

Bachelor of Art  
in Business Economics

# STUDENT HANDBOOK

2016-2017



UCZELNIA  
ŁAZARSKIEGO

# TABLE OF CONTENTS

THE PROGRAMME	4
IMPORTANT ADMINISTRATIVE INFORMATION	8
ADMISSION PROCEDURES	9
THE DEGREE	10
DEGREE CRITERIA	15
ASSESSMENT	16
DETAILS OF COURSE ASSESSMENT	18
MARKING SCHEME	21
EXAMINATION PAPERS	24
PROGRESSION	27
EXAMINATION BOARD	30
ERASMUS EXCHANGE PROGRAMME	31
UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM	32
COMPLAINTS PROCEDURE	33
QUALITY ASSURANCE	34
CORE MODULE DESCRIPTORS	35
YEAR 1	35
<i>Mathematics</i>	35
<i>Introductory Microeconomics</i>	38
<i>Business Ethics</i>	41
<i>Current Issues of European and Global Economy</i>	44
<i>BABE Business Academic Writing I</i>	47
<i>Introduction to Business</i>	50
<i>Introductory Macroeconomics</i>	53
<i>Introduction into Economic Analysis</i>	56
<i>Economics of European Integration</i>	59
<i>Information Technology for Business</i>	62
<i>BABE Business Academic Writing II</i>	65
YEAR 2	68
<i>Intermediate Microeconomics</i>	68

<i>Macroeconomic Policy</i>	71
<i>Mathematical Economics</i>	75
<i>Statistics</i>	78
<i>Regional Economics</i>	<b>Błąd! Nie zdefiniowano zakładki.</b>
<i>Introduction to Strategic Management</i>	84
<i>Banking and Finance</i>	87
<i>International Business Law</i>	90
<i>Public Finance</i>	95
<i>Intermediate Macroeconomics</i>	98
<b>YEAR 3</b>	<b>101</b>
<i>Social Policy</i>	101
<i>Game Theory</i>	104
<i>Accounting</i>	107
<i>Managerial Economics</i>	110
<i>International Economics and Finance</i>	113
<i>Econometrics</i>	116
<i>Research Methods</i>	119
<i>Investment Analysis</i>	122
<i>BA Seminar</i>	125
<b>Electives – Year 2</b>	<b>128</b>
<i>Financial Accounting</i>	128
<i>Demography and Economics of Contemporary European Migration</i>	131
<i>Personal Finance in Practice (with Excel)</i>	134
<i>The World Economy – Retrospective View</i>	137
<i>The Small and Medium-Sized Enterprises (SME) Sector</i>	140
<i>Negotiations and Communication</i>	145
<i>Risk Management</i>	148
<i>Tax Policy</i>	151
<b>Electives – Year 3</b>	<b>154</b>
<i>Economics of Telecommunication</i>	154
<i>Introduction to Innovation Economics</i>	157
<i>Financial Management</i>	160
<i>The Monetary and Credit System in the Light of the Global Financial Crisis</i>	163
<i>Accounting in Financial Institutions</i>	166
<b>MODULE LEADERS</b>	<b>168</b>

USEFUL VOCABULARY AND TERMS	214
APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS	216
APPENDIX B – UNFAIR PRACTICE PROCEDURE	218
APPENDIX C – STUDENT COMPLAINTS PROCEDURE	223

This Handbook may be updated. Its latest version is available on the Lazarski University website: <http://zasoby.lazarski.pl>.

# THE PROGRAMME

## Basic Information

Bachelor of Arts in Business Economics (BA in BE) is a three-year (six-semester) full-time programme offered by Lazarski University in Warsaw, Poland. The degree scheme is offered on a modular basis. The language of instruction, assessments, grading and quality assurance is English. Graduates of the BA in BE programme are awarded a Single Honour Degree, BA in Business Economics (having gained 180 ECTS / 360 CATS credit points and passed all modules). Honours degree will be awarded with first, upper-second, lower-second or third class honours.

The students of the BA in BE Programme at Lazarski University receive a double BA degree, British and Polish. The programme itself is identical for both degrees, with the same number of credits and one BA thesis. There are, however, some differences relating the final average grade, the thesis and the final mark (see below).

## Rationale

Bachelor of Arts in Business Economics has a practical and multidisciplinary character. Our studies guarantee an open-minded attitude towards current challenges of global economy.

Our students have an opportunity to study in a multicultural environment, explore different dimensions of integration and globalization, and are equipped with up-to-date research techniques and sound knowledge of emerging and developed markets of global economy.

Studying in Poland, a country that has quite recently experienced intensive transformation processes, is an additional benefit for students. Our Programme consists of different case studies, including but not limited to our region, comparative analyses, various research techniques, and multidisciplinary studying materials. We pay special attention to the challenges and opportunities of transition economies and emerging markets.

We have a comprehensive array of internships (at least 160 working hours required) offered in public and private institutions or corporations involved in international or European affairs in Poland or abroad. Students will gain valuable practical experience directly related to their interests and career plans.

The BA in BE programme satisfies the Economics benchmark statements that can be found at:

<http://www.qaa.ac.uk/en/Publications/Documents/SBS-Economics-15.pdf>

## Aims

Lazarski University BA Programme in BE aims to:

- produce graduates educated in application of fundamental economic knowledge to real-life managerial, financial, ethical, and analytical problems encountered in business;
- produce graduates who are properly equipped to develop their skills and professional interests to become key players in business irrespective of geographical location of their future job places and task diversification they may be given;
- produce graduates who are aware how to apply their knowledge and skills effectively to many areas of their interests including business as well as institutional and policy-making environments of business;
- make students aware of how to use quantitative methods in appropriate way, i.e. solving different economic problems (on both micro- and macro-level of economy); in particular to encourage students to acquire autonomous and universal study skills, which should result in practical, independent, and investigative ways of thinking of and dealing with economy;
- introduce students into empirical part of economic studies making them experience and explore current issues of global economy from different perspectives, paying special attention to some problems of emerging markets and transition economies;
- to share with students the best understanding of a practical, multidisciplinary approach towards globalisation, integration, crises, and other complex issues appearing in micro and macro scale of contemporary global economy;
- to provide students with the knowledge and skills base from which they can proceed to further studies in Economics, related areas or in multi-disciplinary areas that involve Economics.

### **Learning Outcomes**

To gain the qualification the student will have demonstrated i) subject knowledge and understanding, ii) cognitive skills, iii) subject-specific practical and professional skills, and iv) other generic skills and capabilities specified in the learning outcomes for modules within the Programme.

Upon successful completion of the BA in Business Economics Programme, students will acquire the following qualities and capabilities:

#### **Knowledge and understanding of the subject**

1. Thorough knowledge and understanding of fundamental concepts and theories in Economics,
2. Evolution of contemporary economics and its practical business-oriented application,
3. A multidisciplinary, hands-on approach towards globalisation, integration, crises, and other complex issues taking place in micro and macro scale of contemporary global economy,
4. Knowledge of the empirical part of economic studies, including current issues of global economy viewed from different perspectives, with special attention paid to some problems of emerging markets and transition economies,

5. Deep understanding of basic mathematics and both quantitative and qualitative research methods.

### **Cognitive skills**

1. Critical thinking; analysis and synthesis.
2. Recognising and using appropriate theories, concepts and principles from a range of Business Economics-related fields.
3. Independent, practical, and investigative way of thinking of and dealing with economy.
4. Locating, extracting, evaluating, analysing and combining different types of information sources.

### **Subject-specific practical\professional skills**

1. Quantitative and qualitative research methods, theory analysis (applied), optimised decision making processes, particularly for employment in: business, international organisations, institutions and corporations; global and EU-focused economic consulting; know-how within the area of business environment of global economy, transition economies or emerging markets.

### **Generic\transferable skills**

1. Creative thinking.
2. Communication skills; ability to express ideas clearly and to show and share understanding of the elements of an effective analytical process; ability to listen and respond to other people's ideas.
3. Effective usage of various quantitative and qualitative research techniques for business economics.
4. Personal and leadership skills, including the use of group initiative, independence, and team spirit.
5. Managing time and resources efficiently.
6. Working in a multicultural environment.

### **Graduates**

They are open-minded specialists, well-trained in up-to-date research techniques (quantitative and qualitative) and aware of socio-economic differences of contemporary world. They receive solid foundations for specialising in different business fields. They boast their analytical, critical-thinking and decision-making skills. They are prepared to understand global economy on the micro and macro level. They are flexible, cosmopolitan, ready to take advantage of changeable market environment. They may become business analytics, managers, and project coordinators. They are ready to lead a team and be an active member of it.

The graduate will demonstrate the following qualities, skills, capabilities and values:

#### **i) Intellectual**

- Identification and evaluation of problems combined with proper tool application.
- Creative and innovating thinking leading to solution of specific problems.
- Ability to use both analysis and synthesis, draw conclusions, formulate and test hypotheses and build theories.

- Ability to plan.
- Ability to make forecasts considering different time periods.
- ii) **Practical**
  - Qualitative and quantitative research methods.
  - Evaluation and presentation of investigative results or creative thinking, including explanation of their significance, validity and limitations.
  - Proper usage of adequate software packages commonly encountered in economics.
  - Excellent written and oral communication in English.
- iii) **Personal and Social**
  - Flexibility — adaptability to work and live in a changeable environment.
  - Teambuilding — the ability to work creatively and flexibly with others as part of a team.
  - Communication, presentation, interaction skills.
  - Mediating skills.
  - Intercultural competence.



## IMPORTANT ADMINISTRATIVE INFORMATION

### Academic Year 2016/17 important dates

Autumn semester dates: 10/10/2016 - 27/01/2017

Autumn semester examination session dates: 30/01/2017 - 10/02/2017

Autumn semester re-sit examination session dates: 24/04/2017 - 12/05/2017

Spring semester dates: 27/02/2017 - 02/06/2017

Spring semester examination session dates: 05/06/2017 - 16/06/2017

Spring semester re-sit examination session dates: 18/09/2017 - 29/09/2017

### Useful addresses

[www.lazarski.pl](http://www.lazarski.pl)

<http://www.coventry.ac.uk/>

<http://www.lazarski.pl/pl/wydzialy/wydzial-eiz/English-language-studies-registrar/>

<http://zasoby.lazarski.pl/>

<http://www.samorzad.lazarski.pl/>

### Useful information

Students are asked to contact the **Validated Studies Registrar** personally (**room 362 / 3<sup>rd</sup> floor / sector F**), by phone (**022 54 35 369**) or e-mail

([validated.studies@lazarski.edu.pl](mailto:validated.studies@lazarski.edu.pl)) when they:

- need an application form to the Programme Director and want to submit it;
- need a statement about their student status;
- change their personal details, address, e-mail address or telephone number;
- face a sudden personal situation that has influenced their current mode of studies;
- have lost their ID card;
- have a disability;
- wish to withdraw;
- have a complaint;
- have any other issues related to the studies.

## ADMISSION PROCEDURES

Lazarski University accepts Bachelor's degree candidates on the basis of their secondary education achievements. The candidates must complete secondary education prior to admission. Additionally, we expect that they are proficient in English. They need to present either internationally recognized English certificates or pass a language test at Lazarski University. For applicants whose first language is not English, the minimum English Language Requirements is 6.0 IELTS.

The required documents are:

- Original or certified true copy of second level diploma (A-level certificate or an appropriate local equivalent) translated into English by a sworn translator);
- Original or certified true copy of IELTS, Cambridge Advanced Proficiency, or TOEFL scores;
- To be eligible for admittance to study, a candidate shall have attained the age of 17 years or over at the time of entry.

## THE DEGREE

<b>Programme Title:</b>	Business Economics
<b>Degree Awarded:</b>	BA (Hons)
<b>Credit Points:</b>	360 CATS Credit Points 180 European Credit Transfer System (ECTS) Credit Points
<b>Duration:</b>	3 years

To be awarded the BA (Hons) in Business Economics degree, students must complete all three levels (years of study) of the Programme and earn 360 CATS credit points (180 ECTS credit points).

Each year of the BA in Business Economics Programme carries 120 CATS credit points (60 ECTS credit points) and each semester carries 60 CATS credit points (30 ECTS credit points), divided into required (core) and elective modules (courses).

Part I of the Programme (1st and 2nd semester) carries 120 credits, on the basis of eleven core modules, ten modules worth 10 credits each and one module worth 20 credits. Additionally, students need to take a two-semester Athletics module, required by the Polish higher education regulations.

Part II of the Programme (3rd and 4th semester) carries 120 credits, on the basis of ten core modules and four electives. Six of the core modules and the electives are worth 10 credits each. The remaining four core modules are worth 5 credits each.

Part III of the Programme (5th and 6th semester) carries 120 credits, on the basis of twelve core modules. One of the core modules (containing BA Thesis) is worth 20 credits, one of the core modules is worth 15 credits, seven of the core modules are worth 10 credits each, and three of the core modules are worth 5 credits each.

### First year

Students follow a common first year programme. Elementary economics is concerned with both theory and application and is appropriate with or without earlier economic preparation. The course in mathematics has an applicative character. It forms the basis for later courses in statistics, econometrics as well as research methods. We also offer empirical and theoretical introduction into better understanding of current economic issues. Therefore, there are some courses devoted to Polish economy, EU economy and global economy. At this stage students are to be equipped with necessary fundamentals that will allow them to work with models, develop analytical skills, and use more advanced techniques of solving problems.

## Basic Course Structure

### Core Modules

Title	Module Leader	2 <sup>nd</sup> Lecturer	Lecture	Seminar	Workshop	Total hours	ECTS/CATS
Mathematics	Krzysztof Beck			30	30	60	5/10
Introductory Microeconomics	Jaroslav Neneman	Katarzyna Marton-Gadoś	30		45	75	5/10
Business Ethics	Katarzyna Gmaj		30		15	45	5/10
Current Issues of the European and Global Economy	Wojciech Bieńkowski	Wojciech Bieńkowski	20		10	30	5/10
BABE Business Academic Writing I	Piotr Kłossowicz	Edyta Basiak			60	60	5/10
Introduction into Business	Łukasz Konopielko		15		15	30	5/10
Introductory Macroeconomics	Joanna Działo		30		45	75	5/10
Introduction into Economic Analysis	Maciej Krzak	Krzysztof Beck	45		45	90	10/20
Economics of Integration	Zygmunt Janiec		15	15		30	5/10
Information Technology for Business	Olha Zadorozhna				45	45	4/10
BABE Business Academic Writing II	Piotr Kłossowicz	Edyta Basiak			90	90	5/10
Polish	faculty				60	60	0/0
Athletics	faculty				30	30	1/0
<b>Year 1 total</b>			<b>185</b>	<b>45</b>	<b>550</b>	<b>780</b>	<b>60/120</b>

### Second year

Students take courses in: statistics, intermediate micro-and macroeconomics. Moreover, they may choose some subjects that aim to broaden their knowledge about businesses and the economy and support micro- and macroeconomic courses. On successful completion of this level our students should be able to describe, quantify, and interpret various economic issues using their newly-acquired analytical skills. They should be also more aware of their areas of interest in economics. Students are also offered elective courses during the second semester, which allows them to specialize in their majors and broaden their knowledge of BE in general.

## Basic Course Structure

### Core Modules

Title	Module Leader	2 <sup>nd</sup> Lecturer	Lecture	Seminar	Workshop	Total hours	ECTS/CATS
Intermediate Microeconomics	Jaroslav Neneman	Jaroslav Neneman	30	30		60	5/10
Macroeconomic Policy	Maciej Krzak			30		30	3/5
Mathematical Economics	Maciej Krzak	Krzysztof Beck		30	15	45	5/10
Statistics	Waldemar Florczak	Waldemar Florczak	30	45		75	5/10
Regional Economics	Piotr Ebbig			30		30	2/5
Introduction to Strategic Management	Jacek Oleksiejuk	Jacek Oleksiejuk	15	15		30	5/10
Banking and Finance	Tomasz Schabek		15	15		30	3/5
International Business Law	Mateusz Drózdź		15	15		30	2/5
Public Finance	Jaroslav Neneman		30			30	5/10
Intermediate Macroeconomics	Paweł Gajewski		30	30		60	5/10
Four electives assigned for the 2 <sup>nd</sup> year	BA in BE staff		120			120	20/40
<b>Year 2 total</b>			285	240	15	540	60/120

### Optional Modules\*

(Four optional modules out of eight)

Title	Module Leader	Lecture	Seminar	Workshop	Total hours	ECTS/CATS
Financial Accounting	Piotr Kuszewski	30			30	5/10
Demography and Economics of Contemporary European Migration	Katarzyna Gmaj	30			30	5/10
Personal Finance in Practice (with Excel)	Mateusz Kopyt		30		30	5/10
The World Economy - Retrospective View	Wojciech Bieńkowski	20	10		30	5/10
The Small and Medium-Sized Enterprises (SME) Sector	Agata Kocia	30			30	5/10
Negotiations and Communication	Jarosław Jura	30			30	5/10
Risk Management	TBC		30		30	5/10
Tax Policy	Jaroslaw Neneman	30			30	5/10

*\*An elective course should have no fewer than ten students and no more than twenty. The list of the elective courses can be modified.*

### Third year

Students may study different aspects of European integration, globalization, developing economies as well as economic analysis for business, quantitative and qualitative research methods, labour and regional economics, various approaches towards finance and management. Research methods are studied to help them specify their interests, and to support their individual research initiative.

### The Basic Course Structure

#### Core Modules

Title	Module Leader	2 <sup>nd</sup> Lecturer	Lecture	Seminar	Workshop	Total hours	ECTS/CATS
Social Policy	Katarzyna Gmaj		15			15	3/5
Game Theory	Maciej Krzak		30			30	5/10
Accounting	Maciej Turata			60		60	5/10
Managerial	Jaroslaw		30	15		45	4/10

Economics	Neneman						
International Economics and Finance	Tomasz Napiorkowski		30	15		45	3/5
Econometrics	Olha Zadorozhna	Lucas van der Velde	30	45		75	5/10
Research Methods	Olha Zadorozhna	Jarostaw Jura / Joanna Konieczna-Salamatin		60		60	5/10
Investment Analysis	Mateusz Kopyt		30	30		60	5/10
BA Seminar	Olha Zadorozhna	Krzysztof Beck, Piotr Kłossowicz		90		90	10/20
<b>Year 3 total</b>			255	315	0	570	61/120
<b>Yrs 1-3 total</b>			720	600	565	1890	181/360

### Optional Modules\*

(Three optional modules out of five)

Title	Module Leader	Lecture	Seminar	Workshop	Total hours	ECTS/CATS
Economics of Telecommunication	Łukasz Konopielko	30				5/10
Introduction to Innovation Economics	Łukasz Konopielko	30				5/10
Financial Management	Tomasz Schabek	30				5/10
The Monetary and Credit System in the Light of the Global Financial Crisis	Tomasz Schabek	30				5/10
Accounting in Financial Institutions	Agata Kocia	30				5/10

*\*An elective course should have no fewer than ten students and no more than twenty. The list of the elective courses can be modified.*

## DEGREE CRITERIA

To be awarded BA in Business Economics Degree students must pass all three levels of the scheme and earn 360 credits. The final grade for the degree is counted according to the following criteria:

The first year, level 4 (120 credits) grade	0% of the final
The second year, level 5 (120 credits) grade	33,3 % of the final
The third year, level 6 (120 credits, including thesis, 20 credits) grade	66,7 % of the final

The following table shows a scale for undergraduate awards:

First Class Honours	70-100%
Upper Second	60-69%
Lower Second	50-59%
Third	40-49%
Fail	0-39%

A student who is admitted to the programme but is subsequently unable, or is not permitted, to progress to completion may, depending upon the number of credits attained at the appropriate levels at the time of exit, qualify for one of the following awards:

<i>Credits Pursued</i>	<i>Candidate may exit the scheme with eligibility for:</i>
not fewer than 120	Undergraduate Certificate of Higher Education
not fewer than 240	Undergraduate Diploma of Higher Education

Credits accumulated at level 4 (Year I) do not contribute towards the minimum credits specified above.

### Polish Degree

The students of the BA in BE at Lazarski University receive also a Polish BA degree (*licencjat*). Polish rules require BA thesis defense examination. The final mark for the Polish BA degree is counted as follows: the average grade for all three years is worth 60%, the thesis 20% and the thesis defense examination, 20%.



# ASSESSMENT

## Teaching and Learning

Students' presence in all classes is obligatory. Absence in 3 classes without serious reasons may lead to failing the course. Repeated unexcused absence (more than 3 classes missed) may lead to deleting a student from the Programme by the Programme Director. Student can excuse his/her absence due to illness and other serious reasons. All absences must be reported to the Programme Director. Students, who without good cause, fail to complete their forms of assessment by the required date or absent themselves from examinations, will be awarded a zero mark for the element concerned.

Each CATS credit will require approximately 10 hours of student workload. This will consist of contact time comprising lectures, seminars and workshops as well as individual study time, including preparation of coursework, presentations, projects and papers, and studying for the mid-term and final examinations.

## Methods of Assessment

Individual module assessment methods are laid out in module descriptors. In the case of core modules coursework, irrespective of its form, accounts for 40% of the final mark, while final exam is worth 60% of the final mark. In the case of elective modules, both coursework and final exam weigh 50% of the final mark each.

The following methods of assessment are applied:

- Examination papers (final, in-class and midterm)
- Final assessment
- Essays
- Presentations accompanied by a written report
- Case studies
- Reports on projects
- Group projects
- Thesis prospectus
- Extended dissertations
- Ba Thesis project

## Indicative proportion of the assessment methods

ASSESSMENT COMPONENT	CORE MODULES	ELECTIVE MODULES
Final examination	60 %	50%
Coursework	40% in total	50%

## Structure of Assessment

**Level 4 (1st year of study)** Assessment of each module will comprise of a final examination lasting 120 minutes and one or two elements of coursework.

Coursework elements used at Level 4 will include: in-class and mid-term exams (quantitative subjects only), papers and/or essays (1500-2000 words), and projects (individual or group).

#### **Level 5 (2nd year of study)**

Assessment of each module will comprise of a final examination lasting 120 minutes and one element of coursework. Coursework elements used at Level 5 will include: in-class exams (quantitative subjects only), papers, reports and/or essays (2000-2500 words), case studies and projects (individual or group).

Assessment of five-CATS credit points modules shall comprise of one component only: coursework or final exam.

#### **Level 6 (3rd year of study)**

Assessment of each module will comprise of a final examination lasting 120 minutes and one element of coursework. Coursework components used at Level 6 will include: papers and/or reports (2500 words), and projects (individual or group).

Assessment of five-CATS credit points modules shall comprise of one component only: coursework or final exam.

The BA thesis should be approximately 10,000 words. Each thesis is marked independently by two members of the tutorial staff of the Programme. Students must obtain a pass on their thesis in order to obtain the BA Degree.

#### **Elective courses**

Assessment of each elective module will comprise of a final examination lasting 110 minutes and one element of coursework. Coursework elements used will include: papers and projects.

For certain exceptional cases, such as 5 credit modules and final dissertation, the way that assessment is structured may differ from these norms.

**NB:** Unless stated otherwise in the syllabus, individual forms of assessment shall be used. In the case of group projects / reports / presentations, marks awarded will be a combination of the groups result and merit earned by individual students for their contributions.

## DETAILS OF COURSE ASSESSMENT

Module	Assessment 2016/17
<b>YEAR 1</b>	
<b>semester 1</b>	
Mathematics	Final exam – 60% Coursework – 40%, in-class exam
Introductory Microeconomics	Final exam – 60% Coursework – 40% - 20% – in-class exam - 20% – paper
Business Ethics	Final exam – 60% Coursework – 40%, paper
Current Issues of European and Global Economy	Final exam – 60% Coursework – 40% - 20% – in-class exam 20% – group project
BABE Business Academic Writing I	Final exam – 60% Coursework – 40% - 30% – in-class exam - 10% – an essay
Introduction to Business	Final exam – 60% Coursework – 40%, group project
<b>semester 2</b>	
Introductory Macroeconomics	Final exam – 60% Coursework – 40% - 20% – in-class exam - 20% – project
Introduction into Economic Analysis	Final exam – 60% Coursework – 40%, two in-class exams worth 20% each
Economics of European Integration	Final exam – 60% Coursework – 40%, paper
Information Technology for Business	Final exam – 60% Coursework – 40%, in-class exam
BABE Business Academic Writing II	Final exam – 60% Coursework – 40% - 30% – in-class exam - 10% – an essay
<b>YEAR 2</b>	
<b>semester 3</b>	
Intermediate Microeconomics	Final exam – 60% Coursework – 40%, in-class exam

Macroeconomic Policy	Final exam – 60% Midterm exam – 40%
Mathematical Economics	Final exam – 60% Coursework – 40%, in-class exam
Statistics	Final exam – 60% Coursework – 40%, in-class exam
Regional Economics	Coursework – 100%, group project
Introduction to Strategic Management	Final exam – 60% Coursework – 40%, group case analysis
Banking and Finance	Final exam – 100%
International Business Law	Final exam – 100%
<b>semester 4</b>	
Public Finance	Final exam- 60% Coursework – 40%, paper
Intermediate Macroeconomics	Final exam - 60% Coursework – 40 %, paper
<b>ELECTIVES - YEAR 2</b>	
4 out of 8 elective courses	
Financial Accounting (elective)	Final exam – 50% Coursework – 50%, project
Demography and Economics of Contemporary European Migration (elective)	Final exam – 50% Coursework – 50%, written report
Personal Finance in Practice (with Excel) (elective)	Final exam – 50% Coursework – 50% , in-class exam
The World Economy - Retrospective View (elective)	Final exam – 50% Coursework – 50%, a paper
The Small and Medium-Sized Enterprises (SME) Sector (elective)	Final exam – 50%, Coursework – 50%, project
Negotiations and Communication (elective)	Final project – 50% Coursework – 50%, group project
Risk Management (elective)	Final exam – 50%, Coursework – 50%, group project
Tax Policy (elective)	Final exam – 50% Coursework – 50%, paper (40% + its presentation 10%)
<b>YEAR 3</b>	
<b>semester 5</b>	
Social Policy	Coursework - 100%, composed of a group presentation accompanied by a paper.

Game Theory	Final Exam – 60% Coursework – 40%, midterm
Accounting	Final exam, 60% Coursework, 40%, paper
Managerial Economics	Final exam – 60% Coursework – 40%, paper
International Economics and Finance	Final exam – 100%
Econometrics	Final exam, 60% Coursework, 40%, composed of a project
Research Methods	Econometric problem analysis, 60% Research project report, 40%
<b>semester 6</b>	
Investment Analysis	Final Exam – 60% Coursework – 40%, project
BA Seminar	100% BA Thesis
<b>ELECTIVES - YEAR 3</b>	
Economics of Telecommunication	Final exam, 50% Coursework, 50%, a group paper
Introduction to Innovation Economics	Final exam, 50% Coursework, 50%, a paper
Financial Management	Final exam, 50% Coursework, 50%, a project
The Monetary and Credit System in the Light of the Global Financial Crisis	Final exam, 50%, Coursework, 50%, a paper
Accounting in Financial Institutions	Final exam, 50% Coursework, 50%, a project

## MARKING SCHEME

Assessment of modules and module components shall be made on the basis of a percentage scale, with those translated into the both the British letter marking system (A, B, C, D, E, F), and the Polish number marking system (5, 4.5, 4, 3.5, 3, 2).

Students will be assessed in English-language Programmes according to the following marking scheme:

70-100%	A
60-69%	B
50-59%	C
40-49%	D
0-34%	F*

\*mark 35-39% is a Marginal Fail (E)

For the purposes of translating percentage-scale marks into the Polish number scale, Lazarski University shall apply the following criteria:

71-100%	5.5 (celujący)
65-70%	5.0
59-64%	4.5
53-58%	4.0
47-52%	3.5
40-46%	3.0
0-39%	2.0

Students who receive 71% or above may also classify for a Polish grade of 5.5, or “celujący”. This mark is possible to achieve by such a student who fulfils all the criteria listed below:

1. conducts scholarly research or participates in group research,
2. demonstrates outstanding knowledge and skills which are beyond the module content,
3. is excellent at analysis and synthesis of issues,
4. does not make any content-related errors.

The following assessment criteria shall be used to apply marks for BA programmes:

Class	Mark range	Guidelines
Class I	90 – 100%	In addition to that for 70 – 79% below, an outstanding answer that could hardly be bettered. High degree of understanding, critical/analytic skills and original research, where specified. Outstanding in all respects.
	80 – 89%	In addition to that for 70 – 79% below, the answer will

Class	Mark range	Guidelines
	70 – 79%	<p>demonstrate an excellent level of understanding, presence of clear description, critical/analytical skills or research, as appropriate.</p> <p>Answer entirely relevant to the assignment set. Answer will demonstrate clear understanding of theories, concepts, issues and methodology, as appropriate. There will be evidence of wide-ranging reading and/or research, as appropriate, beyond the minimum recommended. Answers will be written/presented in a clear, well-structured way with clarity of expression. At level 3, evidence of independent, critical thought would normally be expected.</p>
Class II : I	65 – 69%	<p>Answer demonstrating a very good understanding of the requirements of the assignment. Answer will demonstrate very good understanding of theories, concepts, issues and methodology, as appropriate. Answer will be mostly accurate/appropriate, with few errors. Little, if any, irrelevant material may be present. Reading beyond the recommended minimum will be present where appropriate. Well organised and clearly written/presented.</p>
	60 – 64%	<p>A good understanding, with few errors. Some irrelevant material may be present. Well organised and clearly written/presented. Some reading/research beyond recommended in evidence.</p>
Class II : II	55 – 59%	<p>Answer demonstrating a good understanding of relevant theories, concepts, issues and methodology. Some reading/research beyond that recommended may be present. Some errors may be present and inclusion of irrelevant material. May not be particularly well-structured, and/or clearly presented.</p>
	50 – 54%	<p>Answer demonstrating a reasonable understanding of theories, concepts, issues and methodology. Answer likely to show some errors of understanding. May be significant amount of irrelevant material. May not be well-structured and expression/presentation may be unclear at times.</p>
Class III	45 - 49%	<p>An understanding demonstrated, but may be incomplete and with some errors. Limited use of material with limited reading/research on the topic. Likely to be poorly structured and not well-</p>

Class	Mark range	Guidelines
	40 – 44%	<p>expressed/presented. Irrelevant material likely to be present.</p> <p>Basic understanding demonstrated, with some correct description. Answer likely to be incomplete with substantial errors or misunderstandings. Little use of material and limited reading/research on the topic in evidence. May be poorly structured and poorly expressed/presented. Some material may be irrelevant to the assignment requirements.</p>
Marginal fail	35 – 39%	<p>Some relevant material will be present. Understanding will be poor with little evidence of reading/research on the topic. Fundamental errors and misunderstanding likely to be present. Poor structure and poor expression/presentation. Much material may not be relevant to the assignment.</p>
Fail	<p>30 – 34%</p> <p>20 – 29%</p> <p>0 – 19%</p>	<p>Inadequate answer with little relevant material and poor understanding of theories, concepts, issues and methodology, as appropriate. Fundamental errors and misunderstandings will be present. Material may be largely irrelevant. Poorly structured and poorly expressed/presented.</p> <p>Clear failure to provide answer to the assignment. Little understanding and only a vague knowledge of the area. Serious and fundamental errors and lack of understanding. Virtually no evidence of relevant reading/research. Poorly structured and inadequately expressed/presented.</p> <p>Complete failure, virtually no understanding of requirements of the assignment. Material may be entirely irrelevant. Answer may be extremely short, and in note form only. Answer may be fundamentally wrong, or trivial. Not a serious attempt.</p>



## EXAMINATION PAPERS

The information below contains excerpts from LU Rules and Regulations. The complete text is available on [zasoby.lazarski.pl](http://zasoby.lazarski.pl), access code: course1.

For the BA Programme in Business Economics, the predominant form of assessment will be mid-term papers and/or projects, in-class exams and final written examinations. Examinations will be conducted according to the norms set out in Lazarski University.

According to Lazarski University regulations, **students are not permitted to appeal against academic judgement of the Examiners** as fairness and consistency are ensured through the moderation process. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the meeting of the internal and external examiners and at the final, decision-making Examination Board.

### Internal Examination Marking

Before the start of the exam session, the Programme Director appoints an internal moderator for each module. The moderator reviews all forms of assessment assigned for that module.

Exam papers shall reveal only student ID numbers, and shall not ask students to write their first or last names.

The marks awarded for each answer, as well as the cumulative mark for the entire exam, shall be shown clearly on the exam scripts.

Moderators shall compile samples of assessment papers, consisting of no less than 10%, to check whether they have been marked in a fair, consistent and accurate manner.

The internal moderator shall moderate marked papers that have received marks between 35%-39% and above 70%, as well as a sample (1-2) for each class of marks. The moderator may check other pieces of assessment outside of the sample if necessary.

The internal moderator checks the marked assessments for accuracy, consistency and fairness. The moderator may suggest to lower or raise the marks given by the first examiner, or to have the marking redone if serious inconsistencies are evident. Suggested changes may pertain to all marks at the top or bottom, marks within one class or all marks across the board, not to individual students' marks.

In the case of questionable marking, or if the first examiner disagrees with the moderator's suggestions, the Programme Director may ask to consult with a third internal examiner and/or with the external examiner.

All examination papers and marks of both the internal examiner and the moderator are available for the external examiner. When marking is completed, coursework and examination scripts are returned to the Registrar.

Examiners will draw the attention of the Programme Director to any papers which pose problems (marginal classification, fails, and suspected irregularities). Any suspicion of cheating should be referred to immediately according to the Lazarski University Unfair Practice Procedure.

### **Examination Marking: External marking**

All examination papers and marks of both first and second internal examiners are available for the External Examiners and Academic Link Tutors designated by Lazarski University's Validated Studies partner. The role of the External Examiners is to ensure that justice is done to each student and that the standard of the University's awards is maintained and comparable with that in other UK higher education institutions. External Examiners are expected to provide informative comment and recommendation upon whether or not:

- a. the institution is maintaining the threshold academic standards set for its awards in accordance with the framework for Higher Education Qualifications and applicable subject benchmark statements;
- b. the assessment processes measure student achievement rigorously and fairly against the intended outcomes of the course(s) and is conducted in the line the institution's policies and regulations;
- c. the academic standards and achievements of students are comparable with those in UK higher education institutions of which the external examiners have experience.

Students are not permitted to appeal against academic judgment, as fairness and consistency are ensured through moderation. In addition, the External Examiners will review the marking process and marks awarded. Both the overall results of assessment as well as each individual student's result will be further scrutinized at the Examination Board.

### **Thesis Marking**

The BA thesis is marked independently by two internal reviewers (one of them is the teacher of the thesis seminar). The External Examiner reviews a sample of theses.

### **Disclosure of Marks and Feedback to Students**

It is important to distinguish between unconfirmed marks and confirmed marks.

- a. Unconfirmed marks are those that have not been confirmed by the Examination Board including the relevant External Examiner(s);
- b. Confirmed marks are those that have been confirmed by the Examination Board including the relevant External Examiner(s). Confirmed marks are released to Lazarski students electronically after having been finally approved by the Examination Board;
- c. Students are given individual feedback on their performance to date as this promotes learning and facilitates improvement. Any feedback should be constructive and timely, in order for students to benefit from the feedback

and to improve their performance. It is good practice to establish a clear timescale for providing feedback to students as well as establishing guidance on the level of feedback to be provided.

- d. If unconfirmed marks are provided, students should be made aware that any marks are subject to final confirmation by an Examination Board.

## PROGRESSION

Lazarski University students are required to complete successfully the full annual assessment programme before being permitted to proceed to the next level of study. This means that:

- a. A student must pass each module in the programme.
- b. The minimum pass requirement for each module is 40%.
- c. In cases of modules with more than one component of assessment (i.e. coursework and final exam), the minimum component mark required is 35%.

The student can also be eligible for compensation of his/her mark (see below).

**Compensation:** Compensation means that students can pass a module with a final mark lower than 40%, provided that the overall average mark for the current academic year to date is equal to or higher than 45%. A student can obtain compensation only for one module per semester. The decision whether to apply compensation or not belongs to the Examination Board.

- a. For BA students, compensation is possible only within 4 points on any module.
- b. A student can compensate in both core and elective module, for both regular and re-sit session.
- c. Compensation can also be applied when determining the classification of any final award to be made to a student.
- d. In case where there is more than one component of assessment, if one of them (i.e. final exam or coursework) has been failed (i.e. marked below 35%), compensation is not awarded even if other criteria mentioned above are met.

**Condonement:** Condonement means that under the conditions specified below a module mark may be raised within the maximum of 2 percentage points.

- a. Module marks of 68-69% may be condoned to 70% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- b. Module marks of 58-59% may be condoned to 60% for one module per semester, provided that the overall average mark for the semester is in the 60%+ band.
- c. Condonement may also be applied to final awards.

Students are entitled to obtain either compensation or condonement only once per semester.

### Resit examination:

Reassessment of a module by resit of one or more components (as appropriate) is restricted to one attempt only. In the case of reassessment, the same basic rules apply as in the case of first-attempt assessment.

- a. The total module mark of a reassessed module will be capped at 40%, regardless of the actual mark(s) obtained by the students for the resat or resubmitted component(s).
- b. If a module is failed, all components with a mark below 40% must be reassessed; marks over 40% in the other component shall be carried forward and combined with the reassessed component.

- c. Any module failed in the first attempt because of a failed component of the assessment and passed at the second attempt shall carry its original total mark from the first attempt.
- d. Any module component failed at the first attempt and failed at the second attempt shall carry the higher component mark of the two attempts.
- e. Dates of assessment may be deferred only in extraordinary circumstances with the consent of the Programme Director. Medical grounds are only permitted in case of a medical certificate from a hospital, which needs to be submitted within 7 calendar days starting from the date of discharge from hospital, together with an application to the Programme Director. Deferred first assessments shall be treated as a first attempt.

A student may not resit any module that has been passed or a component of assessment that has received a mark of 40% or above.

### **Repetition.**

Students who are not able to pass a module in second attempt may retake the module. The final mark for the retaken course will be capped at 40%.

BA students have a possibility to retake a maximum of five modules throughout the programme. If a student fails to pass more than five modules, they are deleted from the programme under the discretion of the Examination Board.

### **Deletion from the Programme**

A BA student who failed three modules in one year or made no progress during a semester might be required to repeat the academic year/level by the programme director or the Examination Board. Deletion is automatic for BA students if they fail five modules in one academic year, fail more than five modules in the programme, or fail to pass a retaken module.

A deleted student may be allowed to enroll into their programme again, however, all marks have to be forfeited and the student begins with clear record.

### **Absence from Examinations and Assessments**

Absence from examination or assessment at Lazarski University is permitted only in extraordinary circumstances. Medical grounds are only permitted in case of a medical certificate from a hospital, which needs to be submitted within 7 calendar days starting from the date of discharge from hospital, together with an application to the Programme Director. The Programme Director shall have discretion to decide whether, on the basis of the evidence received, a student has been absent with good cause.

If a student completes a module but is absent from the examination/assessment concerned for good cause, the Programme Director may permit the student:

- a. to sit a supplementary examination, or
- b. to sit the examination or submit the assessed work as a first attempt on the next occasion on which the examination/assessment is scheduled to take place.

The provisions described at (i) and (ii) immediately above may be made only if:

- a. the Programme Director agrees that the supporting evidence is satisfactory,
- b. if the student's performance in other examinations or assessed work justifies such action.

A student who, without good cause, has been absent from any examination or failed to complete other forms of assessment by the required date, shall be awarded a zero mark for the examination/assessment concerned. This zero mark shall be treated as any other mark in an Examination Board's procedure for arriving at the degree result.

### **Thesis submission**

The above rules apply to the submission of the final BA thesis as well. In case of late delivery of the thesis (unless it was justified and extension was approved by the Programme Director), the final mark for the thesis will be capped at 40%. Students are to consult a detailed thesis/dissertation timetable circulated at the beginning of each academic year.

### **Time limits**

All requirements for the completion of the BA degree must be met within not more than 5 years from the start of the scheme.

## EXAMINATION BOARD

The Dean of the Faculty of Economics and Management shall establish Examination Boards for English-language programmes to consider results and make recommendations on students pursuing programmes leading to awards of the Coventry University. The Examination Boards shall convene at the end of the academic year, following the collection of final grades and exams for the passing year.

Examination Board is part of the quality assurance process. The decision whether a student can proceed to the next level of study belongs to the Examination Board.

The main tasks of Examination Board are to:

1. ensure that the diet of assessment established in the course scheme has been duly administered by scrutinizing examination scripts, projects, course work, and any other evidence of assessment;
2. ensure that marking has been fair, internally consistent, and consistent with marking in UK higher education institutions;
3. ensure that students have satisfied the programme and university regulations in order to either progress or qualify for an award of the accrediting UK institution;
4. determine appropriate action, such as re-sits, for students who have not satisfied the conditions for progression or qualification;
5. take into account any special circumstances that may have affected student performance in any element of assessment and apply appropriate measures if necessary;
6. take decisions on any borderline cases;
7. decide final degree classifications
8. discuss any cases of unfair practice or other breaches of the regulation,
9. make recommendations for future assessment exercises.

The principal options for progression are:

1. progress with no modules pending,
2. progress after compensation (with or without modules pending),
3. progress with modules pending with re-sits at the next available opportunity,
4. re-assessment with progression dependent on passing a certain number of modules,
5. repetition of the whole year if the number of failed modules is so large that re-assessment at the next opportunity is not permitted under the regulations,
6. exclusion from the programme if the number of failed modules is so large as to require a student to withdraw, or the student has run out of time to complete the programme, or has run out of re-sit opportunities under the regulations.

## ERASMUS EXCHANGE PROGRAMME

For double diploma BA in BE students, applying for Erasmus + programme will lead to the postponement of graduation from Lazarski University. Single diploma students can apply for Erasmus + programme with Programme Countries on a regular basis, as per Decision no. 2a/2015 of the Rector of Lazarski University of 10 February 2015 on funding and the mode of qualifying students of Lazarski University for the Erasmus + programme as well as for Erasmus+ programme with non-EU Partner Countries based on the Regulation No. 10/2015 of the Rector of the Łazarski University of 23 September 2015 on the rules for recruitment, funding and performance of studies.

For details, contact the Departmental Erasmus Coordinator (room 11, floor 9, sector F).



## UNFAIR PRACTICE – RULES REGARDING CHEATING AND PLAGIARISM

Cheating and plagiarism are strictly prohibited and shall be severely penalized. All work submitted by students will be checked using anti-plagiarism software and reports of the check will be use as evidence should plagiarism be detected. Students found guilty of cheating and/or plagiarizing will face the risk of being removed from the programme.

For more information on the **Unfair Practice Procedure** see Appendix B

## COMPLAINTS PROCEDURE

See Appendix C

## QUALITY ASSURANCE

The English-language programmes at Lazarski University are subject to university-wide quality assurance procedures as administered by the University Senate (*Senat*), the Board of the Faculty of Economics and Management (*Rada Wydziału*), the Executive Board of the Faculty of Economics and Management (*Komisja Programowa i Kolegium Dziekańskie*), and by Faculty Chairs (*Katedry*).

The overall responsibility for quality assurance of Lazarski's English-language programmes and their adherence to university-wide quality assurance procedures shall lie with the Dean of the Faculty of Economics and Management.

**The Dean** shall maintain regular contact with the Faculty Chairs, shall convene meetings of the Faculty Board and the Executive Faculty Board, and shall monitor the work of the Associate Dean in charge of English-language programmes.

**The Associate Dean** reports directly to the Dean of the Faculty of Economics and Management. He/she shall:

1. monitor the work of Programme Directors;
2. convene Committee of Inquiry hearings;
3. maintain contact with the external validating bodies;
4. oversee the general quality of the English-language Programmes.

**The Programme Directors** report directly to the Associate Dean for English-language Programmes. They shall :

1. set programme content, programme structure, and ensure that the programmes adhere to educational standards set forth by the Polish Ministry of Higher Education and are in accordance with British university best practices;
2. maintain regular contact with the teaching staff and students to assure proper quality of the teaching and learning process;
3. convene Examination Board meetings;
4. make decisions regarding unfair practice, student complaints, student appeals and verification as outlined in sections VI, VII, VIII, and IX of the *Rules and Regulations Governing English-Language Programmes*.

In addition to university-wide quality assurance procedures, Examination Boards, Programme Faculty Meetings shall act as additional checks for quality assurance for Lazarski University's English-language programmes.

# CORE MODULE DESCRIPTORS

(in the order in which they are offered)

## YEAR 1

### *Mathematics*

#### 1. MODULE SUMMARY

##### Aims and Summary

The goal of this course is to make students familiar with basic mathematical tools used in economy and business. Topics include sets, functions of one and several variables, matrix algebra, introduction to the derivative and integral. Some basic connections with economics will be presented, e.g. the production function, the logistic function, the Leontief input-output model, consumer surplus, etc.

##### Module Size and credits

CATS points	10
Total student study hours	100
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

##### Entry Requirements (pre-requisites and co-requisites)

N/A

##### Excluded Combinations

None

##### Composition of module mark (including weighting of components)

Final exam, 60%

Coursework, 40%, composed of two in-class exams worth 20% each.

##### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

##### Special Features

None

##### Course stages for which this module is mandatory

BA in Business Economics, Year 1

##### Course stages for which this module is a core option

None

#### 2. TEACHING, LEARNING AND ASSESSMENT

##### Intended Module Learning Outcomes

By the end of the course, students should be able to:

1. Apply the notions of a set and basic operations on sets;
2. Perform matrix operations, reduce matrices to row echelon form, solve systems of linear equations, use the Leontief input-output model to solve real world problems;
3. Utilize functions, continuity and limit, sketch graphs of elementary functions, such as polynomial, trigonometric and exponential functions;
4. Calculate the derivatives of a function, geometric and physical interpretations of the derivative, calculate and apply derivatives to find extreme points;
5. Utilize economic applications of the derivative such as marginal analysis and elasticity of demand;
6. Apply the concept of the definite and indefinite integral, have mastered basic techniques of integration such as substitution and integration by parts;
7. Utilize the notions of a partial derivative of a function of several variables, gradient, level curves, extreme points and constrained extreme points.

#### **Indicative Content**

1. Sets
2. Matrix algebra and systems of linear equations
3. Functions, limits, and continuity
4. Derivative of a function of one and several variables, and its connection with extreme points
5. Introduction to integration

#### **Teaching and Learning**

This module will be taught by means of lecture and workshops and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	0 hours	{0%}
<b>Self guided</b>	40 hours	{40%}
<b>Seminar</b>	30 hours	{30%}
<b>Workshop</b>	30 hours	{30%}
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1-7

Coursework, 40%, two in-class exams worth 20% each, will assess learning outcomes 1-7

#### **Date of last amendment**

15.07.2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

S. Warner, S. R. Costenoble, *Finite Mathematics and Applied Calculus* (Thomson, Brooks/Cole)

**Required Equipment**

None

**4. MODULE ORGANISATION**

**Module leader**

**Name** Krzysztof Beck, MA

**E-mail** beckkrzysztof@gmail.com

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Introductory Microeconomics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course aims at introducing undergraduate students to the principles of economic thinking. We start with the concept of *Homo Economicus* and show how rational decisions are made. Then students learn basic tools of economic analyses and their applications to their everyday lives.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of an in-class exam and a paper, each worth 20% of the final mark

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Apply basic tools of economic analysis to microeconomic problems.
2. Compare and contrast the workings of the price mechanism.
3. Explain the consequences of government intervention in price mechanism.
4. Interpret the behaviour of firms under different market structures .

#### **Indicative Content**

1. Introduction to economics
2. Thinking like economists

3. Interdependence and gains from trade
4. The market forces of supply and demand
5. Elasticity and its applications
6. Supply, demand and government policies
7. Consumers, producers and the efficiency of the markets
8. Application: The cost of taxation
9. Externalities
10. Public goods and common resources
11. The cost of production
12. Firms in competitive markets
13. Monopoly
14. Oligopoly
15. Monopolistic competition

### Teaching and Learning

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Each quiz will be solved and discussed during workshops. Tutorial guidance will be provided for exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	25 hours	(25%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	45 hours	(45%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess learning outcomes 1-4

Coursework, 40%, in-class exam and a paper (around 1500-2000 words), each worth 20% of the final mark, will assess learning outcomes 1-4

### Date of last amendment

15-07-2015

### 3. MODULE RESOURCES

#### Essential Reading

G. Mankiw, Principles of Microeconomics, 6<sup>th</sup> edition, 2011

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr.Jarostaw Neneman

**E-mail** neneman@uni.lodz.pl

#### Length and month of examination

120 minutes in January



**Expected teaching timetable slots**

No timetable information available.

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Business Ethics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of the course is to provide students with rudimentary knowledge of ethics, while emphasis will be put on ethical problems of economics and management. Some of the most important questions concerning ethics in contemporary business world (also in international context) will be presented to enable students to realize the importance of “values” and norms in “real” life while starting their own professional activities.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

On completion of this module student should be able to:

1. Demonstrate understanding of the meaning and the role of the most important concepts of ethics;
2. Interpret the notion of cultural dependence and conceptuality of ethics systems;
3. Illustrate the possible ethical approach in corporations;
4. Illustrate ethical problems of marketing and products development;
5. Demonstrate advantages and disadvantages of egoist or group oriented attitude

toward social relations;

6. Interpret potential threats to the personal freedom and dignity rights at the work place.

Indicative Content

1. Basic concepts of ethics from historical perspective: utilitarianism, contractarianism, objectivism and relativism, egoism vs. common values etc.
2. World's big ethical systems.
3. Company management: shareholder vs. stakeholder theories, social responsibility of business (environmental issues, bribing, international and intercultural business context etc.)
4. Organizational culture and ethics system in a company – interpersonal management values.
5. Rights of the employee and their corruption at the work place: privacy, discrimination, gender issues, mobbing etc.
6. Some product, customer ethical issues – drug testing, ethics and marketing, drug advertisement, etc.
7. Business ethics in international context – cultural relativity of values and norms, different ethics system – business ethics in Islamic countries, East Asia and influence of Confucianism.

### Teaching and Learning

This module will be taught by means of lecture, workshop and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Lecture</b>	30 hours	(30%)
<b>Self-guided</b>	55 hours	(55%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Comprehensive final exam, 60%, will assess learning outcomes 1-7

Coursework, 40%, composed of a paper (around 1500-2000 words), will assess learning outcomes 1-3

### Date of last amendment

15-07-2014

## 3. MODULE RESOURCES

### Essential Reading

W. H. Shaw, Business Ethics, Wadsworth Publishing, 2004

### Recommended Reading

Peter Singer (ed.), A Companion to Ethics, Blackwell Publishers, 1993

Laura P. Hartman, Perspectives in Business Ethics, McGraw-Hill/Irwin, 2004

### Required Equipment

None.

## 4. MODULE ORGANISATION

**Module leader**

**Name** Dr. Katarzyna Gmaj

**E-mail** k.gmaj@lazarowski.edu.pl

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** 09.07.2014

## *Current Issues of European and Global Economy*

### **1. MODULE SUMMARY**

The course will provide students with knowledge of European integration and globalisation (theory and practise). This course will analyze major issues with respect to international movements of goods, services, capital and people in the era of globalisation. The course will also address some aspects of economic growth and development such as the problem of efficiency or competitiveness of different socio-economic models, the role of government in conducting economic policies and some ecological challenges which may force us to restructure some of our priorities.

#### **Module Size and credits**

**CATS points** 10

**Total student study hours** 100

**Number of weeks** 12

**School responsible** Lazarski University, Faculty of Economics and Management

**Academic Year** 2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework , 40%, composed of one in-class exam and one group project, each worth 20% of the final mark

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

1. Upon completion of the course students will:
2. Interpret the opportunities and challenges posed by a rapidly changing international economic environment.
3. Apply basic economic tools to analyze and understand European integration and globalization.

4. Compare and contrast the choices the government has to make in order to make their economies more competitive

#### **Indicative Content**

1. Economic integration and globalisation as natural phenomenon of development-old and new determinants
2. Economic, Political and Social Consequences of Integration and Globalisation
3. International economic institutions (IMF, World Bank, WTO) and its impact on globalization
4. Multinational corporations and capital groups as new powerful actors in global economy
5. European Monetary Union, Euro, European Central Bank
6. European enlargement and its impact on Poland and her economic growth and competitiveness
7. Financial crisis and its impact on small and mid-sized countries like Poland

#### **Teaching and Learning**

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	20 hours	(20%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	10 hours	(10%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 4-6,

Coursework, 40%, composed of an in-class exam will assess learning outcome 2 and a group project (presentation + debate/written report) will assess learning outcomes 1, 3. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

#### **Date of last amendment**

15-07-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

1. Charles W. L. Hill International Business: Competing in the Global Marketplace" McGraw Hill. International Edition, 2011 or earlier editions ( related chapters)
2. The Global Competitiveness Report 2011-2012, WEF, 2011 (available on the web)

#### **Recommended Reading**

Poland: Competitiveness report 2012" World Economy Research Institute". WSE, Warsaw, 2012

R. Piasecki, M. Wolnicki, "The Evolution of Development Economics and Globalization", International Journal of Social Economics, London – New York, March 2004.

J. Bhagwati, In Defense of Globalization, Oxford 2004.

J. Stiglitz, Globalization and its Discontents, New York & London, 2005

#### **Required Equipment**

None

#### **4. MODULE ORGANISATION**

##### **Module leader**

**Name** Prof. Dr. hab. Wojciech Bienkowski

**E-mail** wbienkowski@gmail.com

##### **Length and month of examination**

120 minutes in January

##### **Expected teaching timetable slots**

No timetable information available

##### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

##### **Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *BABE Business Academic Writing I*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

This course will help students to participate actively in all forms of written assessment made in English, especially to write argumentative essays. The term starts with a diagnostic (placement) test, the aim of which is to assess students' level of English and discover what areas of grammar need to be revised in more detail. Instructions, model essays and analysis of their content, structure, style and vocabulary will be provided. The course starts with writing more complex sentences, paragraphs, especially introductions and conclusions. In addition, emphasis is put on plagiarism and use of sources, direct and indirect quotations with proper references and in-text citations. Students will write one in-class essay and in-class exam. The second one involves earlier preparation of sources and quotations, statistics and/or other data which will be used during essay writing, so students will be provided with an indicative topic beforehand. Students' mistakes are clearly indicated in terms of their type but are not corrected by the teacher, so that when essays and their copies are handed back to students, they are required to correct their mistakes themselves on the basis of remarks on paper and teacher's comments. Apart from making students more aware of their mistakes, such an approach will help them avoid these errors in the future.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam 60%

Coursework 40%, composed of an in-class exam (30%) and one essay (10%).

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1



## Course stages for which this module is a core option

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

On completion of the course, students should be able to:

1. Write argumentative essays in English on a variety of topics.
2. Use appropriate grammar and register as well as observe punctuation.
3. Make proper use of in-text citations and bibliography.

### Indicative Content

The course will focus on two activities: preparing and writing essays and reading model essays.

Students will also improve their command of English through a variety of tasks.

These will range from error correction to paraphrasing, depending on the content.

Key grammar points will be reviewed. The following areas will be covered:

1. Review of grammar (tenses, passive voice, modal verbs, relative clauses)
2. Punctuation.
3. Paragraph and outline of an essay, sequencing ideas
4. Quotations, footnotes, in-text citation and dealing with sources
5. Linking words
6. Personal and impersonal tone
7. Formal register and its characteristics; formal vs informal register
8. Summary and paraphrase
9. Argumentative essays

### Teaching and Learning

This module will be taught by means of workshops, which will include solving exercises, explanations, analyzing longer essays and other texts, and discussion, depending on the content of each class, as well as self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	0 hours	{0%}
<b>Self guided</b>	40 hours	{40%}
<b>Seminar</b>	0 hours	{0%}
<b>Workshop</b>	60 hours	{60%}
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1 and 2.

Coursework, 40%, composed of an in-class exam (30%) and one essay (500 words, 10%), will assess learning outcomes 1-3.

**Date of last amendment**

22.02.2015

**3. MODULE RESOURCES****THE MAIN TEXTBOOK**

Hogue, A & A Oshima, Writing Academic English, Pearson Longman, 2006

**ADDITIONAL TEXTBOOKS**

Graver, B D, Advanced English Practice, Oxford University Press, 1996

Jordan, R R, Academic Writing Course, Longman, 2002

McCuen, J R, A C Winkler, From Idea to Essay, Boston, 2001, 9<sup>th</sup> edition

Morley, J, P Doyle & I Pople, University Writing Course, Express Publishing, 2007

Vince, M, First Certificate Language Practice. English Grammar and Vocabulary, 4<sup>th</sup> edition, Macmillan, 2009

Vince, M, Macmillan English Grammar in Context. Advanced, Macmillan, 2008

Vince, M, Advanced Language Practice, Heinemann, 1994

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

**Name** mgr Piotr Kłossowicz

**E-mail** pklossowicz@gmail.com

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** July 2015

## *Introduction to Business*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

During this course students are introduced to general business principles that they can apply to their everyday lives. Through hands-on activities, tasks and projects, students will explore the basic principles of management and economics. The course will try to give a practical introduction into business activity by seeking to explore available cases of business practice as well as identifying links between economic theory and business reality.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a written group project

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Identify and interpret basic economic processes in surrounding world
2. Understand the breadth and scope of business and entrepreneurship
3. Sketch and operate a business plan
4. Illustrate economic principles by real cases
5. Identify links between economic theory and business reality

6. Understand the nature of firm, business-plan and financial statements, legal issues.
7. Critically examine business trends and relate them to the underlying economic.

#### **Indicative Content**

1. Introduction. How far is economic theory from business practice? Applied economy and its applications.
2. Entrepreneurship in changing environment, small vs large business. Internet Economy and e-business
3. Principles of market – factors influencing market structure. Family and home-based businesses.
4. Enterprise – structure, major indicators, general characteristic. How to value company? How to read financial statements?
5. Different ways of being an entrepreneur – starting a new business, buying an existing business, franchising and other alternatives
6. Legal structure for business activity
7. Business case – an economic side of business projects
8. Business plan – where theory meets reality. Case study: In search of your own business.
9. Business plan development: introduction, marketing, management and personnel, financing, risk.

#### **Teaching and Learning**

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Comments will be given, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	15 hours	(15%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	15 hours	(15%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1-7

Coursework, 40%, composed of a written group project (1500-2000 words) will assess learning outcomes 1-6. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

#### **Date of last amendment**

16-07-2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

P. Lambing, C. Kuehl, Entrepreneurship 4th ed., (New Jersey, Prentice Hall, 2007).

#### **Recommended Reading**

N. Scarborough, Essentials of Entrepreneurship and Small Business Management, 7<sup>th</sup> ed. (New Jersey, Prentice Hall, 2013).

R. Ebert, R. Griffin Business Essentials, 6th ed. (New Jersey, Prentice Hall, 2007).

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

**Name** Dr. Łukasz Konopielko

**E-mail** konop@gazeta.pl

##### **Length and month of examination**

120 minutes in January

##### **Expected teaching timetable slots**

No timetable information available.

##### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Introductory Macroeconomics*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

Over many years economists have developed some simple but widely applicable principles that help us understand almost any economic situation. The principal objective of the course is to help students learn macroeconomic principles and apply them to a variety of economic questions and issues. In particular: make them familiar with basic macroeconomic categories, stylized facts, transmission mechanisms and models; provide them with a good grasp of standard methods used by macroeconomists at this level, and indicate where and how to find, evaluate and use relevant data sources, including those available on the net.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40% , composed of in-class exam and a project, each worth 20% of the final mark

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

On completion of this module a student should be able to:

1. Interpret and measure main macroeconomic categories
2. Identify main sectors of an economy and flows between them

3. Measure the economic flows [national/social accounting]
4. Illustrate what an economic model is and how to build and handle one.
5. Employ the basics of comparative statics analysis and use simple maths for multiplier analysis
6. Distinguish between short and long run analyses and models
7. Interpret the determinants of output in the long run.
8. Understand the basic features of a labour market and understand the measures of un/employment
9. Explain basic categories in the area of money and banking, both historically and at present
10. Analyze the basics of short run fluctuations: understand and employ static/deterministic versions of the simple Keynesian [algebra and graphic exposition] and the IS-LM model [mostly graphical exposition and analysis] – both in a closed economy version)
11. Describe and know how to measure the effects of basic types of macroeconomic policies in the short run
12. Relate the ISLM analysis to the AD-AS framework

### **Indicative Content**

1. Introduction to Macroeconomics. What Macroeconomics is about, and what Macroeconomists do.
2. Measurement of economic activity and its outcomes – circular flow of goods and services and social accounting
3. Measuring the price level and inflation
4. Labour and labour market. Wages and unemployment.
5. Economy in the Long Run. Economic Growth and productivity
6. Economy in the Long Run. Capital markets: saving, investment and financial intermediaries
7. Economy in the Short Run. Short-term economic fluctuations
8. Economy in the Short Run. Money and Banking
9. Economy in the Short Run. Rudimentary IS-LM model (closed economy, graphical exposition)
10. Economy in the Short Run. Stabilizing the Economy: the role of fiscal policy.
11. Economy in the Short Run. Stabilizing the Economy: the role of monetary policy
12. Economy in the Short Run, From ISLM to AD-AS analysis
13. New Keynesian Philips curve: expectations and inflation policy

### **Teaching and Learning**

This module will be taught by means of lectures, workshops, and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprise s:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	25 hours	(25%)

**Workshops** 45 hours (45%)

**Discussions** 0 hours (0%)

**Total** 100 hours

### **Method of Assessment (normally assessed as follows)**

The final grade for the course will consist of the following elements:

Final exam, 60%, learning outcomes 1-12

Coursework, 40%, composed of an in-class exam will assess learning outcomes 1-5 and a project will assess learning outcomes 1-12

### **Date of last amendment**

15.07.2014

## **3. MODULE RESOURCES**

### **Essential Reading**

McDowell, Thom, Frank, Pastine and Bernanke; Principles of Economics; McGraw-Hill, 2012, third European edition (chapters 16 through 28)

### **Recommended Reading**

1. Abel A., Bernanke B., Croushore D. (2014) "Macroeconomics" Prearson, 8th edition
2. Williamson S. (2014) "Macroeconomics", Pearson, 5th edition
3. Mankiw G. (2010) "Macroeconomics" Worth Publishers, 7th edition
4. Begg, Fischer, Dornbusch, Economics 9/e of Feb. 2008;
5. John B. Taylor and Akila Weerapana, Principles of Economics: Global Financial Crisis Edition, 6th Edition (2010)

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Prof. Joanna Dziato

**E-mail** jdziato@uni.lodz.pl

### **Length and month of examination**

120 minutes in June

### **Expected teaching timetable slots**

No timetable information available

### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

### **Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014



## *Introduction into Economic Analysis*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course is an overview of how you can use mathematics to solve economic problems. We will discuss static (equilibrium) analysis and comparative static analysis in the microeconomic and macroeconomic context. We will examine, how marginal analysis is used as a tool in the decision-making process. The course will introduce basic optimization methods which are at the core of decision making when resources are scarce. We will discuss models of macroeconomic policy and firm's profit maximization in a formal mathematical setup.

#### **Module Size and Credits**

<b>CATS points</b>	20
<b>Total student study hours</b>	200
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of two in-class exams each worth 20% of the final mark

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Interpret the concept of partial and general market equilibrium
2. Solve linear models using matrix algebra
3. Use comparative static analysis and grasp its limitations

4. Apply different approaches to comparative-statics of general-function models (total derivatives and total differentials and the implicit-function rule)
5. Apply comparative static-analysis to basic economic models such as: partial and general equilibrium models, simple Keynesian models, IS-LM model
6. Use differential calculus to solve unconstrained and equality-constrained optimization problems (e.g. the consumer choice model).

### Indicative Content

Numbers in parentheses refer to the chapters in Chiang's textbook

1. Partial Market Equilibrium – A Linear Model (3)
2. General Market Equilibrium – Two- and N-Commodity Case (3)
3. Keynesian National-Income Model, (3.5)
4. Linear Algebra – Vectors and Matrices: (4)
5. Cramer's Rule – Chiang, (5)
6. Keynesian model
7. Linear IS-LM Model: Government Policy in a Closed and Open Economy, (5.6)
8. Leontief Input-Output Model, (5.7)
9. Revision of derivatives, (6)
10. Derivatives of functions of many variables, (7)
11. Applications of derivative rules into economics, e.g. Marginal and Average Revenue and Cost Functions (7.2)
12. Comparative-Static Analysis of Basic Models, (7.5)
13. Differentials and Point elasticity, (8.1 and 8.2)
14. Comparative Statics of General-Functions Model – Total Differentials and Derivatives. Derivatives of Implicit Functions, (8)
15. Keynesian and IS-LM Models Revisited, (8.6)
16. Optimization as a Variety of Equilibrium Analysis: Profit and Cost Functions, (9.1 – 9.4)
17. Attitudes Toward Risk, (9.3)
18. Optimization of Functions with Many Variables, (12.1)
19. Utility Maximization and Consumer Demand; Lagrange Multipliers, (12.5)

### Teaching and Learning

This module will be taught by means of lectures, workshops, and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	45 hours	(22,5%)
<b>Self guided</b>	110 hours	(55%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	45 hours	(22,5%)
<b>Total</b>	200 hours	

**Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Comprehensive final exam, 60%, will assess learning outcomes 1-6

Coursework, 40%, composed of two in-class exams will assess learning outcomes 1-6

**Date of last amendment**

15.07.2014

**3. MODULE RESOURCES****Essential Reading**

Alpha Chiang and Kevin Wainwright, *Fundamental Methods of Mathematical Economics*, McGraw Hill, 4<sup>th</sup> Edition, 2005 (chapters 3 through 9)

**Recommended Reading**

Carl P. Simon and Lawrence E. Blume, *Mathematics for Economists*, W. W. Norton & Company, 1994

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

**Name** Prof. Maciej Krzak

**E-mail** maciej.krzak@lazarowski.pl

**Length and month of examination**

120 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Economics of European Integration*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course aims to introduce undergraduate students to the theory and development of European integration and the process of economic integration of European states. Students will be familiarized with current issues of European integration, including the operation of the single market and functioning of the Euro zone.

#### **Module Size and credits**

CATS points 10

Total student study hours 100

Number of weeks 12

School responsible Lazarski University, Faculty of Economics and Management

Academic Year 2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, student should be able to:

1. Explain the basic economic rationale for integration.
2. Identify key drivers for integration of major economic blocs of states.
3. Evaluate the functioning of the European Union
4. Explain the role and mechanism of integration institutions.
5. Evaluate prospects for further European integration.
6. Identify and explain the processes caused by integration of states.

### **Indicative Content**

1. Assessment of basic theoretical concepts of integration.
2. How the process of European integration started after the Second World War
3. The mechanism of international integration.
4. European monetary integration and the related controversies
5. How the integration process in Europe can be strengthened.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study. Formative Assessment: Comments will be given on assessments and tutorial guidance will be provided for coursework and final exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hour (0%)
<b>Lecture</b>	15 hours (15%)
<b>Self guided</b>	70 hours (70%)
<b>Seminar</b>	15 hours (15%)
<b>Workshop</b>	0 hours (0%)
<b>Total</b>	100 hours

### **Method of Assessment (assessed as follows)**

Final exam, 60%, will assess learning outcomes 1-6

Coursework, 40%, composed of a paper (1500-2000 words) will assess learning outcomes 1-6

### **Date of last amendment**

15.07.2015

### **3. MODULE RESOURCES**

#### **Essential Reading**

Richard Baldwin and Charles Wyplosz, *The Economics of European Integration*, Fourth Edition, McGraw-Hill, 2012.

#### **Recommended Reading**

Willem Molle, *The Economics of European Integration. Theory, Practice, Policy*, Fifth Edition, Ashgate Publishing Company, 2006.

Wim Meeusen, *The Economic Crisis and European Integration*, Edward Elgar Publishing, 2011.

#### **Required Equipment**

None

### **4. MODULE ORGANISATION**

#### **Module leader**

**Name** Dr. Zygmunt Janiec

**E-mail:** 49janiec@gmail.com

#### **Length and month of final examination**

120 minutes in June

#### **Expected teaching timetable slots**

No timetable information available. Timetable information should be verified with the School responsible for the module

### **Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *Information Technology for Business*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course aims at teaching students theoretical and applied econometrics. Students will learn different models.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

None

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of an in-class exam worth 40% of the final mark

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Manage their own file sources,
2. Prepare and format text,
3. Practice calculations and present its graphic results,
4. Sketch simple database,
5. Practice work/project presentations.
6. Operate effectively with different computer programs

#### **Indicative Content**

1. Preparing database in Microsoft Excel - The idea of database is presented to students. Students obtain information how databases for economic analysis shall be prepared. They are given a database with non-numerical data in the

case of qualitative variables and they rearrange it in a such way that numerical values are in all cells. Students prepare the database in order to be appropriate for panel data analysis.

2. Graphical methods of presentation data - Students are given information concerning preparing graphs. Graphical methods of presenting qualitative data, quantitative data, time series and stock exchange data are explained. Methods of drawing pie charts, bar graphs, scatter plots and linear graphs are exercised.
3. Logical, address and database functions in Microsoft Excel - Various functions are shown and students are given exercise, in which they have to use these functions.
4. Mathematical functions in Microsoft Excel -Mathematical functions are presented in Excel. Students solve simple mathematical exercises.
5. Mathematical calculations in Microsoft Excel - Students solve more advanced mathematical problems (for example solving integrals) using Microsoft Excel.
6. Financial analysis in Microsoft Excel - Basic financial functions are explained and basic categories concerning financial analysis are calculated.
7. Visual Basic in Microsoft Excel -Simple programmes are written in VBA. Students are given exercises, in which they have to facilitate a work in sheet after using Macro.
8. Microsoft Access I - Microsoft Access database is presented. Students are shown, how this database shall be prepared.
9. Microsoft Access II - Further work with Microsoft Access.
10. Mathematical expressions, graphs and tables in Microsoft Word - Students are presented how texts with mathematical expressions, graphs and tables shall be prepared in Microsoft Word.
11. Microsoft Power Point I - Idea of Microsoft Power Point is presented and basic functions are shown.
12. Microsoft Power Point II - Students conduct simple research and present the results using Microsoft Power Point

### Teaching and Learning

This module will be taught by means of workshops and self-directed study.

Formative Assessment: Comments will be given on assessments and tutorial guidance will be provided for coursework and final exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	55 hours	(55%)
<b>Workshop</b>	45 hours	(45%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess all learning outcomes

Coursework, 40%, composed of an in-class exam will assess all learning outcomes



**Date of last amendment**

15-07-2014

**3. MODULE RESOURCES****Essential Reading**

J. Walkenbach, H. Tyson, M.R. Groh, F. Wempen, L.A. Bucki, *Microsoft Office 2010, Bible*, Wiley Publishing Inc., 2011

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

**Name** Dr. Olha Zadorozhna

**E-mail** olha.zadorozhna@lazarski.pl

**Length and month of examination**

120 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *BABE Business Academic Writing II*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

This course will help students to participate actively in all forms of written assessment made in English, especially to write cause and effect as well as comparison and contrast essays. Instructions, model essays and analysis of their content, structure, style and vocabulary will be provided. Students will write two essays: an in-class essay and in-class exam. The second one involves earlier preparation of sources and quotations, statistics and/or other data which will be used during essay writing, so students will be provided with an indicative topic beforehand. Students' mistakes are clearly indicated in terms of their type but are not corrected by the teacher, so that when essays are handed back to students, they are required to correct their mistakes themselves on the basis of remarks on paper and teacher's comments. Apart from making students more aware of their mistakes, such an approach will help them avoid these errors in the future. Also, students learn and practice specific stylistic skills through a variety of exercises.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of an in-class exam (30% of the final mark) and an essay (10%).

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component(s) and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 1

#### **Course stages for which this module is a core option**

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

On completion of this term, students should be able to:

1. Write longer papers and essays in English on a variety of topics.
2. Use more advanced grammar.
3. Be sensitive to stylistic issues.

### Indicative Content

1. Linking words.
2. Avoiding repetition as opposed to repetition for emphatic purposes.
3. Emphatic sentences & inversion.
4. Comparison and contrast essays.
5. Cause and Effect Essays.

### Teaching and Learning

This module will be taught by means of workshops and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	10 hours	(10%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	90 hours	(90%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1, 2, and 3.

Coursework, 40%, composed of an in-class exam (essay, 500 words, 30%) and one essay (500 words, 10%). Both will assess learning outcomes 1-3

### Date of last amendment

22.02.2015

## 3. MODULE RESOURCES

### THE MAIN TEXTBOOK

Hogue, A & A Oshima, Writing Academic English, Pearson Longman, 2006

### ADDITIONAL TEXTBOOKS

Graver, B D, Advanced English Practice, Oxford University Press, 1996

Macpherson, R, English for Academic Purposes, Wydawnictwo Naukowe PWN, Warszawa, 2004

McCarthy M & F O'Dell, Academic Vocabulary in Use, Cambridge, 2008

McCuen, J R, A C Winkler, From Idea to Essay, Boston, 2001, 9<sup>th</sup> edition

Vince, M, Macmillan English Grammar in Context. Advanced, Macmillan, 2008

Vince, M, Advanced Language Practice, Heinemann, 1994

### Required Equipment

None.

#### 4. MODULE ORGANISATION

##### Module leaders

Name mgr Piotr Kłossowicz

E-mail [pklossowicz@gmail.com](mailto:pklossowicz@gmail.com)

##### Length and month of examination

120 minutes in June

##### Expected teaching timetable slots

No timetable information available

##### Subject Quality and Approval information

Board of Study Faculty Collaborative Provision Committee

Subject Assessment Board Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC July 2015

## YEAR 2

### *Intermediate Microeconomics*

#### 1. MODULE SUMMARY

##### Aims and Summary

The aim of this course is to give students the conceptual basis and the necessary tools for understanding modern microeconomics at an intermediate level. This course makes some use of calculus. The course covers two broad areas: the theory of the consumer, and the theory of supply (including monopoly).

##### Module Size and credits

CATS points	10
Total student study hours	100
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

##### Entry Requirements (pre-requisites and co-requisites)

Introduction to Microeconomics

##### Excluded Combinations

None

##### Composition of module mark (including weighting of components)

Final exam, 60%

Coursework, 40%, composed of an in-class exam

##### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

##### Special Features

None

##### Course stages for which this module is mandatory

BA in Business Economics, Year 2

##### Course stages for which this module is a core option

None

#### 2. TEACHING, LEARNING AND ASSESSMENT

##### Intended Module Learning Outcomes

Upon completion of this course, students will be able to:

1. Analyse consumer behaviour and choice, including choice under uncertainty
2. Analyze the behaviour of the firm
3. Relate market structure to price and output
4. Solve consumer's utility maximization problem with use of both diagnosis and mathematics.

5. Debate the change in economic parameters result to changes in agent's behavior using the Slutsky identity.
6. Solve profit maximization problem for a firm in different market structures.
7. Test the analytical approach to solve microeconomics problems

#### **Indicative Content**

1. Budget constraint
2. Preferences
3. Utility
4. Choice
5. Demand
6. Slutsky equation
7. Buying and selling
8. Intertemporal choice
9. Technology
10. Profit maximization
11. Cost minimization
12. Cost curves
13. Firm supply
14. Industry supply
15. Monopoly

#### **Teaching and Learning**

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Each assessment element will be discussed during workshops. Tutorial guidance will be provided for exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	40 hours	(40%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

Final exam, 60%, will assess learning outcomes 1-7

Coursework, 40%, composed of an in-class exam will assess learning outcomes 1-7

#### **Date of last amendment**

15-07-2015

### **3. MODULE RESOURCES**

#### **Essential Reading**

H. Varian, *Intermediate Microeconomics*, 8th ed., Norton, 2010

T. Bergstrom, H. Varian, *Workouts in Microeconomics*, 8<sup>th</sup> ed. 2010

#### **Recommended Reading**

R. Pindyck, Rubinfeld D., *Microeconomics*, 6th ed. Prentice Hall International

J. Hirschleifer, A. Glazer, D. D. Hirschleifer, Price Theory and Applications, 7<sup>th</sup> ed. Cambridge University Press, 2005

Robert Frank, Microeconomics and behaviour, 8<sup>th</sup> ed. The McGraw-Hill, 2010.

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Jaroslaw Neneman

**E-mail** neneman@uni.lodz.pl

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available. Timetable information should be verified with the School responsible for the module

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

# *Macroeconomic Policy*

## 1. MODULE SUMMARY

### **Aims and Summary**

Macroeconomic theory as well as policy have been the subject of an often heated debate. This course is aimed at exposing you to different schools of thought on macroeconomic policy and current controversies to highlight the consequences of alternative economic policies against the backdrop of the recent Great Recession and ongoing public-debt crisis in the eurozone. We will discuss how the framework for monetary policy has changed in response to the challenges of Great Recession. Before that you need to revise and expand your knowledge on counter-cyclical macroeconomic policy issues: fiscal and monetary policy in a setup of a small and large open economy. Thus, the IS-LM-BP (Mundell-Fleming) model will be analyzed thoroughly along with the IS - Taylor's Rule Curve (TRC) model as a more realistic alternative to the control over money supply. However, the price level is assumed as fixed in this model, which is a controversial assumption so we will move on to a richer setup, i.e. the aggregate demand-aggregate supply model (AD-AS), in which prices can change. This model will be used to discuss the relationship between inflation and unemployment and the impact of demand and supply shocks that hit the global economy and how the macroeconomic policy should respond to them. This will bring us to the role of expectations about inflation in shaping macroeconomic policy and how they affect its efficacy: We will discuss whether policymakers face a trade-off between inflation and unemployment (a so-called Phillips curve) and how the time-inconsistency of optimal policy amends it. In this way, we will enter the debate on policy rules versus discretion. Arguments pro and con the central bank independence and rules for monetary policy will be outlined in this context, using the Fed and ECB as examples. On the fiscal policy side, the failure by governments to limit public deficits and debt has sparked a lively discussion among economists, in particular on the pros cons of austerity, i.e. large fiscal consolidations to avoid a default. These issues will be illustrated by the policy response to the recent public-debt crisis in the euro area and the attempts to introduce rules to fiscal policy: the European Stability and Growth Pact and the latest efforts to foster more discipline in the conduct of fiscal policy by national governments within EU will serve as examples.

### **Module Size and credits**

<b>CATS points</b>	5
<b>Total student study hours</b>	50
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

### **Entry Requirements (pre-requisites and co-requisites)**

Introductory Microeconomics and Macroeconomics, Mathematics, Introduction to



Economic Analysis

**Composition of module mark (including weighting of components)**

Final exam, 60% (a comprehensive test)

Midterm exam, 40%

**Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component(s) and/or examination as appropriate.

**Special Features**

None

**Course stages for which this module is mandatory**

BA in Business Economics, Year 2

**Course stages for which this module is a core option**

None

**2. TEACHING, LEARNING AND ASSESSMENT**

**Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Analyse the effectiveness of different policy approaches.
2. Appraise alternative macroeconomic theories to real world problems, analyze and conceptualize economic policies in changing institutional frameworks.
3. Appraise the potential benefits, but also the limitations of macroeconomic policies.
4. Contrast conventional with unconventional methods of conducting monetary policy
5. Analyse the relationship between fiscal deficits and public debts
6. Appraise the impact and efficiency of alternative macroeconomic reforms, aimed at boosting long-term prospects of an economy.

**Indicative Content**

Macroeconomic policy in the short-run: the closed economy IS-LM model:

1. BW chapter 10 and Chiang ch. 8.6

The open economy IS-LM model: macroeconomic policy under flexible and fixed exchange rates:

2. BW ch. 11 and Chiang 8.6 for flexible exchange rates

Monetary Policy in Practice – Goals, the Taylor Rule:

3. BW ch. 9.4 and 10.5
4. Mervin King, “Twenty Years of Inflation Targeting”, The Stamp Memorial Lecture, London School of Economics, 9 October 2012, Bank of England website (in speeches)

Monetary Policy and the Great Recession [1] – the Zero Bound for Interest Rates:

5. FOMC Statement, September 13, 2012, *www.federalreserve.gov* in press releases
6. Frederic Mishkin, „Monetary Policy Strategy: Lessons from the Crisis”, ECB Central Banking Conference, “Monetary Policy Revisited: Lessons from the Crisis,” Frankfurt, November 18-19, 2010. December 2010, ECB website

7. Ben Bernanke, "Monetary Policy since the Onset of the Crisis", Federal Reserve Bank of Kansas City Economic Symposium, Jackson Hole, August 31, 2012, [www.federalreserve.gov/press releases/speeches](http://www.federalreserve.gov/pressreleases/speeches)
8. Jeremy C. Stein "Evaluating Large-Scale Asset Purchases", speech at the Brookings Institution, Washington D.C., October 11, 2012, [www.federalreserve.gov/press releases/speeches](http://www.federalreserve.gov/press releases/speeches)

Monetary Policy and the Great Recession [2] – Financial Stability:

9. Frederic Mishkin, „Monetary Policy Strategy: Lessons from the Crisis”, ECB Central Banking Conference, "Monetary Policy Revisited: Lessons from the Crisis," Frankfurt, November 18-19, 2010. December 2010, ECB website
10. Jorg Asmussen, "Stability Guardians and Crisis Managers: Central Banking in Times of Crisis and Beyond", distinguished lecture at Goethe Universität on Sep. 11, 2012, ECB website, in speeches

Output, unemployment and inflation – the Phillips curve:

11. BW ch. 12.1 – 12.3; 12.4.6 and 12.5

Aggregate Demand and Supply Model - Policy response to demand and supply shocks:

12. BW 13.1 and 13.4

Expectations and Stabilization Policy: Rules versus discretion: time inconsistency of optimal policy, central-bank independence:

13. BW ch. 16.1-3 and optional WebAppendix 14
14. RDS ch. 17; RDS 21

Public Deficits and Debt Sustainability - The euro area public debt crisis:

15. BW ch. 17
16. IMF, "The Good, the Bad and the Ugly", chapter 3, World Economic Outlook, October 2012
17. IMF, "Fiscal Monitor", pp. 1- 24 ( in particular the part on public debt), October 2012, a mathematical handout

Policies for the Long-run: Market Failures, Supply-side economics:

18. BW ch. 18

### Teaching and Learning

This module will be taught by means of seminars and self-directed study. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	0 hours	{0%}
<b>Self guided</b>	20 hours	{40%}
<b>Seminar</b>	30 hours	{60%}
<b>Workshop</b>	0 hours	{0%}
<b>Total</b>	50 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess all learning outcomes

Midterm exam, 40%

**Date of last amendment**

02.24.2015

### 3. MODULE RESOURCES

#### Essential Reading

Michael Burda and Charles Wyplosz, "Macroeconomics, A European Text", Oxford University Press, 6e, 2012 ( called BW)

(The 5e from 2009 can be used for most material, but it misses the material on the global crisis.)

Olivier Blanchard, Giovanni Dell'Ariccia, and Paolo Mauro, "Rethinking Macroeconomic Policy", IMF Staff Position Note, SPN/10/03, February 2010

Olivier Blanchard, Giovanni Dell'Ariccia, and Paolo Mauro, "Rethinking Macroeconomic Policy II: Getting Granular", IMF Staff Discussion Note, SDN/13/03, April 15, 2013

#### Recommended Reading

Rudiger Dornbusch, Stanley Fischer and Richard Startz, "Macroeconomics", McGraw-Hill, 10<sup>th</sup> edition, 2008, chapter 21 or 9<sup>th</sup> edition, 2004 chapter 20 (called DFS)

Alpha Chiang and Kevin Wainwright, Fundamental Methods of Mathematical Economics, McGraw Hill, 4<sup>th</sup> Edition, 2005 (called Chiang), chapters: 5.6 and 8, in particular the section 8.6 on the IS-LM model.

Other readings appear in due course.

#### Required Equipment

None

### 4. MODULE ORGANISATION

#### Module leaders

**Name** Prof. Maciej Krzak

**E-mail** maciej.krzak@lazarowski.pl

#### Length and month of examination

120 minutes in January

#### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** July 2015

## *Mathematical Economics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course will extend your knowledge on how to use the mathematical tool-kit in economic applications. It will supplement Introduction to Economic Analysis, which was a course in statics and expose you to a dynamic analysis, i.e. introduce the analysis over time. You will learn, among others, how to compute the time value of money; how to evaluate the profitability of investment projects, bond yields and how long you should store wine or when it is optimal to chop the trees. We will also study how economies grow in simple setups, when there is only one input or two inputs. Finally, we will discuss how we can model a dynamic market and what conditions on its parameters have to be imposed so that the market price converges toward equilibrium over time. We will discuss under which conditions the equilibrium is stable or unstable. In general, we compare equilibria after a disturbance to an exogenous variable or a parameter by performing a comparative-static analysis, but we do not say anything about the adjustment process. In the dynamic analysis we are interested in the adjustment process, i.e. whether and how the system returns to an equilibrium after a disturbance.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Principles of Micro- and Macroeconomics, Mathematics (calculus, integrals and logarithms), Introduction to Economic Analysis

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of an in-class exam

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 2

#### **Course stages for which this module is a core option**

None

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

By the end of the course students will be able to:

1. Test rudimentary dynamic analysis
2. Debate and test the concept of time value of money
3. Appraise time in the economic analysis in discrete and continuous version
4. Examine the role of uncertainty in investment decisions
5. Solve linear differential equations
6. Analyze neoclassical growth model in a continuous time frame and solve it for the Cobb-Douglas setup

### Indicative Content

1. Natural Exponential Functions and the Problem of Growth, Chiang ch. 10.
2. (Natural) Logarithms, Logarithmic Functions and their Application to Calculations of Elasticity and Growth Rates, Chiang ch.10
3. Simple Problems of Optimal Timing, Chiang ch. 10.
4. Proper and Improper Integrals, Chiang ch.14
5. Economic Applications of Integrals – Investment, Chiang ch. 14.5
6. Problems of Optimal Timing Revisited
7. Continuous Time: First –Order Linear Differential Equations, Chiang ch. 15.
8. Dynamics of Market Price, Chiang ch. 15.2
9. The Qualitative-Graphic Approach 15.6
10. Digression on the Cobb-Douglas (Production, Utility) Function, Chiang ch. 12.6
11. Solow's Growth Model, Chiang 15.7

### Teaching and Learning

This module will be taught by means of lecture, seminars and self-directed study.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	0 hours	{0%}
<b>Self guided</b>	55 hours	{55%}
<b>Seminar</b>	30 hours	{30%}
<b>Workshop</b>	15 hours	{15%}
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess all learning outcomes

Coursework, 40%, composed of an in-class exam will assess learning outcomes 1-4

### Date of last amendment

15-07-2015

## 3. MODULE RESOURCES

### Essential Reading

Alpha Chiang and Kevin Wainwright, Fundamental Methods of Mathematical Economics, McGraw Hill, 4<sup>th</sup> Edition, 2005

### Required Equipment

None

#### 4. MODULE ORGANISATION

##### Module leader

**Name** Prof. Maciej Krzak

**E-mail** maciej.krzak@lazarowski.pl

##### Length and month of examination

120 minutes in January

##### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Statistics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to learn basic statistical concepts in business, economics, and the other social sciences. Therefore a course offers a balanced presentation of fundamental statistical theories and methods, along with practical advice of their effective application to real-world problems. Beyond simply teaching of the methods, a primary objective of the course is to improve students' 'statistical thinking' abilities in order to promote their beneficial use in practice.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Mathematics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of an in-class exam

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 2

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

1. Generate and use basic graphical and numerical descriptive methods;
2. Apply basic estimation and testing procedures;
3. Use basic methods of the analysis of correlation;
4. Conduct simple and multiple regression analyses;
5. Apply dynamic analysis;
6. Appraise statistical studies;
7. Translate and communicate the results of statistical analyses to management;

8. Manage the statistical problem solving process

#### Indicative Content

1. Data acquisition and management (data sets and data sources, various kind of data observation, data collecting, errors in data sets);
2. Data patterns (displays of qualitative and quantitative data, displays of bivariate data, frequency distributions, data models and residual analysis, misleading graphic presentations);
3. Data summary measures (measures of position, measures of variability, measures of skewness)
4. Basic combinatorics
5. Basic probability concepts (random trials, sample space and events, probability distributions, basic probability theorems, expected value, variance and standard deviation, Bayes rule),
6. Probability distributions for discrete random variables: binomial, multinomial, geometric, hypergeometric, Poisson
7. Probability distributions for continuous random variables: uniform, exponential, normal);
8. Statistical sampling (populations, censuses and samples, simple random sampling for finite and infinite population, sample statistics and population parameters
9. Estimation and testing (point estimation and sampling distribution of  $\bar{x}$  and selected other parameters, interval estimation of selected parameters of population, tests for population parameters)

#### Teaching and Learning

This module will be taught by means of lecture and workshops and self-directed study. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	25 hours	(25%)
<b>Seminar</b>	45 hours	(45%)
<b>Total</b>	100 hours	

#### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess all learning outcomes

Coursework, 40%, composed of an in-class exam will assess learning outcomes 1-8

### 3. MODULE RESOURCES

#### Essential Reading

J.Sincich, T. McClave, *Statistics*, Prentice Hall,

C.M. Grinstead, J.L Shell, *Introduction to Probability*

#### RECOMMENDED READING

Berenson, M. L., Levine, D.M. and D. Rindskopf, *Applied statistics. A first Course*, Prentice Hall 1988.

#### Required Equipment

None.



#### 4. MODULE ORGANISATION

##### Module leader

**Name** Prof. Waldemar Florczak

**E-mail** florczakwaldemar@gmail.com

##### Length and month of examination

120 minutes in January

##### Expected teaching timetable slots

No timetable information available

##### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Regional Economics*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

The course will provide insights into the spatial dimension of economic systems. Students will learn how to analyze formally the influence of changes in economic space on affected communities and societies, and how to assess economic development of regions. Moreover, possible government interventions aimed at modifying regional processes or their consequences will be discussed, both in theory and in their practical application in the European context.

#### **Module Size and credits**

<b>CATS points</b>	5
<b>Total student study hours</b>	50
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Microeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Coursework, 100%, composed of a project

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 2

#### **Course stages for which this module is a core option**

None

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

Upon completion of this course students will be able to:

1. Appraise geographical determinants of economic success of different regions,
2. Analyze systematically economic developments in regions and their competitiveness,
3. Compare and contrast the motives and instruments of regional policy.

## Indicative Content

1. Introduction to Urban and Regional Economics
2. Determinants of Spatial Concentration and Wealth of the countries.
3. Location and Size of the Cities
4. Urban and Rural Land Use Patterns
5. Factors of Regional Development and Specialization
6. Traditional Tools of Regional Economic Analysis
7. Regional Policy: Goals, Actors and Instruments

## Teaching and Learning

This module will be taught by means of lectures and workshops, the latter including work on problems and discussions. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	20 hours	(40%)
<b>Seminar</b>	30 hours	(60%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	50 hours	

## Method of Assessment (normally assessed as follows)

Coursework, 100%, composed of a group project including a presentation of findings will assess all learning outcomes. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

## Date of last amendment

17-07-2015

## 3. MODULE RESOURCES

### Essential Reading

1. "An Introduction to Regional Economics", 3<sup>rd</sup> edition. Edgar M. Hoover, Frank Giarratani, Freely
2. The Colonial Origins of Comparative Development: An Empirical Investigation. Daron Acemoglu, Simon Johnson, James A. Robinson. The American Economic Review, Vol. 91, No. 5 (Dec., 2001), pp. 1369-1401, available: <http://economics.mit.edu/files/4123>
3. Economic approach to the cities, Edward L. Glaeser, available: <http://www.nber.org/papers/w13696.pdf>
4. The Global Competitiveness Report 2014–2015, World Economic Forum, [http://www3.weforum.org/docs/WEF\\_GlobalCompetitivenessReport\\_2014-15.pdf](http://www3.weforum.org/docs/WEF_GlobalCompetitivenessReport_2014-15.pdf)

### Recommended Reading

"Urban Economics", 3<sup>rd</sup> edition (or more recent). Arthur O'Sullivan, IRWIN

### Required Equipment

None.

#### 4. MODULE ORGANISATION

##### Module leader

**Name** dr. Sergiusz Prokurat

**E-mail** sergiusz.prokurat@gmail.com

##### Length and month of examination

None

##### Expected teaching timetable slots

No timetable information available

##### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

# *Introduction to Strategic Management*

## **1. MODULE SUMMARY**

### **Aims and Summary**

This is an introductory course to the entire field of strategic management and strategy. It introduces fundamental theoretical concepts and techniques for analysis within the field of knowledge.

The course is aimed at introducing the student to modern techniques in strategic management. Important factors crucial in achieving success are discussed including other critical issues on a global scale. The student will be taught the decision-making process through the identification of critical factors and proposing rational solutions.

### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

### **Entry Requirements (pre-requisites and co-requisites)**

Introduction into Business course

### **Excluded Combinations**

None

### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a group business case analysis

### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

BA in Business Economics, Year 2

### **Course stages for which this module is a core option**

N/A

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

After the course, the students will be able to:

1. Analyze the company's internal and external environments in order to understand sources of competitive advantages as well as to identify opportunities and threats.
2. Analyze the national and international strategy of large companies

3. Examine the effectiveness of a company's implementation of strategies at the local and corporate level
4. Propose and discuss strategic actions aimed at maintaining or creating competitive advantages.

#### **Indicative Content**

1. Introduction to strategy
2. Objectives of Strategic Management
3. Introduction to techniques of strategic management
4. Corporate level strategy
5. Strategic management and competitiveness
6. International strategy
7. The company's external environment
8. Acquisition strategies
9. The company's internal environment
10. Restructuring processes
11. Business level strategy
12. Ethics, Social Responsibility and Corporate Governance
13. Competition and rivalry
14. Evaluation and Control

#### **Teaching and Learning**

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Comments will be given on all assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	15 hours	(15%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	15 hours	(15%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess all learning outcomes

Coursework, 40%, composed of a group business case analysis (2000-2500 words) will assess all learning outcomes. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

#### **Date of last amendment**

15-07-2015

### **3. MODULE RESOURCES**

#### **Essential Reading**

Hitt M.A., Ireland R. D & Hoskisson (7<sup>th</sup> or newer), Strategic Management Competitiveness and Globalization: Concepts and Cases, Thomson/South Western,

10<sup>th</sup> edition - 2012.

### **Recommended Reading**

*Strategic Management*, Edited by Oxford University Press, N.Chandrasekaran, P.S. AnanthanaRayannn, 1st edition Oxford University Press 2011.

Thompson A. Arthur & A.J. Strickland (13th or newer), *Strategic Management: Concepts and Cases*. Irwin McGraw-Hill, 2003.

### **Required Equipment**

None.

## **4. MODULE ORGANISATION**

### **Module leader**

**Name** Dr. Jacek Oleksiejuk

**E-mail** ojacek@onet.pl

### **Length and month of examination**

120 minutes in January

### **Expected teaching timetable slots**

No timetable information available.

### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Banking and Finance*

### 1. MODULE SUMMARY

#### Aims and Summary

The course aims to introduce the subject of finance, with the major focus being money and banking, but also presents some ideas and topics that prepare the student to study other parts of finance.

#### Module Size and credits

CATS points	5
Total student study hours	50
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

#### Entry Requirements (pre-requisites and co-requisites)

n/a

#### Excluded Combinations

n/a

#### Composition of module mark (including weighting of components)

Final exam, 100%

#### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component(s) and/or examination as appropriate.

#### Special Features

n/a

#### Course stages for which this module is mandatory

BA in Business Economics, Year 2

#### Course stages for which this module is a core option

n/a

### 2. TEACHING, LEARNING AND ASSESSMENT

#### Intended Module Learning Outcomes

On completion of this module a student should be able to:

1. Explain the functions of central as well as commercial banks;
2. Identify the major types of banking risk and describe approaches to managing it;
3. Discuss monetary policy concepts and instruments;
4. illustrate financial decision making by governments, businesses and households;
5. Perform basic time value of money calculations.

#### Indicative Content



1. **Money and value:** functions, origins and history of money, the time value of money, classical theory of asset prices, determination of interest rates by the financial markets, term and risk structure of interest rates;
2. **Commercial banking:** rationale for financial intermediation, asymmetric information in bank lending, model and balance sheet of a traditional bank, capital structures of banks, banking risks;
3. **Central banking:** origins, goals and balance sheet of a central bank, multiple deposit creation and the money supply, monetary policy tools and instruments, monetary policy transmission mechanism, monetary policy strategy and central bank independence;
4. **Financial decisions:** public finance, corporate financial management, investment and saving decisions of households;
5. **Time value of money calculations:** compounding and discounting, annuities and bonds, internal rate of return, non-annual compounding, adjustable rate mortgages, APR;
6. **Risk management in commercial banking:** defining risk, liquidity and liquidity risk, interest rate risk, gap analysis, duration and duration analysis.

### Teaching and Learning

This module will be taught by means of discussion and problem-solving classes and lectures. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	15 hours	(30%)
<b>Seminar</b>	15 hours	(30%)
<b>Self-guided</b>	20 hours	(40%)
<b>Total</b>	50 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 100%, will assess all learning outcomes

### Date of last amendment

20-01-2015

### 3. MODULE RESOURCES

#### Essential Reading

Ball, L. *"Money, Banking and Financial Markets"*, (2<sup>nd</sup> ed.)Worth Publishers (2011).

#### Recommended Reading

1. Davies, G. *"A History of Money"*, (3<sup>rd</sup> ed.)University of Wales Press (2010).
2. Peterson Drake, P., Fabozzi, F.J., *"The Basics of Finance"*, John Wiley & Sons (2010).

#### Required Equipment

A computer with MS Windows software and an overhead projector.

### 4. MODULE ORGANISATION

#### Module leader

<b>Name</b>	Dr. Tomasz Schabek
<b>E-mail</b>	<schabek.tomasz@gmail.com>

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** July 2015

## *International Business Law*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

This course aims at providing students with basic knowledge about international business law and at making them familiar with the legal requirements of starting and carrying on a business. The course provides students with knowledge of principal problems of business law common to many modern countries, specifically EU member states, the United States, Canada, Australia and New Zealand. Both theoretical and practical issues will be presented. Topics and areas examined include: 1) the concept of law, 2) types of business entities, 3) contracts, 4) requirements for starting and running a business, 5) international sales, 6) resolving of disputes from contracts in the field of international trade.

#### **Module Size and credits**

<b>CATS points</b>	5
<b>Total student study hours</b>	50
<b>Number of weeks</b>	12
<b>School responsible</b>	Łazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Exam 100%: open questions.

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component(s) and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA Year 2 Business Economics

#### **Course stages for which this module is a core option**

None

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

1. By the end of the course students should be able to:
2. Understand the specifics of business law as part of both private and public law.
3. Distinguish between different types of business entities.

4. Understand the purpose of consumer protection and know the means of preventing enterprises from exploiting their privileged position in their relations with consumers.
5. Recognize the common requirements of starting and carrying on an enterprise.
6. Recognize the extent of state control of economic activity and its limits.
7. Understand the purpose of market regulation and the importance of providing universal services to the population.
8. Understand the importance of international treaties regulating international commercial contracts.
9. Understand the international sales.
10. Recognize how to resolve the disputes from contracts in the field of international trade.

### **Indicative Content**

#### **1. The concept of law.**

- a. Law as a set of rules.
- b. Social standards vs. legal norms.
- c. State of law.
- d. Economic aspect of law.
- e. Identify the sources and classifications of law.

#### **2. Introduction to International Law.**

- a. Definition of International Law.
- b. Identify the sources and classifications of International Law.

#### **3. The scope of Commercial Law and International Business Law.**

- a. The characteristics of Commercial Law and International business law as branches of law.
- b. Definition of Commercial Law.
- c. Identify the sources and classifications of Commercial Law.
- d. Elements of private and public law in Commercial law.
- e. Definition of International Business Law.
- f. Identify the sources and classifications of International Business Law.
- g. Definition and subject matter of lex mercatoria.
- h. Forms of International Business.

#### **4. Private law elements of commercial law.**

- a. Types of business entities.
  - i. Sole traders.
  - ii. Partnerships.
  - iii. Limited Liability Company.
  - iv. Corporations.
  - v. Other entities.

#### **5. Contractual obligations**

- a. Contracts.
  - i. Contracting Parties.
  - ii. Conclusion of Contracts.
  - iii. Contractual obligations.

- iv. Breach of Contract.
- v. Remedies.
- b. Differences between Contracts and Torts.
- c. Consumer contracts.
  - i. Definition of a consumer.
  - ii. Consumers vis a vis traders.
  - iii. Unfair contract terms.
  - iv. Unfair commercial practices.
  - v. Distance selling.
- d. Commercial contracts.
  - i. Definition of commercial contracts.
  - ii. Examples of commercial contracts.
  - iii. Contracting parties of commercial contracts.
  - iv. Definition of an entrepreneurs.

#### **6. International Sale Contract**

- a. Concept and legal regulations.
- b. Vienna Convention of International Sale Of Goods (CISG).
- c. Conclusion of Contract under International Sales of Goods.
- d. Breach of contract (CISG).
  - i. Anticipatory Breach.
  - ii. Fundamental Breach.
- e. Remedies (CISG).

#### **7. Incoterms 2010**

- a. Concept and legal regulations.
- b. Groups and examples of Incoterms.

#### **8. Contracts in the field of international transportation.**

- a. Liability under the Carriage of Goods by Sea.
- b. Liability under the Carriage of Goods by Air.
- c. Liability under the Carriage of Goods by Road.
- d. Liability under the Carriage of Goods by Rail.

#### **9. Resolve of disputes from contracts in the field of international trade.**

- a. Judicial proceedings.
- b. Alternative Dispute Resolution (ADR)
  - i. Mediation.
  - ii. Arbitration
  - iii. Conciliation.
  - iv. Negotiation.
- c. Recognition and enforcement of foreign judgment.

#### **Teaching and Learning**

This module will be taught by means of lectures, workshops and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam.

Student activity and time spent on each activity comprises:

**Guided** 0 hours (0%)

**Lecture** 15 hours (30%)

**Self guided** 20 hours (40%)

**Seminar** 15 hours (30%)

**Workshop** 0 hours (0%)

**Total** 50 hours

**Method Of Assessment (normally assessed as follows)**

Final exam, 100%, will assess all learning outcomes.

**Date of last amendment**

17.04.2015

**3. MODULE RESOURCES**

**Essential Reading**

1. Phil Harris, *An Introduction to Law*, Cambridge University Press, 2006.
2. Ray August, Don Mayer, Michael Bixby, *International Business Law. Text. Cases and Readings*, New Jersey 2012.

**Recommended Reading**

1. D.V. Davidson, B.E. Knowles, L.M. Forsythe, R.R. Jespersen, *Comprehensive Business Law. Principles and Cases*, 2nd ed., Boston 1987
2. J. Jabłońska-Bonca, *Wprowadzenie do prawa. Introduction to law*, Warszawa 2008 (bilingual textbook).
3. Jerold A. Freidland, *Understanding International Business and Financial Transaction*, LexisNexis, 2005.
4. R. Lewandowski, *Polish Commercial Law. An Introduction*, Warszawa 2007.
5. E. MacIntyrne, *Nutshells. Commercial Law*, Sweet & Maxwell 2013.
6. J. Olszewski (ed.), *Selected Issues of the Polish Business Law*, *Ius et Administratio*, z. 4, vol. 16, Rzeszów 2007.
7. R. Schaffer, F. Agusti, L.J. Dhooge, *International Business Law and Its Environment*, 7th ed., Mason 2014

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** Dr. Mateusz Drózdź

**E-mail** mateuszdrozdz@drozdz.net.pl

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC July 2015

## *Public Finance*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to set up a theoretical framework for a discussion of government's interference in contemporary economy. We use apply this framework to discuss key issue of welfare state – pension system and redistribution. The course is concluded with an introduction to the theory of taxation.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Intermediate Microeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40% , composed of an individual paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 2

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Evaluate the role of the public sector and its role in contemporary society.
2. Appraise the reasons and remedies for “market failures”.
3. Explain the need for social insurance.
4. Analyze and debate various proposals on pension reform.
5. Distinguish basic concepts of tax theory.

#### **Indicative Content**

1. Introduction to public finance
2. Exchange (Edgworth box)



3. Production (general equilibrium)
4. Public goods
5. Externalities
6. Political economy
7. Income redistribution, conceptual issues
8. Social insurance
9. Introduction to taxation

### Teaching and Learning

This module will be taught by means of lectures and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess all learning outcomes

Coursework, 40%, composed of an individual paper (2000-2500 words; 30% + 10% for its presentation in class), will assess learning outcomes 1-5

### Date of last amendment

15-07-2014

### 3. MODULE RESOURCES

#### Essential Reading

H. Rosen, T Gayer, Public Finance, 9<sup>th</sup> ed. McGraw-Hill, 2010

H. Varian, *Intermediate Microeconomics*, 8th ed., Norton, 2010

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Jarek Neneman

**E-mail** neneman@uni.lodz.pl

#### Length and month of examination

120 minutes in June

#### Expected teaching timetable slots

No timetable information available. Timetable information should be verified with the School responsible for the module

#### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *Intermediate Macroeconomics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

To analyze macroeconomic issues connected with business environment and to explain how to use and apply macroeconomic models.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Introductory Microeconomics and Macroeconomics, Mathematics, Introduction to Economic Analysis

#### **Composition of module mark (including weighting of components)**

Final examination, 60%,  
Coursework, 40%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA Year 2 Business Economics

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

On completion of this module a student should be able to:

1. Distinguish and analyze different macroeconomic issues
2. Apply relevant macroeconomic models
3. Analyze macroeconomic policy in different time periods and in a wider global context
4. Apply algebra for analytical purposes in macroeconomics.

#### **Indicative Content**

1. Economic Growth, Capital Accumulation, Total Factor Productivity, Human Capital, Technology, and Endogenous Growth and Convergence
2. Fiscal Policy and the Role of Government
3. Money and Prices
4. Consumption and Investment
5. Business Cycles
6. Monetary Policy

## Teaching and Learning

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours (0%)
<b>Lecture</b>	30 hours (30%)
<b>Self guided</b>	40 hours (40%)
<b>Seminar</b>	30 hours (30%)
<b>Workshop</b>	0 hours (0%)
<b>Total</b>	100 hours

## Methods of assessment (normally assessed as follows)

Final examination, 60%, will assess learning outcomes 1-4

Coursework, 40%, composed of a paper (2000-2500 words) will assess learning outcomes 1-4

## Date of last amendment

15-07-2015

## 3. MODULE RESOURCES

### TEXTBOOK

O. Blanchard, *Macroeconomics*, Prentice Hall, latest edition: 2012.

### RECOMMENDED READING

D. Miles, A. Scott, *Macroeconomics and the Global Business Environment*, John Wiley & Sons, latest edition.

N. G. Mankiw, *Macroeconomics*, Worth Publishers, latest edition.

*The Economist*, various issues.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Paweł Gajewski

**Email:** pawelg@uni.lodz.pl

### Length and month of examination

120 minutes in June

### Expected teaching timetable slots

No timetable information available. Timetable information should be verified with the School responsible for the module

### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014



## YEAR 3 *Social Policy*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to explain basic concepts of social welfare and their relationship to politics and society. The course aims to deepen students' understanding of contemporary social issues and problems by looking at how social policy issues are constructed and contested.

#### **Module Size and credits**

<b>CATS points</b>	5
<b>Total student study hours</b>	50
<b>Number of weeks</b>	6
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Coursework, 100%, composed of a group presentation accompanied by a paper.

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 3

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Evaluate different social policies and perspectives.
2. Analyse the impact of social policies on social conditions and problems.
3. Be self reflective and develop the ability to listen and interact with other individuals and groups taking account of their own moral position.

#### **Indicative Content**

The course revolves around three main issues in debates over social policy: arguments over needs, rights and responsibilities.

1. Welfare and society
2. Welfare and equality

3. Values
4. Social need
5. Social security
6. Poverty
7. Social Exclusion
8. Policies (health, housing, education)

### Teaching and Learning

This module will be taught by means of lecture and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Lecture</b>	15 hours (30%)
<b>Self study</b>	35 hours (70 %)
<b>Total</b>	50 hours

### Method of Assessment (normally assessed as follows)

Coursework, 100%, composed of a group presentation accompanied by a paper (a written report of 2500 words) will assess all learning outcomes. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

### Date of last amendment

15.07.2014

## 3. MODULE RESOURCES

### Essential Reading

Hill M., *Social Policy in the Modern World*, Blackwell Publishing 2006

### Recommended Reading

Alcock, P., M. May, K. Rowlingson (eds), *The Student's Companion to Social Policy*, (4<sup>th</sup> edition) Blackwell Publishing, 2012.

<http://paulspicker.wordpress.com/open-access-material/>

Legrand, J., C Propper, R Robinson, *The economics of social problems*, Macmillan 1992.

Spicker, P. *Social policy: themes and approaches*, Prentice Hall 1995.

Nozick, *Anarchy state and utopia*, Basic Books, 1974.

The main international journal in the subject is the *Journal of European Social Policy*.

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr Katarzyna Gmaj

**E-mail** k.gmaj@lazarski.edu.pl

### Length and month of examination

None

### Expected teaching timetable slots

No timetable information available

### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014



## *Game Theory*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to introduce basic concepts of game theory and its applications mainly to business. Moreover this is a splendid opportunity to learn by playing games in the classroom.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Intermediate Microeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Midterm exam, 40%

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Employ the basic concepts and tools of game theory to everyday business and economic problems.
2. Analyse and solve games using game tree and pay-off matrix.
3. Appraise how businesses can avoid the prisoner's dilemma.
4. Employ and explain strategic moves.

#### **Indicative Content**

1. Basic ideas and terminology
2. Games with sequential moves, extended form of game
3. Games with simultaneous moves; discrete strategies
4. Games with simultaneous moves; continuous strategies

5. Mixed strategies
6. Prisoners' dilemma in repeated games
7. Strategic moves

### Teaching and Learning

This module will be taught by means of lectures and self-directed study. Formative Assessment: Each in-class exam will be solved and discussed during lecture.

Tutorial guidance will be provided for exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	30 hours	{30%}
<b>Self guided</b>	70 hours	{70%}
<b>Seminar</b>	0 hours	{0%}
<b>Workshop</b>	0 hours	{0%}
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, a comprehensive exam, will assess all learning outcomes

Midterm exam, 40%, will assess learning outcomes 1&2

### Date of last amendment

26-01-2015

## 3. MODULE RESOURCES

### Essential Reading

A. Dixit, S. Skeath, *Games of Strategy*, 3<sup>rd</sup> ed., W.W. Norton, 2009

### Recommended Reading

A. Dixit, B. Nalebuff, *The Art of Strategy*, 2008

Game Theory with Ben Polak, Open Yale courses:

<http://oyc.yale.edu/economics/econ-159/lecture-1>

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Prof. Maciej Krzak

**E-mail** [maciej.krzak@lazarowski.pl](mailto:maciej.krzak@lazarowski.pl)

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots

No timetable information available.

### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

Shortened title

Date of approval by FCPC

July 2015

# Accounting

## 1. MODULE SUMMARY

### Aims and Summary

The course aims at familiarising the students with the role of accounting in business. The students will also acquire certain practical skills enabling them to understand how financial statements are prepared and how to use the information included in them. The course presents issues of bookkeeping, cost accounting, balance sheet structure, profit and loss statement, cash flow statement as well as some aspects of managerial accounting – i.e. unit cost calculation.

### Module Size and credits

CATS points	10
Total student study hours	100
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

### Entry Requirements (pre-requisites and co-requisites)

n/a

### Excluded Combinations

n/a

### Composition of module mark (including weighting of components)

Final exam, 60%

Coursework, 40%, composed of a paper

### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### Special Features

n/a

### Course stages for which this module is mandatory

BA in Business Economics, Year 3

### Course stages for which this module is a core option

n/a

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

On completion of this module a student should be able to:

1. Formulate the fundamental principles of accounting in a business setting.
2. Analyze various types of assets, capital, and liabilities.
3. Examine different types of costs and incomes and determine a financial result.
4. Solve & perform basic bookkeeping problems, including accounting for costs.
5. Create elements of a financial statement: balance sheet, profit and loss statement, cash flow statement.

6. Be prepared to perform calculations of unit cost of manufacture.

### Indicative Content

1. Introduction to accounting concepts. Role of accounting in business environment. Accounting as a source of information about economic activities – nature and functions of accounting, users of financial information, accounting methods. Fundamental principles of accounting.
2. Elements of the financial report: balance sheet. General classifications of assets, equity and liabilities. Measuring performance – basic structure of a profit and loss statement.
3. Principles of bookkeeping and working with accounts.
4. Definitions and classifications of costs and incomes. Differentiating between accrual values (costs and incomes) and cash values (outflows and inflows of cash). Major categories of costs. Major categories of incomes. Cost accounting.
5. Elements of the financial report: profit & loss statement.
6. Elements of the financial report: cash flow statement. Scope of information disclosed in a cash flow statement – operating, financial and investment activity.
7. Financial and management accounting – differences. Introductory issues of management accounting. Unit cost calculation. Break-even point analysis.

### Teaching and Learning

This module will be taught by means of discussion classes, and problem solving. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)	
<b>Seminar</b>	60 hours	(60%)	introducing new theoretical concepts
<b>Self guided</b>	40 hours	(40%)	out-of-class work including problem solving and study
<b>Total</b>	100 hours		

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1-6.

Coursework, 40%, composed of a paper (2500 words) will assess learning outcomes 1-6.

### Date of last amendment

07-05-2014

### 3. MODULE RESOURCES

#### Essential Reading

Śnieżek E., Walińska E., Frenzel M., Stępień-Andrzejewska J., Financial accounting – key problems, examples, exercises, Centrum Controllingu i Analiz Ekonomicznych, Łódź 2007.

#### Required Equipment

Calculators may be used in class as well as during the final exam.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Maciej Turata

**E-mail**      maciej.turala@gmail.com

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module

The classes are to be scheduled on Fridays in blocks (allowing flexibility in terms of moving from lectures to problem solving activities)

**Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *Managerial Economics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to show the application of modern microeconomic theory in business. We start with the efficiency of competitive market and then discuss pricing with monopoly power. The next part deals with decision-making under uncertainty and the value of information.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Intermediate Microeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Compare price and non-price strategies of firms on different markets.
2. Prepare and utilize basic tools of decision-making under uncertainty.
3. Assess the value of information in solving managerial problems.
4. Employ different types of managerial actions in solving managerial problems.
5. Evaluate consequences of asymmetric information.

#### **Indicative Content**

1. Market structure and market power
2. Price discrimination

3. Product differentiation
4. General characteristic of decision-making process
5. Decision-making in uncertainty
6. Value of information
7. Optimal search
8. Bargaining and auctions
9. Asymmetric information

### Teaching and Learning

This module will be taught by means of lectures, workshops and self-directed study.

Formative Assessment: Each in-class exam will be solved and discussed during workshops. Tutorial guidance will be provided for exam. Student activity and time

spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	55 hours	(55%)
<b>Seminar</b>	15 hours	(15%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

The intended learning outcomes will be assessed as follows:

Final exam, 60%, will assess learning outcomes 1-5

Coursework, 40%, composed of a paper (2500 words) will assess learning outcomes 1-5

### Date of last amendment

15-07-2014

### 3. MODULE RESOURCES

#### Essential Reading

F. W. Samuelson, G. S. Marks, *Managerial Economics*, 5<sup>th</sup> ed. John Wiley and Sons 2005,

#### Recommended Reading

L. Cabral, *Introduction to Industrial Organization*, The MIT Press, 2000

H. Varian, *Intermediate Microeconomics*, 8<sup>th</sup> ed., 2010

R. Pindyck, Rubinfeld D., *Microeconomics*, 6<sup>th</sup> ed.

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Jaroslaw Neneman

**E-mail** neneman@uni.lodz.pl

#### Length and month of examination

120 minutes in January

#### Expected teaching timetable slots



No timetable information available. Timetable information should be verified with the School responsible for the module

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *International Economics and Finance*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This is the key introduction to the entire field of International Economics, mainly International Finance. It introduces all the fundamental notions and concepts of International Economics. The course will mainly cover international finance, however a brief introduction into international trade is also included. The main goal is to enable students to critically analyze those economic issues that result from a country's interaction with the outside world: trade with other countries, international factor movements, supranational economic integration, current account imbalances, exchange rate volatility, currency and financial crises.

#### **Module Size and credits**

<b>CATS points</b>	5
<b>Total student study hours</b>	50
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Introductory Microeconomics, Introductory Macroeconomics, Basics in Mathematics, Statistics.

#### **Composition of module mark (including weighting of components)**

Final examination, 100%

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, year 3

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students will be able to:

1. Analyse with the help of models the influence of the international environment on companies or other economic agent activities.
2. Assess and solve relevant problems in the area of International Finance.
3. Analyze the effectiveness of policy making in different conditions (openness, exchange rate regime).
4. Describe actual institutional environment of global economy.
5. Measure and analyse instabilities in the currency markets.
6. Apply theories of International Economics to real world problems.

## Indicative Content

1. World Economy, definitions, basic facts & tendencies.
2. Classical trade theory.
3. New trade— increasing returns.
4. International factor mobility.
5. Balance of Payment.
6. Money Market and Foreign Exchange Market, introduction, definitions, arbitrage, spot and forward exchange rates, players in the market, effective exchange rate, hedgers and speculators, exchange rate regimes.
7. Macroeconomic Policy in an Open Economy, the Mundell – Fleming Model, IS-LM-BP schedules, different openness levels and different exchange rate regimes.
8. Purchasing Power Parity and Interest Rate Parity.
9. Elasticity and Absorption.
10. Money, Organisations and Institutions.
11. Policy and Credibility, objectives, targets and instruments, exchange rate regimes, *de jure* and *de facto*, currency intervention effectiveness.
12. European Monetary Union.
13. Eurocurrency and Eurobonds.
14. Financial crisis and currency crisis.

## Teaching and Learning

This module will be taught by means of lectures, workshops and self-directed study. Formative Assessment: comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(60%)
<b>Self guided</b>	5 hours	(10%)
<b>Seminar</b>	15 hours	(30%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	50 hours	

## Method of Assessment (normally assessed as follows)

Final examination, 100%, will assess all learning outcomes

### Date of last amendment

15.07.2014

## 3. MODULE RESOURCES

### TEXTBOOK

Ch. Van Marrewijk, D. Ottens and S. Schueller (2006), *International Economics: Theory, application, and policy*, OUP Oxford.

### RECOMMENDED READING.

*The Economist*, *Financial Times*, *Wall Street Journal*, various and actual issues; articles from VOX.EU and NBER.ORG

## 4. MODULE ORGANISATION

**Module leader**

**Name** Dr. Tomasz Napiorkowski

**Email:** napiorkowski.tomasz@gmail.com

**Length and month of examination**

120 minutes in January

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Econometrics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course aims at teaching students theoretical and applied econometrics. Students will learn different models.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Mathematics, Statistics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a project

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business and Economics, year 3

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Generate and use basic graphical and numerical descriptive methods.
2. Apply basic estimation and testing procedures.
3. Prepare and use basic methods of the analysis of correlation.
4. Conduct simple and multiple regression analyses.
5. Apply dynamic analysis.
6. Critically evaluate statistical studies.
7. Translate and communicate the results of statistical analyses to management.
8. Manage the statistical problem solving process.

#### **Indicative Content**

1. Introduction to Econometrics

2. Simple Linear Regression Model (SLR). OLS-estimation.
3. Multiple Linear Regression Model (MLR): two explanatory variables.
4. Variables Transformations in Regression Analysis.
5. Dummy Variables.
6. Heteroscedasticity.
7. Simultaneous Equations Models.
8. Maximum Likelihood Estimation.
9. Autocorrelation disturbance.
10. Logit and probit models.

### Teaching and Learning

Formative Assessment: comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	25 hours	(25%)
<b>Seminar</b>	45 hours	(45%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess learning outcomes 1-8

Coursework, 40%, composed of a project (including the preparation of a piece of econometric analysis) will assess learning outcomes 1-8

### Date of last amendment

15-07-2014

## 3. MODULE RESOURCES

### Essential Reading

**TEXTBOOK:** D.N. Gujarati, Basic Econometrics, Mcgraw-Hill; 4th edition

### Recommended Reading

W Greene, Econometric Analysis, Palgrave, 5-th Edition

### Required Equipment

None.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Olha Zadorozhna

**E-mail** olha.zadorozhna@lazarski.pl

### Length and month of examination

120 minutes in January

### Expected teaching timetable slots

No timetable information available

### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *Research Methods*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

The purpose of this course is to provide students with basic methodological knowledge about conducting research and data analysis in economics and related areas. Additionally, some up to date theoretical and methodological approaches will be presented to enable students not only to acquire some methodological tools but also to stimulate the way they think about methodological issues.

The course consists of three parts:

The first part focuses on general introduction to research methodology. It should present students necessary theoretical framework and help them to understand problems they may meet while trying to find the way how to make the concepts measurable. Stress will be put on critical approach to research methodology to help them to understand that the perfect tool which reflects the reality in 100% does not exist. In this part of the course some collecting data methods (commonly used in economics) will be presented.

The second part will be devoted to survey as most commonly used in economics gathering primary data research tool. The course will provide basic practical knowledge how to construct the questionnaire (how to ask questions, how to avoid unnecessary biases etc.).

Third part of the course will be focused on providing practical knowledge about econometrics. It should indicate students how they should search for economic time series, how they should find data, extend their knowledge concerning linear regression model and its interpretation, present binary choice model and interpret its parameters, improve software capabilities. The students are supposed to be taught how to solve some economic problems with the usage of econometric methods.

#### **Module Size and credits**

**CATS points** 10

**Total student study hours** 100

**Number of weeks** 12

**School responsible** Lazarski University, Faculty of Economics and Management

**Academic Year** 2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Statistics, Econometrics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Econometric problem analysis, 60%

Research project report, 40%

#### **Pass requirements**



To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

BA in Business Economics, Year 3

### **Course stages for which this module is a core option**

None

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

On completion of this module students should be able to:

1. Evaluate basic methodological knowledge about project conceptualisation, conducting research, and data analysis in economics and related areas.
2. Construct (and critically analyse) questionnaire.
3. Conduct (including data analysis) a simple survey project and analyse in critical way problems and biases which usually are related to this research tool
4. Prepare database for working with it.
5. Apply appropriate model among different types of models
6. Interpret the results of estimation

### **Indicative Content**

I. Introduction, collecting data methods

1. Aim of the course, general introduction, key concepts in social science methodology.
2. Research Design; Conceptualization, Operationalization and Measurement
3. Collecting primary data methods and analyse

II. Practical econometrics

4. Searching for economic time series. Libraries with economic data
5. Working with economic data
6. Linear regression model
7. Problems in linear regression model. Nontypical observations in econometrics
8. Binary choice analysis
9. Working with econometric software (I)
10. Working with econometric software (II)
11. Working with econometric software (III)
12. Interpretation of research results
13. Group project presentations

### **Teaching and Learning**

This module will be taught by means of seminar and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
---------------	---------	------

<b>Lecture</b>	0 hours	(0%)
----------------	---------	------

Self guided	40 hours	(40%)
Seminar	60 hours	(60%)
Workshop	0 hours	(0%)
<b>Total</b>	<b>100 hours</b>	

#### **Method of Assessment (normally assessed as follows)**

The intended learning outcomes will be assessed as follows:

Research project report (2500 words excluding graphs and tables), 40%, will assess learning outcomes 1, 2, 3

Econometric problem analysis, 60%, will assess learning outcomes 4, 5, 6

#### **Date of last amendment**

05.05.2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

Ghauri, Pervez, Gronhaug Kjell, 2005, *Research Methods in Business Studies: A Practical Guide*, Prentice Hall, New York,

Klein Lawrence R., Welfe Aleksander, Welfe Władysław, 1999, *Principles of Macroeconometric Modeling*, North-Holland

#### **Recommended Reading**

Oppenheim A.N., 1992, *Questionnaire design, interviewing and attitude measurement*, Continuum.

#### **Required Equipment**

None.

### **4. MODULE ORGANISATION**

#### **Module leader**

**Name** Dr. Olha Zadorozhna

**E-mail** olha.zadorozhna@lazarowski.pl

#### **Length and month of examination**

None

#### **Expected teaching timetable slots**

No timetable information available

#### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

#### **Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Investment Analysis*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course is design to provide participants with basic knowledge of the investment analysis, valuation of securities , industry and company analysis, analysis of alternative investments and to translate what the students have learned in the class room to actual participation in the financial markets based on real case presentation.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Introduction to Finance or Basic Accounting

#### **Excluded Combinations**

n/a

#### **Composition of module mark (including weighting of components)**

Final exam, 60%

Coursework, 40%, composed of a project accompanied by a presentation

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

n/a

#### **Course stages for which this module is mandatory**

BA in Business Economics, Year 3

#### **Course stages for which this module is a core option**

n/a

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of the module students will be able to:

1. analyze market tendencies and risk management
2. analyze methods of portfolio management
3. explain the risk connected to global investment
4. interpret the behaviour of particular securities, like stocks and bonds
5. apply value strategy to selected investment portfolio.

#### **Indicative Content**

1. The Investment Setting

2. The Concept of Investment
3. Organization and Functioning of Securities Market
4. Measure of Return and Risk
5. Source of Information on Investments
6. Efficient Capital Markets
7. An Introduction to Portfolio Management
8. Markowitz Portfolio Management
9. Bonds Fundamentals and Bond Valuation
10. Industry Analysis
11. Technical and Fundamental Analysis

### Teaching and Learning

This module will be taught by means of discussion classes, lectures and problem solving.

Student activity and time spent on each activity comprises

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Seminar</b>	30 hours	(30%)
<b>Self guided</b>	40 hours	(40%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 60%, will assess learning outcomes 1-5

Coursework, 40%, composed of a project: a report accompanied by a presentation, will assess learning outcomes 1, 2, 5

### 3. MODULE RESOURCES

#### Essential Reading

Reilly, F K (2000) Investment Analysis and Portfolio Management; The Dryden Press

#### Recommended Reading:

Hirt G A, Block S B (2006) Fundamentals of Investment Management, McGraw-Hill/Irwin.

The Wall Street Journal, Financial Times.

#### Required Equipment

A computer with MS Windows software and an overhead projector.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Mateusz Kopyt

**E-mail** mkopyt@dwne.uw.edu.pl

#### Length and month of examination

120 minutes in June

#### Expected teaching timetable slots

Timetable information should be verified with the School responsible for the module

No timetable information available

#### Date of last amendment

15.07.2014

### **Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *BA Seminar*

### 1. MODULE SUMMARY

#### **Aims and Summary**

This course aims to support students with their individual research work and to make them define and analyse problems of their interest. Moreover it provides them with appropriate methods and techniques for their research and prepares students to write BA Thesis.

#### **Module Size and credits**

<b>CATS points</b>	20
<b>Total student study hours</b>	200
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

successful completion of level I and level II of studies

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

100% BA Thesis

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

BA in Business Economics, year 3

#### **Course stages for which this module is a core option**

None

### 2. TEACHING, LEARNING AND ASSESSMENT

Intended Module Learning Outcomes

By the end of the course, students should be able to:

1. Solve individual research problems.
2. Describe and know how to measure analysed issues.
3. Make analytical assessment of the state of play in the area of interest.
4. Successfully conduct individual research.
5. Present and be ready to discuss research effects.

#### **Indicative Content**

1. Initial guidance on research and BA Thesis preparation (general remarks on content, presentation, and assessment criteria)
2. Defining, measuring, and analysing complex economic issues in a given field area
3. Critical revision of relevant field literature (both theoretical and empirical)
4. Data mining techniques

5. Application of proper statistical and econometric methods
6. Selection of multimedia tools

### Teaching and Learning

This module will be taught by means of seminars and self-directed study. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	110 hours	(55%)
<b>Seminar</b>	90 hours	(45%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	200 hours	

### Method of Assessment (normally assessed as follows)

100% BA Thesis (learning outcomes 1-5)

### Date of last amendment

26-01-2014

### 3. MODULE RESOURCES

#### Essential Reading

Damodar Gujarati. *Econometrics by Example*. Palgrave Macmillan, 2011.

William H. Greene. *Econometric Analysis*. Prentice Hall; 7 edition, 2011.

#### Recommended Reading

Loraine Blaxter, Christina Hughes, Malcolm Tight. *How to Research*. Open University Press; 4 edition, 2010.

Colin Robson. *How to do a Research Project: A Guide for Undergraduate Students*. Wiley-Blackwell; 1 edition, 2007.

Gary Thomas. *How to do Your Research Project: A Guide for Students in Education and Applied Social Sciences*. SAGE Publications Ltd, 2009.

Marion Danis MD, Emily Largent B.S.N., Christine Grady R.N. Ph.D., David Wendler Ph.D., Sara Chandros Hull Ph.D., Seema Shah J.D., Joseph Millum Ph.D., Benjamin Berkman J.D., *Research Ethics Consultation: A Casebook* Oxford University Press, USA; 1 edition, 2012.

Adil E. Shamoo , David B. Resnik. *Responsible Conduct of Research* Oxford University Press, USA; 2 edition, 2009.

#### Required Equipment

Statistical databases, computers with the software like E-views and Excel.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Olha Zadorozhna

**E-mail** olha.zadorozhna@lazarzski.pl

#### Length and month of examination

None

#### Subject Quality and Approval information

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014



## Electives – Year 2

### *Financial Accounting*

#### 1. MODULE SUMMARY

##### **Aims and Summary**

The course provides students with an basic knowledge of the main areas of company financial accounting such as statement of cash flow, financial statement analysis, budgeting, the time value of money, current assets and current liabilities, shareholders' equity. The objective of this course is the presentation of financial accounting from the point of view of the primary users of financial accounting and to use case method approach to apply basic concept in real business situation.

##### **Module Size and credits**

CATS points	10
Total student study hours	100
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

##### **Entry Requirements (pre-requisites and co-requisites)**

Basic Accounting

##### **Excluded Combinations**

n/a

##### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a project

##### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

##### **Special Features**

n/a

##### **Course stages for which this module is mandatory**

n/a

##### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

#### 2. TEACHING, LEARNING AND ASSESSMENT

##### **Intended Module Learning Outcomes**

On completion of the module students should be able to:

1. Appraise components of the balance sheet and income statement
2. Appraise the information contained in the statement of the stockholders equity
3. Examine a firm's liquidity position utilizing the cash flow statement

4. Relate the cash flow and working capital effects of the choice of inventory methods
5. Relate the financial statement effects on revaluation on long-term assets.
6. Appraise the market value of debt and discuss its usefulness.
7. Compute book value per common share, free cash flow, EPS and P/E.

#### Indicative Content

1. The course will focus on:
2. Accounting and Organizations
3. The measurement of Profit
4. The Balance Sheet
5. The Profit and Loss Account
6. Fixed Assets and Long-term Liabilities
7. Financing and Business Structure
8. Cash Flow Statement
9. Financial Statement Analysis
10. Income Valuation
11. GAAP basic concept

#### Teaching and Learning

This module will be taught by means of discussion classes, lectures and problem solving. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)	
<b>Lecture</b>	30 hours	(30%)	
<b>Self guided</b>	70 hours	(70%)	out-of-class work including problem solving and study
<b>Total</b>	100 hours		

#### Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess learning outcomes 1-7

Coursework, 50%, composed of a project will assess learning outcomes 1-7

#### Date of last amendment

15.07.2014

### 3. MODULE RESOURCES

#### Essential Reading

Jerry Weygandt, Donald E. Kieso, Paul D. Kimmel – Financial Accounting, Wiley 4<sup>th</sup> edition

#### Recommended Reading:

Gerlad I. White, Ashwinpaul C. Sondhi, Dov Fried – The Analysis and Use of Financial Statement, Wiley, 3th edition

#### Required Equipment

A computer with MS Windows software and an overhead projector.

### 4. MODULE ORGANISATION

#### Module leader

**Name** dr. Piotr Kuszewski

**E-mail** pkuszewski@gmail.com

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

Timetable information should be verified with the School responsible for the module

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

# *Demography and Economics of Contemporary European Migration*

## 1. MODULE SUMMARY

### Aims and Summary

The module students will discuss about the validity of various migration theories, in particular those referring to the concepts of dual labour market; new economics of labour, transnational social capital and cumulative causation; replacement migration, regional and sub-regional patterns of migration; impact of European integration; impact of the rise and decline of communism; impact of globalisation; prospects in view of the European Union enlargement; migration as legal and illegal business, and migrants' selectivity; the issue of migration pressure on Europe; policies of immigration and migrants' integration.

### Module Size and credits

CATS points	10
Total student study hours	100
Number of weeks	12
School responsible	Lazarski University, Faculty of Economics and Management
Academic Year	2016/2017

### Entry Requirements (pre-requisites and co-requisites)

N/A

### Excluded Combinations

None

### Composition of module mark (including weighting of components)

Final exam 50%

Coursework 50%, composed of a written report accompanied by presentation

### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### Special Features

None

### Course stages for which this module is mandatory

None

### Course stages for which this module is a core option

BA in Business Economics, Year 2

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

Upon completion of the course students will:

1. Distinguish basic concepts of population mobility; social and political consequences of migration;
2. Analyze contemporary population processes

3. Analyze the process of migration starting from the 1960s till now including wider historical background
4. Appraise different social and economic theories of migration and test how they fit to patterns of migration and policies that influence and shape some migratory behaviors.

### **Indicative Content**

Major topics to be discussed include:

1. Validity of various migration theories, in particular those referring to the concepts of dual labour market, new economics of labour, transnational social capital and cumulative causation;
2. Replacement migration
3. Regional and sub-regional patterns of migration;
4. Impact of European integration; impact of the rise and decline of communism; impact of globalisation; prospects in view of the European Union enlargement;
5. Migration as legal and illegal business;
6. Migrants' selectivity; the issue of migration pressure on Europe; policies of immigration and migrants' integration.

### **Teaching and Learning**

This module will be taught by means of lectures and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### **Method of Assessment (normally assessed as follows)**

Final examination, 50%, will assess learning outcomes 1-4

Coursework, 50%, composed of a written report will assess learning outcomes 1-4

### **Date of last amendment**

15.07.2014

## **3. MODULE RESOURCES**

### **Essential Reading**

Castles S. and M. Miller, *The Age of Migration*, 2002.

### **Recommended Reading**

Massey, Arango, Kouaouci, Pellegrino, Taylor, *Worlds in Motion – Understanding International Migration at the End of the Millennium*, 1998.

OECD, *Globalisation, Migration and Development*, 2000.

Taylor, Massey, *International Migration – Prospects and Policies* (2003)

UN, *Recommendations on Statistics of International Migration* (1998)

**Required Equipment**

None.

**4. MODULE ORGANISATION****Module leader**

**Name** Dr. Katarzyna Gmaj

**E-mail** k.gmaj@lazarzski.edu.pl

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC**

## *Personal Finance in Practice (with Excel)*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The course is designed to present practical aspects of personal finance management: deposits, loans and stock exchange investments. MS Excel will be the basic tool for solving financial problems. Students will get familiar with current situation on the financial and banking market and will be able to conduct comparative analyses for most household financial potential decisions.

#### **Module Size and credits**

**CATS points** 10

**Total student study hours** 100

**Number of weeks** 12

**School responsible** Lazarski University, Faculty of Economics and Management

**Academic Year** 2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of an in-class exam

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

Course conducted in computer laboratory

#### **Course stages for which this module is mandatory**

n/a

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students will be able to:

1. Compare and contrast financial analysis to make financial decisions.
2. Utilize excel applications on an intermediate level.
3. Examine financial data.
4. Calculate the value of investments.

#### **Indicative Content**

1. Personal finance – important issues, fields of interest: deposit, loans, tax on capital gains, stock exchange investment, interest rates: nominal, effective, real, APR
2. Banking market of deposits and loans – comparative analysis, history and forecasts
3. Deposits, annuity – problems of compounding, when to pay a tax, what monthly payment will guarantee € 1 mln when retired (PV(), FV(), EFFECTIVE(), NOMINAL() )
4. Loans – payment simulation, capital-interest decomposition, Annual Percentage Rate, “cheap loans” in supermarket, flat rate (PMT(), PPMT(), IPMT(), NPER() )
5. Stock exchange and investment funds – risk and profitability, how to compare products
6. Returns on assets – statistical analysis of returns and stock exchange performance, market beta, geometric mean

### Teaching and Learning

This module will be taught by means of practical labs with Excel and self-guided study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	30 hours	(0%)
<b>Workshop</b>	0 hours	(50%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess learning outcomes 1-4

Coursework, 50%, composed of an in-class exam will assess learning outcomes 1-4

### Date of last amendment

15.07.2014

## 3. MODULE RESOURCES

### Recommended Reading

Day A., Mastering Financial Mathematics in Microsoft Excel: A Practical Guide for Business Calculations, FT Press

### Required Equipment

None. For interested students: Excel in a preferred language version (Polish or English available during classes) should be installed on students' laptops

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr. Mateusz Kopyt



**E-mail** mkopyt@wne.uw.edu.pl

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *The World Economy – Retrospective View*

### 1. MODULE SUMMARY

#### **Aims and Summary**

To present students the development of the world economy from ancient times till the beginning of 21st century. To search long-term tendencies in the factors of development. To encourage students to study historical material associated with economical matters. To support critical and analytical approach to history of economic thought. The accent is put on shaping the world population, income, international trade and global processes.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

On completion of this module, a student should be able to:

1. Analyze main factors in the development of the world economy.
2. Examine the evolution of the development and strong links between epochs.
3. Appraise mutual influences of the states, regions and continents.
4. Appraise many aspects of globalization and internationalization of production.
5. Debate current changes, crises and threats in the world economy.

#### **Indicative Content**

1. Defining world economy.
2. Long-distance trade and scale of production in ancient times and in the middle ages.
3. Raising the world market. 1500-1800
4. The origin of the world economy. 1800-1914
5. Disintegration of the international labour division. 1914-1939
6. The evolution of the world economy as a result of the WWII. 1939-1947
7. World economy at the beginning of the "cold war". 1947-1956
8. World market at the time of "golden age" of capitalism. 1956-1970
9. The changes in the world economy in the 70s and the 80s of the 20<sup>th</sup> century
10. New economic deal in the 90s of the 20<sup>th</sup> century

### Teaching and Learning

This module will be taught by means of lectures, seminars and self-directed study.

Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	20 hours	(20%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	10 hours	(10%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess learning outcomes 1-5

Coursework, 50%, composed of a paper (2000-2500 words) will assess learning outcomes 1-5

### Date of last amendment

15.07.2014

## 3. MODULE RESOURCES

### Essential Reading

R. Cameron, L. Neal, *A Concise Economic History of the World: From Palaeolithic Times to the Present*, 4<sup>th</sup> edition, New York-Oxford: Oxford University Press, 2011 or new edition.

### Recommended Reading

Aldcroft, D. *The European economy 1914-1990*, 3rd edition, London: Routledge, 1993.

Ashworth W., *A Short History of the International Economy since 1850*, London 1977.

Foreman-Peck J., *A History of the World Economy. International Economic Relations since 1850*, London 1983.

Maddison A., *The World Economy: A Millennial Perspective*, OECD, Paris 2002.

North D., Thomas R.P., *The Rise of the Western World. A New Economic History*, Cambridge: Cambridge University Press 1973.

Skodlarski J., Matera R., *Development Tendencies in the World Economy. A*

*Historical Approach*, „International Studies. Interdisciplinary Political and Cultural Journal”, 2005, no. 1, pp. 5-21.

Skodlarski J., Matera R., Inflation and Unemployment as the Significant Barriers in the World Economy – General Trends, [in:] *Emerging Markets: Social, Political, and Economic Challenges*, ed. S. Rudolf, Lodz 2004, vol. 1, pp. 19-30.

Skodlarski J., Matera R., *The Rise of the World Economy. The Origins of Globalization*, [in:] *Globalization, Connections and Diversity*, Lisbon 2002, vol. 2, pp. 379-391.

Skodlarski J., Matera R., *The World Economy at the Start of the Third Millennium*, „The Polish Quarterly of International Affairs”, 2003, vol. 12, no. 2, pp. 5-36.

#### **Required Equipment**

None.

#### **4. MODULE ORGANISATION**

##### **Module leader**

<b>Name</b>	Prof. Dr. hab. hab. Wojciech Bienkowski
<b>E-mail</b>	wbienkowski@gmail.com

##### **Length and month of examination**

110 minutes in June

##### **Expected teaching timetable slots**

No timetable information available

##### **Subject Quality and Approval information**

<b>Board of Study</b>	Faculty Collaborative Provision Committee
<b>Subject Assessment Board</b>	Faculty Council, Faculty of Economics and Management
<b>Shortened title</b>	
<b>Date of approval by FCPC</b>	Revised version 09.07.2014

## *The Small and Medium-Sized Enterprises (SME) Sector*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The overall aim of the course is to provide students with understanding of the role the SME sector plays in any national economy – both in terms of static and dynamic analysis. The secondary, although very important aim is to discuss some basic analytical tools necessary to assess the SME sector's role. Tertiary aim is to make students aware of the existing data sources regarding SMEs. In order to fulfill the above aims a number of specific issues will be discussed: the SME definition – its theoretical and practical aspects (including historical and international differences and its influence on SME data collection and research; homo- vs. heterogeneity of the so-called SME sector; sources of SME statistical data and their quality assessment; analysis of the existing statistical data – cross sectional and longitudinal – selected examples; enterprise demography including basics of cohort analysis; government policy toward SMEs, financial constraints of the SMEs development.

The place and role of SMEs in the economy will be presented. In particular, the SME sector growth and development will be analyzed (theoretically and in practice, in selected countries – but generally in market economies, both mature and under economic transformation; likely examples may be European countries and the US). The analysis will be conducted from an economist's rather than manager's point of view.

Participants will get familiar with the following topics: identification and classification of SMEs; specific characteristics and the role of the SME sub-sectors; sources of data on SMEs, numerical characteristics of the SME sector in selected countries; internal and external factors of development of the SMEs – in theory and in practice (in selected countries); firm demography and cohort analysis in particular as a basic tool of dynamic analysis of the enterprises and its application to research done on firms; the role of SMEs in systemic transformation on Polish economy – yesterday, today and tomorrow; barriers to SMEs development. In addition, some basic methodological issues concerning research on SMEs will be raised.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Previous knowledge of Microeconomics I and Macroeconomics I is a prerequisite.

#### **Excluded Combinations**

None

### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a project

### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

n/a

### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

By the end of the course, students will:

1. Appraise strong and weak sides of the multiple-criteria definitions.
2. Analyze the overall place of the SME sector in the national economy – in terms of the numbers of firms (and establishments), their contribution to national employment and value added.
3. Analyze demographic concepts, including the cohort analysis – in terms of theory and actual numbers' evaluation.
4. Assess the basic stumbling blocks in the SME development and how to avoid them
5. Appraise the effectiveness of governmental policies toward SMEs – including a critical assessment of the so-called aid to the SME sector (general equilibrium approach vs. partial equilibrium approach).
6. Categorize effectively data sources on SMEs and relevant research institutions.

### **Indicative Content**

[attention: text in brackets refers to the required or additional reading; also, to the particular chapters in D. Storey textbook]

1. SME definitions (UE, US, other) – based on one criterion or multiple criteria; in theory and in practice

Question: a stylized SME – does it exist in reality? [Storey ch.1 & 2; lecture]

2. Decomposition of the SME sector into micro-, small, and medium enterprises; what follows from this division

Proposition: dynamics of the above sub-sectors and not of the whole sector is the key

Proposition: transition from a given subsector to a higher one is of utmost importance

Proposition: distribution of the firm dynamics by industries/branches is of high importance (traditional, modern, hi-tech, etc) [lecture]

3. Short numerical characteristics of the SME sector in selected countries

Data sources (National Statistical Offices, SME quasi-governmental institutions; questionnaire-based surveys, other)

Basic statistical data on SMEs in selected countries (static picture for today and historical time series; possibly some international comparisons, as well) [André van

Stel; Manfred Schmiemann]

4. Internal and external SME growth factors (theoretically and in reality of the past ten odd years)

Internal factors – sector’s potential

External factors – institutional environment and economic policies

Hypothesis: the dynamics of the sector (and of the subsectors) is determined by the interplay of internal and external factors [Storey ch.3, 4 & 5; lecture]

5. Basic analysis of the SME sector dynamics: firms’ demographics / cohort analysis of the number of firms, of employment and of the value added.

„Natural” process of SME sector maturing vs. external factors influence (institutions, economic policy, economic freedom) [Storey ch.3, 4 & 5; lecture]

6. What role may SMEs (and their particular sub-groups) play in economic development of a particular country (fighting unemployment, creating households’ income, dynamizing the economy, stimulating technological progress, laying conditions for development of larger firms – via indigenous growth, mergers, acquisitions) [Storey ch.5 & 6; lecture]

7. SMEs and systemic transition (in Eastern Europe and elsewhere). Particular characteristics of an unstable, adolescent environment with large churning. [lecture]

8. What barriers are the most significant obstacles to economic growth of the SMEs in your country and how can they be removed? Who can remove them? [lecture]

9. Potential and actual role of the financial sector in removing those stumbling blocks [Storey, ch.7]

10. Should SMEs be helped by the government? [Storey, ch.8; lecture]

11. Presentations by students. Students should suggest their topics to the professor within the first 4 weeks of the course. Final topics for in-class presentations will be determined by the professor on the basis of student’s suggestions. Topics may deal with any of the issues enumerated above (1- 10) in relation to a chosen country, region, branch of activity, etc.

### Teaching and Learning

This module will be taught by means of lectures. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows):

Final exam, 50% (test and open questions) will assess all learning outcomes

Coursework, 50%, composed of a project will assess all learning outcomes

### Date of last amendment

15.07.2014

### 3. MODULE RESOURCES

David J. Storey, Understanding the Small Business Sector, Thomson Learning, London [last printing: 2005; you may use previous printings, as well] - ISBN-13: 9781861523815 or ISBN: 1861523815

Jan Winięcki, Vladimir Benacek and Mihaly Laki, The Private Sector After Communism. New entrepreneurial firms in transition economies, Routledge, London & New York 2004, [Introduction & Part I: Chapters 1 & 2] - ISBN: 0-415-31807-6

**Additional readings:** [attention: first four below are available free of charge on the web]

André van Stel, COMPENDIA 2000.2: a harmonized data set of business ownership rates in 23 OECD countries, Research Report H200302, SCALES, Zoetermeer, 2003 [attention: check the EIM website at <http://www.eim.nl> for newer versions of this paper and access to their databases at <http://www.entrepreneurship-sme.eu/index.cfm/1,76,0,0,html/Datasets>]

Manfred Schmiemann, Enterprises in Europe - does size matter?, Statistics in Focus: Industry, Trade and Services, „Theme”: 4:39 (2002)

The Small Business Economy. A Report to the President, USGPO, Washington DC 2004

2004 White Paper on Small and Medium Enterprises in Japan. The Limitless Potential of the Diversity of Small and Medium Enterprises, Japan Small Business Research Institute (JSBRI), Tokyo 2004

Per Davidsson, Researching Entrepreneurship, International Studies in Entrepreneurship Series, Springer, 2005, ISBN: 0387228381 and ISBN-13(EAN): 9780387228389

The remaining part of Jan Winięcki et al (2004) –cf above.

#### Required Equipment

Projector in class

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Agata Kocia

**E-mail** akocia@wne.uw.edu.pl

#### Length and month of examination:

110 minutes in June

#### Expected teaching timetable slots

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module. No timetable information available.

#### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**



Date of approval by FCPC      Revised version 09.07.2014

## *Negotiations and Communication*

### **1. MODULE SUMMARY**

#### **Aims and Summary**

The aim of the course is to provide the students with knowledge concerning interpersonal communication characteristic and rules. On basis of such theoretical framework students shall be able to understand and analyze the process of interpersonal communication in everyday life.

Furthermore, basic knowledge of negotiations (types, ways of conducting, various factors influencing success of that process) and some set of negotiation tools will be presented. It is worth mentioning that emphasis will be put on the contextual, not universal, employment of particular negotiation approaches and strategies.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a final project (group work)

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

### **2. TEACHING, LEARNING AND ASSESSMENT**

#### **Intended Module Learning Outcomes**

On completion of this module a student should be able to:

- Debate social dependence and contextuality of communication situations.
- Appraise which context (environment) is most preferable for particular negotiation situations.
- Appraise which negotiation tool is most effective in particular situations.

- Analyze negotiation situation and understand interaction process.
- Examine various negotiation techniques in a multicultural context.

### Indicative Content

1. Communication
2. Introduction to interpersonal communication: sign, symbol, signal etc. – the most important concepts of semiotics.
3. Verbal and nonverbal communication.
4. Discourse analysis.
5. Negotiations
6. Job interview as a example of strategic negotiation.
7. Negotiation as a particular kind of strategic communication. Types of negotiations.
8. Business negotiations as particular type of negotiations
9. Negotiations in the multicultural environment.
10. Negotiation strategy, performance and analysis.

### Teaching and Learning

This module will be taught by means of lecture and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 50% will assess learning outcomes 1-5

Coursework, 50%, final group project report (analysis of negotiation simulation) (2500 words) will assess learning outcomes 1-4

### Date of last amendment

21.04.2015

### 3. MODULE RESOURCES

#### Essential Reading

Spangle, Michael L. & Warren Isenhardt, Myra, 2002, *Negotiation: Communication for Diverse Settings.*, Sage Publications

#### Recommended Reading

McCreary Don R., 1986, *Japanese-U.S. Business Negotiations: A Cross-Cultural Study.* Praeger Publishers,

#### Required Equipment

None.

### 4. MODULE ORGANISATION

Module leader

**Name** Dr Jaroslaw Jura

**E-mail** juraja@o2.pl

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** July 2015

## *Risk Management*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of the elective course is to act as a practical guide for managing different types of business risk that can destabilize companies. Students will attain theoretical knowledge on risk management tools, which will help them to identify, analyze the source of risks, as well as to evaluate the impact of the risks on the companies and the ways to illuminate them. A general guideline for implementation of an efficient risk management system will guide students through with the mapping of major business risk exposure; supported by practical tips how to monitor and manage business risks on time. Students will become aware that efficient risk management method tailored to the company needs will ensure that risks are identified and handled on time, which increases the possibility for project success and lowers the costs of the entire business projects.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

N/A

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a group project

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is an elective**

BA in Business Economics, Year 2

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

By the end of the course, students should be able to:

1. Examine transparency and diligence of a company's operations in conducting risk management activities

2. Analyze business risks, even those which are veiled behind statistical models or blindly hedged with complex financial instruments or well hidden in balance sheet.
3. Appraise a company's value through due diligence exercises before merging & acquisition actions.

#### **Indicative Content**

1. Implement an efficient risk management system including of risk analysis and control, training and continual improvement in any company.
2. Master over short term decision making in the areas of: pricing strategy; make vs buy; working capital techniques.
3. Prepare accurate forecast with reference to all possible or most probable risks or uncertainties of business.
4. Acquire the skills and competency of a chief risk officer.

#### **Teaching and Learning**

This module will be taught by means of lectures. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	0 hours	(0%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	30 hours	(30%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

Final exam, 50%, will assess all learning outcomes

Coursework, 50%, composed of a group project will assess all learning outcomes.

Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

#### **Date of last amendment**

Not established due to the lack of timetable information

### **3. MODULE RESOURCES**

#### **Essential Reading**

James Kallman. The tools and techniques of Risk Management and Insurance (Paperback: 1st edition, 2002).

#### **Recommended Reading**

Carroll T., Webb M. The Risk Factor: How to Make Risk Management Work for You in Strategic Planning and Enterprise (Harrogate, UK: Take That Books, 2001).

Bernstein P. L. Against the Gods, The Remarkable Story of Risk (New York: Wiley, 1996).

Howson P. Due Diligence – the critical stage in Acquisition and Merger (Gower Publication Ltd, 2003).

Schroeder, P.W. Impediment to effective Risk Management, in perspective on

Strategic Risk (Copenhagen Business School Press, 2006).

Rankin D., Howson P. Acquisition Essentials – a step by step guide to smarter M&A Deals' (Pearson Education Limited 2006).

Knight, R., Pretty, D., The Impact of Catastrophes on Shareholder Value (Oxford,1997).

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Name** TBC

**E-mail** TBC

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Business  
Economics

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Tax Policy*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The aim of this course is to introduce the students to the tax theory and tax policy. After theoretical introduction we analyze main taxes (PIT, VAT, excise duty and CIT) and discuss current trends in tax policy in OECD countries and EU.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Intermediate Microeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a paper (40% + its presentation 10%)

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 2

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course, students will be able to:

1. Relate principles of tax theory to real-world situations.
2. Examine the impact of various taxes.
3. Appraise the arguments for and against various tax policies.

#### **Indicative Content**

1. Taxation in contemporary world
2. Taxation and income distribution
3. Taxation and efficiency
4. Efficient and equitable taxation
5. Taxation and behaviour



6. Income taxes
7. VAT
8. Excise duty
9. Other taxes
10. Good and bad taxes, tax mix
11. Tax harmonization and competition

### Teaching and Learning

This module will be taught by means of lectures, and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess all learning outcomes

Coursework, 50%, composed of a paper (2000-2500 words, 40% + its presentation in class 10%), will assess all learning outcomes

### Date of last amendment

15.07.2014

### 3. MODULE RESOURCES

#### Essential Reading

H. Rosen, T Gayer, Public Finance, 9<sup>th</sup> ed. McGraw-Hill, 2010

J. Simon, Ch. Nobes, The economics of taxation, 7<sup>th</sup> ed. Prentice Hall, 2006

#### Required Equipment

None.

### 4. MODULE ORGANISATION

#### Module leader

**Name** Dr. Jarosław Neneman

**E-mail** neneman@uni.lodz.pl

#### Length and month of examination

110 minutes in June

#### Expected teaching timetable slots

No timetable information available. Timetable information should be verified with the School responsible for the module

#### Subject Quality and Approval information

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and

Management

Shortened title

Date of approval by FCPC

Revised version 09.07.2014

## Electives – Year 3

### *Economics of Telecommunication*

#### 1. MODULE SUMMARY

##### **Aims and Summary**

Telecommunication industry and branches connected with it (such as e-business) constitute the area of a great business opportunity, as well as remains one of the best paying employers (at least in Poland), also within its economic departments. This course will analyze the economics of telecommunications and related services. We will study the evolution of the telecommunications industry, the economic and public policy issues related to the telecommunications industry from a historical, present and future perspective. The economics of monopoly and oligopoly concepts as applied to network industries and, in particular, to telecommunications markets will be discussed. We will apply this approach to the analysis of traditional telecommunications markets, such as voice services, as well as to "new" telecommunications markets including mobiles; internet and digital tv. Mergers and consolidation issues in the industry will be considered and predictions for the direction of industry change will be made. In addition, students will gain a better understanding of the managerial decision-making that takes place in the industry. Although the course's focus is on the telecommunications industry, much of the economic analysis is applicable to other industries as well.

First part of the course will be devoted to building theoretical background of the industry, while later we will focus on more practical issues such as business cases for specific services, analysis of particular operators or current developments in telecommunication. The course will have an emphasis on actual case studies. Field visits (large operator or/and office of UKE – Polish telecom regulator) are envisaged, subject to availability.

##### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

##### **Entry Requirements (pre-requisites and co-requisites)**

Introductory micro/macroeconomics, Introduction to Business

##### **Excluded Combinations**

None

##### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a group paper

##### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### **Special Features**

None

### **Course stages for which this module is mandatory**

None

### **Course stages for which this module is a core option**

BA in Business Economics, Year 3

## **2. TEACHING, LEARNING AND ASSESSMENT**

### **Intended Module Learning Outcomes**

By the end of the course, students will be able to:

1. Appraise the impact of various economic and social factors on the telecommunication industry.
2. Perform tasks typical for an economist employed by a telecommunication company.
3. Analyze the impact of telecommunication advances on states, societies and economies as well as connections between technical and business developments in the industry.
4. Appraise the effect of state and non-state actors (e.g. operators associations) in regulating and managing telecommunication industry.

### **Indicative Content**

1. What is telecommunications? The big picture – Market Structure: users (residential, business), services (voice, data, internet, tv related services), other markets (intermediate markets, equipment)
2. A bit of technique – How does it all work? Radio vs. cable access, data transmissions protocols, voice techniques. PSTN, VoIP, GSM, femtocells, IPTV, MPLS, triple play.
3. Review of economic theories related to telecoms – Perfect competition/Monopoly/price discrimination, economics of networks.
4. Antitrust, regulation and privatization
5. How to read financial statements of a telecommunication company? – case studies.
6. Business case and its role in preparation of telecommunication investment
7. Mergers and acquisitions – rationale, methods and performance of consolidated business.
8. Intercarrier compensation and interoperator relations
9. Mobile and radio – all in one in the near future?
10. Internet, next generation network, e-business and key issues in the economics of information.

### **Teaching and Learning**

This module will be taught by means of lectures, study visits and self-directed study. Formative Assessment: Comments will be given on assignments presentation, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	0%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows)**

Final exam, 50%, will assess all learning outcomes

Coursework 50%, composed of a group paper (2500 words, presented in class prior to submission) will assess all learning outcomes. Individual marks will be awarded on the basis of a group's results as well as individual students' contributions.

#### **Date of last amendment**

15.07.2014

### **3. MODULE RESOURCES**

#### **Essential Reading**

Goleniewski, L: Telecommunications Essentials, 2<sup>nd</sup> ed., Boston: Addison-Wesley, 2009

#### **Recommended Reading**

Nuechterlein J. and Weiser P., Digital Crossroads: American Telecommunications Policy in the Internet Age, Cambridge, MA: MIT Press, 2005.

Shapiro, Carl and Hal R. Varian, *The Information Economy*, Boston: Harvard Business School Press. 1999

#### **Required Equipment**

None.

### **4. MODULE ORGANISATION**

#### **Module leader**

**Name** Dr. Łukasz Konopielko

**E-mail** konop@gazeta.pl

#### **Length and month of examination**

110 minutes in June

#### **Expected teaching timetable slots**

No timetable information available.

#### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Introduction to Innovation Economics*

### 1. MODULE SUMMARY

#### **Aims and Summary**

Innovation is one of the most popular notions in the contemporary economic and political discourse, and innovation studies are a rapidly developing social-science-discipline. The aim of this course is to give students a good introduction to a variety of innovation-related issues both in economics and business studies. There are two main modules of the course, one adopting a predominantly micro-, and another a more macro-perspective. Both modules will combine some elements of theory with practical examples and analysis of data from industries and economies.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Microeconomics, Macroeconomics

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a paper

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 3

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

Upon completion of this course students will be able to:

1. Appraise the value of particular innovations in the lives of companies, industries and economies.
2. Debate the effect of interactions between economic processes and technological progress.
3. Assess the challenges for executives and policy makers posed by innovation.

## Indicative Content

### Introduction

The Concept of Innovation, Types of Innovations, Innovations and Technological Progress

Innovations in Economics and Business Studies

### The Innovative Firm

Why Firms Innovate

Networks of Innovators

Knowledge Management

Innovation Process and Innovation Strategies

Innovation and Firm Performance

Innovation in High- and Low-Tech Industries

### Knowledge-Based Economy

The Role of Knowledge in Modern Societies and Economies

Innovation and Performance of Economies

National Innovation Systems in Europe and in the U.S.

Science, Technology and Innovation Policy

## Teaching and Learning

This module will be taught by means of lectures and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(00%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

## Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess all learning outcomes

Coursework, 50%, composed of a paper (2500 words) will assess all learning outcomes

## Date of last amendment

15.07.2014

## 3. MODULE RESOURCES

### Essential Reading

“Oslo Manual - Guidelines for Collecting and Interpreting Innovation Data”, 3<sup>rd</sup> edition, OECD/ European Communities 2005

Fagerberg, J., D.C. Mowery and R.R. Nelson (2005) (Eds.) “The Oxford Handbook of Innovation”, Oxford University Press, New York.

### Recommended Reading

von Hippel, E. (2006) “Democratizing Innovation”. The MIT Press, Cambridge MA.,

(freely available at <http://web.mit.edu/evhippel/www/democ1.htm>)

Research Policy, Structural Change and Economic Dynamics – various issues

**Required Equipment**

None.

**4. MODULE ORGANISATION**

**Module leader**

**Module leader**

**Name** Dr. Łukasz Konopielko

**E-mail** konop@gazeta.pl

**Length and month of examination**

110 minutes in June

**Expected teaching timetable slots**

No timetable provided yet.

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014



# *Financial Management*

## 1. MODULE SUMMARY

### Aims and Summary

This course aims to introduce undergraduate students to core ideas of corporate finance.

### Module Size and credits

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

### Entry Requirements (pre-requisites and co-requisites)

Financial Accounting

### Excluded Combinations

None

### Composition of module mark (including weighting of components)

Final exam, 50%

Coursework, 50%, composed of a project

### Pass requirements

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam).. Re-assessment: coursework component(s) and/or examination as appropriate.

### Special Features

None

### Course stages for which this module is mandatory

None

### Course stages for which this module is a core option

BA in Business Economics, Year 3

## 2. TEACHING, LEARNING AND ASSESSMENT

### Intended Module Learning Outcomes

By the end of the course, students should be able to:

1. Critically appraise corporate performance on the basis of accounting data.
2. Describe and compare the basic procedures and methods used in selection of capital budgeting projects.
3. Calculate the cost of equity and the weighted-average cost of capital for a company.
4. Appraise the effect of principal factors determining the capital structure of a business.
5. Analyse and explain how options, futures and forward contracts can be used to develop simple risk hedging strategies.

## Indicative Content

1. Business performance: types of business organisations, financial decisions and goals of a business, interpretation of financial statements, performance evaluation on the basis of accounting data, management of working capital;
2. **Valuation:** risk and the Capital Asset Pricing Model, issuance and valuation of common stocks, selection of capital budgeting projects, the cost of equity and the weighted-average cost of capital (WACC), WACC valuation;
3. **Financing decisions:** long-term corporate financing, capital structure theory, debt financing, risk hedging with derivative instruments.

## Teaching and Learning

This module will be taught by means of lectures and self-directed study. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self-guided</b>	70 hours	(70%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

## Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess learning outcomes 1-5.

Coursework, 50%, composed of an individual project (report of 2500 words) will assess learning outcome 1.

## Date of last amendment

20.01.2015

## 3. MODULE RESOURCES

### Essential Reading

R. A. Brealey, S. C. Myers and A. J. Marcus *"Fundamentals of Corporate Finance"*, McGraw-Hill (2012).

### Recommended Reading

Brigham E.F, Houston J.F, *Fundamentals of Financial Management (7<sup>th</sup> Edition)*, Cengage Learning (2012).

### Required Equipment

A computer with MS Windows software and an overhead projector.

## 4. MODULE ORGANISATION

### Module leader

**Name** Dr.Tomasz Schabek  
**E-mail** schabek.tomasz@gmail.com

### Length and month of examination

110 minutes in June

### Expected teaching timetable slots

No timetable information available

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** July 2015

## *The Monetary and Credit System in the Light of the Global Financial Crisis*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The specific aim of this series of lectures consists in an attempt to update students' familiarity with the nature, importance and mode of operation of the credit and monetary system in a modern market economy. In the aftermath of the shock, delivered by the latest international financial crisis to the traditional understanding of the way financial institutions, instruments and markets operated, a radically changed landscape has emerged, forcing a revision of many hitherto unquestioned precepts and practices in this sphere. Thus, a fresh look at the matter in the light of recent experiences became necessary, both in theory and practice. Hence, focus upon the evolving role of central banking and efforts at changing the regulatory framework of the financial sector.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Lazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 3

#### **Composition of Module mark:**

Final exam, 50%

Coursework, 50%, composed of a paper

#### **Pass requirements:**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes:**

1. Analyze the impact of latest trends in central banking, credit and monetary system of the contemporary market economy in the wake of the latest financial crisis.
2. Appraise the effectiveness of reforms undertaken with the aim of strengthening the monetary and credit systems.

#### **Indicative Content:**

1. Monetary and financial framework of the modern economy – mutual linkages and interaction between their component parts
2. Nature and evolution of money, modern forms of money – their origin and specific features
3. Special role, status and functions of the modern central bank – review of the structure of its balance sheet, the mechanism of cash money creation
4. Basic principles of commercial banking – recent trends in its development
5. Money market – its functions, its participants, types of instruments traded and purposes which they serve
6. Foreign exchange market, rate of exchange and role of the central bank in the market under various exchange rate regimes
7. Evolution of the theoretical underpinning of monetary policy in the past decades
8. Present-day understanding of the aims of monetary policy, instruments and channels of transmission; response of the monetary policy to the latest crisis
9. Nature and consequences of the growing public debt, its implications for monetary and financial stability of the economy, as illustrated by the present-day European experience
10. Capital market – its economic role and importance, its institutional framework and functioning under the impact of the latest financial crisis
11. Investment banking and institutional investors in the capital market, viewed in the light of the recent developments
12. The global search for an optimal regulatory and supervisory framework
13. Problems of stabilisation of the financial sector in the light of recent experiences
14. Summing up

### Teaching and Learning

This module will be taught by means of lectures and self-directed study. Comments will be given on Assessments and tutorial guidance will be provided for coursework and exams. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	{0%}
<b>Lecture</b>	30 hours	{30%}
<b>Self guided</b>	70 hours	{70%}
<b>Seminar</b>	0 hours	{0%}
<b>Workshop</b>	0 hours	{0%}
<b>Total</b>	100 hours	

### Method of Assessment (normally assessed as follows)

Final exam, 50%, will assess learning outcomes 1-2

Coursework, 50%, composed of a paper will assess learning outcomes 1-2

### 3. MODULE RESOURCES

#### Essential Reading:

Howard Davies, David Green – „Banking on the Future – The Rise and Fall of Central Banking” – Princeton University Press, 2010;

#### Supplementary reading:

K. Pilbeam – „Finance and Financial Markets” – Palgrave, 2d ed.

Also – current scholarly publications available online and articles from the financial press

**Required equipment:** none

#### **4. MODULE ORGANISATION**

**Name** Dr.Tomasz Schabek

**E-mail** schabek.tomasz@gmail.com

#### **Length and month of examination**

110 minutes in June

#### **Expected teaching timetable slots**

No timetable information available.

#### **Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee

**Subject Assessment Board** Faculty Council, Faculty of Economics and Management

**Shortened title**

**Date of approval by FCPC** Revised version 09.07.2014

## *Accounting in Financial Institutions*

### 1. MODULE SUMMARY

#### **Aims and Summary**

The main focus of the class content will be on banks, although other financial institutions will be mentioned as well (insurance companies, investment funds, etc). The students will be introduced to basic accounting concepts used in financial institutions, including the reporting documents and requirements – Statement of Financial Position and Statement of Income. They will also become familiar with procedures and accounting documents used at financial institutions. The aim is to prepare the students to seek out employment in the banking sector.

#### **Module Size and credits**

<b>CATS points</b>	10
<b>Total student study hours</b>	100
<b>Number of weeks</b>	12
<b>School responsible</b>	Łazarski University, Faculty of Economics and Management
<b>Academic Year</b>	2016/2017

#### **Entry Requirements (pre-requisites and co-requisites)**

Previous knowledge of Financial Accounting and Reporting (of enterprises) is a prerequisite.

Participation in class requires working command of English

#### **Excluded Combinations**

None

#### **Composition of module mark (including weighting of components)**

Final exam, 50%

Coursework, 50%, composed of a project

#### **Pass requirements**

To pass the course a student must score at least 40% of the overall weighted average and not less than 35% for each assessment component (i.e. coursework and final exam). Re-assessment: coursework component and/or examination as appropriate.

#### **Special Features**

None

#### **Course stages for which this module is mandatory**

None

#### **Course stages for which this module is a core option**

BA in Business Economics, Year 3

### 2. TEACHING, LEARNING AND ASSESSMENT

#### **Intended Module Learning Outcomes**

On completion of this course a student will be able to:

1. Manage accounting processes in financial institutions according to Polish law, International Accounting Standards, and US GAAP.

2. Propose the appropriate accounting rules and standards to record in an accounting system the common transactions undertaken by financial institutions.
3. Compose based on information presented in the accounting system – the financial statements i.e. Statement of Financial Position and Statement of Income of a financial institution.
4. Appraise basic financial statements of a chosen financial institution.

#### **Indicative Content**

1. Accounting in financial institutions – the objectives
2. Legal basis for accounting in financial institutions
3. General accounting principles according to Polish law, International Accounting Standards, and US GAAP
4. Valuation of financial institutions' assets and liabilities according to Polish law, International Accounting Standards, and US GAAP
5. Reporting in financial institutions
6. Basic financial statement analysis of financial institutions

#### **Teaching and Learning**

This module will be taught by means of lectures. Formative Assessment: Comments will be given on assessments, and tutorial guidance will be provided for coursework and exam. Student activity and time spent on each activity comprises:

<b>Guided</b>	0 hours	(0%)
<b>Lecture</b>	30 hours	(30%)
<b>Self guided</b>	70 hours	(0%)
<b>Seminar</b>	0 hours	(0%)
<b>Workshop</b>	0 hours	(0%)
<b>Total</b>	100 hours	

#### **Method of Assessment (normally assessed as follows):**

Final exam (consisting of open questions), 50%, will assess all learning outcomes  
 Coursework, 50%, composed of a project, will assess all learning outcomes

#### **Date of last amendment**

15.07.2014

### **3. MODULE RESOURCES**

Edwards, J.D., *Principles of Bank Accounting and Reporting*, American Bankers Association, 1991

Miętki, Zygmunt, *Rachunkowość bankowa*, Wydawnictwo Wyższej Szkoły Bankowej, 2008

Wędzki, Dariusz, *Analiza wskaźnikowa sprawozdania finansowego*, Wolters Kluwer: Oficyna Ekonomiczna, 2006

Articles provided by the lecturer

#### **Required Equipment**

Projector in class

### **4. MODULE ORGANISATION**



**Module leader**

**Name** Dr. Agata Kocia  
**E-mail** akocia@wne.uw.edu.pl

**Length and month of examination:**

110 minutes in June

**Expected teaching timetable slots**

Note that some tutorials/seminars may be provided at times other than those shown below. Timetable information should be verified with the School responsible for the module. No timetable information available.

**Subject Quality and Approval information**

**Board of Study** Faculty Collaborative Provision Committee  
**Subject Assessment Board** Faculty Council, Faculty of Economics and Management  
**Shortened title**  
**Date of approval by FCPC** Revised version 09.07.2014

**MODULE LEADERS**

(in Alphabetical Order)

**KRZYSZTOF BECK**

<b>Current post:</b>	Assistant Professor
<b>Education and Qualifications (with dates and Institutions details):</b>	BA, MA in Economics Cracow University of Economics 2006-2011
<b>Career details to-date:</b>	Lazarski University October 2011-Today
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	Microeconomics, macroeconomics, mathematics, mathematical economics, international economics, statistics, econometrics
<b>Published output from research and scholarly activity:</b>	Beck K., Wałag P. (2009), Konkurencyjność gospodarki w świetle koncepcji ordoliberalnych, [w:] Kopycińska D. (red), „Funkcjonowanie gospodarki Polskiej po 20 latach transformacji”, PRINT GROUP, Szczecin. Beck K., Wałag P. (2010), Institution of Patent Law and Market Mechanism in Creating Companies Creative Behavior, [w:] Kopycińska D. (red), „Functioning of Decision-making Entities in the Market Economy Conditions”, volumina.pl, Szczecin.

	<p>Beck K. (2011), Akcesja Polski do strefy euro w świetle teorii optymalnych obszarów walutowych – weryfikacja empiryczna, [w:] Lis. S (red.), „Kontrowersje wokół akcesji Polski do Unii Gospodarczej i Walutowej”, Wydawnictwo Uniwersytetu Ekonomicznego w Krakowie, Kraków.</p> <p>Beck K., Możdżeń M. (2011), Instytucjonalne przyczyny kryzysu w Stanach Zjednoczonych, [w:] Prusek A. (red.), „Wyzwania polityki ekonomicznej w warunkach światowego kryzysu finansowego i gospodarczego”, Wydawnictwo Uniwersytetu Ekonomicznego w Krakowie, Kraków.</p> <p>Bieńkowski W., Beck K. (2013), Wpływy polityczne a skuteczna polityka gospodarcza - gospodarki Polski i Słowacji oraz ujęcie modelowe, [w:] Lis S. (red.) „Gospodarki Polski i Słowacji na przelomie wieków. Doświadczenia i wyzwania”, Wydawnictwo Uniwersytetu Ekonomicznego w Krakowie, Kraków</p> <p>Beck K., Janus J., (2013), Aggregate Demand Disturbances in the Visegrad Group and the Eurozone, [w:] Stanek P (red.), Contemporary Issues in International Economics, Centre for Strategic and International Entrepreneurship – Cracow University of Economics, Kraków 2013 (ISBN 978-83-939576-2-0)</p> <p>Beck K. (2012), Przewyciężenie problemu przywłaszczenia w ramach społecznej gospodarki rynkowej, „Myśl Ekonomiczna i Polityczna”, 2(37), Oficyna Wydawnicza Uczelni Łazarskiego, Warszawa.</p> <p>Beck K. (2013), Determinants of Business Cycles Synchronization in the European Union and the Euro Area, “Equilibrium. Quarterly Journal of Economics and Economic Policy”, Volume 8, Issue 4, Toruń, str. 25-48</p> <p>Beck K. (2013), Structural Similarity as a Determinant of Business Cycles Synchronization in the European Union a Robust Analysis, “Research in Economics and Business: Central and Eastern Europe”, Vol. 5. No. 2, Tallin, str. 31-54</p> <p><a href="http://rebcee.eu/index.php/REB/article/view/48">http://rebcee.eu/index.php/REB/article/view/48</a></p> <p>Beck K., Janus J. (2013), Aggregate Demand Disturbances in the Visegrad Group and the Eurozone, “Entrepreneurial Business and Economics Review”, vol. 1, no. 3, str. 5-19</p> <p>Beck K., Zaiets N. (2013), Determinants of Business Cycles Synchronization in the European Union - 1991-2011, „Myśl Ekonomiczna i Polityczna”, Nr. 4(43), Oficyna Wydawnicza Uczelni Łazarskiego, Warszawa, str. 23-58</p> <p>Beck K. (2014), Determinanty synchronizacji cykli koniunkturalnych w krajach Unii Europejskiej w latach 1990-2007, „Gospodarka w Teorii i Praktyce”, Nr. 1(34), Łódź, str. 5-20</p> <p>Beck K., Janus J. (2014), Synchronization of Economic Shocks in The Visegrad Group: An Empirical Assessment, STUDIA UBB NEGOTIA, LVIX, 2, str. 35-56</p> <p>Beck K. (2014). Model dwóch gospodarek a wyniki badań nad synchronizacją cykli koniunkturalnych. Weryfikacja teoretyczna i empiryczna, „Myśl Ekonomiczna i Polityczna”, 3(46), Oficyna Wydawnicza Uczelni Łazarskiego, Warszawa, str. 17-47</p>
<p><b>Research grants and awards:</b></p>	<p>“Convergence in countries and regions of the European Union” funded by the Polish National Science Centre, on the basis of the decision No. DEC-2011/01/N/HS4/03077</p>

## WOJCIECH BIEŃKOWSKI

### PRESENT POSITION

- Director, US Economy and International Business Relations Institute, Lazarski University;
- Fellow at the Institute for Applied Economics and the Studies of Business Enterprise, Johns Hopkins University, Baltimore

### EDUCATION AND RESEARCH

1968	Warsaw School of Economics (formerly – Main School of Planning and Statistics in Warsaw, faculty: Foreign trade), M.A. diploma
1978	Ph.D. diploma
1993	D.Sc. diploma
1971-1972	University of Rochester, NY, USA; Ph.D. Studies
1984-1986	Harvard University, Cambridge, Mass., USA; Visiting Scholar
1991-1992	Nagoya City University, Japan, Visiting Scholar
02/06 1994	George Mason University, USA, Visiting Scholar
Fall 2005	Harvard University, Visiting Scholar
Fall 2006	Johns Hopkins University, Visiting Scholar

Several short-term research studies in:  
Germany (RFE/RL Institute in Munich), Austria, Italy (The Rockefeller Conference and Study Center at Bellagio) and University of Rochester, New York.

### Scientific research as Head of the team

#### **2010 (till now)**

Head of the project: "Przydatność polskich rynków finansowych na niestabilności wewnętrzne i zewnętrzne" (Committee of Economic Research NBP), with budget of 68 500zł

#### **2007-2009**

Head of the project nr N112 008 32/0274, pt: "Zmiana znaczenia czynników międzynarodowej konkurencyjności gospodarczej wynikająca z procesów globalizacji i integracji z Unią Europejską. Wnioski dla optymalizacji modelu polskiej polityki gospodarczej" (Ministry of Science and Higher Education), with budget of 200,000zł.

### **BUSINESS EXPERIENCE:**

1993 – 1995	Director, International Cooperation Department National Environmental Fund (NFOŚiGW)
1995 – 1998	Vice-President, National Environment Fund
1998 – 1999	Executive Director, European Investment Fund
2006 – present	Advisor to Poland's Minister of Economy

Member of several supervisory boards, including Environmental Bank and the Polish Agency for Foreign Investment

## MEMEBERSHIPS:

- Harvard Alumni Club in Poland (Vice-President)
- W. Fulbright Scholar Association
- Salzburg Seminar Alumni Association
- Foreign Trade Faculty Graduates Association
- Association of Polish Economists (TEP)

## OTHER INFORMATION

2006-2007 – Adviser to Poland’s Minister of Economy

06/2009 – present – Editorial Board Member of “ Eastern European Economics”

## CONFERENCES (recent)

**2010** – Conference “Drivers from Higher to Quality Education, organized by U.S. Economy and Transatlantic Relations Institute, Lazarski University

**2010** - V Congress of the Citizens „Polish Idea of the 21<sup>st</sup> Century”, Warsaw University of Technology;

**2009** - Conference „Transatlantic Dimension of the mobility of Europeans”, US Economy and Transatlantic Relations Institute at Lazarski University;

**2009** - Conference „International Management. Competitiveness of the Polish Enterprises”, Faculty of Economics and Management at Lazarski University;

**2009** - Conference „Conditions for the Effectiveness of the Medical Care System Reforms in Poland”, Faculty of Economics and Management at Lazarski University;

## PUBLICATIONS:

Author and co-author of dozens of articles and several books published by such publishing houses as Palgrave-Macmillan (USA-UK), Cambridge University Press (UK), M.E. Sharpe (USA), Maruzen (Japan) and PWN, PWE (Poland) and at scientific journals: Harvard International Review, Comparative Economic Studies, Journal of Comparative Economics, Bank of Austria

### Selected publications

*Międzynarodowa zdolność konkurencyjna kraju i przedsiębiorstw. Wyzwania dla Polski na progu XXI wieku.* Wydawnictwo SGH, Warszawa 2004

*Reaganomika i jej wpływ na konkurencyjność gospodarki amerykańskiej*, wyd. PWN, Warszawa 1995,

“Prospects for East-West Trade in the 1980s”, in Harvard International Review, Vol. IX, No.2, January 1987,

“New Developments in Economic Relations Between Japan and CMEA Countries (co-author with Masumi Hakogi), in Marie Lavigne (ed.), *The Soviet Union and Eastern Europe in the Global Economy*, Cambridge University Press, Spring 1992

“Completion of Systemic Transformation Processes in Post-Communist Countries as a Condition for Successful Development of Economic Cooperation”, Vol. 40, no. 3, M.E. Sharpe, Inc. – USA, 2002.

“Globalization and economic integration and its impact on government economic policy choices”, Journal of Economics Shxang University, China, 2002.

## MATEUSZ DRÓŹDŹ

<b>Current post:</b>	<p>Since 2010 Professor Assistant in Commercial Law Department at Lazarski University, Warsaw.</p> <p>Since 2013 Delegated to Mass Events Security Council – Fixed Expert Group (appointed by Polish Prime Minister).</p> <p>Since 2013 Work Commission for football safety in the context of the role of the Polish Football Association.</p> <p>Since 2014 Lecturer at Warsaw University – Postgraduate Studies – Organization and Security of Mass Events.</p> <p>Since 2014 Lecturer at Lazarski University – Postgraduate Studies – Management of Sports Infrastructure.</p> <p>Since 2014 Chairman of the Supervisory Board – Cuprum Med LLC.</p>
<b>Education and Qualifications:</b>	<p>2012-2015 PhD degree with a thesis on contracts under International Commercial Law.</p> <p>2011-2014 Legal Trainee in Warsaw Bar Association.</p> <p>2010-2011 International Legal Skills course at Lazarski University in Warsaw and Center for International Legals Skills in Salzburg</p> <p>2008-2010 Individual Legal English course at Cambridge School of English in Warsaw.</p> <p>2010 Summer Law School on European Private Law at Universität Salzburg.</p> <p>2009 ELS Language Center Course at St. Joseph’s University in Philadelphia.</p>
<b>Membership of Professional Bodies and Learned Societies:</b>	<p>Since 2013 Member of the Centre for International Sports Law - Staffordshire University and Thompson Rivers University.</p>
<b>Career details to-date:</b>	<p>2012 Associate at Gide Loyrette Nouel in Warsaw (M&amp;A and Contract Law Department).</p> <p>2011 Internship at McDonald Hopkins in Cleveland (USA).</p> <p>2008-2010 Legal Assistant within the Civil Department of the Student Law Office at Lazarski University.</p> <p>2010 Internship at Legal Counsel Ewa Ilnicka in Warsaw.</p> <p>2010 Apprenticeship at “Soltysinski, Kawecki &amp; Szlezak” in Warsaw.</p> <p>2009 Participation in the Polish Sejm Committee concerning enacting a new draft Act on public events.</p>
<b>Teaching Experience:</b>	<p>Since 2010 Lecturer in Commercial Law Department at Lazarski University, Warsaw.</p> <p>Since 2014 Lecturer in International Legal Studies in Salzburg.</p>
<b>Pedagogic interests:</b>	<p>International Commercial Law, Contract Law, Company Law, Security of Mass Events., Company Law.</p>
<b>Published output from research and scholarly activity:</b>	<p>Articles:</p> <p>“Soccer club-ban is too far reaching limitation”, <i>Gazeta Prawna</i>, May 25, 2012.</p> <p>“Bodyguards arrives at stadiums”, <i>Rzeczpospolita</i>, June 1, 2012.</p> <p>“A short legal guide for football fans: Rights and duties during Euro 2012</p>

	<p>matches in Poland”, Warsaw Voice, June 1, 2012.</p> <p>“When fewer football visiting fans at the stadium”, Rzeczpospolita, November 12, 2012.</p> <p>“The scope of the United Nations Convention on Contracts for the International Sale of Goods”, Ius Novum 2013, nr 1.</p> <p>“Liability of Organizer of Mass Events under art. 5 of Act on Mass Events Security - commentary on Supreme Court judgment”, Ius Novum 2013, nr 3.</p> <p>“Catalog of legal protected goods - one of the element of civil law codification”, Przegląd Sądowy 2013, nr 1.</p> <p>“Contractual and tort liability of organizer of mass events”, Przegląd Sądowy 2013, nr 6.</p> <p>“Ascertaining nullity of resolution refusing to grant a vote of acceptance to members of company bodies confirming the discharge of their duties, which infringed personal interests of member of management board - commentary on Supreme Court judgment”, Glosa 2013, nr 4.</p> <p>“Definition of mass event - theory and practice”, Edukacja Prawnicza 2013, nr 10.</p> <p>“Passing the Act on Mass Events Security - Example of the Rule of the Law Act or the State Above the Law Act”, “Ius Novum” 2014, special nr.</p> <p>“Passing the Act on Mass Events Security - Example of the Rule of the Law Act or the State Above the Law Act” – Lazarski University 2014.</p> <p>“The Act on Mass Events Security - Example of the Rule of the Law Act or the State Above the Law Act” – Warsaw University 2014</p>
--	---

## JOANNA DZIAŁO

<b>Current post:</b>	<b>Researcher and lecturer</b> , University of Lodz, Faculty of Economics and Sociology, Institute of Economics
<b>Education and Qualifications:</b>	<p>2011 <b>Habilitation in Economics</b>, University of Lodz, Faculty of Economics and Sociology</p> <p>2000 <b>Ph.D. degree in Economics</b>, University of Lodz, Faculty of Economics and Sociology</p> <p>1992 <b>Master of Management</b>, University of Lodz, Faculty of Economics and Sociology</p>
<b>Membership of Professional Bodies and Learned Societies:</b>	<p>Since 2003 - Expert in the Ministry of National Education in the field of education programs and textbooks for the course “Entrepreneurship” in secondary schools</p> <p>2004-2006 - member of the Supervisory Boards in 3 enterprises</p>
<b>Career details to-date:</b>	<p>Since 02.2011 – Associate Professor, Institute of Economics, Faculty of Economics and Sociology, University of Lodz</p> <p>2000 - 2010 – Adjunct, Institute of Economics, Faculty of Economics and Sociology, University of Lodz</p> <p>1992 – 1999 – Assistant, Institute of Economics, Faculty of Economics and Sociology, University of Lodz</p>
<b>Teaching Experience:</b>	Since October 1992 – <b>Lecturer</b> of Basic Microeconomics, Intermediate Microeconomics, Basic Macroeconomics, Intermediate Macroeconomics, and Fiscal Policy at the University of Lodz

	Since 2000 till 2014 - <b>Guest lecturer</b> at some private Universities in Lodz, Skierniewice and Kielce
<b>Pedagogic interests:</b>	Macroeconomics, Fiscal Policy, Institutional aspects of fiscal policy, Fiscal rules
<b>Research, scholarly and enterprise activity:</b>	<p><b>Completed projects:</b></p> <p>World Bank Research project "Enterprise Behaviour and Economic Reforms: A Comparative Study in Central and Eastern Europe"</p> <p>Research Project in cooperation with Lund University (Sweden) "Synergy Program in Management and Economics"</p> <p>Research project in cooperation with International Development Centre of Japan "Study of industrial development in Poland with reference to the Japanese experiences after the Second World War"</p> <p>Participation in several research projects in cooperation with Ministry of Privatisation Ministry of Treasure</p>
<b>Published output from research and scholarly activity:</b>	<p><b>Selected Publications:</b></p> <p>J. Działo, Tax competition or tax coordination? What is better for the European Union? Comparative Economic Research. Central and Eastern Europe, 2015</p> <p>J. Działo, Instytucje fiskalne a standardy etyczne w polityce fiskalnej, Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu, 330, 2014</p> <p>J. Działo, Pomoc publiczna a polityka konkurencji w Unii Europejskiej w okresie kryzysu gospodarczego, EKONOMIA I PRAWO, 13, 2014</p> <p>J. Działo, Stawki podatków dochodowych od osób fizycznych i prawnych w krajach Unii Europejskiej i wybranych rajach podatkowych a bezpośrednie inwestycje zagraniczne, Studia Prawo Ekonomiczne, tom LXXXII, 2014</p> <p>J. Działo, Ewolucja ilościowych reguł fiskalnych w Unii Europejskiej w okresie kryzysu gospodarczego, Prace Naukowe Uniwersytetu Ekonomicznego we Wrocławiu, t. XXX, 2014.</p> <p>J. Działo, Fiscal Rules and Effective Fiscal Policy, Comparative Economic Research. Central and Eastern Europe, 2012</p> <p>J. Działo, Formy i instrumenty pomocy publicznej w Unii Europejskiej w latach 2006-2011, Studia Prawo Ekonomiczne, tom LXXXIX, 2013</p> <p>J. Działo, in: J. Sokołowski, A. Żabiński, Finanse publiczne, Wydawnictwo UE we Wrocławiu, 2013.</p> <p>J. Działo, Dlaczego trudno jest prowadzić „dobrą” politykę fiskalną?, Gospodarka Narodowa nr 1-2/2012</p> <p>J. Działo, Ocena skuteczności reguł fiskalnych w Polsce, Studia Prawo Ekonomiczne, tom LXXXV, 2012</p> <p>J. Działo, Wpływ kryzysu gospodarczego na stan finansów publicznych i politykę fiskalną państw Unii Europejskiej, [in]: Jan L. Bednarczyk, Wiesława Przybylska-Kapuścińska (red.), Polityka finansowa w dobie kryzysu integracji europejskiej, CeDeWu, 2012</p> <p>J. Działo, Polityczne uwarunkowania jakości instytucji fiskalnych, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2009</p> <p>J. Działo, Konkurencja podatkowa czy harmonizacja podatków? Wybrane dylematy polityki podatkowej w Unii Europejskiej, [in]: J. Danielewicz, J.</p>

	<p>Działo, B. Gawrońska-Nowak, P. Kubiak, M. Mackiewicz, G. Walerysiak, A. Burdziak (eds.) Efekty integracji europejskiej w wybranych sektorach gospodarki, Wydawnictwo Uniwersytetu Łódzkiego, Łódź 2008</p> <p>J. Działo, Rola aktywnej polityki fiskalnej w gospodarce dotkniętej „pułapką płynności”, [in]: S. Krajewski, A. Stępnik-Kucharska (eds.) Polityka gospodarcza – aspekty teoretyczne i praktyczne, Folia Oeconomica nr 208, Łódź 2007</p> <p>J. Działo, Wpływ czynników politycznych na nierównowagę finansów publicznych, in: S. Krajewski, J. Działo, P. Krajewski, M. Mackiewicz, Nierównowaga finansów publicznych. Przyczyny i konsekwencje, Wydawnictwo Instytutu Ekonomii UŁ, Łódź 2007</p> <p>J. Działo, Makroekonomiczna rola aktywnej polityki fiskalnej, in: S. Krajewski, J. Działo, P. Krajewski, M. Mackiewicz, Nierównowaga finansów publicznych. Przyczyny i konsekwencje, Wydawnictwo Instytutu Ekonomii UŁ, Łódź 2007</p> <p>J. Działo, Wpływ czynników politycznych na instrumenty i efekty polityki gospodarczej, Gospodarka Narodowa, 5-6/2007</p>
--	---

## WALDEMAR FLORCZAK

<b>Current post:</b>	Affiliate Professor at Jagiellonian University, Cracow; Faculty of Management and Social Communication; Institute of Economics, Finance and Management; Department of Socio-Economic Analyses
<b>Education and Qualifications (with dates and Institutions details):</b>	<ul style="list-style-type: none"> <li>- Habilitation in economics (econometrics) at University of Lodz on 23 January 2013; title of the habilitation monograph: W kierunku endogenicznego i zrównoważonego rozwoju – perspektywa makroekonomiczna [Towards sustainable and endogenous development – macroeconomic perspective]</li> <li>- PhD in economics (econometrics) at University of Lodz on 12 July 1999; title of PhD dissertation: Modelowanie gospodarki Polski w okresie transformacji przy użyciu makroekonomicznego modelu W8-98 [Modelling of the Polish economy in transition period by means of the W8-98 macroeconomic model]</li> <li>- MA in economics (econometrics) in June 1990 at University of Lodz</li> </ul>
<b>Career details to-date:</b>	<ul style="list-style-type: none"> <li>- since 1 October 2013 – affiliate professor at Jagiellonian University Head of Department of Socio-Economic Analyses</li> <li>- 1 October 1999 – 30 September 2013 – Adjunct at University of Lodz, Chair of Econometric Models and Forecasts</li> <li>- 1 October 1991 – 30 September 1999 – Assistant at University of Lodz, Chair of Econometric Models and Forecasts</li> </ul>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	<ul style="list-style-type: none"> <li>Econometrics</li> <li>Applied econometrics</li> <li>Forecasting and simulation</li> <li>Statistics</li> <li>Modeling of Sustainable development</li> <li>Modeling of National Economies</li> <li>Microeconomics</li> <li>Macroeconomics</li> <li>Economic Modeling of Crime</li> </ul>
<b>Published output from research and</b>	<ul style="list-style-type: none"> <li>Consolidated information (detailed information in appendix)</li> <li>Publications</li> </ul>



scholarly activity:		Type	Number of publications
	1	Books and monographs	7
	3	Articles in scientific journals	87
	4	Articles (chapters) in collective publications	23
	5	Papers in conference proceedings	21
	6	Editor of collective publications	2
	7	Popular science publications	20

To the present day (June 2015) the collective peer-review output of mine comprises 160 items, of which:

140 are scientific, whereas 20 are popular science publications;

57 are own, whereas 103 are co-author publications

33 are English-written, whereas 127 are Polish-written publications

Hirsch index: 12 (publish or perish - google scholar)

I10-index: 15 (publish or perish - google scholar)

Number of quotations: 563

Research grants and awards:	Research Grants/Fellowships		
	Granting Institution	Realization period	Contractor/Main contractor/ head
	<b>Grants NCN (National Science Centre of Poland), MNiSW (Ministry of Science and Higher Education of Poland), and KBN (State Committee for Scientific Research)</b> 1) team grant NCN, edition OPUS 4 2) team grant NCN, edition OPUS 4 3) team grant MNiSW 4) individual grant MNiSW 5) team grant KBN 6) individual grant KBN 7) team grant KBN 8) team grant KBN 9) team grant KBN 10) individual grant KBN	2013-2016 2013-2016 20/10/2009- 19/10/2012 13/04/2010- 12/10/2011 15/11/2005- 14/11/2008 03/11/2003 - 2/11/2005 20/05/2003- 19/05/2005 01/10/2001- 31/08/2004 01/03/1998- 28/02/2001 01/01/1995- 30/06/1997	Head Main contractor Main contractor Head Main contractor Head Contractor Main contractor Main contractor Head
<b>Grants (projects) funded by foreign funds (EU)</b> 1) „Scanning Policy Scenarios for the Transition to Sustainable Economic Structures” (TRANSUST.SCAN), project finansowany z środków CORDIS	01/02/2006-31/01/2009	Contractor	

	2) „Modelling the transition to sustainable economic structures” (TRANSUST), project finansowany z środków CORDIS	01/02/2003-31/01/2006	Contractor
	<b>3. Other projects</b> 1) „Regionalny foresight technologiczny LORIS Wizja” [Regional technological foresight LORIS Vision], contract no WKP_1/1.4.5/2/2006/7/10/588	2006 – 2008	Contractor
	2) „Kapitał ludzki i społeczny jako czynniki rozwoju regionu łódzkiego”, [Human and social capital as factors of development of Lodz region], project co-financed from EU means within European Social Fund	01.04.2010-31.03.2012	Contractor

## PAWEŁ GAJEWSKI

<b>Current post:</b>	Assistant Professor at Łazarski University
<b>Education and Qualifications (with dates and Institutions details):</b>	<p>Education:</p> <p>2007 University o Lodz, Ph.D. degree in Economics</p> <p>2002 University of Lodz, Master’s degree in Economics</p> <p>Courses:</p> <p>2014 Modern Monetary Policy – IMF course, Washington D.C., U.S.</p> <p>2010 Economic Modelling and Forecasting, Bank of England, London, UK</p> <p>2009 Macroeconomic Policy and Fiscal Adjustments, IMF course, Joint Vienna Institute, Vienna, Austria</p>
<b>Career details to-date:</b>	<p>2012-now National Bank of Poland, Advisor, Economic Institute</p> <p>2009-2012 National Bank of Poland, Head of Fiscal Policy Research Unit, Euro Area Integration Department</p> <p>2008-2009 National Bank o Poland, Senior Specialist, Euro Area Integration Department</p> <p>2004 Applica Consultants sprl, Brussels, Economic Analyst Trainee</p>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	<p><b>University of Lodz:</b> Macroeconomics (undergraduate), Microeconomics (undergraduate), Contemporary issues in International Economics (undergraduate), Economics of European Integration (undergraduate), Economics of Monetary Union (undergraduate), Managerial economics (undergraduate) – all in English</p> <p>2015, Erasmus Teaching Mobility – <b>University of Macedonia</b>, Greece (weekly teaching visit)</p> <p>2014, Erasmus Teaching Mobility – <b>Universidad Santiago de Compostela</b>, Spain (weekly teaching visit)</p> <p>2013, Erasmus Teaching Mobility – <b>Alexandru Ioan Cuza University</b>, Iasi, Romania (weekly teaching visit)</p>

	2011-2012, <b>Poznań Economic University</b> – Mechanisms of the Eurozone. Topics in real convergence (postgraduate) – in Polish 2010, <b>Princeton University</b> , NJ, U.S. – Is the Euro an attractive option for CEE countries (invited lecture during seminar “The Future of the Euro”).
<b>Research, scholarly and enterprise activity (how this has informed your teaching):</b>	My teaching is greatly influenced by my NBP work, where economics is applied to draw practical conclusions and formulate policy implications. This is reflected in numerous real-life examples during my lectures as well as providing students with ideas on using theoretical concepts for the purpose of analysing economic environment (e.g. methods of aggregating GDP are used to teach calculating GDP growth decompositions and draw conclusions on economic performance, etc.).
<b>Published output from research and scholarly activity:</b>	Selected papers: 1. P. Gajewski, “Monetary policy stress in EMU. What role for fundamentals and missed forecasts?”, <i>Emerging Markets Finance and Trade</i> , forthcoming. 2. P. Baranowski, P. Gajewski, “Credible Enough? Forward Guidance and Perceived National Bank of Poland’s Policy Rule”, <i>Applied Economics Letters</i> , forthcoming. 3. P. Gajewski, “Is ageing deflationary? Some evidence from OECD countries”, <i>Applied Economics Letters</i> , vol. 11/2015. 4. P. Gajewski, “Sovereign spreads and financial market behavior before and during the crisis”, <i>Lodz Economics Working Papers 4/2014</i> , <i>Revista de Economia Mundial</i> , forthcoming. 5. P. Gajewski, “Nowcasting quarterly GDP in Euro Area. The role of sentiment indicators”, <i>Comparative Economic Research. Central and Eastern Europe</i> , vol. 17(2), 2014. 6. P. Gajewski, „Kryzys w strefie euro. Przyczyny, przebieg i perspektywy jego rozwiązania [The Eurozone crisis. The causes, the course and possible solutions]”, <i>National Bank of Poland</i> , 2013. 7. P. Gajewski, “Nierównowaga finansów publicznych w krajach Unii Europejskiej [Public finance unsustainability in EU countries]”, <i>Gospodarka Narodowa</i> , vol. 10/2011 8. P. Gajewski, “Doświadczenia z reform fiskalnych w okresie tworzenia UGiW [Fiscal reform experience from the run-up period to EMU]”, <i>Gospodarka Narodowa</i> , vol 1-2/2011 9. K. Gawlikowska-Hueckel, P. Gajewski, S. Umiński, „Szanse i zagrożenia związane z przyjęciem euro przez Polskę w ujęciu regionalnym [Chances and threats associated with adopting the Euro – regional aspects]”, <i>National Bank of Poland</i> , 2009. 10. P. Gajewski, “Społeczno-ekonomiczna efektywność polityki regionalnej [Socio-economic effectiveness of regional Policy]”, <i>Gospodarka Narodowa</i> , vol 1/2 2007

## KATARZYNA GMAJ

<b>Current post:</b>	Lecturer
<b>Education and Qualifications (with dates and Institutions details):</b>	Ph.D., 2011, Faculty of Sociology and Philosophy, Warsaw University Postgraduate Course Program “Teaching Polish as a Foreign Language” , 2011, Warsaw University M.A. in Sociology, Warsaw University , M.A. in Culture Studies, 2001,1999,

	Warsaw University
<b>Career details to-date</b>	<p>2012 – ...lecturer at Lazarski University</p> <p>2011-2012 – lecturer at University of Computers Sciences and Economics (WSliE TWP) in Olsztyn</p> <p>2008-2010 - junior member of teaching at Lazarski University</p> <p>2002 - ... researcher in various institutions (Center for International Relations, Institute of Public Affairs, Foundation for Somalia, Helsinki Foundation for Human Rights)</p>
<b>Research, scholarly and enterprise activity (how this has informed your teaching):</b>	<p>Participation in EU Grants :</p> <p>2014-2015 – Namaste Poland! Researching the situation and integration needs of Indian immigrants in Poland (Namaste Polsko! Badanie sytuacji i potrzeb związanych z integracją Hindusów w Polsce), European Fund for the Integration of Third Country Nationals. Project carried out by the Foundation for Somalia.</p> <p><b>2013-2015 - ASSESS - Integration of Vulnerable Migrant Groups. European Fund for the Integration of Third Country Nationals. International project in Poland carried out by the Lazarski University.</b></p> <p>2012-2014 - Diversity in Political Parties' Programmes, Organisation and Representation, European Fund for the Integration of Third Country Nationals. International project. In Poland project carried out by the Lazarski University.</p> <p>2012-2013 – Integration of refugee children and minors under international protection into Polish schools, European Refugee Fund. Project carried out by the Center for International Relations.</p> <p>2011-2012 – Integration of non-EU women, wives of Polish citizens (Cudzoziemscy małżonkowie obywateli polskich – wymiar genderowy),, European Fund for the Integration of Third Country Nationals. Project carried out by the Center for International Relations.</p> <p>2011-2012 A hurdle race - barriers to integration (Bieg przez płotki. Bariery na drodze do integracji), European Fund for the Integration of Third Country Nationals. Project carried out by the Helsinki Foundation for Human Rights.</p> <p>2009 –2011 METOIKOS 'Circular Migration Patterns in Southern and Central Europe: Challenges and Opportunities for Migrants and Policy Makers', EC DG JFS. International project. In Poland Project carried out by the Center for International Relations.</p> <p>2007-2009 CLANDESTINO 'Undocumented Migration: Counting the Uncountable. Data and Trends across Europe', 6<sup>th</sup> Framework Programme – International project. In Poland Project carried out by the Center for International Relations.</p> <p>2006-2009 EMILIE ' A European Approach to Multicultural Citizenship: Legal, political and educational challenges', 6<sup>th</sup> Framework Programme International project. In Poland Project carried out by the Center for International Relations.</p> <p>Since all above-mentioned projects are devoted to migration, and integration in particular, their findings are useful not only at the stage of curriculum development and preparing certain lectures or seminars. They also make me more aware of problems that might influence foreign students' performance at University.</p>
<b>Research, scholarly and enterprise activity (how this has informed your</b>	<p>Participation in EU Grants :</p> <p>2014-2015 – Namaste Poland! Researching the situation and integration needs of Indian immigrants in Poland (Namaste Polsko! Badanie sytuacji i potrzeb związanych z integracją Hindusów w Polsce), European Fund for the</p>

teaching):	<p>Integration of Third Country Nationals. Project carried out by the Foundation for Somalia.</p> <p><b>2013-2015 - ASSESS - Integration of Vulnerable Migrant Groups. European Fund for the Integration of Third Country Nationals. International project in Poland carried out by the Lazarski University.</b></p> <p>2012-2014 - Diversity in Political Parties' Programmes, Organisation and Representation, European Fund for the Integration of Third Country Nationals. International project. In Poland project carried out by the Lazarski University.</p> <p>2012-2013 – Integration of refugee children and minors under international protection into Polish schools, European Refugee Fund. Project carried out by the Center for International Relations.</p> <p>2011-2012 – Integration of non-EU women, wives of Polish citizens (Cudzoziemscy małżonkowie obywateli polskich – wymiar genderowy),, European Fund for the Integration of Third Country Nationals. Project carried out by the Center for International Relations.</p> <p>2011-2012 A hurdle race - barriers to integration (Bieg przez płotki. Bariery na drodze do integracji), European Fund for the Integration of Third Country Nationals. Project carried out by the Helsinki Foundation for Human Rights.</p> <p>2009 –2011 METOIKOS 'Circular Migration Patterns in Southern and Central Europe: Challenges and Opportunities for Migrants and Policy Makers', EC DG JFS. International project. In Poland Project carried out by the Center for International Relations.</p> <p>2007-2009 CLANDESTINO 'Undocumented Migration: Counting the Uncountable. Data and Trends across Europe', 6<sup>th</sup> Framework Programme – International project. In Poland Project carried out by the Center for International Relations.</p> <p>2006-2009 EMILIE ' A European Approach to Multicultural Citizenship: Legal, political and educational challenges', 6<sup>th</sup> Framework Programme International project. In Poland Project carried out by the Center for International Relations.</p> <p>Since all above-mentioned projects are devoted to migration, and integration in particular, their findings are useful not only at the stage of curriculum development and preparing certain lectures or seminars. They also make me more aware of problems that might influence foreign students' performance at University.</p>
Research supervision:	<p><b>TRANSFAM – Doing Family in Transnational Context.</b> Polish-Norwegian Research Fund. Center for International Relations, Work Package Leader.</p> <p><b>Namaste Poland! Researching the situation and integration needs of Indian immigrants in Poland (Namaste Polsko! Badanie sytuacji i potrzeb związanych z integracją Hindusów w Polsce),</b> European Fund for the Integration of Third Country Nationals. Project carried out by the Foundation for Somalia</p> <p><b>A hurdle race - barriers to integration (Bieg przez płotki. Bariery na drodze do integracji),</b> European Fund for the Integration of Third Country Nationals. Project carried out by the Helsinki Foundation for Human Rights.</p>
Published output from research and scholarly activity:	<p>Recent five years:</p> <p>Iglicka K., Gmaj K. 2015, From Integration to Participation. Challenges for Immigration in Poland and Europe, Warszawa: Scholar (forthcoming)</p> <p>Iglicka K. Gmaj K. 2015, Od integracji do partycypacji. Wyzwania imigracji w Polsce i Europie, Warszawa: Scholar (forthcoming)</p> <p>Gmaj K. 2015, Dlaczego Polska? [Why Poland?], in: Bąbiak I., Gmaj K. (eds),</p>

Namaste Polsko! : sytuacja i potrzeby imigrantów z Indii w Polsce [Namaste Poland! Researching the situation and integration needs of Indian immigrants in Poland], Warszawa: Scholar, pp.24-46

Bąbiak I., Gmaj K , 2015, Wstęp [Introduction] Dane statystyczne na temat osób pochodzących z Indii, zamieszkałych w Polsce; Opis badania [Indian immigrants in Poland – statistics. About the research], Główne wnioski z badania. I co dalej...? [Main findings. What is next?], in: Bąbiak I., Gmaj K. (eds), Namaste Polsko! : sytuacja i potrzeby imigrantów z Indii w Polsce [Namaste Poland! Researching the situation and integration needs of Indian immigrants in Poland], Warszawa: Scholar, pp. 7-9, 11-23, 70-74

Gmaj K. (with Iglicka K. and Walczak B.), 2013, Dzieci uchodźcze w polskiej szkole. Wyzwania systemu edukacji dla integracji i rynku pracy.[Refugee children in Polish school. Educational challenges for integration and labour market], Scholar, Warszawa p.115

Gmaj K(with Iglicka K.), 2013,Circular Migration Patterns between Ukraine and Poland, in: Triandafyllidou A.(ed) Circular Migration between Europe and its Neighbourhood. Choice or Necessity? Oxford: OUP,pp.166-187

Gmaj K. (with Iglicka, K and Bąbiak I.), 2012, Integracja imigrantek - żon polskich obywateli. Wyniki badań i rekomendacje [Integration of women, wives of Polish citizens], Scholar, Warszawa, p. 105

Gmaj K. (with I. Babiak), 2012, Migranci „rodzinni” [Migrants driven by family reasons], in: Mikulska A. and Patzer H. (eds), “Bieg przez płotki – bariery na drodze do integracji”, pp.80-108

Gmaj K. (with Iglicka, K and T. Maroukis), 2011, ‘Irregular migration and informal economy in Southern and Central-Eastern Europe: breaking the vicious cycle?’, *International Migration* vol. 49 (5), pp.129-156.

Gmaj K., 2011, Immigrant Pupils: Realities and Challenges for Polish Schools, in: Ziótek-Skrzypczak M. and Gandenberger G. (eds), “Labour Market Integration of Immigrant Youth. Polish and German Perspectives”, Internationales ForumBurg Liebenzell and Centrum Stosunków Międzynarodowych

Gmaj K. (with K. Iglicka), 2010, Poland: ‘Waiting For’ Irregular Migration’, in: Triandafyllidou A. (ed.), *Irregular Migration in Europe. Myths and Realities*, Ashgate, Aldershot, pp. 201-227.

JAROSŁAW JURA

<b>Current post:</b>	since 2015 Assistant Professor, Lazarski University, Warsaw, Poland
<b>Education and Qualifications (with dates and Institutions details):</b>	<p>2006 - University of Warsaw, Faculty of Sociology and Philosophy, Institute of Sociology, Ph.D. in Sociology, dissertation title: Social functions of eating and drinking behaviour. Anthropological study of contemporary Beijing; Major: Interactional Sociology, Sociology and Anthropology of Food Minor: China studies</p> <p>1996 - University of Lodz, Faculty of Economics and Sociology, Master of Science in Sociology; Major: Sociology of Communication, Sociology of Culture Minor: Interactional Sociology</p>

<b>Membership of Professional Bodies and Learned Societies:</b>	2016 - Mixed Methods International Research Association – member 2012 - The Chinese in Africa/Africans in China Research Network (CA/AC Research Network) - member 2012 - American Anthropological Association - member 2011 - European Sociological Association - member 2008 - European Association of Chinese Studies - member 2008 -The Association for Asian Studies – member
<b>Career details to-date:</b>	2015 – Lazarski University (Warsaw, Poland), Assistant Professor. 2013 – Institute for Socio – Economic Enquiry - president 2008 – 2013 Lazarski University (Warsaw, Poland), Assistant Professor. 2008 Jagiellonian University, Faculty of Far and Middle Eastern Cultures, Krakow, Poland, Assistant Professor. 2006/2007 Academy of International Economic and Political Relations (Gdynia, Poland), Lecturer 1997-2006 University of Warsaw, Institute of Sociology, Ph.D. student, Researcher, Lecturer 2004-2006 The Academy of Humanities and Economics (Lodz, Poland), Lecturer: Chinese Mandarin 2002 University of Warsaw, Oriental Studies Institute, Lecturer 2001/2002 University of Trade (Lodz, Poland), Lecturer
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	Lazarski University (Warsaw, Poland) Courses taught (in English): Introduction to Sociology, Introduction to Anthropology, Intercultural Communication, Research methods, Communication and Negotiations, East Asia, Socio-Economic Changes in Contemporary China, Chinese civilisation, Internet, Social Media And Marketing Research, Introduction to statistics Jagiellonian University, Faculty of Far and Middle Eastern Cultures, Krakow, Poland Courses taught (in Polish): Sociology of Culture, Chinese Food Culture, Social Transformations in Contemporary China, Individual, Community, State in Traditional and Contemporary China Academy of International Economic and Political Relations (Gdynia, Poland), Lecturer: Contemporary China University of Warsaw, Institute of Sociology, Ph.D. student, Lecturer: Social Anthropology, Introduction to Sociology The Academy of Humanities and Economics (Lodz, Poland), Lecturer: Chinese Mandarin University of Warsaw, Oriental Studies Institute, Lecturer: Qualitative Methodology in Intercultural Research University of Trade (Lodz, Poland), Lecturer: Sociology of Organization
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	Sociology, Cultural Anthropology, Sociology and Anthropology of Food, Sociology of Culture, Sociology of Communication, Negotiations, Cross-Cultural Business and Organization Culture, Qualitative Methods, Social Anthropology, Research methods, Asian Studies, Chinese Studies, Asian Business Culture, Chinese expansion in Africa, Qualitative and Quantitative

	Content Analysis, Data Mining Software Application in Sociology and Related Sciences								
<b>Published output from research and scholarly activity:</b>	<p>SELECTED PUBLICATIONS</p> <p>Jura J., Kałużyńska K., 2016, "Transformation of the Dragon - China's image in Polish media." in: J. Wardęga (ed.), China-Central and Eastern Europe (CEE). Societies, markets and cultures in transition (working title), Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków (forthcoming)</p> <p>Jura J., de Carvalho P., 2016, Percepção da China e dos chineses em Angola in: Biblioteka Iberyjska (forthcoming)</p> <p>Jura J., Kałużyńska K., de Carvalho P., 2015, Events Over Endauvours: Image of the Chinese in Zambia and Angola, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków</p> <p>Jura J., Kałużyńska K., 2015, „Obraz obcokrajowców i imigrantów w polskich mediach tradycyjnych i internetowych” in: J. Konieczna Salamatin (ed.) Imigranci o wysokich kwalifikacjach na polskim rynku pracy. Raport z badań 2014-2015, Instytut Społeczno-Ekonomicznych Ekspertyz; Fundacja "Nasz Wybór", Warszawa</p> <p>Beck K., Gawrońska-Nowak B., Jura J., 2015, „Dyskryminacja imigrantów – kandydatów do pracy. Badanie eksperymentalne.” in: J. Konieczna Salamatin (ed.) Imigranci o wysokich kwalifikacjach na polskim rynku pracy. Raport z badań 2014-2015, Instytut Społeczno-Ekonomicznych Ekspertyz; Fundacja "Nasz Wybór", Warszawa</p>								
<b>Research grants and awards:</b>	<table> <tr> <td>2011- 2014</td> <td>research grant of National Science Centre: „Obraz Chin i Chińczyków oraz kształt interakcji międzykulturowych pomiędzy Chińczykami, a Afrykanami w Zambii i Angoli”(The view of China and Chinese and inter-cultural relations between Chinese and Africans in Zambia and Angola)</td> </tr> <tr> <td>2007</td> <td>Institute of Civic Space and Public Policy, Warsaw, research fellowship</td> </tr> <tr> <td>1999</td> <td>Renmin University, Beijing, Polish Ministry of Education fellowship (Ph.D. studies), field research</td> </tr> <tr> <td>1996/97</td> <td>Sichuan Union University, Polish Ministry of Education fellowship</td> </tr> </table>	2011- 2014	research grant of National Science Centre: „Obraz Chin i Chińczyków oraz kształt interakcji międzykulturowych pomiędzy Chińczykami, a Afrykanami w Zambii i Angoli”(The view of China and Chinese and inter-cultural relations between Chinese and Africans in Zambia and Angola)	2007	Institute of Civic Space and Public Policy, Warsaw, research fellowship	1999	Renmin University, Beijing, Polish Ministry of Education fellowship (Ph.D. studies), field research	1996/97	Sichuan Union University, Polish Ministry of Education fellowship
2011- 2014	research grant of National Science Centre: „Obraz Chin i Chińczyków oraz kształt interakcji międzykulturowych pomiędzy Chińczykami, a Afrykanami w Zambii i Angoli”(The view of China and Chinese and inter-cultural relations between Chinese and Africans in Zambia and Angola)								
2007	Institute of Civic Space and Public Policy, Warsaw, research fellowship								
1999	Renmin University, Beijing, Polish Ministry of Education fellowship (Ph.D. studies), field research								
1996/97	Sichuan Union University, Polish Ministry of Education fellowship								
<b>Other:</b>	<p>Presentations at Conferences</p> <p>2015 - The 2nd Academic Conference on China-Central and Eastern Europe (CEE) Cross-cultural Dialogue, Education and Business, Kraków, The image of China and Chinese in selected Polish periodicals and so called "new" Internet media.</p> <p>2015 - Imigranci o wysokich kwalifikacjach na polskim rynku pracy. Badanie społeczne, (Immigrants of high qualification on the Polish labor market) Warsaw, Obraz cudzoziemców w polskich mediach i internecie (The image of foreigners in Polish media and Internet).</p> <p>2014 - Colóquio Comemorativo dos 40 anos do 25 de Abril, (Re)pensar Abril, Warsaw, Percepção da China e dos chineses em Angola</p> <p>2012 - 111th meeting of the American Anthropological Association, San</p>								



	Francisco Trust, Conflict, and Social Class: The Diverse Relations Between Chinese and Africans
--	---

## PIOTR KŁOSSOWICZ

### PRESENT POSITION

Since 1999 Lazarski University, Warsaw, English language teacher  
 (Specialty: Academic Writing)  
 Since 1996 Melchior Wankowicz Warsaw College of Journalism, English  
 Language teacher, head of language teaching unit.  
 Since 1998 lectures/seminars "British Institutions In Historical Perspective"

### EDUCATION

1990-1995 Uniwersytet Warszawski, Department of English and American  
 Studies,  
**M.A.**  
 Major: *American Studies* Minor: *British Studies*

### AREAS QUALIFIED TO TEACH

General English, Business English, Academic Writing, TELC courses.

### FELLOWSHIPS AND AWARDS

1994 Scholarship at Warwick University, UK.

### WORK EXPERIENCE

Since 1999 Lazarski University, Warsaw, English language teacher,  
 Since 1996 Melchior Wankowicz Warsaw College of Journalism, English  
 Language teacher, head of language teaching unit.  
 Since 1998 lectures/seminars "British Institutions In Historical Perspective"

## AGATA A. KOCIA

<b>Current post:</b>	Adjunct Lecturer Faculty of Economics and Management Lazarski University  Assistant Professor Chair of Banking, Finance and Accounting Faculty of Economic Sciences University of Warsaw
<b>Education and Qualifications (with dates and Institutions details):</b>	ASSOCIATION OF ACCOUNTANTS IN POLAND Professional Studies for Chief Accountant in IAS/IFRS Warsaw, Poland, 10.2011 – 02.2013  WARSAW UNIVERSITY, EDUCATION DEPARTMENT Education Studies

	<p>Warsaw, Poland, 10.2006 – 12.2007</p> <p>WARSAW UNIVERSITY, FACULTY OF ECONOMIC SCIENCES          Doctoral Studies          Warsaw, Poland, 10.2005 – 09.2009</p> <p>SUFFOLK UNIVERSITY, DEPARTMENT OF MANAGEMENT          M.B.A. Studies, specialization: International Business          Boston, U.S.A., 09.2003 – 08.2004</p> <p>WARSAW UNIVERSITY, FACULTY OF ECONOMIC SCIENCES          Master Studies, specialization: Finance and Banking          Warsaw, Poland, 02.2002 – 06.2003</p> <p>AUBURN UNIVERSITY, SCHOOL OF BUSINESS          Bachelor Studies, specialization: Finance          Auburn, U.S.A., 08.1998 – 12.2001</p>
<b>Career details to-date:</b>	<p>WARSAW UNIVERSITY, FACULTY OF ECONOMIC SCIENCES          Chair of Banking, Finance and Accounting          Lecturer, Researcher          since 11.2009</p> <p>LAZARSKI UNIVERSITY          Lecturer          since 12.2009</p> <p>SUFFOLK UNIVERSITY, DEPARTMENT OF MANAGEMENT          Researcher          Boston, U.S.A., 09.2003 – 05.2004</p>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	<ul style="list-style-type: none"> <li>- Tax Systems in European Union countries</li> <li>- Financial Statement Analysis</li> <li>- Financial Accounting</li> <li>- Managerial Accounting</li> <li>- History of Economic Thought</li> <li>- Issues in Macroeconomics</li> <li>- Microeconomics</li> </ul>
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	<p>Research area:          Public economics in the area of institutional regulation particularly:</p> <ul style="list-style-type: none"> <li>- taxation in European Union member countries with respect to positives and negatives of competition and harmonization,</li> <li>- possible incorporation of institutional improvements in Poland's public administration,</li> <li>- financial accounting including differences in standards (US GAAP, Polish Accounting Act, IAS/IFRS).</li> </ul>
<b>Research, scholarly and enterprise activity (how this has informed your teaching):</b>	<p>Chair of Banking, Finance and Accounting at Faculty of Economic Sciences, University of Warsaw; financed by National Research Centre, research project entitled: Model of fiscal policy integration analysis in European Union, 09.2012 – 11.2014</p> <p>Chair of Banking, Finance and Accounting at Faculty of Economic Sciences,</p>

	<p>University of Warsaw; financed by National Research Centre, research project entitled: Measurement methodology of networks in public administration, 06.2011 – 02.2014</p> <p>Chair of Banking, Finance and Accounting at Faculty of Economic Sciences, University of Warsaw; research project entitled: Factors determining effectiveness of modern organizations, 09.2010 – 09.2011</p> <p>Doctoral grant from the Polish Ministry of Higher Education, Grant no. N N112 0425 33 pt.: Tax systems competition and economic growth in European Union countries. Economic-institutional approach, 10.2007 – 06.2009</p> <p>Cooperation with international research team (Boston, USA and Warsaw, Poland) to conduct empirical studies on Foreign Direct Investment (FDI) in European Union, 06. 2007 – present</p>
<b>Published output from research and scholarly activity:</b>	<p>Opolski, Krzysztof, Modzelewski, Piotr and Kocia Agata, (2014), Measurement methodology of networks in public administration, Wydawnictwo CeDeWu.</p> <p>Kocia, Agata and Maselewska, Marzena, (2012), "Is Greek collapse, possible in Poland" Journal of Marketing Development and Competitiveness, vol. 6(2).</p> <p>Kocia, Agata and Szymańska, Grażyna, (2012), "PFSA and BaFin - comparison of institutional framework in dynamic financial markets" Journal of Applied Business and Economics, vol. 13(2), pp. 188-205.</p> <p>Kocia, Agata and Maselewska, Marzena, (2012), "Selected aspects of accounting and their impact on effectiveness of modern organizations" Journal of Accounting and Finance, vol. 12(1), pp. 84-93.</p> <p>Kocia, Agata, (2011), "Tax System as an Institutional Factor Attracting Investment into the European Union Countries", in Polish Yearbook of Law &amp; Economics, J. Bełdowski, K. Metelska-Szaniawska, L. Visscher, eds., Publisher: CH Beck, pp. 155-170.</p>

## ŁUKASZ KONOPIELKO

<b>Current post:</b>	<b>Lecturer</b> , Łazarski University
<b>Education and Qualifications:</b>	<p>2000 <b>Doctoral Programme</b>, University College London, PhD Dissertation on banking reforms&amp;development.</p> <p>1993 <b>Master of Arts in International Economics</b>, Sussex University</p> <p>2008 <b>Magister in Economics</b>, Warsaw University, Economics Faculty</p>
<b>Career details to-date:</b>	<p>2008- <b>Łazarski University</b> <b>Lecturer</b></p> <p>2004-2010 <b>SPEC S.A. (currently Veolia Poland)</b> <b>Economist</b> in teleinformatic project</p> <p>2001-2004 <b>Tel-Energo S.A. (currently Exatel S.A)</b>, Warsaw <b>Chief Analyst</b> and Acting Director, Strategic Finance Division.</p> <p>1999-2001 <b>PZU NFI Management Sp. z o.o.</b>, Warsaw <b>Analyst</b>. Responsible for restructuring, sale and management of a portfolio</p>

	<p>of six firms in various industries  1998-1999 <b>Central and East European Economic Research Center</b>  <b>Researcher</b> in financial reforms in EE.  1997-1999 <b>Euromonitor</b>, London  <b>Freelance researcher</b>. Projects in key industrial and service sectors in Poland.  1993-1995 <b>Polish Agency for Regional Development</b>, Warsaw  <b>Specialist</b> in the financial PHARE - STRUDER Grant Scheme for small and medium enterprises.</p>
<b>Teaching Experience:</b>	<p>2000- <b>Lecturer in Economics</b>  Lecturing at: Olympus Szkoła Wyższa im. R.Kudlińskiego; Collegium Civitas; Wyższa Szkoła Promocji; Szkoła Wyższa Przymierza Rodzina. Various courses including international economics, introductory economics and European integration.</p> <p>1996-1998 <b>University of Surrey</b>, Guildford  <b>Associate lecturer</b> in Languages &amp; Business Department.</p>
<b>Pedagogic interests:</b>	Entrepreneurship, Innovations, banking & finance.
<b>Research, scholarly and enterprise activity:</b>	<p><b>Current projects:</b>  “Efficiency of EU-sponsored schemes between 2007-2013”  Own statutory research, Łazarski University  2. “Evaluation/Implementation of Financial Instruments in 2014-2020 perspective”  - Warmińsko-Mazurskie Wojvodship</p> <p>Number of consultancy duties for EU funds applicants as well as participation in EU-sponsored schemes as a participant/lecturer/evaluator.</p>
<b>Published output from research and scholarly activity:</b>	<p>“Luka finansowa a system poręczeń kredytowych dla innowacyjnych przedsiębiorstw”, in: <u>“Zarządzanie należnościami w sektorze małych i średnich przedsiębiorstw w okresie kryzysu gospodarczego”</u>, pp. 67-80, Europejska Uczelnia Społeczno-Techniczna, Radom, 2014.</p> <p>„Wspieranie innowacyjności w ramach regionalnych programów operacyjnych” in <u>Współczesne wyzwania przedsiębiorstw i regionów a kryzys gospodarczy</u>, pp.249-262, PWSZ W Ciechanowie Wydział Ekonomii, Ciechanów, 2012.</p> <p>„Marketing terytorialny jako instrument realizacji Programu Operacyjnego Rozwoju Polski Wschodniej” in: <u>Wizerunek regionu o orientacji rynkowej</u>, pp.117-123, PSW Biała Podlaska, 2012.</p> <p>„Luka Popytowa na usługi mobilne na Białorusi” (with E.Dovnar), <u>Przegląd Telekomunikacyjny</u>, vol. LXXXIV, 4/2011, pp.129-132, Warszawa, 2011.</p> <p>„Innowacyjność w e-biznesie – Działanie 8.1 Programu Operacyjnego Innowacyjna Gospodarka” in: <u>Innowacyjność w funkcjonowaniu przedsiębiorstw i regionów</u>, pp.175-192, PWSZ W Ciechanowie Wydział Ekonomii, Ciechanów, 2011.</p> <p>„Interwencja walutowa - jej efektywność i aspekt etyczny” (with B.Gawrońska-Nowak, K.Rzentarzewska) in: <u>Ekonomia-Polityka-Etyka</u>, vol IV, pp.123-138, Uniwersytet w Białymstoku, Wydział Ekonomii i Zarządzania, Białystok, 2011.</p> <p>„Polityka spójności stabilizatorem czy hamulcem rozwoju?” (with</p>

	<p>W.Bieńkowski), <u>Prace naukowe Uniwersytetu Ekonomicznego we Wrocławiu</u>, vol.95, pp.214-222, Wrocław, 2010.</p> <p>"Provision of teleinformatic services by infrastructure enterprises" (with J. Wytrębowski) in: <u>Information Technologies in Economics and Innovative Management</u> (ed. J.T. Duda) AGH University of Science and Technology Press, Kraków 2007</p> <p>Chapter: "Pension Reform and Privatisation in CEE: Opportunities Lost", (with R. Charlton and R. McKinnon) pp. 37-58 in: <u>Central and Eastern Europe in Transition</u>, Nova Science Publishers, NY, 2001.</p> <p>"Foreign Banks entry into Central and East European Markets: motives and activities", <u>Post-Communist Economies</u>, vol.11 no.4, pp. 463-485 Dec.1999 (ISI 1463-1377).</p> <p>"The Emergence of Contractual Savings Sectors in Transition Economies: Business and Policy in the Rise of the Non-State Pension Fund" (with R. Charlton and R. McKinnon), <u>European Journal of Financial Services</u>, 3(3), pp.24-47, July 1999.</p> <p>Chapter: "Banking and Other Financial Services", pp.161-171 in: <u>The Central and East Eastern Europe Handbook</u>, Fitzroy Dearborn Publishers, Chicago, 1999.</p> <p>"Polish pension reform and corporate governance issues", <u>Law in Transition</u>, Autumn vol. , pp. 56-60, EBRD London, 1999.</p> <p>"Pension Reform, Privatisation and Restructuring in the Transition: Unfinished Business or Inappropriate Agendas?" (with R. Charlton and R. McKinnon), <u>Europe-Asia Studies</u>, Vol.50, No.8, pp.1413-1446, 1998 (ISI 0966-8136).</p> <p>"Reinventing aid for Eastern Europe - lessons from the Struder Programme implementation" (with J. Bell), <u>Regional Studies</u>, Vol.32 (3), pp. 290-294, 1998 (ISI 0034-3404).</p> <p>"A Note on Polish Bank Consolidation", <u>Journal of Comparative Economics</u>, Vol.25(3), pp. 441-447, 1997 (ISI 0147-5967).</p> <p>"The liberalisation of trade policy between Poland and the European Union - trade creation and trade diversion" (with M. Kietbasa), <u>Journal of East-West Business</u>, Vol.3 (3), pp. 1-26, 1997.</p> <p>"Reserve Requirements as an Implicit Tax: the Case of Poland and Hungary", <u>Communist Economies &amp; Economic Transition</u>, Vol.9 (2), pp. 209-218, 1997 (ISI 1463-1377).</p> <p>"Empiryczna analiza procesów konsolidacyjnych w bankowości" (Empirical Analysis of the Consolidation in the Banking Sector), <u>Bank i Kredyt</u>, National Bank of Poland, Vol.27 (12), pp. 35-39, 1996.</p>

Title	dr
Name:	Piotr
Surname:	Kuszewski
<i>Current post:</i>	Assistant Professor
<i>Education and Qualifications</i>  <i>(with dates and Institutions details):</i>	<ul style="list-style-type: none"> <li>■ February 2011, PhD in economics, Warsaw School of Economics; dissertation title: Dynamic Price Competition Under Capacity Constraints</li> <li>■ 2005, Northwestern University, Master of Arts</li> <li>■ 2001 – 2006, graduate (PhD) program in economics, Northwestern University. PhD candidate.</li> <li>■ 1999, Socrates scholarship, Universidade Lusófona, Lisbon, Portugal</li> <li>■ 1996 – 2001, Warsaw School of Economics, double Master of Arts: Quantitative Methods and Information Systems as well as Economics – both Magna Cum Laude</li> <li>■ 1992 – 1996, high school XIV LO im. Stanisława Staszica, Warsaw – extended math</li> </ul>
Career details to-date:	<ul style="list-style-type: none"> <li>■ Oct 2011 – present, Warsaw School of Economics Assistant Professor at the Banking Department, Management and Finance Collegium and Socio-Economic Collegium</li> <li>■ Feb 2015 – May 2016, April Polska CEO of April Polska Assistance, Country Manager for Poland and Regional CEO for CEE, managing April activity in Poland and supervision over 14 entities in 8 countries of CEE. April is international assistance and insurance brokerage group. Managing divestments in Russia and Ukraine.</li> <li>■ May 2011 – Feb 2015, State Development Bank of Poland Group <ul style="list-style-type: none"> <li>□ Nov 2013 – Feb 2015, TFI BGK S.A. President of the Management Board / CEO, creation of the investment fund management company and going through the full permit process with financial supervisory authority. Preparation and launch of alternative assets investments of BGK – real estate, infrastructure, private equity and venture capital funds.</li> <li>□ Aug 2013 – Feb 2015, Krajowy Fundusz Kapitałowy Member of the supervisory board.</li> <li>□ May 2011 – Sep 2014, State Development Bank of Poland (Bank Gospodarstwa Krajowego – BGK) Jul 2013 – Sep 2014: Head of Capital Investments Department – equity investments and supervision over existing equity stakes of BGK. Apr 2013 – Jun 2013: Advisor to the President of the Management Board responsible for launch of private equity fund-of-funds – Polish Growth Fund of Funds with European Investment Fund (EIF).</li> </ul> </li> </ul>

	<p>Jan 2012 – Mar 2013: Managing Director – infrastructure financing division – investment project financing in project and structured finance formulas, cooperation with large corporate clients of the bank;  May 2011 – Dec 2011: Advisor to the President of the Management Board responsible for implementation of new operating model of the bank – credit risk management centralization.</p> <ul style="list-style-type: none"> <li>■ Dec 2010 – Mar 2014, Money Makers SA  Member of the supervisory board of Money Makers SA – asset management company.</li> <li>■ Mar 2010 – Feb 2011 Bound by a non-compete agreement with PZU Życie SA</li> <li>■ Oct 2006 – Feb 2010, PZU Group <ul style="list-style-type: none"> <li>□ Mar 2007 – Jan 2010, PZU Życie SA  Vice President and CFO of PZU Życie – responsible for the finance division and management of financial and insurance risks. In 2007-2009 responsible for the development of new life and health insurance products and life bancassurance at the PZU Group. As Chief Financial Officer of PZU Życie supervising treasury, controlling, accounting, management information, and actuarial departments. Deputy chairman of the PZU Group ALCO.</li> <li>□ June 2007 – April 2010, non-executive board member of PZU Lietuva and PZU Lietuva Gyvybės Draudimas – PZU Group companies in Lithuania.</li> <li>□ April 2007 – April 2010, deputy chairman, chairman, and secretary of PZU Asset Management supervisory board. PZU Asset Management is the PZU Group company with more than 16 bln PLN of assets under management.</li> <li>□ Jun 2007 – Apr 2010, Krakowska Fabryka Armatur Armatura SA  Supervisory board chairman of Krakowska Fabryka Armatur Armatura SA. Armatura SA was publicly listed company where PZU Życie had majority stake.</li> <li>□ October 2006 – February 2007, PZU SA  Coordinating director at the advisors team of PZU SA management board.</li> </ul> </li> </ul>
--	---

Teaching Experience:  Please highlight teaching experience (e.g undergraduate or postgraduate)	<ul style="list-style-type: none"> <li>■ Oct 2011 – present, Warsaw School of Economics Assistant Professor at the Banking Department, Management and Finance Collegium and Socio-Economic Collegium – both graduate and undergraduate classes</li> <li>■ September 2001 – June 2006, graduate student and teaching assistant to the graduate and undergraduate Microeconomics courses, Economics Department of Northwestern University (Chicago, USA)</li> <li>■ September 2006 – March 2007 and September 2000 – June 2001, lecturer in the graduate Microeconomics course at the Warsaw School of Economics, assistant to the lectures in Econometrics, Mathematical Economics and Game Theory</li> </ul>
<i>Pedagogic interests (how these interests inform your teaching and research):</i>	<ul style="list-style-type: none"> <li>■ Finance <ul style="list-style-type: none"> <li>□ Investment portfolio management</li> <li>□ Management accounting</li> </ul> </li> <li>■ Investment banking <ul style="list-style-type: none"> <li>□ Infrastructure investments</li> <li>□ PE / VC</li> <li>□ Fund management</li> </ul> </li> <li>■ Banking</li> </ul>
Research supervision:	
Published output from research and scholarly activity:	<ul style="list-style-type: none"> <li>■ 2002, Polish translation of Alpha C. Chiang Elements of Dynamic Optimization, Elipsa Publishing House, Warsaw, ISBN 83-7151-517-0</li> <li>■ 1998, Statistics – formulas and tables, co-author dr Jarosław Podgórski, ISBN 83-86689-98-6, Warsaw School of Economics Publishing House</li> </ul>
Research grants and awards:	<ul style="list-style-type: none"> <li>■ 2001 and 2005, graduate fellowship at PhD program in Economics and scholarship of Center for Study of Industrial Organization at Northwestern Univ.</li> <li>■ 2001, member of <i>Top Ten Society at the Warsaw School of Economics</i></li> </ul>

<b>Title:</b>	Ph. D.
<b>Name:</b>	Mateusz Antoni
<b>Surname:</b>	Kopyt
<b>Current post:</b>	Assistant Professor (Adjunct) at Faculty of Economic Sciences, University of Warsaw
<b>Education and Qualifications (with dates and Institutions details):</b>	2005-2012 – Ph.D. studies at Faculty of Economic Sciences, University of Warsaw – Banking, Finance and Accounting Chair (Ph.D. thesis: “Nominal divergences in the monetary union. Analysis of the experience of the Euro Area”) – Ph.D. obtained 21.11.2012; 2010-2011 postgraduate studies at University of Warsaw: Intellectual Property Protection (final grade: very good); 2001-2005 continuation of MA studies at Faculty of Economic Science, University of Warsaw (Jul. 2005 – MA degree in Economics/International Economy; MA thesis: „Crisis in the European Monetary System in the light of the contagious crises theory” – final grade: very good); 1998-2001 Papal Faculty of Theology, Warsaw, Theology – discontinued;



	1995-1998 MA studies at Faculty of Economic Science, University of Warsaw.
Membership of Professional Bodies and Learned Societies:	Since Dec. 2012 member of the European Regional Science Association (ERSA) Polish Section; since 2012 member of the Openstreetmap Poland association.
<b>Career details to-date:</b>	Since May 2013 – Assistant Professor (adjunct) at the Faculty of Economic Sciences, University of Warsaw; Feb. 2006-Apr. 2013 member of the Faculty of Economic Sciences academic staff, University of Warsaw; since Dec. 2006 – the permanent licensed trainer in the international SENSE Programme by the Polish Ministry of Foreign Affairs and the Polish Ministry of National Defense under the license of The United States Institute of Peace and The American Institute for Defense Analyses; Sep. 2000-Jul. 2001 – assistant at Sts. Cyril and Methodius Roman-Catholic Parish in Mississauga, Canada.
Teaching Experience:  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	Since Feb. 2006 – Lecturer in the following subjects at University of Warsaw: seminar on theoretical and practical aspect of functioning of monetary unions, intellectual property protection law, R-CRAN in the economic and financial applications, finance, business finance, quantitative finance, economic and financial analysis of firms, international economic relations (for BA and MA programme students); since 2012 – Lecturer/trainer in requested by the University of Warsaw training programs on MS Excel, MS Access and financial analyses (for internal units end external commercial firms); since 2010 – five short term lectures under the Erasmus STA programme (Spain, Portugal, Hungary, Italy) on Introduction to using R software in economic applications and Introduction to spatial analyses with R (for BA, MA, Ph.D students and staff); since Dec. 2006 – trainer in the international SENSE Programme (for international governmental and local administration representatives and NGO's representatives).
Pedagogic interests (how these interests inform your teaching and research):	The fields in which my educational activity is focused are finance, spatial analysis, use of computer tools in economic education and issues concerning the theoretical and practical aspects of the functioning of the monetary union (mainly EMU), what was associated with a research activity for my Ph.D. thesis. Actually, based on my teaching experiences, I've started some research in effectiveness of teaching economy. Detailed subjects I'm already teaching or I used to teach before are described in the previous question of this form.
Research, scholarly and enterprise activity (how this has informed your teaching):	My research activity focuses in similar fields as above described educational activity. Those two activities are strongly related. Except participation in grants, project and my publication described in details in this form below I participated in the following conferences: Sep. 2015 “Non-linear corrections in market method of valuation of intellectual property rights” (co-author Katarzyna Kopczewska) speech at the XXV Conference of the Faculty of Economic Sciences, University of Warsaw, Poland; Sep. 2015 Chairmanship of the session: “Public Finances” at the XXV Conference of the Faculty of Economic Sciences, University of Warsaw, Poland; May 2014 “Non-linear corrections in market method of patent valuation” speech at XVth International Conference “Financial Management - Theory

	<p>and Practice”, Wrocław, Poland</p> <p>Sep. 2013 “Inflation divergences in the Euro Zone countries during the forming and in the first years of functioning of EMU” (in polish) speech at the conference: “Perspectives of economic and monetary integration in crisis time. Where is the eurozone heading?”, University of Warsaw, Poland;</p> <p>Jun. 2010 “Introduction to using R software in spatial applications” speech at the conference/seminar Statistical and Computing Treatment of Spatial Data, Technical University of Cartagena, Spain;</p> <p>Sep. 2008 “Spatial analysis of divergences in the EU countries in 1997-2007” (in polish), speech at the XVIII Conference of the Faculty of Economic Sciences, University of Warsaw, Poland;</p> <p>participation in more than 10 scientific conferences and seminars without speech.</p>
<b>Research supervision:</b>	Since 2015 Promoter of 6 BA theses (in progress).
<b>Published output from research and scholarly activity:</b>	<p>2015 “How to become an entrepreneur? Getting started” (in polish, co-author and editor), University of Warsaw, Warsaw;</p> <p>2014 “Non-linear corrections in market method of patent valuation” (co-author Katarzyna Kopczewska), Business and Economic Horizons, vol. 10, issue 3, 2014, p. 177-190, Prague, Czech Rep;</p> <p>Sep.2013 – “Inflation divergences in the euro area the stage of establishing and the early years of EMU” (in polish) [in:] “Perspectives of economic and monetary integration. Where is the eurozone heading?”, National Bank of Poland and University of Warsaw, Warsaw;</p> <p>since 2011 permanent co-author in the international cartographic project: Openstreetmap;</p> <p>2008 “How to join the Euro Area?” (in polish) – publication for the portal of The Gdańsk Institute for Market Economics, Poland.</p>
<b>Research grants and awards:</b>	<p>Participation in listed below grants and projects:</p> <p>2015 – cooperation in international project “Sviluppo di una mappatura degli Innovation Network che legano gli attori dell’innovazione (Mapping and applying methods for innovation network analysis)” conducted by Seconda Università degli Studi di Napoli, Italy;</p> <p>2014-2015 – cooperation in project: “Modern methods, drugs and therapies in health care and the economy of Europe in XXI century – interdisciplinary education in the field of biomedical sciences in MA and Ph.D degree programme” co-financed by the European Social Fund (ESF) under Measure 4.3 Strengthen the capacity of university teaching in key areas in the context of the Europe 2020 Strategy in Human Capital Operational Programme 2007-2013 conducted by Faculty of Biology, University of Warsaw in partnership with Polish Academy of Sciences and other University of Warsaw units;</p> <p>2012 – cooperation in the National Science Centre Poland project: “Protection of intellectual property in the Internet era, economic analysis” (project carried out at the Faculty of Economic Sciences, University of Warsaw).</p> <p>Scholarships:</p> <p>Apr./May 2015 – Erasmus+ Staff Mobility for Teaching scholarship in Università degli Studi di Salerno, Salerno, Italy</p> <p>Mar. 2014 – Erasmus STA foreign scholarship for academic staff member in Seconda Università degli Studi di Napoli, Capua, Italy;</p> <p>Apr. 2012 – Erasmus STA foreign scholarship for academic staff member in Corvinus University of Budapest, Hungary;</p>

	Feb. 2011 – Erasmus STA foreign scholarship for academic staff member in Universidade Portucalense Infante D. Henrique, Porto, Portugal; Jun. 2010 – Erasmus foreign scholarship for academic staff member in Technical University of Cartagena, Spain. Jul 1998 student sholarship in Volgograd, Russia
<b>Membership of University committee(s) and task group(s):</b>	2013-2015 – Admission Committee of Faculty of Economic Sciences – University of Warsaw, vice-chairman.
<b>Administrative roles:</b>	Dec. 2012-Nov.2015 – Faculty coordinator of admissions; Feb. 2006-Jan. 2008 web master at Faculty of Economic Sciences, University of Warsaw; Feb. 2006-Dec. 2008 Faculty coordinator of the University Study-Oriented System USOS (student management information system used in over 30 Polish universities).
<b>Overseas links: (e.g with British/European higher education Institutes)</b>	Cooperation in international project “Sviluppo di una mappatura degli Innovation Network che legano gli attori dell’innovazione (Mapping and applying methods for innovation network analysis)” conducted by Seconda Università degli Studi di Napoli, Italy. Participation in mentioned above SENSE programme in cooperation with (under licence of) The United States Institute for Peace and the Institute for Defense Analyses (United States). Mentioned above participation in Erasmus STA scholarship in five European universities.
<b>Other:</b>	license from the United States Institute of Peace for coaching in the international SENSE Programme; completed the university (University of Warsaw) course of the Moodle on-line platform teaching (e-learning).

## MACIEJ KRZAK

<b>Current post:</b>	Associate professor
<b>Education and Qualifications (with dates and Institutions details):</b>	<p>Doctorus habilitatus colloquium passed at the Institute of Economic Sciences in Warsaw, based on the book – see publications, lifetime achievements and cross- examination by a council of professors</p> <p>Ph.D. Szkoła Główna Planowania i Statystyki (SGPiS), renamed Warsaw School of Economics in 1990), Warsaw, Poland April 1984 Thesis: On the role of the exchange rate in a reformed socialist economy</p> <p>May 1993 M.A., Department of Economics, Wayne State University, Detroit, USA</p> <p>completed Ph.D. studies at the Dep. of Economics (A.B.D. = “all but dissertation”), Wayne State University (WSU), Detroit, USA</p>
<b>Career details to-date</b>	Oct 2014 - associate professor

<b>(recent):</b>	<p>Oct2007 – Sep2013 Assistant Professor, Department of Economics and Business, Lazarski University, Warsaw, Poland, <a href="http://www.lazarski.pl">www.lazarski.pl</a></p> <p>Head of Macroeconomic Forecasting, Center for Economic and Social Research (CASE), a think-tank, Warsaw, Poland, Sep 2007 –</p> <p>Sep 2006 – Dec 2010 Expert/External Expert (Senior Economist), Polish Confederation of Private Employers Lewiatan, Warsaw</p> <p>Sep 2009 – Dec 2009 short-term consultant for the World Bank</p> <p>2006 - 2007 Lectures on open economy macroeconomics at the intermediate level, Postgraduate Program on Macroeconomic Analysis at Warsaw School of Economics</p> <p>May 2006 - Aug 2006 chief economist with Société Générale Bank in Warsaw</p>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	<p>Lectures: 2007-2013 and Fall 2014</p> <p>a) British degree: Bachelor of Arts in Business Economics University of Wales/ University of Coventry: Introduction to Economic Analysis (a course in static analysis and comparative-statics), Mathematical Economics (a sequel to the IEA, i.e. a course in dynamic analysis), Issues in Macroeconomic Policy, Monetary Theory and Policy, Intermediate Macroeconomics (all in English)</p> <p>b) Polish diploma B.A. and M.A. levels: Macroeconomics, Fiscal Policy, International Economics (in Polish)</p> <p>c) ECO101 and ECO 102 and ECO500 at Wayne State University, Detroit, USA.</p>
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	<p>Macroeconomics, international economics, game theory</p>
<b>Published output from research and scholarly activity :</b>	<p><b>Books</b> Maciej Krzak, Kontrowersje wokół antycyklicznej polityki fiskalnej a niedawny kryzys globalny, Oficyna Wydawnicza Uczelni Łazarskiego, Warszawa 2012: 1 - 253.</p> <p><b>Selected Research Publications (Recent) *</b> Krzak, Maciej, Grzegorz Poniatoski and Katarzyna Wąsik, Forecasting Financial Stress and Economic Sensitivity in CEE Countries, CASE Network Studies and Analyses, No. 474/2014, <a href="http://www.case-research.eu/en/publications">www.case-research.eu/en/publications</a>.</p> <p>Krzak, Maciej, Grzegorz Poniatoski and Katarzyna Wąsik, "Measuring Financial Stress and Economic Sensitivity in CEE Countries", CASE Network Reports, No. 117, 2014, <a href="http://www.case-research.eu/en/publications">www.case-research.eu/en/publications</a></p> <p>Perspektywy wzrostu w Polsce; opcja zero - jedynkowa w: „Perspektywy polskiej gospodarki w latach 2012–2013”, Seminarium CASE – BRE, Zeszyt 117, grudzień, 2011: 13 – 22. <a href="http://www.case-research.eu/pl/publications">www.case-research.eu/pl/publications</a></p> <p>Zacieśnianie polityki fiskalnej w czasach kryzysu (Fiscal Tightening during</p>

	<p>the Crisis) in:” Zróżnicowanie polityki fiskalnej w trakcie kryzysu i po kryzysie” Centrum Analiz Społeczno-Ekonomicznych (CASE), Seminarium BRE- CASE, Zeszyt no. 116, Warszawa, 2011: 11 - 28.</p> <p>Richter, Kaspar, and Maciej Krzak, “Poland: From Crisis Resilience to Robust Growth” in: M. K. Nabli (ed.) The Great Recession and Developing Countries. Economic Impact and Growth Prospects. World Bank, Washington, DC, 2011: 449 – 494.</p> <p>Stan finansów publicznych w krajach UE – skala problemu i przyczyny pogorszenia (Public Finance Performance in the EU countries – magnitude of the problem and its causes) in: Finanse publiczne w krajach UE – jak posprzątać po kryzysie (Public Finance in the EU – How to Clean the Mess after the Crisis ?), Seminarium BRE- CASE, Zeszyt/Seminar Proceedings no. 107, 2010: 9 – 16.</p> <p>*) own translation of Polish titles.</p>
<b>Research grants and awards:</b>	<p>Title: Wpływ kryzysu w strefie euro na potencjalne przyjęcie przez Polskę wspólnej europejskiej waluty (The Eurozone Crisis Impact on Potential Adoption of the Common Currency by Poland)  Heads: Maciej Krzak and Ryszard Petru.  Organization: Society of Polish Economists.  Duration: December 1, 2013/January 31, 2014.  Sponsor: Ministry of Foreign Affairs, Poland.</p> <p>Measuring Financial Stress and Economic Soundness in CEE Countries, CASE, team member, sponsored by Pekao Bank, 2013  Polish Economic Outlook (Trends, Analyses, Forecasts), CASE, project leader: Maciej Krzak (editor-in-chief), quarterly report sponsored by the Pekao Bank during years 2007-10 (see <a href="http://www.case-research.eu/en/publications/discontinued">www.case-research.eu/en/publications/discontinued</a> series)</p> <p>Title: Ekspertyza nt. potęgi (potencjału) ugrupowań regionalnych: „bloku północnoeuropejskiego” i „bloku środkowoeuropejskiego” wobec UE (The Expertise on the Power (Potential) of Regional Blocks, the “Nordic Block” and the “Central European Block” Relative to the EU).  Head: Grzegorz Poniąkowski.  Team- members: Maciej Krzak, Katarzyna Wasik.  Organisation: CASE  Sponsor: Ministry of Foreign Affairs.  Duration: November 2013.</p>

### Włodzimierz Majcherczak

<b>Current post:</b>	Director, Risk Management Department, Citibank Handlowy Warsaw.
<b>Education and Qualifications (with dates and Institutions details):</b>	<p>1974-1979; Department of Foreign Trade, Warsaw School of Economics (formerly Central School of Planning and Statistics)</p> <p>1979 : obtained a title Master of Economics</p> <p>1979-1981; Post-Doctoral Studies, Warsaw School of Economics.</p> <p>1984-1990; Institute of Economics, Polish Academy of Sciences, Warsaw</p> <p>1986; University of Sussex, Institute of Development Studies, internship, research fellow.</p> <p>1989: IMF Institute, Washington D.C. Macroeconomic Modelling - 3 months course.</p>

	<p>1989: Ph.D. awarded by Warsaw School of Economics. Dissertation submitted "Modern Theories of Exchange Rate Determination and their Verification".</p> <p>1991-2016 ; various positions within Citigroup Inc. including  Citibank Poland, Banker, 1991-96  Citicorp Securities, USA, banker, 1997-1999  Citibank N.A. UK, senior internal auditor, 2000-2001  Citibank Handlowy, Poland, Head of Commercial Credit Risk Man. 2002-2006  Citibank Ukraine, Chief Risk Officer, 2007-2012  Citibank Handlowy, Poland, Head of Restructuring Dep. 2013-2016.</p>
<b>Membership of Professional Bodies and Learned Societies:</b>	<p>Polish Economist Association 1985-1990</p> <p>FINRA Registered Investment Adviser.</p>
<b>Career details to-date:</b>	<p>1979 – 1981; Doctoral Studies Warsaw School of Economics ( formerly Warsaw School of Planning and Statistics)</p> <p>1982-1984; WSK Swidnik, trade representative</p> <p>1984-1990; Institute of Economics, Polish Academy of Sciences, research assistant</p> <p>1988-1990: National Bank of Poland, Statistics Department, part time.</p> <p>1991-1996: Citibank Poland, Banker, Corporate Bank Head.</p> <p>1997-1999: Citicorp Securities Inc., USA, investment banker</p> <p>2000-2001; Citibank N.A, UK, internal auditor</p> <p>2002-2006: Citibank Handlowy, Poland, Senior Credit Officer</p> <p>2007-2012; Citibank Ukraine, Chief Risk Officer</p> <p>2013-2016: Citibank Poland, Head of Restructuring Department.</p>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g. undergraduate or postgraduate)</b>	<p>1979 – 1981 Warsaw School of Economics; as professor's assistant I taught undergraduate course on International Economic Relations.</p> <p>2002-2003: High School of Banking and Insurance Warsaw, I taught course on "Management of Credit Risk in Financial Institutions" - ungraduated studies.</p>
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	<p>With my academic background and professional experience specified above I would like to share this experience with students and again be involved in research related to finance and banking.</p>
<b>Consultancy and industry links (how these have informed your teaching):</b>	<p>Industry Links – 26 years with Citigroup in various countries allowed me to assess what are the expectations of prospective employers in finance industry, what needs to be taught at the university level to adequately prepare graduates for entering job market. I have been involved in hiring on various levels and in various capacities. I managed teams of young graduates on the one hand, on the other I have observed closely how employer's expectations have been evolving over the past couple of years. I hope that while teaching courses related to business I will be able to combine and pass</p>

	to students rigorous theoretical models with deep understanding of real processes taking place currently in the global economy.
<b>Published output from research and scholarly activity:</b>	1986 – Zeszyty Ekonomiczne INE PAN “Management of external debt in highly inflationary countries”. 1990 : Polish Banking Gazette : Introduction to Derivatives” 1991: Polish Banking Gazette: Various ways to privatize state owned enterprises”. 1996: CASE Publications: Foreign banks and competition in the financial sector.
<b>Overseas links: (e.g with British/European higher education Institutes)</b>	As mentioned above I was on 6 months internship at the University Of Sussex, Development Institute. I did my research on “Growth and inflation in developing Countries with high external debt”.

### Tomasz M. Napiórkowski

<b>Title</b>	<b>Ph.D. in Economics</b>
<b>Current post:</b>	Assistant Professor, Collegium of the World Economy, Warsaw School of Economics  Researcher, own  Lecturer (adjunct faculty) at the Faculty of Economics and Management at Lazarski University, Warsaw
<b>Education and Qualifications:</b>	2014 Doctoral Programme in Management and Economics, Warsaw School of Economics, PhD Dissertation title: “Determinants of U.S.A. Foreign Direct Investment to Poland from 1990 to 2010”  2010 Master of Arts in Economics, Old Dominion University Norfolk, Virginia 23529, USA, Master thesis title: „Development of a house price index and a housing hedonic model for the Hampton Roads area (formally known as Virginia Beach, Norfolk, Newport News MSA)”  2008 Master of Business Administration, Old Dominion University, Norfolk, Virginia 23529, USA  2007 Bachelor of Science in Business Administration, Major 1: Decision Sciences Major 2: Marketing, Cum Laude, Old Dominion University, Norfolk, Virginia 23529, USA
<b>Membership of Professional Bodies and Learned Societies:</b>	Not applicable
<b>Career details to-date:</b>	From 10.2015 – Assistant Professor, Collegium of the World Economy, Warsaw School of Economics  From 10.2014 – Adjunct Faculty at Lazarski University, Warsaw

	<p>From 09.2011 – Freelance Economic Researcher (for experience see: “Research, scholarly and enterprise activity”)</p> <p>01.2010–12.2010 – Teaching Assistant for Dr. V. Agarwal, Old Dominion University Economic research, teaching (microeconomics), tutoring; Econometric research for Dr. Gilbert Yochum (Dean of College of Business)</p> <p>10.2008–12.2009 – Program Advisor, Jennifer Usis – Director, Undergraduate Advising Office College of Business and Public Administration Old Dominion University</p>
<b>Teaching Experience:</b>	<p>Since October 2015 – Assistant Professor in Statistics, Foreign Direct Investment, National Innovation Systems and Transnational Corporations at the Warsaw School of Economics</p> <p>Since October 2014 – Lecturer in Statistics, International Economics, Issues in Macroeconomic Policy Microeconomics, Macroeconomics, International Economics and Finance at Lazarski University</p>
<b>Pedagogic interests:</b>	Foreign Direct Investment, National Innovation Systems, Transnational Corporations, Macroeconomics, Statistics, Econometrics
<b>Research, scholarly and enterprise activity:</b>	<p>“The Role of International Cooperation in Determining Poland's Competitiveness from 2010 till 2016” Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Changes in Economic Interrelationships as a Determinant of International Competitiveness” Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Investigating the Impact of the Innovation Union” Horizon 2020, INSO 3</p> <p>“The Impact of FDI-related Policies on the Inflow of FDI and Multinational Corporation's Activity in Poland” Statutory research, Collegium of World Economy, Warsaw School of Economics</p> <p>“Determinants of Innovation and the Effectiveness of Innovation Policies” Statutory research, Collegium of World Economy, Warsaw School of Economics</p> <p>“Relationships Between Producers and Retailers and the Creation of Comparative Advantage” Polish National Science Centre grant</p> <p>“Early Internationalization and Firm's Performance” Statutory research, Collegium of World Economy, Warsaw School of Economics</p> <p>“The Impact of Foreign Direct Investment from the U.S. on Innovation in Poland within Selected EU Members with Different Levels of Economic Development” Own statutory research, Collegium of World Economy, Warsaw School of Economics</p> <p>“Factors Determining Foreign Direct Investment from the U.S. to Poland from a Microeconomic Perspective” Own statutory research, Collegium of World Economy, Warsaw School of Economics</p> <p>“International Trade and Foreign Direct Investments as Determinants of</p>



	<p>Innovation”</p> <p>Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>Commercialization of innovation and R&amp;D results</p> <p>Report for: European Commission, DG Enterprise</p> <p>“The Expected Inflow of Foreign Direct Investments in Poland’s Regions”</p> <p>Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Poland Competitiveness Report 2013: Focus on Regions”</p> <p>Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Internationalization of selected economies and the susceptibility to the crisis after 2007”</p> <p>Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Poland Competitiveness Report 2012: Focus on Education”</p> <p>Statutory research, World Economy Research Institute, Collegium of World Economy, Warsaw School of Economics</p> <p>“Report on FDI flows and impacts on the competitiveness of the EU industry”</p> <p>Report for: European Commission, DG Enterprise</p> <p>“Human Capital and Innovation as Determinants of Long-term Comparative Advantages in International Trade. Implications for Poland”</p> <p>Polish National Science Centre grant No. 3926/B/H03/2011/40</p>
<b>Consultancy and industry links:</b>	<p>“Accounts Receivable of Polish Enterprises. July 2016” (original title: „Portfel należności polskich przedsiębiorstw. Lipiec 2016 roku”), (2016), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Accounts Receivable of Polish Enterprises. April 2016” (original title: „Portfel należności polskich przedsiębiorstw. Kwiecień 2016 roku”), (2016), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Accounts Receivable of Polish Enterprises. January 2016” (original title: „Portfel należności polskich przedsiębiorstw. Styczeń 2016 roku”), (2016), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Accounts Receivable of Polish Enterprises. October 2015” (original title: „Portfel należności polskich przedsiębiorstw. Październik 2015 roku”), (2015), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Accounts Receivable of Polish Enterprises. April 2015” (original title: „Portfel należności polskich przedsiębiorstw. Kwiecień 2015 roku”), (2015), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Accounts Receivable of Polish Enterprises. January 2015” (original title: „Portfel należności polskich przedsiębiorstw. Styczeń 2015 roku”), (2015), with: dr Piotr Białowolski, for: Konferencja Przedsiębiorstw Finansowych w Polsce i Krajowy Rejestr Długów.</p> <p>“Cash and Non-cash Money and the Growth of the Polish Economy”, for: Master Card, Seendico Doradcy</p>
<b>Research supervision:</b>	<p>Maksimiec, Magdalena [2016] “Impact of Foreign Direct Investment on the Competitiveness of Polish Enterprises” Undergraduate thesis, Warsaw School of Economics, Grade given by supervisor: Very good (5/5), Grade given</p>

	by the reviewer (Prof. dr. hab. Marzenna Anna Weresa): Very good (5/5).
<b>Published output from research and scholarly activity:</b>	<p>Napiórkowski, T.M., (2016), "Impact of FDI-Related Policies on the Inflow of FDI and the Presence of Multinational Corporations", in: "Poland Competitiveness Report 2016. The Role of Economic Policy and Institutions", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 91-102.</p> <p>Also published in Polish: Napiórkowski, T.M., (2016), "Wpływ polityki wobec BIZ na napływ kapitału produkcyjnego i działalność korporacji transnarodowych w Polsce", in: "Polska. Raport o konkurencyjności 2016. Znaczenie polityki gospodarczej i czynników instytucjonalnych", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 97-113.</p> <p>Napiórkowski, T.M., (2015), "The Role of Education of the Labor Force in Attracting Foreign Direct Investment to Central European Economies in 1997-2012" (original title in pl. "Rola wykształcenia siły roboczej w przyciąganiu bezpośrednich inwestycji zagranicznych do gospodarek Europy Środkowej w latach 1997-2012", in: "Ekonomia", ed. Krystyna Poznańska, Kamil M. Kraj, Warsaw School of Economics Press, Warsaw, pp. 135-156.</p> <p>Napiórkowski, T.M., (2015), "Changes in Poland's Attractiveness to Foreign Investors in the Context of the Global Crisis", in: "Poland Competitiveness Report 2015. Innovation and Poland's Performance in 2007-2014", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 105-126.</p> <p>Also published in Polish: Napiórkowski, T.M., (2015), „Zmiany atrakcyjności Polski dla zagranicznych inwestorów w kontekście globalnego kryzysu”, in: „Polska. Raport o konkurencyjności 2015. Innowacje a pozycja konkurencyjna polskiej gospodarki w latach 2007-2014”, ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 113-133.</p> <p>Kowalski, A.M., Napiórkowski, T.M., (2014), "Statistical Analysis of Quantitative Data", Teaching script for a PhD program: "Studia doktoranckie w języku angielskim jako narzędzie wzmożenia pozycji SGH w ramach EOSW i EOBI", Warsaw, 2014.</p> <p>Napiórkowski, T.M., (2014), "International Trade and Foreign Direct Investment as Innovation Factors of the U.S. Economy", in: "International Journal of Management and Economics", ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 60-75.</p> <p>Napiórkowski, T.M., (2014), "The Expected Inflow of Foreign Direct Investment in Poland: Focus on regions", in: "New Cohesion Policy of the European Union in Poland", ed. Adam A. Ambroziak, Springer, Switzerland, pp. 119-131.</p> <p>Napiórkowski, T.M., (2014), "International Competitiveness of Countries with Performing Innovation Systems. Case Study: the USA", in: "Innovation, Human Capital and Trade Competitiveness", ed. Marzenna Anna Weresa, Springer, Switzerland, pp. 295-318.</p> <p>Also published in Polish: Napiórkowski, T.M., (2013), "Międzynarodowa konkurencyjność państw o stabilnie funkcjonujących systemach innowacji. Studium przypadku: Stany Zjednoczone" in: "Kapitał ludzki i innowacyjność jako czynniki długookresowych przewag konkurencyjnych w handlu międzynarodowym", ed. Marzenna Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 348-364.</p> <p>Napiórkowski, T.M., (2014), "The Impact of Poland's Accession to the European Union on the Country's Foreign Direct Investment", in: "Poland Competitiveness Report 2014. A decade in the European Union", ed.</p>

	<p>Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 113-133.</p> <p>Also published in Polish: Napiórkowski, T.M., (2014), "Wpływ członkostwa Polski w Unii Europejskiej na atrakcyjność Polski dla zagranicznych inwestorów", in: „Polska. Raport o konkurencyjności 2014. Dekada członkostwa Polski w Unii Europejskiej”, ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 117-138.</p> <p>Napiórkowski, T.M., (2013), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2013. National and Regional Dimensions", ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 113-126.</p> <p>Also published in Polish: Napiórkowski, T.M., (2013), "Atrakcyjność inwestycyjna Polski", in: „Polska. Raport o konkurencyjności 2013. Wymiar krajowy i regionalny”, ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 119-132.</p> <p>Napiórkowski, T.M., (2013), "Internationalization of the Polish Economy and its Susceptibility to the Global Crisis After 2007", in: "International Journal of Management and Economics", ed. Jolanta Mazur, Warsaw School of Economics – Publishing Office, Warsaw pp. 214-232.</p> <p>Weresa, M.A., Napiórkowski, T.M., (2012), "Poland's Investment Attractiveness", in: "Poland Competitiveness Report 2012. Focus on Education", ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw pp. 115-134.</p> <p>Also published in Polish: Weresa, M.A., Napiórkowski, T.M., (2012), „Atrakcyjność polskiej gospodarki dla inwestorów zagranicznych”, in: „Polska. Raport o konkurencyjności 2012. Edukacja jako czynnik konkurencyjności”, ed. Marzena Anna Weresa, Warsaw School of Economics Press, Warsaw, pp. 118-139.</p> <p>Napiórkowski, T.M., (2012), "U.S. Foreign Direct Investment in Poland and Germany. The Possible Disconnect Between Theory and Econometric Results", in: "Międzynarodowe Stosunki Gospodarcze – Wybrane Podmioty i Procesy Gospodarki Światowej", ed. Tadeusz Sporek, Katowice Economic University – Publishing Office, Katowice, pp. 243-253.</p>
<p><b>Research grants and awards:</b></p>	<p>Achievement awards:</p> <p>"1st degree award of the Rector of the Warsaw School of Economics for collaboration" (co-authoring) on the publication: "The Expected Inflow of Foreign Direct Investment in Poland: Focus on regions"</p> <p>Participation in the following National Science Center's (pl. Narodowe Centrum Nauki) grants:</p> <p>"Relationships Between Producers and Retailers and the Creation of Comparative Advantage" Polish National Science Center grant</p> <p>"Human Capital and Innovation as Determinants of Long-term Comparative Advantages in International Trade. Implications for Poland" Polish National Science Center grant Nr. 3926/B/H03/2011/40</p> <p>Scholarship:</p> <p>"Stypendia – dla nauki, dla rozwoju, dla Mazowsza" The "Stypendia – dla nauki, dla rozwoju, dla Mazowsza" scholarship is instituted by the Warsaw School of Economics and financed by the European</p>

	Union under its European Social Fund. Awarded for the academic year 2012/2013 and extended for the academic year 2013/2014.
<b>Membership of University committee(s) and task group(s):</b>	Not applicable
<b>Administrative roles:</b>	10.2008–12.2009 – Program Advisor, Jennifer Usis – Director, Undergraduate Advising Office College of Business and Public Administration Old Dominion University
<b>Overseas links:</b>	Not applicable
<b>Other:</b>	Languages: English (fluent), Polish (fluent)

### Jarostaw Neneman

<b>Current post:</b>	Lecturer in Economics
<b>Education and Qualifications (with dates and Institutions details):</b>	Ph.D. in Economics. Title of dissertation: "The redistributive consequences of VAT implementation in Poland". 1997 University of Lodz, Poland. MA in Economics, Postgraduate Studies, 1992, Central European University, Prague, Czech Republic, New York, University, USA. MA in Economics (2 diplomas), 1996 and 1988, University of Lodz, Poland Summer School of Economics at LSE (1992 and 1996)
<b>Career details to-date:</b>	1994 – Consultant, author, editor, Junior Achievement (Polish Branch), Warsaw, Poland 2006 - Lecturer in Economics, Lazarski University, Warsaw, Poland 2011 – Chairman of the Board, Foundation of the Center of Tax Documentation and Studies, University of Lodz, Poland 2014-2015, 2006, 2004-2005, Undersecretary of State, Ministry of Finance, Poland (tax policy and tax legislation) 2003 – 2004, Advisor and then Chief of Minister’s Cabinet, Ministry of Finance, Poland 2011 – 2014, Researcher, The European Fund for the Development of Polish Villages), Warsaw, Poland 2010 - 2014, Voluntary Advisor to the President of the Republic of Poland 2008 – 2014, Chairman of the Board, Buszrem S.A, Piotrków, Poland 1988 – 2011, Assistant and then Lecturer, University of Lodz, Poland 2011 – Advisor, Bank Guarantee Fund, Poland 2006, 2007 – 2011, Deputy Director, Center of the Tax Documentation and Studies. 1997 – 2003, Researcher, CASE Foundation, Warsaw, Poland 1998 – 2003, Researcher, COMPER (Competition and Development Center), Łódź, Poland 1997-1998, Analyst, PetroBank, Łódź, Poland
<b>Teaching Experience:</b> <b>Please highlight teaching experience</b>	University: 1998 - Intermediate Microeconomics 1999 – Introduction to Economics 2008 – Introduction to Microeconomics

<b>(e.g undergraduate or postgraduate)</b>	<p>2008 – Managerial Economics  2008 – Public Finance  2008 – Introduction to Game Theory  2010 – Tax Policy  High School  2006 – Short lectures in Economics</p>
<b>Pedagogic interests (how these interests inform your teaching and research):</b>	<p>I prefer to use experiments and games while teaching.  I work for the Polish branch of Junior Achievement Foundation, where I am involved in preparation of textbooks, workouts, educational films, quizzes and the like for pupils. I also have classes with pupils from time to time.</p>
<b>Research, scholarly and enterprise activity (how this has informed your teaching):</b>	<p>My research focuses on public finance, including taxation, pension system and local finances. The biggest benefit it had on my teaching style is the ability to offer interesting examples as well as to link the textbook basics to the issues currently at the cutting edge.</p>
<b>Consultancy and industry links (how these have informed your teaching):</b>	<p>I wrote reports on:  Local PIT, for Union of Polish Cities,  Tax revenues of local authorities and the revenues of state budget for, Union of Polish Cities  Reform of property taxation, for BGK (Bank for National Economy)  Introduction of income tax, for farmers for the Foundation of Development of Polish Villages  Reform of the system of social security for farmers, for the Foundation of Development of Polish Villages  I prepared market analysis for M&amp;A, for Comper  I drafted legislation on state aid for Ministry of Economy  All these helped me to find close links between theory and publications. In particular, they have helped sharpen my theoretical acumen in order to better address concerns from the business as well as policy-makers. These are invaluable insights which help me link theory back to relevant policy-making or commercial considerations in the 'real world'.</p>
<b>Published output from research and scholarly activity:</b>	<p>Consequences of the introduction of income tax for farmers, co-author, 2014 (in Polish)  "The idea and consequences of the introduction of the communal personal income tax in Poland", co-author, Warsaw 2013, (in Polish) available at: <a href="http://bgk.com.pl/ekspertyzy-bgk">http://bgk.com.pl/ekspertyzy-bgk</a>  "Junior Achievement - Applied Economics" (textbook, study guide, teacher's guide), co-author and co-editor, Łódź 1994, 1997, 2002 2003, 2004, 2005, 2006, 2007, 2012 (in Polish)  "Outline of the reform of social security for farmers", co-author , Warsaw, 2012 (in Polish), available at: <a href="http://www.efrwp.pl/element/Raporty-i-analizy">http://www.efrwp.pl/element/Raporty-i-analizy</a>  "Reform of property taxation in Poland", co-author , Warsaw 2012 (in Polish).  "CCCTB" – report for Ministry of Foreign Affairs, co-author, Warsaw, 2010 (in Polish).  "Tax policy after crisis. An European perspective", Warsaw, Case, 2010 (in Polish).  "Tax revenues of local authorities and the revenues of state budget", co-author , 2009 (in Polish)  "What taxes do we pay, in: Economics for dummies", CEDEWU, 2006 (in Polish)  „What tax system?” CASE, 2004 (in Polish)</p>

	<p>"Beyond transition: Development perspectives and dilemmas," edited by Marek Dabrowski, Ben Slay, Jaroslaw Neneman. - Aldershot : Ashgate, 2004.</p> <p>"Soft Budget Constraints"; co-author, ed. T. Tokarski, University of Łódź, 2002 (in Polish)</p> <p>„The Reform of Indirect Taxation in Czech Republic, Hungary, Poland and Romania”, CASE, 1998.</p> <p>"Tax Burden of the Households", Institute of Finance, Warsaw 1996 (in Polish).</p> <p>"Redistributive Consequences of the Tax Reform in Poland", IPISS, Warszawa 1995, (in Polish).</p> <p>"The Redistributive Effects of the Income Tax in Poland", in: "Polish Tax and Transfer System during Transition" ed. M. Belka and H. G. Petersen, co-author, Campus Verlag, Frankfurt, 1995.</p> <p>"The Redistributive Effects of the Reform of Private Consumption Taxation in Poland", in: "Polish Tax and Transfer System during Transition" ed. M. Belka and H. G. Petersen, co-author, Campus Verlag, Frankfurt, 1995.</p>
<b>Administrative roles:</b>	<p>Undersecretary of State in the Ministry of Finance, Poland</p> <p>Secretary of 3 big (more than 200 participants) international conferences in CASE, Warsaw, Poland</p>
<b>Overseas links: (e.g with British/European higher education Institutes)</b>	<p>2 Summer Schools in Economics, (Intro to Econometrics, Intermediate Macroeconomics) LSE, UK.</p> <p>Summer School in Competition Policy, Trinity College, Dublin, Ireland</p>

## JACEK OLEKSIEJUK

### PRESENT POSITION

Since 2005 Assistant Professor [lecturer] of international politics and economics, at Lazarski University, Warsaw, The Faculty of Economics and Management

### EDUCATION

2002 University of Warsaw, Faculty of Journalism and Political Sciences, Institute of Political Sciences, **PhD in Political Sciences**, dissertation title: *Regionalization in Poland in the light of European standards*.

1998 Uniwersytet Warszawski, Department of International Relations , M.A.  
Major field: *Regions in Europe.*; Minor: *Poland*

### QUALIFIED TO TEACH

International Public Law, Regionalization in the EU, Regional Policy in the EU, International Social Policy, European economic integration, international organizations,

### CURRENT SCHOLARLY INTEREST

Globalisation in the contemporary World – social aspects. The role of Structural Funds

in Polish economy.

## FELLOWSHIPS AND AWARDS

Member of Polish political science association

Member of the Board Association pro-integration "Europa"

President of the Foundation Mazovia XXI.

Best Teacher Award (2005) in Lazarski

Ministry of education scholarship in 1996

## WORK EXPERIENCE

Since 2005	Lazarski University (Warsaw, Poland), Lecturer in Sociology (or Economics or International Politics or Business etc)
2003-2006	University of Warsaw, institute of Political Sciences, Assistant of Professor, Lecturer: Political systems
2003	Lecturer in University of Economics and Computer Sciences in Warsaw.
2002- 2003	Dean in European Higher School of Economics in Warsaw.
2000- 2001	Director of Rector's cabinet in European Higher School of Economics in Warsaw.
1996	Assistant of Financial Director in Agricultural Property Agency in Warsaw.

## OTHER INFORMATION

2003 - 2006	participation in international Socrates- Grundtvig programmes
2005	participation in international Days in Sweden - conference in Sweden
2007 -	participation in Socrates- Erasmus Programmes in Cyprus, lecturer in EUROPEAN FUNDS,

## PUBLICATIONS

### Books

*Microeconomics, Materials for study* (WSEI, Warsaw, 2004)

### Articles

„Wpływ Strategii Lizbońskiej na politykę bezpieczeństwa energetycznego Polski”, (*Impact of Lisbon Strategy on European energy security policy*), Warsaw 2013, in: book ed. P. Bożyk, will be published in 2013.

„Uwarunkowania regionalizacji w Polsce w kontekście nowego traktatu reformującego z 2007 roku” (determinants of regionalisation in Poland in the context of the Reform Treaty, 2007”) in: Polska w Unii Europejskiej, Instytut Nauk Politycznych PAN, ed. J. M. Fiszer, Warszawa 2009.

TOMASZ SCHABEK

<b>Current post:</b>	lecturer, research assistant, Ph.D, University of Lodz, Poland
<b>Education and Qualifications (with dates and Institutions details):</b>	2008 – lecturer, research assistant, per Ph.D. (concluding in 2015) University of Lodz, Poland 2013.07-12 – visiting collaborator; Universidade de Sao Paulo – USP, (Sao Paulo, Brazil) 2013.05 – visiting researcher, lecturer; Gazi University, (Ankara, Turkey) 2013.07-12 – visiting collaborator; Universidade de Sao Paulo – USP, (Sao Paulo, Brazil) 2011.07 - 2012.01 – Erasmus Scholarship, University of Tampere and Tampere University of Applied Sciences, Tampere, Finland 2003 – 2008; University of Lodz, Master of Science, Economics, Specialization: Capital Investments, Master Thesis: Test of Arbitrage Pricing Theory on The Polish Stock Market
<b>Membership of Professional Bodies and Learned Societies:</b>	Since 2013 – expert in Institute for Socio-Economic Enquiry (iSEE), Warsaw
<b>Career details to-date:</b>	Finished PhD thesis: “Influence of behavioral and fundamental factors on stock market rates of returns in Emerging Markets – case of Poland and Brazil”
<b>Teaching Experience:</b>	Both under- and post-graduate - Fundamental Analysis of Stock Markets, - Derivatives Markets (Risk management), - Econometrics of Financial Markets, - Bonds Market Analysis, - Capital Markets, - Financial Managements,
<b>Pedagogic interests</b>	Capital markets, behavioural finance, economics, business administration
<b>Research, scholarly and enterprise activity (how this has informed your teaching):</b>	Research at University of Lodz and University of Sao Paulo in capital markets, behavioural finance.
<b>Published output from research and scholarly activity:</b>	Castro H., Schabek T., (2014), “Sell not only in May”. Seasonal Effect on Emerging and Developed Stock Markets, in review Lucińska A., Schabek T., (2014), Factors affecting the prices of artworks in the Polish auction market, „Quantitative Methods in Economics”, in printing Gajdka. J, Schabek T., (2013), WIG-Energy shares on Warsaw Stock Exchange, „Energy Market”, s.31-38 Schabek T., (2013), Influence of macroeconomic variables on Polish stock market returns in: „Local and global conditions for economic growth”, Polish Economic Society, Łódź, s.361-368 Brzeszczyński J., Gajdka J., Schabek T., (2011), The role of stock size and trading intensity in the magnitude of the „interval effect” in beta estimation.



	<p>Empirical evidence from the Polish capital market, „Emerging Markets Finance and Trade”, 47 (1): 28-49</p> <p>Schabek T., (2010) Analysis of relationship between stock market rates of return and growth rate of US Gross Domestic Product „Management of intensifying economic development”, „Science and Economy” vol. II , ed. J. Teczke, J. Czekaj, 2010</p> <p>Gajdka J., Gniadkowska A., Schabek T., (2010), Liquidity and return in Polish stock market „Research Papers – University of Poznan” nr 142</p> <p>Brzeszczyński J., Gajdka J., Schabek T., (2010), Earnings management in the Polish stock market, „Research Papers – University of Wrocław”, nr 98</p> <p>Gajdka J., Brzeszczyński J., Schabek T., (2010), Variability of beta parameters depending on time in Polish stock market „ Research Papers – University of Wrocław”, nr 117</p> <p>Brzeszczyński J., Gajdka J., Schabek T., (2009), Sustainable investing, “Polish Journal of Environmental Studies”, vol. 18 no. 5B/2009</p> <p>Brzeszczyński J., Gajdka J., Schabek T., (2009), Relationship between the stock market and real economy in Poland „Organization Review”, 7-8/2009</p> <p>Prządo I., Schabek T., (2009), The influence of U.S. macroeconomic announcements on volatility of the Polish stock market in: ed. Z. E. Zieliński, in: „The role of informatics in social and economics sciences”</p> <p>Brzeszczyński J., Gajdka J., Schabek T., (2008), Application of ARCH Models For The Estimation of Beta Parameters Using Different Time Intervals for Returns, „Research Papers” 1200, Wrocław University of Economics</p> <p>Schabek T., Zieliński B., (2008), Exchange Market Pressure in determining degree of economic integration – case of Poland, The Czech Republic and Hungary, in: ed. Gawronska-Nowak Bogna, „The effects of EU integration in different sectors of economy”</p> <p>Brzeszczyński J., Gajdka J., Schabek T., (2008), „Interval Effect” in the Estimation of the Beta Parameter for Stocks Listed on the Warsaw Stock Exchange. The Role of Trading Intensity and Capitalization „Research Papers” 520, Szczecin University</p> <p>Gawrońska-Nowak B., Schabek T., (2008), Walerysiak G., Zieliński B., Exchange Market Pressure indicator as a method of analysis of currency crisis and contingent effect in Poland, Czech and Hungary in 1998-2005, „Folia Oeconomica”, nr 219</p>
<p><b>Other:</b></p>	<p>University of Lodz Rector’s prize for the best academic articles in the field of finance and investing, 2012</p> <p>Passed international exam CFA Level II – June 2012, Warsaw</p> <p>CFA Society of Poland Scholarship ‘2012</p> <p>Passed international exam CFA (Chartered Financial Analyst) Level I – December 2010, London</p> <p>Finalist of “Young Economist” Contest organized by TEP and FOR, Warsaw</p> <p>Laureate of the 3rd edition of Academy of the Capital Market Leaders organized by Leslaw A. Paga Foundation, 2008, Warsaw</p> <p>Finalist Primus Inter Pares – Student of Year 2008, Lodz county</p> <p>National Finalist – international contest Global Management Challenge (prev. Euromanager) 2007, Warsaw</p>

## MACIEJ TURAŁA

<b>Current post:</b>	Assistant professor at the Department of City and Regional Management, Faculty of Management, University of Lodz
<b>Education and Qualifications (with dates and Institutions details):</b>	<p>X.2002 – XI.2006:            Doctoral studies at the Faculty of Management (Lodz University). Title of doctoral dissertation: “Integrated management of communal finance with regards to socio-economic development of communes”. Doctoral exams passed on September 21<sup>st</sup> 2006. The dissertation was publicly defended on October 23, 2006. The Council of the Faculty of Management granted a Ph.D. title on November 20, 2006.</p> <p>X.1998 – VI.2002:            Studies at the Faculty of Management (Lodz University) – finished with a distinction.            Completed courses include the following study blocks: “Accounting and Finance Management” as well as “Public Utility Sector Management”.            Title of the master thesis: “Principles of pro-development budget construction according to comparative study of twin cities: Lodz and Tampere”. The mayor of Lodz awarded a grant for this project.            Erasmus-Socrates exchange: studies in Tampere (Finland) between September 2000 and January 2001.</p> <p>IX.1996 – VII.1998:            A two-year scholarship to a British secondary school awarded by the Stefan Batory Foundation (Poland) and the Headmasters’ and Headmistresses Conference (Great Britain). Two-year studies in Forest School, London were completed with passing five A-levels in July 1998.</p>
<b>Membership of Professional Bodies and Learned Societies:</b>	<p>Regional Science Association International (member)</p> <p>European Regional Science Association (Secretary)</p> <p>European Regional Science Association – Sekcja Polska (member)</p>
<b>Career details to-date:</b>	<p>from XII 2006:            Assistant professor at the Department of City and Regional Management (Faculty of Management, University of Lodz).</p> <p>V.2011 – X. 2011:            Chief Designer in the Bureau for Spatial Planning in the Lodz Region</p> <p>X.2003 – XII 2006:            Assistant lecturer at the Department of City and Regional Management (Faculty of Management, University of Lodz).</p>
<b>Teaching Experience:</b>  <b>Please highlight teaching experience (e.g undergraduate or postgraduate)</b>	<p><u>Courses taught</u> since 2003 include:            Understanding Business I            Understanding Business II            Ekonomia Sektora Publicznego (Public Sector Economics)            Strategiczne Zarządzanie Finansami w Sektorze Publicznym (Strategic Financial Management in the Public Sector)            Public Finance</p>

	<p>Banking and Finance  Accounting  Zintegrowane zarządzanie w j.s.t. (Integrated Management in Local Governments)  Principles of Finance  The Art. And Science of Market-Driven Entrepreneurship  Finance  Polityka finansowa i prorozwojowe budżetowanie w administracji publicznej (Financial Policy and Pro-development Budgeting in Public Administration)  Finanse samorządu terytorialnego (Local Government Finance)  Fundamentals of Finance  Organizacja i funkcjonowanie samorządu terytorialnego (Local Government Organisation and Functioning)  Finansowanie rozwoju lokalnego i regionalnego (Financing of Local and Regional Development)  UE – zagospodarowanie i polityka regionalna (EU – Spatial Development and Regional Policy)  Finanse Publiczne a NPM (Public Finance and the New Public Management)  Podstawy Ekonomii (Fundamentals of Economics)  Introduction to International Management  Introduction to Management  Gospodarka przestrzenna (Spatial Economics)  Economics of an Enterprise  Local governments in Poland and the EU – organisational and financial aspects  Bachelor and Master seminars</p>
<p><b>Published output from research and scholarly activity:</b></p>	<p>Author and/or co-author of 48 publications, including (chosen publications):  2014: „Institutional capacity in Polish communes. Strategic, financial and spatial planning dimension”, w: M. Markowska, D. Głuszczyk, B. Bał-Domańska, „Local and Regional Economy in Theory and Practice”, Prace Naukowe UE we Wrocławiu, nr 334, 2014, str. 264-274.  2014: „Urban Renewal in Warsaw Commercial Real Estate Markets”, w: Ed F. Nozeman, Arno J van der Vlist (eds.): “European metropolitan commercial real estate markets”, Springer, 2014 (współautorstwo z D. Sikorą-Fernandez).  2013: „Urban Management – the case of Lodz”, w: M. Habrel, M. Mularska-Kucharek (eds.): „Lviv and Lodz at the turn of the 20th century. Structure of social space”, Lodz University Press, Lodz 2013, p. 129-146.  2013: „Lodz: Looking into the future, Stuck in the Past”, Romanian Journal of Regional Science, vol. 7, Special Issue on New Urban World, winter 2013, pp. 41-47  2013: „Scope and forms of cooperation in Polish local governments”, w: R. Broł, A. Sztando, “Local Economy in Theory and Practice. Local Development Governance Aspects”, Prace Naukowe UE we Wrocławiu, nr 283, 2013, str. 60-72 (współautorstwo z J. Danielewicz).  2013: „Political fragmentation and external sources of funding. Do power struggles matter?”, Romanian Journal of Regional Science, vol. 7, no. 1, summer 2013, pp. 69-80 (współautorstwo z J. Danielewicz).  2013: „Impact of income equalisation mechanism on financial standing of cities in Poland”, w: J. Cetner (red.): „Sustainable development of cities. Environmental and urban planning issues”, Oficyna Wydawnicza WSEiZ w Warszawie.</p>

	<p>2012: "Inter-communal associations – the future of metropolitan area management?", <i>Folia Oeconomica Stetinensia</i> 11(19), 2012/1, str. 118 – 131 (współautorstwo z J. Danielewicz).</p> <p>2012: "Polish local governments' capacity for territorially coherent development", w: T. Markowski, M. Turata (red.): „Territorial cohesion policy in Poland – issues in impact assessment”, <i>Studia Regionalia</i>, Nr XXXIII, 2012.</p> <p>2012: "Book review - Beyond territory: Dynamic geographies of knowledge creation, diffusion, and innovation. Harald Bathelt, Maryann P. Feldman and Dieter F. Kogler (eds.). London/New York: Routledge, 2011. 291 pp., 40 tables, 15 figures, index. Hardback £80. ISBN: 978-0-415-49327-7", <i>Papers in Regional Science</i>, vol. 91, issue 4, November 2012.</p> <p>2011: „Impact of economic crisis on territorial disparities in terms of wealth – case study of Poland”, <i>Romanian Journal of Regional Science</i>, vol. 5, no. 2, winter 2011, pp. 39-52.</p> <p>2011: „An overview and critical assessment of methods for identifying functional areas of metropolitan cities in Poland”, w: "Contested Regions: Territorial Politics and Policy", <i>Regional Studies Association</i>, London, United Kingdom (współautorstwo z J. Danielewicz).</p>
--	---

## OLHA ZADOROZHNA

<b>Current post:</b>	<p>Since 2014 Lecturer (adjunct faculty) at the Faculty of Economics and Management at Lazarski University, Warsaw</p> <p>2011-present Kyiv School of Economics, Visiting Research Associate</p>
<b>Education and Qualifications</b>	<p>2013 Bocconi University, Milan, Italy, Ph.D. in International Law and Economics; Major field: Political Economics;</p> <p>2009 Houston University, Houston, USA, M.A. in Theoretical Economics Major field: <i>Financial Economics</i>;</p> <p>2008 Ternopil National Economic University, Ternopil, Ukraine, M.A. in International Economics with distinction;</p> <p>2007 London Metropolitan University, London, UK, M.Sc. in Business Economics and Finance with merit;</p> <p>2006 Ternopil National Economic University, Ternopil, Ukraine, B.A. in International Economics with distinction;</p>
<b>Career details to-date:</b>	<p>Since 2014 Lazarski University (Warsaw, Poland), Lecturer in Economics</p> <p>Since 2011 Kyiv School of Economics (Kyiv, Ukraine), Visiting Research Associate</p> <p>2006 - 2010 Research Center on Energy and Environmental Economics (Milan, Italy), Research Fellow</p> <p>2009 BG Capital Investment Bank (Kyiv, Ukraine), Analyst</p> <p>2008-2009 Concorde Capital Investment Bank (Kyiv, Ukraine), Analyst</p>

<b>Teaching Experience:</b>	International Economics, International Political Economics, Research Methods, Economics of European Integration, Mathematical Economics, Information Technology, Moder Microeconomics, BA Thesis Seminar, Econometrics, BOEM, Research Methods and Statistics
<b>Pedagogic interests</b>	Political and Development Economics, Law and Economics, International Economics, Financial Economics, Economies in Transition.
<b>Published output from research and scholarly activity:</b>	<p>Publications</p> <p>“Security of Property Rights and Land Use Transition in Ukraine” (with D. Nizalov, S. Loveridge, S. Thornsbury, oraz M. Woods), Chapter 21 in “The Emerging Role of KRU in Global Agricultural Markets: Promise and Concern”, eds. Andy Schmitz and Willie Meyers), CABI, 2015.</p> <p>“Determinants of GHG emissions from urban ground transportation” (with E. Croci, S. Melandri, T. Molteni), in: AA.VV.ISEE (International Society of Ecological Economics) Conference proceedings – Ecological Economics and Rio+20: challenges and contributions for a green economy. 2012, p. 1/1-1/14.</p> <p>“The Impact of Cultural and Social Biases on Investment Decisions and Trade” International economy at the beginning of 21st century, Tarnopol: Economic Thought, 2006. – str. 88-95.</p> <p>Working papers</p> <p>“Impact of Political Regime Shift on Stock Returns of Oligarch Companies” (with Natalia Zaderey) EERC Working Paper No. 13/06E, EERC, 2013</p> <p>“How Much Do the Neighbors Pay? Economic Costs of International Gas Disputes”, IEF Working Paper No. 48, Bocconi University, 2012.</p> <p>“Weather Effects in Transition” (with Tom Coupe), Kyiv School of Economics Discussion Paper Series No. 36, 2010</p> <p>“Foreign Market Servicing Strategy in the Context of Ukrainian Pharmaceutical Industry”, TNEU-06</p>
<b>Research grants and awards (recent):</b>	<p>2012-13 Bocconi University, Milan, academic excellence research grant.</p> <p>2012-13 EERC research grant competition, project “Impact of Political Regime Shift on Stock Returns of Oligarch Companies”.</p> <p>2011-13 Skovoroda scholarship from Katedra Foundation, Canada, project “Land and Power: Evidences of Clientelism in Ukraine”.</p> <p>2009-12 Bocconi University, Milan, Ph.D. scholarship.</p>
<b>Other:</b>	<p><b>PRESENTATIONS AT CONFERENCES</b></p> <p>2013 Annual World Bank Conference on Land and Poverty. Washington, USA.</p> <p>2012 European Business and Economics Society-2012. Warsaw, Poland.</p> <p>2012 Warsaw International Economic Meeting 2012. Warsaw, Poland.</p> <p>2012 Land Use in Transition. IAMO Forum 2012. Halle, Germany.</p> <p>2011 Economic Policy and Agri-Food Sector. Warsaw University of Life Sciences.</p> <p>2011 Economic and Political Transformation. Corvinus University of Budapest.</p> <p>2011 International Conference of Political Economy. Izmit, Turkey.</p> <p>2010 European Business and Economics Society-2010. Athens, Greece.</p> <p>2010 9th EUDN PhD Workshop, CERDI – Clermont-Ferrand, France.</p>



## USEFUL VOCABULARY AND TERMS

**Academic Link Tutor:** a professor appointed on behalf of LU's partner university on the recommendation of the LU to ensure that the teaching and assessment practices conform to the rules agreed in the submission documents and to the British education standards.

**Assessment:** methods of evaluation of student's learning performance. It usually consists of a final examination, and coursework, e.g. mid-term examinations, term papers, problem sets, case studies, projects, strategic games or presentations in class. The final BA thesis is also one of the forms of assessment.

**Capped mark:** in case of reassessment (of coursework or an examination), a module repetition or a delay in submitting the final thesis, the final module mark will not be higher than 40%. The student should be informed of the real value of his/her work though.

**Compensation:** a possibility to get a pass grade without taking a re-sit examination when student's overall average mark is equal or higher than 45% and when the student has achieved at least 35% on all forms of assessment. Compensation is possible only within the number of 4 percentage points on any course (module).

**Condonement:** a special "reward" for good students (with overall mark of 60% and above) awarded by the Examination Board, whereby marks of 58-59% as well as 68-69% are raised to 60 and 70% respectively. Condonement also applies to final awards.

**Elective courses:** courses (modules) which are elected by students and indicate their areas of specialisation.

**External Examiner:** an external examiner (or examiners) appointed on behalf of LU's partner university on the recommendation of LU; this examiner does not belong to the faculty of LU, and is appointed from a different British university to ensure that the assessment practice is fair and conforms to the British education standards.

**Internal Examiner:** an examiner who belongs to the faculty of LU and who marks students' examination papers. Final examinations are marked by two internal examiners.

**Retake:** a course (module) which is taken again because the student failed it.

**Resit examination:** a second examination for a failed course (module).

**Validation:** Lazarski University defines validation as the process by which the partner university, as the awarding institution, judges that a programme developed and delivered by Lazarski University is of an appropriate quality and standard to lead to its award.



## APPENDIX A - DIRECTIONS TO STUDENTS AT EXAMINATIONS

The examinations will be held at times specified in the degree examination time-table. Students should be in their seats punctually at the hours fixed for the commencement of the examination.

No student may enter the examination room fifteen minutes or more after the commencement of an examination.

Students are not permitted to leave the examination room until forty five minutes have elapsed, nor may they leave in the last fifteen minutes of the examination. Any student who has left the room without the invigilators' authority shall not be allowed to re-enter it during the examination. This regulation does not apply to students who completed their exams earlier and returned their work to the invigilator.

In every examination the students occupy the seats assigned to them by the invigilator.

Students may take into the examination room only such books, mathematical or other tables, printed documents, manuscripts, notes, formulae, electronic equipment or other source of information or assistance as have been approved by Lazarski University and the Examination Board. In some cases, where appropriate, students will be provided by Lazarski University with such material and / or equipment as the examiners consider necessary. Examination Boards shall prepare lists of material and / or equipment to be permitted in examination rooms and students shall be notified in advance, in writing of the contents of these lists and which, if any, of the permitted items will be provided by Lazarski.

The material and / or equipment which students are permitted to bring into the examination room shall bear no marks or notes of any kind other than the name of the owner and anything which is regarded as normal in the nature or construction of the item in question.

Unfair practice during examination or test conditions

Under examination or test conditions it is unfair practice to:

- i. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- ii. communicate with any other person in the examination room, except as authorized by an Invigilator;
- iii. copy or use in any other way unauthorized materials or the work of any other student;
- iv. impersonate an examination student or allow oneself to be impersonated;

- v. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;
- vi. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Where it is considered or suspected that a student is engaging in unfair practice, the student shall be informed by the invigilator, preferably in the presence of a witness, that the circumstances will be reported. According to LU Rector's Regulation no. 10/11, the teacher/invigilator is to put a 0% on the exam script and ask the student to leave the examination room in an orderly fashion.

Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing, with any evidence retained, to the Registrar worker.

## APPENDIX B – UNFAIR PRACTICE PROCEDURE

LU defines unfair practice as any act whereby a student obtains for himself/herself or for another, an unpermitted advantage which may or may not lead to a higher mark than his/her abilities would otherwise secure.

### Unfair practice during examination or test conditions

Under examination or test conditions it is unfair practice to:

- i. introduce into an examination room any unauthorized form of materials such as a book (including mathematical tables), manuscripts, or loose papers of any kind or any source of unauthorized information;
- ii. communicate with any other person in the examination room, except as authorized by an Invigilator;
- iii. copy or use in any other way unauthorized materials or the work of any other student;
- iv. impersonate an examination student or allow oneself to be impersonated;
- v. engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;
- vi. claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact been carried out or to claim to have obtained results which have not in fact been obtained.

Where it is considered or suspected that a student is engaging in unfair practice, the student shall be informed by the invigilator, preferably in the presence of a witness, that the circumstances will be reported. According to LU Rector's Regulation no. 10/11, the teacher/invigilator is to put a 0% on the exam script and ask the student to leave the examination room in an orderly fashion.

Where appropriate, the invigilator shall confiscate and retain evidence relating to any alleged unfair examination practice, so that it is available to any subsequent investigation. The invigilator shall as soon as possible report the circumstances in writing, with any evidence retained, to the Registrar worker.

### Unfair practice in work completed under non-examinable conditions

Unfair practice in work completed under non-examinable conditions includes plagiarism or any other act that falls under the definition of unfair practice in section 105.

Plagiarism can be defined as using another person's words or ideas without acknowledgment and submitting them for assessment as though it were one's own work, for instance by copying, translating from one language to another or unacknowledged paraphrasing. Further examples of plagiarism are given below:

- i. Use of any quotation(s) from the published or unpublished work of other persons, whether published in textbooks, articles, the Web, or in any other format, which quotations have not been clearly identified as such by being placed in quotation marks and acknowledged.

- ii. Use of another person's words or ideas that has been slightly changed or paraphrased to make it look different from the original.
- iii. Summarising another person's ideas, judgments, diagrams, figures, or computer programmes without reference to that person in the text and the source in the bibliography.
- iv. Use of services of essay banks and/or any other agencies.
- v. Use of unacknowledged material downloaded from the Internet.
- vi. Re-use of one's own material except as authorized by the department.

Lazarski University shall use anti-plagiarism software (i.e. Plagiat.pl and TurnitinUK) as well as other means to identify and reprimand acts of plagiarism.

If a member of the LU faculty considers, or suspects, that unfair practice has occurred in relation to work submitted as a piece of coursework, or any work completed under non-examination conditions, he/she shall report the matter in writing to the Registrar's Office. Depending on the gravity of the offence, the teacher may decide to fail the plagiarised work and demand that the student resit the assessment, or ask for the Committee of Inquiry to decide on appropriate action.

The Programme Director shall first decide whether there is a prima facie case for treating the matter as a case of unfair practice by referring to documentation.. If the Programme Director believes that a prima facie case exists, he/she shall inform the Registrar to inform the student of the investigation. If no case exists, and the student is aware of the investigation, the student shall be informed that the matter is closed.

LU also considers collusion to fall under the definition of unfair practice, which occurs when work that has been undertaken by or with others is submitted and passed off as solely the work of one person. This also applies where the work of one student is submitted in the name of another. Where this is done with the knowledge of the originator both parties can be considered to be at fault.

The fabrication of data is also forbidden, i.e. the making of false claims to have carried out experiments, observations, interviews or other forms of data collection and analysis, or acting dishonestly in any other way.

The presentation of evidence of special circumstances to Examination Boards, which evidence is false or falsified or which in any way misleads or could mislead Examination Boards, also falls under the definition of unfair practice.

### **Suspected Unfair Practice Detected During or Subsequent to the Marking Period**

An internal or external examiner or any other faculty member who, whether in the course of the marking period or subsequently, considers or suspects that a student has engaged in an unfair practice, shall retain any relevant supporting evidence and report the matter in writing to the Registrar's Office.

If it is decided that no further action against the student should be taken, the Programme Director shall, where appropriate, inform the student in writing that the matter is closed.

Where appropriate, the student shall be informed in writing by the Registrar and that the Committee of Inquiry will be convened to consider the case.

### **The Unfair Practice Procedure**

Where an allegation of unfair practice arises at any time after an individual has been admitted to the English-language programmes at LU, the matter shall be investigated by the Committee of Inquiry.

The student may appeal to the University Appeals Board (*Odwoławcza Komisja Dyscyplinarna*) chaired by the University's Rector (*Rektor*) from the decisions of the Committee of Inquiry. Students of the validated programmes may also appeal from LU disciplinary decisions to CU Registrar within 10 days from the date on which such a decision is made.

In cases of unfair practice, the Committee of Inquiry and the Appeals Board have the power to initiate proceedings to revoke the individual of the degree.

### **Establishment of the Committee of Inquiry**

The Committee of Inquiry for English-language Programmes (henceforth referred to as "Committee of Inquiry" or simply "the Committee") shall be a standing panel charged with investigating allegations of unfair practice at LU acting in accordance with the Polish law.

On receipt of an allegation of unfair practice, the Registrar shall arrange for the Committee of Inquiry to be convened no longer than 6 working weeks of the allegation being made.

The Secretary of the Committee shall inform the student of the date, place and time when the Committee intends to meet and that he/she has the right to be represented or accompanied, to hear all the evidence, to call and question witnesses and to submit other evidence, including evidence of mitigating circumstances.

The student shall be required to inform the Secretary whether or not he/she intends to attend the meeting of the Committee. If the student indicates that he/she does not wish to attend the meeting, the Committee shall proceed in his/her absence. In such

a case the student can elect to be represented at the meeting. Where no response is received from the student, there may be one postponement of the Committee pending investigation (e.g. to establish whether the student has received the communications).

A student who intends to be accompanied and/or represented shall inform the Secretary of the name of the person accompanying and/or representing him/her in writing in advance of the meeting, and shall state whether or not the person representing or accompanying him/her has legal qualifications. Such persons cannot attend the meeting in a legal capacity.

Should a student not attend the meeting of the Committee of Inquiry, having previously indicated to the Secretary that he/she would attend, and provided that all reasonable means have been taken to contact the student, the meeting shall proceed in his/her absence.

If the Committee finds that the case has been substantiated, it shall then consider the penalty to be imposed.

When determining the penalty to be imposed, the Committee shall consider the student's record, including profile of marks, and any assessment conventions and regulations for the scheme of study in question.

If the Committee finds that the case has not been substantiated the student shall be informed of the outcome in writing. All record of the case shall be removed from the student's file.

### **Penalties available to the Committee of Inquiry**

In cases where students are found to be guilty of unfair practice, the Committee of Inquiry may issue the following penalties:

- i. issue a formal reprimand to the student, a written record of which shall be kept.
- ii. cancel the student's marks in part or in whole for module(s) concerned, or in all of the modules for the year in question, with a recommendation as to whether or not a reassessment should be permitted, either with eligibility for the bare pass mark only or for the full range of marks.
- iii. instruct examiners, when marking, to ignore any plagiarized text, which may result in a reduced mark.
- iv. reduce the degree result by one class or the non-award of a distinction, as appropriate.
- v. disqualify the student from any future Lazarski University examination.

If the Committee of Inquiry decides that the above penalties are inappropriate, the Committee may use its discretion to decide upon the appropriate penalty.

## **Actions to be taken following the meeting of the Committee of Inquiry**

Where the student has received a formal reprimand, the Committee may recommend that the student should receive advice from an appropriate member of staff, in order to make clear the reasons for the Committee's decision and to ensure that the cause of the action (e.g. unintentional plagiarism) is discussed with the student to ensure that any future repeat offence by him/her cannot then be classed as 'inadvertent'.

If the finding of the Committee is that a case has not been substantiated, the Chair of the Committee may inform the student orally of this. The Registrar shall notify the student formally in writing of the Committee's findings and that the matter is therefore closed.

If the finding of the Committee is that the allegation has been substantiated, the Chair of the Committee may inform the student orally, but there shall be no discussion of the Committee's decision with the student. The Registrar shall notify the student of the findings and the penalty imposed as soon as possible. The penalty shall be recorded on the student's record.

The Registrar shall further inform the student of his/her right of appeal to the decision of the Committee of Inquiry. Where the allegation has been substantiated, the Registrar shall require the Examination Board concerned to determine the student's overall examination result in the light of the penalty imposed by the Committee of Inquiry.

If the Committee of Inquiry has decided that the mark obtained for the unit of assessment in which unfair practice has occurred shall be cancelled, the Examination Board shall award a mark of zero for the unit and shall then determine the student's overall result.

## APPENDIX C – STUDENT COMPLAINTS PROCEDURE

The Student Complaints procedure applies to:

- i. Complaints arising from a student's educational experience, other than disputes relating to assessment and examinations;
- ii. Complaints in respect of academic and/or administrative support or other services provided by Lazarski University;
- iii. Complaints regarding alleged harassment by staff of Lazarski University;
- iv. Complaints arising from alleged discrimination by staff of Lazarski University in relation to gender, race, disability, sexual orientation or otherwise.
- v. Complaints falling outside those listed above will be considered and investigated at the discretion of the Programme Director.

The Student Complaints procedure does not apply to:

- i. Students wishing to appeal against an academic decision—students should note that appeals against the academic judgment of examiners cannot be accepted;
- ii. Disciplinary matters;
- iii. Issues concerning physical education and internships.

### Submission of a Complaint – Stage One

In order to make a formal complaint to Lazarski University, the student concerned should submit the Complaints Form (available in the Registrar), attach any supporting evidence to it and send to the Programme Director. The form can be submitted electronically, though certified copies of documents (e.g. medical certificates) may be requested. Should a student prefer the complaint to remain anonymous and it is feasible to do so, the Programme Director shall seek to respect the student's wishes.

The Programme Director will confirm receipt of the complaint to the student normally within 5 working days and will liaise with the English-language Studies Registrar regarding the complaint. The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.[Tytuł]
- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from Lazarski University, within a set timeframe.

### Submission of a Complaint – Stage Two

If a student is not satisfied with the outcome of the Stage One investigation of the complaint, he/she may submit an appeal against the outcome within 14 days of the written judgment being issued by the Programme Director.

The appeal should be submitted to the University Rector, and should indicate in writing why the response to the complaint is not satisfactory. Taking into account all the previous attempts at resolution, the Rector (or his/her nominee) will decide



whether a further complaint hearing is required, and will normally communicate his/her decision to the student within 10 working days of the appeal against the outcome being received.

Should such a complaint hearing be required, the Rector shall convene it within one calendar month of the appeal against the outcome being received.

The student (and if deemed necessary staff from Lazarski) will be invited to any meeting but the meeting shall be held via telephone or videoconference if necessary. In the event of a meeting a meeting being held, the student (and if deemed necessary Lazarski) shall have access to all relevant documentation relating to the complaint. The student may be accompanied, but not represented, by a member of the academic, welfare, or advisory staff of Lazarski University, by a student or officer of the Students' Self-Government at Lazarski, but not by any other individual. The appellant may not send another person to a hearing in his/her stead.

The outcomes available are as follows:

- i. Complaint not upheld.
- ii. Complaint upheld in whole or in part.
- iii. In the event of a complaint being upheld in whole or in part, recommendations should be made in respect of remedial action required. A response may be required from the institution concerned, within a set timeframe.

The written response to the complaint, and details of any action to be taken in the light of the complaint, will be sent by the Office of the Rector to the student and to the English-language Studies Registrar.

#### **QAA Compliance Update – Complaints procedure for students studying at collaborative institutions**

Students studying on a course leading to an award from Coventry University may if they wish submit their complaint/appeal to the Registrar & Secretary of Coventry University if they are dissatisfied with the outcome of the process at Lazarski University. In order to qualify for consideration by Coventry University, details of the complaint/appeal and full supporting documentation should be sent to Coventry University within ten (10) days of completing the internal process at Lazarski University.

The Registrar & Secretary (or nominee) shall consider the referred matter **on the grounds of procedural irregularity only**.

The Registrar and Secretary shall endeavour to complete the review within thirty (30) days of receipt of the complaint. However, given the requirement to investigate the case thoroughly with Lazarski University some additional time may be required, in which case the student shall be informed accordingly.

At the end of the Registrar and Secretary's review, the student will receive a letter setting out the findings and outcome, and will additionally be issued with a "Completion of Procedures" letter to enable the student to take their complaint to

the UK Office of the Independent Adjudicator for Higher Education if appropriate.

The Office of the Independent Adjudicator for Higher Education ("OIA") operates an independent student complaints scheme pursuant to the UK Higher Education Act 2004.

Students or former students may only take their complaint relating to a final decision reached under the University's review and appeal process to the OIA once all internal processes have been exhausted. The OIA cannot look at complaints relating to matters of academic judgement. The "Completion of Procedures" letter will therefore only be issued from the office of Coventry University's Registrar & Secretary when it has been determined that all internal processes at Lazarski University have been completed. The OIA must receive a completed Scheme Application Form within three months of the date of Completion of Procedures Letter.