

Field report

AFECA – DIPCAT Project

Budapest Intensive Study Program - online

ISP BUDAPEST

25.– 29. October, 2021



DIPCAT

DIPCAT is an international Erasmus+ project and stands for "DESIGNING INNOVATIVE PEDAGOGY FOR COMPLEX ACCOUNTANCY TOPICS".

The aim of the project is to network students from all over Europe and thereby enable an exchange of knowledge about International Accounting and Auditing. The processing of comprehensive case studies enables the students to expand their knowledge and to strengthen international cooperation. During the project week in October, a total of more than 60 students from 12 countries participated.

“The overall objective of the project is address a gap in Higher Education by creating an internationally-oriented learning platform in accountancy that facilitates current essential hard and soft skill development for early career professionals.”

Team Austria 🇦🇹

Presenting team Austria



From right to left: Bentner Aileen, Ranacher Michael, Ruggenthaler Luca, Bacher Tobias, Benacchio Leonhard, Univ.-Ass. Sabine Graschitz PhD, Simona Holzknicht MSc, Univ.-Prof. Dr. Rudolf Steckel

DAY 1

The first part of the project week was organized and designed by Team Hungary. After a short plenary session and the welcoming words of Professor Dr. Lakatos László Péter we started with the ice-breaking activity "Among us".



Due to the given circumstances, an event could not be held in presence. Nevertheless, already at the beginning, after short technical difficulties, first new contacts were made. [#fun](#)

Afterwards, the countries were allowed to introduce themselves on the basis of five country-specific questions.

1. **What is the most famous national dish of the country? (And the most delicious?)**
2. **Who was in the top5 at the Eurovision Song Contest? And when?**
3. **What are your most extreme accounting or tax rules in your country?**
4. **Who is the most famous pop star/sports person in your country?**
5. **What was the biggest scandal in your country that has traveled the world?**

Since our team consisted of exactly five students, everyone answered one question. This gave us a good and somewhat different impression of the participating countries.

Our, as well as all the other presentations, were interesting throughout, but above all very funny. [#scandal](#)

With answering these questions, the morning of the first day was already history and everyone said goodbye to the lunch break. [#mensa vouchers](#)

At the beginning of the afternoon, the introduction "Sophia Bank IFRS9 ECL Case I." took place. In advance, we were provided with videos on the official DIPCAT website, which prepared us almost perfectly for the case study. In the assigned groups, a quiz was then to provide information on whether all students were at approximately the same level of knowledge. By successfully answering the quiz, we were able to start working on the case right away. To support us, the professor Dr. Tarpataki came by again and again and compared our

results with hers. We were able to complete the case study in a timely manner and thus ended our first project day.

DAY 2

The second day also began with a plenary session, in which we were presented with the second case on IFRS 9 ("Sophia Bank IFRS9 ECL Case II."). With the help of EXCEL we were allowed to analyze and calculate five different credit situations within the national teams. Once again we were supported by Professor Dr. Tarpataki. This case study proved to be complex and challenging and required our new knowledge from the preparation videos as well as what we learned on the first day.

The elaboration of the case took the whole day and since the SOWI canteen is closed on holidays, we fortified ourselves with Asian food at "Victoria". #Sushi



At the end of the day, all students came together again for a joint plenary session, where the results were presented and compared by means of a short presentation. All teams did a good job and solved the case

study successfully.

#goodjob

2018 SOF				2019 SOF			
	Gross carrying amount	ECL	Net Carrying amount		Gross carrying amount	ECL	Net Carrying amount
Loan 1	100 000,00	(1 328,92)	98 671,08	Loan 1	75 586,19	(1 004,48)	74 581,71
Loan 2	200 000,00	(2 681,42)	197 318,58	Loan 2	178 386,20	(2 391,64)	175 994,56
Loan 3	200 000,00	(61 889,76)	138 110,24	Loan 3	178 386,20	(57 818,72)	120 567,48
Loan 4	100 000,00	(21,39)	110 647,00	Loan 4	100 000,00	(73 778,79)	26 221,21
Loan 5	1 000,00	0	1 000,00	Loan 5	4 006,88	-	4 220,02
	604 000,00	(65 921,49)	544 746,90		536 445,47	(134 993,63)	401 584,98

SOI 2018			SOI 2019		
	Interest income	Allowance gain/loss		Interest income	Allowance gain/loss
Loan 1	0	(1 328,92)	Loan 1	1 586,19	324,44
Loan 2	0	(2 681,42)	Loan 2	1 386,20	289,78
Loan 3	0	(61 889,76)	Loan 3	1 386,20	4 071,04
Loan 4	10668,19	(21,39)	Loan 4	10 668,19	(73 575,41)
Loan 5	86,88	0	Loan 5	133,14	-
	10755,07	(65 921,49)		15 159,92	-68 890,15
Total loss OCI 2018	(55 166,42)		Total loss OCI 2019	(53 730)	



DAY 3

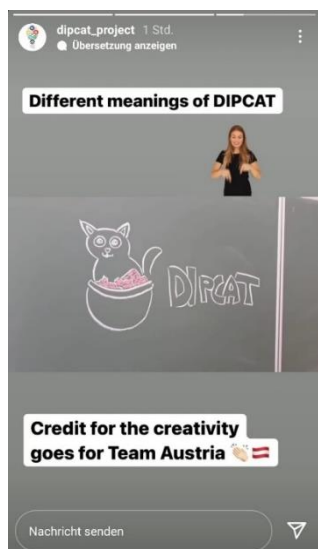
Day three of the project week was scheduled as a day for Self study & Social event. Unfortunately, we were not able to go on an excursion due to time constraints, but we were busy preparing for day four and five. We familiarized ourselves with the tasks of the case study as well as with the new programs Notepad++ and Rapidminer.

DAY 4

The second part of the project week dealt with the topic of auditing and digitalization and was led by Team Germany. We were divided into international groups and, after a short introduction by the respective team leaders, started directly with the development of "Case 3 / The Sophia's Dream Story goes on".

Due to the fact that we all worked in different groups, there were differences in the focus and in solving the case study. Some of us focused more on the theory and principles of auditing, while others were more concerned with the possibilities that Excel offers for auditing and with the introduction to the program "RapidMiner".

During the break we joked about the ambiguous term of the project and that's how the cat in the dip was created on the blackboard. [#creativity](#)



As planned, the elaboration of the case also extended into the next day.

To round off the day, we visited the Indian restaurant "Jaipur". At dinner, the atmosphere was relaxed and fun, and the tasty food certainly contributed to this.



Day 5

As planned on the last day of the project week, we reconvened in our international teams at the beginning and continued working on the case study. The focus was to work a lot with Notepad++, Rapidminer and Excel.

Through this practical application, we were able to get to know the programs and their advantages and application possibilities better, which can and will certainly be useful for some when writing their master's thesis, but also in the workplace.

Just before the lunch break, we concluded with Case 3 "The Sophia's Dream Story goes on" and summarized what we had learned in a PowerPoint. In particular, it was about the new functions and possibilities that we learned and what advantages and disadvantages we found in the respective programs.

The short presentations showed that actually all participants could take something with them. After the lunch break, there were concluding words and thanks from the organizers.

Conclusion

Despite the online format, it turned out to be a successful project week. The lessons and the processing of the extensive case study in English have challenged us and improved our didactic skills.

We also learned a lot in accounting and auditing and acquired new skills in the programs Excel and RapidMiner. The complex case studies encouraged international teamwork and helped to challenge the students. It was necessary to work hard on the material in order to keep up the required pace.

We would like to thank you for the very educational week, the international exchange with other students and the good food. #ThankYou.

