| Title of the course: **Mentoring** | **NEPTUN-code:** RKIPTKEBNF | **Weekly teaching hours:** l+cw+lw 0+1+0 | **Credit:** 0 **Exam type**: s |
|---|---|---|---|
| **Course leader:** Lajos Norbert Berecz | **Position:** assistant lecturer | **Required preliminary knowledge:** - | |

<table>
<tr><td colspan="2" align="center">***Curriculum:***</td></tr>
<tr><td colspan="2">The aim of the patronage teaching system is to help first-year students integrate into university education and support them in continuing their studies successfully. Ongoing contact with students helps to solve problems that arise during their studies. The aim of the sessions and discussions is to introduce the structure of the University, the main departments, the life of the student organisations and, above all, to help students find their way around the regulations.</td></tr>
<tr><td colspan="2" align="center">***Curriculum Description:***</td></tr>
<tr><td>**Week**</td><td>**Topics of practical works**</td></tr>
<tr><td>1.</td><td>The purpose of the patronage system, basic differences between secondary school and university studies. Information on the Disability Equality Committee (assistance to those concerned, organisation of mentors).</td></tr>
<tr><td>2.</td><td>Getting to know each other: brief introduction of the students.</td></tr>
<tr><td>3.</td><td>Subjects and their requirements: overview of curricula content, importance of prerequisites (specifics of online and blended courses).</td></tr>
<tr><td>4.</td><td>Presentation of the faculty (RKK) and institute websites, information accessibility and tracking.<br>Use of Moodle system, facilitating online learning, the importance of regularity.</td></tr>
<tr><td>5.</td><td>Consultation opportunities.<br>Knowledge of learning methods, importance of meeting deadlines, repeat options.</td></tr>
<tr><td>6.</td><td>Presentation of students' study and research organisations (e.g. College of Integrated Sciences), Student mobility: Erasmus, IAESTE, IASEC, CC USA. Representatives of student organisations introduce their organisations.</td></tr>
<tr><td>7.</td><td>Visit to the university's surroundings, professional theme visits (e.g. exhibition, educational trail, labs).</td></tr>
<tr><td>8.</td><td>Current issues, preparation for final exams, the importance of peer support between students.<br>University communication: drafting and sending letters and requests.</td></tr>
<tr><td>9.</td><td>Fee payment obligations, preparation for the necessary transfers, available scholarships, applications, other funding opportunities, invitation of a representative from the Study Office.</td></tr>
<tr><td>10.</td><td>Issues related to training, education, getting to know senior students.</td></tr>
<tr><td>11.</td><td>Opportunities for professional development outside the classroom (TDK, internships, project work) by inviting a member of the Library staff.</td></tr>
<tr><td>12.</td><td>The role and importance of student feedback about lecturers.</td></tr>
<tr><td>13.</td><td>How to register for exams, options. Summary of experiences and opinions.</td></tr>
<tr><td>14.</td><td>End-of-semester final meeting with senior students.</td></tr>
<tr><td colspan="2" align="center">***Mid-semester requirements:***</td></tr>
<tr><td colspan="2">*Attendence:*</td></tr>
<tr><td colspan="2">Attendance at the meetings is compulsory.</td></tr>
<tr><td colspan="2">*Methods of qualification:*</td></tr>
<tr><td colspan="2">Attendance at the sessions is pre-requisite for the signature, absence in compliance with the Education and Examination Regulations  - TVSZ.</td></tr>
<tr><td colspan="2" align="center">***Professional competencies:***</td></tr>
</table>

- Know the relationship between individual, pair and group learning and the functioning of learning communities.
- Ability to participate in the management of a learning organisation in a supportive and guided way.
- Ability to independently develop a self-critical plan based on the knowledge required for a career,
- skills and attitudes, based on the learning outcomes of the occupation.
- He/she is ready to continuously seek supportive resources, to develop his/her professional responsibility and knowledge.
- Ability to work on a project basis, with a collaborative approach based on the division of labour.
- ability to work in a collaborative environment, sees individual contributions to shared success.
- Open to research-based problem solving.

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*Literature:*

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1. Education and Examination Regulations  and other Regulations