about managing the assets of the company.	E_1A_W12 E_1A_W15	P6S_WG P6S_WK		C-2	T-A-1 T-A-3 T-A-4 T-W-3	T-W-5 T-W-6 T-W-7	M-1 M-2 M-3 M-4	S-1 S-2
E_1A_D11/5_W02 The student has knowledge about the shape of the capital structure in the company.	E_1A_W11 E_1A_W12	P6S_WG		C-3	T-A-2 T-A-4 T-W-3	T-W-4 T-W-6	M-1 M-2 M-3 M-4	S-1 S-2
E_1A_D11/5_W03 The student has knowledge about identifying threats in the company's operations.	E_1A_W08 E_1A_W15	P6S_WG P6S_WK		C-1	T-A-5 T-W-4 T-W-5 T-W-7	T-W-8 T-W-9 T-W-10	M-1 M-2 M-3 M-4	S-1 S-2

Skills								
E_1A_D11/5_U01 The student has the ability to assess the operating conditions of the company.	E_1A_U04 E_1A_U18 E_1A_U21	P6S_UU P6S_UW		C-1	T-A-4 T-A-5 T-W-1 T-W-2	T-W-6 T-W-8 T-W-9 T-W-10	M-1 M-2 M-3	S-1
E_1A_D11/5_U02 The student has the ability to analyze the financial situation of the enterprise based on data from financial statements.	E_1A_U04 E_1A_U06 E_1A_U14	P6S_UK P6S_UW		C-4	T-A-1 T-A-2 T-A-3 T-W-3	T-W-4 T-W-5 T-W-7 T-W-8	M-1 M-2 M-3 M-4	S-1 S-2

Social competences								
E_1A_D11/5_K01 The student is aware of his knowledge and the necessity of learning throughout life.	E_1A_K01	P6S_KK P6S_KR		C-5	T-A-1 T-A-2 T-A-4	T-A-5 T-W-1	M-1	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D11/5_W01	2,0	The student has no knowledge about the assets of the company or about how to manage them.
	3,0	The student has knowledge about particular types of assets in the enterprise and their importance for the company's operations.
	3,5	The student has knowledge about particular types of property in the enterprise and their significance for the company's operations, their place in the financial statement.
	4,0	The student has knowledge about particular types of property in the company, knows the theoretical basis for managing them, determining their importance for the company's operations and their place in the financial statement.
	4,5	The student has knowledge of managing the assets of the company, knows the theoretical basis for the assessment of investment projects through the prism of the property structure.
	5,0	The student has in-depth knowledge of managing the assets of the company.
E_1A_D11/5_W02	2,0	The student has no knowledge about the structure of capital.
	3,0	The student has a basic knowledge of the capital structure in the company and its importance for the company's operations.
	3,5	The student has a basic knowledge of the capital structure in the company and its significance for the company's operations, its place in the financial statement.
	4,0	The student has knowledge of the capital structure in the company, knows the theoretical basis of capital structure management and its importance for the company's operations and its place in the financial statements.
	4,5	The student has knowledge of the enterprise capital structure management, knows the theoretical basis for the assessment of investment projects through the prism of the capital structure.
	5,0	The student has in-depth knowledge in the field of enterprise capital structure management.



Knowledge

E_1A_D11/5_W03	2,0	The student does not have knowledge about identifying threats in the company's operations.
	3,0	The student has a basic knowledge of identifying threats in the company's operations through the prism of capital and property.
	3,5	The student has a basic knowledge of the identification of threats in the company's operations through the prism of capital and assets and the operational activity of the company.
	4,0	The student has a good knowledge of the identification of threats in the company's operations through the prism of capital and assets as well as the operational activity of the company.
	4,5	The student has a good knowledge about the identification of hazards in the company's operations through the prism of capital and property, symptoms of the risk of bankruptcy.
	5,0	The student has a broad knowledge of the identification of hazards in the operation of the enterprise through the prism of capital and property, symptoms of the risk of bankruptcy.

Skills

E_1A_D11/5_U01	2,0	The student does not have the skills to assess the operating conditions of the company.
	3,0	The student has basic skills in the assessment of investment projects, asset-capital situation of the enterprise.
	3,5	The student has good skills in the field of assessment of investment projects, asset and capital situation of the enterprise.
	4,0	The student has good skills on the assessment of the operating conditions of the company.
	4,5	The student has good skills on the assessment of the operating conditions of the company, is able to draw conclusions from information about the environment of the further and closer to the enterprise.
	5,0	The student has very good skills on the assessment of the conditions of the company's operation, is able to draw conclusions from information about the environment of the distant and closer enterprise.
E_1A_D11/5_U02	2,0	The student does not have the skills to analyze the financial situation of the company.
	3,0	The student has basic skills in the field of financial analysis of the company based on the most important rules and financial indicators.
	3,5	The student has good skills in the field of financial analysis of the company based on financial rules and indicators.
	4,0	The student has good skills in the analysis of the financial situation of the company based on data from financial statements.
	4,5	The student has good skills in the analysis of the financial situation of the enterprise based on data from financial statements, as well as the assessment of the financial situation of the further and near surroundings.
	5,0	The student has very good skills in the analysis of the financial situation of the company based on data from financial statements, as well as the assessment of the financial situation of the further and closer environment.

Other social competences

E_1A_D11/5_K01	2,0	The student does not understand the need to deepen knowledge about the financial market.
	3,0	The student is aware of his knowledge and understands the need to constantly increase her/his knowledge in the future.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Richard A. Brealey, Principles of Corporate Finance, McGraw-Hill, 2008, 9th Edition
2. Stephen Ross, Randolph Westerfield, Bradford Jordan, Fundamentals of Corporate Finance, McGraw-Hill Education, 2012, 10 edition
3. W. Bień, Zarządzanie finansami przedsiębiorstwa, Difin, Warszawa, 2005
4. pod red. J. Szczepański, L. Szyszko, Finanse przedsiębiorstwa, PWE, Warszawa, 2007
5. W. Dębski, Teoretyczne i praktyczne aspekty zarządzania finansami przedsiębiorstwa, PWN, Warszawa, 2005
6. M. Ciołek, Finanse przedsiębiorstw w zadaniach i przykładach, CeDeWu, Warszawa, 2010
7. A. Uziębło, M. Kalinowski, Finanse przedsiębiorstw i finanse publiczne. Wybrane aspekty, CeDeWu, Warszawa, 2010

Supplementary reading

6. A. Duliniec, Finansowanie przedsiębiorstwa, PWE, Warszawa, 2010
7. J. Grzywacz, Kapitał w przedsiębiorstwie i jego struktura, SGH, Warszawa, 2008
8. M. Sierpińska, T. Jachna, Ocena przedsiębiorstwa według standardów światowych, PWN, Warszawa, 2009
9. J. Gajdka, E. Walińska, Zarządzanie finansowe, FRR, Warszawa, 2001
10. pod red. J. Fryc, J. Jaworski, Współczesne przedsiębiorstwo. Zasobowe czynniki sukcesu w konkurencyjnym otoczeniu, WSB, Gdańsk, 2009
11. M. Hamrol, Analiza przedsiębiorstwa - ujęcie sytuacyjne, AE w Poznaniu, Poznań, 2005



Field of study	Economics					
Mode of study	stacjonarna	Level	pierwszy			
Graduate's qualification	licencjat					
Fields of study	dziedzina nauk społecznych					
Academic disciplines	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile	ogólnoakademicki					
Module						
Course unit	Cost Benefit Analysis and Profit and Loss Account					
Code	WEK/E/S1/RFJ/104					
Field of specialisation	Accounting and Finance in Economic Entities					
Administering faculty	Katedra Ekonomii i Rachunkowości					
ECTS	4,0	ECTS (forms)	4,0			
Form of course credit	egzamin	Language	polski			
Electives			Elective group			
Form of instruction	Cod	Semester	Hours	ECTS	Weight	Credit
laboratoria	L	5	30	2,7	0,50	zaliczenie
wykłady	W	5	15	1,3	0,50	egzamin
Leading teacher	Majchrzak Iwona (Iwona.Majchrzak@zut.edu.pl)					
Other teachers						

Prerequisites

W-1 Mastery of accounting principles

Module/course unit objectives

C-1	To familiarize students with the essence and scope of cost accounting and the structure of cost and performance calculations
C-2	To familiarize students with the basic criteria of cost classification and preparation for independent classification
C-3	To familiarize students with various types of cost accounting
C-4	To familiarize students with the principles of measurement and cost estimation in the traditional cost accounting
C-5	Preparing students to independently register costs in various options, including costs settled over time
C-6	Preparation of students for accounting and recording of operating costs
C-7	Preparing students for the selection of an appropriate calculation method when determining the unit cost of products
C-8	Preparing students for independent decision-making problems based on the analysis of source materials

Course content divided into various forms of instruction

		Number of hours
T-L-1	Classification of costs	2
T-L-2	Measurement and cost evaluation	6
T-L-3	Records of costs in the simplified and developed variant	4
T-L-4	Settlement of costs over time	2
T-L-5	Settlement and registration of costs of ancillary activities	3
T-L-6	Settlement and registration of departmental, general and sales costs	3
T-L-7	Traditional methods of cost calculation	4
T-L-8	Records costs at the end of the year in various variants	4
T-L-9	Colloquium	2
T-W-1	The essence, scope and functions of cost accounting	1
T-W-2	The essence and classification of costs	2
T-W-3	Varieties of cost accounting	2
T-W-4	Principles of measurement and cost estimation as part of traditional cost accounting	2
T-W-5	Variants of cost records including costs settled over time	2
T-W-6	Records and settlement of operating costs	2
T-W-7	Traditional methods of determining unit costs	2
T-W-8	Linking the cost circle to the resulting circle	2



Student workload - forms of activity		Number of hours
A-L-1	Participation in exercises	30
A-L-2	Preparation for classes, including problem solving	30
A-L-3	Preparation for passing the classes	20
A-W-1	Participation in lectures	15
A-W-2	Preparation for lectures, including studying the literature of the subject	10
A-W-3	Preparation for the exam	15

Teaching methods / tools	
M-1	Information lecture
M-2	Problematic lecture
M-3	Conversational lecture
M-4	Problem exercises, including using a computer

Evaluation methods (F - progressive, P - final)	
S-1	F Assessment of student's achievements by asking questions at the beginning and during classes
S-2	F Analysis of the performance of tasks in the field of measurement, valuation, accounting and cost records and calculation of unit costs solved by students independently
S-3	P Independent solution of problem tasks / Written exam
S-4	F Activity of students during classes

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_D11/6_W01 The student knows the essence and scope of the cost account, the structure of the cost and performance account and the essence of costs as the subject of cost accounting	E_1A_W01 E_1A_W08 E_1A_W10 E_1A_W11	P6S_WG P6S_WK		C-1 C-2	T-W-1 T-W-2	M-1	S-1 S-4
E_1A_D11/6_W02 The student has knowledge about different types of cost accounting	E_1A_W10 E_1A_W11	P6S_WG		C-3	T-W-3	M-1	S-1 S-4
E_1A_D11/6_W03 The student knows the scope of traditional cost accounting, including in particular the principles of measurement and cost evaluation, cost accounting options and methods of their settlement and methods of determining the unit cost	E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-4 C-5 C-6 C-7	T-W-4 T-W-7 T-W-5 T-W-8 T-W-6	M-1 M-2 M-3	S-1 S-4

Skills							
E_1A_D11/6_U01 Student is able to classify costs according to various criteria	E_1A_U06	P6S_UW		C-2	T-L-1	M-4	S-1 S-3 S-4
E_1A_D11/6_U02 Student knows how to measure and measure costs, check them in various options and settle them and set the unit cost of products	E_1A_U02 E_1A_U06	P6S_UW		C-4 C-5 C-6 C-7	T-L-2 T-L-6 T-L-3 T-L-7 T-L-4 T-L-8 T-L-5 T-L-9	M-4	S-1 S-2 S-3 S-4
E_1A_D11/6_U03 U03 Student knows how to solve decision problems based on own analysis of source materials	E_1A_U02 E_1A_U06 E_1A_U11	P6S_UW		C-8	T-L-1 T-W-1 T-L-2 T-W-2 T-L-3 T-W-3 T-L-4 T-W-4 T-L-5 T-W-5 T-L-6 T-W-6 T-L-7 T-W-7 T-L-8 T-W-8 T-L-9	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4

Social competences							
E_1A_D11/6_K01 The student has the ability to work independently	E_1A_K01	P6S_KK P6S_KR		C-5 C-6 C-7 C-8	T-L-1 T-L-6 T-L-2 T-L-7 T-L-3 T-L-8 T-L-4 T-L-9 T-L-5	M-4	S-2 S-3 S-4
E_1A_D11/6_K02 The student has the ability to work in a team	E_1A_K01	P6S_KK P6S_KR		C-4 C-5 C-6 C-7 C-8	T-L-1 T-L-5 T-L-2 T-L-6 T-L-3 T-L-7 T-L-4 T-L-8	M-4	S-1 S-2 S-4



E_1A_D11/6_K03 The student has the ability to think and act in an entrepreneurial way	E_1A_K05	P6S_KK P6S_KO	C-5 C-6 C-7 C-8	T-L-1 T-L-2 T-L-3 T-L-4 T-L-5 T-L-6 T-L-7 T-L-8 T-L-9	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D11/6_W01	2,0	The student does not know the nature and scope of the cost account, the structure of the cost and performance account and the essence of costs as the subject of cost accounting.
	3,0	The student knows the essence, scope and some varieties of cost accounting as well as the structure of the cost and performance account. He knows the concept of costs as a subject of cost accounting.
	3,5	The student knows the essence, scope and some varieties of cost accounting as well as the structure of the cost and performance account. He knows the concept and selected criteria for classifying costs as a subject of cost accounting.
	4,0	The student knows the essence, scope and different varieties of cost accounting as well as the structure of the cost and performance account. He knows the concept and criteria for classifying costs as a subject of cost accounting.
	4,5	The student knows the essence, scope and all discussed during the classes of the cost account variation and the structure of the cost and performance account. He knows the concept and all the criteria for classifying costs indicated as part of the course as a subject of cost accounting.
	5,0	The student knows the essence, scope and all discussed during the classes of the cost account variation and the structure of the cost and performance account. Has the knowledge to indicate the possibility of their use in business units. He knows the concept and all the criteria for classifying costs indicated as part of the course as a subject of cost accounting.
E_1A_D11/6_W02	2,0	The student has no knowledge about the different varieties of cost accounting.
	3,0	The student knows the selected varieties of cost accounting.
	3,5	The student knows and characterizes selected varieties of cost accounting.
	4,0	The student knows and characterizes all of the cost accounting variations discussed in the course of classes.
	4,5	The student knows and characterizes all the cost accounting variations discussed in the course of classes. Indicates in which economic units and under what conditions they can be carried out.
	5,0	The student knows and characterizes all the cost accounting variations discussed in the course of classes. Indicates in which economic units and under what conditions they can be carried out. The choice of a given variation of the cost account justifies.
E_1A_D11/6_W03	2,0	The student does not know the scope of traditional cost accounting, in particular the principles of measurement and cost valuation, cost accounting variants and methods of their settlement, as well as methods for determining the unit cost.
	3,0	The student knows some elements of traditional cost accounting.
	3,5	The student knows and characterizes some elements of traditional cost accounting.
	4,0	The student knows all and characterizes some elements of traditional cost accounting.
	4,5	The student knows and characterizes all elements of traditional cost accounting.
	5,0	The student knows and characterizes all elements of traditional cost accounting taking into account different aspects.

Skills

E_1A_D11/6_U01	2,0	Student is not able to classify costs according to any criteria.
	3,0	Student is able to list selected criteria for cost classification.
	3,5	Student is able to list selected criteria of cost classification and assign costs to them.
	4,0	Student is able to list all criteria for cost classification and assign costs to them.
	4,5	Student is able to list all criteria of cost classification and assign costs to them and make them characteristic.
	5,0	Student is able to list all cost classification criteria and assign costs to them, as well as characterize them and give examples.
E_1A_D11/6_U02	2,0	Student is not able to measure and measure costs, check them in different variants and settle them and set the unit cost of the product.
	3,0	Student is able to help with the measurement and valuation of costs, check them in the chosen option and settle them and determine the unit cost of the product.
	3,5	Student is able to help with the measurement and valuation of all types of costs, check them in all variants and settle them and determine the unit cost of the product.
	4,0	Student knows how to independently measure and evaluate selected types of costs, check them in the chosen option and settle them and determine the unit cost of the product.
	4,5	The student knows how to independently measure and pricing all types of costs, check them in all variants and settle them and determine the unit cost of the product.
	5,0	The student knows how to independently measure and pricing all types of costs, check them in all variants and settle them and determine the unit cost of the product, as well as knows how to link the elements of the cost account with the financial result.
E_1A_D11/6_U03	2,0	The student cannot solve decision problems.
	3,0	Student can help with solving some decision problems.
	3,5	Student is able to help solve all the decision problems discussed during the course.
	4,0	The student is able to solve all the decision problems discussed during the classes independently, while the analyzes of the source materials carried out by the student are incomplete.
	4,5	The student is able to solve all the decision problems discussed during the class independently, and the analysis of source materials carried out by the student are appropriate.
	5,0	The student is able to solve all the decision problems discussed during the class independently, and the analysis of source materials carried out by the student are appropriate. Additionally, on the basis of the analyzes carried out, the student formulate conclusions.

Other social competences

E_1A_D11/6_K01	2,0	The student does not have the ability to work independently.
	3,0	Student has the ability to independently solve some of the decision-making problems.
	3,5	The student has the ability to solve all decision-making problems independently, but his decisions are not always correct.
	4,0	The student has the ability to solve all decision problems independently and the results of his work are correct.
	4,5	The student has the ability to solve all decision problems independently and the results of his work are correct. Can justify the choice of the solution applied to a given problem.
	5,0	Student has the ability to solve all decision problems independently and the results of his work are correct. Can justify the choice of the solution applied to a given problem and indicate other possibilities.
E_1A_D11/6_K02	2,0	The student does not have the ability to work as a team.
	3,0	The student is able to solve some of the decision problems being the subject of the class in the group with the teacher's help.
	3,5	The student is able to solve all the decision problems being the subject of the class in the group with the help of the teacher.
	4,0	The student is able to solve some of the decision problems being the subject of the class.
	4,5	The student is able to solve all decision problems being the subject of the class.
	5,0	Student is able to solve all decision problems being the subject of the class in the group and justify their choice.
E_1A_D11/6_K03	2,0	Student is not able to think and act in an entrepreneurial way when solving decision-making problems.
	3,0	Student, when solving some decision problems, shows the ability to think and act in an entrepreneurial way.
	3,5	Student in solving the majority of decision problems manifests the ability to think and act in an entrepreneurial way.
	4,0	Student is able to think and act in an entrepreneurial way when solving all decision problems.
	4,5	Student, when solving all decision problems, manifests the ability to think and act in an entrepreneurial way. This manifests itself at every stage of his work, i.e. individual and team work.
	5,0	Student is able to think and act in an entrepreneurial way when solving all decision problems. This manifests itself at every stage of his work, i.e. individual and team work. He can independently propose other solutions to a given decision problem.

Required reading

1. Nowak E., Rachunek kosztów w jednostkach prowadzących działalność gospodarczą, Ekspert, Wrocław, 2016
2. Czubakowska K., Rachunek kosztów, PWE, Warszawa, 2015
3. Świdorska G. K. (red.), Rachunkowość zarządcza i rachunek kosztów, t. I i II, Difin, Warszawa, 2006
4. Sawicki K. (red.), Rachunek kosztów, FRRwP, Warszawa, 1996
5. Kiziukiewicz T. (red.), Rachunek kosztów według polskiego prawa bilansowego. Zbiór zadań, Ekspert, Wrocław, 2003

Supplementary reading

1. Nowak E., Rachunek kosztów przedsiębiorstwa, PWE, Wrocław, 2010
2. Kiziukiewicz T. (red.), Rachunkowość zarządcza. Zbiór zadań. Część II, Ekspert, Wrocław, 2011
3. Karmańska A. (red.), Rachunkowość zarządcza i rachunek kosztów w systemie informacyjnym przedsiębiorstwa, Difin, Warszawa, 2009
4. Nowak E., Wierzbinski M., Rachunek kosztów: modele i zastosowanie, PWE, Warszawa, 2011
5. Kiziukiewicz T. (red.), Zarządcze aspekty rachunkowości, PWE, Warszawa, 2003



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Computer Accounting					
Code		WEK/E/S1/RFJ/179					
Field of specialisation		Accounting and Finance in Economic Entities					
Administering faculty		Katedra Ekonomii i Rachunkowości					
ECTS		2,0	ECTS (forms)	2,0			
Form of course credit		zaliczenie	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
laboratoria		L	5	30	2,0	1,00	zaliczenie
Leading teacher		Jaworska Elżbieta (Elzbieta.Jaworska@zut.edu.pl)					
Other teachers		Nadolna Bożena (Bozena.Nadolna@zut.edu.pl)					
Prerequisites							
W-1	knowledge of financial accounting						
Module/course unit objectives							
C-1	To familiarize students with the principles of operation and procedures for the operation of financial and accounting IT systems						
C-2	Preparing students to support a selected financial and accounting program						
Course content divided into various forms of instruction							Number of hours
T-L-1	Creating a test company in the financial and accounting system. Defining the data access path. Entering information enabling the generation of an account plan						1
T-L-2	Entering the chart of accounts into the financial and accounting system						5
T-L-3	Entering the opening balance to the financial and accounting system						2
T-L-4	Entering records of contractors and employees, creating VAT registers and introducing templates of accounting documents						1
T-L-5	Creating sample source documents and their decrement and booking in the financial and accounting system. Corrections, deletion, exchange of source documents						10
T-L-6	Settlement of accounts						2
T-L-7	Viewing data entered into the system. A multi-criteria choice of data.						1
T-L-8	Creating result sets. Create a log and a list of turnovers and balances for any time period						1
T-L-9	Creating a balance sheet and profit and loss account based on data entered into the system						4
T-L-10	Records summary and closing of the financial year						1
T-L-11	Pass a subject						2
Student workload - forms of activity							Number of hours
A-L-1	Participation in laboratory classes						30
A-L-2	Preparation for classes						30
Teaching methods / tools							
M-1	explanation						
M-2	case method						
Evaluation methods (F - progressive, P - final)							
S-1	F	Assessment of student's achievements by asking questions at the beginning and during classes					
S-2	P	Activity during classes					
S-3	P	Assessment of the implementation of the indicated practical task in the selected financial and accounting system, verifying the knowledge and skills obtained during laboratory classes					



Faculty of Economics

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_D11/4_W01 The student knows the principles of handling the selected financial and accounting program	E_1A_W01 E_1A_W06 E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-1	T-L-1 T-L-6 T-L-2 T-L-7 T-L-3 T-L-8 T-L-4 T-L-9 T-L-5 T-L-10	M-1	S-1 S-2
Skills							
E_1A_D11/4_U01 The student can handle a selected financial and accounting system	E_1A_U02 E_1A_U05 E_1A_U06 E_1A_U07	P6S_UW		C-2	T-L-1 T-L-6 T-L-2 T-L-7 T-L-3 T-L-8 T-L-4 T-L-9 T-L-5 T-L-10	M-1 M-2	S-1 S-2 S-3
Social competences							
E_1A_D11/4_K01 The student has the ability of individual and team work to solve problems analyzed during the class	E_1A_K01 E_1A_K02	P6S_KK P6S_KO P6S_KR		C-1 C-2	T-L-1 T-L-6 T-L-2 T-L-7 T-L-3 T-L-8 T-L-4 T-L-9 T-L-5 T-L-10	M-1 M-2	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D11/4_W01	2,0	The student does not know the operating principles of the selected financial and accounting system
	3,0	The student has the knowledge how to create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations
	3,5	The student has the knowledge how to create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments,
	4,0	Student knowledge how to create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to several criteria
	4,5	The student has the knowledge how to create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to various criteria
	5,0	The student has a very good knowledge of how to create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to various criteria, create reports
Skills		
E_1A_D11/4_U01	2,0	The student is not able to handle the selected financial and accounting system
	3,0	The student can create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations
	3,5	The student can create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments
	4,0	The student can create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to several criteria
	4,5	The student can create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to various criteria
	5,0	The student can create a chart of accounts, enter and post the opening balance, define documents, create registers, register economic operations, settle settlements, settle payments, search information according to various criteria, create reports
Other social competences		
E_1A_D11/4_K01	2,0	The student is not capable of independent or team-based solving of problems analyzed during the course
	3,0	The student has the ability of individual and team work to solve problems analyzed during the class
	3,5	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are not always correct
	4,0	The student has the ability to independently or collectively solve issues carried out during classes, but the proposed solutions are usually correct
	4,5	The student has the ability to independently or collectively solve issues carried out during classes, the proposed solutions are correct
	5,0	The student has the ability to independently or collectively solve the issues analyzed in the course of classes, the proposed solutions are correct. Can justify the choice of the solution applied to a given problem, carry out the assessment of the results and indicate other possibilities

Required reading

1. Ustawa z dnia 29 września 1994 r. o rachunkowości, Dz.U. 2019 poz. 351, 2019
2. Kiziukiewicz T. (red.), Ustawa o rachunkowości. Komentarz, LexisNexis, Warszawa, 2014
3. Andrzejewski M., Jońca K., Młodkowski P., Zastosowanie technik komputerowych w rachunkowości. Systemy dla małych i średnich firm, Oficyna Wydawnicza, Kraków, 2004
4. Chomuszek M., Księgowość komputerowa. Praca z programem Symfonia FK, PWN, Warszawa, 2008

Supplementary reading

1. ., Instrukcje wybranych systemów informatycznych rachunkowości, Symfonia FK, Rewizor GT, 0



WEkon



Field of study	Economics					
Mode of study	stacjonarna	Level	pierwszy			
Graduate's qualification	licencjat					
Fields of study	dziedzina nauk społecznych					
Academic disciplines	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile	ogólnoakademicki					
Module						
Course unit	Accountancy of public finance sector entities					
Code	WEK/E/S1/RFJ/659					
Field of specialisation	Accounting and Finance in Economic Entities					
Administering faculty	Katedra Ekonomii i Rachunkowości					
ECTS	4,0	ECTS (forms)	4,0			
Form of course credit	zaliczenie	Language	polski			
Electives		Elective group				
Form of instruction	Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne	A	6	30	2,0	0,50	zaliczenie
wykłady	W	6	15	2,0	0,50	zaliczenie
Leading teacher	Rydzewska Marzena (mrydzewska@zut.edu.pl)					
Other teachers						
Prerequisites						
W-1	Knowledge of accounting basics					
W-2	Knowledge of issues related to public finance and the financial economy of public finance sector entities					
Module/course unit objectives						
C-1	Getting students acquainted with the specifics of accounting units of the public finance sector					
C-2	Development of skills in the field of accounting records of economic operations in selected units of the sector public finances					
C-3	Preparation for the preparation of the basic financial and budgetary statements and interpretations presented in the following documents their information					
Course content divided into various forms of instruction						Number of hours
T-A-1	Analysis of specific accounting rules JSFP					1
T-A-2	Construction of the company chart of accounts for the budgets of territorial self-government units, budget units and establishments in connection with reporting of those undertakings					2
T-A-3	Rules for the documentation and recording of revenue and expenditure and of budget revenue and expenditure. Accounting treatment of expenditure not yet extinguished					4
T-A-4	Records and determination of the result of territorial self-government units'; budget implementation					2
T-A-5	Preparation of the balance sheet on the implementation of the territorial self-government unit's budget					2
T-A-6	Test no 1					1
T-A-7	Documentation and bookkeeping of revenue and expenditure and of clearing and settlement in the accounts JSFP accounting					3
T-A-8	Revenue and cost records and determination of financial result in JSFP					6
T-A-9	Records of tangible and intangible fixed assets and inventories					2
T-A-10	Preparation of the annual accounts of the budgetary authority					4
T-A-11	Drawing up of the accounts - selected items					2
T-A-12	Test no 2					1
T-W-1	Characteristics of accounting units of the public finance sector (essence, principles, functions, scope, etc.) the subject and subject matter as well as accounting regulations of the JSFP)					2
T-W-2	Accounting of territorial self-government units budgets					2
T-W-3	Special rules for valuation and inventory of JSFP assets					1
T-W-4	Documentation and bookkeeping of revenue and expenditure and accounting and bookkeeping JSFP accounting					2
T-W-5	Rules of recognition of costs and revenues in the books of accounts of units and self-government plants the budget. Expenditure not yet extinguished and commitment of expenditure - accounting treatment					3
T-W-6	Financial result of the budgetary unit and its establishment					1
T-W-7	Unit funds - accounting treatment of balances and changes					1



Course content divided into various forms of instruction		Number of hours
T-W-8	Financial and budgetary reporting of the JSFP	2
T-W-9	Test	1

Student workload - forms of activity		Number of hours
A-A-1	Participation in exercises	30
A-A-2	Preparation for classes, including literature review and problem-solving	25
A-A-3	Getting ready to pass the exercises	5
A-W-1	Attendance at lectures	15
A-W-2	Reading recommended literature	30
A-W-3	Preparation to pass	15

Teaching methods / tools	
M-1	informational lecture with the use of multimedia techniques
M-2	explanations and explanations
M-3	problem lecture
M-4	physical exercises - individual and group solving of practical recording problems and reporting and interpretation of results

Evaluation methods (F - progressive, P - final)		
S-1	F	Evaluation of answers to questions asked during the auditorium classes
S-2	F	Test of knowledge and skills in the JSFP rules for recording business operations
S-3	F	Analysis and evaluation of the results of individual and group work of students during auditorium exercises (individual and group exercises).
S-4	P	Test knowledge and skills

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_D11/8_W01 Student knows the essence and specificity of accounting units of the sector public finance (JSFP) necessary to interpret presented in the financial and budgetary statements information on the progress of the collection and public spending	E_1A_W02 E_1A_W06 E_1A_W08 E_1A_W10 E_1A_W11	P6S_WG P6S_WK		C-1 C-2 C-3	T-A-1 T-A-12 T-A-2 T-W-1 T-A-3 T-W-2 T-A-4 T-W-3 T-A-5 T-W-4 T-A-6 T-W-5 T-A-7 T-W-6 T-A-8 T-W-7 T-A-9 T-W-8 T-A-10 T-W-9 T-A-11	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_D11/8_W02 The student knows the principles of documentation, valuation, records and the presentation of information on the implementation of the budget by local government units	E_1A_W08 E_1A_W11	P6S_WG P6S_WK		C-2 C-3	T-A-2 T-A-6 T-A-3 T-A-11 T-A-4 T-W-2 T-A-5 T-W-9	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
E_1A_D11/8_W03 The student explains how to obtain information about economic processes taking place in selected JSFPs	E_1A_W06 E_1A_W08 E_1A_W10 E_1A_W11	P6S_WG P6S_WK		C-2 C-3	T-A-7 T-W-4 T-A-8 T-W-5 T-A-9 T-W-6 T-A-10 T-W-7 T-A-11 T-W-8 T-A-12 T-W-9 T-W-3	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4

Skills

E_1A_D11/8_U01 Solves accounting and reporting problems occurring in the following areas at JSFP	E_1A_U02 E_1A_U05 E_1A_U06 E_1A_U08 E_1A_U11 E_1A_U20	P6S_UO P6S_UW		C-2 C-3	T-A-3 T-A-12 T-A-4 T-W-2 T-A-5 T-W-3 T-A-6 T-W-4 T-A-7 T-W-5 T-A-8 T-W-6 T-A-9 T-W-7 T-A-10 T-W-8 T-A-11 T-W-9	M-1 M-2 M-3 M-4	S-1 S-2 S-3 S-4
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Social competences



Faculty of Economics

E_1A_D11/8_K01 The student has the ability to work independently and as a team in order to solve the problems analyzed during the classes	E_1A_K01 E_1A_K02	P6S_KK P6S_KO P6S_KR	C-2 C-3	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-A-11	T-A-12 T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9	M-3 M-4	S-1 S-2 S-3 S-4
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D11/8_W01	2,0	Student does not know the essence and accounting principles of JSFP
	3,0	Student defines the accounting concept and scope of JSFP
	3,5	Student defines the concept and scope of JSFP accounting, lists and explains some of the principles and functions of this system
	4,0	Student defines the concept and scope of subject and subject matter of accounting of the JSFP, lists and explains the principles and functions of the JSFP. Is familiar with the principles of the tool for obtaining harmonised information from the accounting system
	4,5	Student defines the concept and scope of subject and subject matter of accounting of JSFP in relation to the regulation of law. The student defines the concept and scope of the system, and the accounting subject of the JSFP, lists and explains the principles and functions of the system, knows the principles of the tool to allow for obtaining harmonised information from the accounting system
	5,0	Student knows the essence of JSFP accounting and refers it to general accounting principles, lists and explains the principles and functions. He is familiar with the tools for obtaining standardised information from the accounting system and explains the scope of these codifications
E_1A_D11/8_W02	2,0	Student does not know the rules of registering economic operations concerning the territorial self-government units'; budget and the method of presenting the balance sheet from implementation of the territorial self-government units'; budget
	3,0	Student knows the general principles of registering some business operations concerning the processes of territorial self-government units'; budget execution and knows general structure of the balance sheet on the implementation of the territorial self-government units'; budget
	3,5	
	4,0	
	4,5	
	5,0	
E_1A_D11/8_W03	2,0	The student does not know the ways, methods and tools of obtaining information on the course of phenomena being the subject JSFP accounting
	3,0	Students will learn about methods and tools of obtaining information about the course of phenomena being the subject of the project JSFP accounting, but is not always able to describe how they are used to obtain financial information about the course of processes taking place in the JSFP
	3,5	
	4,0	
	4,5	
	5,0	

Skills

E_1A_D11/8_U01	2,0	Student is not able to group and include economic operations taking place in JSFP in the accounting accounts and is not able to draw up the financial and budgetary accounts
	3,0	Student records in the accounting accounts some economic operations taking place in the JSFP and can to a limited extent prepare reports of these entities
	3,5	
	4,0	
	4,5	
	5,0	

Other social competences

E_1A_D11/8_K01	2,0	Student is not able to solve the issues analyzed during the classes on their own or as a team
	3,0	Student has the ability to solve some of the issues analyzed during the course of occupations
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Zysnarska A., Rachunkowość budżetu, jednostek budżetowych i samorządowych zakładów budżetowych, ODiDK, Gdańsk, 2011
2. Winiarska K., Kaczurak-Kozak M., Rachunkowość budżetowa, Wolters Kluwer, Warszawa, 2011
3. Rup W., Nowe zasady rachunkowości budżetowej - nowe plany kont - rachunkowość organów podatkowych jst - zasady gospodarki finansowej. Komentarz z praktycznymi przykładami, ODiDK, Gdańsk, 2011
4. Kiziukiewicz T. (red.), RACHUNKOWOŚĆ JEDNOSTEK SEKTORA FINANSÓW PUBLICZNYCH I INSTYTUCJI FINANSOWYCH, PWE, Warszawa, 2014, współautor M. Rydzewska

Supplementary reading

Supplementary reading

1. Charytoniuk J., Komentarz do planów kont jednostki samorządu terytorialnego (plan kont dla budżetu, plan kont dla urzędu i innych samorządowych jednostek budżetowych oraz samorządowych zakładów budżetowych, ujednolicony plan kont urzędu jednostki samorządu terytorialnego) (z suplementem elektronicznym), ODiDK, Gdańsk, 2011
2. Rup W., Wzory księgowania w jednostce budżetowej, ODiDK, Gdańsk, 2010
3. Zysnarska A., Rachunkowość budżetowa w świetle koncepcji prawdziwego i wiernego obrazu, ODiDK, Gdańsk, 2010
4. ., Rozporządzenie Ministra Finansów z dnia 5 lipca 2010 r. w sprawie szczególnych zasad rachunkowości oraz planów kont dla budżetu państwa, budżetów jednostek samorządu terytorialnego, jednostek budżetowych, samorządowych zakładów budżetowych, państwowych funduszy celowych oraz państwowych jednostek budżetowych mających siedzibę poza granicami Rzeczypospolitej Polskiej, (Dz.U. nr 128, poz. 861), 2010



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>		pierwszy		
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Credit Risk					
<i>Code</i>		WEK/E/S1/RFJ/120					
<i>Field of specialisation</i>		Accounting and Finance in Economic Entities					
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów					
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>		2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>		polski		
<i>Electives</i>				<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
wykłady		W	6	15	2,0	1,00	zaliczenie
<i>Leading teacher</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Other teachers</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)					
<i>Prerequisites</i>							
<i>W-1</i>	Knowledge of the basics of banking.						
<i>W-2</i>	Knowledge of the basics of macro and microeconomics.						
<i>W-3</i>	Knowledge of the basics of corporate finance.						
<i>Module/course unit objectives</i>							
<i>C-1</i>	The student should learn the principles of analyzing and managing banking risk, including credit risk.						
<i>C-2</i>	The student should have the ability to assess the creditworthiness of individual and institutional clients.						
<i>C-3</i>	The student should know the credit risk measurement methods.						
<i>C-4</i>	The student should know how to secure credit risk.						
<i>C-5</i>	The student should know the basic debt collection procedures.						
<i>C-6</i>	The student is aware of the need to constantly deepen her/his knowledge.						
<i>Course content divided into various forms of instruction</i>							<i>Number of hours</i>
<i>T-W-1</i>	The concept and classification of credit risk.						2
<i>T-W-2</i>	The concept of creditworthiness - as determinants of credit risk management.						2
<i>T-W-3</i>	Assessment of creditworthiness of individual and institutional clients.						2
<i>T-W-4</i>	Credit risk measurement methods.						2
<i>T-W-5</i>	Credit collateral classification.						2
<i>T-W-6</i>	Credit monitoring.						2
<i>T-W-7</i>	Debt collection and restructuring activities at the banks.						2
<i>T-W-8</i>	Passing lectures.						1
<i>Student workload - forms of activity</i>							<i>Number of hours</i>
<i>A-W-1</i>	Reading the indicated literature.						15
<i>A-W-2</i>	Participation in the classes.						15
<i>A-W-3</i>	Preparing for the classes.						15
<i>A-W-4</i>	Preparing for the exam.						15
<i>Teaching methods / tools</i>							
<i>M-1</i>	Information lecture.						
<i>M-2</i>	Conversation lecture.						
<i>M-3</i>	Problem lecture.						
<i>M-4</i>	Case method.						



Evaluation methods (F - progressive, P - final)

S-1	P	Passing the lecture in oral or written form.
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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_D11/7_W01 The student knows the types of credit risk protection.	E_1A_W02	P6S_WG P6S_WK		C-4	T-W-5	M-1 M-3 M-4	S-1
E_1A_D11/7_W02 The student has basic knowledge in the processes related to credit monitoring and knows the basic methods of debt collection.	E_1A_W05 E_1A_W09	P6S_WG P6S_WK		C-5	T-W-6 T-W-7	M-1 M-3 M-4	S-1
E_1A_D11/7_W03 The student knows the methods of risk assessment, and methods for assessing the creditworthiness of entities.	E_1A_W06 E_1A_W08 E_1A_W12	P6S_WG P6S_WK		C-1 C-2 C-3	T-W-1 T-W-3 T-W-2 T-W-4	M-1 M-2 M-3 M-4	S-1

Skills

E_1A_D11/7_U01 The student should be able to choose the appropriate tools to manage the bank's credit risk.	E_1A_U02 E_1A_U21	P6S_UU P6S_UW		C-1 C-3	T-W-1 T-W-4 T-W-3	M-1 M-3 M-4	S-1
E_1A_D11/7_U02 The student is able to assess the creditworthiness of individuals and business entities.	E_1A_U04	P6S_UW		C-2	T-W-1 T-W-4 T-W-2 T-W-8 T-W-3	M-1 M-2 M-3 M-4	S-1

Social competences

E_1A_D11/7_K01 The student is aware of his knowledge and the need for continuous learning.	E_1A_K01	P6S_KK P6S_KR		C-6	T-W-2 T-W-5 T-W-3 T-W-6 T-W-4 T-W-7	M-1	S-1
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D11/7_W01	2,0	The student does not know the credit risk security
	3,0	The student has a basic knowledge of at least one method how to secure credit risk.
	3,5	The student has a basic knowledge of at least two ways to secure credit risk.
	4,0	The student has a basic knowledge of at least two ways to secure credit risk.
	4,5	The student has a basic knowledge of at least three ways to secure credit risk.
	5,0	The student has a basic knowledge of at least four ways to secure credit risk.
E_1A_D11/7_W02	2,0	The student has no knowledge of procedures related to credit monitoring and does not know the methods of debt collection.
	3,0	The student has knowledge of basic procedures related to credit monitoring.
	3,5	The student has knowledge of basic procedures related to credit monitoring and understands credit monitoring considerably.
	4,0	The student has knowledge of basic procedures related to credit monitoring and understands credit monitoring considerably, in addition, the student knows the basic procedures of the view
	4,5	The student has knowledge of basic procedures related to credit monitoring and understands credit monitoring considerably, in addition, the student knows the basic procedures and methods of debt collection
	5,0	The student has a very good knowledge of the basic procedures related to credit monitoring and understands credit monitoring considerably, moreover, the student knows the basic procedures and methods of debt visibility.
E_1A_D11/7_W03	2,0	The student does not know the methods of risk assessment and assessment of the creditworthiness of entities.
	3,0	The student has knowledge of risk assessment methods.
	3,5	The student has knowledge of risk assessment methods and understands the need to carry them out, understands the importance of assessing the creditworthiness of entities.
	4,0	The student has knowledge of risk assessment methods and understands the need to carry them out, understands the importance of assessing the creditworthiness of entities, knows how to assess the creditworthiness of individuals.
	4,5	The student has knowledge of risk assessment methods and understands the need to carry them out, understands the importance of assessing the creditworthiness of entities, knows how to assess the creditworthiness of individuals and institutional entities.
	5,0	The student has a very good knowledge of risk assessment methods and understands the need to carry them out, understands the importance of assessing the creditworthiness of entities, knows how to assess the creditworthiness of individuals and institutional entities.

Skills

E_1A_D11/7_U01	2,0	The student can not choose the instruments to manage credit risk.
	3,0	The student is able to select at least one instrument to manage credit risk.
	3,5	The student can choose at least two instruments to manage credit risk.
	4,0	The student is able to choose at least three instruments to manage credit risk.
	4,5	Student is able to choose at least four instruments to manage credit risk, is able to determine the advantages of the indicated instruments in relation to the others.
	5,0	The student is able to choose at least four instruments to manage credit risk, she/he can determine the advantages of the indicated instruments in relation to the others.

Skills

E_1A_D11/7_U02	2,0	The student is not able to assess the creditworthiness of entities.
	3,0	The student is able to make an initial assessment of the creditworthiness of individuals.
	3,5	The student is able to make an initial assessment of the creditworthiness of individuals and institutional entities.
	4,0	The student is able to assess the creditworthiness of individuals and the initial assessment of institutional entities.
	4,5	The student is able to assess the creditworthiness of individuals and the assessment of institutional entities.
	5,0	The student can very well assess the creditworthiness of individuals and institutional entities.

Other social competences

E_1A_D11/7_K01	2,0	The student does not understand the need to deepen the knowledge about credit risk.
	3,0	The student is aware of his knowledge and understands the need to constantly increase her/his knowledge.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Darrell Duffie, Kenneth J. Singleton, Credit Risk: Pricing, Measurement, and Management, Princeton University Press, 2003
2. Ammann, Manuel, Credit Risk Valuation Methods, Models, and Applications, Springer-Verlag Berlin Heidelberg, 2001
3. Ciby Joseph, ADVANCED CREDIT RISK ANALYSIS & MANAGEMENT, John Wiley & Sons, Inc, 2013
4. Maciej Wiatr, Zarządzanie indywidualnym ryzykiem kredytowym, Elementy systemu, Oficyna Wydawnicza SGH, Warszawa, 2011, II
5. Wiesław Żółtkowski, Zarządzanie ryzykiem bankowym w praktyce, CeDeWu, Warszawa, 2008
6. Tadeusz Kaczmarek, Ryzyko i zarządzanie ryzykiem. Ujęcie interdyscyplinarne, Difin, Warszawa, 2008
7. Mirosław Wójciak, Metody oceny ryzyka kredytowego, PWE, Warszawa, 2007
8. Stanisława Ryżewska, Bankowa analiza przedsiębiorstwa na potrzeby oceny ryzyka kredytowego, Bankowy Ośrodek Doradztwa i Edukacji, Warszawa, 2009

Supplementary reading

1. Izabela Emerling, Działalność kredytowa banku komercyjnego, Marina, PWN, 2008
2. Radosław Kałużny, Pomiar ryzyka kredytowego banku. Aspekty finansowe i rachunkowe, PWN, Warszawa, 2009



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Financial Strategies				
<i>Code</i>		WEK/E/S1/RFJ/84				
<i>Field of specialisation</i>		Accounting and Finance in Economic Entities				
<i>Administering faculty</i>		Katedra Analizy Systemowej i Finansów				
<i>ECTS</i>		2,0	<i>ECTS (forms)</i>	2,0		
<i>Form of course credit</i>		zaliczenie	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
laboratoria	L	6	15	1,0	0,50	zaliczenie
wykłady	W	6	15	1,0	0,50	zaliczenie
<i>Leading teacher</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)				
<i>Other teachers</i>		Dawidowicz Dawid (Dawid.Dawidowicz@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	Knowledge of microeconomics.					
<i>W-2</i>	Knowledge of macroeconomics.					
<i>W-3</i>	Knowledge of the basics of corporate finance.					
<i>W-4</i>	Knowledge of financial analysis.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	After completing the course, the student should have the ability to make decisions regarding the company's financial strategies.					
<i>C-2</i>	The student should acquire the ability to make current and strategic decisions in the company.					
<i>C-3</i>	The student should have knowledge about acquiring the sources of financing necessary to run the business.					
<i>C-4</i>	The student should have the ability to make a basic financial analysis of the company.					
<i>C-5</i>	The student is aware of his knowledge and the necessity of learning throughout life.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-L-1</i>	Analysis of the business financing strategy - situational approach.					4
<i>T-L-2</i>	The cost and structure of capital in the enterprise.					3
<i>T-L-3</i>	Modelowanie struktury kapitału w przedsiębiorstwie.					4
<i>T-L-4</i>	The structure of capital and the value of the enterprise. Optimization of the capital structure.					4
<i>T-W-1</i>	The concept of business financing strategy in an enterprise.					2
<i>T-W-2</i>	Characteristics of the financing strategy.					2
<i>T-W-3</i>	Strategic planning and financial planning.					2
<i>T-W-4</i>	Net working capital management in an enterprise.					2
<i>T-W-5</i>	Tools for evaluating the financing strategy of the business including financial, operational and combined leverage.					2
<i>T-W-6</i>	Financial liquidity strategies.					2
<i>T-W-7</i>	Dividend payment policy in the company's financials strategy.					2
<i>T-W-8</i>	Elements of financial engineering.					1
<i>Student workload - forms of activity</i>						<i>Number of hours</i>
<i>A-L-1</i>	Preparing for the classes.					5
<i>A-L-2</i>	Participation in auditorium exercises.					15
<i>A-L-3</i>	Solving tasks.					5
<i>A-L-4</i>	Preparing to pass the subject.					5



Student workload - forms of activity		Number of hours
A-W-1	Reading the indicated literature.	10
A-W-2	Participation in the classes.	15
A-W-3	Preparing for the exam.	5

Teaching methods / tools	
M-1	Information lecture.
M-2	Case method.
M-3	Multimedia classes.
M-4	Project method.

Evaluation methods (F - progressive, P - final)		
S-1	F	Possible oral or written assessment during the semester.
S-2	P	Oral or written, including questions verifying issues raised in lectures / auditoriums.

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_D11/9_W01 The student has knowledge about managing the assets of the company.	E_1A_W10	P6S_WG		C-3 C-4	T-L-1 T-L-2	T-W-4 T-W-7	M-2 M-3 M-4	S-1 S-2
E_1A_D11/9_W02 The student has knowledge about the shape of the capital structure in the company.	E_1A_W11	P6S_WG		C-3 C-4	T-L-2 T-L-3	T-W-1 T-W-6	M-1 M-2 M-3	S-1 S-2
E_1A_D11/9_W03 The student has knowledge about identifying threats in the company's operations.	E_1A_W12	P6S_WG		C-2 C-3	T-L-1 T-W-6	T-W-8	M-1 M-2	S-1 S-2

Skills								
E_1A_D11/9_U01 The student has the ability to assess the operating conditions of the company. He obtained less than 60% of points from the test.	E_1A_U02	P6S_UW		C-1 C-2 C-4	T-L-1 T-W-3	T-W-5	M-1 M-2	S-1 S-2
E_1A_D11/9_U02 The student has the ability to analyze the financial situation of the enterprise based on data from financial statements.	E_1A_U06 E_1A_U21	P6S_UU P6S_UW		C-2 C-4	T-W-1 T-W-2	T-W-5	M-1 M-2 M-3	S-1 S-2

Social competences								
E_1A_D11/9_K01 The student is aware of his knowledge and the necessity of learning throughout life.	E_1A_K01	P6S_KK P6S_KR		C-5	T-L-4 T-W-3	T-W-6 T-W-7	M-1	S-1

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D11/9_W01	2,0	The student has no knowledge about the assets of the company or about how to manage them. He obtained less than 60% of points from the test.
	3,0	The student has knowledge about particular types of assets in the enterprise and their importance for the company's operations. He obtained 60-67% of points from the test.
	3,5	The student has knowledge about particular types of property in the enterprise and their significance for the company's operations, their place in the financial statement. He obtained 68-75% of points from the test.
	4,0	Student posiada wiedzę na temat poszczególnych rodzajów majątku w przedsiębiorstwie, zna teoretyczne podstawy zarządzania nimi, określanai ich znaczenia dla działalności przedsiębiorstwa oraz ich miejsca w sprawozdaniu finansowym. Z testu uzyskał 76-83% punktów.
	4,5	The student has knowledge of managing the assets of the company, knows the theoretical basis for the assessment of investment projects through the prism of the property structure. He obtained 84-91% of points from the test.
	5,0	The student has in-depth knowledge of managing the assets of the company. He obtained at least 92% of points from the test.
E_1A_D11/9_W02	2,0	The student has no knowledge about the structure of capital.
	3,0	The student has a basic knowledge of the capital structure in the company and its importance for the company's operations.
	3,5	The student has a basic knowledge of the capital structure in the company and its significance for the company's operations, its place in the financial statement.
	4,0	The student has knowledge of the capital structure in the company, knows the theoretical basis of capital structure management and its importance for the company's operations and its place in the financial statement.
	4,5	The student has knowledge of the enterprise capital structure management, knows the theoretical basis for the assessment of investment projects through the prism of the capital structure.
	5,0	The student has in-depth knowledge in the field of enterprise capital structure management.



Knowledge

E_1A_D11/9_W03	2,0	The student does not have knowledge about identifying threats in the company's operations.
	3,0	The student has a basic knowledge of identifying threats in the company's operations through the prism of capital and property.
	3,5	The student has a basic knowledge about the identification of threats in the company's operations through the prism of capital and assets and the operational activity of the company.
	4,0	The student has a good knowledge of the identification of threats in the company's operations through the prism of capital and assets as well as the operational activity of the company.
	4,5	The student has a good knowledge about the identification of hazards in the company's operations through the prism of capital and property, symptoms of the risk of bankruptcy.
	5,0	The student has a broad knowledge of the identification of hazards in the operation of the enterprise through the prism of capital and property, symptoms of the risk of bankruptcy.

Skills

E_1A_D11/9_U01	2,0	The student does not have the skills to assess the operating conditions of the company. He obtained less than 60% of points from the test.
	3,0	The student has basic skills in the assessment of investment projects, asset-capital situation of the enterprise. He obtained 60-67% of points from the test.
	3,5	The student has good skills in the field of assessment of investment projects, asset and capital situation of the enterprise. He obtained 68-75% of points from the test.
	4,0	The student has good skills on the assessment of the operating conditions of the company. He obtained 76-83% of points from the test.
	4,5	The student has good skills on the assessment of the operating conditions of the company, is able to draw conclusions from information about the environment of the further and closer to the enterprise. He obtained 84-91% of points from the test.
	5,0	The student has very good skills on the assessment of the conditions of the company's operation, is able to draw conclusions from information about the environment of the distant and closer enterprise. He obtained at least 92% of points from the test.
E_1A_D11/9_U02	2,0	The student does not have the skills to analyze the financial situation of the company. He obtained less than 60% of points from the test.
	3,0	The student has basic skills in the field of financial analysis of the company based on the most important rules and financial indicators. He obtained 60-67% of points from the test.
	3,5	The student has good skills in the field of financial analysis of the company based on financial rules and indicators. He obtained 68-75% of points from the test.
	4,0	The student has good skills in the analysis of the financial situation of the company based on data from financial statements. He obtained 76-83% of points from the test.
	4,5	The student has good skills in the analysis of the financial situation of the enterprise based on data from financial statements, as well as the assessment of the financial situation of the further and near surroundings. He obtained 84-91% of points from the test.
	5,0	The student has very good skills in the analysis of the financial situation of the company based on data from financial statements, as well as the assessment of the financial situation of the further and closer environment. He obtained at least 92% of points from the test.

Other social competences

E_1A_D11/9_K01	2,0	The student does not understand the need to deepen knowledge about the financial market.
	3,0	The student is aware of his knowledge and understands the need to constantly increase her/his knowledge.
	3,5	
	4,0	
	4,5	
	5,0	

Required reading

1. Ruth Bender, Corporate Financial Strategy, Routledge, 2013
2. C. Neff, Corporate Finance, Innovation, and Strategic Competition, Springer, Berlin, 2002
3. W. Bień, Zarządzanie finansami przedsiębiorstwa, Difin, Warszawa, 2005
4. G. Michalska, Strategie finansowe przedsiębiorstw, ODDK, Gdańsk, 2009
5. B. Kołosowska, A. Tokarski, M. Tokarski, E. Chojnacka, Strategie finansowania działalności przedsiębiorstw, Oficyna Wydawnicza, Warszawa, 2006
6. M. Sierpińska, D. Wędzki, Zarządzanie płynnością przedsiębiorstwa, PWN, Warszawa, 2007
7. A. Dulinić, Finansowanie przedsiębiorstwa. Strategie i instrumenty., PWE, Warszawa, 2011

Supplementary reading

1. A. Dulinić, Finansowanie przedsiębiorstwa, PWE, Warszawa, 2010
2. J. Grzywacz, Kapitał w przedsiębiorstwie i jego struktura, SGH, Warszawa, 2008
3. M. Sierpińska, T. Jachna, Ocena przedsiębiorstwa według standardów światowych, PWN, Warszawa, 2009
4. pod red. J. Fryc, J. Jaworski, Współczesne przedsiębiorstwo. Zasobowe czynniki sukcesu w konkurencyjnym otoczeniu, WSB, Gdańsk, 2009
5. M. Hamrol, Analiza przedsiębiorstwa - ujęcie sytuacyjne, AE w Poznaniu, Poznań, 2005
6. J. Ickiewicz, Pozyskiwanie, koszt i struktura kapitału w przedsiębiorstwie, SGH, Warszawa, 2004



WEKon



Field of study		Economics				
Mode of study		stacjonarna	Level	pierwszy		
Graduate's qualification		licencjat				
Fields of study		dziedzina nauk społecznych				
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
Educational profile		ogólnoakademicki				
Module						
Course unit		Fundamentals of technical knowledge in building engineering				
Code		WEK/E/S1/RMO/719				
Field of specialisation		Property Valuation and Real Estate Transactions				
Administering faculty		Katedra Nieruchomości i Agrobiznesu				
ECTS		2,0	ECTS (forms)	2,0		
Form of course credit		zaliczenie	Language	polski		
Electives			Elective group			
Form of instruction		Cod	Semester	Hours	ECTS	Weight
wykłady		W	4	30	2,0	1,00
Leading teacher		Błaszke Małgorzata (Malgorzata.Blaszke@zut.edu.pl)				
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)				
Prerequisites						
W-1		The student has a basic knowledge of building objects and construction law.				
Module/course unit objectives						
C-1		To familiarize students with the basic concepts of general construction, ie classification of buildings, technical conditions which should be met by buildings and their location, construction documentation, main structures and load-bearing structures of construction works, construction and material solutions of building elements and building finishing technologies. To familiarize students with issues related to the construction process, the obligations of participants in the construction process and the rules for the operation of construction works (bookkeeping of the Building Site, technical inspections, repairs, technical use of the building)				
Course content divided into various forms of instruction						Number of hours
T-W-1		Polish Classification of Building Facilities				2
T-W-2		Technical conditions which should be met by buildings and their location				1
T-W-3		Technical conditions for the use of residential buildings				1
T-W-4		The application of Polish and international standards in construction				2
T-W-5		Rules for calculating the area and volume of building objects				2
T-W-6		Documentation of the building object				2
T-W-7		Overview of technologies in construction				6
T-W-8		The investment process in construction				4
T-W-9		Real estate exploitation				6
T-W-10		Basics of cost estimation				4
Student workload - forms of activity						Number of hours
A-W-1		Participation in classes				30
A-W-2		Own work of students - thematic extension of lectures for given literature				10
A-W-3		Preparation of the report in a multimedia form				5
A-W-4		Preparation for passing				15
Teaching methods / tools						
M-1		information lecture / audiovisual methods				
M-2		discussion				
M-3		student presentations and work				
Evaluation methods (F - progressive, P - final)						
S-1		F	assessment of the ability to acquire knowledge and its presentation			
S-2		F	assessment of students' activity in classes			



Evaluation methods (F - progressive, P - final)

S-3	P	grade obtained from passing
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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_D10/4_W01 The student has basic technical knowledge in the field of construction and its economic aspects as well as connections with other scientific disciplines"	E_1A_W01	P6S_WG P6S_WK		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	T-W-6 T-W-7 T-W-8 T-W-9 T-W-10	M-1 M-2 M-3	S-1 S-2 S-3
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Skills

E_1A_D10/4_U01 The student uses the acquired knowledge to solve dilemmas appearing in professional work"	E_1A_U03 E_1A_U10 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	T-W-6 T-W-7 T-W-8 T-W-9 T-W-10	M-1 M-2 M-3	S-1 S-2
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Social competences

E_1A_D10/4_K01 The student learns throughout life	E_1A_K01	P6S_KK P6S_KR		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	T-W-6 T-W-7 T-W-8 T-W-9 T-W-10	M-1 M-2 M-3	S-1 S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D10/4_W01	2,0	The student has no basic knowledge of the basics of construction, can not define the basic concepts of general construction, the investment process in construction and issues related to the operation of construction facilities
	3,0	The student mastered the basic programming material; he mastered the basic material in the scope of understanding knowledge; in terms of expressing knowledge, she makes numerous mistakes in the content and language; in terms of attitudes towards knowledge shows weak interest
	3,5	The student mastered the basic programming material; in terms of understanding of knowledge, he mastered the basic material; in terms of expressing knowledge, making small mistakes in the content and language: in terms of attitudes towards knowledge, it shows interest.
	4,0	The student in the field of knowledge mastered almost all the program material; in the area of understanding of knowledge, he mastered almost all of the program content: in the field of expressing knowledge, he commits slight deficiencies; in relation to knowledge, he shows interest.
	4,5	The student in the field of knowledge mastered all the program material; in the field of understanding of knowledge, he mastered the entire program content in the field of expressing knowledge, he easily uses the acquired knowledge; in terms of attitudes towards knowledge shows a lot of interest.
	5,0	The student in the field of knowledge mastered all the program material; in the area of understanding of knowledge, he mastered all program contents without reservations, in the field of expressing knowledge, he uses the acquired knowledge without difficulty; in terms of attitudes to knowledge, he shows great interest and cognitive curiosity.

Skills

E_1A_D10/4_U01	2,0	The student does not have basic knowledge of construction.
	3,0	The student in the field of understanding the knowledge has mastered the basic scope of the material, he uses the acquired knowledge in a sufficient degree in dilemmas and problems appearing in his professional work. Together with the help of a teacher, he is able to make friends with some technical solutions in the field of construction related to his professional work.
	3,5	The student can use the acquired knowledge in dilemmas and problems appearing in his professional work. Alone he can accept some technical and legal solutions in the field of construction related to his professional work.
	4,0	The student can use the acquired knowledge in dilemmas and problems appearing in his professional work. He can organize his own and team work. He can think analytically and take appropriate technical and legal solutions in the field of construction related to his professional work.
	4,5	The student can use the acquired knowledge in dilemmas and problems appearing in his professional work. He can organize his own and team work. He can think analytically and take appropriate technical and legal solutions in the field of construction related to his professional work.
	5,0	The student can acquire knowledge acquired in dilemmas and problems appearing in his professional work. He can organize the work of the team and the team. He can think analytically and take appropriate technical and legal solutions from the construction sector regarding his professional work.

Other social competences

E_1A_D10/4_K01	2,0	The graduate is not prepared for learning throughout life
	3,0	The graduate is prepared to learn throughout life
	3,5	The graduate is prepared to learn all his life to a degree greater than sufficient
	4,0	The graduate is prepared to learn throughout life to a good degree
	4,5	The graduate is prepared to learn throughout life to a degree greater than good
	5,0	The graduate is prepared to learn throughout life to a very good degree

Required reading

- Lichołaj L., General construction, volume 3 - Elements of buildings, design principles (Polish language version), Arkady Sp. z o.o., Warszawa, 2008
- Regulation of the Minister of Infrastructure of April 12, 2002 (Polish language version), on technical conditions which should be met by buildings and their location, 2002

Required reading

3. Rozporządzenie Ministra Infrastruktury z dnia 3 lipca 2003 z późniejszymi nowelizacjami, w sprawie szczegółowego zakresu i formy projektu budowlanego, 2003

4. Kietliński W., Woźniak C., Janowska J., Investment Process in construction (Polish language version), Oficyna Wydawnicza PW, 2007

Supplementary reading

1. Betts, M. and Lansley, P., Construction Management and Economics: A review of the first ten years, Construction Management and Economics, 2008

2. Davey, C.L., Powell, J.A., Cooper, I. and Powell, J.E., Innovation, construction SMEs and action learning, Engineering, Construction and Architectural Management, 2007



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Building law					
Code		WEK/E/S1/RMO/6742					
Field of specialisation		Property Valuation and Real Estate Transactions					
Administering faculty		Katedra Nieruchomości i Agrobiznesu					
ECTS		1,0	ECTS (forms)	1,0			
Form of course credit		zaliczenie	Language	polski			
Electives		Elective group					
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
wykłady		W	4	15	1,0	1,00	zaliczenie
Leading teacher		Błaszke Małgorzata (Malgorzata.Blaszke@zut.edu.pl)					
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
Prerequisites							
W-1		The student should have knowledge of basic concepts and legal institutions.					
Module/course unit objectives							
C-1		To acquaint students with the basic concepts and problems in the field of building law understood as the right building investment, including administrative elements (eg proceedings to obtain building conditions, building permits, legalization of construction lawlessness) and civil law (eg contract for construction works and other contracts related to the construction process).					
Course content divided into various forms of instruction							Number of hours
T-W-1		Selected elements of administrative law in the construction investment process					2
T-W-2		Spatial development plan - basic concepts					2
T-W-3		Decisions and permission in the investment and construction process					2
T-W-4		Definitions and concepts in construction law, definition of a linear structure and a catalog of objects whose construction does not require a building permit					2
T-W-5		Responsibilities of parties involved in the investment process, investor's obligations					1
T-W-6		Payment guarantee for construction works					1
T-W-7		Contents of the construction contract					1
T-W-8		Other contracts occurring in the construction process					1
T-W-9		Responsibility for construction investment - contractual and statutory, including tort liability					1
T-W-10		Construction disaster					1
T-W-11		Building arbitrariness and its legalization					1
Student workload - forms of activity							Number of hours
A-W-1		participation in classes					15
A-W-2		Analysis of documentation					5
A-W-3		Preparation for the exam and attendance at the exam					10
Teaching methods / tools							
M-1		Lecture with the use of a multimedia presentation					
M-2		Preparation of technical documentation					
M-3		Discussion					
M-4		Presentations and student work					
Evaluation methods (F - progressive, P - final)							
S-1		F	Assessment of the correctness of technical documentation preparation				
S-2		F	Assessment of activity in the classroom				



Evaluation methods (F - progressive, P - final)

S-3	P	The grade obtained from the exam								
Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods			
Knowledge										
E_1A_D10/3_W01 Has a basic knowledge of the terms of construction law understood as the right construction investment, including administrative elements.	E_1A_W01 E_1A_W02 E_1A_W06 E_1A_W10	P6S_WG P6S_WK		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2 M-3 M-4	S-1 S-2 S-3		
Skills										
E_1A_D10/3_U01 He can use the acquired scientific knowledge to interpret socio-economic phenomena	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04	P6S_UO P6S_UW		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2 M-3 M-4	S-1 S-2 S-3		
E_1A_D10/3_U02 Can apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U05	P6S_UO P6S_UW		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2	S-1 S-2		
Social competences										
E_1A_D10/3_K01 The graduate is prepared to learn throughout life	E_1A_K03 E_1A_K04 E_1A_K05	P6S_KK P6S_KO P6S_KR		C-1	T-W-1 T-W-2 T-W-3 T-W-4 T-W-5 T-W-6	T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-2 M-3 M-4	S-1 S-2		

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D10/3_W01	2,0	The student does not have knowledge of the basic concepts of building law understood as the right construction investment, including administrative elements.
	3,0	The student has knowledge of the basic concepts of construction law understood as the right construction investment, including administrative elements.
	3,5	The student has knowledge of the basic concepts of construction law understood as the right construction investment, including administrative elements to a greater extent than sufficient.
	4,0	The student has knowledge of the basic concepts of construction law understood as the right construction investment, including administrative elements to a good degree.
	4,5	The student has knowledge of the basic concepts of construction law understood as the law of construction investment, including administrative elements to a greater than good level.
	5,0	The student has knowledge of the basic concepts of construction law understood as the right construction investment, including administrative elements to a very good degree.
Skills		
E_1A_D10/3_U01	2,0	He can not use knowledge to interpret socio-economic phenomena related to building law
	3,0	Can use knowledge to interpret socio-economic phenomena associated with construction investments to a sufficient degree
	3,5	Can use knowledge to interpret socio-economic phenomena related to construction investments to a degree greater than sufficient
	4,0	He can use knowledge to interpret social and economic phenomena associated with construction investments to a good degree
	4,5	He can use knowledge to interpret socio-economic phenomena associated with construction investments to a greater than good level
	5,0	He can use knowledge to interpret socio-economic phenomena associated with construction investments to a very good degree
E_1A_D10/3_U02	2,0	The student can not apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena
	3,0	Student is able to apply basic theoretical knowledge and obtain data to analyze specific socio-economic processes and phenomena to a sufficient extent
	3,5	The student is able to apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena to a greater extent than sufficient
	4,0	Student is able to apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena to a good degree
	4,5	Student is able to apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena to a greater extent than good
	5,0	student is able to apply basic theoretical knowledge and obtain data for analyzing specific processes and socio-economic phenomena to a very good degree

Other social competences

E_1A_D10/3_K01	2,0	The graduate is not prepared for learning throughout life
	3,0	The graduate is prepared to learn throughout life
	3,5	The graduate is prepared to learn all his life to a degree greater than sufficient
	4,0	The graduate is prepared to learn throughout life to a good degree
	4,5	The graduate is prepared to learn throughout life to a degree greater than good
	5,0	The graduate is prepared to learn throughout life to a very good degree

Required reading

1. Biliński T, Prawo budowlane. Podręcznik dla studentów kierunków budownictwo i architektura, CH Beck, Warszawa, 2007
2. Okolski D., Umowa o roboty budowlane, CH Beck, Warszawa, 2011



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Real property law				
<i>Code</i>		WEK/E/S1/RMO/641				
<i>Field of specialisation</i>		Property Valuation and Real Estate Transactions				
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu				
<i>ECTS</i>		4,0	<i>ECTS (forms)</i>	4,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>				<i>Elective group</i>		
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
konwersatoria		K	4	45	4,0	1,00
<i>Leading teacher</i>		Błaszke Małgorzata (Malgorzata.Blaszke@zut.edu.pl)				
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	The student should have knowledge of basic concepts and legal institutions as well as legal principles, as well as the system of government and self-government bodies.					
<i>Module/course unit objectives</i>						
<i>C-1</i>	To acquaint students with the essence of the concept of real estate and its types.					
<i>C-2</i>	Explanation of the concept of ownership of real estate and presentation of its limitations;					
<i>C-3</i>	Discussing methods of acquiring real estate;					
<i>C-4</i>	Discussing ownership transfer agreements;					
<i>C-5</i>	To acquaint students with the essence of property rights;					
<i>C-6</i>	Presentation of basic concepts in the field of housing co-operatives;					
<i>C-7</i>	Presentation of basic issues related to family and inheritance law;					
<i>C-8</i>	Presentation of basic issues in the field of personal data protection;					
<i>C-9</i>	Discussion of the Public Procurement Law.					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-K-1</i>	Selected issues in the field of family and inheritance law: - matrimonial property regimes; - management of the joint property of the spouses; - parental management of the child's property; - spouse's liability for debts; - premises for the inheritance of real estate					5
<i>T-K-2</i>	Personal data protection: - basic concepts related to the protection of personal data; - data protection authority; - rules for the processing of personal data					5
<i>T-K-3</i>	Public procurement: - basic concepts in the field of public procurement; - subjective scope of the Public Procurement Law; - exclusions and limitations on the application of the Act; - rules for awarding public contracts; - procedures for awarding public contracts					5
<i>T-K-4</i>	Property as a category of civil law (concept of property rights, examples of property rights on real estate)					2
<i>T-K-5</i>	State, local government and private property; the genesis of property relations in Poland					2
<i>T-K-6</i>	the concept of moving and immovable things					2
<i>T-K-7</i>	Definition of real estate (types of real estate, land and mortgage register, concept of real estate components, the concept of affiliation and benefits)					2
<i>T-K-8</i>	Ownership (definitions, protection, joint ownership)					2
<i>T-K-9</i>	Perpetual usufruct					2



Course content divided into various forms of instruction		Number of hours
T-K-10	limited property rights	2
T-K-11	Acquisition of real estate by foreigners	2
T-K-12	Separate ownership of premises and cooperative ownership right to the premises	2
T-K-13	The right of pre-emption, repurchase, buy-out and priority of acquisition	3
T-K-14	Sales agreement	1
T-K-15	Lending agreement	1
T-K-16	demise	1
T-K-17	Renting and leasing	1
T-K-18	Leasing	1
T-K-19	perpetuity	1
T-K-20	Developer agreements	1
T-K-21	Timesharing	1
T-K-22	Switching contract	1

Student workload - forms of activity		Number of hours
A-K-1	Participation in classes	45
A-K-2	Analysis of materials related to the implementation of material from the exercises	15
A-K-3	Solving case studies	20
A-K-4	Student presentations and work	15
A-K-5	Preparation for the exam and participation in the exam	15
A-K-6	Solving case studies	10

Teaching methods / tools	
M-1	Lectures with the use of a multimedia presentation;
M-2	Solving case studies;
M-3	Student presentations and work;

Evaluation methods (F - progressive, P - final)		
S-1	F	Assessment of activity in the classroom;
S-2	F	Evaluation of the correctness of the <i>kazusów</i> solution;
S-3	F	Assessment of student presentations and work;
S-4	P	Exam in the form of a test

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_D10/2_W01 Has basic knowledge in the field of property law.	E_1A_W01 E_1A_W03 E_1A_W04 E_1A_W06	P6S_WG P6S_WK		C-1 C-2 C-3 C-4 C-5 C-6	T-K-8 T-K-10 T-K-9	M-1 M-2	S-1 S-2 S-4
E_1A_D10/2_W02 Has elementary knowledge of family and inheritance law;	E_1A_W01 E_1A_W02 E_1A_W04 E_1A_W05	P6S_WG P6S_WK		C-7	T-K-1	M-1 M-2	S-1 S-2 S-4
E_1A_D10/2_W03 He knows the basic issues in the field of personal data protection;	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-8	T-K-2	M-1 M-3	S-1 S-3 S-4
E_1A_D10/2_W04 He knows the basic issues in the field of public procurement;	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-9	T-K-3	M-1 M-3	S-1 S-3 S-4

Skills							
E_1A_D10/2_U01 He can use the acquired scientific knowledge to interpret socio-economic phenomena.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U21	P6S_UO P6S_UU P6S_UW		C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9	T-K-1 T-K-3 T-K-2	M-1 M-2 M-3	S-1



Faculty of Economics

E_1A_D10/2_U03 Correctly uses norms and legal and organizational rules to solve a specific task in the field of economics.	E_1A_U01 E_1A_U02 E_1A_U03 E_1A_U04 E_1A_U05	P6S_UO P6S_UW		C-2 C-3 C-4 C-6 C-7 C-8	T-K-1 T-K-2 T-K-3 T-K-4 T-K-5 T-K-6 T-K-7	T-K-8 T-K-9 T-K-10 T-K-11 T-K-12 T-K-13 T-K-14	M-2 M-3	S-2 S-3 S-4
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Social competences

E_1A_D10/2_K01 The graduate is prepared to learn throughout life.	E_1A_K01 E_1A_K06	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9	T-K-9 T-K-10 T-K-11	T-K-12 T-K-13	M-2 M-3	S-1 S-2 S-3
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E_1A_D10/2_K02 The graduate is prepared to work independently and work in a team (listening, negotiating, persuasion, presentation).	E_1A_K01 E_1A_K02 E_1A_K03 E_1A_K04	P6S_KK P6S_KO P6S_KR		C-1 C-2 C-3 C-4 C-5 C-6 C-7 C-8 C-9	T-K-1 T-K-2 T-K-3 T-K-4 T-K-5 T-K-6 T-K-7	T-K-8 T-K-9 T-K-10 T-K-11 T-K-12 T-K-13	M-2 M-3	S-1 S-2 S-3 S-4
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D10/2_W01	2,0	The student does not have basic knowledge in the field of property law.
	3,0	The student has a basic knowledge of property law to a sufficient degree.
	3,5	The student has basic knowledge in the field of property law to a degree greater than sufficient
	4,0	The student has a basic knowledge of property law in a good degree.
	4,5	The student has a basic knowledge of property law to a greater degree than good.
	5,0	The student has a basic knowledge of property law to a very good degree.
E_1A_D10/2_W02	2,0	The student does not have basic knowledge in the field of family and inheritance law.
	3,0	The student has basic knowledge in the field of family and inheritance law.
	3,5	The student has a basic knowledge of family and inheritance law to a degree greater than sufficient.
	4,0	The student has a basic knowledge of family and inheritance law to a good degree.
	4,5	The student has a basic knowledge of family and inheritance law to a greater extent than good.
	5,0	The student has a basic knowledge of family and inheritance law to a very good degree.
E_1A_D10/2_W03	2,0	The student does not have basic knowledge in the field of personal data protection.
	3,0	The student has a basic knowledge of the protection of personal data.
	3,5	The student has a basic knowledge of the protection of personal data to a degree greater than sufficient.
	4,0	The student has a basic knowledge of the protection of personal data to a good degree.
	4,5	The student has a basic knowledge of the protection of personal data to a greater than good level.
	5,0	The student has a basic knowledge of personal data protection to a very good degree.
E_1A_D10/2_W04	2,0	The student does not have basic knowledge in the field of public procurement.
	3,0	The student has a basic knowledge of public procurement.
	3,5	The student has a basic knowledge of public procurement to a degree greater than sufficient.
	4,0	The student has a basic knowledge of public procurement in a good degree.
	4,5	The student has a basic knowledge of public procurement to a greater than good level.
	5,0	The student has a basic knowledge of public procurement to a very good degree.

Skills

E_1A_D10/2_U01	2,0	The student can not use the acquired scientific knowledge to interpret socio-economic phenomena.
	3,0	The student can use the acquired scientific knowledge to interpret phenomena socio-economic.
	3,5	The student can more than sufficiently use the acquired scientific knowledge to interpret social and economic phenomena.
	4,0	The student is able to make good use of the acquired scientific knowledge to interpretation of socio-economic phenomena.
	4,5	The student is able to use the acquired scientific knowledge to interpret socio-economic phenomena to a greater degree than good.
	5,0	The student is able to use the acquired scientific knowledge to a very good extent interpretation of socio-economic phenomena.
E_1A_D10/2_U03	2,0	The student is not able to use social and economic norms and rules in order to solve the economics tasks.
	3,0	The student sufficiently uses social norms and rules - to solve economic tasks.
	3,5	The student, to a degree greater than sufficient, uses social and economic norms and rules in order to solve the tasks in the field of economics.
	4,0	The student, in a good degree, uses social norms and rules - to solve economic tasks.
	4,5	The student, to a greater extent than good, uses social norms and rules - to solve economic tasks.
	5,0	The student is very good at using social norms and rules - to solve economic tasks.

Other social competences

E_1A_D10/2_K01	2,0	The graduate is not prepared for learning throughout life
	3,0	A graduate is sufficiently prepared to learn throughout life
	3,5	A graduate to a degree greater than sufficient is prepared for learning throughout life
	4,0	The graduate is well prepared for lifelong learning
	4,5	A graduate who is more than good is ready to learn throughout life
	5,0	The graduate is very good at preparing for lifelong learning
E_1A_D10/2_K02	2,0	The student is not prepared to work independently and work in a team
	3,0	The student is prepared to work independently and work in a team
	3,5	The student is prepared to work independently and work in a team to a degree greater than sufficient
	4,0	The student is prepared to work independently and work in a team to a good degree
	4,5	The student is prepared to work independently and work in a team more than good
	5,0	The student is prepared to work independently and work in a team to a very good degree

Required reading

1. Smirniotopoulos Peter E., Real Estate Law, Taylor & Francis, 2016
2. Bieniek G., Rudnicki S., Real Estate. Legal issues (Polish language version), Lexis Nexis, Warszawa, 2010
3. Strzelczyk R., Real estate law (Polish language version), CH Beck, Warszawa, 2010



WEkon



Field of study		Economics						
Mode of study		stacjonarna	Level	pierwszy				
Graduate's qualification		licencjat						
Fields of study		dziedzina nauk społecznych						
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)						
Educational profile		ogólnoakademicki						
Module								
Course unit		Economic Foundations of Real Estate Market						
Code		WEK/E/S1/RMO/472						
Field of specialisation		Property Valuation and Real Estate Transactions						
Administering faculty		Katedra Nieruchomości i Agrobiznesu						
ECTS		1,0	ECTS (forms)	1,0				
Form of course credit		zaliczenie	Language	polski				
Electives			Elective group					
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit	
ćwiczenia audytoryjne		A	5	15	1,0	1,00	zaliczenie	
Leading teacher		Kiełducki Jacek (jkielducki@zut.edu.pl)						
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)						
Prerequisites								
W-1	Skills requirements: the student is able to analyze data, perform math operations, use the excel program							
W-2	Competence requirements: the student is able to work in a group, independently develop the indicated problem and formulate conclusions							
Module/course unit objectives								
C-1	Developing the skills of practical application of knowledge to solve tasks							
C-2	Indication of the importance of the real estate market analysis in occupations related to the real estate market and in the market economy							
Course content divided into various forms of instruction							Number of hours	
T-A-1	Real estate as an economic good. Features and functions of real estate in a market economy						2	
T-A-2	Value and the price of the property. Types of values. Factors affecting the value of the property.						2	
T-A-3	Real estate market - definition and classification						2	
T-A-4	Functions and specific features of the real estate market						2	
T-A-5	Participants in the real estate market. Determinants of the real estate market						1	
T-A-6	Research and analysis of the real estate market						3	
T-A-7	State intervention in the real estate market						1	
T-A-8	Functioning of real estate markets in Poland and in selected countries						2	
Student workload - forms of activity							Number of hours	
A-A-1	Participation in classes						15	
A-A-2	Literature analysis						9	
A-A-3	Learning to exam						5	
A-A-4	Participation in the exam						1	
Teaching methods / tools								
M-1	Activating methods - case study, didactic discussion							
M-2	Practical methods - solving tasks							
Evaluation methods (F - progressive, P - final)								
S-1	F	Written colloquium assessment						
S-2	P	Pass on the basis of the results of the colloquium						
Designed learning outcomes		Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods



Knowledge

E_1A_D10/1_W04 Identifies the directions of research and analysis on the real estate market and criteria for the division of real estate markets	E_1A_W01	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-6 T-A-7 T-A-8	M-1	S-2
E_1A_D10/1_W05 Solves problems formulated by the teacher in the field real estate market analysis	E_1A_W01	P6S_WG P6S_WK		C-2	T-A-6	T-A-8	M-1	S-2

Skills

E_1A_D10/1_U02 Is able to carry out analyzes and assess the current situation of selected real estate markets	E_1A_U04	P6S_UW		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4	T-A-5 T-A-6 T-A-7 T-A-8	M-1 M-2	S-2
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Social competences

E_1A_D10/1_K01 Aware of the need to analyze the real estate market and assess the current situation on real estate markets in selected countries	E_1A_K03	P6S_KK P6S_KR		C-1 C-2	T-A-1 T-A-3 T-A-4 T-A-5	T-A-6 T-A-7 T-A-8	M-2	S-2
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D10/1_W04	2,0	Does not identify directions of research and analysis in the real estate market and criteria for the division of real estate markets
	3,0	Identifies the directions of research and analysis on the real estate market and criteria for the division of real estate markets
	3,5	Identifies the directions of research and analysis in the real estate market and criteria for the division of real estate markets to a degree more than sufficient
	4,0	Identifies the directions of research and analysis on the real estate market and criteria for the division of real estate markets to a good degree
	4,5	Identifies the directions of research and analysis on the real estate market and criteria for the division of real estate markets to a degree more than good
	5,0	Identifies the directions of research and analysis in the real estate market and criteria for the division of real estate markets to a very good degree
E_1A_D10/1_W05	2,0	Can not solve problems formulated by the teacher in the field of real estate market analysis
	3,0	Solves the problems formulated by the teacher regarding the analysis of the real estate market to a sufficient extent
	3,5	Solves the problems formulated by the teacher in the area of real estate market analysis to a degree more than sufficient
	4,0	Solves the problems formulated by the teacher in the area of real estate market analysis to a good degree
	4,5	Solves the problems formulated by the teacher in the area of real estate market analysis to a degree more than good
	5,0	Solves the problems formulated by the teacher in the real estate market analysis to a very good degree

Skills

E_1A_D10/1_U02	2,0	Can not analyze and assess the current situation for selected real estate markets
	3,0	Is able to carry out analyzes and assess the current situation for selected real estate markets to a sufficient degree
	3,5	Is able to carry out analyzes and assess the current situation for selected real estate markets to a degree more than sufficient
	4,0	Is able to carry out analyzes and assess the current situation for selected real estate markets to a good degree
	4,5	Is able to carry out analyzes and assess the current situation for selected real estate markets to a degree more than good
	5,0	Is able to carry out analyzes and assess the current situation for selected real estate markets to a very good degree

Other social competences

E_1A_D10/1_K01	2,0	Lack of awareness of the necessity of making analyzes of the real estate market and assessing the current situation on real estate markets in selected countries
	3,0	Sufficient awareness of the need to analyze the real estate market and assess the current situation in real estate markets in selected countries
	3,5	More than sufficient awareness of the need to analyze the real estate market and assess the current situation in real estate markets in selected countries
	4,0	Great awareness of the necessity to make analyzes of the real estate market and assess the current situation on real estate markets in selected countries
	4,5	More than great awareness of the necessity to make analyzes of the real estate market and assess the current situation on real estate markets in selected countries
	5,0	Very high awareness of the necessity of making analyzes of the real estate market and assessing the current situation on real estate markets in selected countries

Required reading

1. Bryx M., Rynek nieruchomości - system i funkcjonowanie, Poltex, Warszawa, 2006
2. Kucharska - Stasiak E., Zarządzanie nieruchomościami, Valor, Łódź, 2007
3. Kucharska - Stasiak E., Nieruchomości w gospodarce rynkowej, PWN, Warszawa, 2009

Supplementary reading

1. Kucharska - Stasiak E., Zachodnie rynki nieruchomości, Twiger, Zielona Góra, 2006
2. Kalus S., Współdziałanie uczestników rynku nieruchomości, Rejent, Warszawa, 2009
3. Gawron H., Analiza rynku nieruchomości, Materiały Dydaktyczne 224, Uniwersytet Ekonomiczny w Poznaniu, 2009



<i>Field of study</i>	Economics					
<i>Mode of study</i>	stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>	licencjat					
<i>Fields of study</i>	dziedzina nauk społecznych					
<i>Academic disciplines</i>	ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>	ogólnoakademicki					
<i>Module</i>						
<i>Course unit</i>	Real Estate Valuation					
<i>Code</i>	WEK/E/S1/RMO/143					
<i>Field of specialisation</i>	Property Valuation and Real Estate Transactions					
<i>Administering faculty</i>	Katedra Nieruchomości i Agrobiznesu					
<i>ECTS</i>	6,0	<i>ECTS (forms)</i>	6,0			
<i>Form of course credit</i>	egzamin	<i>Language</i>	polski			
<i>Electives</i>		<i>Elective group</i>				
<i>Form of instruction</i>	<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>	<i>Credit</i>
ćwiczenia audytoryjne	A	5	60	5,0	0,50	zaliczenie
wykłady	W	5	15	1,0	0,50	egzamin
<i>Leading teacher</i>	Oleńczuk-Paszal Anna (Anna.Olenczuk-Paszal@zut.edu.pl)					
<i>Other teachers</i>	Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
<i>Prerequisites</i>						
<i>W-1</i>	Having knowledge of real estates rights and real estate market					
<i>W-2</i>	Having the ability to choose sources and collect data for real estates valuation					
<i>W-3</i>	Knowledge of the basics of economics					
<i>W-4</i>	Knowledge of descriptive statistics methods					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Knowlegde of approaches, methods and techniques of real estate valuation					
<i>C-2</i>	Knowlegde of types of urban and special real estates					
<i>C-3</i>	Knowledge of ways of urban and special real estates valuation					
<i>C-4</i>	Knowledge of real estates valuation methods for specific purposes					
<i>C-5</i>	Knowledge of ways of valuing property rights and contractual obligations					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	Estimating the value of real estates using a comparative approach					6
<i>T-A-2</i>	Estimating the value of real estates using an income approach					5
<i>T-A-3</i>	Estimating the value of real estates using a cost approach					5
<i>T-A-4</i>	Estimating the value of real estates using a mixed approach					5
<i>T-A-5</i>	Valuation of ownership					2
<i>T-A-6</i>	Valuation of perpetual usufruct right					3
<i>T-A-7</i>	Valuation of limited rights in rem and contractual obligations					3
<i>T-A-8</i>	Valuation of undeveloped and built-up urban real estates					8
<i>T-A-9</i>	Valuation for planning needs					3
<i>T-A-10</i>	Valuation for the purpose of establishing adjacency fees					3
<i>T-A-11</i>	Determining the value of outlays on real estates					3
<i>T-A-12</i>	Compensation for expropriation of real estate					3
<i>T-A-13</i>	Real estate valuation for the purposes of securing debt					3
<i>T-A-14</i>	Valuation of real estate designated or occupied for the construction of technical infrastructure					2
<i>T-A-15</i>	Valuation of real estates left outside the Republic of Poland, historic real estates and those located on mineral ledges					2
<i>T-A-16</i>	Valuation of machines and devices permanently connected with the real estate					3
<i>T-A-17</i>	Documentation of the valuation process					1



Course content divided into various forms of instruction		Number of hours
T-W-1	Approaches, methods and techniques of real estates valuation in Poland	5
T-W-2	Valuation of urban real estates	2
T-W-3	Real estates valuation for special purposes and valuation of special real estates	3
T-W-4	Valuation of property rights and contractual obligations	2
T-W-5	Valuation of machines and devices permanently connected with the real estate and selected mass valuation issues	3

Student workload - forms of activity		Number of hours
A-A-1	Student participation in classes	60
A-A-2	Reading the indicated literature and legal acts	15
A-A-3	Preparation for solving tasks	15
A-A-4	Preparation for tests	30
A-A-5	Preparation for classes	30
A-W-1	Preparation for the exam	10
A-W-2	Reading the indicated literature and legal acts	5
A-W-3	Participation in lectures	15

Teaching methods / tools	
M-1	Problem-based methods - seminar discussion, explanations and interpretation
M-2	Activating methods - case method, didactic discussion
M-3	Practical methods - solving tasks related to the application of valuation methods

Evaluation methods (F - progressive, P - final)		
S-1	F	assessment of student's achievements by asking questions during classes
S-2	P	written colloquiums assessing the ability to independently calculate values using the appropriate method depending on the type of real estate and rights to the property and the purpose of the valuation
S-3	P	written exam - multiple-choice test

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge

E_1A_D7/05_W01 Distinguishes and defines valuation approaches, methods and techniques as well as types of urban and special real estates	E_1A_W01 E_1A_W08	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-13 T-A-2 T-A-14 T-A-3 T-A-15 T-A-4 T-W-1 T-A-8 T-W-2 T-A-9 T-W-3 T-A-10 T-W-4 T-A-11 T-W-5 T-A-12	M-1 M-2 M-3	S-1 S-2 S-3
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E_1A_D7/05_W02 Defines, explains and distinguishes types of real estate rights and ways of its estimation	E_1A_W01 E_1A_W08	P6S_WG P6S_WK		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-12 T-A-2 T-A-13 T-A-3 T-A-14 T-A-4 T-A-15 T-A-5 T-A-16 T-A-6 T-A-17 T-A-7 T-W-1 T-A-8 T-W-2 T-A-9 T-W-3 T-A-10 T-W-4 T-A-11 T-W-5	M-1 M-2 M-3	S-1 S-2 S-3
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Skills

E_1A_D7/05_U01 Analyzes data and calculates the value of different types of real estate and rights established on real estate	E_1A_U01 E_1A_U02 E_1A_U07 E_1A_U11	P6S_UW		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-10 T-A-2 T-A-11 T-A-3 T-A-12 T-A-4 T-A-13 T-A-5 T-A-14 T-A-6 T-A-15 T-A-7 T-A-16 T-A-8 T-A-17 T-A-9 T-W-1	M-1 M-2 M-3	S-1 S-2 S-3
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Faculty of Economics

E_1A_D7/05_U02 Selects data and solves tasks of estimating the value of real estates for various purposes	E_1A_U02 E_1A_U04 E_1A_U08 E_1A_U10 E_1A_U11	P6S_UO P6S_UW			C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9	T-A-10 T-A-11 T-A-12 T-A-13 T-A-14 T-A-15 T-A-16 T-A-17 T-W-1	M-1 M-2 M-3	S-1 S-2 S-3
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Social competences

E_1A_D7/05_K01 Oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation	E_1A_K03	P6S_KK P6S_KR			C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-A-11	T-A-12 T-A-13 T-A-14 T-A-15 T-A-16 T-A-17 T-W-1 T-W-2 T-W-3 T-W-4 T-W-5	M-1 M-2 M-3	S-1 S-2 S-3
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Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D7/05_W01	2,0	does not distinguish and does not define approaches, methods and techniques of valuation and types of urban and special real estates
	3,0	distinguishes and defines approaches, methods and techniques of valuation and types of urban and special real estates on passing level
	3,5	distinguishes and defines approaches, methods and techniques of valuation and types of urban and special real estates on more than passing level
	4,0	distinguishes and defines approaches, methods and techniques of valuation and types of urban and special real estates on good level
	4,5	distinguishes and defines approaches, methods and techniques of valuation and types of urban and special real estates on more than good level
	5,0	distinguishes and defines approaches, methods and techniques of valuation and types of urban and special real estates on very good level
E_1A_D7/05_W02	2,0	does not define, does not explain and does not distinguish types of real estate rights and ways of its estimation
	3,0	defines, explains and distinguishes types of real estate rights and ways of its estimation on the passing level
	3,5	defines, explains and distinguishes types of real estate rights and ways of its estimation on more than passing level
	4,0	defines, explains and distinguishes types of real estate rights and ways of its estimation on good level
	4,5	defines, explains and distinguishes types of real estate rights and ways of its estimation on more than good level
	5,0	defines, explains and distinguishes types of real estate rights and ways of its estimation on very good level

Skills

E_1A_D7/05_U01	2,0	does not analyze data and does not calculate the value of different types of real estate and rights established on real estate
	3,0	analyzes data and calculates the value of different types of real estate and rights established on real estate on the passing level
	3,5	analyzes data and calculates the value of different types of real estate and rights established on real estate on more than passing level
	4,0	analyzes data and calculates the value of different types of real estate and rights established on real estate on good level
	4,5	analyzes data and calculates the value of different types of real estate and rights established on real estate on more than good level
	5,0	analyzes data and calculates the value of different types of real estate and rights established on real estate on very good level
E_1A_D7/05_U02	2,0	does not select data and does not solve tasks of estimating the value of real estates for various purposes
	3,0	selects data and solves tasks of estimating the value of real estates for various purposes on the passing level
	3,5	selects data and solves tasks of estimating the value of real estates for various purposes on mre than passing level
	4,0	selects data and solves tasks of estimating the value of real estates for various purposes on good level
	4,5	selects data and solves tasks of estimating the value of real estates for various purposes on more than good level
	5,0	selects data and solves tasks of estimating the value of real estates for various purposes on very good level

Other social competences

E_1A_D7/05_K01	2,0	not oriented and not aware of the importance of estimating values for different purposes - determining prices, fees and compensation
	3,0	oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation on the passing level
	3,5	oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation on more than passing level
	4,0	oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation on good level
	4,5	oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation on more than good level
	5,0	oriented and aware of the importance of estimating values for different purposes - determining prices, fees and compensation on very good level

Required reading

1. Dydenko J., Szacowanie nieruchomości. Rzeczoznawstwo majątkowe, Wolters Kluwer, Warszawa, 2015



Required reading

2. Dydenko J. Telega T, Wycena nieruchomości. Komentarz do ustawy o gospodarce nieruchomościami i Rozporządzenia ws wyceny i sporządzania operatu szacunkowego, Wolters Kluwer, Warszawa, 2018
3. Wilkowska-Kořakowska D., Wycena nieruchomości. Operat szacunkowy. Rzeczoznawstwo majątkowe, Wolters Kluwer, Warszawa, 2014
4. PFSRM, Standardy zawodowe rzeczoznawców majątkowych, PFSRM, Warszawa, 2018

Supplementary reading

1. Ustawa o gospodarce nieruchomościami, 2019
2. Rozporządzenie w sprawie wyceny i sporządzania operatu szacunkowego, 2019
3. xxx, Wycena, Educaterra, Olsztyn, 2018, Kwartalnik
4. xxx, Rzeczoznawca majątkowy, Polska Federacja Stowarzyszeń Rzeczoznawców Majątkowych, Warszawa, 2018, Kwartalnik



WEkon



Field of study		Economics					
Mode of study		stacjonarna	Level	pierwszy			
Graduate's qualification		licencjat					
Fields of study		dziedzina nauk społecznych					
Academic disciplines		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
Educational profile		ogólnoakademicki					
Module							
Course unit		Real property information sources					
Code		WEK/E/S1/RMO/6741					
Field of specialisation		Property Valuation and Real Estate Transactions					
Administering faculty		Katedra Nieruchomości i Agrobiznesu					
ECTS		1,0	ECTS (forms)	1,0			
Form of course credit		zaliczenie	Language	polski			
Electives			Elective group				
Form of instruction		Cod	Semester	Hours	ECTS	Weight	Credit
ćwiczenia audytoryjne		A	5	30	1,0	1,00	zaliczenie
Leading teacher		Śpiewak-Szyjka Monika (monika.spiewak-szyjka@zut.edu.pl)					
Other teachers		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
Prerequisites							
W-1	The student should acquire knowledge in the field of basic concepts and legal institutions related to real estate management.						
Module/course unit objectives							
C-1	Getting to know sources of information about real estate;						
C-2	Understanding the land and mortgage register institutions; mortgage and accounting courts, contents of land and mortgage registers, perpetual and accounting proceedings, declaratory and constitutive entries, copies of land and mortgage registers;						
C-3	Getting to know the real estate cadastre (land and building register);						
C-4	Understanding the links between the real estate cadastre and the land and mortgage registers;						
C-5	Familiarizing with the records of the utilities network and the base map						
C-6	Analysis and assessment of the impact of environmental factors on real estate;						
C-7	Getting to know the thematic maps						
Course content divided into various forms of instruction							Number of hours
T-A-1	Mortgage and accounting courts and land and mortgage registers;						2
T-A-2	Perpetual and accounting proceedings, contents of land and mortgage registers;						5
T-A-3	Perpetual and accounting principles, declaratory and constitutive entries, transcripts from land and mortgage registers;						6
T-A-4	Property cadastre (records of lands and buildings);						3
T-A-5	The connection between the real estate cadastre and the land and mortgage registers;						3
T-A-6	Records of utilities networks and basic map;						3
T-A-7	Analyzes (reports, evaluations) of environmental factors impact on real estate;						2
T-A-8	Thematic maps and other sources of information about real estate.						6
Student workload - forms of activity							Number of hours
A-A-1	Participation in classes.						30
Teaching methods / tools							
M-1	Exercises; use of multimedia presentations;						
M-2	Didactic discussion.						
Evaluation methods (F - progressive, P - final)							
S-1	F	Verification of the correctness of solved tasks and case studies;					
S-2	F	Assessment of activity in the classroom;					
S-3	P	Passing the subject on the basis of the test					



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Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
Knowledge							
E_1A_D10/7_W01 He knows the basic concepts and institutions in the field of information sources about real estate	E_1A_W01 E_1A_W02 E_1A_W03 E_1A_W04	P6S_WG P6S_WK		C-1 C-3 C-4 C-5 C-6 C-7	T-A-1 T-A-5 T-A-2 T-A-6 T-A-3 T-A-7 T-A-4 T-A-8	M-1 M-2	S-1 S-2 S-3
Skills							
E_1A_D10/7_U01 He is able to skilfully use various sources of information about real estate	E_1A_U01 E_1A_U02 E_1A_U05 E_1A_U08 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-5 C-6 C-7	T-A-1 T-A-5 T-A-2 T-A-6 T-A-3 T-A-7 T-A-4 T-A-8	M-1 M-2	S-1 S-2 S-3
Social competences							
E_1A_D10/7_K01 Aware of the importance of using different information about real estate in real estate management	E_1A_K03 E_1A_K05 E_1A_K07	P6S_KK P6S_KO P6S_KR		C-3 C-5 C-6 C-7	T-A-1 T-A-5 T-A-2 T-A-6 T-A-3 T-A-7 T-A-4 T-A-8	M-1 M-2	S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D10/7_W01	2,0	The student is not able to: define basic concepts in the field of real estate information sources indicate the basic sources of information about real estate distinguish, define and use sources of information about real estate
	3,0	Student: in terms of knowledge, he mastered the program material in the field of understanding of knowledge, he mastered the basic scope of material in terms of expressing knowledge, she commits many minor mistakes in the content and language in relation to knowledge poorly interested
	3,5	Student: in terms of knowledge, he mastered the basic programming material in the field of understanding of knowledge, he mastered the basic one in terms of expressing knowledge, she makes minor mistakes in the content and language in relation to knowledge poorly interested
	4,0	Student: in terms of knowledge, he mastered almost all of the program material in terms of understanding of knowledge, he mastered a whole lot of program content in the field of expressing knowledge, he commits slight deficiencies in relation to knowledge, he shows interest
	4,5	Student: in terms of knowledge, he mastered all program material in terms of understanding knowledge, he mastered the entire program content in the field of expressing knowledge - without difficulty w zakresie stosunku do wiedzy wykazuje duże zainteresowanie
	5,0	Student: in the field of knowledge, it goes beyond the curriculum material in terms of understanding knowledge - without reservations in the field of expressing knowledge - without difficulty in terms of attitudes to knowledge, he shows great interest and cognitive curiosity
Skills		
E_1A_D10/7_U01	2,0	He can not distinguish basic information about real estate and use sources of information without the help of a teacher
	3,0	Can distinguish basic information about real estate and use information sources with substantial teacher's help
	3,5	Can distinguish basic information about real estate and use information sources with the help of a teacher
	4,0	He can distinguish basic information about real estate and use information sources - independently
	4,5	Can distinguish basic information about real estate and use information sources independently in a satisfactory manner
	5,0	It distinguishes and uses various sources of information in a very good way
Other social competences		
E_1A_D10/7_K01	2,0	It does not show interest or the desire to learn the elementary knowledge of sources of information about real estate
	3,0	Can apply the acquired knowledge in an elementary degree
	3,5	Can use the acquired knowledge to a sufficient degree
	4,0	He is able to apply the acquired knowledge and shows the willingness to use the obtained information about real estate
	4,5	He is able to apply the acquired knowledge and shows the willingness to use the obtained information about real estate in order to identify the problem
	5,0	In a very good way, he can use the acquired knowledge independently and shows willingness to use the obtained information about real estate in order to identify the problem

Required reading

1. D. Falcenloben, Kataster nieruchomości rejestrem publicznym, GALL, Katowice, 2009
2. Ł. Grzechnik, Hipoteka w obrocie gospodarczym, Beck, Warszawa, 2011



Required reading

3. A. Zaremba, Podstawowe źródła informacji o nieruchomościach, Świat Nieruchomości, Kraków, 2009, 69

Supplementary reading

1. W. Sługiewicz, Jak czytać księgę wieczystą, Twigger, Warszawa, 2007, I



WEkon



<i>Field of study</i>		Economics				
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy		
<i>Graduate's qualification</i>		licencjat				
<i>Fields of study</i>		dziedzina nauk społecznych				
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)				
<i>Educational profile</i>		ogólnoakademicki				
<i>Module</i>						
<i>Course unit</i>		Real Estate Trading				
<i>Code</i>		WEK/E/S1/RMO/361				
<i>Field of specialisation</i>		Property Valuation and Real Estate Transactions				
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu				
<i>ECTS</i>		4,0	<i>ECTS (forms)</i>	4,0		
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski		
<i>Electives</i>			<i>Elective group</i>			
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i>
ćwiczenia audytoryjne		A	6	30	2,0	0,50
wykłady		W	6	30	2,0	0,50
<i>Leading teacher</i>		Kiełducki Jacek (jkiełducki@zut.edu.pl)				
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)				
<i>Prerequisites</i>						
<i>W-1</i>	General knowledge of the market and real estate management					
<i>Module/course unit objectives</i>						
<i>C-1</i>	Acquiring basic knowledge about real estate trading in Poland					
<i>C-2</i>	Understanding the rules, professional standards, ethics and organization of a real estate agents					
<i>C-3</i>	Acquainting with the principles of conducting transactions on the real estate market					
<i>C-4</i>	The acquisition of the ability to complete and verify the documents necessary to carry out the transaction					
<i>C-5</i>	Mastering real estate trading procedures in Poland					
<i>Course content divided into various forms of instruction</i>						<i>Number of hours</i>
<i>T-A-1</i>	The essence and role of real estate trading, professional activity of the real estate agent					2
<i>T-A-2</i>	Acquisition of real estate for transactions					2
<i>T-A-3</i>	Offer as defined by civil law					2
<i>T-A-4</i>	Acquiring people interested in a transaction					2
<i>T-A-5</i>	Activities directly preceding the conclusion of the transaction					3
<i>T-A-6</i>	Creation of real estate databases					2
<i>T-A-7</i>	Real estate brokerage agreement					5
<i>T-A-8</i>	Cooperation with other agents					2
<i>T-A-9</i>	Preparation of simulation projects					10
<i>T-W-1</i>	Introduction to real estate trading issues					2
<i>T-W-2</i>	Legal status of the real estate agent					2
<i>T-W-3</i>	Professional organizations of real estate agents					2
<i>T-W-4</i>	Professional standards and professional ethics of real estate agents					2
<i>T-W-5</i>	Legal status of a real estate appraiser - professional standards and ethics					6
<i>T-W-6</i>	Professional organizations of real estate appraisers					2
<i>T-W-7</i>	Procedures and transactions in the real estate market					6
<i>T-W-8</i>	Charges related to real estate trading					1
<i>T-W-9</i>	Cooperation of a real estate agent related to financial and banking institutions					2
<i>T-W-10</i>	A notary in the real estate market					3
<i>T-W-11</i>	Management of a real estate agency					2



Student workload - forms of activity		Number of hours
A-A-1	Active participation in exercises	30
A-A-2	Participation in consultations related to the preparation of a simulation project	15
A-A-3	Studying literature	15
A-W-1	Participation in lectures	30
A-W-2	Studying the indicated literature	15
A-W-3	Preparation for the exam	15

Teaching methods / tools	
M-1	Lecture with multimedia presentation
M-2	Discussion
M-3	Solving examples
M-4	Analysis of case studies
M-5	Presentation of simulation projects

Evaluation methods (F - progressive, P - final)		
S-1	F	Assessment of activity in the classroom
S-2	F	Evaluation of the simulation project
S-3	F	Evaluation of written work
S-4	P	Exam result

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge								
E_1A_D10/6_W01 Distinguishes real estate market participants by locating real estate agents and property appraisers among them; knows sources of information about real estate, professional standards and basic legal acts that contain issues relevant to the real estate market and real estate agents	E_1A_W01	P6S_WG P6S_WK		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-W-1 T-W-11	T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2 M-3 M-4 M-5	S-1 S-2 S-3 S-4
E_1A_D10/6_W02 The student has a basic knowledge of real estate trading as well as the profession of real estate agent and real estate appraiser	E_1A_W01	P6S_WG P6S_WK		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-W-1 T-W-11	T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-2 M-3 M-4 M-5	S-1 S-2 S-3

Skills								
E_1A_D10/6_U01 Student performs the tasks formulated by the teacher	E_1A_U01 E_1A_U05	P6S_UW		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-W-1 T-W-11	T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2 M-3 M-4 M-5	S-1 S-2 S-3 S-4
E_1A_D10/6_U02 Student can organize a secure transaction for various types of real estate	E_1A_U01 E_1A_U05 E_1A_U21	P6S_UU P6S_UW		C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-A-10 T-W-1 T-W-11	T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-2 M-3 M-4 M-5	S-1 S-2 S-3

Social competences							
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Faculty of Economics

E_1A_D10/6_K01 The student is able to properly analyze the real estate agency agreement, correctly prepare a description of the transaction, and also knows what sources of information about real estate is used by the broker during the transaction.	E_1A_K01	P6S_KK P6S_KR			C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9 T-W-1	T-W-2 T-W-3 T-W-4 T-W-5 T-W-6 T-W-7 T-W-8 T-W-9 T-W-10 T-W-11	M-1 M-2 M-3 M-4 M-5	S-1 S-2 S-3 S-4
E_1A_D10/6_K02 The student is able to work in a group, prepare a description of the transaction	E_1A_K01	P6S_KK P6S_KR			C-1 C-2 C-3 C-4 C-5	T-W-1 T-W-2 T-W-3 T-W-4	T-W-6 T-W-8 T-W-9 T-W-10	M-2	S-1 S-2 S-3
E_1A_D10/6_K03 The student is aware of the role and function of the real estate agent	E_1A_K03 E_1A_K07	P6S_KK P6S_KR			C-1 C-2 C-3 C-4 C-5	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5 T-A-6 T-A-7 T-A-8 T-A-9	T-W-1 T-W-2 T-W-3 T-W-4 T-W-6 T-W-8 T-W-9 T-W-10 T-W-11	M-2 M-3 M-4 M-5	S-2 S-3

Outcomes	Grade	Evaluation criterion
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Knowledge

E_1A_D10/6_W01	2,0	Does not distinguish real estate market participants; does not know the basic sources of information about real estate or basic legal acts based on which the broker operates
	3,0	Distinguishes real estate market participants; knows the basic sources of information about real estate and basic legal acts, on the basis of which the intermediary functions to a sufficient degree
	3,5	Distinguishes real estate market participants; knows the basic sources of information about real estate and basic legal acts, on the basis of which the intermediary functions to a degree more than sufficient
	4,0	Distinguishes real estate market participants; knows the basic sources of information about real estate and basic legal acts based on which the broker operates to a good degree
	4,5	Distinguishes real estate market participants; knows the basic sources of information about real estate and basic legal acts based on which the broker operates to a degree more than good
	5,0	Distinguishes real estate market participants; knows the basic sources of information about real estate and basic legal acts, based on which the broker operates to a very good degree
E_1A_D10/6_W02	2,0	The student can not: - define the basic concepts of agency in the real estate market - use different real estate procedures - distinguish between appropriate real estate procedures - initiate different rules of conduct when making transactions
	3,0	Student: in terms of knowledge, he mastered the basic programming material in the field of understanding of knowledge, he mastered the basic scope of material in terms of expressing knowledge, she commits many minor mistakes in the content
	3,5	Student: in terms of knowledge, he mastered the basic programming material in terms of understanding of knowledge, he mastered the basic scope of material in terms of the expression of knowledge, he makes minor mistakes in content
	4,0	Student in terms of knowledge, he mastered almost all of the program material in terms of understanding of knowledge, he mastered a whole lot of program content in the field of expressing knowledge, he commits slight deficiencies in relation to knowledge, he shows interest
	4,5	Student: in terms of knowledge, he mastered all program material in terms of understanding knowledge, he mastered the entire program content in the field of expressing knowledge - without difficulty in terms of attitudes towards knowledge shows a lot of interest
	5,0	Student: in the field of knowledge, it goes beyond the curriculum material in the field of understanding knowledge - without reservations in the field of expressing knowledge - without difficulty in terms of attitudes to knowledge, he shows great interest and curiosity cognitive

Skills

E_1A_D10/6_U01	2,0	The student does not perform tasks formulated by the teacher
	3,0	The student performs a formulatory task by the teacher to a sufficient degree
	3,5	The student performs a formulatory task by the teacher to a degree more than sufficient
	4,0	The student performs a formulatory task by the teacher in a good degree
	4,5	The student performs a formulatory task by the teacher in a degree more than good
	5,0	The student performs a formulatory task by the teacher to a very good degree



Skills

E_1A_D10/6_U02	2,0	The student can not identify problems and manage independently at organization of various real estate transactions
	3,0	The student can identify selected problems and cope with help teacher in the organization of various real estate transactions
	3,5	The student can identify problems and deal with the teacher's help in the organization of various real estate transactions
	4,0	The student is able to identify problems and cope independently organization of various real estate transactions
	4,5	The student is able to identify problems and self-manage well in the organization of various real estate transactions
	5,0	The student identifies and solves the problems arising during the activity aiming to conclude real estate transactions

Other social competences

E_1A_D10/6_K01	2,0	The student is not able to properly analyze the real estate agent agreement in the simplest terms and list its basic elements; does not know sources of information about real estate that the broker uses while performing brokerage activities
	3,0	The student is able to analyze the real estate agent agreement and list its basic elements; knows the sources of information about real estate that the broker uses when performing intermediation activities to a sufficient degree
	3,5	The student is able to analyze the real estate agent agreement and list its basic elements; knows the sources of information about real estate that the broker uses when performing intermediation activities to a degree more than sufficient
	4,0	The student is able to analyze the real estate agent agreement and list its basic elements; knows the sources of information about real estate that the broker uses when performing intermediation activities to a good degree
	4,5	The student is able to analyze the real estate agent agreement and list its basic elements; knows the sources of information about real estate that the broker uses when performing intermediation activities to a degree more than good
	5,0	The student is able to analyze the real estate agent agreement and list its basic elements; knows the sources of information about real estate that the broker uses when performing intermediation activities to a very good degree
E_1A_D10/6_K02	2,0	The student can not compile the description of the transaction working alone or in a group; does not know basic elements of transaction description
	3,0	The student can get a description of the transaction by working alone or in a group to the extent enough
	3,5	The student is able to compile a description of the transaction working alone or in a group to a degree more than adequate
	4,0	The student is able to make a description of the transaction by working alone or in a group to a good degree
	4,5	The student can describe the transaction by working alone or in a group more than good
	5,0	The student is able to make a description of the transaction by working alone or in a group to a very good degree
E_1A_D10/6_K03	2,0	The student shows no interest or desire to learn basic knowledge of the procedures and principles used in the real estate market
	3,0	The student presents an attitude of elementary interest in the knowledge of procedures and principles used in the real estate market
	3,5	The student presents an attitude testifying to the willingness of elementary interest in the essence of the subject
	4,0	The student presents an attitude that testifies to the willingness and skills to apply the acquired knowledge
	4,5	The student is able to effectively prepare simulations of real estate transactions
	5,0	The student can prepare and present simulations of transactions to a very good degree and also suggest various solutions for its implementation

Required reading

1. R. Niemczyk, Gospodarka i obrót nieruchomościami, Difin, Warszawa, 2009
2. W. Karpiński, Pośrednictwo w obrocie nieruchomościami. Tworzenie i doskonalenie warsztatu pracy., C.H.Beck, Warszawa, 2007
3. pod. red. I. Foryś, Obrót nieruchomościami, Poltext, Warszawa, 2009
4. pod red. Z. Brzezińskiego, Pośrednik na rynku nieruchomości, Poltext, Warszawa, 2011

Supplementary reading

1. pod.red., Nieruchomości w Polsce . Pośrednictwo i zarządzanie. Kompedium., Europejski Instytut Nieruchomości, warszawa, 2008, Wydanie II
2. U. Wysokińska, Instrukcja obsługi biura pośrednictwa w obrocie nieruchomościami, Terra Nowa, Gdańsk, 2003, Wydanie II



WEkon



<i>Field of study</i>		Economics					
<i>Mode of study</i>		stacjonarna	<i>Level</i>	pierwszy			
<i>Graduate's qualification</i>		licencjat					
<i>Fields of study</i>		dziedzina nauk społecznych					
<i>Academic disciplines</i>		ekonomia i finanse (96%), nauki o zarządzaniu i jakości (4%)					
<i>Educational profile</i>		ogólnoakademicki					
<i>Module</i>							
<i>Course unit</i>		Land and Forest Real Estate Valuation					
<i>Code</i>		WEK/E/S1/RMO/348					
<i>Field of specialisation</i>		Property Valuation and Real Estate Transactions					
<i>Administering faculty</i>		Katedra Nieruchomości i Agrobiznesu					
<i>ECTS</i>		4,0	<i>ECTS (forms)</i>	4,0			
<i>Form of course credit</i>		egzamin	<i>Language</i>	polski			
<i>Electives</i>			<i>Elective group</i>				
<i>Form of instruction</i>		<i>Cod</i>	<i>Semester</i>	<i>Hours</i>	<i>ECTS</i>	<i>Weight</i> <i>Credit</i>	
ćwiczenia audytoryjne		A	6	20	3,0	0,50 zaliczenie	
wykłady		W	6	10	1,0	0,50 egzamin	
<i>Leading teacher</i>		Błaszke Małgorzata (Malgorzata.Blaszke@zut.edu.pl)					
<i>Other teachers</i>		Skotarczak Teodor (Teodor.Skotarczak@zut.edu.pl)					
<i>Prerequisites</i>							
W-1		Possessing knowledge in the field of real estate law, real estate market and approaches, valuation methods and techniques					
W-2		Having the ability to choose sources and collect data for the needs of the valuation					
<i>Module/course unit objectives</i>							
C-1		Understanding the basic concepts of agriculture and forestry necessary for the valuation of agricultural and forest property					
C-2		The ability to identify the components of agricultural and forestry real estate and their valuation using appropriate methods					
<i>Course content divided into various forms of instruction</i>							
<i>T-A-1</i>		Valuation of agricultural real estate and its component parts (plantations of perennial cultures, crops)				<i>Number of hours</i>	4
<i>T-A-2</i>		Valuation of agricultural land used for residential, utility buildings and other facilities serving agricultural production					2
<i>T-A-3</i>		Valuation of land under ponds and ditches					2
<i>T-A-4</i>		Valuation of forest real estate (forest land, trees and stands) using approaches, valuation methods and techniques					5
<i>T-A-5</i>		Valuation of wooded and bushy properties					2
<i>T-A-6</i>		Valuation of parks, gardens, green areas and protective forests					2
<i>T-A-7</i>		Documentation of the valuation process					3
<i>T-W-1</i>		Basics of agriculture: agricultural real estate, agricultural land and farm, classification of arable lands, quality of agricultural land					2
<i>T-W-2</i>		Basic principles of managing the State Treasury Agricultural Property. Protection of agricultural and forest land					2
<i>T-W-3</i>		The basics of forestry: concepts concerning forests and stands, forest equipment plan, simplified forest management plan, inventory of forest condition, spatial division of forests					2
<i>T-W-4</i>		Basic principles of forest protection. Restrictions in the forest lands. Forest property management in the management of the State Forests					2
<i>T-W-5</i>		Lands covered with wood and bushes					1
<i>T-W-6</i>		Basics of water management					1
<i>Student workload - forms of activity</i>							
<i>A-A-1</i>		Participation in classes					20
<i>A-A-2</i>		Preparation for the colloquium					30
<i>A-A-3</i>		Reading the indicated literature and legal acts					20
<i>A-A-4</i>		Preparation for solving tasks					20
<i>A-W-1</i>		Participation in lectures					10
<i>A-W-2</i>		Reading the indicated literature and legal acts					10



Student workload - forms of activity		Number of hours
A-W-3	Preparation for the exam	10

Teaching methods / tools	
M-1	Problem-based methods - seminar discussion, explanations and explanations
M-2	Activating methods - case method, didactic discussion
M-3	Practical methods - solving tasks related to the application of valuation methods

Evaluation methods (F - progressive, P - final)	
S-1	F assessment of student's achievements by asking questions during classes
S-2	F written colloquium assessing the ability to independently calculate value using the appropriate method depending on the type of real estate and rights to the property and the purpose of the valuation
S-3	P written exam - multiple-choice test

Designed learning outcomes	Reference to the learning outcomes designed for the fields of study	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6, 7 lub 8 PRK	Odniesienie do efektów uczenia się dla kwalifikacji na poziomie 6 lub 7 umożliwiających uzyskanie kompetencji inżynierskich	Course objectives	Course content	Teaching methods	Evaluation methods
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Knowledge							
E_1A_D8/14_W01 Distinguishes specific features and ways to estimate the components of agricultural and forestry properties	E_1A_W01	P6S_WG P6S_WK		C-1 C-2	T-W-1 T-W-3	T-W-4	M-1 S-1 S-2 S-3
E_1A_D8/14_W02 Formulates goals and explains the need to estimate values in accordance with applicable laws	E_1A_W01	P6S_WG P6S_WK		C-1 C-2	T-A-2 T-A-3	T-A-4 T-A-5	M-1 S-1 S-2 S-3
E_1A_D8/14_W03 identifies the circumstances in which it is necessary to make valuations of agricultural and forest property	E_1A_W01	P6S_WG P6S_WK		C-1 C-2	T-A-1 T-A-2 T-A-3 T-A-4 T-A-5	T-W-1 T-W-2 T-W-3 T-W-4	M-1 S-1 S-2 S-3

Skills							
E_1A_D8/14_U01 Analyzes data, selects and applies valuation methods for agricultural and forest property and components	E_1A_U01	P6S_UW		C-1 C-2	T-W-1 T-W-2	T-W-3 T-W-4	M-1 M-2 S-1 S-2 S-3
E_1A_D8/14_U02 Estimates the value depending on the objectives of the valuation in accordance with applicable regulations	E_1A_U01	P6S_UW		C-1 C-2	T-A-1 T-A-2 T-A-3	T-A-4 T-A-5	M-1 S-1 S-2 S-3

Social competences							
E_1A_D8/14_K01 Conscious and oriented in the selection of sources for valuation and the importance of estimating value in the economy	E_1A_K03	P6S_KK P6S_KR		C-1 C-2	T-W-1 T-W-2	T-W-3 T-W-4	M-1 S-1 S-2 S-3

Outcomes	Grade	Evaluation criterion
Knowledge		
E_1A_D8/14_W01	2,0	does not distinguish between specific features and methods of estimating the components of agricultural and forest properties
	3,0	distinguishes specific features and methods of estimating the components of agricultural and forestry properties to a sufficient degree
	3,5	distinguishes specific features and methods of estimating the components of agricultural and forestry properties to a degree more than sufficient
	4,0	distinguishes specific features and methods of estimating the components of agricultural and forestry properties to a good degree
	4,5	distinguishes specific features and methods of estimating the components of agricultural and forestry properties to a degree more than good
	5,0	rozróżnia cechy specyficzne i sposoby szacowania części składowych nieruchomości rolnych i leśnych w stopniu bardzo dobrym
E_1A_D8/14_W02	2,0	does not formulate goals and does not explain the need to estimate values in accordance with applicable law
	3,0	formulates goals and explains the need to estimate the value according to the applicable provisions of law to a sufficient degree
	3,5	formulates goals and explains the needs of estimating the value according to the applicable provisions of law to a degree more than sufficient
	4,0	formulates goals and explains the needs of estimating values in accordance with applicable legal regulations to a good degree
	4,5	formulates goals and explains the needs of estimating values in accordance with the applicable provisions of law to an extent more than good
	5,0	formulates goals and explains the needs of estimating values in accordance with applicable legal regulations to a very good degree



Knowledge

E_1A_D8/14_W03	2,0	does not identify circumstances in which it is necessary to make valuations of agricultural and forest property
	3,0	identifies circumstances in which it is necessary to make valuations of agricultural and forest properties sufficiently
	3,5	identifies circumstances in which it is necessary to make valuations of agricultural and forestry properties to a more than sufficient extent
	4,0	identifies circumstances in which it is necessary to make valuations of agricultural and forest properties to a good degree
	4,5	identifies circumstances in which it is necessary to make valuations of agricultural and forest properties to a degree more than good
	5,0	identifies circumstances in which it is necessary to make valuations of agricultural and forest property to a very good degree

Skills

E_1A_D8/14_U01	2,0	does not analyze, take away and does not apply valuation methods for agricultural and forest property and their components
	3,0	analyzes, selects and applies valuation methods for agricultural and forest properties and their components to a sufficient extent
	3,5	analyzes, selects and applies valuation methods for agricultural and forest properties and their components to a degree more than sufficient
	4,0	analyzes, selects and applies valuation methods for agricultural and forest properties and their components to a good degree
	4,5	analyzes, selects and applies valuation methods for agricultural and forest properties and their components to a degree more than good
	5,0	analyzes, selects and applies valuation methods for agricultural and forest properties and their components to a very good degree
E_1A_D8/14_U02	2,0	does not estimate the value depending on the objectives according to the applicable regulations
	3,0	estimates the value depending on the objectives in accordance with applicable provisions to a sufficient degree
	3,5	estimates the value depending on the objectives according to the applicable regulations to a degree more than sufficient
	4,0	estimates the value depending on the objectives in accordance with applicable regulations to a good degree
	4,5	estimates the value depending on the objectives according to the applicable regulations to a degree more than good
	5,0	estimates the value depending on the objectives according to the applicable regulations to a very good degree

Other social competences

E_1A_D8/14_K01	2,0	unconscious and uninformed in the selection of sources for valuation and the importance of estimating the value in the economy
	3,0	aware and oriented in the selection of sources for valuation and the importance of estimating the value in the economy to a sufficient degree
	3,5	aware and oriented in the selection of sources for valuation and the importance of estimating the value in the economy to a degree more than sufficient
	4,0	aware and oriented in the selection of sources for valuation and the importance of estimating the value in the economy to a good degree
	4,5	aware and oriented in the selection of sources for valuation and the importance of estimating the value in the economy to a degree more than good
	5,0	aware and oriented in the selection of sources for valuation and the importance of estimating the value in the economy to a very good degree

Required reading

1. Konowalczyk J. i inni, Real estate and farm valuation (Polish language version), Zachodnie centrum organizacji, Zielona Góra, 2008
2. Nowak A., Valuation of forests (Polish language version), Edukaterterra Sp.z o o, Olsztyn, 2010
3. Cymerman R. (red), Basics of agriculture and valuation of agricultural real estate (Polish language version), Edukaterterra, Olsztyn, 2011

Supplementary reading

1. Kozak J., Malczyk J., Carbon Sequestration in Forest Valuation, Real Estate Management and Valuation, 2016
2. Tao Z., Yan H., Zhan J., Economic Valuation of Forest Ecosystem Services in Heshui Watershed using Contingent Valuation Method, Procedia Environmental Sciences, 2012