



Pécsi Tudományegyetem  
University of Pécs



University: University of Pécs  
Country: Hungary

## SDG17: PARTNERSHIP FOR THE GOALS

17,4 Education for the SDGs

### 17.4.2. Education for SDGs specific courses on sustainability

**Have dedicated courses (full degrees, or electives) that address sustainability and the SDGs.**

The following table has been compiled, which contains the courses related to sustainability launched at the University of Pécs in 2024.  
The table contains the following information about the courses:

- Column "A": the course number,
- Column "B": the name of the relevant Faculty,
- Column "C": the name of the course,
- Column "D": the level of the course,
- Column "E": a description of what students learn in the course that is related to sustainability,
- Column "F": the SDGs from the 17 UN Sustainable Development Goals to which the course is linked.

| Number | Faculty | Course (not modules) title: FIR | Course level | Description | UN 1-17 Sustainable Development Goal number to which it relates |
|--------|---------|---------------------------------|--------------|-------------|-----------------------------------------------------------------|
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|----|----------------|-----------------------|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| 1. | Medical School | General Medicine      | Unified, undivided training | <p>The subject analyses the factors influencing disease development, investigates the social and economic factors playing role in the health prevention. The aim of the course is the introduction into the environmental related health impacts and with a particular focus on the prevention. Introduction to the current immunobiology. Construction of the human immune system: organs, tissues, cellular and molecular components.</p> <p>How could be managed a child or an adult patient living in wheelchair or patient with visual impairment, or deaf? How could be their life better? This course focuses on practical knowledge in medical rehabilitation, the different problems and possibilities of patients with disabilities. A detailed presentation will be given of modern biophysical and imaging methods to follow the pathway of radiopharmaceuticals in different organs to earn precise morphological and functional results by the new multimodal systems. As a subspeciality of internal medicine, gastroenterology training combines a weekly lecture and weekly bedside practice to overview main issues of digestive system disorders, and bedside training to promote skills in physical examination and management of patients with gastrointestinal, pancreatic, and hepatic disorders.</p> | 3, 5, 9, 10 |
| 2. | Medical School | Medical Biotechnology | MA/MSc                      | <p>This course provides theoretical and practical information for the students to maintain and improve their physical condition and helps to deepen the knowledge in the field of healthy lifestyle. Theoretical and practical knowledge during different types of exercises e.g. how to improve endurance, muscle force, motor skills and how to prevent the body from injuries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3,5, 10     |
| 3. | Medical School | Dentistry             | Unified, undivided training | <p>The aim of this subject is that graduate students can acquire the knowledge regarding the aetiological factors and characteristics of orthodontic anomalies as well as possible treatment strategies. This is necessary for general dental practitioners to be able to recognise orthodontic problems and to take part in interdisciplinary collaboration. Students should acquire all radiologic diagnostic methods used in dentistry. Students should be able to make intraoral x-ray.</p> <p>Public Health represents the preventive side of medicine. The subject deals with primary, secondary and tertiary prevention of the most challenging diseases of public health. The aims are to examine the process of disease development and demonstrate the possibilities of prevention on individual and community levels.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3, 5, 9, 10 |

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| 4.  | Medical School | Specialist in Migrant Health                                                       | Specialist training          | The course is turning the attention to and provides the basic knowledge and skills for answering the need generated by the rapidly growing number of migrants and tourists who may appear and ask for assistance at any level of the health care system Europe wide. Recognizing rare diseases, providing proper medical assistance for travellers and migrants is a priority aim of this curriculum while it helps also in coping successfully with intercultural, inter-religious problems and their health impact and understanding well the human rights angle of the successful integration of migrants. | 3, 5, 10, 16 |
| 5.  | Medical School | Medical and Biomedical Translator                                                  | Specialist training          | To train competent translators in the field of (bio)medicine being capable of mediating between Hungarian and English in writing, translating from Hungarian into English and from English into Hungarian, proofreading, vetting and editing.                                                                                                                                                                                                                                                                                                                                                                 | 4, 5, 9      |
| 6.  | Faculty of Law | Family law lawyer                                                                  | Specialist training (LL. M.) | The course introduces students to the information needed for constitutional protection of marriage and the family, and within it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3, 5, 16     |
| 7.  | Faculty of Law | Juvenile Cases Specialist                                                          | Specialist training (LL. M.) | Theoretical and practical examination of the investigation phase of criminal proceedings vis-a-vis juvenile delinquents.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 16           |
| 8.  | Faculty of Law | Judicial Administration                                                            | BA/BSc/BProf                 | The program offers basic knowledge of judicial administration, especially procedural laws and the organisation and administration of judicial institutions, as well as legal databases in practice.                                                                                                                                                                                                                                                                                                                                                                                                           | 16           |
| 9.  | Faculty of Law | ICT law counsellor with a certificate in law postgraduate specialisation programme | Specialist training          | Introduction of the legal aspects of information technology based on international and domestic regulations, analysis of related legal practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 9, 16        |
| 10. | Faculty of Law | Infocommunication lawyer                                                           | Specialist training (LL. M.) | Introduction of the legal aspects of information technology based on international and domestic regulations, analysis of related legal practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 9, 16        |

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| 11. | Faculty of Law | Jurist                           | Unified, undivided training (master level) | <p>Acquire basic knowledge in three areas: Public Proceedings, Infringement Procedure and Public Service Law.</p> <p>The course deals with the main concepts and basic legal institution of law and state. The aim of the course is to introduce the Hungarian Labour Law.</p> <p>The doctrine of the employment relationship, General provisions of the Labour Code, Employment regulations (sources of labour law), The employment contract and the employment relationship, Parties to employment relationship, Commencement of an employment relationship, Performance of employment contracts I., Performance of employment contracts II., Amendment of employment contract, Termination of employment relationship, Liability for Damages in the labour law, Enforcement of Labour-law Claims.</p> | 8, 16        |
| 12. | Faculty of Law | Jurist - Correspondence Training | Unified, undivided training (master level) | <p>Acquire basic knowledge in three areas: Public Proceedings, Infringement Procedure and Public Service Law.</p> <p>The course deals with the main concepts and basic legal institution of law and state. The aim of the course is to introduce the Hungarian Labour Law.</p> <p>The doctrine of the employment relationship, General provisions of the Labour Code, Employment regulations (sources of labour law), The employment contract and the employment relationship, Parties to employment relationship, Commencement of an employment relationship, Performance of employment contracts I., Performance of employment contracts II., Amendment of employment contract, Termination of employment relationship, Liability for Damages in the labour law, Enforcement of Labour-law Claims.</p> | 8, 16        |
| 13. | Faculty of Law | Paralegal                        | ISCED 5A                                   | The course deals with the main concepts and basic legal institution of law and state, theoretical and practical examination of the investigation phase of criminal proceedings.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 16           |
| 14. | Faculty of Law | Mediator                         | Specialist training                        | The aim of the course is to familiarize students with the characteristics and conditions of alternative dispute resolution methods that can be used in the process of settlement development, and to provide them with the competencies to conduct effective mediation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 11, 16       |
| 15. | Faculty of Law | Labor law lawyer                 | Specialist training (LL. M.)               | The course introduce the principle of non discrimination in the labour law. The functions and the tools of the state's employment policy. Interest reconciliation methods. The state's policy. Organizations regarding the state's employment policy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 5, 8, 10, 16 |

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| 16. | Faculty of Law | Labor law consultant                                                       | Specialist training          | Fundamentals of the European labour law. Collective redundancy. Business transfer. Insolvency. Working time. Principle of non-discrimination. Part time work. Fixed term contracts. Temporary work. Telework. European Works Councils. Social dialogue in the European Union.   | 5, 8, 10, 16, 17                                          |
| 17. | Faculty of Law | Company law lawyer                                                         | Specialist training (LL. M.) | The aim of the course is to provide in-depth knowledge of Hungarian Company Law for practicing lawyers.                                                                                                                                                                         | 8, 16                                                     |
| 18. | Faculty of Law | LL. M. in enforcement of judicial decisions                                | Specialist training (LL. M.) | The training provides in-depth knowledge of the theoretical and practical questions of the law of the enforcement of judicial decisions.                                                                                                                                        | 9, 16                                                     |
| 19. | Faculty of Law | Public procurement law consultant                                          | Specialist training          | The training aims to ensure the acquisition of practice-oriented, theoretically grounded legal and related knowledge in the field of public procurement.                                                                                                                        | 8, 9, 16                                                  |
| 20. | Faculty of Law | LL. M. in public procurement law                                           | Specialist training (LL. M.) | The training aims to ensure the acquisition of practice-oriented, theoretically grounded legal and related knowledge in the field of public procurement.                                                                                                                        | 8, 9, 16                                                  |
| 21. | Faculty of Law | Energy law advisor                                                         | Specialist training          | Specialists should acquire comprehensive and practice-oriented knowledge of the specific regulatory issues of the various energy fields and learn about the essential technical and economic characteristics of the energy sector.                                              | 6, 7, 9, 11, 12, 13, 14, 15, 16, 17                       |
| 22. | Faculty of Law | LL. M. in energy law                                                       | Specialist training (LL. M.) | Specialists should acquire comprehensive and practice-oriented knowledge of the specific regulatory issues of the various energy fields and learn about the essential technical and economic characteristics of the energy sector.                                              | 6, 7, 9, 11, 12, 13, 14, 15, 16, 17                       |
| 23. | Faculty of Law | ESG approach to Business Law LL. M.                                        | Specialist training (LL. M.) | The training aims to ensure the acquisition of practice-oriented, theoretically grounded legal and related knowledge of the regulatory framework related to environmental, social and governance (ESG).                                                                         | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 |
| 24. | Faculty of Law | ESG approach to Business Law advisor                                       | Specialist training          | The training aims to ensure the acquisition of practice-oriented, theoretically grounded legal and related knowledge of the regulatory framework related to environmental, social and governance (ESG).                                                                         | 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16,    |
| 25. | Faculty of Law | Medical and healthcare professional with a specialized legal qualification | Specialist training          | The training aims to enable doctors, dentists, pharmacists and health professionals with higher education qualifications to solve legal and administrative problems arising in the health sector's operation and management, apply new rules and organise local implementation. | 3, 4, 10, 16                                              |

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| 26. | Faculty of Law                            | LL. M. in Defence and Security Administration Law    | Specialist training | The training aims to develop professionals capable of contributing confidently and effectively to legal decision-making in special legal regimes, such as emergencies or extraordinary governance situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4, 11, 16     |
| 27. | Faculty of Law                            | Defence and Security Administration consultant       | Specialist training | The training aims to develop professionals capable of contributing confidently and effectively to legal decision-making in special legal regimes, such as emergencies or extraordinary governance situations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4, 11, 16     |
| 28. | Faculty of Humanities and Social Sciences | Ancient Languages and Cultures (Classical Philology) | BA/BSc/BProf        | Training of humanities professionals with practical knowledge who are able to become acquainted with the fields of knowledge of ancient Greco-Roman culture. They have a basic knowledge of Latin and ancient Greek, the history and culture of the peoples and countries of the ancient Mediterranean and the areas in contact with it, and a deeper knowledge of classical antiquity.                                                                                                                                                                                                                                                                                                                                                                                                      | 4, 10, 11, 16 |
| 29. | Faculty of Humanities and Social Sciences | Applied Linguistics                                  | MA                  | A distinguished aim of the course is to familiarise students with the different scenes and fields of communication (e.g., schools, offices, state administration, court of justice, minority, bilingualism) in order to teach them how to become effective in these areas (a key ingredient in the elimination of poverty), and to help others in becoming effective (children, minority groups, people with disabilities), including the safe and efficient exploitation of modern AI technology (which is based on sophisticated computational linguistics). They will learn the linguistic background of regulatory principles relating to the protection of personality, the prohibition of hate speech, the protection of children, strive for gender equality, detection of fake news. | 1,4,5, 16     |
| 30. | Faculty of Humanities and Social Sciences | Archaeology                                          | BA/BSc              | Training of professionals with theoretical and practical knowledge of Archaeology in order to understand the history and material culture of the peoples and countries of the ancient world and the areas in contact with it.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 16, 17        |
| 31. | Faculty of Humanities and Social Sciences | Bibliotherapy                                        | Specialist training | Course for personality development, primarily with a group therapy structure, which is as internationally widespread in the field of pedagogical, library and social care as in the clinical field, as a supplement to the treatment and rehabilitation of patients.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3, 11         |

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| 32. | Faculty of Humanities and Social Sciences | Communication and Media Science | MA/MSc       | The aim of the course is to familiarise students with the regulatory framework of public communication and the main rules governing the functioning of the media system. Students will learn about the guarantees and limits of freedom of expression and freedom of the press. They will learn the regulatory principles relating to the protection of personality, the prohibition of hate speech and the protection of children. The course will cover the tasks of the media authority and the legal framework that shapes the media market. | 5, 10, 11, 16                                 |
| 33. | Faculty of Humanities and Social Sciences | Community Coordination          | BA/BSc/BProf | The aim of the programme is to train professionals for cultural, human and community based coordination activity, who will be able to operate cultural, entrepreneurial and non-profit organisations, state or municipal institutions, integrated, multifunctional organisations or institutions.                                                                                                                                                                                                                                                | 10, 11, 16                                    |
| 34. | Faculty of Humanities and Social Sciences | Cultural heritage Studies       | MA/MSc       | Acquisition of knowledge of cultural history and cultural theory, in possession of which they are able to historically interpret the economic, mental, environmental and information system of cultural heritage; are familiar with work processes for the protection, demonstration and management of cultural heritage.                                                                                                                                                                                                                        | 11                                            |
| 35. | Faculty of Humanities and Social Sciences | Educational Science             | MA/MSc       | Broadening and deepening the theoretical and methodological knowledge in the field of getting to know the personality of children, as well as in planning and implementing pedagogical interventions that fit the personality.                                                                                                                                                                                                                                                                                                                   | 4                                             |
| 36. | Faculty of Humanities and Social Sciences | Ethnography                     | BA/BSc/BProf | The aim is to train professionals who understand their own and others' culture, who are able to shape the cultural identity of narrower and wider communities, and who are tolerant of other people's culture, who are proficient in cultural research and cultural anthropology.                                                                                                                                                                                                                                                                | 4, 5,10, 11                                   |
| 37. | Faculty of Humanities and Social Sciences | Ethnography                     | MA/MSc       | With their knowledge of ethnography, folklore and cultural anthropology, they are able to analyze and interpret their own and others 'culture, are proficient in cultural research and know the peculiarities of culture in the past and present.                                                                                                                                                                                                                                                                                                | 1,2,3,4,10                                    |
| 38. | Faculty of Humanities and Social Sciences | Human Ecology                   | MA/MSc       | During the training, students receive complex knowledge about contemporary ecological, economic, social, and ethical problems. The purpose of the training is to prepare theoretical and practical professionals who, knowing the interactions between social and natural systems, are able to explore the social dimension of environmental problems, analyze social and cultural processes from an ecological perspective, plan and organize them on a local and global level.                                                                 | 1,3, 4, 5,6, 7, 8, 10, 11, 12, 13, 15, 16, 17 |

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| 39. | Faculty of Humanities and Social Sciences | Human resources counselling          | MA/MSc              | The aim of the course is to train professionals who will be able to provide professional assistance to organizations and companies in one of the functional areas of management consulting, in the field of human resources. In addition to acquiring theoretical and methodological knowledge related to consulting, students can learn about modern methods and techniques of planning, strategy making, change management, personnel work and human resource management. During the training, we also place great emphasis on the special knowledge of organizational and social psychology in this field. In line with European trends, emphasis will be placed on career guidance, career psychology and career planning. | 5, 8, 10      |
| 40. | Faculty of Humanities and Social Sciences | Hungarology                          | MA/MSc              | It provides complex knowledge about the Hungarian cultural heritage, its unique features and its European and regional parallels and embeddedness. It enables us to effectively represent our national culture in other cultural code systems, to examine different national cultures impartially, and to participate professionally in intercultural dialogue.                                                                                                                                                                                                                                                                                                                                                                | 4, 10, 11, 16 |
| 41. | Faculty of Humanities and Social Sciences | International Relations BA           | BA/BSc/BProf        | This course provides an analysis of the economic relationships between countries, covering both trade and financial market and monetary issues. It discusses international flows, bilateral agreements and the main growth factors as well as crisis in the world economy. It examines the role of the state and the MNC in the economy.                                                                                                                                                                                                                                                                                                                                                                                       | 8, 10, 17     |
| 42. | Faculty of Humanities and Social Sciences | International Relations              | MA/MSc              | The aim of the course is to train intellectuals who are able to navigate the world of international relations, are able to adequately represent national and regional interests, are sensitive to global problems and are able to deal with the challenges of the European integration process. and non-governmental organizations are able to maintain international contacts, solve creative problems and flexibly solve complex tasks.                                                                                                                                                                                                                                                                                      | 16, 17        |
| 43. | Faculty of Humanities and Social Sciences | Literary and Cultural Studies        | MA/MSc              | Besides providing advanced knowledge of Hungarian and European Literature regarding literary and cultural theories, this course offers specializations for the students in various fields of literature, from the Renaissance until contemporary literature and culture.                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4, 5, 16      |
| 44. | Faculty of Humanities and Social Sciences | Mental hygiene and community support | Specialist training | Mental hygiene knowledge, community support                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3, 12         |

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| 45. | Faculty of Humanities and Social Sciences | Pedagogy                                                          | BA/BSc/BProf        | The program aims to train aim of the course is to train pedagogical professionals who know and understand the world of society, culture, learning and teaching, are able to contribute to the processes supporting the learning, development and improvement of groups and individuals in quality and responsible work. They are suitable for assisting in the performance of in-school and out-of-school education and upbringing tasks; in organizations and institutions dealing with educational matters, to perform tasks requiring basic pedagogical qualifications. They are committed to lifelong learning and manage their tasks with appropriate autonomy.                 | 4, 8, 11   |
| 46. | Faculty of Humanities and Social Sciences | Political Science                                                 | BA/BSc/BProf        | The program is designed to train highly qualified professionals who not only have theoretical knowledge but can understand, understand and analyze political processes and the functioning of public administration. In addition to Hungary and the European Union, our students can get acquainted with other regions during their studies. During their courses, they can go through the political, economic and cultural processes in the international arena from Asia to Africa, the Middle East to the American continent. They get a comprehensive picture of the functioning of state, political organizations, parties and NGOs, electoral systems and types of government. | 10, 16, 17 |
| 47. | Faculty of Humanities and Social Sciences | Political Science                                                 | MA/MSc              | They gain in-depth knowledge of the political system and relations of society, their main laws, and are informed about scientific theories about political institutions, the organization of political power and the formation of public policy, as well as the knowledge required for practical application.                                                                                                                                                                                                                                                                                                                                                                        | 16, 17     |
| 48. | Faculty of Humanities and Social Sciences | Psychology                                                        | BA/BSc/BProf        | Through course, our students acquire skills and knowledge that enable them to learn, map, and develop factors related to the well-being of individuals, groups, and organizations at a basic level.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3          |
| 49. | Faculty of Humanities and Social Sciences | Public education management and educator's specialist examination | Specialist training | The training provides preparation for the acquisition of knowledge of individual and pedagogical community rights in the organization of education, educational management, school administration, management, professional development, and public education.                                                                                                                                                                                                                                                                                                                                                                                                                       | 4, 16      |
| 50. | Faculty of Humanities and Social Sciences | Roma studies                                                      | BA/BSc              | The participants of the course acquire knowledge about the effective communication of issues concerning the Roma communities to all social organizations that communicate with these communities, and at the same time are able to communicate the needs expressed by the social organizations to the local Roma communities.                                                                                                                                                                                                                                                                                                                                                        | 1, 11, 16  |

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| 51. | Faculty of Humanities and Social Sciences | School social work | Specialist training | School social work is a professional, inter- and multidisciplinary activity that is able to solve the problems of individuals, families, communities and institutions in a novel way, to introduce innovative services, and to support school goals.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 5, 16, 17                     |
| 52. | Faculty of Humanities and Social Sciences | Social work        | BA/BSc/BProf        | The International Federation of Social Workers defines social work as follows: "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing." The environment here is understood in its broadest sense, incorporating the natural and the societal environment. Students in social work, following a systemic approach, learn about the basics of social ecology and about the interconnectedness of social and environmental problems. | 1,2,3,4,5,6,8,10, 11,13,16,17 |
| 53. | Faculty of Humanities and Social Sciences | Social work        | MA/MSc              | The International Federation of Social Workers defines social work as follows: "Social work is a practice-based profession and an academic discipline that promotes social change and development, social cohesion, and the empowerment and liberation of people. Principles of social justice, human rights, collective responsibility and respect for diversities are central to social work. Underpinned by theories of social work, social sciences, humanities and indigenous knowledges, social work engages people and structures to address life challenges and enhance wellbeing." The environment here is understood in its broadest sense, incorporating the natural and the societal environment. Students in social work, following a systemic approach, learn about the basics of social ecology and about the interconnectedness of social and environmental problems. | 1,2,3,4,5,6,8,10, 11,13,16,17 |

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| 54. | Faculty of Humanities and Social Sciences | Social policy (Territorial Social Policy Specialization); Social policy (Employment Policy Specialization) | MA/MSc       | The Territorial Social Policy specialization of the Social Policy major is committed to exploring the territorial characteristics of social problems. During the presentation of social problems in a regional, territorial, and local context, questions and solutions for meeting sustainability expectations are also discussed. The Employment Policy specialization of the Social Policy major is committed to exploring the labor market and employment characteristics of social problems. During the presentation of social problems in a labor market and employment policy context, questions and solutions for meeting sustainability expectations are also discussed. | 1,2,3,4,6,7,8,9,10,11,12,13,15,17 (Territorial Social Policy Specialization) 1,3,4,5,8,9,10,12,17 (Employment Policy Specialization) |
| 55. | Faculty of Health Sciences                | Health Care Manager                                                                                        | MA/MSc       | The aim of the course is to train health managers who are able to perform management and organizational tasks (analysis, planning, management, control) at different levels of the health care system, to efficiently operate health care organizations, to manage long-term professional and economic and to ensure a balance of organizational stability.                                                                                                                                                                                                                                                                                                                       | 3, 16                                                                                                                                |
| 56. | Faculty of Health Sciences                | Nursing and Patient Care (Nurse)                                                                           | BA/BSc/BProf | In the course, they become able to participate in prevention, healing, care and rehabilitation work at the level of health and social care with independent responsibility.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 3                                                                                                                                    |
| 57. | Faculty of Health Sciences                | Health Care                                                                                                | BA/BSc/BProf | Prepare the student for specialized professional activities all of the tasks that are part of inpatient care as well as general health education design, of which the clinical part is the determining factor knowledge of diagnostic and therapeutic procedures, and certain ability to apply in detail. Students should be familiar with the basic concepts, research findings, and perspectives of nursing. Get to know the special nursing processes of the individual clinical areas, the machines and devices used there. Be familiar with organizational and documentation tasks related to nursing and care.                                                              | 3                                                                                                                                    |

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| 58. | Faculty of Health Sciences | Nursing and Patient Care (Dietetics)                | BA/BSc/BProf | Students should learn about the properties of food ingredients and finished products that can be used in different diets and in normal food preparation, including gaining a basic understanding of the composition of different raw materials and food products. Introducing the processing methods and the most important technological steps of food raw materials. Be able to determine the most appropriate use of food products. Understanding the effect of technological processes on the nutritional biological properties of foods and validating these aspects in product development.. In the course, they learn the answers to the following questions: Do you know what you eat or drink? How much can it be? What are E-numbers? What are fibers? Why does our body need antioxidants?                                                                                                                                                                                                                                                                                                                                                                                          | 2, 3, 12  |
| 59. | Faculty of Health Sciences | Health Care and Disease Prevention (Health Visitor) | BA/BSc/BProf | The student should learn the methods of epidemiology; the concept of infection and disease; the driving forces of the epidemic process; the public health significance of communicable diseases. The implementation of social administration and social care, child protection and guardianship administration in practice and the corresponding tasks and administration of nurses. Recognition of suspicions of child abuse and neglect. The most common problems of families raising children with disabilities, the way in which nurses help. Nurse communication. In practice, the student is able to adequately apply the legislation concerning families with children, social administration and care, as well as child protection and guardianship administration. Be able to recognize suspicions of child abuse and neglect, know the possibilities of midwifery action, the operation of child protection, the work of the child welfare service. You can professionally support families raising a child with a disability. Familiarize yourself with the child protection, social, and care systems for disabled children and how they work to help and manage families in need. | 3, 10, 16 |
| 60. | Faculty of Health Sciences | Health Care Management                              | MA/MSc       | The aim of the course is to present the economic aspects of health, to get acquainted with the main methods of health economics analysis.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 1, 3, 8   |
| 61. | Faculty of Health Sciences | Health Care Management                              | BA/BSc/BProf | Prepare the student to meet patients with eating disorders. Develop an empathetic, attentive and accepting attitude towards patients in the student.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3         |
| 62. | Faculty of Health Sciences | Nursing and Patient Care (Physiotherapy)            | BA/BSc/BProf | Enable the student to measure and evaluate physiotherapy activities in a scientific way, to adapt domestic guidelines and protocols based on international guidelines.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3         |

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| 63. | Faculty of Health Sciences | Clinical Laboratory Sciences                                 | MA/MSc       | The aim of the course is to acquaint students with the main ethical and philosophical issues, the legal bases, the connections between all these, emphasizing their health and research laboratory aspects.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3,16         |
| 64. | Faculty of Health Sciences | Nursing and Patient Care (Ambulance Officer)                 | BA/BSc/BProf | The student should get acquainted with the most important concepts and systems of law, the state system of Hungary, as well as the rights and obligations of citizens, especially those that determine the patient's situation during the use and operation of health services. Students should know in detail the rights of patients, in particular the requirement for informed consent and the possibilities for enforcing patients' rights. Students will learn about the rights and responsibilities of those who provide care, the responsibilities of the health care worker, and the organizational structure and governance structure of health care.                                                                 | 3, 16        |
| 65. | Faculty of Health Sciences | Public Health                                                | MA/MSc       | During the course, students will learn the basics and characteristics of public health communication, appropriate adaptive tools and concepts to adapt to changing social systems, and will be able to use new methods effectively. They also learn about effective health communication used in health promotion, tools used to improve the health of the individual and the community, and interpersonal communication and effective communication strategies.                                                                                                                                                                                                                                                               | 3, 16        |
| 66. | Faculty of Health Sciences | Health Care and Disease Prevention (Public health inspector) | BA/BSc/BProf | The aim of the course is for the student to get acquainted with the socio-economic aspects of health care, the financing system, the institutional system / operation of health care, the problems of care planning, and to have sufficient knowledge of all these issues in an international context. Within this framework, the following topics will be discussed: The place and role of health care in the system of the national economy; Causes of cost explosion in healthcare; Health care financing; Macroeconomic and institutional planning and forecasting of health care; Management of the health care institution; Health care costs; Efficiency; Privatization in healthcare; New forms of care in healthcare. | 3, 8, 16, 17 |
| 67. | Faculty of Health Sciences | Medical Diagnostic Analyst                                   | ISCED 5A     | To acquaint students with the tasks required for interventions that occur during diagnostic work, and the principles of care.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3            |
| 68. | Faculty of Health Sciences | Medical Diagnostic Analyst                                   | BA/BSc/BProf | The aim of the course is to acquaint students with the situation of emergency care in practice, the basic patient examination and methods of patient care, the rules of first aid.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3            |

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| 69. | Faculty of Health Sciences | Medical Laboratorial Diagnostic Imaging Analysis | BA/BSc/BProf        | To acquaint the student with the basic concepts of epidemiology, the driving forces of the epidemic process, the activity of preventing and combating infectious diseases. Students should gain adequate knowledge of the interaction between man and his natural as well as artificial environment. On the public health implications of air, water, soil, work processes, and the public health implications of nutrition and nutrition. Learn about the public health implications of maternal and infant care, child and youth health.                                                                                                                                                                                                                                                                                                                                                                                                                         | 3, 10, 13 |
| 70. | Faculty of Health Sciences | Recreation Management and Health Promotion       | BA/BSc/BProf        | The aim of the course is to acquaint students with the physiological effects of physical exertion, the main elements of cardiorespiratory adaptation, the relationships of conditioning skills, the possibilities of developing strength, speed, endurance and flexibility, in order to understand movement-related activities and interventions to run smoothly. Learn about the health-promoting effects of regular physical activity and sporty living, and apply them to activities aimed at preventing and rehabilitating major cardiovascular, locomotor, and neurological diseases. Gain practical skills in assessing the effects of physical activity, sports-like training, learn about the ergometric procedures and performance parameters that are most commonly used when testing patients and the healthy. Acquire practical knowledge of regular physical activity, be proficient in recognizing emergencies and providing first aid for injuries. | 3         |
| 71. | Faculty of Health Sciences | Sports and Recreation Management                 | BA/BSc/BProf        | He is able to interpret the process of individual health behavior change and gain proficiency in process design. Get to know the possible arenas of health promotion: the opportunities of public education institutions, higher education, settlements and the civil sphere.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3, 16, 17 |
| 72. | Faculty of Health Sciences | Sports Dietetics                                 | Specialist training | The aim of teaching the subject is primarily to acquire knowledge related to sports and nutrition that will enable the student to take a system-level problem approach to nutrition therapy. The discussion of nutritionally important issues through the foundations of molecular biology of nutrition, which, thanks to scientific progress, have only become known in recent years and decades.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3, 12     |

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| 73. | Faculty of Health Sciences | Sports Management                  | MA/MSc       | The course aims to provide an insight into the topic of health sports. The triangle of health and sports prevention is this area, accordingly we want to present the main goals and frameworks of health sport, the diversified impact of sport on different dimensions of health, as well as the specifics of age groups based on possible target groups. In addition, we focus on discussing the peculiarities of training theory, presenting possible arenas and coordination opportunities for health sports programs, and providing a kind of picture of the sporting habits of the population and informing students about the demographic, social and economic conditions that affect it.        | 3, 11 |
| 74. | Faculty of Health Sciences | Nursing and Patient Care (Midwife) | BA/BSc/BProf | During the course, students will learn the basics and characteristics of public health communication, appropriate adaptive tools and concepts to adapt to changing social systems, and will be able to use new methods effectively. They also learn about effective health communication used in health promotion, tools used to improve the health of the individual and the community, and interpersonal communication and effective communication strategies. Each year, the WHO and the European Union identify public health priorities based on an evidence-based approach to health promotion. Another goal is to get to know the programs in detail, to present their results and shortcomings. | 3, 17 |
| 75. | Faculty of Health Sciences | Teacher                            | MA/MSc       | During the teaching of the subject, first-year health teacher MSc students must master the most important basic elements of first aid and the methods of their practical implementation. In this educational task, the rapid and safe application of the test procedures used during circulatory and respiratory arrest, followed by the implementation of the basic life-saving activity, ie resuscitation, is of primary importance. to provide knowledge in the field of first aid in the framework of organized courses.                                                                                                                                                                            | 3, 4  |
| 76. | Faculty of Health Sciences | Nutritional Sciences               | MA/MSc       | Introducing students to basic nutrition concepts that are essential for learning the requirements of a healthy diet, understanding the consequences of poor nutrition. The course is also designed to help students understand the links between malnutrition and the development of certain diseases. By analyzing the Hungarian eating habits, to identify the risk factors, the change of which can play an important role in improving the health status of the Hungarian population.                                                                                                                                                                                                               | 3, 12 |

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| 77. | Faculty of Health Sciences | Health Care and Disease Prevention                | BA/BSc/BProf | The implementation of social administration and social care, child protection and guardianship administration in practice and the corresponding tasks and administration of nurses. Recognition of suspicions of child abuse and neglect. The most common problems of families raising a child with a disability, the way in which nurses help. Nurse communication. Legal background to rescue and first aid. Communication, legal and ethical aspects in first aid. Psychological aspects of life saving. The basics of newborn and infant nutrition and the display of breastfeeding as a natural norm. Transfer of knowledge about the most common problems that occur during breastfeeding, whether from the maternal or child side.                          | 3, 5, 10, 16 |
| 78. | Faculty of Health Sciences | Nursing and Patient Care (Occupational Therapist) | BA/BSc/BProf | The aim of the programme is to enable students to assist in the performance of physical and mental activities, to develop impaired abilities, to increase quality of life and autonomy, to continue social routines, and to provide psychosocial support and information to the individual and to the caregiver and family. Ability to identify the behavioural components of health, functional ability, impairment, and disability, and their relationship to the person and society.<br>Ability to assess, examine and appropriately document loss of activity and function resulting from impairment, disability, or handicap using ergotherapy tools and methods.                                                                                             | 3, 8, 16     |
| 79. | Faculty of Health Sciences | Advanced Practice Nurse                           | MA/MSc       | The aim of the programme is to enable students to contribute to the management of the issues arising from demographic changes, the difficulties caused by chronic diseases, technological advances, the challenges related to waiting lists, the shortage of doctors in certain areas and the lack of resources in the health sector.                                                                                                                                                                                                                                                                                                                                                                                                                              | 3            |
| 80. | Faculty of Health Sciences | Complex Rehabilitation                            | MA/MSc       | The aim of the programme is to educate rehabilitation professionals who are able to plan and implement specific rehabilitation activities in all aspects of complex rehabilitation (health, social, educational and occupational rehabilitation), both as members of a multidisciplinary team and independently, using adequate care protocols, aimed at the early integration or reintegration of individuals and, in some cases, targeted communities into society, and to measure, evaluate, communicate and improve the effectiveness of rehabilitation activities.<br>Ability to organise a process of evidence-based, cost-effective functional recovery, shortening the duration of rehabilitation as far as possible while respecting patient preferences. | 3, 8         |

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| 81. | Faculty of Health Sciences | Radiography       | MA/MSc | The aim of the programme is to enable students to advocate health-conscious behaviour in both professional and non-professional settings, and to carry out health education activities for this purpose. They are familiar with the organisational structure, planning, development and cooperation of health and social services.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 3   |
| 82. | Faculty of Health Sciences | Health Visitor    | MA/MSc | The aim of the programme is to familiarise students with the tasks and guidelines for health promotion and patient education in relation to individuals and groups, ethical issues in health care and the tasks involved. They should be able to develop and coordinate the delivery of health promotion programmes and be able to deal appropriately with ethical issues arising in the provision of care. Ability to communicate effectively and support parents and family members in crisis at a high level, to manage communication difficulties and to communicate effectively with people with various difficulties and disabilities.                                                                                                                                                                                                                                                              | 3,5 |
| 83. | Faculty of Health Sciences | Human Kinesiology | MA/MSc | The aim of the programme is to familiarise students with methods of health prevention and promotion for older people. Students will be able to carry out movement therapy activities, to design and implement related nutritional programmes, to participate in the work of wellness and health promotion clubs and institutions in the field of health risk management and to design relevant programmes adapted to the scope of activities, to continuously develop, implement and improve movement and complementary (nutritional, psychological) programmes. Ability to identify risk factors that threaten health and physical integrity at any age, to objectively measure their determinants and influencing factors, to identify their interrelationships and to prevent, reduce and eliminate them in specific areas (prevention, return to sport, return to compete) using a holistic approach. | 3   |
| 84. | Faculty of Health Sciences | Sports Coaching   | MA/MSc | The aim of the programme is to enable students to plan a healthy lifestyle, promote health, develop a mental health culture and implement health promotion, rehabilitation and lifestyle programmes in practice, and to outline and apply adequate procedures. They design, describe and practice preventive and rehabilitation activities taking into account the health status of athletes. They have an approach that encourages a healthy lifestyle, the development of physical fitness and a responsible attitude that pays attention to the harmonious balance between man and his environment.                                                                                                                                                                                                                                                                                                    | 3   |

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| 85. | Faculty of Health Sciences | Health Care Administrator                 | ISCED 5A            | The aim of the programme is for students to be able to work as a member of a health care team, practising their job professionally. They are able to perform ethical, legal, health and safety duties.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3, 16 |
| 86. | Faculty of Health Sciences | Physiotherapy MSc. programme              | MA/MSc              | The student is able to promote national, regional, local, community and international health education and health promotion programmes. The student is able to identify specific offending/unlawful situations and formulate the right solutions. The student is able to use health-promoting communication at a high level. The student is able to develop preventive education projects, health education, awareness-raising, development education programmes and professional training.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3     |
| 87. | Faculty of Health Sciences | Dietitian specialized in Gastroenterology | Specialist training | The aim of the training is to train gastroenterology dietitians with up-to-date theoretical, professional and practical skills, who are able to formulate the best and most effective nutritional recommendations for patients suffering from diseases affecting the gastrointestinal system, based on the latest developments in nutritional science. A gastroenterology dietitian is able to plan and prepare an individualised diet, taking into account the individual's health status. In addition, he/she is able to plan and implement nutritional prevention strategies and to develop diets adapted to therapy. His/her theoretical, practical, and methodological knowledge enables him/her to formulate appropriate dietary recommendations for gastroenterological patients, including those with complications and co-morbidities, in accordance with the latest scientific guidelines and recommendations. He/she is able to design, manage, evaluate, and present nutrition research and teach nutrition to patients and their families, using practical experience. | 3     |

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| 88. | Faculty of Health Sciences | Dietitian specialized in Diabetology                            | Specialist training | The aim of the training is to train diabetes dietitians with up-to-date theoretical, professional and practical skills, who are able to formulate the best, most effective and up-to-date nutritional recommendations for patients with diabetes one and two, based on the latest nutritional science. A dietitian specialising in diabetes is able to plan and prepare an individualised diet, taking into account the individual's health status. In addition, he/she is able to plan and implement dietary prevention strategies and design diets adapted to therapy. His/Her theoretical, practical, and methodological knowledge enables her to formulate appropriate dietary recommendations for diabetic patients, including those with complications and co-morbidities. All this in the light of the latest scientific guidelines and recommendations. The dietitian is able, thanks to his or her theoretical and practical knowledge, to be involved in nutritional research, to support and complement the work of the diabetes team. He/she is able to provide nutritional services to individuals, teams, groups; screening, measuring, tracking, and monitoring of people with diabetes.                                                       | 3 |
| 89. | Faculty of Health Sciences | women's health and the pelvic floor muscles for physiotherapist | Specialist training | The aim of the training is to train women's health and pelvic floor muscle training specialists with up-to-date theoretical, professional, and practical knowledge, who are able to make the best and most effective recommendations for the population concerned, based on the latest developments in physiotherapy and modern movement and physiotherapy. A women's health and pelvic floor muscle trainer is a specialist physiotherapist able to plan and deliver individualised physiotherapy based on the individual's health condition. They are also able to plan and implement preventive movement therapy strategies and design physiotherapy adapted to the therapy. His/her theoretical, practical, and methodological knowledge enables him/her to formulate appropriate physiotherapy recommendations, even for patients with complications and co-morbidities, taking into account the latest scientific guidelines and recommendations. The specialist physiotherapist in women's health and pelvic floor muscle training is able to contribute to research in this field, to support and complement the work of the team working on women's health and pelvic floor dysfunction, thanks to his/her theoretical and practical knowledge base. | 3 |

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| 90. | Faculty of Pharmacy                                              | Pharmacy                                        | Unified, undivided training | During the course, the process of the design of modified drug delivery systems is acquired by the students based on the theory and practice of biopharmaceutical including examinations of dosage forms. The course consists of theoretical lectures and seminars. Lectures will explain how first medicines were made, how the first pharmaceutical technological equipments were created and how the mass production of drugs became more and more important.                                                                                                                                                                                   | 3, 5, 9, 10  |
| 91. | Faculty of Pharmacy                                              | Biotechnology                                   | BA/BSc/BProf                | The subject provides a detailed foundation for all areas of biotechnology using subjects in natural sciences including chemistry, biophysics, biology, immunology, genetics, mathematics, and bioinformatics. The program introduces students to concepts biotechnology might play in social, economic, and environmental factors.                                                                                                                                                                                                                                                                                                                | 3, 9         |
| 92. | Faculty of Cultural Sciences, Education and Regional Development | Postgraduate Degree of Wine and Wine Gastronomy | Specialist training         | Food knowledge, beverage knowledge, tourism and hospitality<br>Basics of viticulture and oenology                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3, 11, 12    |
| 93. | Faculty of Cultural Sciences, Education and Regional Development | Infant and Early Childhood Education            | BA/BSc/BProf                | The student should acquire basic legal knowledge in the field of family and child protection. Get to know the current legal framework, forms of regulation that you will encounter during your work. The basic legal institutions of family and child protection are: family-related issues related to marriage and cohabitation, the child's family status, the child and family protection care system and the network of institutions. By completing the course, students will learn the tasks involved in caring for children. They learn ways to care for and rehabilitate a sick child at home, preparing parents to perform nursing tasks. | 3, 5, 10, 16 |
| 94. | Faculty of Cultural Sciences, Education and Regional Development | Special Needs Education                         | BA/BSc/BProf                | The course provides a comprehensive knowledge of the field of healthy living and health promotion, its theoretical and practical, development-related framework and content elements.                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3, 4         |

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| 95. | Faculty of Cultural Sciences, Education and Regional Development | Environmental Culture            | BA/BSc/BProf | The course is focusing on visual culture, fine arts, architecture, architecture, interior design and environmental design and provides an intensive visual and artistic training for students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 9, 11 |
| 96. | Faculty of Cultural Sciences, Education and Regional Development | Pre-School Teaching (English)    | BA/BSc/BProf | Gain experience in evaluating children's work and behavior. Gaining experience with the specifics of pedagogical work through observations. Observation of the planning and implementation of singing and music skills development on the basis of methodological knowledge. Observation of the professional cooperation applied during the educational process. It is advisable to make aesthetic accessories to color childrens toys. Gaining experience in resolving educational situations and conflicts that arise during independent activities.                                                                                                                                                                                   | 4, 10 |
| 97. | Faculty of Cultural Sciences, Education and Regional Development | Primary School Teaching (German) | BA/BSc/BProf | The aim of the course is to train teachers with professional competencies who have up-to-date knowledge of subject theory and professional methodology issues in the field of writing and language teaching. Transmission of relevant theoretical background knowledge and modern, student-centered methodological knowledge, development of skills, which form the basis of the teaching-learning process. Getting to know the approach, trends, pedagogical-psychological process, procedures and types of tasks of teaching writing, grammar and spelling. The process of knowledge transfer and recording, its different versions and methods. Developing the competencies needed for skills development, monitoring and assessment. | 4     |
| 98. | Faculty of Cultural Sciences, Education and Regional Development | Pre-School Teaching              | BA/BSc/BProf | Gain experience in evaluating children's work and behavior. Gaining experience with the specifics of pedagogical work through observations. Observation of the planning and implementation of singing and music skills development on the basis of methodological knowledge. Observation of the professional cooperation applied during the educational process. It is advisable to make aesthetic accessories to color childrens toys. Gaining experience in resolving educational situations and conflicts that arise during independent activities.                                                                                                                                                                                   | 4, 10 |

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| 99.  | Faculty of Cultural Sciences, Education and Regional Development | Vocational instructor   | BA/BSc/BProf | Introduction to the most basic financial concepts and processes, the history and function of money. Within the framework of the course, the tasks and actors of the financial intermediation system, the underlying reasons of investment decisions are presented, and we interpret the role of central banks in the financial system.                                                                                                                                                                                                                                                                        | 8, 16            |
| 100. | Faculty of Cultural Sciences, Education and Regional Development | Social Work             | BA/BSc/BProf | The subject is one of the subjects of the child protection module among the modules that must be chosen within the framework of the knowledge of social work. It aims to ensure that students gain interdisciplinary knowledge about the phenomenon of child welfare and child protection. Knows and understands the areas of social policy, the defining directions of social policy, distribution mechanisms, and in individual, family, community life situations, and in the management of social and societal problems. Application of law in social work; Individual and community protection.          | 3, 5, 10, 16     |
| 101. | Faculty of Cultural Sciences, Education and Regional Development | Social Pedagogy         | BA/BSc/BProf | The aim of the program is to train social educators who are able to deal with the learning, social and mental problems of children and young people in a complex system and help them in cooperation with the persons concerned. They are able to maintain, restore and develop the balance of children and young persons and their environment. Based on their abilities, skills and values, students contribute effectively to the prevention, solution of social problems and the promotion of the social integration of those affected. They are prepared to continue their studies in a master's degree. | 3, 5, 10, 16, 17 |
| 102. | Faculty of Cultural Sciences, Education and Regional Development | Social Pedagogy         | MA/MSc       | The aim of the course is to acquaint students with the organizational frameworks that govern and support or even limit the functioning of social institutions, in both the public and civil sectors. The course aims to summarize the effects of personal presuppositions, value systems, beliefs, attitudes, as well as professional protocols and standards on the processes of support work, the processes of the detection and signaling system operated by the family and child welfare service.                                                                                                         | 3, 5, 10, 16, 17 |
| 103. | Faculty of Cultural Sciences, Education and Regional Development | Viticulture and Enology | ISCED 5A     | Rural Development and Tourism Development<br>The history and geography of viticulture and wine growing<br>Introduction to wine gastronomy<br>Agribusiness                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 11, 12, 15       |

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| 104. | Faculty of Cultural Sciences, Education and Regional Development | Agricultural assistant                      | ISCED 5A            | The aim of higher education vocational training is to train agricultural specialists who are involved in the operation of technological variants of the agricultural production process, product production; They participate in the work of small and medium-sized farms engaged in agricultural production, in the process of product production, processing and marketing, furthermore, they participate in the compilation of financial plans and the preparation of economic decisions.                                                                                                                                                                                                                                                                | 8, 12 |
| 105. | Faculty of Cultural Sciences, Education and Regional Development | Primary School Teaching                     | BA/BSc/BProf        | The aim of the course is to train teachers with professional competencies who have up-to-date knowledge of subject theory and professional methodology issues in the field of writing and language teaching. Transmission of relevant theoretical background knowledge and modern, student-centered methodological knowledge, development of skills, which form the basis of the teaching-learning process. Getting to know the approach, trends, pedagogical-psychological process, procedures and types of tasks of teaching writing, grammar and spelling. The process of knowledge transfer and recording, its different versions and methods. Developing the competencies needed for skills development, monitoring and assessment.                    | 4     |
| 106. | Faculty of Cultural Sciences, Education and Regional Development | Nature Pedagogy                             | Specialist training | Natural History - Novelties in Botany and Zoology<br>Strategies, Regulation and Administration in Nature Conservation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | 4, 15 |
| 107. | Faculty of Cultural Sciences, Education and Regional Development | Agribusiness and Rural Development Engineer | BA/BSc/BProf        | The aim of the course is to train rural development agricultural engineers who are able to perform organizational, management, administrative and logistical and production tasks related to production, services, consultancy, writing and managing tenders. With their acquired knowledge of agricultural science, economics, management, environment and nature conservation, regional and regional issues, as well as the system of administrative tasks and the relationship system of agricultural economy, they are able to perform professional work in accordance with labour market expectations. They have the necessary expertise to interpret rural development according to EU standards, to plan and implement rural development programmes. | 8     |

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| 108. | Faculty of Business and Economics | Simonyi Summer Social Entrepreneurship Program | BSc | The course aims to introduce students to the role and functioning of social enterprises through practical examples. It combines business knowledge with social responsibility through an interdisciplinary approach. | 1, 4, 8, 10, 17                           |
| 109. | Faculty of Business and Economics | Business Ethics and CSR                        | MSc | The course covers the principles of business ethics and corporate social responsibility. Students will analyse ethical dilemmas and learn about the business and social impacts of CSR strategies.                   | 8, 9, 10, 12, 16                          |
| 110. | Faculty of Business and Economics | Sustainable HRM                                | MSc | The subject is sustainable human resource management. It addresses issues of employee well-being, diversity, inclusion and long-term retention.                                                                      | 3, 5, 8, 10                               |
| 111. | Faculty of Business and Economics | Fundamentals in Circular Economy               | MSc | Introduction to the principles of the circular economy, including waste reduction, resource efficiency and reuse models. The course aims to develop an understanding of sustainable business practices.              | 7, 9, 11, 12, 13                          |
| 112. | Faculty of Business and Economics | ESG in Corporate Practice                      | MSc | The course will provide an overview of the application of ESG (Environmental, Social, Governance) in business. It analyses sustainability indicators, reporting standards and communication with stakeholders.       | 4, 5, 7, 8, 9, 10, 11, 12, 13, 16, 17     |
| 113. | Faculty of Business and Economics | Nonbusiness Marketing                          | BSc | The course focuses on marketing strategies for non-profit and public sector organizations. Students learn how to create value and communicate effectively in social, environmental, and cultural contexts.           | 3, 4, 11, 12, 16, 17                      |
| 114. | Faculty of Business and Economics | Health and safety at work                      | BSc | This course addresses occupational health and safety standards and practices. It aims to raise awareness of workplace hazards and promote a culture of prevention and employee well-being.                           | 3, 8                                      |
| 115. | Faculty of Business and Economics | Equal treatment in the organisation            | BSc | The course explores issues of equality, diversity, and inclusion in organizational settings. It emphasizes legal frameworks and best practices to ensure fair treatment and opportunity for all employees.           | 5, 8, 10, 16                              |
| 116. | Faculty of Business and Economics | Environmental Economics                        | BSc | This course examines the economic aspects of environmental issues and policies. Topics include market failures, pollution control, and sustainable resource use.                                                     | 6, 7, 11, 12, 13, 14, 15                  |
| 117. | Faculty of Business and Economics | Natural Resource Economics and CSR             | BSc | Students explore the management of natural resources from an economic and corporate responsibility perspective. The course covers sustainability, externalities, and conservation policy.                            | 6, 7, 12, 13, 15                          |
| 118. | Faculty of Business and Economics | Sustainability in the 21st century             | BSc | This course provides a broad overview of sustainability challenges and solutions in the modern world. It integrates environmental, economic, and social dimensions, aligning with all 17 UN SDGs.                    | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17 |

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| 119. | Faculty of Business and Economics | Ecotourism                                 | BSc                      | The course explores sustainable tourism practices that minimize environmental impact and support local communities. It focuses on responsible travel, conservation, and education.                                   | 8, 11, 12, 13, 14, 15                   |
| 120. | Faculty of Business and Economics | FinTech: digital transformation in finance | BSc, Specialist training | This course investigates the role of digital technologies in transforming financial services. Topics include blockchain, digital banking, and inclusive financial systems.                                           | 8, 9, 10, 17                            |
| 121. | Faculty of Business and Economics | Sustainable Finance                        | BSc                      | The course covers financial decision-making with a focus on sustainability. It includes ESG investing, impact finance, and green financial instruments.                                                              | 8, 9, 12, 13                            |
| 122. | Faculty of Business and Economics | Accessible tourism                         | BSc                      | This course emphasizes the importance of inclusive tourism for people with disabilities and other special needs. It highlights accessibility standards and best practices.                                           | 3, 8, 10, 11                            |
| 123. | Faculty of Business and Economics | Sustainability and responsibility          | MSc                      | Students examine the intersection of sustainability and corporate responsibility in marketing. The course emphasizes ethical leadership, stakeholder theory, and long-term value creation through real project work. | 8, 9, 12, 16, 17                        |
| 124. | Faculty of Business and Economics | Financial ethics                           | MSc                      | This course explores ethical challenges in financial systems and decision-making. Topics include integrity, transparency, and ethical investment practices.                                                          | 8, 9, 10, 16                            |
| 125. | Faculty of Business and Economics | ESG in Business Practice II.               | Specialist training      | Building on the basics of ESG, this course deepens knowledge on ESG data analysis, integration, and strategy implementation in business.                                                                             | 8, 9, 12, 13, 16                        |
| 126. | Faculty of Business and Economics | ESG in Business Practice I.                | Specialist training      | An introduction to Environmental, Social, and Governance (ESG) factors and their application in business operations and reporting.                                                                                   | 1, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 16 |
| 127. | Faculty of Business and Economics | Sustainability Modelling in Excel          | Specialist training      | This practical course teaches Excel-based modeling techniques for sustainability-related problems, including how to collect data, modify and present them in an ESG report.                                          | 9, 10, 12, 13                           |
| 128. | Faculty of Business and Economics | Sustainable Business Simulation            | Specialist training      | Using simulation tools, students make business decisions with sustainability impacts, gaining hands-on experience in managing trade-offs and long-term goals.                                                        | 8, 9, 12, 13, 17                        |
| 129. | Faculty of Business and Economics | Sustainability Data Analysis               | Specialist training      | The course focuses on data collection, processing, and analysis for sustainability metrics and reporting. It includes hands-on tools for monitoring ESG performance.                                                 | 9, 12, 13, 17                           |

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| 130. | Faculty of Business and Economics                 | Stakeholder and Investor Management                  | Specialist training | Students learn how to effectively manage relationships with key stakeholders and investors, emphasizing transparency and ESG considerations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 8, 12, 16, 17                               |
| 131. | Faculty of Business and Economics                 | Sustainable Reporting                                | Specialist training | This course introduces sustainability reporting frameworks and standards such as ESRS, GRI, CSRD. It highlights the importance of accountability and transparent communication.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 9, 12, 16, 17                               |
| 132. | Faculty of Business and Economics                 | Sustainability reporting and data analyst specialist | Specialist training | This course introduces sustainability reporting frameworks and standards such as ESRS, GRI, CSRD. It highlights the importance of accountability and transparent communication. Students learn how to effectively manage relationships with key stakeholders and investors, emphasizing transparency and ESG considerations. The course also focuses on data collection, processing, and analysis for sustainability metrics and reporting. It includes hands-on tools for monitoring ESG performance. Using simulation tools, students make business decisions with sustainability impacts, gaining hands-on experience in managing trade-offs and long-term goals. The course introduces the Environmental, Social, and Governance (ESG) factors and their application in business operations and reporting. | 1, 3, 4, 5, 7, 8, 9, 10, 12, 13, 15, 16, 17 |
| 133. | Faculty of Engineering and Information Technology | Nuclear Environmental Protection Expert              | Specialist training | The general objective of the specialised training is to train engineers and professionals with modern knowledge of radioecology, earth sciences, engineering and environmental management, who are able to identify and assess existing and potential environmental problems and hazards related to the nuclear industry, to prevent and mitigate environmental damage, to initiate and plan projects and developments related to the field and to manage their implementation.                                                                                                                                                                                                                                                                                                                                | 7, 11, 13                                   |
| 134. | Faculty of Engineering and Information Technology | Nuclear Environmental Protection Engineer            | Specialist training | The general objective of the specialised training is to train engineers and professionals with modern knowledge of radioecology, earth sciences, engineering and environmental management, who are able to identify and assess existing and potential environmental problems and hazards related to the nuclear industry, to prevent and mitigate environmental damage, to initiate and plan projects and developments related to the field and to manage their implementation.                                                                                                                                                                                                                                                                                                                                | 7, 11, 13                                   |

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| 135. | Faculty of Engineering and Information Technology | Biomedical Engineer                      | MSc                 | Our aim is to train professionals who obtain interdisciplinary theoretical and practical knowledge complementing their basic knowledge in engineering, IT, medicine, health or natural sciences. Bioedical engineering activities cover a very wide range of fields, whether practical or theoretical - independent research and development, research, development and practical work of teams of health and engineering professionals (including clinical diagnostic and therapeutic work). Biomedical Engineers are able to independently coordinate the work of such teams after obtaining relevant practice.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 3, 9,10 |
| 136. | Faculty of Engineering and Information Technology | Specialized Engineer in the Field of BIM | Specialist training | The aim of the specialised training is to train engineers who have the necessary knowledge to effectively apply BIM tools in the different project phases of construction projects and are able to apply their knowledge in a real market environment. In addition to the theoretical foundations of BIM, the participants will learn about the BIM-based cooperation between the stakeholders involved in a design-build project, the solutions specific to the main application areas, the principles of BIM-based quality management, the contractual framework of tasks and the regulations in force. The training material has been developed with a focus on the real needs of the construction industry and on the experience of market players, ensuring that BIM engineers have a truly useful knowledge base through the training of up-to-date skills. It is essential that graduating engineers are able to understand the potential uses of BIM in context and are able to define them either as a logical requirement or to put them into practice in their design/construction work. | 9       |
| 137. | Faculty of Engineering and Information Technology | Applied Mechatronics Engineer            | Specialist training | The general objective of the specialised training is to train engineers and specialists in the field of mechatronics, who are able to perform tasks related to mechatronic systems, processes, diagnostics, design, management and consultancy. The knowledge, skills and technical approach developed in this training will enable the professionals to integrate and apply the knowledge of mechanics, electronics, electrical engineering, informatics and computer control in a synergetic and complex way.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 9, 11   |

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| 138. | Faculty of Engineering and Information Technology | Applied Mechatronics Expert       | Specialist training | The general objective of the specialised training is to train engineers and specialists in the field of mechatronics, who are able to perform tasks related to mechatronic systems, processes, diagnostics, design, management and consultancy. The knowledge, skills and technical approach developed in this training will enable the professionals to integrate and apply the knowledge of mechanics, electronics, electrical engineering, informatics and computer control in a synergetic and complex way.                                            | 9, 11     |
| 139. | Faculty of Engineering and Information Technology | Quality management system manager | Specialist training | The aim of the training is to provide the economy with quality professionals with theoretically sound knowledge and appropriate professional experience.                                                                                                                                                                                                                                                                                                                                                                                                   | 8         |
| 140. | Faculty of Engineering and Information Technology | Visual mediator, school designer  | Specialist training | The aim of the training is to introduce students to the latest innovations in the use of digital and visual tools and methods. To provide an up-to-date knowledge of the changing trends in contemporary visual and applied arts, and to provide skills in creative methods that can be effectively applied to visuality.                                                                                                                                                                                                                                  | 4         |
| 141. | Faculty of Engineering and Information Technology | Engineer of Urban Technologies    | Specialist training | The general aim of the specialised further training is to train engineers in the technical fields of urban management who have the appropriate technical knowledge and skills for the uniform operation of the technical subsystems of settlements, for the performance of the technical tasks of local governments and for the preparation of decisions related to these tasks. The training provides theoretical and practical knowledge for the rational operation, maintenance and development of the technical infrastructure systems of settlements. | 9, 11     |
| 142. | Faculty of Engineering and Information Technology | Interior and Spatial Design       | MA/MSc              | Among the modern architectural presentation methods, AR - VR technology and 3D printing are presented. During the lectures, special emphasis will be placed on the introduction of knowledge of construction law and construction authority procedures, as well as the presentation of IT applications used in construction.                                                                                                                                                                                                                               | 9, 11, 16 |

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| 143. | Faculty of Engineering and Information Technology | Architect         | Unified, undivided training | The aim of the course is to give students an overview of the nonconventional load bearing structures used in building construction, to describe the forces in particular structures and to examine how these structures are used through the analysis of load bearing structures of existing buildings. Students analyse and learn about the relationship between material, structure, function and form. After a brief overview of historical structures, first of all structures cable structures, tents and membrane structures, then shell structures are discussed. | 9, 11        |
| 144. | Faculty of Engineering and Information Technology | Architect         | MA/MSc                      | The aim of the course is to give students an overview of the nonconventional load bearing structures used in building construction, to describe the forces in particular structures and to examine how these structures are used through the analysis of load bearing structures of existing buildings. Students analyse and learn about the relationship between material, structure, function and form. After a brief overview of historical structures, first of all structures cable structures, tents and membrane structures, then shell structures are discussed. | 9, 11        |
| 145. | Faculty of Engineering and Information Technology | Architecture      | BA/BSc/BProf                | The course will focus on:<br><ul style="list-style-type: none"> <li>- Developing the ability to think intuitively and creatively</li> <li>- Examine and exploring meaning and rules of public building architecture</li> <li>- Bring questions and examine aspects of planning, human resources, and legal concerns, all in direct relation to the specifics of design.</li> <li>- Clear architectural communication at the presence of Professor's Group</li> <li>- Carrying out within a specified time.</li> </ul>                                                    | 8, 9, 11, 16 |
| 146. | Faculty of Engineering and Information Technology | Architecture      | Unified, undivided training | Course is studio work and is carried out as an individual design project. The course focuses on the design procedure of a new residential building, students have to define the client, establish the program, propose and develop the design, schedule the work.                                                                                                                                                                                                                                                                                                        | 9, 11        |
| 147. | Faculty of Engineering and Information Technology | Civil Engineering | BA/BSc/BProf                | The aim of the course is to provide basic knowledge for diagnostic testing and condition assessment of existing engineering structures.                                                                                                                                                                                                                                                                                                                                                                                                                                  | 9, 11        |

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| 148. | Faculty of Engineering and Information Technology | Architectural Art             | BA/BSc/BProf        | The aim of the course is to provide students with an insight into the basic design theory and composition issues of urban architecture and spatial planning. A key goal is for students to be able to interpret the larger context of urban fabric and then apply it consistently in individual design processes.                                                                                       | 9, 11    |
| 149. | Faculty of Engineering and Information Technology | Architectural Art             | MA/MSc              | Within the framework of the course, students get acquainted with the general issues related to the design of the living environment and the design of residential buildings. The course acquaints students with the requirements of living space design, building methods and the types of residential buildings used for different building methods and the requirements for them.                     | 3, 9, 11 |
| 150. | Faculty of Engineering and Information Technology | Mechanical Engineering        | BA/BSc/BProf        | Transfer of design, construction, operation knowledge on the following topics: design methods of in-building water-sewer networks, types and locations of water equipment objects, water / wastewater / rainwater pipeline sizing, water meter types, sizing, placement, backflow protection methods, sewage lifters, drinking water pressure boosting.                                                 | 6, 9, 11 |
| 151. | Faculty of Engineering and Information Technology | Mechanical Engineering        | MA/MSc              | Transfer of design, construction, operation knowledge on the following topics: design methods of in-building water-sewer networks, types and locations of water equipment objects, water / wastewater / rainwater pipeline sizing, water meter types, sizing, placement, backflow protection methods, sewage lifters, drinking water pressure boosting.                                                 | 6, 9, 11 |
| 152. | Faculty of Engineering and Information Technology | Waste Management Expert       | Specialist training | Waste management, Environmental measurement technology                                                                                                                                                                                                                                                                                                                                                  | 11, 13   |
| 153. | Faculty of Engineering and Information Technology | Industrial Design Engineering | BA/BSc/BProf        | History, concept and areas of operation of environmental protection. The Hungarian environmental regulation and institutional system. Environmental protection concepts. The process of pollution, its participants. The basic properties of each environmental medium, the problems of their protection. New environmental challenges. Global problems. Suggested solutions. Renewable energy sources. | 7, 13    |

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| 154. | Faculty of Engineering and Information Technology | Environmental Engineering                                           | BA/BSc/BProf        | <p>Naturally occurring radioactive anomalies. Radioactivity of the built environment. Classification, treatment, temporary or final disposal of radioactive waste, domestic examples.</p> <p>The subject describes the operations and technical solutions that can be used by the practicing environmental engineer during the cleaning of gases in order to reduce environmental damage.</p> <p>The water quality status of our domestic waters. Water quality protection aspects of the EU Water Framework Directive, domestic water protection legislation. Domestic water protection limit value systems. Diffuse and point contaminants. Water quality target status.</p> <p>Air quality protection terminology. The composition of the air, the structure of the atmosphere. Air pollutants of natural and anthropogenic origin.</p> <p>Global problems. Suggested solutions. Renewable energy sources.</p> | 6, 7, 9, 11, 13, 15     |
| 155. | Faculty of Engineering and Information Technology | Specialist Engineer in the Field of Building Energetics Engineering | Specialist training | <p>Properties of light, perception of light. Color perception, color temperature. Basic photometric concepts: luminous flux, luminance, illumination, law of distance, luminance. The natural light factor. Side lights and skylights. Improving natural lighting in the back zone of the room. Skylight, light channel.</p> <p>Hungary's geothermal properties, conditions and opportunities in the field of geothermal energy sources. Heat pumps. Monovalent and bivalent systems. Efficiency and effectiveness. Geothermal systems. Energy and complex use of thermal waters. Construction of geothermal district heating systems. Description of the legal framework.</p>                                                                                                                                                                                                                                    | 6, 7, 9, 11, 13, 15, 16 |
| 156. | Faculty of Engineering and Information Technology | Computer Science Engineer                                           | MA/MSc              | <p>Course aims: The course provides the students with the fundamental concepts of programmable logic control including the operating principles of PLC. The course explains the basic programming concepts and skills required to write an appropriate real-time open-loop control program.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 9                       |

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| 157. | Faculty of Engineering and Information Technology | Urban Systems Engineering                                   | MA/MSc                        | <p>The objective of this subject is to offer the basic aspects of the design of the green environment including its architectural points. The purpose is to teach students the basics of garden and landscape environmental design and give them the means to create a new approach in design, including the specialized knowledge and that relates to architectural work. The elements of landscape and garden design, their inspection and presentation possibilities and design aspects are listed.</p> <p>Students get to know about plant habits, the basic aspects of green environment design, including their architectural aspects.</p> | 11, 15     |
| 158. | Faculty of Engineering and Information Technology | Electrical Engineering                                      | BA/BSc/BProf                  | It acquaints students with the way of designing and setting up solutions used in different companies. Outline the practical uses of computer networks and their connections to other disciplines.                                                                                                                                                                                                                                                                                                                                                                                                                                                | 9, 11      |
| 159. | Faculty of Engineering and Information Technology | Noise and Vibration Control Specialist                      | Specialist training           | Noise protection planning, Environmental noise measurements, seismic acoustics, building services noise reduction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 9, 11      |
| 160. | Faculty of Engineering and Information Technology | Historic building diagnostics and rehabilitation specialist | Technical vocational training | Students will have adequate knowledge in the fields of historical and heritage protection research, diagnostic tests, preparation and implementation of monument restoration applications and building rehabilitation investments.                                                                                                                                                                                                                                                                                                                                                                                                               | 9, 11      |
| 161. | Faculty of Engineering and Information Technology | Sustainability Engineering for the Built Environment        | Specialist training           | The programme will offer students a multidisciplinary and robust curriculum on sustainability engineering for the built environment. The individual modules will cover topics including sustainability, sustainable construction technologies, environmental protection, refurbishment of structures, sustainable systems thinking, life-cycle assessment, circular economy, sustainable urban spaces, adaptable architecture, building energy performance and modelling, as well as a thesis in the field of sustainability.                                                                                                                    | 9,11,12,13 |

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| 162. | Faculty of Music and Visual Arts | Classical Music Singer                             | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 163. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Bassoon) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 164. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Flute)   | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |

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| 165. | Faculty of Music and Visual Arts | Classical Musical Instrumental Performance (Guitar) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 166. | Faculty of Music and Visual Arts | Classical Musical Instrumental Performance (Gordon) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 167. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Cello)    | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |

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| 168. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Trombone) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 169. | Faculty of Music and Visual Arts | Classical Musical Instrumental Performance (Violin) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 170. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Clarinet) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |

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| 171. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Horn)  | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 172. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Viola) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 173. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Oboe)  | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |

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| 174. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Organ)   | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 175. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Trumpet) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 176. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Tube)    | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |

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| 177. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Percussion) | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 178. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Piano)      | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 179. | Faculty of Music and Visual Arts | choir conducting                                      | BA/BSc/BProf | A képzés célja zenei előadóművészek képzése, akik képesek a szakképzettségük szerinti, magas szintű előadó-művészeti tevékenység - elsősorban irányítás mellett, illetve csoportos teljesítmény keretében megvalósuló - végzésére a magyar és nemzetközi zenei és a kulturális életben. Kiművelt zenei ízlésük, magas szintű zenei és technikai, elméleti és gyakorlati ismereteik, előadói készségeik alapján képesek különböző zenei együttesekben művészi szolgálat teljesítésére, valamint zenei vagy kulturális intézmények működésében szakmai kompetenciájuknak megfelelő, aktív, közreműködői vagy egyszerűbb irányítói feladatok ellátására. | 3,4,5,10,16 |
| 180. | Faculty of Music and Visual Arts | classical singer                                      | MA/MSc       | A képzés célja operaénekes szólóművészként, valamint oratórium- és dalénekes művészként a magyar és az egyetemes zenei kultúrát szolgálni és terjeszteni tudó művészek képzése, akik alkalmasak megszerzett elméleti és gyakorlati ismereteik birtokában azok egyéni jellegű alkalmazására, a zenei értékeknek a szakmán belüli és azon kívüli képviselésére, fejlesztésére, tudatosítására és védelmére.                                                                                                                                                                                                                                             | 3,4,5,10,16 |

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| 181. | Faculty of Music and Visual Arts | MA in Classical Singing - Opera                            | MA/MSc | A képzés célja operaénekes szólóművészként, valamint oratórium- és dalénekes művészként a magyar és az egyetemes zenei kultúrát szolgálni és terjeszteni tudó művészek képzése, akik alkalmasak megszerzett elméleti és gyakorlati ismereteik birtokában azok egyéni jellegű alkalmazására, a zenei értékeknek a szakmán belüli és azon kívüli képviseletére, fejlesztésére, tudatosítására és védelmére. | 3,4,5,10,16 |
| 182. | Faculty of Music and Visual Arts | Oratorio and song singig                                   | MA/MSc | A képzés célja operaénekes szólóművészként, valamint oratórium- és dalénekes művészként a magyar és az egyetemes zenei kultúrát szolgálni és terjeszteni tudó művészek képzése, akik alkalmasak megszerzett elméleti és gyakorlati ismereteik birtokában azok egyéni jellegű alkalmazására, a zenei értékeknek a szakmán belüli és azon kívüli képviseletére, fejlesztésére, tudatosítására és védelmére. | 3,4,5,10,16 |
| 183. | Faculty of Music and Visual Arts | Classical Instrumental Music Performance (Instrumentalist) | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |
| 184. | Faculty of Music and Visual Arts | Flute                                                      | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |
| 185. | Faculty of Music and Visual Arts | Guitar                                                     | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |
| 186. | Faculty of Music and Visual Arts | Violin                                                     | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |
| 187. | Faculty of Music and Visual Arts | Viola                                                      | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |
| 188. | Faculty of Music and Visual Arts | Piano                                                      | MA/MSc | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző szinterein.                                                                | 3,4,5,10,16 |

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| 189. | Faculty of Music and Visual Arts | Cello                                                    | MA/MSc                      | A képzés célja hangszerművészek képzése, akik a klasszikus hangszeres előadóművészet terén szerzett zenei, technikai, valamint specializált elméleti ismereteik birtokában képesek professzionális szintű hangszeres zenei előadó-művészeti tevékenység végzésére, a zenei, illetve a művészeti és a kulturális élet különböző színterein.                                                                                                                                                                                                                                                                                     | 3,4,5,10,16 |
| 190. | Faculty of Music and Visual Arts | Choral Conducting                                        | MA/MSc                      | A képzés célja kóruskarnagyok képzése, akik szolgálják és terjesztik a magyar és az egyetemes énekkari kultúra értékeit. Tájékozottak az énekkari művészet repertoárjában, ennek gyakorlati alkalmazásában. Képesek az énekkari művészet különböző ágazatainak ismeretében új együttesek létrehozására és különböző típusú énekkarok irányítására. Kiművelt elméleti, vokális és hangszeres képességeiket egyéni módon alkalmazzák az énekkari művészet területén.                                                                                                                                                             | 3,4,5,10,16 |
| 191. | Faculty of Music and Visual Arts | Kodály System Postgraduate Specialist Training Programme | Specialized training        | A képzés célja olyan zenepedagógiai szakemberek képzése, akik Kodály zenepedagógiai koncepciójának átfogó és elmélyült ismerete alapján alkalmasak a zeneoktatás eredményeinek megőrzésére és továbbfejlesztésére. Kiművelt elméleti és gyakorlati ismereteiket képesek a zeneoktatás teljes spektrumának, valamint a zenepedagógia elméletének és gyakorlatának szolgálatába állítani. Eredményesen képviselik a magyar zenei nevelés értékeit és sajátosságait nemzetközi összehasonlításban is. Képviselik, tudatosítják és megvédik a Kodály-koncepció értékeit a zenei nevelés intézményes és azon kívüli keretei között. | 3,4,5,10,16 |
| 192. | Faculty of Music and Visual Arts | Master of Arts in Teacher Education                      | Unified, undivided training | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3, 4        |
| 193. | Faculty of Music and Visual Arts | Violin teacher                                           | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3,4,5,10,16 |
| 194. | Faculty of Music and Visual Arts | Viola teacher                                            | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3,4,5,10,16 |
| 195. | Faculty of Music and Visual Arts | Guitar teacher                                           | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3,4,5,10,16 |
| 196. | Faculty of Music and Visual Arts | Cello teacher                                            | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                      | 3,4,5,10,16 |

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| 197. | Faculty of Music and Visual Arts | Flute teacher                                                          | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3,4,5,10,16                            |
| 198. | Faculty of Music and Visual Arts | Piano teacher                                                          | MA/MSc                      | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3,4,5,10,16                            |
| 199. | Faculty of Music and Visual Arts | singing-music teacher, media, motion picture and communication teacher | Unified, undivided training | Az iskolai gyakorlatok magukban foglalják az adott tanári szakképzettségekhez és az általános tanári szerepekhez kapcsolódó gyakorlati ismeretek elsajátítását, készségek, képességek, attitűdök fejlődését, az autonómia és a felelősségvállalás saját pedagógusszerepen át történő értelmezését és tudatosítását, valamint ezek gyakorlását és alkalmazását. Az iskolai gyakorlatokon a hallgatók megismerik a munkahely világát (az iskolai életet, a pedagógusokkal, a szülőkkel való kommunikációt), a szaktanár tanórai és tanórán kívüli tevékenységeit, a tanulókkal való egyéni foglalkozást, együttműködést, a tanítási, tanulási, nevelési folyamatokkal összefüggő tanári feladatokat, és alapjártasságokat szereznek ezekkel kapcsolatban.  | 3,4,5,10,16                            |
| 200. | Faculty of Music and Visual Arts | Design Methods                                                         | BA                          | In the Design Methods course, students are introduced to a number of concepts that are included in the objectives of sustainable development. Students will learn, among other things, about the BoP phenomenon and related design problems. We will also discuss the environmental aspects of design, reviewing the whole life cycle of a product and its characteristics in relation to its own field. We will discuss how designers can use their design work to support the maintenance of biodiversity and to promote the development and maintenance of equitable and beneficial social processes. Design that supports the needs of groups with special needs (e.g. aging design), supporting users to maintain health and lead a dignified life. | 1., 3., 5., 6., 8., 12., 13., 14., 15. |
| 201. | Faculty of Music and Visual Arts | Workshop                                                               | BA                          | During the Workshop course, students will acquire practical skills in the area of their specialization. During the practical work, the teachers put great emphasis on teaching the economical use of materials and the recycling of recyclable materials (e.g., clay, textiles, glass).                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 6., 12., 13., 14., 15.                 |
| 202. | Faculty of Music and Visual Arts | Design 1-5.                                                            | BA                          | The aim of the Design course is to provide students with a comprehensive knowledge of their specialization (ceramic design, metalwork, glass design, textile- and fashion design). The courses also introduce students to the environmental and social impact of design.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3., 13., 14., 15., 12., 6.             |

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| 203. | Faculty of Music and Visual Arts | Intermedia artist                   | unified, undivided training | The intermedia course offers opportunities for artistic development in the field of contemporary trends such as public art, street art, community art, video and media arts, installation, performative and time-based arts, conceptual art and new media. The educational approach is characterized by a unified view of the fields of technology and art, and a close relationship between creation and research. Project-based collaboration plays an important role, where students work together with social and media researchers and visual artists.                               | 4, 5, 11, 12, 13, 15, 16, 17 |
| 204. | Faculty of Music and Visual Arts | Sculpture 1-10                      | unified, undivided training | In Pécs University students study sculpture for five years, ending up with an M.A. in Sculpture. The sculpture course is practical. The course provides a thorough grounding in traditional and contemporary sculpture techniques and theories. The materials used are basic – clay, plaster, wood, wire etc. Work in other materials such as bronze, welded metal, wood and stone can be taken as optional supplementary courses in the first three years, whilst work in these materials may play an integral role in the main subject studies during the last two years of the course. | 4,9,11,16                    |
| 205. | Faculty of Music and Visual Arts | Music teacher                       | Unified, undivided training | The main goal of the course is teaching music subjects, performing the pedagogical tasks of the school, pedagogical research, planning and development tasks.                                                                                                                                                                                                                                                                                                                                                                                                                             | 4                            |
| 206. | Faculty of Music and Visual Arts | Object Design                       | BA/BSc/BProf                | The aim of the course is to get to know concrete and other cementitious materials and to apply them in the field of arts and crafts. By applying concrete, students can learn a new unique design language.                                                                                                                                                                                                                                                                                                                                                                               | 9, 11                        |
| 207. | Faculty of Music and Visual Arts | Master of Arts in Teacher Education | Unified, undivided training | Human and children's knowledge, Developmental psychology, Teaching crafts, Social and music sociology, Music mediation and music pedagogy, Vocational methodology, Communication training                                                                                                                                                                                                                                                                                                                                                                                                 | 3, 4                         |
| 208. | Faculty of Music and Visual Arts | Arts therapy master programme       | MA/MSc                      | Graduates should be able to work as art therapists as part of a complex care model where they have the necessary practical skills to be able to work independently in the areas of mental prevention, therapy and rehabilitation as a member of a healing team (under the supervision of a doctor and psychologist). Another important collection area is primary prevention, whereby those skilled in advanced training can turn their skills into a sensitive activity that is psychologically oriented and recognizes and develops individual creativity.                              | 3;4;5;10;11;16;17            |

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| 209. | Faculty of Sciences | Biology              | BA/BSc/BProf | Basic professional knowledge: biochemistry, cell biology, developmental science, plant organization, plant systematics, animal organization, animal systematics.<br>Professional core material: comparative physiology, plant physiology, human biology, genetics, microbiology, molecular biology and biotechnology, ecology and biogeography, evolutionary biology, ethology, nature and environmental protection.                                                                                                                                                                                                                                                                                                                                                                                                         | 3, 13, 15             |
| 210. | Faculty of Sciences | Biology              | MA/MSc       | Biophysics, biological chemistry, bioinformatics, molecular cell biology, genetics, ecology, neurobiology, immunobiology, plant development and stress physiology, ecophysiology, microbiology, biotechnology, evolutionary biology, zoology, conservation biology, environmental protection.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 13, 15                |
| 211. | Faculty of Sciences | Physical Training    | BA/BSc/BProf | Medical knowledge, social science knowledge, general knowledge knowledge, sports science knowledge, sports basic knowledge, differentiated professional knowledge according to the chosen sport, educational science and psychological knowledge, organization and management science knowledge.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 3, 4                  |
| 212. | Faculty of Sciences | Geography            | BA/BSc/BProf | This course provides an insight into the past, present and expected future of the use of domestic natural resources. Historical review helps to understand the present image of many Hungarian landscapes and man's all-encompassing ability to transform landscapes. What are the environmental and social problems that humanity faces today? What indicators does science use to indicate the severity of these problems, can they endanger humanity, cause the human race to become extinct in the future? How do these relate to the overpopulation of the Earth and to each other? How do global problems appear in the geographical space, at the level of different continents and countries, groups of countries? How are global problems in Hungary? What can we do to solve the problems and mitigate the damage? | 8, 10, 11, 12, 13, 15 |
| 213. | Faculty of Sciences | Earth Sciences       | BA/BSc/BProf | General basic knowledge: mathematics, physics, chemistry, informatics.<br>Professional foundation subjects: basic knowledge of earth sciences: geology, meteorology, astronomical geography, geomorphology, GIS, hydrology and hydrogeology<br>Professional subjects: regular mineralogy, geophysics, geochemistry, geophysics, paleontology, technical geology                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 6, 7, 13, 14, 15      |
| 214. | Faculty of Sciences | Business Informatics | BA/BSc/BProf | Basic knowledge of science, economics / social sciences and humanities, System engineering, software engineering and information system module, differentiated professional (decision science) model                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 8, 9                  |

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| 215. | Faculty of Sciences | Business Informatics | MA/MSc       | Modern chapters in computer science, operations research, applied statistics and econometrics, business intelligence, ICT tools for enterprise information and knowledge management, marketing management, investment decisions, business database design and programming, operations research modeling, quantitative decision methods, mathematical foundations of artificial intelligence, production and process management, process modeling, dynamic systems     | 8, 9                     |
| 216. | Faculty of Sciences | Geography            | MA/MSc       | GIS modeling, natural geographic modeling, research methodology, regional and settlement development, space, society, sustainability, regional political geography, landscape assessment, GIS basics, geomathematics, environmental geology, regional economics, social geography, global environmental problems, GIS applications                                                                                                                                    | 5, 8, 10, 11, 12, 13, 15 |
| 217. | Faculty of Sciences | Hydrobiology         | MA/MSc       | Basic knowledge: biostatistics, research methodology and scientific communication, GIS, ecological water demand, molecular biology, taxonomy, living water ecology, synbiological regulation<br>Professional core material: hydrology, hydrophysics and hydrogeography, aquatic and wetland habitats, life landscapes and life form types, aquatic metabolism and production biology, hydrotoxicology, applied hydrobiology, water management, water quality modeling | 6, 11, 14                |
| 218. | Faculty of Sciences | Chemistry            | BA/BSc/BProf | Science and other basic knowledge: mathematics, physics, informatics, general economics and management, quality and environment, EU knowledge<br>Professional core material: general chemistry, inorganic chemistry, analytical chemistry, instrumental analytics, applied chemistry, organic chemistry, physical chemistry, radiochemistry, colloidics                                                                                                               | 7, 8, 9, 12              |

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| 219. | Faculty of Sciences | Viticultural engineer | BA/BSc/BProf | <p>Professional core material: food chemistry, oenological chemistry, oenological analysis, food and oenological microbiology, basic food industry operations, measurement and automation; labor protection, oenological operations, viticulture and oenological machinery; agrometeorology, soil science, agricultural and food economics; management, organizational and marketing knowledge, quality assurance, consulting</p> <p>Differentiated professional knowledge: history of viticulture and viticulture, biological and ecological bases of viticulture, site knowledge, regulation of viticulture, protection of origin; knowledge of viticulture technology, cultivation trends; mechanization of viticulture, grape pests and diseases, plant protection of grapes; grape variety knowledge and use, breeding, biotechnology; grape propagation; oenological technology, quality control, organoleptic evaluation, tasting technology</p> | 11, 12, 13, 15     |
| 220. | Faculty of Sciences | Chemistry             | MA/MSc       | <p>The experts working on environmental chemical science are up against the problems creating in the environmental systems in this century. Increasingly difficult to solve these occurent problems. Restriction and removal of emitted pollutants and toxic compounds amounts into the atmosphere, fresh waters, groundwaters, seas, oceans and pedosphere created by lack of knowledge, irresponsibility or convenience are scientific and social questions, as they have unconditional impact on ecological systems, living organisms and our health through the biogeochemical circuits. Acquirement of environmental chemical scientific store of learning by chemists is essential important in the future, hence several environmental problems can only be solved together by the chemists and biologists using combined methods and knowledge.</p>                                                                                             | 3, 7, 8, 9, 12, 15 |

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| 221. | Faculty of Sciences | Geoinformatics | MA/MSc | <p>We encounter digital data in all areas of our lives, about 80-90% of which can be localized in a geographical space. Today, the use of GPS and online digital maps, satellite images, topography models has become part of our everyday life. With the help of these, we plan our travel routes, or precision farmers plan the route of their machines; the location of the new industrial facilities and service units is chosen by the investors; local governments, forestry companies, or national parks determine the intervention areas and methods. The geo-spatial data is managed by IT tools, the so-called Geographical Information Systems (GIS) by municipalities, transport and infrastructure companies, geoscience and agricultural companies, forestry, water directorates, nature and environmental protection organizations, etc. . Our goal is to train professionals who can create, manage, analyze and display digital geospatial databases at a high level, and are also aware of the advantages and disadvantages of different data collection technologies, and are even able to program geospatial systems.</p> | 8, 10, 11, 12, 13, 15 |
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